

The Relationship Between Teacher Burnout and Principal Leadership Style

by

KeLeigh Edwards Pritchett

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Approved by

Dr. Jonathan Taylor, Chair, Associate Professor of Adult Education
Dr. Leslie Cordie, Associate Professor of Adult Education
Dr. Jane Teel, Associate Professor of Adult Education
Dr. Chih-hsuan Wang, Professor of Adult Education

Abstract

The purpose of this study was to examine the relationship between principal leadership style and perceived teacher motivation and burnout in a specific region of Alabama in various elementary, middle, and high schools. In particular, there is interest between the increase in motivation in relation to principals' various leadership styles. This study incorporated data collected through surveys from elementary, middle, and high schools from the Phenix City School System, the Pike County School System, the Troy City School System, and Glenwood School (private) in south Alabama. Teachers completed a survey on their perceived levels of motivation as well as their perceived levels of burnout.

This study used an adaptation of a study by Charlotte Gilbar, a doctoral student at Lynchburg College, and is quantitative in nature. Her surveys, as well as contact letters, provided excellent examples but were modified for this data collection. However, this study varies from Ms. Gilbar's in a few ways. In the initial study, separate unique surveys were administered to the principals and teachers. In this study, only teachers completed a survey. In addition, Ms. Gilbar's study was larger in nature and surveyed principals and teachers employed at focus schools, schools performing between the fifth and fifteenth percentile (Gilbar, 2015). The use of voluntary response and nonrandom sampling identified participants in this study. As for the specific design of the study, a Pearson Correlation was used.

The first portion of the survey, the MLQ, was developed from Bass' Transformational Leadership Theory. This theory states that leaders bear certain personality traits and characteristics that govern the actions and behaviors of other people (Nazim, 2016). The second portion of the survey, the Maslach Burnout Inventory (MBI), assesses emotional exhaustion,

depersonalization, and personal accomplishment. It also assesses educators' feelings on their work, their students, and their ideas on success. Responses to this survey's 22 questions are on a 7-point Likert scale and should be answered based on how often the individual experiences feelings associated with that item (Maslach, 1976).

The results of this study show that principal leadership style, as perceived by the teacher, does correlate with teacher burnout. However, in reference to this study, there was not as large of a correlation as expected. According to a study by Eyal and Roth (2011), transformational leadership significantly decreased the teacher burnout rate and improved the measures of teachers' personal motivation.

Research showed that educators in the systems surveyed are only experiencing a moderate degree of occupational exhaustion or burnout. However, they are experiencing a low degree of personal accomplishment which is disheartening. Collaboration between school board officials, administration, and educators is needed to make improvements in this area. When one does not see purpose in his or her work, it is difficult to remain motivated to continue and not feel burnt out.

Most importantly, motivated teachers yield classrooms with higher levels of motivation. This not only affects childhood learning but adult learning as well. School is designed to prepare students for real-world scenarios (Kotinsky, 1933). Therefore, "Poor schools for children make poor men for constructive living and learning in adulthood" (Kotinsky, 1933, p. 15).

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Chapter 1: Introduction to the Study

Nelson Mandela believed that education is so influential it can change the world (1990). In the United States, in addition to Australia and Canada, public education is federally funded and administered to some extent by the government, and charged with educating all citizens (Chen, 2018). One would assume that in order for proper education to be provided, educators must be properly trained as well (Hussain et al., 2017). According to the literature, a higher level of teacher satisfaction leads to higher levels of student success (Ponnock et al., 2018). One of the contributors to poor success rates of students is a lack of administrative support and communication (Iqbal, 2012).

Raza (2010) states that all colleges have a climate of their own. This is true of elementary and secondary institutions as well. The professional relationship between administrators and teachers determines the climate of the institution itself. Schooling is intended to educate students on how to handle real-world scenarios (Kotinsky, 1933). Therefore, “Poor schools for children make poor men for constructive living and learning in adulthood” (Kotinsky, 1933, p. 15). This quote by Kotinsky is very straightforward in making the point that the education one receives as a child affects life in adulthood. “Adulthood is not something new after childhood and youth but grows out of them and is of the same nature. Wisdom does not come suddenly to the adult” (Kotinsky, 1933, p. 23). The opinion a child develops early on about learning further determines his/her attitude towards learning as an adult.

For instance, understanding the importance of civic roles and responsibilities does not come naturally. The idea that being involved in one’s community and contributing to the well-being of others must be initiated and then fostered. For example, when one sees the benefits of

voting and sees this as a privilege, he/she is more inclined to become a registered voter in adulthood.

In relation to this study, the researcher surveyed adults in the professional workplace- elementary, middle, and high school teachers. The goal was to determine if principal leadership style caused burnout and a lack of motivation among teachers. This was of interest because, if classroom teachers are burntout and unmotivated, student learning will inevitably suffer. Poor classroom experiences shape one's view of learning. These negative views, unless altered, are embedded in the mind of the child who ultimately becomes an adult.

In turn, whatever affects adults affects those around them (Kotinsky, 1933). The contributions adults make in society affect the way our societies function. When people see power gained from knowledge, they should desire to use that power to grow others and their environments. However, when children are poorly schooled, this also affects how they approach learning in the future. "To be able to do most effective work among the adult section of society, the adult education movement must look to these hindrances, some of which lie in the world around it, and some in the schooling which came before" (Kotinsky, 1933, p. 23). Children must be able to make real-world connections as they learn. These connections enable them to see how their current learning will serve as a benefit as they age. When there are no connections, learning seems to be without purpose. "By ceasing to be disparate with life, schooling will cease to impose handicaps on adult education" (Kotinsky, 1933, p. 46). Kotinsky further speaks of preparing for adult living- "The only way to prepare for effective adult living, a continuing education, and an education continuous in the stream of life experience, is to partake in effective living from the very beginning" (1933, p.118). Emphasizing the relationship between schooling and life experiences helps to guide individuals from childhood into adulthood (Kotinsky, 1933).

“Schooling and education for the young offers one of the best opportunities for a genuine adult education” (Kotinsky, 1933, p. 45). Kotinsky states that earlier schooling is one of the determining factors of success of adult education.

Climate affects emotions and attitudes, and therefore, learning. Job satisfaction plays a role in determining how an employee views his or her self-worth. In addition, the amount of effort he or she places on tasks at hand is often a result of how he or she is valued as an educator. If an employee feels like he or she is not valued, there will be no motivation to improve. This mindset adversely affects students’ well-being and happiness as well. Ultimately, the issue of stagnation is an issue that can be prevented. Those who feel they are not respected in the workplace often find it difficult to remain motivated. The result can be a lack of effort and feelings of anxiety. According to Boyd, et al. (2009), more than 500,000 teachers in the United States leave their schools each year, and 84% of those employees transfer due to employer-administered or self-administered negativity. Communities continue to grow while the number of quality teachers diminishes.

Miscommunication affects the work environment. According to Iqbal and Munir (2018), most principals do not understand which leadership styles their employees prefer. Likewise, many employees do not realize which leadership styles their principals prefer. More importantly, both parties do not possess a clear understanding of the most effective styles of leadership. One may misinterpret his or her principal’s leadership style or feel it is not compatible with his or her own leadership style.

The definition of leadership continues to mature. However, Northouse (2010) identified four defining components of leadership: leadership is a process, leadership involves influence, leadership occurs in groups, and leadership involves common goals. BenValore-Caplain explains

his view of leadership in his book *Leadership Magic* by writing “To inspire their organizations to greatness, good leaders not only guide people but also teach them leadership skills so they can lead themselves and help lead the organizations” (Valore-Caplain, 1999, p. 47). Leadership is widely-studied, and this topic entices many scientists, educators, and practitioners.

Leadership styles are a main construct in this study. Therefore, it is pertinent that you are given a clear definition of this term. By definition, leadership styles are processes in which subordinates are influenced by the leaders to achieve institutional goals (Omolayo, 2000; Bamigboye, 2000; Akanwa, 1997, et al., 2012). In 1990, Bass and Seltzer defined leadership as an interaction among individuals and groups of an organization in a structured and reserved manner. A principal should lead his or her employees to reach common goals of the learning institution and school system. Characteristics of a leader include: knowledge, experience, and personality. Administrators are not solely tied to one leadership style.

Motivation is another key construct of this study. The field of educational psychology has changed over the years from favoring the environmental effects of motivation to understanding that motivation is more internal. This principle was founded on the ideas of the Self Determination Theory or (SDT). “Individuals are innately driven to grow psychologically while also integrating experiences and personality to form a sense of self” (Ryan, Connell, & Deci, 1985, as cited in Schunk & Zimmerman, 2006). However, although it is believed to be in one’s nature to be internally motivated, one’s social experiences aid in maintaining and heightening one’s confidence. Social experiences affect intrinsic motivation, for they can encourage individuals or tear them down (Ryan & Deci, 2000).

Lastly, burnout is a key construct in this study. Burnout consists of three-components: psychological syndrome of emotional exhaustion, depersonalization, and feelings of low

personal accomplishment. When emotional and physical resources are depleted, exhaustion occurs. As exhaustion strengthens, depersonalization occurs. Teachers distance themselves from their students in a way that causes them to become indifferent to the students' needs (Maslach et al., 2001). Lack of personal accomplishment is tied to the first two components. Whenever teachers feel that they are no longer bringing positive change, they feel inefficient and helpless (Evers et al., 2002; Jackson et al., 1986).

In addition, Maslach (1976) explained that lack of motivation is caused by teacher burnout. When emotional and physical resources are depleted, exhaustion occurs. Teachers distance themselves from their students in a way that causes them to become indifferent to the students' needs (Maslach, 1976). Whenever teachers feel that they are no longer bringing positive change, they feel inefficient and helpless (Evers et al., 2002; Jackson et al., 1986).

Purpose of the Study

The purpose of this study was to examine the relationship between principal leadership style and perceived teacher motivation and burnout in a specific region of Alabama in various elementary, middle, and high schools. In particular, there is interest between the increase in motivation and burnout in relation to principals' various leadership styles. This study incorporates data collected through surveys from elementary, middle, and high schools from the Phenix City School System, the Pike County School System, the Troy City School System, and Glenwood School (private) in south Alabama. Teachers completed a survey on their perceived levels of motivation as well as their perceived levels of burnout.

Research Question and Hypotheses

The research questions for this study include the following:

1. Does principal leadership style, as perceived by the teacher, correlate with teacher

burnout?

Ha1- There will be a statistically significant negative correlation between the transformational leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

Ha2- There will be a statistically significant positive correlation between the transactional leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

Limitations

This study will be conducted in a specific region of Alabama in various elementary, middle, and high schools. This limits understanding of results from other geographic and economic levels. In addition, this data was self-reported. When data is self-reported, bias may be a contributing factor to the results. Likewise, there are numerous factors that contribute to teacher motivation and burnout. This study merely focused on the professional relationship between administrators and teachers and its effect on motivation and burnout.

Assumptions

According to my research, the literature suggests that there will be a statistically significant correlation between principal leadership styles and teacher motivation and burnout.

Definition of Terms

To assist the reader in understanding, a list of key terms has been provided in the form of a table.

Please see Table 1 below.

Table 1.1

Key Terms and Definitions

Term	Definition	Source
Burnout	A stress-related syndrome consisting of three empirically separate but	Gaitan, 2009

	related factors: a) Emotional Exhaustion, b) Depersonalization, and c) Lack of Personal Accomplishment.	
Contingent Reward	“Clarifies what is expected from followers and what they will receive if they meet expected levels of performance”	Bass, B. M., & Avolio, B. J. 2004, p. 97
Depersonalization	Loss of empathy	Maslach, 1976
Idealized Influence	“Instills pride in others for being associates with me, go beyond self-interest for the good of the group”	Bass, B. M., & Avolio, B. J. 2004, p. 96
Inspirational Motivation	“These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers’ work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves”	Bass, B. M., & Avolio, B. J. 2004, p. 96
Intellectual Stimulation	“Gets followers to question the tried and true ways of solving problems; encourages them to question the methods they use to improve themselves”	Bass, B. M., & Avolio, B. J., 2004, p. 96

Individualized Consideration	“Focuses on understanding the needs of each follower and works continuously to get them to develop to their own potential”	Bass, B. M., & Avolio, B. J., 2004, p. 97
Laissez-Faire Leadership (Passive Avoidant Leadership)	Employees are given the opportunity to make decisions without the leader’s consent. The leader merely acts as a facilitator.	Lewin, Lippit, and White, 1939
Leadership	An interaction among individuals and groups of an organization in a structured and reserved manner	Bass & Seltzer, 1990
Leadership styles	Processes in which subordinates are influenced by the leaders to achieve institutional goals	Omolayo, 2000; Bamigboye, 2000; Akanwa, 1997 & Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. 2012
Management by Exception (Active)	“ Focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels”	Bass, B. M., & Avolio, B. J., 2004, p. 98
Management by Exception (Passive)	“These leaders fail to interfere until problems become serious, and wait for things to go wrong before taking action. These leaders also show a firm belief in if it ain’t broke don’t fix it. These leaders wait for problems to become chronic before they fix them”	Bass, B. M., & Avolio, B. J., 2004, p. 98
Maslach Burnout Inventory	This survey focuses on the environment in the workplace to determine an individual’s level of burnout.	Maslach, 1996

MLQ (Multifactor Leadership Questionnaire)	The MLQ has been widely used to research transformational, transactional, and passive avoidant styles of leadership.	Bass, B. M., & Avolio, B. J. 1995
Motivation	a teacher's desire and attitude to work and participate in pedagogical processes within the school environment.	Ofoegbu, 2004
Occupational Exhaustion	A relationship with work that is perceived as difficult, tiring, or stressful	Maslach, 1976
Personal Accomplishment	A feeling that contributes to bringing balance and ensures fulfillment	Maslach, 1976
Satisfaction	The degree to which one enjoys and feels contentment and would remain in their current job	Mertler, 2002
Transactional Leadership	Leadership that offers rewards and incentives in response to quality job performance	Bass and Avolio, 1985
Transformational Leadership	involves inspiring others to promote a cause they deem worthy	Burns, 1978

Organization of the Study

This study is organized according to the guidelines set forth by Auburn University. Chapter 1 presents the introduction, statement of the problem, purpose of the study, research questions, limitations, and assumptions. Chapter 2 reviews the literature examined during the research process. Chapter 3 details the research methods as well as all details involved in the

experimental phase of this study. Chapter 4 reviews the results of research findings. Chapter 5 discusses results, conclusions, and recommendations for future research. Appendices are included. Lastly, a complete list of references is provided.

