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# Principals' Leadership and Teachers' Motivation : A Study of the Relationship in the School Reform Era

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# Principals' Leadership and Teachers' Motivation

## A Study of the Relationship in the School Reform Era

By

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This dissertation, "Principals' Leadership and Teachers' Motivation
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**This dissertation is dedicated to my family: Dennis Michael Gilbar, husband, Joseph Michael Gilbar, son, Carson Alexander Gilbar, son, and Barbara F. Rognmoe, mother, and in loving memory of my father James J. Rognmoe.**

## Abstract

This study investigated the relationship between principal leadership behaviors and the level of teacher motivation in a specific region of Virginia, within school divisions that have at least one elementary school designated as a focus school. This study will examine whether the relationship between leadership and motivation differs in elementary schools classified as focus, in-improvement and those with no designation as defined by the flexibility waiver received by Virginia Department of Education. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

This study was relevant because there were increased accountability measures pertaining to student achievement for public schools due to the federal mandates from No Child Left Behind Legislation (2002), and the revised ESEA waiver (2012).

The conceptual framework for this dissertation was influenced by the work of Leithwood & Louis (2012), Pink (2009), Price (2008), and Bass & Riggio (2006). The survey used in this study was based on the survey used in Price's (2008) previous study, but the reporting categories were altered to correspond with Pink's (2009), Leithwood & Louis' (2012), and Blasé's (2009) motivational theories because they specifically pertain to education. The researcher used the MLQ (Avilio & Bass, 2004) to measure the four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as the components of transactional leadership: contingent reward and management-by exception, and laissez-

faire leadership. For each of these leadership components, the survey contained behaviors that a leader would exhibit in the course of work with constituents.

This study found that teachers' perceptions of principals' transformational behaviors were more correlated to the level of their motivation than the self-reported behaviors by principals. This study also found that the principals employed in focus schools were more likely to report increased transformational behaviors than their counterparts at in-improvement and no designation schools.

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Also to my mother for traveling a long distance to help us at home by filling in at carpool, cooking dinners, and grocery shopping while I was writing and attending class. Lastly, to my late father, who passed away during this process, who was my biggest cheerleader and continues to cheer me on from above.

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# Chapter I Introduction

The purpose of the Elementary and Secondary Education Act of 1965 (ESEA) was to ensure that all children in the United States received a free and high-quality education. In 2002, the No Child Left Behind Act of 2001 (NCLB) was reauthorized as a part of the ESEA. The focus on school accountability increased; therefore, the need for leadership and staffing continuity within a school became more important within this context. In order for a building principal to create a community of educators with a shared vision, there must be stability within the workforce. If highly qualified, experienced teachers commit to the profession, then individual needs of students are more likely to be met.

In 2012, the Virginia Department of Education applied and was granted an Elementary and Secondary Education Act (ESEA) accountability waiver from the NCLB. On June 29, 2012 Dr. Patricia Wright, former Superintendent of Public Instruction for Virginia, issued a press release announcing that Virginia schools and school divisions would "no longer have to meet arbitrary and unrealistic" No Child Left Behind (NCLB) benchmarks in reading and mathematics or the federal law's mandate that all students – regardless of circumstance – achieve grade-level proficiency by 2012 (Virginia Department of Education, 2012). Under the waiver, Virginia focused on closing achievement gaps. The state identified three "proficiency gap groups." These groups are:

Gap Group 1 – students with disabilities, English language learners, and economically disadvantaged students,

Gap Group 2 – African American students not of Hispanic origin,

Gap Group 3 – Hispanic students of one or more races.

Each of the groups' collective achievement scores on the reading and math Standards of Learning Tests (SOL) must meet the state annual measurable objective (AMO). The Virginia Department of Education set the specific AMOs for each gap group with approval from the U.S. Department of Education.

The Virginia Department of Education (VDOE) differentiated amongst schools depending upon how students perform on SOLs. The designations were also dependent on whether the school and/or division receive federal funding through Title 1, and whether the school was secondary or elementary level. Of particular interest to this study was the elementary level. For purposes of this study only schools that received Title I[1] funds were asked to participate. Schools were classified annually depending upon the extent to which they achieved the state AMO in math and reading; as discussed and defined above in the waiver from NCLB that was written by Virginia. The classifications are:

Priority Schools: Schools performing in the bottom five percent of elementary schools in Virginia.

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[1] Title I of ESEA provides financial assistance to support instructional programs in school divisions and schools with high numbers or percentages of low-income students to ensure that all children meet challenging content and achievement standards (VDOE, 2014).

Focus Schools: Schools performing between the fifth and fifteenth percentile of elementary schools in Virginia.

Schools in Improvement: Schools in top 85% but did not make the AMO in each of the categories.

No Federal Designation: Schools that met AMOs in each category.

Focus and priority schools retain this designation until the performance gaps of the students in the three aforementioned groups are closed, based on annual measurable objectives set by the state, for two consecutive years. The schools within the top 85% not meeting the AMOs must develop, and subsequently implement a school improvement plan to address performance gaps. Because schools classified as "priority" require a different leadership structure based upon the state sanctions, they are excluded from this study.

**Purpose of Study**

The purpose of this study is to investigate the relationship between principal leadership behaviors and the level of teacher motivation in a specific region of Virginia, within school divisions that have at least one elementary school designated as a focus school. This study will examine whether the relationship between leadership and motivation differs in elementary schools classified as focus, in-improvement, and those with no designation. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

## Research Questions

The research questions for this study include the following:

$R_{1:}$ Is there a relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5[2] elementary schools?

$R_{2:}$ Is there a statistical difference between principal leadership behaviors in Virginia focus, in-improvement, and non-designated elementary schools in Region 5?

$R_{3:}$ Is there a statistical difference between levels of teacher motivation in Virginia focus, in-improvement, and non-designated elementary schools in Region 5?

## Definition of Terms

To assist the reader in understanding the subject of leadership behaviors and teacher motivation, a list of terms and associated definitions are identified and explained in Table 1.

Table 1

*Terms and Definitions*

| Term | Definition | Source |
|---|---|---|
| Annual Measurable Objective (AMO) | A pass rate determined by the Virginia Department of Education for groups of students that indicates proficiency on a state test. | Virginia Department of Education, 2012 |
| Educational Reform | Sanctioned reform actions by governmental agencies. | |
| Extrinsic Motivation | The performance of an activity to achieve a separate outcome outside of the work | Ryan & Deci, 2000 |
| Intrinsic Motivation | The inherent tendency to seek | Ryan & Deci, 2000 |

[2] As defined in Table 1 Terms and Definitions.

| | | |
|---|---|---|
| | out novelty and challenges to learn for the satisfaction of the activity. | |
| Job Satisfaction | The degree to which one enjoys, feels contentment, and would remain in their current job. | Mertler, 2001 |
| Laissez-Faire Leadership | Leadership that utilizes a hands-off approach with little communication with followers or the absence of leadership. | Bass & Riggio, 2006; Goodnight, 2004 |
| Leadership | The ability to enlist, mobilize, and motivate others to apply their abilities and resources to a given cause. | Eyal & Roth, 2011 |
| Motivational Factors | Anything to make teachers happy, satisfied, dedicated and committed that will lead to desired outcomes that hold value. | Ofoegbu, 2004; Finnigan, 2010 |
| Region 5 | The 20 school divisions that belong to the Valley Region in Virginia. | VDOE, 2013 |
| Shared Leadership | Leadership is shared between principals and teachers. | Leithwood & Louis, 2012 |
| Teacher Motivation | A teacher's desire and attitude to work and participate in pedagogical processes within the school environment. | Ofoegbu, 2004 |
| Transactional Leadership | Leadership that focuses on external expectations and obligations, the emphasis is on the exchange between leaders and followers to fulfill requirements. | Bass & Riggio, 2006; Burns, 2004; Eshbach & Henderson, 201; Eyal & Roth, 2011 |
| Transformational Leadership | This is a type of leadership that promotes followers' intrinsic motivation to act beyond their job description through the elevation of self-esteem, self-value, and social identification. In the process, leaders develop leadership capacity by responding to individual needs of followers in institute change. | Bass & Riggio, 2006; Burns, 2004; Eyal & Roth, 2011 |

| | | |
|---|---|---|
| Virginia Flexibility Waiver | A waiver granted to Virginia by the federal government releasing Virginia from compliance with NCLB. Waivers were granted because the federal government failed to reauthorize NCLB. | VDOE 2012 |
| Work Motivation | The conditions and processes that account for the direction, magnitude, and maintenance of effort in a person's job. | Katzell & Thompson, 1990 |

**Focus of the Study**

The study will focus on the motivation levels of elementary teachers in relation to the behaviors that their immediate supervisor or principal display within the context of an elementary school setting. Specifically, third, fourth, and fifth grade teachers will be the focus, because those are the years in which Virginia state testing occurs in elementary schools. The Virginia state testing scores in third, fourth, and fifth grade determined the aforementioned designations of elementary schools. Current data will be collected using a questionnaire and survey, where participants self-report perceptions of leadership behaviors and motivation level.

**Significance of the Study**

This study is significant because there are increased accountability measures pertaining to student achievement for public schools due to the federal mandates from No Child Left Behind Legislation (2002), and the revised ESEA waiver (2012). Furthermore, in Virginia a new teacher evaluation system uses student growth as 40% of the measurement of the evaluation of teacher performance. Maintaining motivated

teachers within a school is important to student growth, student achievement, and is "critical to the current accountability policy context" (Finnigan, 2010, p. 162).

Motivation and job satisfaction are important factors in improving job performance. Mertler (2001) specifically studied the level of job satisfaction, and motivating factors in 969 teachers nationwide through an online survey. He found that 77% of the teachers were satisfied with their jobs; however, 37% of the teachers surveyed would not select the teaching profession again. There was a statistically significant difference in these responses based on the years of experience. In general, teachers with less experience had greater job satisfaction. However, it is important to note that 23% of the respondents (223 teachers) reported being dissatisfied with their job (Mertler, 2001).

The factors of motivation and job satisfaction are an integral part in the school improvement process for schools that are striving to improve student achievement scores. This is evident in Leithwood and Louis' (2012) work in which they linked student achievement to creating a "culture of shared leadership" between principals, teachers, and parents. However, the school reform legislation does not address these factors. Meier and Wood (2004) assert that the NCLB legislation only succeeds in punishing struggling schools through controlled accountability but should instead focus on authentic accountability factors that are within the control of the local school. The authentic accountability principles are:

1. Shared vision and goals
2. Adequate resources used well
3. Participation and democracy
4. Prioritizing goals

5. Multiple forms of evidence
6. Inclusion
7. Improvement
8. Equity
9. Balance bottom-up and top-down
10. Interventions (Meier & Wood, 2004, p. 105-109).

Most important to this study are principles one, two, three, and nine because they are related to Louis and Leithwood's (2012) description of four broad categories that influence teachers. These four broad categories are "setting direction", "developing people", "refining and aligning the school organization," and "improving the instructional program" (Leithwood & Louis, 2012, p.59-60). Within each of the four categories are actions that align with Meier and Wood. This study will address ways in which a public school principal can influence teacher motivation through increased levels of trust, shared decision-making, support, and vision, which are all characteristics of transformational leadership. An increase in motivation will increase job satisfaction, which in turn will increase job performance. Thomas (2010) studied teacher motivation, and found that a satisfied teacher is more productive than a teacher that is dissatisfied. For purposes of this study, motivation is defined as anything to make teachers happy, satisfied, dedicated, and committed (Ofoegbu, 2004).

**Limitations**

The study was limited to one region in Virginia, and only to third, fourth, and fifth grade teachers, which decreases the ability to generalize the study to teachers and principals in other geographical locations. The data is self-reported data, and may contain potential bias due to method variance (Podsakoff, MacKenzie, Lee, & Podsakoff,

2003). There are many factors that can effect teacher motivation but this study only focused on the relationship between leadership behavior factors and teacher motivation.

**Organization of Dissertation**

The organization of this dissertation will follow the guidelines outlined in the Lynchburg College Dissertation Handbook. In chapter 2, the research directly related to historical motivational theories was discussed, followed by the research directly related to teacher motivation and principal leadership, which led to the formation of the three research questions. In chapter 3, the methodology was discussed and explained. The study conducted was a qualitative study in which a survey and questionnaire were completed by specific groups of educators. Principal participants were chosen using a purposive sample model with a snowball technique used to identify teachers. Chapter 4 presented the findings for the three research questions, and chapter 5 discussed the importance of the findings to the body of literature on current public school teacher motivation and principal leadership. Specific limitations and suggestions for future studies concluded the dissertation.

# Chapter 2 Review of Literature

A review of the literature in the areas of motivational theory, teacher motivation, principal leadership, and educational reform through accountability measures were presented in this chapter. This review established the basis for the study of principal behaviors used to characterize leadership style, and how these behaviors influence the levels of teacher motivation within schools in which educational reform occurs. The research began by looking at motivational theory and its application to teacher motivation, then how motivation relates to principal leadership style. The researcher also linked specific behaviors to characteristics of leadership styles. Lastly, educational reform and accountability mandates were examined in relation to the effect that they have on school culture and leadership style. The literature review concluded with a discussion on how principals' leadership behaviors influence their leadership style, and were driving forces in school improvement beyond mandated sanctions by federal and state department of education.

## Research Process

Due to the vast amount of research on motivation and leadership style, there was a need to narrow the focus of the research. The research conducted utilized the following key words to reduce and focus the number of articles, books, and studies used in the literature review chapter: teacher motivation, principal behavior, principal leadership style, and educational reform. The studies included in the literature review on teacher

motivation and principal leadership were limited to the years from 1984-2014. A brief description of historical motivation theories that were seen as the basis of a number of the studies reviewed for this dissertation is included as context.

