

The Impact of Transformational Leadership on Teacher Burnout and School Culture

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Abstract

This non-experimental, quantitative correlation study aimed to see if a correlation existed among variables of years of teaching experience and teacher leadership styles, burnout, school culture, and teachers' perception of school leadership. Transformational leadership provided the theoretical framework for this study. This study was significant because of its focus on educators in a single state and how these educators were best motivated to do their best work. Eighty-seven K-12 teachers from four schools in one Tennessee school system completed the 22-item *School Climate Teacher Survey* and the *Transformational Leadership and Job Satisfaction* survey. This survey addressed multiple variables with questions about the participants' leaders and work situations to understand the overall climate of each teacher's place of employment. Data analysis revealed a statistically significant correlation between leadership style and teacher burnout and a statistically significant correlation between leadership style and school culture. The data analysis failed to reject the null hypothesis about a relationship between years of experience and opinion of leadership. Additional research with different methods or populations is recommended to compare any correlation with leadership style.

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Chapter One

Introduction

Overview

This study explored the impact of transformational leadership on school culture, job satisfaction, and burnout in K-12 teachers in Tennessee. Past research showed that transformational leaders effectively facilitated organizational change to address stress issues by fostering teachers' sense of belonging and boosting their team members' social identity, resulting in better team well-being via higher team cohesion (Paganin et al., 2023). Karacop and Inaltekin (2022) found that school culture correlated with teachers' job satisfaction and retention.

Xia et al. (2023) established that school culture directly and significantly impacted teacher job satisfaction. Ilya (2023) attributed feelings of burnout to stress or the effects of micromanagement, and they asserted that understanding the factors associated with burnout was important. Although all teachers must manage workplace stress, low-burnout teachers perceived nurturing teaching environments, while high-burnout teachers perceived combative and constraining teaching environments (Richards et al., 2018). Many faculty and staff suffer from burnout due to stress from micromanagement (Ilya, 2023). Mullen et al. (2021) asserted that burnout was caused by a misplacement of administrative focus that led to teacher retention issues. By contrast, district leaders who encouraged teacher resilience also fostered resilient school cultures that limited teacher burnout and increased teacher satisfaction (Mullen et al., 2021).

Understanding factors related to job satisfaction is critical in Tennessee, where teacher retention is a concern, especially in schools with a high percentage of economically disadvantaged students. A 2022-2023 Vanderbilt survey of Tennessee teachers revealed that two

out of 10 respondents planned to leave the profession (Binstead, 2023). Atasoy (2020) indicated that further research was needed regarding leadership styles, organizational change, school culture, and the types of schools and geographic regions involved. Xia et al. (2023) advocated for in-depth studies on the relationship between school culture and job satisfaction. This research can contribute to future research on similar topics. This quantitative study surveyed K-12 teachers in Tennessee on school culture, job satisfaction, and leadership styles used in their school systems.

Chapter One describes the focus and rationale for this research. Chapter Two explores past studies related to the topic and the theoretical framework. The research methodology and the research procedures are covered in Chapter Three. Chapter Four analyzes the results of the data. Chapter Five presents the findings of this study with a discussion of relevance to previous research and implications for future research with similar topics.

Background and Problem Statement

School administrators are tasked with choosing the correct methods to get the best work out of each individual (Thompson, 2019). Setyawati (2023) showed that organizational culture, principal leadership, and motivation significantly and simultaneously impacted teacher performance. The leadership style portrayed by the school administrators sets the tone for the culture and overall climate of the school (Kilag et al., 2023). Tennessee teachers have attributed the tone and morale in the school environment and culture to leadership (Tennessee Department of Education, 2023). School culture passes through the teachers and staff to the students (Kilag et al., 2023). School culture sets the learning environment where transformational leadership behaviors can further enhance empowerment, ultimately fostering a positive work environment and driving teacher effectiveness and student learning outcomes (Kilag et al., 2023)

Castro (2023) found that principal leadership and organizational functioning were tightly coupled. Trauma, danger, economic inequality, and racial injustice have hampered efforts to reclaim lost learning opportunities that could define the educational experiences of a generation of students (Jamil & Siddiqi, 2024). Consistent leadership can help correct the wrongs that are causing these triggers. Support and clear communication from school principals are essential for teacher retention in United States elementary and secondary schools (Shell et al., 2023). This study explored the relative importance of transformational leadership as a factor in establishing school climate and the role of school climate in teacher retention. The interconnection among these variables has been unclear, leading to a lack of job satisfaction, motivation, and retention (Karacop & Inaltekin, 2022; Paganin et al., 2023; Richards, 2018).