Chapter 2: Review of the Literature

The purpose of this chapter is to review the existing literature on leadership and motivation among teachers and principals. As the literature was reviewed, a common theme appeared. This theme sparked curiosity and encouraged further research. The literature appeared to reveal a relationship between leadership, motivation, and burnout within the workplace. The researcher began to gather basic information on the definitions of leadership, motivation, and burnout according to the literature. Research also revealed that certain behaviors are closely tied to specific leadership styles. The research concluded when the researcher felt enough information had been collected to form an opinion on the topic and begin data collection.

Research Process

A vast amount of literature pertaining to leadership exists. Therefore, this paper is focused on mostly current articles as well as foundational pieces. When sorting through articles found in various databases, the following keywords were used to narrow the search: leadership, principal leadership, leadership styles, motivation, teacher motivation, burnout, the Full Range of Leadership Model (FRLM), the Multifactor Leadership Questionnaire (MLQ), and the Maslach Burnout Inventory (MBI). Information about various leadership styles is included in the review of literature to establish background and credibility for research.

Introduction

Nelson Mandela believed that education is so influential it can change the world (1990). In the United States, in addition to Australia and Canada, public education is federally funded and administered to some extent by the government, and charged with educating all citizens (Chen, 2018). One would assume that in order for proper education to be provided, educators must be properly trained as well (Hussain et al., 2017). A higher level of teacher satisfaction

leads to higher levels of student success (Ponnock et al., 2018). One of the contributors to poor success rates is lack of administrative support and communication (Iqbal, 2012). The fundamental purposes of leadership include providing direction and exercising influence (Leithwood et al., 2004; Louis, et al., 2010).

School Climate

The professional relationship between administrators and teachers determines the climate of the institution itself. This climate affects emotions and attitudes, and therefore, learning (Ponnock et al., 2018). Scholars argue that building a vision with teachers offers great opportunity to motivate them because it allows for goal setting (Geijssel, et al., 2003). When a clear vision is not present, students' well-being and happiness are affected as well (Hallinger and Heck, 1996; Leithwood et al., 2007; Porter et al., 2010). Ultimately, the issue of stagnation is an issue that can be prevented. Those who feel they are not respected in the workplace often find it difficult to remain motivated (Geijssel et al., 2003). The result can be a lack of effort and feelings of anxiety (Hussain, 2017).

In 2001, the No Child Left Behind Act introduced new expectations for school leaders. Some leaders were seen as incompetent because their influence did not assist in yielding desired results. Davis, et al., (2005) state:

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, faculty managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and incentives not to mention being able to serve all stakeholders involved from student to the federal government (p.3).

According to Boyd et al., (2009), more than 500,000 teachers in the United States leave their schools each year, and 84% of those employees transfer due to employer-administered or self-administered negativity. However, in order for the educational environment to improve, issues must be addressed and solutions heavily sought after. This requires administrators, as well as other educators, to actively research to contribute to the existing information concerning the issues (Creswell, 2008). Communities continue to grow while the number of quality teachers diminishes.

The Multifactor Leadership Questionnaire (MLQ)

One questionnaire that will be used for the purposes of this study is the Multifactor Leadership Questionnaire (MLQ). This questionnaire contains 45 items that measure key leadership effectiveness behaviors that have been linked with leadership success as an individual as well as success within an organization. The MLQ has nine leadership components that represent various leadership styles. The components of this survey were chosen so each item is as low in correlation as possible with the other items (Bass & Avolio, 1990). The MLQ has been the principle means by which researchers were able to identify effective leadership from ineffective leadership (Bass & Avolio, 1993). Its strength depends on its ability to capture several leadership styles in a single measurement. It incorporates a range of nine scales- five to capture transformational, three to measure transactional, and one to reflect laissez-faire leadership. Those completing the MLQ evaluate how often they have seen the specific leader engage in 32 distinct behaviors while other MLQ items are ratings of their own view of leadership and motivation. Below is a table listing the nine leadership components of the MLQ along with a description for each.

Table 2.1*Leadership Components of the MLQ*

Term	Definition	Source
Contingent Reward	“Clarifies what is expected from followers and what they will receive if they meet expected levels of performance”	Bass, B. M., & Avolio, B. J. 2004, p. 97
Idealized Influence	Leadership behavior that results in “ideal” role models for followers	Bass, B. M., & Avolio, B. J. 2004, p. 96
Inspirational Motivation	Leadership that “enhances meaning and promotes positive expectations about what needs to be done	Bass, B. M., & Avolio, B. J. 2004, p. 96
Intellectual Stimulation	Leadership that “helps others think about old problems in new ways”	Bass, B. M., & Avolio, B. J., 2004, p. 96
Individualized Consideration	“Understanding and sharing in others concerns and developmental needs and treating each individual uniquely”	Bass, B. M., & Avolio, B. J., 2004, p. 97
Laissez-Faire Leadership (Passive Avoidant Leadership)	Employees are given the opportunity to make decisions without the leader’s consent. The leader merely acts as a facilitator.	Lewin, Lippit, and White, 1939
Management by Exception (Active)	Attempting to prevent a problem from arising	Bass, B. M., & Avolio, B. J., 2004, p. 98
Management by Exception (Passive)	Reacting after a problem arises	Bass, B. M., & Avolio, B. J., 2004, p. 98

The rating scale for scoring this assessment is as follows:

Rating Scale for Leadership Items

- 0 = Not at all
- 1 = Once in a while
- 2 = Sometimes
- 3 = Fairly often
- 4 = Frequently, if not always

Theoretical Background and Development

The MLQ was developed from Bass' Transformational Leadership Theory. A transformational leader differs from a transactional leader by not only recognizing needs but aiming to further develop skills needed to meet those needs. One who is considered as a transformational leader captivates the whole person in order to develop other leaders. Bass (1985) described transformational leaders as those who possess the following traits.

- Raise others' level of awareness of meeting goals and ways to work towards achieving those goals
- Encourage others to use their talents and self-interests for the benefit of those around them
- Develop desires in others to attain higher levels of achievement in their personal and professional lives

This type of leadership motivates others to continue beyond the standard set of expectations. By modeling leadership behaviors, one possesses the opportunity to raise self-efficacy amongst associates. Therefore, one's willingness to accept more arduous challenges is heightened. This process builds trust, respect, and a spirit of collaboration.

In this section, other studies in which the MLQ was utilized will be shared. The first study by Duncan et al. (2017) used the Full Range of Leadership Model (FRLM) and the MLQ

to measure authentic leadership. Authentic leadership encompasses the following four dimensions: self-awareness, balanced processing, internalized moral perspective, and relational transparency. Researchers felt it important to explore the degree to which authentic leadership was related to emotional intelligence which will be discussed later in this chapter. Salovey and Mayer (1990) define emotional intelligence (EI) as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feeling and emotions to discriminate among them and use this information to guide one’s thinking and actions” (p. 1094). Leaders self-reported their ratings of EI and leadership abilities. In conclusion, studies are continuing to focus on EI from the worker and leader perspective. A body of literature is continuing to develop. This particular study found that there is a moderate correlation between leader EI and leader authenticity.

In a study by Prater (2013), The MLQ was again utilized in conjunction with the FRLM. The purpose of Prater’s research was to examine three specific leadership styles of high school administrators. In addition, she was interested to know the degree to which administrators practiced their leadership styles, perceptions of leadership styles, and the relationships between these styles and outcomes. 36 high school administrators and 784 teachers in two public school systems in Middle Tennessee were surveyed using the MLQ. After completion of the study, Prater found that high school administrators ranked transformational leadership as the most common style practiced. An active transactional leadership design in which rewards were given when deserved was found to be the second most popular style. Passive transactional leadership as well as laissez-faire leadership styles were found to be practiced the least. However, the study was also well-aligned with Avolio and Bass’ 2002 study which indicated various leadership styles were used according to the situation at hand.

Lastly, in 1990, a study by Koh *et al.* investigated the leadership styles of Singaporean principals using the MLQ. According to this study “researchers reported that transformational leadership adds 17-26 percent above all other leadership styles to the explained variance of the school staff’s organizational citizenship, organizational commitment, and satisfaction with the leader” (p. 614). In addition, transformational leadership significantly decreased teacher burnout rate along with the measure of their personal motivation (Eyal and Roth, 2011).

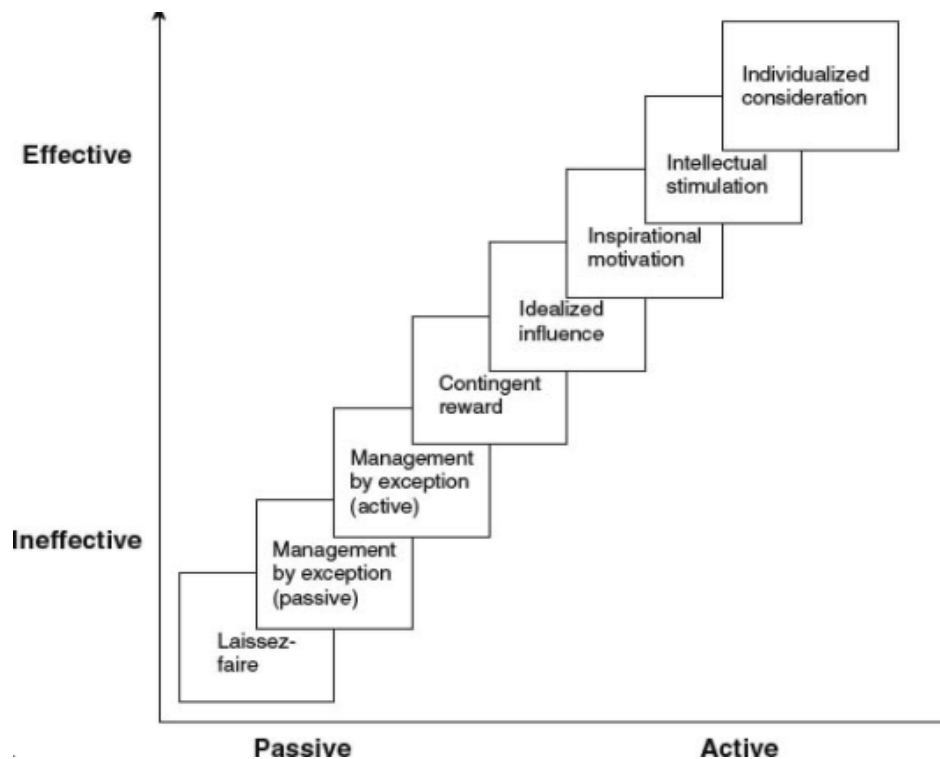
The Full Range of Leadership Model (FRLM)

In 1978, Burns argued that leadership was either transactional or transformational. Transactional leaders focus on rewards of some sort while transformational leaders believe in creating lasting change to achieve success. Burns’ work contributed to the work of Avolio and Bass (1998; 2002; 2004) who developed the FRLM. Within their model, the following leadership styles were used: transformational, transactional, and laissez-faire. In 2002, they decided that all three leadership styles are used at some point depending on the circumstances presented. For this dissertation study, the FRLM was used as it was foundational in creating the MLQ. This model includes four various categories of transformational leadership behaviors. In addition, it also includes two categories of transactional leadership behavior and laissez-faire behaviors.

The FRLM has been used in other studies such as a study by Liddel (2019) which focused on superintendents in New York State public schools. The aim of the study was to examine if there was a correlation between superintendent leadership behaviors and students’ academic achievement. Liddel used the following three leadership constructs within his study: transformational, transactional, and passive-avoidant. These three are included in the FRLM (Avolio & Bass, 2004; Bass, 1998). The MLQ was used to collect data through surveys. The results of the study did not show statistically significant discrepancies in the data. However, the

results did provide helpful further implications for practice. For instance, the superintendents should self-analyze their actions to ensure that the messages they are trying to convey through their behaviors are actually the messages perceived by principals and other employees.

Figure 2.1. Full Range of Leadership Model. Note: Reprinted from The SAGE handbook of organizational behavior: Volume I - micro approaches (pp. 334-352), by Judge, T., Woolf, E., Hurst, C., & Livingston, B. (2008). Thousand Oaks, CA: Sage. Copyright 2008 by Sage. Reprinted with permission.



Leadership Defined

The definition we will be using for this study relates back to the FRLM. Throughout their years of study, Avolio and Bass (1991) attempted to more accurately define the qualities that are associated with a leader. Leadership is one of the main variables in this study. Therefore, it is pertinent that a clear definition of this term is given. In 1990, Bass and Seltzer defined leadership as an interaction among individuals and groups of an organization in a structured and reserved manner. By definition, leadership styles are processes in which subordinates are influenced by

the leaders to achieve institutional goals (Omolayo, 2000; Bamigboye, 2000; Akanwa, 1997 & Bhatti, N., et al., 2012). There are numerous lists of leadership characteristics including: knowledge, experience, and personality. A principal should lead his or her employees to reach common goals of the learning institution and school system.