## Historical Motivational Theory

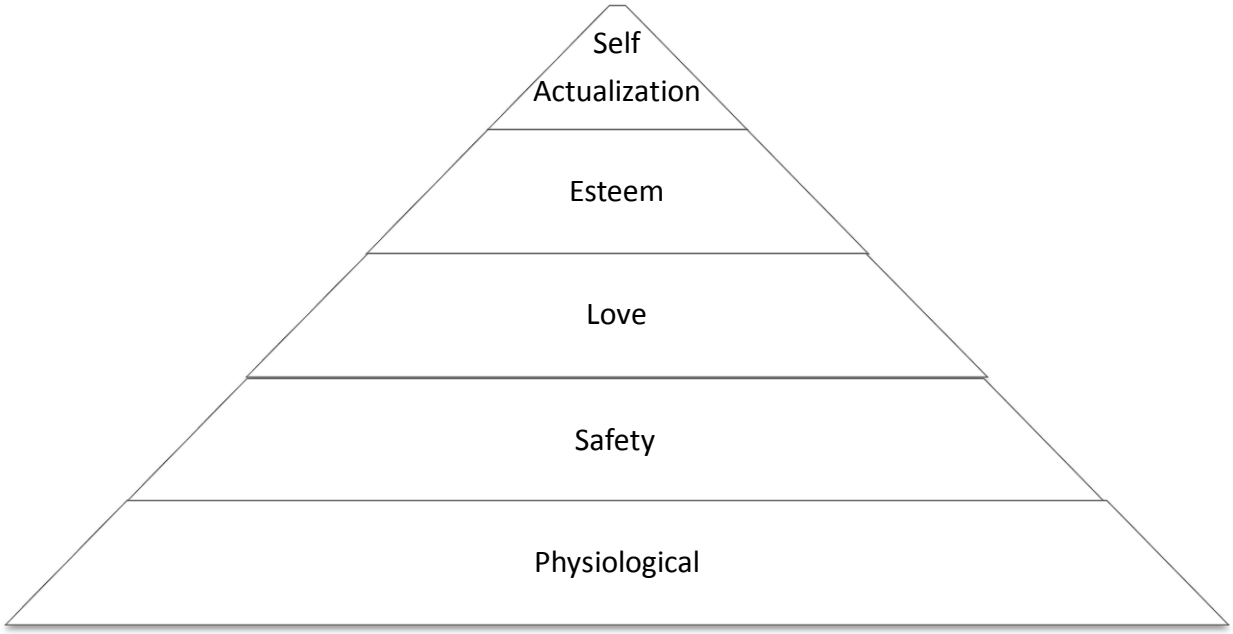
The work of Pink, Leithwood, & Louis on motivation and leadership were part of the larger conceptual framework for this study. In order to understand teacher motivation as it is related to this study, it was important to understand the underlying motivational theories for Pink's (2009) and Leithwood & Louis's (2012) work on motivation. The three main historical motivational theories mentioned in the theory work of Pink, and Leithwood & Louis were Maslow's Hierarchy of Needs, McGregor's X and Y Theory, and Determination Theory and were therefore included briefly in the review as reference points.

### Maslow Hierarchy of Needs

Abraham Maslow developed the Hierarchy of Needs in 1954. The theory was based on the observations of Maslow regarding how people satisfy needs in the context of their work. It was based on the concept of a pyramid (figure 1) and the premise that the needs at the bottom must be met first before a person moves up the pyramid (Gawel, 1997).

Figure 1

Maslow Hierarchy of Needs




**McGregor X and Y Theory**

The X and Y Theory is a motivational theory developed by Douglas McGregor, a professor at MIT. The theory consists of two different approaches to management. The first one, Theory X, presumed that people avoid work and only work for money, therefore the leader needs to control them. The second approach, Theory Y assumed that work is as natural as play to people (McGregor, 2000).

**Self-Determination Theory**

Self-Determination Theory is a theory of human motivation and personality that was developed by Richard Ryan and Edward Deci. The theory identified three needs for social development and personal well-being. The three needs are relatedness, autonomy, and competence (Ryan & Deci, 2000).

While there were numerous theories of motivation the aforementioned three were presented in this literature review because these theories were the basis for the studies reviewed in the literature review.

**Motivational Theory Used in the Conceptual Framework**

Drive (2009) by Daniel Pink and Deci & Ryan's (2000) work on Self Determination Theory (SDT) influenced the conceptual framework of this dissertation, and therefore, described below.

SDT was based on competence, relatedness, and autonomy, all of which were essential for growth and were intrinsic motivators (Ryan & Deci, 2000). Ryan and Deci concluded that intrinsic motivation was highly valued because it produced and enhanced performance. However, extrinsic motivation was not ignored in Ryan and Deci's work. Through the SDT model, Ryan and Deci concluded that extrinsic motivation could lead to motivation for less interesting work. Thus extrinsic motivators may satisfy a need but do not foster the degree of internalized motivation embodied in autonomy, competence, and relatedness (Ryan & Deci, 2000).

Daniel Pink's perspective on motivation discussed in his book Drive will frame the motivational theory used for this study. Pink started with an analysis of Maslow's Hierarchy of Needs and McGregor's X and Y theory, which he deemed the Motivation 2.0 operating system. He purports that these theories were not relevant to the modern workforce because the work being done now was more creative and less routine. Therefore, people were motivated to complete the work because it was enjoyable, and not

simply for monetary gain. He does concede that there was a threshold or baseline standard that must be met with extrinsic motivators. For example, a person must be able to have money to buy the necessities to live (Pink, 2009). Pink's motivational theory was a part of the larger conceptual framework of this study.

Daniel Pink's theory was congruent with Herzberg's Two-Factor Theory, which was based on two categories of factors that satisfy and motivate people. One category consisted of motivational factors such as achievement, recognition, the work, responsibility, and advancement. These factors would be considered intrinsic factors.

The other category consisted of hygiene factors or extrinsic factors such as salary, supervision, interpersonal relations, policy and administration, and working conditions. However, these factors do not provide satisfaction to a person in the same manner as intrinsic factors but if not present then they dissatisfy, aligning with Daniel Pink's assertion of a baseline for living needs. The underlying premise of Pink's theory was if satisfying factors decrease then satisfaction drops, but it does not necessarily mean that dissatisfaction increases.

Pink (2009) purposed that motivation be looked at from an alternate platform. His theory was based on Type X and I behaviors. Type X behaviors were extrinsic in nature and external rewards drive satisfaction. Type I behaviors were more intrinsic and based on three elements; these elements are autonomy, mastery, and purpose. Autonomy described the partnership between an employer and employee. The assumption was that people want to be accountable. Mastery was the move from compliance to engagement

in which a "flow state" was clear and goals met. Achieving the flow state means that what was expected of a person matches their abilities perfectly, there was neither boredom nor anxiety caused from work because it was too difficult or too easy. In the field of education, this was described as the zone of proximal development. The idea of engagement versus compliance will be addressed further in the educational reform and accountability section of this literature review. Purpose was the connection of individuals to something larger than themselves. These premises were seen throughout the educational research contained in this literature review.

**Motivation Theory in Relation to Teacher Motivation**

To focus the literature review on specific studies conducted on teacher motivation the key word, "teacher motivation" was used to generate studies to review and analyze for this section of the literature review. The studies reviewed were limited to the last thirty years.

**Extrinsic Factors**

In the literature there have been numerous theories and studies conducted to look at whether intrinsic or extrinsic factors were more motivating. Extrinsic or hygiene factors were identified as those elements from the outside environment that met a need. Maslow identified these on the first two steps of an eight-step pyramid. Rice et al. (2012), Camins (2011), Evans & Olumide-Aluko (2010), and Kelley, Heneman, & Milanowski (2002), all concluded that intrinsic factors were more motivating for teachers then extrinsic factors as long as basic needs were met.

According to the National Education Association, teachers' salaries were lower than other professionals with similar degrees. Additionally, the salary gap widens as the number of years of service increased. The annual pay for teachers has declined over the past 60 years in comparison to other college graduates. According to NEA Research, inflation increased 3.1 percent over the 2012 calendar year while teacher salaries increased by only 2.3 percent (National Education Association, 2012). This trend relates to several studies on performance pay systems.

Rice et al. (2012) conducted a case study of the implementation of FIRST, a performance pay system funded through Teacher Incentive Fund (TIF). The authors followed and studied the first year of implementation for Prince George County, Maryland. They identified four challenge areas: stakeholder support, development of capacity at the site and district level, accurate and reliable measurement tools, alignment of human resource goals, school improvement goals, and the work environment. The research findings found that these challenges were very complex, and found that FIRST "had little to no impact on student performance or human capital development during the initial year of implementation" (p. 917). Thus, extrinsic rewards such as merit pay may attract new teachers but did not necessarily mean that they stayed with the school. The motivation to stay and increase student achievement came from within the organizations, many times through more intrinsic measures.

Typically, in educational research, salary, a hygiene factor, has little influence on job satisfaction. Camins (2011) argued the market-based approach to education reform

with the establishment of charter schools and merit-pay systems was ineffective. He described this approach as a "notion of motivation and human behavior in which extrinsic rewards figure prominently," thus promoting competition and secrecy among teachers, thus reducing motivation (Camins, 2011, p. 45). Camins concluded that a market-based approach will not increase teacher motivation.

Two studies of specific performance-based incentives in Maryland, Kentucky, and North Carolina concur with Camin's argument. Both studies found that performance pay incentives did not have lasting effects on teacher motivation (Kelly, Heneman, Milanowski, 2002, Rice et al., 2012).

Evans and Olumide-Aluko (2010) studied Nigerian teachers in post British colonization in which they found that Herzberg's theory could be context-specific dependent on the economic environment. In Nigeria, some teachers did not receive any pay and, therefore, it would be disingenuous to presume that receiving pay would not be a motivator. In contrast, however, Evans and Olumide-Aluko (2010) concluded that "school specific facts, which impact upon teachers' working lives" are much more influential meaning that the condition has to be contextualized within the working environment (p. 81). These illustrations from Nigeria were important to note in relation to this study because of the decline in federal funding and teacher salary.

**Intrinsic Factors**

Although there has been an economic decline in recent years, the majority of studies in the United States have found that intrinsic rewards were higher motivators.

Deci and Ryan (2000) concluded, "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 capacities, to explore, and to learn" (p.70). This human phenomenon extends to the teaching profession and the relationship between teacher and principal.

This was evident in Finnigan's study on teacher expectancy in which she found that two things drive motivation, the expectation "that a particular act will lead to desired outcome and the value that the person places on the outcome" (Finnigan, 2010, p.163). Finnigan (2010) found through a cross sectional design and hierarchical linear modeling analysis that school level factors that were negatively linked to teacher expectancy were high workload, low collaboration among teachers, low control over workload, and low participation in school-wide decisions. These were all factors that can be impacted by the school principal. Additionally, Finnigan (2010) found there was a relationship between principal leadership and the environment within his/her control. Finnigan's research supported Pink's theory as previously presented in the motivational theory portion of the literature review. Finnigan identified high workload as a negative factor for motivation, which supported Pink's identification of mastery as a motivator, therefore if there were high workload mastery would not be present, and thus teachers less motivated. Furthermore, low collaboration and low participation in school wide decisions opposed the idea of autonomy which was the partnership between the leader and follower, thus another parallel of Finnigan's findings and Pink's theory.

Johnson (1986), discussed the theory and implementation of merit pay, and career ladder plans. Specifically she discussed three theoretical bases for implementations of merit pay programs; these were expectancy theory, equity theory, and job enrichment theory. In many cases merit pay and career ladder plans were employed based on the response by state and local governments to the public's increased scrutiny of the education system. Johnson indicated that financial (extrinsic) incentives were less effective in changing teachers' performance than intrinsic motivators; particularly the intrinsic belief that a goal is attainable. This point corresponds with Finnigan's research on expectancy theory and teachers' beliefs that there can be improvement.

Neves de Jesus and Lens' (2005) study specifically addressed teachers' motivation through the constructs of two cognitive-motivational theories, Expectancy-Value, and Learned Helplessness. The teacher was "fundamental to the teaching/learning process" yet many were unmotivated (Neves de Jesus et al. 2005). The lack of motivation was of concern to principals because of the connection of student performance to teacher motivation. Neves de Jesus et al.'s (2005) study considered teachers' belief that they do not have control over the results in their classroom and, therefore, they develop an expectancy of helplessness or low expectancy of results.

Neves de Jesus et al. (2005) measured professional engagement as an indicator of motivation in 258 teachers and found that improving teacher motivation through cognitive-motivational constructs was a "powerful tool" (Neves de Jesus et al., 2005, p. 131). The challenge was to find cognitive-motivational constructs that improve

motivation in individual teachers within the construct of current institutional norms and culture. This study attempted to identify motivators that improve core beliefs, and remove the feeling of helplessness in teachers within accountability reform.

In another study addressing teacher motivation within the construct of expectancy theory, Finnigan (2010) discussed expectancy theory and its relationship to schools, teachers, and students. She states "…whether the teacher believes she can influence student learning; and whether she believes her colleagues can have the same influence in their own classrooms," impacts the expectation of the teacher (p. 164). Furthermore, there was research that supported that school-level factors were linked with expectancy and, likewise, principal leadership was linked to school level factors (climate) as cited throughout the literature.

Thomas (2010) concurred with Neves de Jesus et al. (2005) that job satisfaction was a critical factor that led to higher work motivation, and there is a difference between the influence of intrinsic and extrinsic factors. Thomas (2010) conducted a t-test and correlation analysis of the results from a Work Motivation Questionnaire by K.G. Agrawal and Job Satisfaction Inventory by Indiresan and concluded that "motivating and sustaining motivation of teachers is to a large extent possible if efforts are made to increase job satisfaction of teachers" (2010, p. 113). This finding has educational implications in that higher motivation will promote higher job satisfaction, which will then increase job performance. Furthermore Thomas explained that the survival of

educational institutions was "dependent on highly motivated and committed teachers" (2010, p. 103).

Ellis (1984) stated that teachers were primarily motivated by intrinsic rewards. Principals can provide intrinsic rewards by "participatory governance, in-service education, and systematic, supportive evaluation" (Ellis & ERIC Clearinghouse on, 1984). These ideas were based on theory Y formulated by McGregor. Principals can support teachers and increase motivation by bolstering intrinsic factors.

**Leadership Model**

There were numerous models within the body of literature on leadership. For purposes of this study, the Full Range of Leadership model (FRL) as described by Bass and Riggio (2006) in their work *Transformational Leadership* was used in the framework. This model included four components of transformational leadership behaviors, two components of transactional leadership behavior, and laissez-faire behaviors.