Purpose of the Study

This study focused on the impact of transformational leadership on school culture, teacher burnout, and teachers' opinions of school leadership. Leadership styles substantially impact things like school culture and teacher morale. Negative school culture and high teacher burnout rates reflect the leadership style enacted by building-level administration (Castro, 2023). The results added to the understanding of the role of leadership as it impacts school climate, job satisfaction, and burnout. This non-experimental quantitative study is linked to the leadership discipline's data on transformational leadership in education. This study aimed to see if a correlation existed between teacher burnout and leadership styles, school culture and leadership styles, and teachers' years of experience and teachers' opinions of leadership styles. This study aimed to see how transformational leadership impacted K-12 culture in Tennessee. The primary focus was on the impact of transformational leadership on school culture.

Significance of the Study

This research addressed a critical need to understand the role of transformational leadership in school culture to understand factors associated with career satisfaction. This study offered significant implications for leaders in understanding the role of transformational leadership in offsetting dissatisfaction and burnout. The focus of K-12 teachers in Tennessee made this study unique and valuable to educational leaders.

The ultimate goal was to increase understanding of ways to decrease teacher burnout and to increase retention. Teachers are a valuable part of a school's operations, making results from teachers all the more necessary to consider and evaluate when making leadership plans and decisions. This study may be of great interest to administrators who must connect with teachers to help improve current administrative practices. The data can enable school administrators to understand variables that can make school leadership more effective.

Research Questions

This research centered on the impact of transformational leadership on school culture in Tennessee school systems. This research included three main objectives: determining if there was a correlation between leadership style and teacher burnout, determining if there was a correlation between leadership style and school culture, and determining if there was a correlation between teachers' years of experience and opinions of leadership. The research addressed the following three questions: The survey answers provided data for the research questions.

1. Is there a correlation between leadership style and teacher burnout?

H_0 1. There is no correlation between leadership style and teacher burnout.

H_a 1. There is a correlation between leadership style and teacher burnout.

2. Is there a correlation between leadership style and school culture?

H_02 . There is no correlation between leadership style and school culture.

H_a2 . There is a correlation between leadership style and school culture.

3. Is there a correlation between teachers' years of experience and opinions of leadership?

H_03 . There is no correlation between teachers' years of experience and opinions on leadership.

H_a3 . There is a correlation between teachers' years of experience and opinions of leadership.

The research questions were crucial to the results found in this research topic. Leadership style was emphasized, and its impact on education was discussed. This study pursued correlations between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and perceptions of school leadership.

Theoretical Framework

According to Bagg (2017), transformational leadership is the process whereby a person engages with others and creates a connection that raises motivation and morality in both the leader and the followers. Transformational leadership provided the foundation for this research because it can empower teachers to succeed and thrive in their environment (Sinait et al., 2021). Alzoraiki et al. (2023) found that transformational leadership positively impacted teacher performance. Kilinc et al. (2024) added that transformational leadership has been associated with a positive impact on teacher commitment and innovative practices. Meidelina et al. (2023) found that transformational leadership improved teachers' well-being, work motivation, and performance (Usman et al., 2023). Yahya et al. (2023) concluded that transformational

leadership created a positive and affirming environment that helped reach new heights in academics by increasing learning motivation, students' opinions about teacher effectiveness, and learning achievement.

Transformational leaders effectively facilitated organizational change to address stress issues by fostering teachers' sense of belonging and boosting social identity in their team members, which resulted in better team well-being via higher team cohesion (Paganin et al., 2023). Berkovich et al. (2023) found that principals' transformational leadership was positively related to teachers' organizational commitment in remote schooling, and teachers' organizational commitment in remote education was positively related to perceived school effectiveness in remote schooling. Wilson et al. (2023) found that transformational school leadership was an upbeat leadership style with a close interconnection between the positive impact of transformational school leadership on school staff, which enhanced school culture. Sasan et al. (2023) expanded on Wilson's conclusion by adding that by implementing transformational leadership practices, school leaders created a culture that empowers their staff and students and fosters collaboration. Purwanto et al. (2023) also found that transformational leadership significantly affected learning culture and organizational structure. Abubakar et al. (2023) found that the principal's transformational leadership effectively established a solid organizational culture by involving all stakeholders in developing specific programs that fostered a culture within schools, as the principal served as an exemplary role model.