Leadership Styles

In 1939, Lewin, Lippit, and White identified 3 distinct leadership styles. These leadership styles are autocratic, democratic, and laissez-faire leadership styles. Administrators are not solely tied to one leadership style. Each leadership style will be defined in detail in the following paragraphs.

Autocratic Leadership

Autocratic rulers lead harshly and make all of the decisions themselves (Lewin, 1939). They believe that they are in charge and their authority should not be questioned. All decision-making lies in his/her hands. No power is given to those beneath them. The leader communicates responsibilities to the employees and that is where the communication ceases (Smylie & Jack, 1990; Hoy & Miskel, 1992; John, 2002). Communication between the two parties is virtually nonexistent.

Democratic Leadership

Democratic leadership allots a certain amount of authority to the employee. Democratic Leaders take an active role in leading but allow other to also make decisions (Lewin, 1939). Employees are consulted and allowed to participate in the decision-making process. Communication flows evenly between the leader and employees in a democratically led environment. Mba (2004) states that when democratic leadership is at play, the work ethic of

employees is heightened. In schools where democratic leadership is present, school employees collaborate to make decisions. All members develop a sense of ownership (Kilicoglu, 2018).

Specific ideas of democratic leadership developed in the 1930s. Kurt Lewin and Ronald Lippitt conducted an experiment in which they examined three groups of school children. Each group identified with a different leadership style. These styles included authoritarian, democratic, and laissez faire. Each group participated in a common activity. This particular study concluded that democratic leadership was the most effective leadership style. These members were the most engaged, creative, and cooperative. This study solidified Woods' idea (2005) that democratic leadership encourages growth toward human potential. Democratic leadership is centered around creating meaningful experiences and encouraging participation and respect for all as "ethical beings" (Woods, 2004, p.4).

Laissez-faire Leadership

Lastly, the laissez-faire leadership style is the most free form of leadership. These leaders are mostly removed from the decision-making process (Bass & Avolio, 2004). Employees are given the opportunity to make decisions without the leader's consent. The leader merely acts as a facilitator (Obilade, 1998; Ogunsanwo, 2000; Talbert & Milbrey, 1994). A positive aspect of this leadership is that it allows followers to determine more of their own plans, and therefore, encourages creativity (Kars & Inandi, 2018).

Laissez-faire leadership requires the presence of trust within the organization. Organizational trust also involves the creation of a safe atmosphere where nobody is afraid of punishment so that the members of the organization voluntarily make themselves vulnerable (Adams & Wiswell, 2008). Members of the organization who are privy to this style of leadership believe that their rights will be protected and behaviors of individuals will be ethical (Cubukcu &

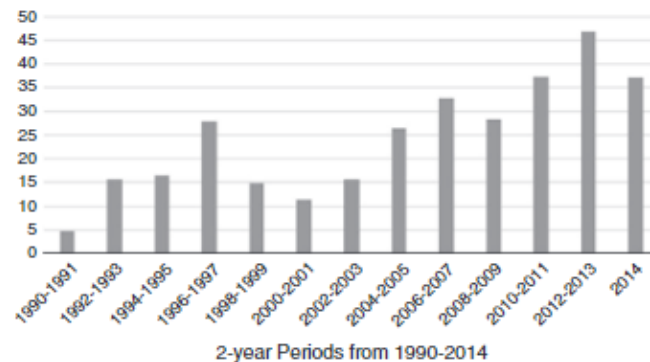
Tarakcioglu, 2010). Positivity from those involved is a key component in the success of a laissez-faire leader (Tuzun, 2007).

Bass' Transformational Leadership Theory

A review of the literature (Lowe, et al., 1996) found that transformational leadership has the strongest and most positive impact whether outcomes were measured subjectively or objectively. According to the literature, transformational leadership influences educational research excessively (Bush, 2014; Hallinger, 2003). Transformational leadership transforms mindsets and the environment. Bass (1985) states that transformational leadership is a style that helps individuals establish themselves as agents of change. Studies have shown that this form of leadership has a great effect on the attitudes of employees when implemented by the principal (Hallinger, 2003). During this theory's emerging period, educational scholars began to recognize the importance of transformational leadership in relation to challenges that principals face. Therefore, this theory was widespread in the educational realm and became an ideal model for school leaders (Hallinger, 1992; Leithwood, 1994).

Research on transformational leadership has continued to increase. Articles of research and policy state that training programs geared toward school principals contain a component on transformational leadership (Jackson and Kelly, 2003). Figure 2.2 below shows the ratio of published documents on transformational leadership to published documents on school leadership from 1990-2014.

Figure 2.2 Berkovich, I (2016), Ratio of Published Documents on Transformational Leadership to Published Documents on School Leadership 1990-2014. Note: Bases= d in the ERIC search engine, bi-yearly. Reprinted with permission.



In 1985, Bass and Avolio defined four domains of transformational leadership. These domains include: charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Through charismatic vision, leaders encourage their staff members to join them in their hopes for school success. Through inspirational motivation, leaders gain trust of their employees. They encourage the incorporation of new and innovative ideas. By creating a shared vision, an atmosphere of collaboration and a sense of belonging is created. “By helping teachers to set goals, principals provide cultures that are both meaningful and challenging, thereby directly impacting teachers’ job satisfaction” (Avolio, 2014). Intellectual stimulation allows individuals to be challenged, and therefore, valued. When leadership shows confidence in one’s ability, purpose is found in the employee’s work. The last domain of transformational leadership is individualized consideration. This notion requires that each teacher is treated as an individual.

It is important to note that there is no perfect form of leadership. Even the transformational approach, which is the basis for this study, will fall short due to organizational constraints that individuals may operate under. The process of transformational leadership develops in one the ability to make personal decisions that are of benefit and promote growth.

The leader becomes the follower and the follower becomes the leader (Bass & Avolio, 2004).

The desire is for the employee to eventually move into a position of leadership.

Key Aspects of Transformational Leadership (Bass, 1985)

- Idealized Influence- These leaders inspire those around them with a vision of what can be accomplished through extra personal effort.
- Inspirational Motivation- The leader inspires others to set goals and challenge themselves. They help others envision a brighter future.
- Intellectual Stimulation- These leaders encourage others to think outside the box and envision new possibilities.
- Individualized Consideration- The leader shows mutual respect for others and gives them individualized attention.

Transactional Leadership

Transactional leadership has proven to be effective in the educational realm as well. The premise of transactional leadership is to offer rewards and incentives in response to quality job performance. Likewise, if work is not complete or completed incorrectly, consequences can also be administered. Transactional leaders make expectations clear to employees and expect the work to be completed properly. They also clearly identify the relationship between performance and rewards. Employees have only a very small role in the decision-making process. They are responsible for the completion of their work, and administrators act as managers of all assigned tasks. Whereas transformational leadership is “the course of action which influences main changes in the assumptions, behaviors, and attitudes of the members of the organization.

Transactional leadership is based on rewards and punishment” (Yukl and Fleet, 1992, p. 174).

Key Aspects of Transactional Leadership (Bass, 1985)

- Contingent Reward I (promises)- The leader promises to reward others based on their performance.
- Contingent Reward II (rewards)- The leader carries through with his/her promise to reward those for their performance.
- Management by Exception (active)- The leader acts on anticipated problems.
- Management by Exception (passive)- The leader acts once problems actually occur.

Integrative Leadership

Integrative leaders are excellent communicators, both written and verbal. According to the research study “The Effect of the Principal’s Leadership Style on School Environment and Outcome” (Al-Safran et al.) in the *Higher Education Journal* (2014), principals who spend at least 66.6% of their time each week communicating with students, parents, faculty and staff are the most successful. Parents and staff members appreciate the time taken to communicate thoughts and visions for the future.

Leadership Taxonomies

The previously mentioned leadership styles are the most popular. However, these styles are derived from two leadership taxonomies: task and relationship orientation (Yukl, 2012; Blake and Mouton, 1982). Task orientation refers to how well one communicates and focuses on goals. Relationship Oriented leaders show great care for their followers and they express support in areas of need. Taberner, et al. (2009) found that leaders who focus on being task-oriented encouraged self-efficacy and positivity within the group while relationship-oriented leaders increased collaboration and unity within the team as a whole. For this study, the researcher has

chosen to focus on relationship orientation which is highlighted the most in transformational leadership.

The Evolution of Leadership

No longer is a quality leader determined by what a good person he or she is but by those qualities that demand attention, deserve respect, and accomplish tasks effectively. The leadership trait theory (Goff, 2003) attempts to explain distinctive characteristics in leader effectiveness through the identification of a set of personal traits. This theory focused on the idea that people are born with unique qualities. Traits can be honed through practice, training, and experience. The behavioral leadership theory (Goff, 2003) attempts to explain distinctive styles used by effective leaders through the nature of their work, Bass (1990) focussed on two distinct characteristics of a leader- genuine concern for people and a strong desire to complete the task. There are various beliefs about the development of leadership behaviors and these beliefs continue to evolve.

Understanding Leadership Styles

According to Iqbal and Munir (2018), most principals do not understand which leadership styles their employees prefer. Likewise, many employees do not realize which leadership styles their principals prefer. More importantly, both parties do not possess a clear understanding of the most effective styles of leadership. In addition, the effect of leadership styles and gender on teacher morale have been investigated. One particular study (Eboka, 2016) found that there exists a gender difference in the influence of principals on teacher morale. Male leaders' influence gave a rise to higher teacher morale than the influence of female leaders. Both males and females completed the MLQ and the MBI for this study.

The school principal is vital in leading the school to success. Like most leaders, a principal is likely to display a dominant leadership style. “Implementing one particular leadership style, or approach, is an important aspect of effective leadership” (Yukl, 2012, p. 1096). However, Yukl also states that a future study should be conducted to determine why a principal commits to a particular leadership style. A combination of leadership styles can be utilized depending on the circumstance.

Principal Leadership

In elementary, middle, and high school settings, the principal is the primary leader. Leithwood and Louis (2012) described successful principals to be those who follow four-core leadership practices. These practices include: establishing directions, developing employees, redesigning the institution when necessary, and improving instruction throughout the educational institution. These practices affect the climate of the school. Motivated employees deliver quality services. Principal leadership was an important topic to discuss within this literature review because of its link to teacher motivation.

The literature examined promoted the idea that the behaviors of principals affect the climate within the school setting. In a study by Barnett and McCormick (2004), when a principal conveyed his/her vision to teachers, this promoted trust and confidence. When leadership changed at the principal level this, initially, had a greater effect on the teachers individually than the school as a whole.

Acceptance and Respect

Donaldson (2006) believes that there are incompatibilities between the classical leadership model and the reality of the happenings in a school setting. For example, classical leadership involves the administrators, teachers, and staff members serving in various leadership

capacities depending on their career roles. The law enables each role to perform specific tasks and make decisions. However, this authority contradicts what Donaldson deems as earned authority. This authority is given through acceptance and respect. The daily realities of what a school leader must endure are very different from those viewed by one not involved in education. Ultimately, Donaldson feels that respect given to a peer, co-worker, or administrator can be equal. Those who collaborate to achieve success are the most powerful individuals.

Additional Leadership Theories

Theories have been developed to identify the leaders from the followers. According to Webster, a leader is a person who commands authority or influence while a follower is one that follows the opinions or teachings of another (Merriam-Webster's Dictionary, 2024). Wagner (2009) explains that most leadership theories can be identified by one of the following:

1. Great Man Theories: Great leaders are born and not made...
2. Trait Theories: People inherit certain traits that make them more suitable for leadership positions. Trait theories usually suggest that certain personality types are indicative of leaders.
3. Contingency Theories: These theories focus on environmental variables that might determine which style of leadership might best suit a particular situation.
4. Situational Theories: Leaders make their decisions based on the situation at hand. Certain types of leaders may potentially be more valuable decision-makers.
5. Behavioral Theories: This theory focuses more on the actions of leaders rather than their thoughts and feelings.
6. Participative Theories: An ideal leader takes the thoughts and opinions of others into account. These leaders encourage collaboration from other group members.

7. Management Theories/Transactional Theories: These theories focus on group performance as well as systems of rewards and punishments.
8. Relationship Theories/Transformational Theories: These leaders focus on the relationships formed and connections made between leaders and followers. They desire to inspire and motivate.

For the purposes of this particular study, Bass' Transformational Leadership Theory serves as the backbone.

Motivation Defined

“The survival of educational institutions was dependent on highly motivated and committed teachers” (Thomas, 2010, p. 103). For the purposes of this study, motivation is another key construct. The field of educational psychology has changed over the years from favoring environmental effects of motivation to understanding that motivation is more internal (Eyal & Roth, 2010). This idea was founded on the ideas of the Self Determination Theory or (SDT). Self-determination theory discusses human motivation in a social sense while it differentiates that motivation is more of an autonomous trait (Deci & Ryan, 2012). However, although it is believed to be in one's nature to be internally motivated, one's social experiences aid in maintaining and heightening one's confidence. Ryan (1993) stated that individuals achieve higher when they feel they have more control over the happenings in their own lives. Social experiences have a great affect on the way a person is intrinsically motivated (Ryan and Deci, 2000).