The components of transformational leadership include:

1. Idealized Influence: The leader acted as a role model that the followers want to emulate. The followers expected the leader to behave in a moral and ethical manner.

2. Inspirational Motivation: The leader motivated and inspired followers by providing challenging work to an aligned vision.

3. Intellectual Stimulation: The leader encouraged creative and innovative thinking and problem solving without public criticism.

4. Individualized Consideration: The leader responded to individual follower needs and acts like a coach or mentor.

The two components of transactional leadership include:

1. Contingent Reward (CR): The leader assigned a task and offered a reward for satisfactory performance. If the reward was tangible, a behavior was characteristic of transactional leadership. If the reward was in the form of an intrinsic reward such as praise, it was a behavior characteristic of transformational leader.

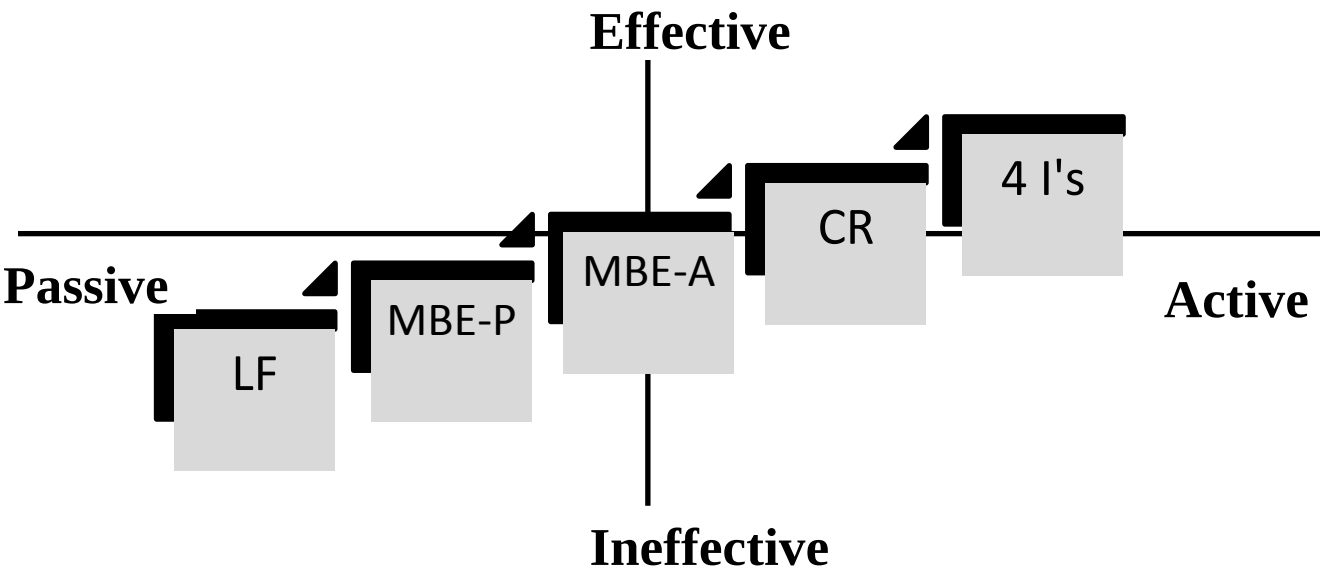
2. Management-by-Exception (MBE): There were two types active and passive. The active corrective transaction was when the leader monitored the follower's actions and took action for deviation. Passive action was when a leader did not take action until there were complaints (Bass & Riggio 2006).

Laissez-Faire (LF) Leadership was described as the absence of leadership, where no decisions were made or action taken.

The more behaviors that the leader demonstrated that were in the four I's as shown in figure 2, the more likely that the leader used a transformational style of leadership. Bass and Riggio (2006) argued that the more behaviors that were in the top right quadrant, the more effective and active the leader was. Conversely the more passive a leader's behaviors were the more ineffective the leader was.

Figure 2

*Model of the Full Range of Leadership*[3]




**Principal Leadership**

In elementary schools, the primary leader is the principal. Effective principals were identified by Leithwood & Louis (2012) as those that pay attention to four-core leadership practices; setting directions, developing people, redesigning the organization, and improving the instructional program. They claimed that specific practices within each of the core areas led to successful schools. Practices of principals largely affected the overall culture and climate of a school. Therefore, the study of principal leadership was imperative as part of the larger context of public schools and teacher motivation.

O'Reilly (1989) identified mechanisms to develop culture within an institution. One of those mechanisms was a comprehensive reward system. This reward system was

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[3] Model from Bass and Riggio, 2006.

not only based on monetary benefits such as salary, but should include recognitions for "doing the right thing" to develop a culture of belonging. The culture of belonging was one of the pillars for retaining employees and was a motivating factor to increase job performance. Within a school context, this can translate to behaviors that intrinsically reward teachers through recognition and approval to create a sense of belonging. Hulleman and Barron (2011) also supported the idea that, "Teachers are motivated less by additional pay than by a supportive environment, the respect of peers, and seeing their results in the success of students" (p. 160). Therefore, the motivation of teachers was not driven by the extrinsic factor of pay but the intrinsic factors, some of which a principal could influence.

Due to the aforementioned link, the study of principal leadership was paramount in understanding the relationship between leadership behaviors and teacher motivation. Finnigan (2010) identified four areas in which the principal motivated teachers. The four areas identified are instructional leadership, principal support for change, teacher-principal trust, and inclusive leadership.

Instructional leadership as defined by Blasé & Blasé (2000) consisted of two major themes, "talking with teachers to promote reflection and promoting professional growth" (p.132). Effective principals value dialogue with teachers about learning and professional practices. The dialogue could be in the form of making suggestions, giving feedback, modeling, soliciting advice, and giving praise. Teachers reported that the previously mentioned behaviors enhanced teacher motivation, self-esteem, efficacy,

sense of security, and reflective practice (Blase & Blase, 2000). Finnigan (2010) defined instructional leadership as anything that related to the principal's role in guiding the school's direction such as articulating vision, setting goals, and monitoring performance. This definition was supported by Leithwood et al. (1994) as stated in Finnigan's (2010) work that vision-creating and goal consensus-building contributed to motivation.

Finnigan (2010) named principal support for change and Blasé & Blasé (2000) named promoting professional growth as primary areas that affect motivation. While both researchers use different terms, they identify the same behaviors to promote professional growth. The behaviors identified by Finnigan, Blasé, and Blasé as influencing teacher motivation were encouraging teachers to take risks, to try new strategies, and to develop programs.

Much of the literature supported that the leadership behaviors of principals have an effect on teacher behavior within the context of school climate. A study conducted in New South Wales found that when there were variations in leadership behavior, there was a statistically significant difference at the teachers' level and smaller differences at the school level. Barnett & McCormick (2004) found in a quantitative non-experimental study that teachers perceive differences in leadership on an individual level. Barnett & McCormick (2004) used two instruments to conduct their study. To measure principal behavior the multifactor leadership questionnaire by Bass and Avolio was used to measure leadership style. The Patterns of Adaptive Learning Survey by Maehr et al. was

used to measure school learning culture. The authors described teacher behaviors that would be consistent with motivation.

Additionally, through a multilevel analysis, Barnett & McCormick (2004) found that transformational leadership behaviors had "important indirect relationships with task focus goals, excellence in teaching, and favoritism in schools" (p. 424). This was seen through two positive direct effects on task goals in instruction and personal expectation and a negative direct effect on favoritism, through the absence of competition among teachers (Barnett & McCormick, 2004). Conveying vision was an important principal behavior within transformational leadership. According to this study, teachers were more likely to respond to vision if the principal demonstrated individual concern that built trust and confidence. Consequently, the results "suggest that one-to-one relationships between a principal (leader) and individual teachers (followers) mainly characterize leadership in schools" (p.427). A principal must show each individual respect and fairness in order to encourage the "adoption of task focus learning goals that bring about an interest in learning and excellence in teaching" (p. 430). This illustrated that the principal can directly influence individual teacher motivation.

Leadership behaviors described by Griffith (2004) as having positive outcomes on colleagues' experience at work were, "clear and well-articulated goals; delegated tasks to others; encouraged staff to participate in decision-making; incorporated others in problem-solving; treated staff fairly and equitably; and provided staff support in difficult situations" (p. 333-334). Griffith studied the components of transformational leadership

and how they affected the performance level of schools with teacher job satisfaction as a mediating variable. This study found that transformational leadership behaviors led to higher levels of job satisfaction, which indirectly reduce the achievement gap among students. While this study was conducted in elementary schools in a large metropolitan area, there was still valuable information that can be used for future studies. Within Griffith's (2004) study, charisma, inspiration, individualized consideration, and intellectual stimulation were all found to be statistically significant at the $p>0.01$ level. These three components align with Bass and Riggio's (2006) work on transformational leadership.

Additionally, principal transformational leadership had a statistically significant relationship to teacher job satisfaction ($p<0.05$ level). This has important implications because higher levels of job satisfaction could lead to the positive implementation of school programs (Griffith, 2004).

John Provost's dissertation (2007) was consistent with the above-mentioned characteristics; however, he defined them using a q-sort completed by Massachusetts administrators. These behaviors were holding high expectations, engaging teachers in discussion, helping staff members to improve effectiveness, communicating instructional goals, and involving staff in critical decisions (Provost, 2007).

Price (2008) developed a new instrument to measure teachers' perceptions of principal leadership entitled Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Style. There were 202 surveys completed and returned in the

study. Price found a statistical significance at the $p < 0.001$ level with a correlation analysis for the level of teacher motivation with authoritative ($r = -.374$) and democratic ($r= 0.750$) principal behaviors. The correlation to democratic behaviors was positively correlated, thus the greater the democratic behaviors the higher the level of motivation. Conversely, the correlation for authoritative behaviors was negatively correlated; therefore, there was an inverse relationship between authoritative behaviors and teacher motivation. There was no statistical significance found between teacher motivation and laissez-faire leadership behaviors. Price's (2008) study was conducted in schools within the context of the NCLB legislation.

Subsequently it was important to note the limitations of individuals to assess their own behaviors. In all of the aforementioned studies, the principal self-assessed their behaviors. Eshbach and Henderson (2010) found that school leader's perceptions of their leadership style were not consistent with the teacher's perceptions. As in Barnett and McCormick (2004), Eshbach and Henderson (2010) used the multifactor leadership questionnaire by Avolio and Bass to measure principal's self-perceptions of behavior. The teachers within each of the principal's buildings were asked to fill out the Organizational Climate Description Questionnaire for Elementary Schools developed by Hoy, Tarter, and Kottcamp. Eshbach and Henderson (2010) conducted an ANOVA with the two instruments and found differences between a new principal's self-perception and the perception of the teachers. The study showed that a new principal's efforts to behave in a transformational manner were not always perceived by teachers as positive or

transformational. Over half of the survey items were significantly different on the survey between the principal and the teachers (Eshbach & Henderson, 2010).

Diamantes (2004) concurred with Eshbach & Henderson's (2010) findings about self-reported behaviors. Diamantes conducted action research with a graduate class of teachers and principals to replicate Kovach's (1995) study on 1000 employees and managers in which each group was asked to rate motivational factors from one to ten. The factors were interesting work, full appreciation of work done, feeling of being in on things, job security, good wages, promotion and growth in the organization, good working conditions, personal loyalty to employees, tactful discipline, and sympathetic help with personal problems. Each time managers ranked good wages as first; however, employees have never ranked good wages as first. There was a discrepancy between what employees thought was motivational and what actually motivated employees. Diamantes (2004) found the same incongruences in his study. He concluded that there was mixed results in regards to a principal's beliefs about what motivated teachers and what actually motivates teachers.

The research by Leithwood and Louis (2012) in *Linking Leadership to Student Learning* illustrated the effect of shared leadership on teaching and students. Leithwood and Louis (2012) used multiple methodological approaches to study leadership from two perspectives. The first context was to study the behaviors and characteristics of leaders, and the second context was to integrate the organizational setting.

There were similarities to the other research in this literature that support the findings within the book. The six distinct leadership activities that Leithwood and Louis (2010) found in their research to affect student learning were

- target work relationships to improve instruction,
- require formal leaders, teachers, and stakeholders to share power and influence,
- develop capacity through strong relationships,
- strengthen professional communities to improve teaching,
- being adaptive to specific needs based on the setting,
- and to take advantage of external pressures instead of fighting them.

While it was understood that individuals have different perceptions of motivational levels and behaviors, it was also important to understand the relationship that individuals have within an organization. The study of principal behaviors and the implications these behaviors have on teacher motivation levels was imperative for the school improvement process, especially in regards to high stakes accountability systems.

Within the literature reviewed in this chapter, there were trends in the classifications of principal behaviors that affected teacher motivation. These were instructional leadership (Griffith, 2004; Finnigan, 2010), principal support for change and/or professional development (Provost, 2007; Finnigan, 2010), teacher-principal trust (Barnett & McCormick, 2004; Finnigan, 2010), and inclusive leadership or shared decision making (Griffith, 2004; Provost, 2007; Finnigan, 2010; Leithwood & Louis, 2012). While the literature reviewed used various names for the behaviors, the

descriptions of the most motivating behaviors were congruent across the literature with a few variations. The majority of the behaviors fit the classification of the four I's for the transformational leader in the full leadership model.

**Effect of Educational Reform/Accountability**

With the implementation of the No Child Left Behind Act and the subsequent Virginia Flexibility Waiver, methods have been employed to improve schools and student performance through school improvement requirements. Teacher perceptions of the sanctions and reform have an impact on their motivation, and indirectly student learning. Daly (2009) conducted a mixed method research study that looked at threat-rigidity of schools in California that had not met Adequate Yearly Progress (AYP) for two years. Within this study, Daly found that teachers at schools that he designated as Program Improvement (PI) schools had a lower level of trust and higher rate of threat. Thus, teachers with greater levels of threat were more likely "to close down, reduce information flow, engage in poor decision-making, and have limited divergent views" (Daly, 2009, p. 204). However, administrators that demonstrated higher leadership behaviors influenced decreased levels of threat. Daly's study illustrated that sanctions alone do not improve student learning, but they do evoke negative behaviors that could negatively affect teacher motivation unless administrators and teachers work to expand trust and move beyond compliance. Teachers and administrators must build organizational capacity to improve student learning and to move out of sanctions.