Purwanto et al. (2023) conducted a quantitative study of elementary private school teachers and showed that transformational leadership significantly affected learning culture and organizational structure. This style brings together people in the workplace to strive for a

common goal. The transformational leadership approach encourages, inspires, and motivates members to innovate and create the change necessary to shape the organization's future success.

Other leadership theories did not align with the focus of this study for various reasons. Although transactional leadership had similar qualities to transformational leadership, transactional leadership involved administrators offering sanctions rather than focusing on teacher empowerment (Nielsen et al., 2019). The transactional leadership theory did not fit as the focal point of this study due to its reward-based system. In contrast, Northouse's description of transformational leadership, changing and transforming people, was a better fit for this study (Bagg, 2017).

Situational leadership theory is used in many management settings. Situational leadership theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response rather than a charismatic leader with a large group of dedicated followers (McCleskey, 2014). The situational leadership style is versatile depending on what the situation pertains to.

Tian and Guo (2024) found that transformational leadership predicted teacher burnout negatively, self-efficacy partially mediated the association between transformational leadership and burnout, and emotional intelligence (EI) strengthened the association between transformational leadership and burnout. Research showed that if evidence-based practice (EBP) and program implementation go unsupported, implementation challenges might result in chronic stress among school personnel, leading to burnout (Corbin et al., 2024). Corbin et al. (2024) also found that transformational and implementation leadership were each significantly associated with decreased burnout. Teacher burnout and school culture are reflections of leadership style.

Limitations of the Study

Limitations include decisions made by the researcher that can impact the study's outcome (Taherdoost, 2022). Despite efforts to control, limitations still occur in studies. The limitations are as follows:

1. The survey participants were drawn from a single school district in a rural area; therefore, results may not be generalizable to all regions or areas.
2. The survey participants were drawn from a public school district; therefore, results may not be generalizable to teachers in a private school setting.
3. The survey participants consisted of K-12 teachers; therefore, a different perspective could be present for teachers than if parents or other stakeholders had been surveyed.
4. A different perspective could be brought forth if administrators were surveyed about school culture.
5. The survey focused on specific variables, while other variables and leadership styles made a difference.

Assumptions

An assumption ensures that repeated observation provides a definitive answer (Ellis & Spiegler, 2024). Assumptions have to be plausible enough based on validity (Ellis & Spiegler, 2024). The study was constructed with the following assumptions:

1. The selected K-12 teachers responded to the survey accurately.
2. The selected K-12 teachers understood the vocabulary and concepts associated with the survey and leadership styles.
3. The selected K-12 teachers read each part of the survey and understood the expectations.

4. The data collected measured the teachers' perceptions of school culture and leadership styles.
5. The interpretation of the data accurately reflected the respondents' perceptions.

These assumptions are typical of human subject research. Every effort has been made to obtain accurate responses by ensuring anonymity to reduce distortion based on a desire to be accepted. Further, care was taken in selecting surveys that had been assessed as reliable.

Definitions

Wong et al. (2015) found that a definition aims to explore a word's meaning. It is important to remember that definition inaccuracies can result in alternative conceptions (Wong et al., 2015). The definitions in this study are listed below:

Charisma: Charisma is a gift that leads a person to be looked up to based on their exceptional qualities that are not accessible to the ordinary person (Shonk, 2025).

Collaboration: Collaboration involves educators with different backgrounds, insights, and perspectives striving to solve problems (Samuriwo, 2022).

Co-Teaching: Co-teaching involves multiple educators joining practices and professional identities to teach students (Jortveit & Kovac, 2021).

Extrinsic Motivation: Extrinsic motivation is the argument that outside forces drive behavior (Morris et al., 2022).

Intrinsic Motivation: Intrinsic motivation suggests that activities are perpetuated by a native drive (Morris et al., 2022).

Job Satisfaction: Job satisfaction is the perception of a workplace and has a significant impact on overall life quality, involving social relationships, family connections, and perceived health status, affecting job performance, work absenteeism, and job turnover (Montuori et al., 2022).

Leadership: Leadership is the ability to get people to follow. Leaders use various tactics to gain followers. Effective leadership's essential characteristics are vision, integrity, empathy, communication ability, interpersonal skills, and the ability to motivate and inspire subordinates (Zen et al., 2023).

Micromanagement: Micromanagement is a characteristic of a toxic leader. Micromanagement emphasizes significant teacher accountability and creates a hostile and insecure organizational climate (Senol & Tas, 2025).

Motivation: Motivation is an individual-level, unobservable state of striving that drives and directs goal-pursuit behavior toward need fulfillment (Pincus, 2023).