Motivation significantly affects teacher morale, and therefore, student achievement (Bentley & Rempel, 1967). They define teacher morale as the enthusiasm for the act of teaching and achieving personal and communal goals (Bentley & Rempel, 1967). If teachers do not

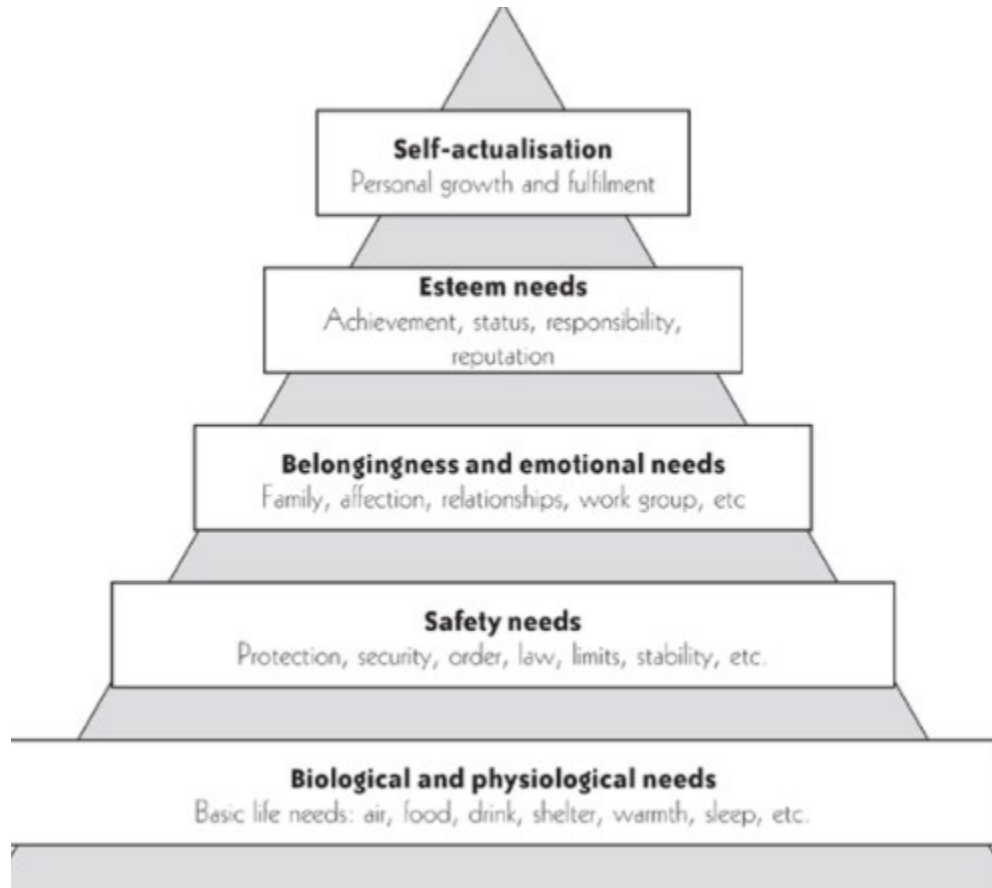
maintain a high morale, the nation's view of education and its significant impact on the country's processes will suffer.

Maslow's Hierarchy of Needs- Historical Motivational Theory (Maslow, 1954)

In order to better understand teacher motivation, it was important to highlight pieces of historical motivational theory. Likewise, it was important for the researcher to gain understanding of the basic needs of society as a whole. The researcher has chosen to highlight Abraham Maslow's theory, because his theory is practical and easily understood. In 1954, Abraham Maslow created a Hierarchy of Needs. According to Maslow, needs at the bottom of the pyramid must be met before one can move up the pyramid (Figure 2.3). This pyramid was created as Maslow observed others and recognized various needs in relation to their work. Maslow suggested that prioritizing needs showed one's true authenticity.

A study by Shi and Lin (2021) used Maslow's Hierarchy of Needs to examine the relationship of needs among adult learners. The aim of this study was to assist instructors in adapting their teaching or training to suit the needs of adult learners within the five levels of the hierarchy. Data from 189 participants were collected from an educational institution in China. Those who chose to participate, completed an online self-report survey. The tool used was the Five Need Satisfaction Measure (Taormina & Gao, 2013). A Likert Scale of 1 to 5 was used to measure the following human physiological needs: safety and security, belonging, esteem, and self-actualization. The researchers concluded that each level is greater in influence than the level above it. The results showed that lower-level needs help predict needs within the higher levels.

Figure 2.3. Maslow Hierarchy of Needs. Note: Reprinted from by Sage Publishing. Introduction: cooperative learning: what is it and why does it matter?. In Cooperative learning in the classroom: Putting it into practice (pp. 1-10), by W. Jolliffe (2007). Thousand Oaks, CA: Sage. Copyright 2007 by Sage. Reprinted with permission.



An Additional Motivational Theory

For this particular study, Maslow's Hierarchy of Needs is the prevalent motivational theory. However, the researcher discusses two other theories that share some similarities and some differences from Maslow's. Herzberg's Motivation/Hygiene theory (Herzberg and Hamlin, 1961) is also known as the two-factor theory. As he researched, he found that the way people function and are needed makes them happy. However, the way they are treated causes them to be unhappy. Based on his findings, Herzberg created the Herzberg's Motivation/Hygiene Theory.

Motivation Theory- Teachers

Three psychological functions take place in the process of motivating. Personal goals, personal agency beliefs, and emotional arousal processes are fostered in order to motivate people successfully (Hutto, 2013). Factors that motivate extrinsically are factors from the outside (Ryan & Deci, 2000). For example, hygiene and appearance factors extrinsically motivate. Self-determination, or autonomy, is intrinsic; people understand their limits and make choices to balance those limits and their personal choices (Ryan & Deci, 2000).

Intrinsic and Extrinsic Motivational Factors

According to Gilbar (2015), a majority of studies in the United States have found that intrinsic motivators are the most successful. Upon completion of their study, Deci and Ryan (2000) concluded that “no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capabilities, to explore, and to learn” (p.70). If this statement is true concerning all human learners, then it is true for the teacher and principal relationship as well.

In a study by Finnigan (2010), she found that high workload, lack of collaboration, lack of control, and lack of voice in school wide decisions were negatively linked to a positive teacher and principal relationship. Each of these factors is controlled by the principal. Teachers are foundational for teaching and learning yet they are often unmotivated (Neves de Jesus et al. 2005). This was a concern to principals because student performance is directly tied to the motivation of teachers (Bentley & Rempel, 1967). This 2005 study stated that teachers often feel the lack of ultimate control in their own classrooms which leads to a feeling of helplessness.

Thomas (2010) was in agreement with Neves de Jesus et. al (2005) that job satisfaction was directly linked to higher motivation and that intrinsic factors and extrinsic factors affect

individuals differently (Gilbar, 2015). Thomas used a work motivation questionnaire within his research, and he found that higher motivation led to greater job performance. He concluded that the survival of educational institutions was dependent on the motivation of teachers and their commitment to their students and the institution.

A system of rewards for teachers is often tied to salaries but can also include other smaller rewards throughout the year. Extrinsic motivation can easily transfer to intrinsic motivation when used often and appropriately. Accepting dialogue from a teacher about instructional methods or proposed changes also better the teacher principal relationship.

Finnigan (2010) believed that principal support and Blase and Blase (2000) believed that promoting growth within the profession were the two greatest effectors of motivation. Emotions play a role in one's level of motivation. Emotional Intelligence (EI) was explained by Goleman (1995) as playing an important role in leadership effectiveness and explained that its effect was more valuable than cognitive ability. The next section will highlight the role emotional intelligence plays in leadership and motivating others.

Emotional Intelligence (EI)

As previously mentioned, Salovey and Mayer (1990) define emotional intelligence (EI) as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and use this information to guide one's thinking and actions” (p. 1094). Emotions greatly influence leadership practices. Effective leaders make a variety of decisions daily that range in difficulty. It is imperative for a leader to be able to effectively manage his/her emotions. This control plays a direct role in others' view of an individual as a leader. According to the works of Mayer et al., (2001), EI has, at least, the following four major components: the appraisal and expression of emotion, the use of emotion to

enhance cognitive processes and control decision making, knowledge about one's emotions, and management of one's emotions. These components are closely related to leadership.

Emotion plays an important role in the relationship between leaders and followers. However, some cultural differences may make a difference in reference to this finding. Tang et al., (2010) concluded that in Taiwan, EI had a significant impact on leadership practice. Alternatively, managers in Russia were involved in a study and Van Genderen (2012) found only a slight relationship between EI and leadership style. This information is significant to understand when teaching students from various cultural backgrounds.

Emotions are often expressed through body language. Due to the positive and negative effects of communicating through body language, one must be aware of his or her demeanor when communicating with others. In addition, one must understand how to convey thoughts and feelings in a manner that is appropriate. Emotions play a role in decision-making (Wirawan, et al, 2019). If one is not aware of personal prejudices and his or her state of mind, poor decisions can be made affecting all parties involved. Lastly, one must not allow emotions to adversely affect performance and collaboration with others. Leaders with high emotional intelligence motivate their followers as a whole to complete tasks while also focusing on each individual.

Inspirational Motivation

Inspirational motivation is a key aspect of transformational leadership. Inspirational leaders communicate mutual understanding and appreciation for the goals of others. They also encourage others and help make plans on how to attain desired goals. Inspirational motivators set positive expectations and create meaningful experiences (Bass, 1988). Inspirational motivation is the motivational focus for this study because of its association with transformational leadership.

Achievement Motivation (AM)

Achievement motivation (AM) and EI are closely aligned because the two ideas contribute to success in executive functioning. “AM is an effort to attain successful completion and avoid failure” (McClelland et al., 1953; Murray, 1938, p.1095). This means that people aim to attain success and avoid failing at a task. Leaders are expected to accept a variety of responsibilities. Even employees must possess AM in order to complete their tasks. They must be motivated in their own lives in order to motivate others. High AM directs one to focus on a set of standards and comply with those standards to accomplish a particular task (Alston et al., 2010; Corona, 2010; Hur et al., 2011).

Linking EI, AM, and Leadership

Leaders’ approaches have various effects on their followers. Some leaders approach with a more task-oriented mindset while others approach with a more relationship-oriented style (Stodgill, 1950; Blake and Mouton, 1982; Northouse, 2010). High EI is a predictor of a relationship-oriented leader while high AM predicts a more task-oriented leader (Yukl, 2012). Task-oriented leaders tend to instill systems of rewards and punishment. The relationship focused leader is closely aligned with servant leadership, because the leader places followers’ needs before his/her own (Sendjaya and Sarros, 2002). Likewise, servant leadership is closely related to public service motivation (Liu et al., 2015). Both EI and AM are essential for successful leadership practices (Barbuto et al., 2002; Brown, 2014; Modassir and Singh, 2008).

Leaders’ roles fall into the following three categories: interpersonal, informational, and decisional. The interpersonal role refers to human roles such as motivating, directing, coaching, and assessing performances as a figurehead. The leader also serves as a spokesperson in the informational role.

Theoretical Designs

The three major theoretical designs used to examine the effectiveness of school leadership and principal leadership style are the direct-effect model, the mediated effect model, and the reciprocal-effect model (Hallinger and Heck, 1998). According to the direct-effect model, the principal directly affects the school with his or her actions. The mediated effects model states that the principal's actions based on his or her leadership influence other variables in the school. When these two models are combined, the antecedent-effect model is created.

Team Functionality

Leaders are expected to guide individuals from a variety of disciplines. The Multifactor Leadership Questionnaire (MLQ) has been used extensively in field and laboratory research to study transformational, transactional, and passive/avoidant leadership styles. All areas of education are experiencing unique challenges as the world around us continues to adapt. Those challenges include: knowledge gaps, increasing demand, limited resources, and lack of time to produce results (Bruce & Ricketts, 2008; Miller, et al., 2008). Therefore, it is pertinent that the principal, and those who hold leadership roles, have a firm grasp on their strengths and weaknesses in leadership. If he or she does not understand his or her value as a leader a collaborative environment is difficult to build and maintain. Implementing leadership training and team training is an ideal way to better the learning environment for all parties involved.

Teacher Burnout and the Maslach Burnout Inventory

Maslach (1976) explained that lack of motivation is caused by teacher burnout. Burnout consists of three-components: psychological syndrome of emotional exhaustion, depersonalization, and feelings of low personal accomplishment. When emotional and physical resources are depleted, exhaustion occurs. As exhaustion strengthens, depersonalization occurs.

Teachers distance themselves from their students in a way that causes them to become indifferent to the students' needs (Maslach et al., 2001). Lack of personal accomplishment is tied to the first two components. Whenever teachers feel that they are no longer bringing positive change, they feel inefficient and helpless (Evers et al., 2002; Jackson et al., 1986).

The Maslach Burnout Inventory (MBI) assesses emotional exhaustion, depersonalization, and personal accomplishment, including educators' feelings about their students, their work, and their successes. Responses to this survey's 22 self-report questions are on a 7-point Likert scale according to the frequency the individual identifies with each statement (Maslach, 1976).

Emotional Exhaustion is caused by the constant demand to meet the needs of others. This can result in physical illness and increased amounts of stress. Educators experience emotional exhaustion whenever they are unable to care for themselves in the manner they once did. In addition, whenever educators can no longer serve their students as they did in the past, emotional exhaustion is likely present (Evers, et al., 2002; Maslach et al, 1986).

Depersonalization is similar to detachment. Due to increased burnout, educators detach themselves from the needs of their students, friends, and family members (Maslach et al., 1986). Where feelings of great care existed now exists indifference.

Lastly, personal accomplishment refers to one's self-evaluation of job performance as well as motivation to continue striving to reach life goals. Characteristics of diminishing desires for personal accomplishment are isolation from colleagues and disassociation from students. Seeing a lack of perceived success and growth in students affects educators' feelings of personal accomplishment. Burnout affects teachers' ability to choose proper intervention methods, higher rates of attrition (Billingsley, 2004; Carlson & Thompson, 1995), and higher levels of teacher absenteeism (Rudow, 1999; Wilson, 2002). Beliefs in teaching abilities account for making

differences in delivery of instruction (Crawford, Brophy, & Evertson et al., 1977; Tournaki, 2005).