Leithwood, Steinbach, and Jantzi (2002), used a qualitative method of a semi-structured questionnaire to understand teachers' and principals' responses to school reform measures dictated by a governmental agency in Ontario, Canada. Their conclusion supported Daly (2009) that trust was a mediating factor in the success of school reform. While many teachers do not trust the governmental agency, if the principal had trust Leithwood et al. (2002), believed that the principal could "recover… the legitimacy and trust lost by governments with social legitimacy and trust from another source" (p.110-111).

Finnigan (2010) was in agreement with Daly (2009) and Leithwood et al. (2002) that in order for all students to receive high quality education regardless of sanctions, there needed to be high-quality principals to motivate teachers. Within Finnigan's study (2010) the expectancy level of teachers was related to principal leadership in both probation and non-probation status schools. Therefore, it was not sanctions that achieved higher performing schools but the relationship between principals and teachers that influenced increases in student learning.

**Conclusion**

Many factors influence the motivational level of teachers. The research contained in this literature review represented the work that has been conducted in relation to motivation and principal leadership. Principal leadership behaviors have been shown to effect the overall work environment and level of motivation. Teachers need to perceive principal behaviors as motivational in order to increase their level of motivation under a

current principal. However, knowledge of motivational theories allowed the principal to align behaviors that were more motivating to increase the likelihood of increased outcomes.

# Chapter 3 Methodology

This study utilized survey and questionnaire data that was gathered from Region 5 elementary schools in divisions that had at least one school identified as a focus school. Third, fourth, and fifth grade teachers took a survey on their level of motivation and the perceived behaviors of the principal. Principals completed a questionnaire on leadership behaviors. This chapter specified the study's conceptual framework, the participants, data collected, instrumentation, and data analysis. The appendices contain samples of each instrument.

## Conceptual Framework

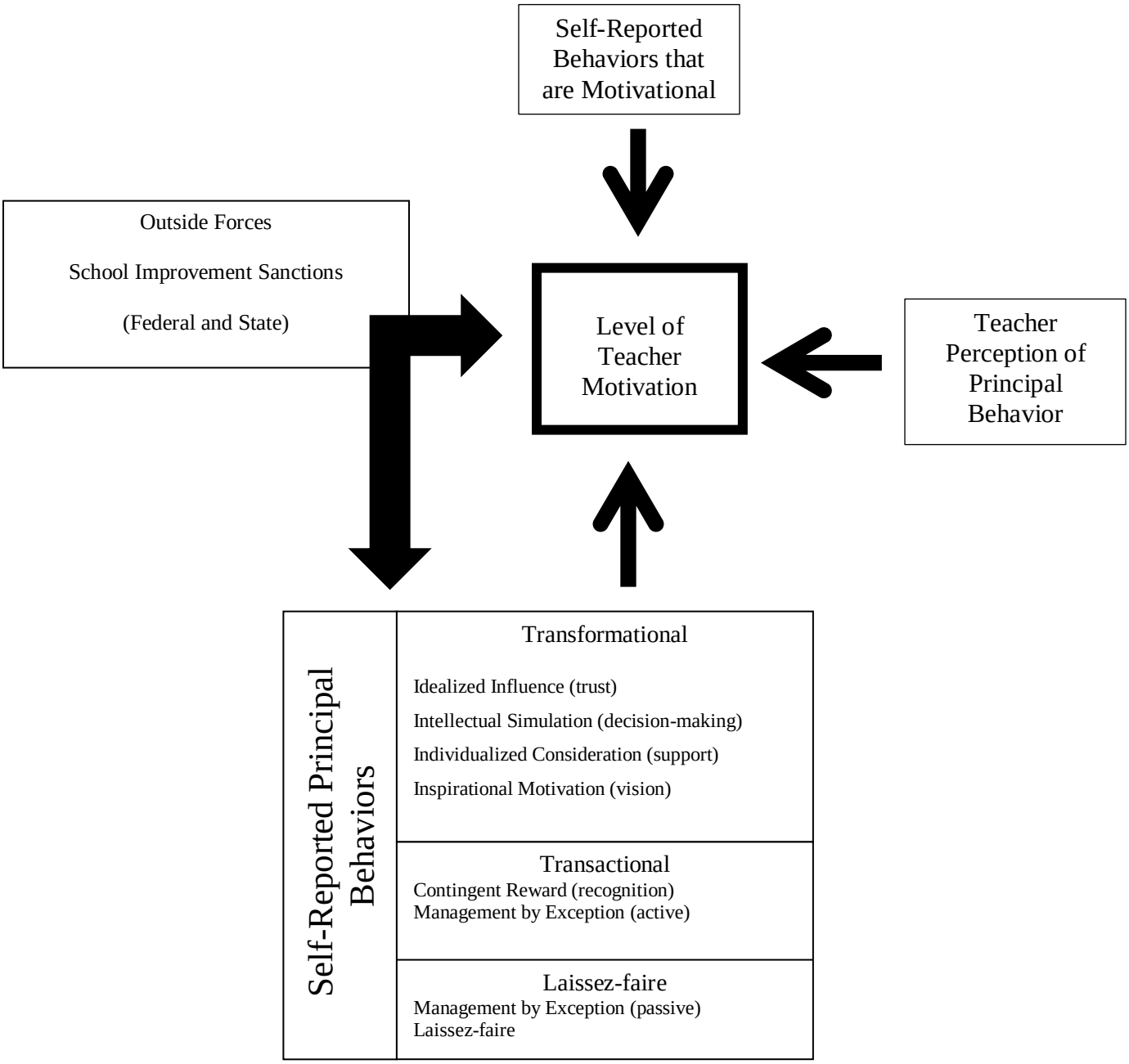
This study used a conceptual framework developed in a dissertation by Price (2008) with some variation by the researcher after consideration of motivational and leadership theories. The survey used in this study was based on the survey used in Price's (2008) previous study, but the reporting categories were altered to correspond with Pink's (2009), Leithwood & Louis' (2012), and Blasé's (2009) motivational theories because they specifically pertain to education. Principal behaviors were based on the seven factors of transformational leadership as indicated on the multifactor leadership questionnaire. These factors were used as categorical constructs on the teacher survey so there was congruence in language between the principal survey and the teacher survey.

The researcher examined principal leadership behaviors and teacher motivation in public schools during a time when there was mandated compliance with student accountability movements at the federal and state level.

The researcher used the MLQ to measure the four components of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as the components of transactional leadership; contingent reward and management-by exception and laissez-faire leadership. For each of these components the survey contained behaviors that a leader would exhibit in the course of work with constituents. Figure 3 graphically represented the relationship between leadership behavior and teacher motivation within the context of school reform. Accountability designations influence principal behavior and level of teacher motivation while principal behavior also influences teacher motivation. The conceptual framework for this dissertation was influenced by the work of Pink (2009), Price (2008), and Bass & Riggio (2006) but was the researcher's conceptual graphical model.

Figure 3

*Conceptual Model of Leadership Behaviors and Teacher Motivational Levels*



**Participants**

This study employed a nonrandom sampling. The participants for this study came from the school divisions of Region 5 in Virginia. From the twenty divisions within Region 5, this study concentrated on eleven school divisions. These divisions were selected because they included at least one elementary school that received the designation of a focus school. The criteria from Virginia Department of Education Elementary and Secondary Act (ESEA) flexibility waiver determined the identification of focus schools within the Region 5 school divisions. The designation of a focus school carried additional requirements under the VDOE Office of School Improvement. There were no schools in Region 5 designated as a Priority School and thus they will not be a part of this study. Within each of the divisions, there were both focus (20) and non-focus (90) elementary schools (Virginia Department of Education, 2013). Of the 90 non-focus schools 43 receive Title I funds.

Of the eleven divisions asked to participate, five consented through a superintendent consent form, thus the participation rate was 45% for eligible divisions. The questionnaire for principals was distributed electronically within a week of the researcher receiving consent of superintendents. This distribution of the MLQ took place in May and June. Most responses came in shortly thereafter, however due to the timing several responses came in July. This stretched the data collection to three months in order to increase the return rate.

MLQ questionnaires were sent to 28 principals and 17 returned the questionnaire for a participation rate of 63%. However, one questionnaire was sent to a principal that did not work in a school that received Title I funds so that questionnaire was not used in the analysis. There was also one other questionnaire that was unusable because only the consent form and demographic information was completed, none of the individual items had a scale score on the MLQ. This brought the return rate for principals to 56% (n=15).

Once a principal consented to participate, the teacher survey was sent to the building level third, fourth, and fifth grade teachers where the principal was employed. Originally, principals forwarded the surveys; however, the return rate was low. Therefore, a modification to IRB was requested and approved to send e-mails directly to teachers bypassing the principal. This aided in the response rate. The majority of these responses came in July. Two hundred twenty-five teacher surveys were sent out and 51 were returned giving a 23% return rate. However, six of the teachers that responded said that the school where they were employed did not receive Title I funds and one teacher only filled out the demographics and did not complete any of the survey questions, therefore these seven were excluded from the study. This brought the usable return rate for teachers to 20% (n=44).

**Instrumentation**

This study utilized two instruments. The first is the Multifactor Leadership Questionnaire (MLQ) by Avilio and Bass (2004) to measure the behaviors of leadership in each principal. There was only a portion of the MLQ included in appendix A due to

the copyright agreement with Mind Garden. This questionnaire was measured using a Likert scale from 0 to 4. The Likert scale used the following statements for each scale; 0=Not at all, 1=Once in a while, 2= Once in a while, 3=Fairly often, and Frequently, if not always. A rating score was then used to identify the degree of the leadership style based on specific behaviors of each principal based on the scales that compared him or her to the norm based on past research conducted by Mind Garden. The questionnaire was not designed to identify a leader has a specific type of leader in terms of transformational, transactional, or laissez faire but to measure whether he/she was "more or less the norm" (Bass & Avilio, 2004). This instrument was chosen because of the tested psychometric properties of the questionnaire. Bass and Riggio (2006) described the properties that confirm the validity and reliability of the questionnaire. These properties were rate-rerate consistency, subordinate-superior agreement, peer ratings, and evidence of construct validity. As stated in Bass and Riggio (2006), the first set of results correlated with the second set given several months later. Likewise, the ratings of the leader and subordinate are in general agreement (Bass & Riggio, 2006).

The second instrument was the Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Style developed by Price (2008) to measure the level of teacher motivation and perception of principal leadership. This survey instrument (appendix B) was used because it measured the two key constructs examined in this study: motivation and leadership behavior. This survey differed from other instruments, which include job satisfaction as the primary output. For purposes of this

study, satisfaction was defined as the degree to which one enjoys and feels contentment and would remain in their current job (Mertler, 2001), and the purpose of this dissertation was 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.

There were two sections to this survey, principal's leadership behaviors and teacher's motivation. The first section measured teacher's motivation using 16 questions. Four of the questions were general motivation questions and 12 questions (4 for each style) directly related to specific leadership behaviors. These items were also measured on a 0 -4 Likert scale. For the purposes of this study, the Likert scale was modified to a 5-point scale in order to align with the MLQ. There was a clerical error on the survey, question four was a repeat of question two, and therefore there were only three questions for the category of motivation by Laissez Faire Principal.

Price (2008) wrote 10 items for each of the leadership styles of autocratic, democratic, laissez-faire for the survey, however upon the researcher's examination of the survey there were eleven items for autocratic. Therefore, the researcher for this study removed item nineteen from the original survey because it was similar to item ten. Below are the two items that were changed on the original survey for use in the current study,

> L19: Your principal always makes the final decision, making his or her authority known.

L10: Your principal chooses to inform teachers of new decisions without asking for input or suggestions from others.

Additionally, the researcher decided to use the descriptions of transformational, transactional, and laissez-faire as the description for leadership behaviors as described by Bass & Riggio (2006) and Avilio & Bass (2004). The reporting categories were modified to the aforementioned categories based on the factors from the MLQ. The categories of transformational, transactional, and laissez-faire leadership based on the factors from the MLQ were used to align the questionnaire with the survey to assist with data analysis. The first section measured the teacher's perception of the principal's leadership behavior using a 0-4 Likert scale. There were 10 questions describing behavior under each leadership style, for a total of 30 questions.

Table 2

*Identification of Questions on the Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Behaviors*

| **Section One: Teacher Motivation** | **Question Number on Survey** |
|---|---|
| Motivation Under Current Principal | 1, 7, 13, 16 |
| Motivation By Transactional Principal | 3, 6, 10, 14 |
| Motivation By Transformational Principal | 2, 5, 9, 12 |
| Motivation By Laissez Faire Principal | 8, 11, 15 |
| **Section Two: Teacher Perceptions of Principal Behaviors** | **Question Number on Survey** |
| Transactional | 1, 2, 6, 8, 10, 15, 23, 26, 27, 30 |
| Transformational | 3, 7, 13, 16, 17, 22, 24, 25, 28, 29 |
| Laissez Faire | 4, 5, 9, 11, 12, 14, 18, 19, 20, 21 |

Survey available in appendix B

A 5-point Likert-type scale (0-4) was used to assess the degree of feeling for each question. Choosing a four indicated a strong agreement and a zero indicated disagreement. The questions were in random order. General demographics were also collected prior to the start of the instrument on SurveyMonkey.

To determine reliability statistics of the Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Cronbach's Alpha was calculated for each of the items on the survey.