Professional Learning Communities (PLCs): Professional learning communities strive to achieve a system-level reform and promote educators' reflective dialogues and shared experiences (Ahn et al., 2025).

Resilience: Resilience is a teacher's ability to persevere through struggles and maintain a positive school culture with proper outcomes to formerly negative situations (Heifetz & Linsky, 2002).

School Climate: School climate is the mixture of student background, family support, school programs, and support within a school (Zheng et al., 2023).

School Culture: A school culture comprises attitudes, values, and beliefs that characterize a school (Yli-Panula et al., 2022).

School District: A school district is a group of schools that operate under the same leadership from a central office (Nielsen & Taggart, 2021).

Situational Leadership: Situational leadership asserts that leaders must be able to adjust to the situation (McCleskey, 2014).

Student Achievement: Student achievement measures academic, social, leadership, or athletic success. Age, school type, gender, and socioeconomic status affect student achievement (Sahin & Coban, 2020).

Teacher Burnout: Burnout is an emotional exhaustion caused by prolonged exposure to stressors (Maslach et al., 2001).

Teacher Morale: Teacher morale comprises attitude and chemistry among teachers (Mboweni & Taole, 2022). The leadership style often impacts morale. Teacher morale improvement has many benefits in that it helps teachers to maintain a positive attitude and be happy at work (Mboweni & Taole, 2022).

Teacher Retention: Teacher retention is the number of persons who return to their previous teaching assignments (TN Educational Research Alliance, 2023).

Transactional Leadership: Transactional leadership gets followers to perform beyond expectations by offering rewards and punishments (Thompson, 2019). Transactional leadership focuses on the exchanges between leaders and followers (McCleskey, 2014). Extrinsic rewards are emphasized.

Transformational Leadership: The transformational leadership style inspires workers to embrace change by fostering a culture of accountability, ownership, and workplace autonomy (White, 2022).

Summary

Chapter One provided the rationale, importance, and relevance of studying the impact of transformational leadership on school culture, teacher job satisfaction, and burnout. This chapter established the relevance of transformational theory to provide a context for understanding the school climate and explored the purpose and logic of this study. This study focused on

transformational leadership's impact on teacher job satisfaction, burnout, and school culture in a rural Tennessee school district. Chapter Two explores past research into leadership, burnout, school culture, and other related literature.

Chapter Two

Review of Literature

Introduction

This chapter explored past research into transformational leadership, school culture, teacher job satisfaction, and burnout. The key focus was transformational leadership, which impacts school administrators' culture, teacher climate, and retention (Atasoy, 2020). This research stemmed from scholarly academic sources that explored the idea that administrative portrayals of transformational leadership fostered a sense of belonging and togetherness in teachers and overall school culture.

This literature review covered a multitude of sources that distinctly described transformational leadership qualities in an organization while aiming to connect educational sources to the topic and showed the accuracy of the positive correlation between the proper use of the transformational leadership style and school culture in various K-12 school environments. Sources were identified through Google Scholar and the University of the Cumberland's databases, such as Academic Search Complete, ERIC, and EBSCOhost. Search terms included transformational leadership, burnout, school culture, school climate, teacher retention, and teacher job satisfaction.

The organization in this literature review grouped the critical components of the impact of transformational leadership. The description, origin, and impact of transformational leadership were essential concepts of this literature review. School climate was examined in the United States and internationally. School culture was viewed along with its influence and determinants. School culture and its impact on student achievement, relationships, and politics were studied in the literature. This literature review also examined the widespread impact of the COVID-19

pandemic on school culture worldwide. Teacher morale was a focus that included administrative tasks, resilience, and teacher influence or strategies for influencing school morale.

Democratization, engaged pedagogy, justice circles, and discipline are specific areas that impact teacher morale. Teacher retention is an issue that schools face, and there are various reasons for teachers leaving. Finally, leadership theories were compared for relative efficacy.

Origin of Transformational Leadership

Transformational leadership has been recognized as an effective form of leadership for about half a century. James Burns built on James V. Downton's framework, while Bernard M. Bass again expanded on these works in the mid-1980s (Pham, 2024). Burns described transforming leadership as a process in which leaders and followers help each other to advance to a higher level of morality and motivation (Thompson, 2019). Burns also believed in the value of inspiring leaders with compelling visions, but he argued that these leaders needed to be held accountable by followers using democratic mechanisms (Eaton, 2022). Bass further expanded the concept to include ways for measuring the success of transformational leadership (White, 2022). This chapter traced the development of transformational leadership through its 50-year history.