The Global Effects of Leadership

In order to better understand the viewpoints of leadership not only domestically but globally, Woods and Roberts (2018) gathered and analyzed various articles on global leadership. Through this investigation, the researcher found that views on proper leadership are varied and widespread. A global-minded community breeds productivity (Nettles, 2013). However, challenges are presented differently depending on the customs and norms of a society. Samier (2016) suggests that “globalized education presents a threat to the sovereignty of national systems through the impact of Western (mostly American, British, and Australian educational curricula and pedagogy)” (p.9). Adversely, some possess a different vision of leadership-promoting collaboration, democratic core values, and humanitarian ideals (Abdi & Carr, 2013). New conditions require changes in leadership practices.

Consistently leading requires collaborating with others, and this varies amongst groups (Woods & Roberts, 2018). Understanding leadership according to these two philosophies accomplishes the following. First, it allows us to see that leadership is intentional and requires a human spark. Secondly, leadership is a series of complex processes and interactions between people from diverse cultures and backgrounds. Thirdly, leadership requires individual and collective choice (Woods, 2004).

Adult Education in Relation to Children

School is designed to prepare children for real-world experiences (Kotinsky, 1933). Therefore, “Poor schools for children make poor men for constructive living and learning in adulthood” (Kotinsky, 1933, p. 15). This quote by Kotinsky is very straightforward in making

the point that the education one receives as a child affects life in adulthood. “Adulthood is not something new after childhood and youth, but grows out of them and is of the same nature. Wisdom does not come suddenly to the adult” (Kotinsky, 1933, p. 23). The opinion a child develops early on about learning further determines his/her attitude towards learning as an adult. We’ve seen how children can play important roles in their communities even to the advantage of the adult learner (Kotinsky, 1933). For instance, understanding the importance of civic roles and responsibilities does not come naturally. The idea that being involved in one’s community and contributing to the well-being of others must be initiated and then fostered. For example, when one sees the benefits of voting and sees this as a privilege, he/she is more inclined to participate in the activity in adulthood.

In turn, the actions of adults affect the world around them (Kotinsky, 1933, p.14). Avolio reported that “favorable experiences in elementary and high school predicted transformational leadership as an adult, as were positive experiences in the leaders’ first full-time jobs.” (Avolio, 1994, p.35). The contributions adults make in society affect the way our societies function. When people see the power gained from knowledge, they should desire to use that power to grow others and their environments. However, when children are poorly schooled, this also affects how they approach learning in the future. “To be able to do most effective work among the adult section of society, the adult education movement must look to these hindrances, some of which lie in the world around it, and some in the schooling which came before” (Kotinsky, 1933, p. 23). Children must be able to make real-world connections as they learn. This enables them to see how their current learning will benefit them as they age. When there are no connections, learning seems to be without purpose. “By ceasing to be disparate with life, schooling will cease to impose handicaps on adult education” (Kotinsky, 1933, p. 46). Kotinsky further speaks of

preparing for adult living- “The only way to prepare for effective adult living, a continuing education, and an education continuous in the stream of life experience, is to partake in effective living from the very beginning” (1933, p.118). “Making school into life, and life into education, then summarizes the way toward eradicating the break between youth and adulthood” (Kotinsky, 1933, p. 45).

In relation to this study, the researcher surveyed adults in the professional workplace- elementary, middle, and high school teachers. The goal was to determine if principal leadership style caused burnout and a lack of motivation among teachers. This was of interest because, if classroom teachers are burnt out and unmotivated, student learning will inevitably suffer. Poor classroom experiences shape one’s view of learning. These negative views, unless altered, are embedded in the mind of the child who ultimately becomes an adult. “Schooling and education for the young offers one of the best opportunities for a genuine adult education” (Kotinsky, 1933, p. 45). Kotinsky states that earlier schooling is one of the determining factors of success of adult education.

Conclusion

The purpose of leadership is to inspire and guide followers toward an intended goal. Properly utilizing power in order to create positive change is a direct implication of quality leadership. All must have a common goal in mind. There are various leadership styles, and some have proven to be more effective than others. Principals must be aware of their personal leadership style(s) in order to be effective in the school setting. Therefore, proper communication with all parties is imperative. Lastly, leadership is defined differently across the globe. Therefore, leadership may look differently depending on the culture and background of the individual.

Chapter 3: Methodology

Introduction

The purpose of this study is to examine the relationship between principal leadership style and perceived teacher motivation and burnout in the southern region of Alabama. In particular, there is interest in the increase of motivation in relation to principals' various leadership styles. This study incorporates data collected through surveys from elementary, middle, and high schools from the Phenix City School System, the Pike County School System, the Troy City School System, and Glenwood School (private) in south Alabama. The Lee County School System was also asked to participate, but no response was received after several attempts to communicate. Teachers completed a survey on their perceived levels of motivation as well as their perceived levels of burnout. This chapter is designed to provide specific details on the participants and the data collection process.

Research Question and Hypotheses

1. Does principal leadership style, as perceived by the teacher, correlate with teacher burnout?

Ha1- There will be a statistically significant negative correlation between the transformational leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

Ha2- There will be a statistically significant positive correlation between the transactional leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

Research Design/Conceptual Framework

This study used an adaptation of a study by Charlotte Gilbar (2015) and is quantitative in nature. Gilbar's (2015) surveys, as well as contact letters, provided excellent examples but were modified to better fit this study's purpose. This study varies from Gilbar's in a few ways. In the

initial study, separate unique surveys were administered to the principals and teachers. In this study, only teachers completed the survey. In addition, Gilbar's study was larger in nature and surveyed principals and teachers employed at focus schools, schools performing between the fifth and fifteenth percentile (Gilbar, 2015). The idea that principal leadership style possibly affects teacher motivation and burnout is of interest. However, the researcher did not want to center solely on focus schools, but instead discern if there is a pattern in the results from schools and school systems that differ dramatically.

The use of voluntary response and nonrandom sampling identified participants in this study. As for the specific design of the study, a Pearson Correlation was used. By definition, a Pearson Correlation measures "the strength of the linear relationship between two variables" (Sedgwick, 2012).

Population and Sample

This study's population incorporates data collected through surveys from elementary, middle, and high schools from the Phenix City School System, the Pike County School System, the Troy City School System, and Glenwood School (private) in south Alabama. The Lee County School System was also asked to participate, but no response was received after several attempts to communicate. This study utilized a convenience sample made of teachers who willingly participated in answering questions on the survey the researcher administered. Due to present and previous relationships built within these school systems, and familiarity with the schools and systems themselves, the researcher administered surveys to teachers in their employ. The survey consisted of the Multifactor Leadership Questionnaire (MLQ) and Maslach Burnout Inventory (MBI). Participants completed a self-report survey on a Likert scale ranging from 0-4 on the MLQ and 0-6 on the MBI to measure their individual leadership and burnout qualities. The

survey explored teachers' levels of motivation and burnout based on the perceived behaviors of the principal.

The Phenix City School System is composed of 12 public schools servicing 7,265 students. Minority enrollment is over 74% of the entire student population with a majority African American (U.S. News Education, 2024). The Pike County School System consists of 7 public schools serving 2,157 students. Fifty-seven percent of the student population consists of minority students (U.S. News Education, 2024). Troy City Schools consists of three schools: one elementary school, one middle school, and one high school. There are 1,682 students in this school district. Seventy percent of those students are minority students (U.S. News Education, 2024). Glenwood School has a population of 594. The school's enrollment consists of 3.2% minority students. The student-teacher ratio is 9:1 (U.S. News Education, 2024).

IRB and Permissions

Permission was received from the university's institutional review board (IRB) to conduct research. The researchers study involved human subjects with less than minimal risk. After receiving approval from the IRB, the researcher moved to the next phase in data collection.

After receiving approval from the IRB, the researcher contacted superintendents from the Phenix City School System, the Pike County School System, and the Troy City School System. In addition, the researcher contacted the principal of Glenwood School and requested permission to contact teachers about completing the survey. The Lee County School System was also asked to participate, but no response was received after several attempts to communicate. For those parties who granted approval, the researcher contacted their teachers about completing the survey. The only other communication the researcher had with teachers, beyond the initial email,

was follow-up communication regarding reminders before the survey deadline. Email scripts for all parties with whom the researcher communicated can be found in the appendices.

Instrumentation

The first portion of the survey, the MLQ, was developed from Bass' Transformational Leadership Theory (Bass, 1985). This theory states that leaders bear certain personality traits and characteristics that govern the actions and behaviors of other people (Nazim, 2016). The MLQ consists of 45 items that measure key leadership effectiveness behaviors that have been linked with leadership success as an individual as well as success within an organization. The MLQ has nine leadership components that represent various leadership styles. The components of this survey were chosen so each item is as low in correlation as possible with the other items (Bass & Avolio, 1990). The MLQ has been the principle means by which researchers were able to identify effective leadership from ineffective leadership (Bass & Avolio, 1993). Its strength depends on its ability to capture several leadership styles in a single measurement. The MLQ incorporates a range of nine scales: five to capture transformational, three to measure transactional, and one to reflect laissez-faire leadership. Specific behaviors that a leader might exhibit when working with others were highlighted within survey questions.

Cronbach's alpha, commonly used as indicator for internal consistency (Pallant, 2020, p.116). "Ideally, the Cronbach alpha coefficient of a scale should be above .7 (Devellis, 2012). Cronbach's alpha values are sensitive to the number of items in the scale. With short scales (e.g. scales with fewer than 10 items) it is common to find quite low Cronbach's alpha values" (Pallant, 2020, p.116).

Reliability evidence for the transformational leadership subscales is as follows. The idealized attributes subscale (IA) consisted of 4 items ($\alpha = .873$). The idealized influence (II)

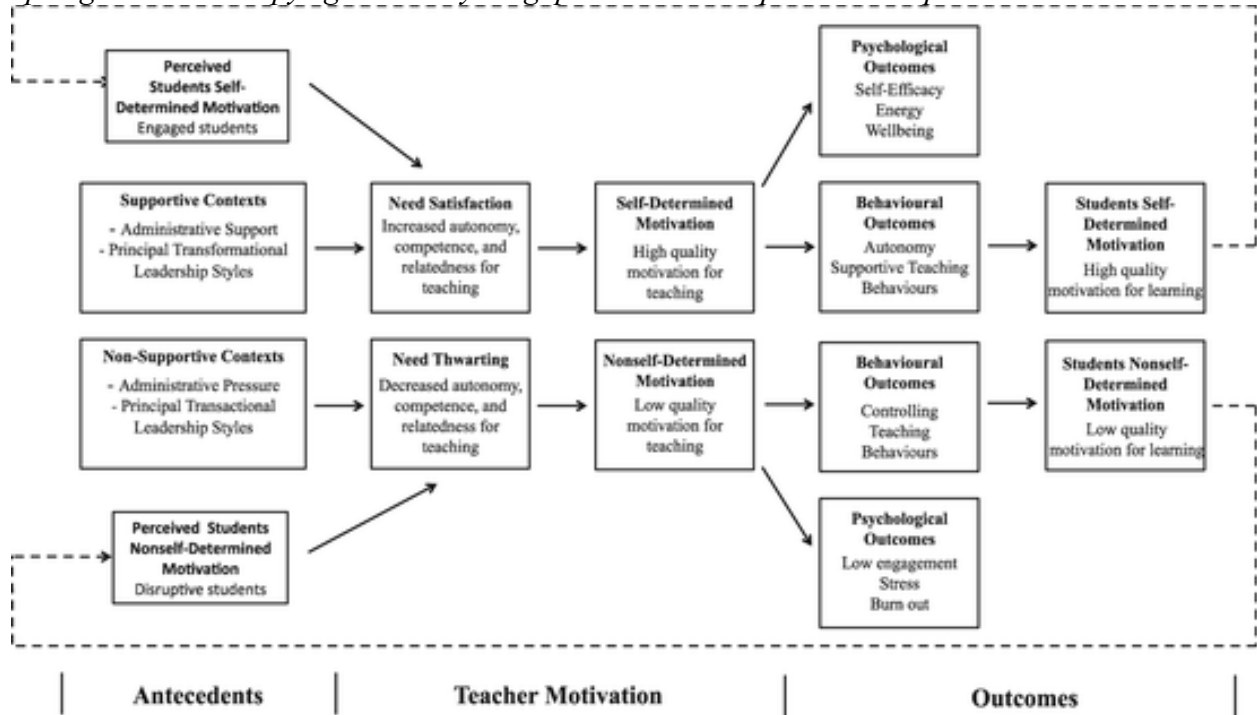
subscale consisted of 4 items ($\alpha = .794$). The inspirational motivation (IM) subscale consisted of 4 items ($\alpha = .855$). The intellectual stimulation (IS) subscale consisted of 4 items ($\alpha = .893$). The individual consideration (IC) subscale consisted of 4 items ($\alpha = .831$). Items from the idealized attribute, inspirational motivation, and the intellectual stimulation subscales are considered reliable. Items from the idealized influence and the individual consideration subscale are considered moderately reliable.

Reliability evidence for the transactional leadership subscales is as follows. The contingent reward (CR) subscale consisted of 4 items ($\alpha = .813$). The management by exception (MBE) subscale consisted of 4 items ($\alpha = .730$). The contingent reward subscale is considered moderately reliable and the management by exception subscale has poor reliability.

The figure below was created by Charlotte Gilbar (2015). It represents variables that affect teacher motivation.

Figure 3.1

Figure 1. Conceptual Model of Teacher Motivational Antecedents and Outcomes. Note: Reprinted from the Springer eBook by Luc G. Pelletier and Meredith Rocchi (2016). Singapore Springer Nature. Copyright 2016 by Singapore Nature. Reprinted with permission.



The second portion of the survey, the Maslach Burnout Inventory (MBI), assesses emotional exhaustion, depersonalization, and personal accomplishment, including educators’ feelings about their students, their work, and their successes. Responses to this survey’s 22 self-report questions are on a 7-point Likert scale according to the frequency the individual identifies with each statement (Maslach, 1976).