Table 3
*Cronbach's Alpha*

| Teacher Motivation Level | Cronbach's Alpha | Number of Items | Min. | Max |
|---|---|---|---|---|
| Current Motivation | .61 | 4 | 2.36 | 3.64 |
| Motivation by Transactional Leadership Behaviors | .63 | 4 | 0.59 | 2.00 |
| Motivation by Transformational Leadership Behaviors | .82 | 4 | 2.91 | 3.43 |
| Motivation by Laissez Faire Leadership Behaviors | .37 | 3 | 0.41 | 2.48 |
| **Perception of Principal Leadership Behaviors** | | | | |
| Transactional | .90 | 10 | 0.80 | 2.81 |
| Transformational | .93 | 10 | 2.03 | 3.00 |
| Laissez-Faire | .41 | 10 | 0.35 | 2.53 |

**Research Design**

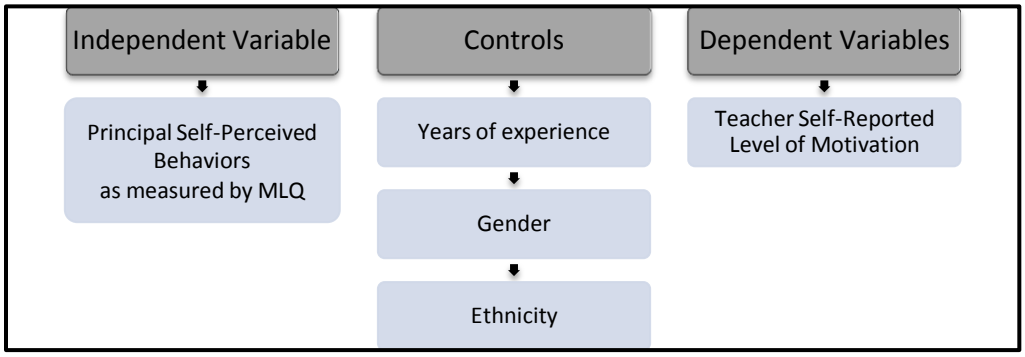
This study looked at whether there was a relationship between principal behaviors of transformational leadership and levels of teacher motivation. This study utilized a quantitative approach. The first step in this study was to contact Region 5 Superintendents and gain approval to approach elementary schools within each division to participate in the study (appendix C and F). After the superintendent granted permission, an e-mail with an invitation letter was sent to each elementary school principal explaining the study and asking for participation (appendix D and G). Each principal responded to the MLQ items to self-report their behaviors on each of the factors.

Within each school where the principal consented to participate, third, fourth, and fifth grade teachers answered a survey that was divided into two sections (appendix E and H). The first section measured teachers' level of motivation on a Likert scale. The second section determined the teachers' perceptions of the principal's transformational leadership behaviors. There were both general motivation questions and motivation questions that were directly linked to the behaviors of transformational, transactional, and laissez faire leadership. The results of the study in the aggregate were shared with participants if requested.

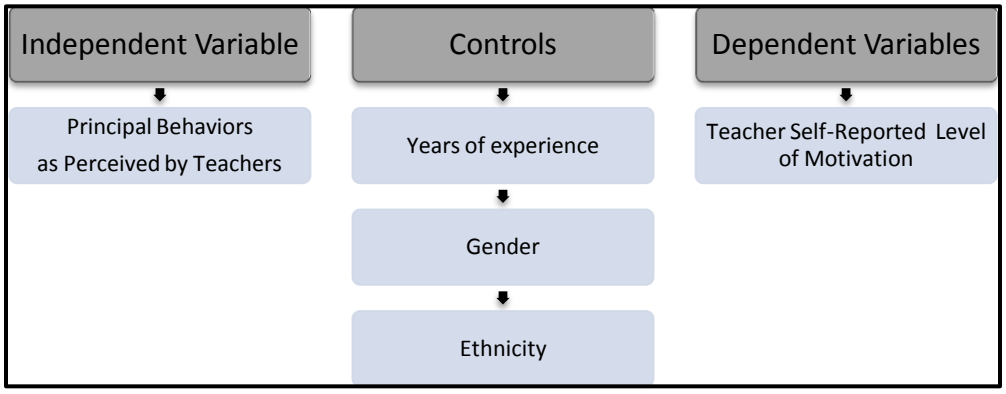
Figure 4

*Research Design*

*Self-Reported Leadership Behaviors & Relationship with Level of Teacher Motivation*




*Teacher Perceived Leadership Behaviors & Relationship with Level of Teacher Motivation*




**Procedure**

Participants were identified using the Virginia Department of Education website. This site listed all divisions in Region 5, identified focus schools, superintendents' names, and principals' names. This information was recorded in an Excel spreadsheet to organize the contact information.

All superintendents of divisions that had an identified focus school were contacted by regular mail and e-mail with an invitation (appendix C) for the division to participate. After consent was granted from the superintendent, an-e-mail was sent to individual school principals of each school within the division with an invitation to participate and a link to the MLQ (appendix A). When the principal granted permission for the school to participate then an e-mail was sent to the building principal to forward to all third, fourth, and fifth grade teachers with an invitation to participate in the study and a link to the survey (appendix E and H). The instruments were available online using www.SurveyMonkey.com.

Confidentiality of all participants was maintained. Individual responses were not linked in any way to individuals by name, e-mail address, address, social security, or other individual identifiable information. The instruments for the principal and teachers were matched by a coding system to allow for analysis. The coding system utilized the school name to match principal and teachers as a group. However, individual names and schools were not reported in the dissertation. Research data will be kept for at least three years in a locked room located in Dr. Sally Selden's office on the Lynchburg College campus.

**Data Analysis**

This study was guided by the following research questions and hypotheses:

$R_{1:}$ Is there a relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5 elementary schools?

$H_0$: There is no relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5 elementary schools.

$H_1$: There is a relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5 elementary schools.

$R_{2:}$ Is there a statistical difference between principal leadership style in Virginia focus, in improvement, and non-designated elementary schools in Region 5?

$H_0$: There is no statistical difference between principal leadership behaviors in principals employed in focus, in-improvement, and non-designated elementary schools in Region 5.

$H_1$: There is a statistical difference between principal leadership behaviors in principals employed in focus, in-improvement, and non-designated elementary schools in Region 5.

$R_{3:}$ Is there a statistical difference between levels of teacher motivation in Virginia focus schools in improvement, and non-designated elementary schools in Region 5?

$H_0$: There is no statistical difference in the level of motivation for 3rd, 4th, and 5th grade teachers employed in focus, in-improvement, and non-designated elementary schools in Region 5.

$H_1$: There is a statistical difference in the level of motivation for 3rd, 4th, and 5th grade teachers employed in focus, in-improvement, and non-designated elementary schools in Region 5.

Using the SPSS program, descriptive statistics of demographic information were taken to understand the overall nature of the participants. The mean, standard deviation, and $R^2$ for each variable were reported.

The analysis procedure for research question 1 was multiple regression because there are multiple independent and dependent variables that are continuously distributed. The use of this analysis technique was chosen based on Lewis-Beck (1980, p. 47) work that states that a "fuller explanation" was made available to determine if there was a relationship between more than two variables. The regression analysis accounted for the differences in the dependent variable based on the amount of variance of each of the independent variables as shown by the model.

The analysis procedure for research questions 2 and 3 was analysis of variance (ANOVA) because the question refers to the differences between three groups. The alpha level was set at 0.05.

The analysis methods were chosen to demonstrate a relationship between variables of leadership behaviors and level of teacher motivation. The analysis took place at two levels. The first unit will be at the school level. The principal and teachers were grouped together by the school in which they are employed. A coding system was used and schools were not identified by name. The second level was at the aggregate based on school designation – focus schools, in improvement schools, and non-designated schools.

# Chapter 4 Analysis of Data

## Introduction

The purpose of this study was to investigate the relationship between principal leadership behaviors and level of teacher motivation in Virginia's Region 5 school divisions that have at least one elementary school classified as a focus school. The leadership behaviors were determined by elementary principal's self-reported ratings on the MLQ. The Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Style survey determined the current level of teacher motivation, identified what behaviors were motivating, and her perception of her current principals' leadership behaviors for third, fourth, and fifth grade teachers. The analysis procedure for the first research question was multiple regression and for research questions 2 and 3 ANOVAs were used.

Within this chapter, the descriptive statistics for both participant groups (principals and teachers) were presented and described. Then the analysis for each research question was presented.

## Descriptives of the Sample

Descriptions for the general demographics of the principals can be found in Table 4. Of the 15 principals that participated in the study, 73% were female and 27% were male, 13% were African American, and 87% were Caucasian. In reference to total years of experience in education, 53% of the participants had between 16-25 years total

experience, however, 93% of the participants had 10 or less years of experience as a principal. Looking more specifically at the years employed at their current school, 80% had been at the school for 5 years or less.

Table 4

*General Demographics for Principals*

| **School Designation** | **Frequency (*f*)** | **Percentage (%)** |
|---|---|---|
| Focus School | 7 | 42.9% |
| In Improvement | 4 | 28.6 |
| No Designation | 4 | 28.6 |
| **Age** | | |
| 30-39 years | 3 | 20.0% |
| 40-49 years | 7 | 46.7 |
| 50-59 years | 4 | 26.7 |
| 60 years or older | 1 | 6.7 |
| **Total Years of Experience in Education** | | |
| 6-10 years | 1 | 6.7% |
| 11-15 years | 5 | 33.3 |
| 16-20 years | 3 | 20.0 |
| 21-25 years | 1 | 6.7 |
| 26-30 years | 1 | 6.7 |
| 31 years and over | 4 | 26.7 |
| **Total Years As Principal** | | |
| 0-5 years | 11 | 73.3% |
| 6-10 years | 3 | 20.0 |
| 11-15 years | 1 | 6.7 |
| **Years Employed at Current School** | | |
| 0-5 years | 12 | 80.0% |
| 6-10 years | 1 | 6.7 |
| 11-15 years | 2 | 13.3 |

N=15

The analysis of the mean scores for each behavior for the principals (N=15) that participated in the MLQ can be found in table 5. The questionnaire was not designed to identify a leader as a specific type of leader in terms of transformational or transactional, but to measure whether they are "more or less the norm" (Bass & Avilio, 1995).

The results showed the transformational behaviors could be grouped in two percentiles based on the norms for self-ratings based in the MLQ manual. This norm-rating chart could not be included in this study due to copyright restrictions, however, the norms can be found in the MLQ manual by Bass and Avilio (2004). The population for the norm rating chart were leaders from the United States that self-reported their data (N = 27,285).

For the behaviors of Idealized Influence (behavior) and Intellectual Stimulation, the mean score was between the 70$^{th}$ and 80$^{th}$ percentile. This meant that 70% to 80% of the population scored below the mean score of the principals that participated in this study. The behavior that received the highest mean score was Inspirational Motivation at the 80$^{th}$ to 90$^{th}$ percentile, indicating that 10%-20% of the population scored higher on these factors. On the other two behaviors identified as transformational leadership, Idealized Influence (attributed) and Individualized Consideration, the mean scores were between the 50$^{th}$ and 70$^{th}$ percentile.

On the behaviors characterized as transactional, the mean scores ranged between the 40$^{th}$ and 60$^{th}$ percentile. On the behaviors characterized as laissez faire there were two distinct percentile scores. On the Management by Exception factor, the mean score

was on the 40th percentile and on the Laissez Faire factor, the mean score was between the 70-80th percentile. Thus, 60% and 20% of the population scored higher on these behaviors respectively. This information was shared as a reference point for the participants of this study in order to recognize how they compare to the norm of the United States population.

Table 5

*Descriptive Statistics of Leadership Behaviors of Principals*

| Characteristic | Leadership Behaviors | Min | Max | Mean | Std. Deviation | Percentile Rating[4] |
|---|---|---|---|---|---|---|
| Transformational | Idealized Influence (Attributed) | 2 | 4 | 3.11 | 0.60 | 50-60th |
| | Idealized Influence (Behavior) | 2.75 | 4 | 3.65 | 0.39 | 70-80th |
| | Inspirational Motivation | 2.5 | 4 | 3.55 | 0.49 | 80-90th |
| | Intellectual Stimulation | 2.75 | 4 | 3.37 | 0.39 | 70-80th |
| | Individualized Consideration | 2.75 | 4 | 3.33 | 0.35 | 60-70th |
| Transactional | Contingent Reward | 1.75 | 3.75 | 3.11 | 0.61 | 60th |
| | Management by Exception (Active) | 0 | 2.75 | 1.43 | 0.76 | 40th |
| Laissez-Faire | Management by Exception (Passive) | 0 | 1.75 | 0.8 | 0.47 | 40th |
| | Laissez-Faire Leadership | 0 | 1.5 | 1.06 | 0.48 | 70-80th |

N=15 Scale: 0 (Not at all) to 4 (Frequently, if not always)

[4] Percentile ratings were based on the percentile ratings from Bass & Avilio (2004)

Descriptions for the general demographics of the teachers can be found in table 6. Of the 44 teachers that participated in the study, all were female and 95% were Caucasian. In reference to total years of experience in education 84% of the participants reported they had worked in education for 20 years and under, however, 91% of the participants had been at the current school 15 years and under.

Half of the teachers that participated in this study were employed at a focus school. There was a significant difference in the participation rates for teachers that were employed at schools that were designated as in-improvement (N=6) compared to the other two groups. This served as a limitation to the study because when matching principal to the teachers, there were only one to two teachers represented for that school.

The highest level of motivation was self-reported in teachers that were employed at schools that were designated as schools in-improvement and the lowest level of motivation was reported by those that were employed at a focus school (table 7). Teachers employed in all three types of schools found principals that exhibited transformational behaviors as the most motivational (table 8). The mean scores for each group of teachers at the three types of schools were 3.16, 3.20, 2.96, and 3.14, approximately a full point above the mean scores in the other categories. Teachers that were employed at focus and non-designated schools found transactional behaviors as more motivational than the laissez faire behaviors. However, in contrast, teachers that were employed at in-improvement schools found laissez faire behaviors as more motivational than transactional behaviors.