Further research and examination have more closely identified characteristics of this leadership style. Bass's model encourages leaders to demonstrate authentic, strong leadership with the idea that followers will be inspired to follow suit. Transformational leadership is often used when an organization needs to be revitalized, is undergoing significant change, or requires a new direction (Benmira & Agboola, 2021). Transformational leadership entails the leader inspiring those around them to reach their potential and make decisions on their own (Benmira & Agboola, 2021; Eaton, 2022; Pham, 2024; Thompson, 2019).

Description of Transformational Leadership

White (2022) asserted that transformational leadership has emerged as a popular and effective leadership style. They stated that transformational leadership inspires workers to embrace change by fostering a culture of accountability, ownership, and workplace autonomy (White, 2022). This style brings together people in the workplace to strive for a common goal. The transformational leadership approach encourages, inspires, and motivates members to innovate and create the change necessary to shape the organization's future success.

Transformational leaders empower group members with the tools and freedom to take the steps to reach their potential.

Transformational leadership occurs when leaders perform their roles so effectively that they gain the trust, respect, appreciation, and loyalty of the people who follow them, which, in turn, transforms the followers' behavior (Thompson, 2019). Thompson (2019) asserted that transformational leaders set the right example and get followers to perform beyond the expected level. Transformational leaders empower others to take the initiative and reach new heights in their field.

Followers of transformational leaders are intrinsically motivated to follow the leader's example because they respect their leader, who serves as a role model and creates an inspiring future vision that people choose to follow (Thompson, 2019). The motivation to succeed and perform at a high level comes from wanting to impress the leader and follow in their footsteps. A transformational leader raises the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes (McCleskey, 2014). This approach helps followers latch on and commit to the leader's common goal. Members of groups with transformational leaders have the independence to make decisions and support new

problem-solving approaches (Needle, 2021). Needle (2021) added that followers feel confident, which can lead others to discover and achieve new challenges in their educational and personal lives. Transformational leaders empower followers to feel confident and make qualified decisions (Needle, 2021; Thompson, 2019).

Four Key Factors of Transformational Leadership

This section describes the four key transformational leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. McCleskey (2014) referred to the first two, idealized influence and inspirational motivation, as charisma. McCleskey asserted that *charisma*, the combination of *influence* and *inspiration*, plays a crucial role in the success of transformational leadership. Charisma entails persuading followers and getting them to buy into the mission, vision, and goals. Followers attribute the leader with certain qualities that followers wish to emulate, and then leaders impress followers through their behaviors (McCleskey, 2014). McCleskey (2014) added that charisma comes into the equation when leaders attempt to pass on desired behaviors. Transformational leadership significantly impacts the job satisfaction level of teachers (Basar et al., 2021; McCleskey, 2014).

According to McCleskey (2014), the third characteristic, *intellectual stimulation*, allows leaders to increase their followers' efforts at innovation by questioning assumptions, reframing known problems, and applying new frameworks and perspectives to old and established situations and challenges (McCleskey, 2014). Transformational leaders encourage followers to think outside the box so that they can innovate to solve problems. Intellectual stimulation requires openness on the part of the leader without fear of criticism and increased confidence in problem-solving (McCleskey, 2014). Followers are trusted to survey the situation and take the initiative in a transformational leadership setting (McCleskey, 2014).

Individualized consideration involves acting as a coach or mentor to assist followers with reaching their full potential as leaders provide learning opportunities and a supportive climate (McCleskey, 2014). Leaders profoundly impact followers when they scaffold and give them the necessary steps to grow and nurture. Individualized consideration entails the leader respecting the followers as individuals and valuing the contributions each follower can make to the team while recognizing the needs of each person (Thompson, 2019). Organizations can benefit by focusing their resources on transformational leadership development, rather than on the latest leadership fad (Deng et al., 2022). Each follower has vital needs, and they should be treated as such. Transformational leaders respect and value their followers (Deng et al., 2022; McCleskey, 2014; Thompson, 2019).

Identifying Need for Change

Needle (2021) asserted that one approach to transformational leadership is to identify processes that no longer work and focus on changing or removing them as needed. Needle further stated that leaders must understand when change is necessary and be willing to make those adjustments. This is a crucial component to gaining and maintaining the respect of others. The highest levels of leadership lead by example and contribute to a strong sense of culture, ownership, and independence (White, 2022). This mindset will theoretically trickle down through an organization into the actions of others. Transformational leaders inspire and motivate their followers without micromanaging. Therefore, they trust the training of those around them, which gives them authority over decisions in their assigned areas. Transformational leaders contribute to positive changes and ownership (Needle, 2021; White, 2022).