Reliability evidence for the MBI subscales is as follows. The occupational exhaustion (OE) subscale consisted of 9 items ($\alpha = .939$). The depersonalization (DP) subscale consisted of 5 items ($\alpha = .777$). The personal accomplishment (PA) subscale consisted of 8 items ($\alpha = .824$). The subscale for occupational exhaustion is considered reliable while the subscales for depersonalization and personal accomplishment are considered moderately reliable.

A Likert scale was used to respond to statements to determine job satisfaction and motivation. For purposes of this study, satisfaction is defined as the degree to which one enjoys and feels contentment and would remain in their current job (Mertler, 2002), and the purpose of this dissertation is to study motivation as defined by Ofoegbu (2004), a teacher's desire and attitude to work and participate in pedagogical processes within the school environment.

Theoretical Background and Development for the MLQ

The MLQ was developed from Bass' Transformational Leadership Theory (Bass, 1985). A transformational leader differs from a transactional leader by not only recognizing needs but aiming to further develop skills needed to meet those needs. One who is considered as a transformational leader captivates the whole person in order to develop other leaders. Bass (1985) described transformational leaders as those who possess the following traits.

- Initiate the idea of raising goals and also educating others about strategies appropriate to meeting desired goals
- Stimulate people to better their personal environments by using their talents to benefit mankind
- Encourage others to continue reaching for loftier goals both in their personal and professional lives

In addition, inspirational motivation is a key aspect of transformational leadership. They communicate mutual understanding and appreciation for the goals of others. They also encourage others and help make plans on how to attain desired goals. "They enhance meaning and promote positive expectations about what needs to be done" (Bass, 1988). Inspirational motivation is the motivational focus for this study because of its association with transformational leadership.

Another theory discussed in the research, and essential to understanding this study, is Self-determination Theory (SDT). This theory discusses human motivation in a social sense while it differentiates that motivation is more of an autonomous trait (Deci & Ryan, 2012). Although it is believed to be in one’s nature to be internally motivated, one’s social experiences aid in maintaining and heightening one’s confidence. Ryan (1993) states that individuals achieve higher when they feel they have more control over the happenings in their own lives. Below is a table listing the nine leadership components of the MLQ along with a description for each.

Table 3.1

Leadership Components of the MLQ

Term	Definition	Source
Contingent Reward	“Clarifies what is expected from followers and what they will receive if they meet expected levels of performance”	Bass, B. M., & Avolio, B. J. 2004, p. 97
Idealized Influence	Leadership behavior that results in “ideal” role models for followers	Bass, B. M., & Avolio, B. J. 2004, p. 96
Inspirational Motivation	Leadership that “enhances meaning and promotes positive expectations about what needs to be done	Bass, B. M., & Avolio, B. J. 2004, p. 96
Intellectual Stimulation	Leadership that “helps others think about old problems in new ways”	Bass, B. M., & Avolio, B. J., 2004, p. 96
Individualized Consideration	“Understanding and sharing in others concerns and developmental needs and treating each individual	Bass, B. M., & Avolio, B. J., 2004, p. 97

uniquely”		
Laissez-Faire Leadership (Passive Avoidant Leadership)	Employees are given the opportunity to make decisions without the leader’s consent. The leader merely acts as a facilitator.	Lewin, Lippit, and White, 1939
Management by Exception (Active)	Attempting to prevent a problem from arising	Bass, B. M., & Avolio, B. J., 2004, p. 98
Management by Exception (Passive)	Reacting after a problem arises	Bass, B. M., & Avolio, B. J., 2004, p. 98

Convergent Validity for the MLQ (Rowold & Heinitz, 2007)

Convergent validity assesses how a scale aligns with other measures or variables that should measure the same information (Krabbe, 2016). Convergent validity for the MLQ and the Conger-Kanungo Scales (CKS) has been assessed. Both theories emphasize the importance of a leader providing a vision for his/her followers (Sashkin, 2004). Both theories focus on socialized charisma rather than personalized (Howell & Avolio, 1992). Both instruments measure change. The similarities mentioned emphasize that Bass and Conger and Kanungo share the assumption that charisma is the main component of transformational leadership (Bass, 1985). According to Rowold and Heinitz (2007), there is a high correlation between transformational leadership (TF), which is measured in the MLQ, and charismatic leadership (CH) which is measured in the CKS ($r = .88, p < .001$).

Convergent Validity for the MBI (Demerouti, et al., 2003)

Convergent validity for the MBI and the Oldenberg Burnout Inventory (OLBI) has been assessed. The subscales measuring exhaustion for both instruments correctly identified an exhaustion factor while items that measure cynicism and disengagement correctly identified the attitude factor. These instruments show that contact with others can be emotionally exhausting

when people are treated in a depersonalized manner. The correlation between the MBI and the OLBI was ($r = .74, p < .001$).

Theoretical Background and Development for the MBI

The Maslach Burnout Inventory (MBI) is divided into three subscales. There are nine questions in the emotional exhaustion subscale, five questions in the depersonalization subscale, and eight questions in the personal accomplishment subscale. However, in the personal accomplishment subscale, lower mean scores correspond to higher degrees of burnout. This is opposite of the other two subscales in which higher mean scores correspond to lower degrees of burnout. Each survey is scored using a key that scores each subscale. Therefore, each survey completed will have three scores- one for each subscale.

Reliability for development of the MBI was tested using samples that were not present in previous item selections in order to avoid inflation of results. Cronbach's alpha ($n = 1,316$) was used to measure internal consistency. Reliability coefficients for the subscales were .90 for emotional exhaustion, .79 for depersonalization, and .71 for personal accomplishment. Test-retest reliability was used on two samples. Data for the first set was collected two to four weeks after the first set of data was collected. For the second set, the test sessions were separated by an entire year.

Validity for the MBI has been demonstrated in several ways. In the development of this survey, researchers noticed that an individual's MBI scores were correlated with behavioral ratings by those close to the individual, job characteristics assumed to cause burnout, and outcomes that were often associated with burnout (Maslach et al., 1996). Knowledgeable observers would report what they noticed of the individuals' behavior based on the three

previously mentioned categories. Underlying assumptions were taken into account and discussed during the creation of the MBI.

Data Analysis:

Data was collected via an online survey platform, Qualtrics. The data was then transferred from Qualtrics into Statistical Package for the Social Sciences 29.0.0.0 (SPSS). For the MLQ, averages were calculated for each scale. For example, to find the score for the individuals’ idealized attributes, responses for items 10, 18, 21, and 25 were added together and divided by four. Blank answers were not included in the calculation. Results were then compared to a norm table that is provided by Mind Garden, publisher of the MLQ. Please see the table below for identification of questions in relation to their scales.

For the MBI, scores were collected in a similar fashion. Each question relates to a particular subscale. Subscale scores were determined by adding answers to various questions. For example, responses for questions 1, 2, 3, 6, 8, 13, 14, 16, and 20 should be added together to determine the individual's level of occupational exhaustion. The scales indicated on the table below will determine if low, moderate, or high degrees of a particular behavior are exhibited.

Table 3.2

MLQ Identification of Questions

Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or II(A)	10,18,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36

Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33
Outcomes of Leadership	Extra Effort	EE	39,42,44
Outcomes of Leadership	Effectiveness	EFF	37,40,43,45
Outcomes of Leadership	Satisfaction	SAT	38,41

Table 3.3

MLQ Norm Table

For use by Edgar Pritchett only. Received from Mind Garden, Inc. on November 7, 2021

Appendix B:
Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based Total of all Rating Levels (US)

N =	II(A) 27,285	II(B) 27,285	IM 27,285	IS 27,285	IC 27,285	CR 27,285	MBEA 27,285	MBEP 2,7285	LF 27,285	EE 27,285	EFF 27,285	SAT 27,285	
%tile	MLQ Scores									Outcomes			%tile
5	1.50	1.50	1.50	1.50	1.25	1.50	.25	.00	.00	1.00	1.75	1.50	5
10	2.00	1.75	2.00	1.75	1.75	2.00	.50	.00	.00	1.67	2.00	2.00	10
20	2.25	2.25	2.25	2.25	2.25	2.25	.96	.35	.00	2.00	2.50	2.50	20
30	2.75	2.50	2.50	2.50	2.50	2.50	1.25	.50	.25	2.33	2.75	3.00	30
40	2.75	2.75	2.75	2.75	2.75	2.75	1.49	.75	.25	2.67	3.00	3.00	40
50	3.00	3.00	3.00	2.75	2.75	3.00	1.67	1.00	.50	2.74	3.25	3.00	50
60	3.25	3.25	3.25	3.00	3.00	3.06	1.87	1.04	.75	3.00	3.25	3.50	60
70	3.50	3.50	3.43	3.25	3.25	3.25	2.12	1.25	.92	3.33	3.50	3.50	70
80	3.50	3.75	3.50	3.43	3.43	3.50	2.50	1.54	1.23	3.67	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50	4.00	4.00	4.00	90
95	4.00	4.00	4.00	3.75	3.75	4.00	3.25	2.50	2.00	4.00	4.00	4.00	95

LEGEND:
 II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
 II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
 IM = INSPIRATIONAL MOTIVATION
 IS = INTELLECTUAL STIMULATION
 IC = INDIVIDUALIZED CONSIDERATION
 CR = CONTINGENT REWARD
 MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
 MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
 LF = LAISSEZ-FAIRE
 EE = EXTRA EFFORT
 EFF = EFFECTIVENESS
 SAT = SATISFACTION

KEY OF FREQUENCY:
 4.0 = Frequently, if not always
 3.0 = Fairly often
 2.0 = Sometimes
 1.0 = Once in a while
 0.0 = Not at all

Table 3. 4

Scoring Scales for MBI Subscales

Occupational Exhaustion (OE)	OE < 17	OE 18-29	OE > 30
	Low degree	Moderate degree	High degree

To calculate the score of OE, add together the answers to questions 1, 2, 3, 6, 8, 13, 14, 16, 20.

Depersonalization (DP)	DP < 5	DP 6-11	DP > 12
	Low degree	Moderate degree	High degree

To calculate the score of DP, add together the answers to questions 5, 10, 11, 15, 22.

Personal Accomplishment (PA)	PA < 33	PA 34-39	PA > 40
	Low degree	Moderate degree	High degree

To calculate the score of OE, add together the answers to questions 4, 7, 9, 12, 17, 18, 19, 21.

Procedures:

First, contact was made with system superintendents for approval of the study. For those who granted approval, participants were identified through email contact made with school principals. Email addresses were provided by the principal. Teachers were then emailed a link to the two-part survey as well as a suggested deadline for completion. Teachers were not asked to provide their names for confidentiality purposes. Results of this study were shared with the principals and participants upon request.

Ethical Considerations:

All measures were taken to protect participant confidentiality. The main ethical concern the researcher had with this study is an accidental breach in confidentiality.

Limitations:

Sample size is always a limitation. The larger the sample size, the more information and knowledge gained. There has been some consideration when it comes to individuals' gender, age, and experience. All three of these factors affect how individuals respond. For example, someone who has been teaching for a longer period of time will have differing opinions than a less experienced teacher. Likewise, the experience of a male in the classroom is likely to be different than that of a female. Another limitation is that time constraints are unique for each teacher.

Conclusions:

In conclusion, this survey was completed by teachers from various school systems who instruct a wide range of ages. The researcher has determined that principal leadership style does indeed affect teacher motivation and burnout. Findings could influence future research and current and future educational practices.

Chapter 4: Analysis of Data

Introduction

The purpose of this study was to examine the relationship between teacher burnout and principal leadership style. The sample consisted of elementary, middle school, and high school teachers from public schools including the Phenix City School System, Pike County Schools, Troy City Schools, and one private school, Glenwood School, in Alabama who completed a voluntary survey administered online. An a priori power analysis was conducted using G*Power version 3.1.9.7 (Faul et al., 2007) to determine the moderate sample size required to test the study hypothesis. Results indicated the required sample size to achieve 80% power for detecting a moderate effect, at a significance criterion of $\alpha = .05$, was $N = 67$ for the Pearson Correlation. A total of 632 teachers were contacted and 106 of these participated by submitting the survey (16.8% response rate). Of the 106 participants who submitted the survey, 11 were excluded from analyses due to only providing partial responses. Overall, 95 participants completed the survey providing a 15% completion rate.

Descriptives of the Sample

Table 4.1 below shows the characteristics of the MLQ subscales. Of the participants that participated in the study, 63 were female and 7 were male. Nine were African American and 58 were Caucasian. Three participants preferred not to share their ethnicity. For reasons unknown, 15 fewer participants completed the MBI portion of the survey compared to the MLQ.

Table 4.1*General Demographics for the MLQ & MBI*

School Designation	Frequency (<i>f</i>)	Percentage (%)
K-12	2	22.20
9th Grade	1	11.10
High Schools	2	22.20
Elementary	3	33.30
Middle School	1	11.10
Other	0	.00
Age		
21-29 years	12	12.60
30-39 years	28	29.40
40-49 years	28	29.40
50-59 years	21	22.10
60 years or older	3	3.10
I'd rather not say.	3	3.10
Total Years of Experience in Education		
0-5 years	14	14.70
6-10 years	18	18.90
11-15 years	18	18.90
16-20 years	15	15.70
21-25 years	18	18.90
26-30 years	7	7.30
31 and over years	5	5.20
Total Years Employed at Current Location		
0-5 years	48	50.50
6-10 years	18	18.90
11-15 years	11	11.50
16-20 years	8	8.40
21-25 years	7	7.30

26-30 years	3	3.10
31 and over years	0	0

N=95

The MLQ

The analysis of the mean scores from the MLQ can be found in Table 4.3 below. For reference, the survey was not designed to definitively label a leader as transactional or transformational but to determine if he or she identifies “more or less than the norm” (Bass & Avolio, 1995). The norm table used for the analyses is available in the appendices.