Table 6

*General Demographics for Teachers*

| **School Designation** | **Frequency (*f*)** | **Percentage (%)** |
|---|---|---|
| Focus School | 22 | 50% |
| In Improvement | 6 | 13.6 |
| No Designation | 16 | 36.4 |
| **Age** | | |
| 21-29 years | 8 | 11% |
| 30-39 years | 16 | 36 |
| 40-49 years | 14 | 32 |
| 50-59 years | 6 | 14 |
| **Total Years of Experience in Education** | | |
| 0-5 years | 7 | 16% |
| 6-10 years | 9 | 21 |
| 11-15 years | 11 | 26 |
| 16-20 years | 9 | 21 |
| 21-25 years | 4 | 9 |
| 26-30 years | 2 | 5 |
| 31 years and over | 1 | 2 |
| **Total Years As A Teacher** | | |
| 0-5 years | 8 | 18% |
| 6-10 years | 8 | 18 |
| 11-15 years | 13 | 30 |
| 16-20 years | 8 | 18 |
| 21-25 years | 3 | 7 |
| 26-30 years | 2 | 5 |
| 31 years and overs | 1 | 2 |
| **Years Employed at Current School** | | |
| 0-5 years | 20 | 45% |
| 6-10 years | 14 | 32 |
| 11-15 years | 6 | 14 |
| 16-20 years | 1 | 2 |
| 21-25 years | 1 | 2 |
| 26-30 years | 1 | 2 |

N= 44

Table 7

*Teachers' Level of Motivation Under Current Principal*

| | Min | Max | Mean | Std. Dev |
|---|---|---|---|---|
| **Total Teachers** | 1 | 4 | 2.95 | 0.78 |
| **Teachers at a Focus School** | 1 | 4 | 2.72 | 0.73 |
| **Teachers at a School In Improvement** | 2.25 | 4 | 3.38 | 0.80 |
| **Teachers at a School with No Designation** | 1 | 4 | 3.13 | 0.77 |

N= 44 Scale: 0 (Not at all) to 4 (Frequently, if not always)

Table 8

*Teachers' Motivation Level by Type of Leadership Behavior*

| | | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **Motivational level by Transactional Principal** | Total Teachers | 0 | 4 | 1.32 | 0.83 |
| | Teachers at a Focus School | 0 | 2.25 | 2.72 | 0.73 |
| | Teachers at a school In Improvement | 0.25 | 3 | 1.28 | 0.80 |
| | Teachers at a school with No Designation | 0.5 | 4 | 1.67 | 1.02 |
| **Motivational level by Transformational Principal** | Total Teachers | 0 | 4 | 3.16 | 0.76 |
| | Teachers at a Focus School | 0 | 3.75 | 3.20 | 0.78 |
| | Teachers at a school In Improvement | 1.75 | 4 | 2.96 | 0.83 |
| | Teachers at a school with No Designation | 1 | 4 | 3.14 | 0.72 |
| **Motivational level by Laissez Faire Principal** | Total Teachers | 0 | 4 | 1.59 | 0.56 |
| | Teachers at a Focus School | 0 | 2.25 | 1.50 | 0.47 |
| | Teachers at a school In Improvement | 1.25 | 1.75 | 1.46 | 0.19 |
| | Teachers at a school with No Designation | 1 | 4 | 1.77 | 0.73 |

N= 44 Scale: 0 (Not at all) to 4 (Frequently, if not always)

**Analysis of Question 1**

$R_{1:}$ Is there a relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5 elementary schools?

A multiple regression analysis was conducted to evaluate the research question. First, the scores of each of the behaviors were summed to transform the data into one variable as depicted in the model. Multicollinearity was evaluated through correlation (table 9). However, as seen in table 9 there was still a correlation value slightly higher than 0.7, which can indicate collinearity. The researcher decided to leave the model because the characteristics of transformational leadership and laissez-faire leadership have an inverse relationship. Additionally, the value was not significantly above the 0.7 value. However, none of the variables were correlated at the 0.3 value. This particular model as depicted in table 10 only accounted for 10% of the perceived level of teacher motivation because the $R^2$=.096. There was not a statistically significant relationship between teachers' current level of motivation and principals' self-reported leadership behaviors as reported on the MLQ. Therefore, the null hypothesis was accepted.

Table 9

*Correlations for Teacher Level of Motivation and Principal Leadership Behaviors*

| | **1** | **2** | **3** | **4** |
|---|---|---|---|---|
| 1. Teacher Level of Motivation Under Current Principal | 1.0 | | | |
| 2. Transformational Leadership Behaviors | -.147 | 1.0 | | |
| 3. Transactional Leadership Behaviors | -.136 | .182 | 1.0 | |
| 4. Laissez-Faire Leadership Behaviors | -.068 | -.702 | -.173 | 1.0 |

Table 10

*Multiple Regression Analysis of Teacher Level of Motivation by Principal's Self-Reported Leadership Behaviors*

| Behaviors of: | **B** | **$SE_b$** | **Beta** | ***t*** | ***p*** |
|---|---|---|---|---|---|
| Transformational Leadership | -.190 | .113 | -.370 | -1.678 | .102 |
| Transactional Leadership | -.115 | .142 | -.130 | -.814 | .421 |
| Laissez-Faire Leadership | -.392 | .246 | -.350 | -1.591 | .120 |

$R^2$ = .096, F =1.309, N=44

A second multiple regression analysis was conducted in which the dependent variable was the teachers' current level of motivation, the independent variable was the teachers' perception of the principals' leadership behaviors with controls for years in education and ethnicity. In the original model, the control variable of gender was a part of the model. However, all of the teacher participants were female; therefore, there was not a need to control. This was a limitation of the study. In this model, 51% of the variability could be accounted for by the teachers' perceptions of their current principal's leadership style (table 11). There was a statistical significant finding when teachers' perceived their principal's leadership behaviors to be more transformational, they had higher levels of motivation (p = .001).

Table 11

*Multiple Regression Analysis of Teacher Level of Motivation by their Perception of the Principal's Leadership Style*

| **Teachers' Perception of their Principal's Leadership Style** | **β** | **$SE_b$** | **Beta** | ***t*** | ***p*** |
|---|---|---|---|---|---|
| Perceived as Transformational Leader | .775 | .214 | .784 | 3.615 | .001 |
| Perceived as Transactional Leader | .087 | .184 | .099 | .474 | .639 |
| Perceived as Laissez Faire Leader | -.339 | .232 | -.192 | -1.461 | .153 |

$R^2 = 0.51$, $F = 5.895$, $p<.05$, $N=44$

The findings from the regression analysis as depicted in table 11 led to the analysis of the comparison between the means of principals' self-reported behaviors with teachers' perceptions of the principals' behaviors as depicted in table 12. Teachers that reported a greater level of motivation were those teachers that had less of a difference between her perceptions and those of the principal. The mean score for level of motivation was above 3.00 when the perception of the teacher was more closely aligned with the self-reported transformational behaviors of the principal.

Table 12

*Comparison of the Means for Principals' Self-Reported Leadership Behaviors and Teachers' Perceptions of Principals' Behaviors*

| **School Name** | **Transformational Behaviors** | | | **Transactional Behaviors** | | | **Laissez Faire Behaviors** | | | **Mean of Tchr Current Level Of Motivation** |
|---|---|---|---|---|---|---|---|---|---|---|
| | ***Principal*** | ***Teacher*** | ***Difference between 2 groups*** | ***Principal*** | ***Teacher*** | ***Difference between 2 groups*** | ***Principal*** | ***Teacher*** | ***Difference between 2 groups*** | |
| School 5 | 3.30 | 3.20 | 0.10 | 1.88 | 1.60 | 0.28 | 0.67 | 0.90 | -0.23 | 4.0 N=1 |
| School 8 | 3.20 | 3.00 | 0.20 | 2.25 | 1.25 | 1.00 | 0.83 | 1.56 | -0.73 | 4.0 N=2 |
| School 12 | 3.10 | 2.80 | 0.30 | 1.88 | 1.26 | 0.62 | 1.13 | 1.36 | -.023 | 3.33 N=6 |
| School 10 | 3.40 | 3.10 | 0.30 | 1.63 | 0.95 | 0.68 | 0.63 | 1.50 | -.0.87 | 3.13 N=2 |
| School 13 | 3.50 | 3.13 | 0.37 | 2.88 | 1.37 | 1.51 | 0.54 | 1.20 | -.066 | 3.42 N=3 |
| School 3 | 3.45 | 2.70 | 0.75 | 2.00 | 0.97 | 1.03 | 0.00 | 1.10 | -1.10 | 3.83 N=3 |
| School 9 | 2.65 | 1.75 | 0.9 | 1.75 | 1.60 | 0.15 | 1.38 | 1.15 | 0.23 | 2.38 N=2 |
| School 2 | 3.05 | 2.03 | 1.02 | 2.38 | 1.35 | 1.03 | 1.00 | 1.97 | -0.97 | 2.92 N=3 |
| School 4 | 3.70 | 1.90 | 1.8 | 3.13 | 1.70 | 1.3 | 0.46 | 1.33 | -0.87 | 2.17 N=3 |
| School 6 | 3.50 | 1.43 | 2.07 | 2.13 | 3.20 | -1.07 | 0.38 | 1.02 | -0.64 | 2.88 N=6 |
| School 7 | 3.90 | 1.76 | 2.14 | 1.88 | 1.93 | -0.05 | 0.46 | 0.87 | -0.41 | 2.42 N=3 |
| School 11 | 3.85 | 1.60 | 2.25 | 2.00 | 2.50 | 0.50 | 0.75 | 0.60 | 0.15 | 3.00 N=1 |
| School 1 | 3.40 | 1.07 | 2.33 | 1.75 | 2.73 | -0.98 | 0.67 | 1.03 | -0.36 | 2.75 N=5 |

Scale: 0 (Not at all) to 4 (Frequently, if not always)

**Analysis of Question 2**

$R_{2:}$ Is there a statistical difference between principal leadership behaviors in Virginia focus, in improvement, and non-designated elementary schools in Region 5?

Three one-way analyses of variances were conducted to determine if statistically significant differences existed in the mean scores on the level of leadership behaviors among three groups. The independent variable, designation status, included three groups of principals based on the state designation of the school (focus, in improvement, and no designation) where they were employed. The dependent variables were the total levels of each of the leadership behaviors (transformational, transactional, and laissez-faire).

Table 13 depicted the descriptive statistics for each of the dependent variables of leadership behaviors and for the independent variable of school designation. Principals of focus schools exhibited a greater number of transformational behaviors than those principals of in-improvement schools and those principals of no designation schools.

The Levene statistic was used to verify that the assumption of homogeneity of variances was not violated. The test concluded that that the significance values for each of the independent variables was over 0.05: Level of Transformational Leadership Behaviors (Sig=0.474), Level of Transactional Leadership Behaviors (sig=0.452) and Level of Laissez-Faire Leadership Behaviors (Sig=0.162). Therefore, the assumption was verified.

Based on the results of the ANOVA there were no statistical significant differences for two of the dependent variables, the level of transactional leadership

behaviors (p=.435), and the level of laissez-faire leadership behaviors (p=.582) within the three independent groups. However, there was a statistical significant difference for the dependent variable of level of transformational leadership behaviors (p=.059) (table 16). Therefore, the null hypothesis was rejected for transformational leadership behaviors.

Table 13

*Means and Standard Deviations on the Measure of Principals' Self-Reported Leadership Behaviors*

| **School Designation** | **N** | **M** | **SD** |
|---|---|---|---|
| | | *Transformational Behaviors* | |
| Focus School | 6 | 3.608 | 0.206 |
| In-Improvement School | 4 | 3.113 | 0.350 |
| No Designation School | 5 | 3.390 | 0.338 |
| | | *Transactional Behaviors* | |
| Focus School | 6 | 2.063 | 0.546 |
| In-Improvement School | 4 | 2.00 | 0.270 |
| No Designation School | 5 | 2.375 | 0.476 |
| | | *Laissez-Faire Behaviors* | |
| Focus School | 6 | 0.618 | 0.272 |
| In-Improvement School | 4 | 0.760 | 0.584 |
| No Designation School | 5 | 0.850 | 0.226 |

Scale: 0 (Not at all) to 4 (Frequently, if not always)

Table 14

*One Way Analysis of Variance of Principals' Self-Reported Leadership Behaviors*

| | | | | | |
|---|---|---|---|---|---|
| | | | | | ***Transformational Behaviors*** |
| School Designation | *df* | SS | MS | F | P |
| Between Groups | 2 | 0.602 | 0.301 | 3.616 | 0.059 |
| Within Groups | 12 | 0.999 | 0.083 | | |
| Total | 14 | 1.601 | | | |
| | | | | | ***Transactional Behaviors*** |
| Between Groups | 2 | 0.389 | 0.195 | 0.892 | 0.435 |
| Within Groups | 12 | 2.617 | 0.218 | | |
| Total | 14 | 3.006 | | | |
| | | | | | ***Laissez-Faire Behaviors*** |
| Between Groups | 2 | 0.151 | 0.075 | 0.567 | 0.582 |
| Within Groups | 12 | 1.595 | 0.133 | | |
| Total | 14 | 1.746 | | | |

**Analysis of Question 3**

$R_{3:}$ Is there a statistical difference between levels of teacher motivation in Virginia focus, in improvement, and non-designated elementary schools in Region 5?

A one-way analysis of variance was conducted to determine if statistically significant differences existed in the mean scores on the level of motivation of teachers

among three groups. The independent variable, designation status included three groups of teachers based on the state designation of the school (focus, in improvement, and no designation) where they were employed. The dependent variable was the level of motivation of teachers in three school designation groups: Focus (M=2.72, SD=.73, n=22), In Improvement (M=3.38, SD=.80, n=6), and No Designation (M=3.13, SD=.77, n=16) as depicted in table 15.

The Levene statistic was used to verify that the assumption of homogeneity of variances was not violated. The test concluded that that the significance value for the independent variable was over 0.05 (p=.841) therefore the assumption was met.

Based on the results of the ANOVA (table 16) there was no statistical significant difference for the dependent variable of Level of Teacher Motivation (p=.101), therefore, the null hypothesis was accepted.