Path to Empowerment

Transformational leadership prepares people to become transformational leaders through training and mentorship. This first-person view of how to be an effective leader can pay off in the leadership characteristics of future leaders. Transformational leaders do not seek admiration; they make decisions with the organization's values, vision, and objectives (Needle, 2021). An effective leader makes decisions for the group's good without expecting praise or gratification for their efforts. Followers are encouraged to seek a better future for the organization and commit to pursuing the goals arising from the vision (Bush, 2018). All participants should be able to relate to the vision and reap the benefits of the group's success. Students and teachers benefit from feeling supported more than from performance. An example is that the narrow pursuit of improved test results may marginalize less academically focused students whose talents lie outside the prescribed vision in sports, drama, or music (Bush, 2018). Visions and goals should be aligned to increase production and help maximize the potential of all teachers and students in the school. Leaders seek to make decisions for the group's good while inspiring followers to do the same (Bush, 2018; Needle, 2021).

Modeling Transformative Leadership

Thompson (2019) cited modeling as a critical component of transformational leadership. Transformational leaders model the standards of behavior they expect from the team, such as setting clear and consistent goals, encouraging others, leading through influence and charisma, acting as models of integrity and fairness, inspiring others to rise to challenges, and encouraging people to look beyond their self-interest toward the greater good of the organization (Thompson, 2019). Leaders portray the desired expectation and outcome to be followed by those around them to strive for the highest success.

Advantages and Disadvantages

Thompson (2019) asserted that transformational leadership has advantages and disadvantages. Some benefits are the unification of a common cause, a reduction in turnover, embracing and managing change, an open and ethical sphere of influence, promoting morale through high levels of communication, and freedom for employees (Thompson, 2019). Some disadvantages of transformational leadership are that some followers need more guidance rather than feeling overly empowered, it can lead to burnout, too much change at too quick of a pace, a higher threat of abuse of power by a charismatic leader, the need for constant communication, and the danger of leaders losing power if followers disagree with their decisions or beliefs (Thompson, 2019). These advantages and disadvantages make transformational leadership a debatable form of leadership in terms of its success.

Transformational leadership fosters a sense of accountability and productivity in those under transformational leaders' tutelage. Leaders entrust and empower those around them to make decisions and receive the opportunities to help them reach their potential. Growth is prevalent in this leadership form, and future leaders are often groomed. Transformational leadership is a style that can have a positive impact on large numbers of people.

Impact of Transformational Leadership

Transformational leadership profoundly impacts various aspects of the education system (Huang & Hsin, 2023). School culture can be tremendously influenced by the leadership type embedded in the school employees from the top down. Superintendents and supervisors set the tone of the desired outcomes for school systems and how these outcomes will be achieved. School expectations are passed down from the superintendents and supervisors to the building administrators. Building administrators relay those expectations to faculty and staff in meetings

and training. Administrators' transformational leadership significantly influences teachers' teaching effectiveness (Huang & Hsin, 2023). Students then receive expectations from faculty and staff members, as these employees usually work directly with students. Leadership styles are passed down through the system as the tactics and maneuvers practiced by leadership tend to rub off on those around them. This sets the tone for a school's operations and the ultimate visions, missions, and goals.

United States and International School Climates

School climates can be comparable to how they are viewed in the United States or internationally. Some practices are repeated in the United States and internationally. Cultures can also create a scenario where there are glaring differences between school climates in different parts of the world.

Transformational leadership has been established in many school settings in the United States. One study found an alarming increase in racialized incidents and harassment in schools since 2016 (Cutler, 2018). The study examined a predominantly white middle school's attempt to respond to this increase with transformational leadership methods. A partnership was formed between an administrator, a teacher, and a university researcher to implement a social studies unit taught to 27 sixth-grade students, utilizing the tenets of the critical race curriculum (Cutler, 2018). All parties involved banded together to attempt to fix the problem of racially charged incidents in the school. This qualitative research indicated that transformational leadership helped facilitate opportunities for students to act as agents of change within their school community while incorporating the historical legacy of race in contextualizing the current racialized climate in their school (Cutler, 2018). Leadership chose to set an example for change, while students followed. A similar study around administrators serving as the center of school

improvement sought to use turnaround leadership to trigger change. Interviews were conducted to find that the logic of instructional, managerial, and social justice leadership aligned with the idea of provoking change (Woulfin & Weiner, 2019). These concepts were tied together in this research to gain the best outcome of leadership. This logic focused squarely on building capacity via positive relationships and shaping culture as mechanisms for whole school improvement (Woulfin & Weiner, 2019). Culture begins at the top, and this study's positive relationships contributed to the robust and compelling culture. Similar outcomes that promoted fixing school culture to enhance transformational leadership were found in two studies (Culter, 2018; Woulfin & Weiner, 2018).