Table 4.2

Teachers’ Motivation Level by Type of Behavior- MLQ Descriptive Statistics

Characteristic	Leadership Behaviors	Min	Max	<i>M</i>	<i>SD</i>	Percentile Rating
Transformational	Idealized Influence (Attributed)	0.25	4.00	2.65	1.09	30
	Idealized Influence (Behavior)	0.75	4.00	2.73	0.94	40
	Inspirational Motivation	0.75	4.00	3.01	0.88	50
	Intellectual Stimulation	0.25	4.00	2.19	1.10	20
	Individualized Consideration	0.00	4.00	1.99	1.19	10
Transactional	Contingent Reward	0.25	4.00	2.46	1.03	30
	Management by Exception (Active)	0.00	4.00	1.64	1.03	50

Laissez-Faire	Management by Exception (Passive)	0.00	4.00	1.80	1.13	90
	Laissez-Faire Leadership	0.00	3.75	1.25	1.06	80

N=95 Range: 0 (Not at all) to 4 (Frequently, if not always)

The MBI

Table 4.4 below shows teachers' burnout levels determined through use of the scoring key for each subscale of the Maslach Burnout Inventory (MBI). Each survey completed had three scores with one for each subscale. The MBI assesses emotional exhaustion, depersonalization, and personal accomplishment, including educators' feelings about their students, their work, and their successes. Responses to this survey's 22 self-report questions are on a 7-point Likert scale according to the frequency the individual identifies with each statement.

The MBI is divided into three subscales. There are nine questions in the emotional exhaustion subscale, five questions in the depersonalization subscale, and eight questions in the personal accomplishment subscale. However, in the personal accomplishment subscale, lower mean scores correspond to higher degrees of burnout. This is the opposite of the other two subscales in which higher mean scores correspond to lower degrees of burnout. Each survey is scored using a scoring key for each subscale. Therefore, each survey that is completed will have three scores with one for each subscale.

Emotional exhaustion is caused by the constant demand to meet the needs of others. This can result in physical illness and increased amounts of stress. Educators experience emotional exhaustion whenever they are unable to care for themselves in the manner they once did. In addition, whenever educators can no longer serve their students as they have before, emotional exhaustion is likely present (Evers, Brouwers, & Tomic, 2002; Maslach et al., 1986)

Depersonalization is similar to detachment. Due to increased burnout, educators detach themselves from the needs of their students, friends, and family members (Maslach et al., 1986).

Where feelings of great care existed now exists indifference.

Lastly, personal accomplishment refers to one’s self-evaluation of job performance as well as motivation to continue striving to reach life goals. Characteristics of diminishing desires for personal accomplishment are isolation from colleagues and disassociation from students. Seeing a lack of perceived success and growth in students affects educators’ feelings of personal accomplishment. Burnout affects teachers’ ability to choose proper intervention methods, higher rates of attrition (Billingsley, 2004; Carlson & Thompson, 1995), and higher levels of teacher absenteeism (Rudow, 1999; Wilson, 2002). Beliefs in teaching abilities account for making differences in delivery of instruction (Crawford, Brophy, & Evertson et al., 1977; Tournaki, 2005).

Table 4.3

Teachers’ Burnout Level- MBI

Occupational Exhaustion (OE)	Number of Participants	Percentage (%)
Low	20	28%
Med	16	22%
High	34	48%
Depersonalization (DP)		
Low	24	34%
Med	24	34%
High	22	31%
Personal Accomplishment (PA)		

Low	48	68%
Med	13	18%
High	9	12%

N=70

Note: Occupational Exhaustion (OE) (Low <17, Mod 18-29, High >30)

Depersonalization (DP) (Low <5, Mod 6-11, High >12)

Personal Accomplishment (PA) (Low <33, Mod 34-39, High >40)

The analysis of the scores from each subscale of the MBI can be found in Table 4.5 below.

Table 4.4

Teachers' Level of Burnout- MBI Descriptive Statistics

Scale	Min	Max	<i>M</i>	<i>SD</i>
Occupational Exhaustion (OE)	5.00	53.00	27.94	13.91
Depersonalization (DP)	.00	26.00	9.23	6.87
Personal Accomplishment (PA)	10.00	46.00	28.47	9.30

N=70

Analysis of Question 1

Does principal leadership style, as perceived by the teacher, correlate with teacher burnout?

Ha1- There will be a statistically significant negative correlation between the transformational leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

Ha2- There will be a statistically significant positive correlation between the transactional leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout.

According to the data presented in Table 4.2, the following Transformational Leadership behaviors were displayed in principals from the schools and systems studied. Seventy percent of the principals rated in this study exhibited idealized influence. By definition, idealized influence results in “ideal” role models for followers (Bass & Avolio, 1995). Fifty percent of the principals inspired and were perceived to motivate their employees. On the lower end, only 20% encourage “thinking out of the box” to solve old issues in a new way.

In reference to transactional leaders, 30% of the principals evaluated were considered to be good at stating expectations to their followers and the outcomes according to their various performance levels. Fifty percent of principals were determined to actively work to resolve problems before they arise.

Lastly, 80% of principals evaluated exhibited laissez-faire leadership behaviors with a 90% passive management by exception leadership component. Laissez-faire leadership suggests that the individual tends to react after a problem arises. These leaders also allow their employees to make decisions without their consent. This can be harmful in some instances and helpful in others.

In Table 4.5, descriptive statistics for the MBI are presented. An average of 27 teachers experience occupational exhaustion. On average, 9 feel a loss of empathy. Only 28 feel a sense of personal accomplishment. Norms for the MBI are presented in Table 4.4. With this information, the researcher concluded that, on average, the participants in this study reported a moderate degree of occupational exhaustion or burnout, and they experienced a moderate degree of depersonalization (i.e., lack of empathy). Lastly, they experienced a low degree of personal accomplishment.

Table 4.5*Correlations for Teacher Level of Burnout and Principal Transformational Leadership Style*

	1.	2.	3.	4.	5.	6.	7.	8.
1. Occupational Exhaustion (OE)	--							
2. Personal Accomplishment (PA)	-.451**	--						
3. Depersonalization (DP)	.767**	-.488**	--					
4. Idealized Attributes	-.145	.152	-.165	--				
5. Idealized Behaviors	-.093	.197	-.111	.755**	--			
	-.185	.131	-.165	.798**	.770**	--		

6. Inspirational Motivation								
7. Intellectual Stimulation	-.240*	.148	-.263*	.806**	.544**	.668**	--	
8. Individual Consideration	-.143	.238*	-.313**	.786**	.666**	.648**	.793**	--
N	70	70	70	81	83	81	83	79

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

A Pearson Correlation was conducted to evaluate the first research question- Ha1. First, the average of each of the 7 subscales from the MLQ for transformational leadership was analyzed in SPSS, along with the sums of each of the 3 subscales of the MBI. Cohen's *d* (Cohen, 1988), a well known effect size determination, was used to determine the effect size. The present study showed statistically significant correlations between occupational exhaustion (OE) (i.e., burnout) and intellectual stimulation (IS) ($r = -.240, p = .045$). There was also a statistically significant correlation between personal achievement (PA) and individual consideration (IC) ($r = .238, p = .047$). There was a weak negative correlation between depersonalization (DP) and individual consideration (IC) ($r = -.313, p = .008$). Lastly, there was a statistically significant difference between depersonalization (DP) (i.e., lack of empathy) and individual stimulation (IS) and individual consideration (IC) ($r = -.263, p = .028$). Results are considered significant if the *p*-value is less than 0.05 ($p < 0.05$).

In summation, as intellectual stimulation (IS) increased, occupational exhaustion (OE) (i.e., burnout) decreased. Interest in one's profession decreased burnout. As depersonalization (DP) increased, intellectual stimulation (IS) and individual consideration (IC) decreased.

Therefore, the null hypothesis, Ha1: There will be a statistically significant negative correlation between the transformational leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout was accepted. However, Ha1 should be interpreted with caution because the correlation was small.

Table 4.6*Correlations for Teacher Level of Burnout and Principal Transactional Leadership Style*

	1.	2.	3.	4.	5.
1. Occupational Exhaustion (OE)	--				
2. Personal Accomplishment (PA)	-.451**	--			
3. Depersonalization (DP)	.767**	-.488**	--		
4. Contingent Reward (CR)	-.235*	.197	-.272*	--	
5. Management by Exception (Active)	-.052	.165	.049	-.227	--

A Pearson Correlation was conducted to evaluate the first research question- Ha2. First, the average of each of the 2 subscales from the MLQ for transactional leadership were analyzed in SPSS, along with the sums of each of the 3 subscales of the MBI. The present study showed statistically significant correlations between contingent reward (CR) and occupational exhaustion (OE) and depersonalization (DP) ($r = -.235, p = .050$). There were no correlations between management by exception (MBE), occupational exhaustions (OE), personal accomplishment (PA), and depersonalization (DP). Results are considered significant if the p-value is less than 0.05 ($p < 0.05$).

Therefore, Ha2: There will be a statistically significant positive correlation between the transactional leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout was accepted. Simply put, there was a correlation between receiving rewards and burnout. According to this study, providing rewards did not prevent a teacher from being burnt out in the profession.

The results of this study suggest that principal leadership style, as perceived by the teacher, does correlate with teacher burnout. However, in reference to this study and according to research, there was not as large of a correlation as expected. According to a study by Eyal and Roth (2011), transformational leadership significantly decreased teacher burnout rate along with the measure of their personal motivation.

Chapter 5: Discussion

Overview of Findings

Relationships are important for success in the educational realm. Whether it be between administrators and teachers or teachers and students. When individuals feel valued, they provide a better service. The results of this study show that principal leadership style, as perceived by the teacher, does correlate with teacher burnout. However, according to this study, there was not as large of a correlation as expected.

In relation to this study, the researcher surveyed adults in the professional workplace- elementary, middle, and high school teachers. The goal was to determine if principal leadership style caused burnout and a lack of motivation among teachers. This was of interest because, if classroom teachers are burnt out and unmotivated, student learning will inevitably suffer. Poor classroom experiences shape one's view of learning. These negative views, unless altered, are embedded in the mind of the child who ultimately becomes an adult.

The results of this study show that principal leadership style, as perceived by the teacher, does correlate with teacher burnout. However, in reference to this study and according to research, there was not as large of a correlation as expected. According to a study by Eyal and Roth (2011), transformational leadership significantly decreased teacher burnout rate along with the measure of their personal motivation.

In summation, as intellectual stimulation (IS) increased, occupational exhaustion (i.e., burnout) decreased. Interest in one's profession decreased burnout. As depersonalization (DP) increased, intellectual stimulation (IS) and individual consideration (IC) decreased.

Therefore, the null hypothesis, H_{a1} : There will be a statistically significant negative correlation between the transformational leadership style of the principal, as perceived by the

teacher, and the teacher's level of burnout was accepted. However, Ha1 was not very meaningful because the correlation was small.

Ha2: There will be a statistically significant positive correlation between the transactional leadership style of the principal, as perceived by the teacher, and the teacher's level of burnout was accepted. Simply put, there was a correlation between receiving rewards and burnout. According to this study, providing rewards did not prevent a teacher from being burntout in the profession.

Connection of the Findings to the Literature and Practices

My results support the information presented in my literature review. Transformational leadership transforms mindsets and the environment. Studies have shown that this form of leadership has a great effect on the attitudes of employees when implemented by the principal (Hallinger, 2003). Intellectual stimulation allows individuals to be challenged, and therefore, valued. When leadership shows confidence in one's ability, purpose is found in the employee's work.

In relation to this study, the researcher surveyed adults in the professional workplace- elementary, middle, and high school teachers. The goal was to determine if principal leadership style caused burnout and a lack of motivation among teachers. This was of interest because, if classroom teachers are burntout and unmotivated, student learning will inevitably suffer. Poor classroom experiences shape one's view of learning. These negative views, unless altered, are embedded in the mind of the child who ultimately becomes an adult.

One domain of transformational leadership is individualized consideration. This notion requires that each teacher is treated as an individual. Emotional Exhaustion is caused by the constant demand to meet the needs of others and disregards the individual. This can result in

physical illness and increased amounts of stress. Educators experience emotional exhaustion whenever they are unable to care for themselves in the manner they once did. In addition, whenever educators can no longer serve their students as they did in the past, emotional exhaustion is likely present (Evers, et al., 2002; Maslach et al., 1986)

Another domain of transformational leadership, depersonalization, is similar to detachment. Due to increased burnout, educators detach themselves from the needs of their students, friends, and family members (Maslach, et al., 1986). Where feelings of great care existed now exists indifference.

Lastly, personal accomplishment refers to one's self-evaluation of job performance as well as motivation to continue striving to reach life goals. Characteristics of diminishing desires for personal accomplishment are isolation from colleagues and disassociation from students. Seeing a lack of perceived success and growth in students affects educators' feelings of personal accomplishment. Burnout affects teachers' ability to choose proper intervention methods, higher rates of attrition (Billingsley, 2004; Carlson & Thompson, 1995), and higher levels of teacher absenteeism (Rudow, 1999; Wilson, 2002). Beliefs in teaching abilities account for making differences in the delivery of instruction (Crawford, et al., 1977; Tournaki, 2005).

Most importantly, motivated teachers yield classrooms with higher levels of motivation. This not only affects childhood learning but adult learning as well. School is designed to prepare students for real-world scenario (Kotinsky, 1933). Therefore, "Poor schools for children make poor men for constructive living and learning in adulthood" (Kotinsky, 1933, p. 15). The opinion a child develops early on about learning further determines his/her attitude towards learning as an adult. Children have the ability to play active roles in their communities even to the advantage of the adult learner (Kotinsky, 1933)

Limitations

The following information summarizes the limitations of this study.