Table 15

*Means and Standard Deviations on the Measure of Teachers' Self-Reported Motivation Level*

| **School Designation** | **N** | **M** | **SD** |
|---|---|---|---|
| Focus School | 22 | 2.716 | 0.733 |
| In-Improvement School | 6 | 3.375 | 0.802 |
| No Designation School | 16 | 3.125 | 0.775 |

Table 16

*One Way Analysis of Variance of Teachers' Self-Reported Motivation Levels*

| **School Designation** | ***df*** | **SS** | **MS** | **F** | **P** |
|---|---|---|---|---|---|
| Between Groups | 2 | 2.778 | 1.389 | 2.423 | 0.101 |
| Within Groups | 41 | 23.506 | 0.573 | | |
| Total | 43 | 26.284 | | | |

Scale: 0 (Not at all) to 4 (Frequently, if not always)

In conclusion, the null hypothesis was accepted for $R_{3:}$ *Is there a statistical difference between levels of teacher motivation in Virginia focus schools in improvement, and non-designated elementary schools in Region 5?* The null hypothesis was rejected for $R_2$: *Is there a statistical difference between principal leadership style in Virginia focus, in improvement, and non-designated elementary schools in Region 5?* for transformational behaviors but it was accepted for transactional and laissez-faire behaviors. For $R_{1:}$ *Is there a relationship between principal leadership behaviors and levels of teacher motivation in Virginia Region 5 elementary schools?* The null hypothesis was rejected when the teachers' perceived the principals' behaviors as more transformational. However, the null hypothesis was accepted when the independent variable was principals' self-reported behaviors.

# Chapter 5 Discussion

The survival of educational institutions is dependent on educators' actions. Success will not be seen through mandates and sanctions alone. The relationship developed between the principal and teachers is important to school climate and therefore, affects the level of motivation. A more motivated teacher should have greater outcomes. In education, increased student achievement reflects greater outcomes.

## Overview of Findings

There were two significant findings in this study. The first was that teachers who perceived their principals as exhibiting more transformational behavior factors reported increased levels of motivation. The second significant finding was that principals of focus schools exhibited more transformational leadership behavior factors than their counterparts at both in-improvement and no designation schools within this study. There was no significant difference found in the level of teacher motivation based on the designation of the school per the Virginia Flexibility Waiver. According to the findings of this study, the teachers' perception of the principal was the most significant factor related to their level of motivation.

## Connection of Findings to the Literature and Practices

This study supported several research studies presented in the literature review section of this dissertation. Neves de Jesus et al. (2005) explained that identifying the constructs within the institutional context was important to teacher motivation, and this

research supported that idea. The environment in which a teacher and principal work could affect the teachers' levels of motivation and the principals' leadership behavior within the school setting. However, motivation was not linked only to climate but to the relationship between the principal and teacher as perceived by the teacher. The model in this dissertation only accounted for 10% of the variance based on the principal report and 51% of the variance based on the teachers' perception. The perceptions of teachers about the principals' leadership style were more significant than the self-reported leadership behavior of the principals. The teachers who perceived the principal as a more transformational leader demonstrated higher levels of motivation. This connected with the research by Price (2008), Barnett & McCormick (2006), Leithwood & Louis (2012, 2010), Provost (2007), and Finnigan (2010). From the findings in this dissertation, the behaviors that were perceived as creating a supportive environment for an individual teacher as identified in Hulleman & Barron (2011) were important behavior factors that influenced the level of motivation. Along with a supportive environment, increased trust and shared leadership were identified as more motivational by teachers, which were supported by the research of Leithwood et al. (2002), Leithwood & Louis (2009), and Finnigan (2010).

This study supported that the perception of the teacher of the above behaviors was what increased teacher motivation levels. The means of principals' self-reported behaviors that were more closely aligned with teachers' perceptions reported higher

motivation levels. Therefore, the specific behavior was not as important as how individual teachers recognized the principal behavior.

There was not a significant difference in the levels of motivation of teachers that were employed at focus, in improvement, and no designation schools. Each of these three schools has different levels and severity of regulations. Therefore, one can conclude that the manner that the principal presented or interacted with the sanctions was more important than the classification of the school. The study of principal behaviors and the implications these behaviors have on teacher motivation levels was imperative for the school improvement process, especially in regards to high stakes accountability systems as Leithwood & Louis (2009) and Finnigan (2010) reported.

The ramifications for principals involve the need for mechanisms and processes to be in place to build relationships with teachers. Principals must have a means to measure this relationship and to ensure that their perception of his/her behaviors is the same as the teachers that they lead. The leader should adjust his/her behaviors dependent on the individual teacher supporting Price's (2008) research. Price named this type of leadership situational leadership.

This research would support the argument that the relationships among principals and teachers would be more beneficial than sanctions in creating a positive school climate to improve schools. The designations of the schools in this study were not statistically significant influences in the level of teacher motivation. The sanctions imposed by certain designations at the state level would be considered extrinsic factors

and were not as motivating as intrinsic factors. Leithwood, et al (2002), Finnigan (2010) and Daly (2009) all identified trust as a means to reduce threat which related to the idea that positive perceptions of principals' behaviors was important to teacher motivation and, thus, school improvement.

The relationship of principals and teachers were interwoven. Imperative to understanding this dynamic relationship is the need for ongoing research and how it affects motivation and student achievement. Additionally, there needs to be training available to principals in effective leadership practices and measuring the effect of those practices on teachers, students, and school climate.

**Limitations**

The following were considered limitations of this study and might threaten the internal validity of the study.

Small sampling size and geographical region limited this study. The small sample size decreased the ability to generalize the findings. The participants for this study were primarily female, in fact, all the teachers that participated were females and therefore, the findings may not be generalizable for male teachers. In the procedure section of the dissertation, the original procedure called for the principal to forward an e-mail to third, fourth, and fifth grade teachers. This procedure limited the number of participants, possibly due to fear that the results would be shared with the principal. There was increased participation when the e-mail was sent directly to the teacher through SurveyMonkey. Several divisional superintendents did not consent to the division

participating, citing the timing and content of the survey and questionnaire. One superintendent would not consent because of the attention already placed on focus schools. Another superintendent felt that the timing was "simply not right to ask our teachers to take another similar survey at this time. This limitation was important to note because of the context of this dissertation. Some believed that the requirements that were already being placed on schools were time consuming.

The low Cronbach alpha for the Laissez-Faire behaviors was a limitation of this study. The low alpha could be due to the reduction in the number of items due to the clerical error on the survey.

Another limitation was that the researcher took part as a participant because she was employed in a division that participated in the study. The use of self-reporting data also increased method variance. Self-perception can differ from actuality. In addition, there was the limitation of time order. In this research design principal leadership behavior factors was the independent variable and the dependent variable was the level of teacher motivation. An argument could be made that the level of teacher motivation could influence the leadership style.

**Recommendations for Future Research**

Many aspects of leadership and motivation have been investigated and researched but there is always room for additional approaches and methodologies to fully understand such complicated topics, including:

1. A study utilizing the same instruments studying how motivation and leadership relate to student achievement.
2. A similar study on a larger scale that includes secondary schools to increase generalizability.
3. Research to explore more fully the difference between the teachers' perception of leadership and compare it to the principal's self-perceived leadership.

## APPENDIX A Multifactor Leadership Questionnaire

### General Demographics

Directions: Please complete the general demographic section.

**1. What is the name of your elementary school?**

**2. Does the school where you are employed receive Title I funds?**

- Yes
- No

**3. Which federal designation best describes the school where you are employed?**

- Priority School
- Focus School
- In Improvement
- No Designation

**4. What is your gender?**

- Female
- Male

**5. Which category below includes your age?**

- 21-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60 years or older

**6. What is your ethnicity? (Please select all that apply.)**

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black or African American

- ☐ Hispanic or Latino
- ☐ White / Caucasian
- ☐ Prefer not to answer

**7. How many years have you worked in education?**

- ○ 0-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ 26-30 years
- ○ 31 years and over

**9. How many years have you been employed at your current school?**

- ○ 0-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ 26-30 years
- ○ 31 years and over

**Multifactor Leadership Questionnaire**

This questionnaire is to describe your leadership style, as you perceive it. Please answer all items on this questionnaire. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Forty-five descriptive statements are listed on the following pages (due to copyright only 5 items are listed here). Judge how frequently each statement fits you. The word others may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

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

**1. I provide others with assistance in exchange for their efforts.**

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

**2. I re-examine critical assumptions to question whether they are appropriate.**

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

**3. I fail to interfere until problems become serious.**

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

**4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.**

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

**5. I avoid getting involved when important issues arise.**

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

## APPENDIX B Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Style

### General Demographics

Directions: Please complete the general demographic section.

**1. What is the name of your elementary school?**

**2. Does the school where you are employed receive Title I funds?**

- Yes
- No

**3. Which federal designation best describes the school where you are employed?**

- Priority School
- Focus School
- In Improvement
- No Designation

**4. What is your gender?**

- Female
- Male

**5. Which category below includes your age?**

- 21-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60 years or older

**6. What is your ethnicity? (Please select all that apply.)**

- American Indian or Alaskan Native
- Asian or Pacific Islander

- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ White / Caucasian
- ☐ Prefer not to answer

**7. How many years have you worked in education?**

- ○ 0-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ 26-30 years
- ○ 31 years and over

**9. How many years have you been employed at your current school?**

- ○ 0-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ 26-30 years
- ○ 31 years and over

This survey is to describe your motivation, as you perceive it. Please answer all items on this survey. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Sixteen descriptive statements are listed on the following pages. Judge how frequently each statement fits you.

Use the following rating scale:
0 = Not at all
1 = Once in a while
2 = Sometimes
3 = Fairly often
4 = Frequently, if not always

**1. You consider yourself highly motivated to do the best at your job.**

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

**2. You are motivated by a principal that takes the time to listen when you have a problem.**

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

**3. You are motivated by a principal that always tells you how things should be done.**

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

**4. You are motivated by a principal that takes the time to listen when you have a problem.**

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

**5. You are motivated by a principal that emphasizes the need for team-work.**

- You are motivated by a principal that emphasizes the need for team-work. 0 = Not at all
- 1 = Once in a while
- 2 = Sometimes
- 3 = Fairly often
- 4 = Frequently, if not always

**6. You are motivated by a principal that monitors your work closely and consistently reminds you of deadlines.**

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

**7. You are motivated to be the best teacher in your school.**

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

**8. You are motivated by a principal that does not see a need for new ideas and new staff development techniques.**

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

**9. You are motivated by a principal that asks for your opinion when making decisions that affect you.**

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

**10. You are motivated by a principal that is not willing to make changes to his/her leadership approach.**

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

**11. You are motivated by a principal that does not make his/her opinion clear on most tasks.**

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

**12. You are motivated by a principal that encourages you to develop new ideas and to be creative in your job.**

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

**13. You are motivated to teach at your school.**

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

**14. You are motivated by a principal that lets you know exactly what he/she wants done and exactly how he/she wants it done**

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

**15. You are motivated by a principal that prefers to communicate by sending e-mails, memos, or voice mails, as opposed to calling a meeting.**

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

**16. You are motivated to teach under your current administrator.**

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

Directions: Judge how frequently each statement fits the principal that you are describing.

**1. Nothing is more important to your principal than accomplishing a goal or task.**

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

**2. Your principal closely monitors schedules to ensure that tasks are completed on time.**

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

**3. Your principal encourages you to participate in decision-making and tries to implement your ideas and suggestion.**

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

**4. Your principal does not seem to strongly agree or disagree with many discussions.**

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

**5. Your principal does not seem to see a need for ongoing staff development of implementation of new ideas.**

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

**6. Your principal appears to want to control every detail of daily tasks.**

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

**7. Your principal seems to enjoy coaching and encouraging people on new tasks and projects.**

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

**8. When correcting mistakes, your principal does not seem to worry about jeopardizing relationships.**

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

**9. Your principal does not seem to be concerned much about meeting deadlines.**

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

**10. Your principal chooses to inform teachers of new decisions without asking for input or suggestions from others.**

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

**11. Your principal does not appear to emphasize the maintenance of definite standards of performance.**

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

**12. Your principal does not make his/her opinion clear on many issues.**

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

**13. Your principal encourages teachers to develop new ideas and to be creative in their job.**

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

**14. Your principal usually puts decisions to a vote and goes with the final decision.**

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

**15. Your principal does not seem to be willing to make changes in his/her leadership approach.**

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

**16. Your principal tends to delegate some of his or her responsibilities to qualified faculty or staff.**

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

**17. Your principal seems to value the importance of working together as a team.**

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

**18. On major decisions, your principal has to have the approval of each individual staff member prior to making a decision.**

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

**19. Your principal tends to get information out to staff by sending e-mails, memos, or voice mails, as opposed to calling a meeting.**

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

**20. Your principal usually depends on his/her staff to determine what needs to be done and how to do it.**

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

**21. Your principal seems to feel that his/her employees can lead themselves just as well as he/she could lead them.**

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

**22. Your principal seems to find time to listen to you when there is a problem.**

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

**23. Your principal does not ask for your contribution when making decisions, and often does not have time to talk to you.**

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

**24. Your principal tries to include one or more employees in decision-making.**

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

**25. Your principal strives to create a team-oriented environment.**

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

**26. Your principal tends to tell you what needs to be done and how to do it.**

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

**27. Your principal tends to closely monitor employees to ensure tasks are being done correctly.**

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

**28. Your principal appears to use his/her leadership power to help employees grow.**

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

**29. When there are differences in role expectations, your principal works with you to resolve differences.**

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

**30. Your principal seems to feel that employees must be directed or threatened with punishment in order to get them to achieve the desired objectives.**

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

## Appendix C Superintendent Letter

[Date]

[Inside Address]

Dear [name]

As a doctoral student at Lynchburg College, I am currently working on my dissertation. The purpose of the study is to compare principal leadership style and teacher motivation in a specific region of Virginia in elementary schools designated as focus schools and those not designated as focus schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

I request your permission to conduct this research study at [name of school]. This study will utilize a quantitative approach. With your permission, I will send a personal letter and make a phone call to, [principal name], elementary principal to invite them to participate in the study. The principal will respond to a Multifactor Leadership Questionnaire, which measures leadership style.

Within each school third, fourth, and fifth grade teachers will answer a survey that is divided into two sections. The first section determines the teachers' perceptions of the principal's transformational leadership factors. The second section measures teachers' level of motivation on a Likert scale. There are both general motivation questions and motivation questions that are directly linked to the factors of transformational leadership. To ensure confidentiality all responses will be anonymous and confidential and no

individual responses will be identified. Results of the study will be sent to any participant that requests the information. To ensure the confidentiality of all participants, individual teachers, schools, and divisions will not be identified.

This research has been reviewed and approved by the Lynchburg College Institutional Review Board for Human Subjects Research. If you have any further questions about this study please contact my advisor, Dr. Roger Jones at Lynchburg College at 434-544-8100 (jones@lynchburg.edu) or myself, Charlotte Gilbar at 434-929-2837, cgilbar@students.lynchburg.edu or the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu.