Impact of School Climate

School climate significantly impacts on-time high school graduation in the United States. Zheng et al. (2023) analyzed 47 articles and determined that student background, family support, school program and support, and school climate were the primary factors of on-time high school graduation in the United States. Results showed that the students' family and school situations were evenly split regarding the long-term impact on the students' academic success.

Similarly, a different phenomenological study explored children's perceptions of school relationships and how those relationships supported or undermined children's emotional well-being (Newland et al., 2019). Children perceived school relationships based on the characteristics they gained from their familial backgrounds, similar to the results shown in Zheng's previously mentioned study. Children expressed complex, multilayered emotions within the school setting that were connected to the quality of school relationships (Newland et al., 2019). The school climate was very reliant on previous occurrences in students' lives. School

climate can impact a school's graduation rate and relationships (Newland et al., 2019; Zheng et al., 2023).

Describing School Climate

Ellis et al. (2022) asserted that school climate can be based on numerous outcomes. A favorable school climate was associated with positive student, staff, and school outcomes, including increased achievement and decreased problem behavior (Ellis et al., 2022). These outcomes directly resulted in a thriving school climate.

Ellis et al. (2022) researched statewide school climate data for elementary students in the U.S. state of Georgia. The study examined differences between rural and urban locales and the implementation of School-Wide Positive Behavior Interventions and Supports (SWPBIS) (Ellis et al., 2022). This research opened the door for future research in this area. Multilevel structural equation modeling found that rural schools implementing SWPBIS with high levels of fidelity had significantly higher favorable school climate than urban schools (Ellis et al., 2022). Tactics practiced in rural schools in this research appear to have a more direct impact on school climate.

Mayworm et al. (2023) asserted that student outcomes could be predicted according to the support given to students by teachers or behavioral plans in a school. Mayworm et al. (2023) used multilevel latent class analysis of a nationally representative sample of public high school students in the United States to identify latent classes of student perceptions of school climate, model school-level variation in student experiences, and examine the relation between school climate and student and school demographics. Student experiences with faculty members and student demographics directly shape the school climate. This research showed considerable variability in individual student experiences within a school because students went through unique situations that altered their views of and contributions to shaping the school climate

(Mayworm et al., 2023). School climate revolves around student interactions with faculty and staff (Ellis et al., 2022; Mayworm et al., 2023).

Impact on Student Success

School achievement can often be examined through a limited lens when primarily and solely viewing standardized test scores. Su and Lee (2023) investigated whether and how different types of school climate in Eastern versus Western school systems affected whole child development, and the results showed cross-national differences in relationships between Eastern and Western school systems. Different types of school climate affect child development in various nations. This study shed new light on the need to balance academic and emotional learning goals and develop a whole school climate with culturally appropriate mixes of both “high expectations/discipline” and “high caring/support” toward entire child development (Su & Lee, 2023). The need for consistency across all schools while maintaining a culturally appropriate approach was shown.

Ceylan and Sever (2020) showed that the success of each child on an international scale was emphasized in disciplined schools that placed a heavy emphasis on teaching and learning. Academic success begins with a disciplined approach in schools. The disciplinary climate in a school is also closely associated with the safety and order in a school, which contributes to the physical and emotional well-being of the child (Ceylan & Sever, 2020). Students who feel safe should be able to focus more on learning and improving their academic experience. Allocating time to emphasize academic success is strongly related to having teaching time that is not interrupted by the basic needs of the students (Ceylan & Sever, 2020). Meeting basic needs is a foundation for a positive learning environment where students are cared for and safe. Students

learn better when needs are met and relationships are structured (Ceylan & Sever, 2020; Su & Lee, 2023).