Although I tried to reach out numerous times, the sample size was not as large as I would have liked. The larger the sample size, the more the researcher learns. In addition, the participants were from the same geographic area. A majority of the participants were female. Also, some school systems preferred for me to email the surveys myself. However, some school systems wanted the survey distributed via their central office. Whenever I had more control over the emails, I received more participation. Many schools within the school systems did not participate. Schools with which I have a more personal relationship had a higher participation rate.

Recommendations for Future Research

The timing in which surveys are sent plays a role in the number of participants. I was able to send the surveys out with a 2-week period for completion. The teachers were given a deadline which was the Wednesday before the start of fall break. I knew that I could extend participation for only 2 days past the due date. Teachers would not participate while on Fall Break. In addition, with the semester soon coming to a close, I understand that teachers had long to-do lists, and my survey was not a top priority for them.

Pike County Schools has asked to see the results of my study after my dissertation has been completed and published. They are working to approve teacher attrition and are curious as to the responses from their school system specifically. Hopefully, the research completed is able to influence positive change in their school system.

According to the results of my study, the statistics presented in Chapter 4 show some room for improvement in various areas of leadership. Only 30% of the principals evaluated were

considered to be good at stating expectations to their followers and the outcomes according to their various performance levels. In order for employees to live up to expectations, these expectations must be clearly stated. Perhaps this is a cause of what might be considered as “poor performance” by principals. Teachers desire to be effective in their trade but have a differing opinion than their principles on what that looks like.

According to the literature, in elementary, middle, and high school settings, the principal is the primary leader. Leithwood and Louis (2012) described successful principals to be those who follow four-core leadership practices. These practices include: establishing directions, developing employees, redesigning the institution when necessary, and improving instruction throughout the educational institution. These practices affect the climate of the school. Motivated employees deliver quality services. The data collected does not show that these core leadership practices are being practiced in their entirety.

Secondly, only 50% of principles were determined to actively work to resolve problems before they arise. Anticipating issues before they arise is imperative for proper classroom management and school management. Educators must feel supported in their management and discipline efforts, in order to provide the most effective instruction.

Lastly, 80% of principals evaluated exhibited laissez-faire leadership behaviors with a 90% passive management by exception leadership component. In my opinion, this is an extremely high percentage. In some instances, this style of leadership can be helpful. However, those with this style of leadership are often reactive rather than proactive. This could be a result of one’s personality type but also a result of burnout.

The results of this research showed that educators in the systems surveyed are only experiencing a moderate degree of occupational exhaustion or burnout. However, they are

experiencing a low degree of personal accomplishment which is disheartening. Collaboration between school board officials, administration, and educators is needed to make improvements in this area. When one does not see purpose in his or her work, it is difficult to remain motivated to continue.

Most importantly, motivated teachers yield classrooms with higher levels of motivation. This not only affects childhood learning but adult learning as well. School is designed to prepare students for real-world scenario (Kotinsky, 1933). Therefore, “Poor schools for children make poor men for constructive living and learning in adulthood” (Kotinsky, 1933, p. 15). The opinion a child develops early on about learning further determines his/her attitude towards learning as an adult. Children have the ability to play active roles in their communities even to the advantage of the adult learner (Kotinsky, 1933)

For future research, I suggest the following:

1. Expanding this study to other school systems.
2. Expanding this study to a geographic region very different from the one previously studied.
3. Administering the survey during another time during the school year to see if the response rate differs.
4. Determining a set number of subscales that are considered significant to identify if a leader has tendencies of a transformational leader.

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APPENDIX A Email for Superintendents

[Date]

Dear [Name]

I hope you are well and feel that your school year has been prosperous. As a doctoral student at Auburn University, I am in the process of writing my dissertation. The purpose of my study is to compare principal leadership style with teacher motivation and burnout. First, I would like to ask your permission to collect data for my study. If granted, I will be reaching out to numerous (name of school/ school system) schools requesting permission for teacher participation. Particularly, I am interested in how specific behaviors and principal leadership styles influence teacher motivation.

I am requesting your permission to conduct my research study within the (name of school/ school system). My study is quantitative in nature. With your permission, I would like to contact all principals to invite teachers from their schools to participate. If in agreement, I will move forward with contacting each principal.

Teachers will participate in completing a two-part survey. The first section will identify the teachers' perceptions of the principal's leadership factors. The second section will measure the teachers' level of motivation and burnout by using a Likert scale. All questions are generic and directly tied to the current research on motivation and burnout. To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. Specific teachers not be identified.

My research methods have been approved by Auburn University and the Institutional Review Board. If you have any further questions, please feel free to contact my Dissertation Committee Chair, Dr. Jonathan Taylor (jet0060@auburn.edu) or myself, Keleigh Pritchett (kep0055@auburn.edu).

Thank you for your time and consideration.

APPENDIX B Email for Principals

[Date]

Dear [Name]

I hope you are well and feel that your school year has been prosperous. As a doctoral student at Auburn University, I am in the process of writing my dissertation. The purpose of my study is to compare principal leadership style with teacher motivation and burnout. I will be reaching out to numerous area schools requesting permission for teacher participation. Particularly, I am interested in how specific behaviors and principal leadership styles influence teacher motivation and burnout.

I am requesting your permission to conduct my research study at your school. My study is quantitative in nature. Please let me know if you approve of me moving forward to collect my data.

In addition, I ask that teachers participate in a two-part survey. The first section will identify the teachers' perceptions of the principal's leadership factors. The second section will measure the teachers' level of motivation and burnout by using a Likert scale. All questions are generic and directly tied to current research of motivation and burnout. To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. Specific teachers will not be identified.

My research methods have been approved by Auburn University and the Institutional Review Board. If you have any further questions, please feel free to contact my Dissertation Committee Chair, Dr. Jonathan Taylor (jet0060@auburn.edu) or myself, KeLeigh Pritchett (kep0055@auburn.edu).

Thank you for your time and consideration.

APPENDIX C Email for Teachers

[Date]

Dear [Name]

I hope you are well and feel that your school year has been prosperous. As a doctoral student at Auburn University, I am in the process of writing my dissertation. The purpose of my study is to compare principal leadership style with teacher motivation and burnout. I will be reaching out to numerous area schools requesting permission for teacher participation. Particularly, I am interested in how specific behaviors and principal leadership styles influence teacher motivation and burnout. Your principal has granted permission for you to participate in this study.

I ask that teachers participate in a two-part survey. The first section will identify the teachers' perceptions of the principal's leadership factors. The second section will measure the teachers' level of motivation and burnout by using a Likert scale. All questions are generic and directly tied to the current research on motivation and burnout. To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. Specific teachers will not be identified. Your response may help to better understand the factors that motivate teachers and, in turn, may be used to better your school and work environment.

My research methods have been approved by Auburn University and the Institutional Review Board. If you have any further questions, please feel free to contact my Dissertation Committee Chair, Dr. Jonathan Taylor (jet0060@auburn.edu) or myself, KeLeigh Pritchett (kep0055@auburn.edu).

Thank you for your time and consideration.

APPENDIX D Superintendent Informed Consent Agreement

Please read this consent agreement and consider all factors before deciding to participate in this study.

Project Title: The Relationship Between Teacher Burnout and Principal Leadership Style

Purpose: The purpose of this study is to examine the relationship between principal leadership style and teacher motivation and burnout. Hopefully, this study will present information that will be useful in nourishing a successful environment for both administrators and educators alike.

Participation: I am requesting your permission to conduct my research study within the (name of school/ school system). My study is quantitative in nature. Teachers will participate in a two-part survey. The first section will identify the teachers' perceptions of the principal's leadership factors. The second section will measure the teachers' level of motivation and burnout by using a Likert scale. All questions are generic and directly tied to the current research on motivation and burnout. To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. Specific teachers will not be identified. After answering questions, there will be no contact or follow-up required unless follow-up emails are needed to collect more participants.

Time Required: Approximately 30 minutes maximum

Risks and Benefits: The only risks posed in this study are feelings of discomfort. However, responses will be kept anonymous for confidentiality. There is also no personal benefit other than the results being used to make informed decisions in the future.

Compensation: There will be no compensation for participation in this study.

Voluntary Participation: Please understand that participation is voluntary. Individuals may refuse to participate at any time. Participants also possess the right to refuse to answer any

questions without penalty. Surveys that are not completely filled out will not be utilized in this study.

Confidentiality: To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. This consent document will be filed in a safe location.

Questions: My research methods have been approved by Auburn University and the Institutional Review Board. If you have any further questions, please feel free to contact my Dissertation Committee Chair, Dr. Jonathan Taylor (jet0060@auburn.edu) or myself, Keleigh Pritchett (kep0055@auburn.edu).

Agreement: I understand the above information and have been provided with an opportunity to ask questions if necessary. By signing below, I voluntarily agree to participate in this research study. I verify that I am 18 years of age or older.

Signature of Superintendent:

Date: _____

APPENDIX E Principal Informed Consent Agreement

Please read this consent agreement and consider all factors before deciding to participate in this study.

Project Title: The Relationship Between Teacher Burnout and Principal Leadership Style

Purpose: The purpose of this study is to examine the relationship between principal leadership style and teacher motivation and burnout. Hopefully, this study will present information that will be useful in nourishing a successful environment for both administrators and educators alike.

Participation: I am requesting your permission to conduct my research study within [name of school]. My study is quantitative in nature. Teachers will participate in a two-part survey. The first section will identify the teachers' perceptions of the principal's leadership factors. The second section will measure the teachers' level of motivation by using a Likert scale. All questions are generic and directly tied to the current research on motivation and burnout. To ensure that responses will remain confidential, responses will be anonymous. The results of this study will be sent to individuals upon request. Specific teachers will not be identified. After answering questions, there will be no contact or follow-up required unless follow-up emails are needed to collect more participants.

Time Required: Approximately 30 minutes maximum

Risks and Benefits: The only risks posed in this study are feelings of discomfort. However, responses will be kept anonymous for confidentiality. There is also no personal benefit other than the results being used to make informed decisions in the future.

Compensation: There will be no compensation for participation in this study.

Voluntary Participation: Please understand that participation is voluntary. Individuals may refuse to participate at any time. Participants also possess the right to refuse to answer any

questions without penalty. Surveys that are not completely filled out will not be utilized in this study.

Confidentiality: To ensure that responses will remain confidential, responses will be anonymous. Results of this study will be sent to individuals upon request. This consent document will be filed in a safe location.

Questions: My research methods have been approved by Auburn University and the Institutional Review Board. If you have any further questions, please feel free to contact my Dissertation Committee Chair, Dr. Jonathan Taylor (jet0060@auburn.edu) or myself, KeLeigh Pritchett (kep0055@auburn.edu).

Agreement: I understand the above information and have been provided with an opportunity to ask questions if necessary. By signing below, I voluntarily agree to participate in this research study. I verify that I am 18 years of age or older.

Signature of Principal: _____

Date: _____

APPENDIX F MLQ Norm Table

Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based Total of all Rating Levels (US)

N =	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	
27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	2,7285	27,285	27,285	27,285	27,285	
%tile	MLQ Scores									Outcomes			%tile
5	1.50	1.50	1.50	1.50	1.25	1.50	.25	.00	.00	1.00	1.75	1.50	5
10	2.00	1.75	2.00	1.75	1.75	2.00	.50	.00	.00	1.67	2.00	2.00	10
20	2.25	2.25	2.25	2.25	2.25	2.25	.96	.35	.00	2.00	2.50	2.50	20
30	2.75	2.50	2.50	2.50	2.50	2.50	1.25	.50	.25	2.33	2.75	3.00	30
40	2.75	2.75	2.75	2.75	2.75	2.75	1.49	.75	.25	2.67	3.00	3.00	40
50	3.00	3.00	3.00	2.75	2.75	3.00	1.67	1.00	.50	2.74	3.25	3.00	50
60	3.25	3.25	3.25	3.00	3.00	3.06	1.87	1.04	.75	3.00	3.25	3.50	60
70	3.50	3.50	3.43	3.25	3.25	3.25	2.12	1.25	.92	3.33	3.50	3.50	70
80	3.50	3.75	3.50	3.43	3.43	3.50	2.50	1.54	1.23	3.67	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50	4.00	4.00	4.00	90
95	4.00	4.00	4.00	3.75	3.75	4.00	3.25	2.50	2.00	4.00	4.00	4.00	95

LEGEND:
 II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
 II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
 IM = INSPIRATIONAL MOTIVATION
 IS = INTELLECTUAL STIMULATION
 IC = INDIVIDUALIZED CONSIDERATION
 CR = CONTINGENT REWARD
 MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
 MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
 LF = LAISSEZ-FAIRE
 EE = EXTRA EFFORT
 EFF = EFFECTIVENESS
 SAT = SATISFACTION

KEY OF FREQUENCY:

4.0 = Frequently, if not always
 3.0 = Fairly often
 2.0 = Sometimes
 1.0 = Once in a while
 0.0 = Not at all

APPENDIX G Survey Licenses

For use by Keleigh Pritchett only. Received from Mind Garden, Inc. on October 19, 2021



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Sample Items:

As a leader

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating....

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions

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Sample Items:

MBI - Human Services Survey - MBI-HSS:

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some recipients.

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MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some patients.

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MBI - Educators Survey - MBI-ES:

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some students.

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MBI - General Survey - MBI-GS:

I feel emotionally drained from my work.

In my opinion, I am good at my job.

I doubt the significance of my work.

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MBI - General Survey for Students - MBI-GS (S):

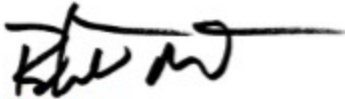
I feel emotionally drained by my studies.

In my opinion, I am a good student.

I doubt the significance of my studies.

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Sincerely,

A handwritten signature in black ink, appearing to read "Robert Most", with a long horizontal line extending to the right.

Robert Most
Mind Garden, Inc.
www.mindgarden.com