Thank you for your time and assistance.

Sincerely,

Charlotte Gilbar

## Appendix D Principal Letter

[Date]

[Inside Address]

Dear [name]

As a doctoral student at Lynchburg College, I am currently working on my dissertation. The purpose of the study is to compare principal leadership style and teacher motivation in a specific region of Virginia in elementary schools designated as focus schools and those not designated as focus schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

I request your permission to conduct this research study at [name of school]. This study will utilize a quantitative approach. As the principal, you will respond to a Multifactor Leadership Questionnaire (MLQ), which measures leadership style. By completing the MLQ, I am indicating my consent to participate in this study.

I ask that all third, fourth, and fifth grade teachers answer a survey that is divided into two sections. The first section determines the teachers' perceptions of the principal's transformational leadership factors. The second section measures teachers' level of motivation on a Likert scale. There are both general motivation questions and motivation questions that are directly linked to the factors of transformational leadership. To ensure confidentiality all responses will be anonymous and confidential and no individual responses will be identified. Within the study, there will be no specific identification of

the school or school division. Results of the study will be sent to any participant that requests the information.

This research has been reviewed and approved by the Lynchburg College Institutional Review Board for Human Subjects Research. If you have any further questions about this study please contact my advisor, Dr. Roger Jones at Lynchburg College at 434-544-8100 (jones@lynchburg.edu) or myself, Charlotte Gilbar at 434-929-2837, cgilbar@students.lynchburg.edu or the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu.

Sincerely,

Charlotte Gilbar

## Appendix E Teacher Cover Letter for E-mail

[Date]

Dear [name]

As a doctoral student at Lynchburg College, I am currently working on my dissertation. The purpose of the study is to compare principal leadership style and teacher motivation in a specific region of Virginia in elementary schools designated as focus schools and those not designated as focus schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

I ask that all third, fourth, and fifth grade teachers answer a survey that is divided into two sections. The first section determines the teachers' perceptions of the principal's transformational leadership factors. The second section measures teachers' level of motivation on a Likert scale. There are both general motivation questions and motivation questions that are directly linked to the factors of transformational leadership. Your response may help to better understand teacher motivation. Additionally it may help to provide insight on how principals can change their leadership style to increase teacher motivation level. By completing the attached survey, I am indicating my consent to participate in this study.

There will be no risk by your participation in this study. To ensure confidentiality all responses will be anonymous and confidential. No individual responses will be identified.

This research has been reviewed and approved by the Lynchburg College Institutional Review Board for Human Subjects Research. If you have any further questions about this study please contact my advisor, Dr. Roger Jones at Lynchburg College at 434-544-8100 (jones@lynchburg.edu) or myself, Charlotte Gilbar at 434-929-2837, cgilbar@students.lynchburg.edu or the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu.

Sincerely,

Charlotte Gilbar

**Appendix F** Superintendent Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the research study.

**Project Title:** Principals' Leadership and Teachers' Motivation A Study of the Relationship in the School Reform Era

**Purpose:** The purpose of this study is to investigate the relationship between principal leadership style and level of teacher motivation in a specific region of Virginia in elementary schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

**Participation:** You are being asked to give permission to the researcher for the division in which you are superintendent to participate in this study because you have at least one school in your division that is identified by the Virginia Department of Education as a Focus School. This study will take place in Virginia Region 5 Divisions. Principals will be asked to answer questions pertaining to his/her leadership style. He/She will be asked to rate the answers on these questions using a likart scale from 0 to 4. The questionnaire will be administered online and after answering the questions there will be no contact or follow up required.

**Time Required:** Principal and teacher participation is expected to take about 20-30 minutes.

**Risks & Benefits:** The potential risks associated with this study are that you might feel uncomfortable answering self-reflective questions about your leadership behavior. If you do become upset about any questions or wish to talk to someone about things that participation in this study made you think about, then you should contact your primary care physician or local health department. If you need assistance retrieving contact information then contact a member of the research team; research team members will not make appointments for participants. There is no risk for physical harm or discomfort. There is no expected benefit for you. However, the study might benefit society by generating information for public schools to identify leadership behaviors that are more motivating to teachers in the public school setting**.**

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

**Voluntary Participation:** Please understand that participation is completely voluntary. Participants have the right to refuse to answer any question(s) for any reason, without penalty. He/She also have the right to withdraw from the research study at any time without penalty. If he/she wants to withdraw from the study, please tell the researcher. He/She are answering questions via the internet so at any time while responding they can

choose not to finish the questionnaire. Survey instruments that are not completely filled out will not be utilized in the study and therefore your participation would end.

**Confidentiality:** Your individual privacy will be maintained throughout this study. In order to preserve your privacy as it relates to your participation in the study and that of the responses you provide, we will/have made sure that your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file. This consent document and other documents bearing your name will be stored separate from the data we collect. When the study is completed and the data have been analyzed, the list of participants will be destroyed. Division names, school names, and individual names will not be used in any report. Study documents will be stored in Dr. Selden's office on Lynchburg College Campus in a locked file for three years.

**Whom to Contact with Questions:** If you have any questions or would like additional information about this research, please contact Charlotte Gilbar at 434-941-0815, or at gilbar_c@students.lynchburg.edu. You can also contact my faculty research sponsor, Dr. Roger Jones at 434-544-8100, or at jones@lynchburg.edu. The Lynchburg College Institutional Review Board (IRB) for Human Subjects Research has approved this project. You may also contact the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu with any questions.

**Agreement:** I understand the above information and have had all of my questions about participation in this research study answered. By signing below I voluntarily agree to participate in the research study described above and verify that I am 18 years of age or older.

Signature of Division Superintendent:

_____

Date: _____

## Appendix G Principal Informed Consent

**Purpose:** The purpose of this study is to investigate the relationship between principal leadership style and level of teacher motivation in a specific region of Virginia in elementary schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

**Participation:** You are being asked to participate in this study because you are a principal in an elementary school in one of the divisions that is identified by the Virginia Department of Education in Region 5. This study will take place in Virginia Region 5 Divisions. You will be asked to answer questions pertaining to your leadership style. You will be asked to rate the answers on these questions using a likart scale from 0 to 4. The questionnaire will be administered online and after answering the questions there will be no contact or follow up required.

**Time Required:** Your participation is expected to take about 20-30 minutes of your time.

**Risks & Benefits**: The potential risks associated with this study are that you might feel uncomfortable answering self-reflective questions about your leadership behavior. If you do become upset about any questions or wish to talk to someone about things that participation in this study made you think about, then you should contact your primary care physician or local health department. If you need assistance retrieving contact information then contact a member of the research team; research team members will not make appointments for participants. There is no risk for physical harm or discomfort. There is no expected benefit for you. However, the study might benefit society by generating information for public schools to identify leadership behaviors that are more motivating to teachers in the public school setting.

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

**Voluntary Participation:** Please understand that participation is completely voluntary. You have the right to refuse to answer any question(s) for any reason, without penalty. You also have the right to withdraw from the research study at any time without penalty. If you want to withdraw from the study, please contact the researcher. You are answering questions via the internet so at any time while responding you can choose not to finish the

questionnaire. Survey instruments that are not completely filled out will not be utilized in the study and therefore your participation would end.

**Confidentiality:** Your individual privacy will be maintained throughout this study. In order to preserve your privacy as it relates to your participation in the study and that of the responses you provide, we will/have made sure that your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file. This consent document and other documents bearing your name will be stored separate from the data we collect. When the study is completed and the data have been analyzed, the list of participants will be destroyed. Your name will not be used in any report. Study documents will be stored in Dr. Selden's office on Lynchburg College Campus in a locked file for three years.

Whom to Contact with Questions: If you have any questions or would like additional information about this research, please contact Charlotte Gilbar at 434.941-0815, or at gilbar_c@students.lynchburg.edu. You can also contact my faculty research sponsor, Dr. Roger Jones at 434-544-8100, or at jones@lynchburg.edu. The Lynchburg College Institutional Review Board (IRB) for Human Subjects Research has approved this project. You may also contact the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu with any questions.

**Agreement:** I understand the above information and have had all of my questions about participation in this research study answered. By signing below I voluntarily agree to participate in the research study described above and verify that I am 18 years of age or older. By typing your full name into the text box, below, you are providing your electronic signature on this consent document.

## Appendix H Teacher Informed Consent

**Purpose:** The purpose of this study is to investigate the relationship between principal leadership style and level of teacher motivation in a specific region of Virginia in elementary schools. Of particular interest are the specific principal behaviors within each leadership style that support increased levels of motivation in elementary teachers.

**Participation:** You are being asked to participate in this study because you are a teacher in an elementary school in one of the divisions that is identified by the Virginia Department of Education in Region 5. This study will take place in Virginia Region 5 Divisions. You will be asked to answer questions pertaining to your level of motivation and perception of your principal's leadership style. You will be asked to rate the answers on these questions using a likart scale from 0 to 4. The questionnaire will be administered online and after answering the questions there will be no contact or follow up required.

**Time Required:** Your participation is expected to take about 20-30 minutes of your time.

**Risks & Benefits:** The potential risks associated with this study are that you might feel uncomfortable answering self-reflective questions about motivation level. If you do become upset about any questions or wish to talk to someone about things that participation in this study made you think about, then you should contact your primary care physician or local health department. If you need assistance retrieving contact information then contact a member of the research team; research team members will not make appointments for participants. There is no risk for physical harm or discomfort. There is no expected benefit for you. However, the study might benefits society by generating information for public schools to identify leadership behaviors that are more motivating to teachers in the public school setting.

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

**Voluntary Participation:** Please understand that participation is completely voluntary. You have the right to refuse to answer any question(s) for any reason, without penalty. You also have the right to withdraw from the research study at any time without penalty. If you want to withdraw from the study please tell the researcher. You are answering questions via the internet so at any time while responding you can choose not to finish the

questionnaire. Survey instruments that are not completely filled out will not be utilized in the study and therefore your participation would end.

**Confidentiality:** Your individual privacy will be maintained throughout this study. In order to preserve your privacy as it relates to your participation in the study and that of the responses you provide, we will/have made sure that your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file. This consent document and other documents bearing your name will be stored separate from the data we collect. When the study is completed and the data have been analyzed, this list of participants will be destroyed. Your name will not be used in any report. Study documents will be stored in Dr. Selden's office on Lynchburg College Campus in a locked file for three years.

**Whom to Contact with Questions:** If you have any questions or would like additional information about this research, please contact Charlotte Gilbar at 434.941.0815, or at gilbar_c@students.lynchburg.edu. You can also contact my faculty research sponsor, Dr. Roger Jones at 434.544.8100, or at jones@lynchburg.edu. The Lynchburg College Institutional Review Board (IRB) for Human Subjects Research has approved this project. You may also contact the IRB Chair, Dr. Sharon Foreman Kready at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu with any questions.

**Agreement:** I understand the above information and have had all of my questions about participation in this research study answered. By signing below I voluntarily agree to participate in the research study described above and verify that I am 18 years of age or older. By typing your full name into the text box, below, you are providing your electronic signature on this consent document.

# Appendix I IRB Approval

LYNCHBURG COLLEGE EST. 1903

**Lynchburg College Institutional Review Board for Human Subjects Research**
***Research Study Approval Letter***

**To:** Dr. Sally Selden and Ms. Charlotte Gilbar, Co-Principal Investigators (Co-PIs)

Additional Research Team Members, if applicable: Dr. Roger Jones and Dr. John Walker

**Date:** March 21, 2014

**Re:** LC IRB Review Reference #LCHS1314121; LC IRB Approval #: LCHSA1314107

Thank you for your recent submission to the Lynchburg College Institutional Review Board (IRB) for Human Subjects Research.

Your request for review of your research project: "Principals' Leadership and Teachers' Motivation: A Study of the Relationship in the School Reform Era" has been completed. The proposal and related study comply with the standards set by the U.S. Department of Health and Human Services, Code of Federal Regulations, Title 45 CFR Part 46, Protection of Human Subjects. This approval is effective as of March 21, 2014. The study is therefore approved. The approval number is different than the review number – both are provided above in the reference line.

Please remember that if any modifications are necessary, these changes need to be approved by this committee (see our website's Submission Instructions and Forms page for instructions and forms).

Approval for this proposal is for one year. If necessary, re-approval/renewal must occur prior to March 21, 2015.

You will receive a reminder close to this date requesting that you complete the appropriate section(s) of the IRB Renewal and Closure Form (see our website's Submission Instructions and Forms page for instructions and forms).

Please feel free to contact me at irb-hs@lynchburg.edu if you have any questions.

Sincerely,

Sharon Foreman Kready, Ph.D., M.S.W.

Chair, Institutional Review Board

**IRB Approval for Modification**

**From:** LC IRB-HS

**Sent:** Monday, July 28, 2014 3:20 PM

**To:** Selden, Sally

**Subject:** RE: Modification form - Charlotte Gilbar

Sally,

This email serves as notification of the approval of the modifications set forth in the correspondence of July 28, 2014 for the study "Principals' Leadership and Teachers' Motivation: A Study of the Relationship in the School Reform Era," which was initially approved on 3/21/2014. Please note that the approval period is tied to the initial approval - the renewal or closure notification is needed on or before 3/21/2015; see our website for more information on the renewal and closure processes. For record keeping purposes, this modification has been assigned the number LCHSMOD1415002 (there is no separate approval number for a modification).

As of July 1, 2014, the IRB is to keep a hard copy original of the signatures form or other signature form linked to a determination. While this study was approved under a previous year (and we are not requiring this retroactively), it does include original signatures on new modification, renewal, and closure forms.

Please send a hard copy of the modification form with original signatures for both you

and Charlotte within the next 30 days. This can be sent via campus mail to my attention (Carnegie 112).

If there are any questions, then contact me at irb-hs@lynchburg.edu.

Best regards,

Sharon

*Dr. Foreman-Kready*

Sharon Foreman-Kready, Ph.D., M.S.W.

Director and Chair, Institutional Review Board (IRB) for Human Subjects Research Protection

Lynchburg College

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