School Climate and Assimilation

Gibbs and Pivovarova (2021) conducted a European study built on prior research on the role of school climate in civic education by examining the relationship between immigrant students' bullying experiences and their attitudes toward their countries of settlement. The Gibbs and Pivovarova study focused on students' perceptions of their introductions to the new school. This study showed that first-generation immigrants who experienced a favorable school climate were likely to report nearly as positive an attitude about the nation as native-born students (Gibbs & Pivovarova, 2021). The students with a welcoming beginning tended to enjoy their life in their new country more than those who suffered abuse or bullying. A different cross-cultural study aimed to identify the main effect of disciplinary climate strength on student reading performance and its moderating effect on the relationship between disciplinary climate level and student reading performance (Guo et al., 2018). The school climate helps set the tone for student success in areas such as reading. Results showed a significantly positive relationship between climate strength and student reading performance in China and the United States, with several cultural differences also suggested (Guo et al., 2018). Both nations showed a high reading performance despite their cultural differences. Students can have positive experiences ranging from being treated well by other students to excelling in reading (Gibbs & Pivovarova, 2021; Guo et al., 2018).

Leadership, School Culture, and Change

School culture involves correctly identifying leaders' tasks (Day et al., 2020). Leadership encompasses many duties and obligations that set the pace for the direction of an organization.

School leaders play crucial roles in setting direction and sustaining a positive school culture, fostering a collaborative school mindset, and supporting and enhancing staff and student motivation, engagement, and well-being to ensure the collective commitment needed to improve, promote, and sustain success for schools and classrooms. School culture has been shown to serve a range of advantaged and disadvantaged communities (Day et al., 2020).

The ability to motivate is something that leaders must work at to take care of their followers. Motivation is extrinsic much of the time. Van Tuin et al. (2021) found that intrinsic values-driven approaches provide greater engagement. The ability to engage the community in the improvement and happenings of a school is a part of leadership that requires assistance. Transformational leadership calls for empowering others to complete tasks, have a solid role, and make decisions.

Kalkan et al. (2020) researched 382 teachers in North Cyprus during the 2019-2020 school year. They found that the leadership style portrayed by the principal typically spreads throughout the school. The teachers perceived school culture as solid and organizational change as a medium when the principals exhibited transformational leadership characteristics. Participating teachers enjoyed being empowered by their principal and trusted to make decisions to an extent. These teachers also appeared to thrive under favorable working conditions, which created a well-rounded academic climate in their schools. Significant relationships exist between leadership styles, school culture, organizational change, and principals' transformational and transactional leadership styles. This research showed that the actions carried out by the principal made it possible for the direction of the school to be predicted. The initial decisions and actions of the principal decided the school culture and many levels of organizational makeup (Kalkan et al., 2020). Transformational leadership has more positive influential qualities than other

leadership theories. Research showed that the presumptions that transformational leadership executed by the principals supported, to a greater extent, a positive effect on the teachers rather than transactional leadership, a positive school culture, and the strengthening of the organizational change process of educational institutions.

Kalkan et al. (2020) concluded that while transactional leadership has intriguing qualities, this research concluded that transformational leadership is effective in school administration in building a culture in a school. They concluded that when school principals manifested transformational leadership characteristics, the perception of school culture by the teachers was strong, and the teachers' perception of the organizational image was medium. Kalkan et al. (2020) showed that when principals exhibit transformational leadership, teachers tend to follow in line with the culture that the principal was building in the school. Surveys showed significant relationships between leadership styles, the school culture, and organizational image, along with the leadership style of school principals, which significantly predicted school culture, and school culture, which significantly predicted organizational image. Administrative leadership styles, school culture, and organizational image are all proven to tie together. School culture might effectively reduce the teachers' negative behaviors regarding organizational change (Kalkan et al., 2020).

Kalkan et al. (2020) concluded that a positive school culture helps teachers work for the group's good and sacrifice for the school. This assists in making tough decisions that benefit the school rather than individuals. Leadership manifested by the principal positively affects the organization's members (Kalkan et al., 2020). Effective leadership has a trickle-down effect on its organizational members. It contributes to the formation of a strong school culture, in addition to leadership and school culture, which positively contributes to the educational institution's

organizational image. The principal sets the tone for each member of the organization. Kalkan et al. (2020) asserted that a strong culture urges teachers to keep working hard and stay the course even if decisions or changes are made that do not go in their favor.

Overall, leadership has an impact on different levels and cultures. A 2023 quantitative study of a population of elementary private school teachers showed that transformational leadership significantly affects learning culture and organizational structure (Purwanto et al., 2023). This ties into the overall school climate that the principal puts into place. A school with a productive learning culture shows cohesiveness with the administrative plan that is put into place. Xia et al. (2023) surveyed 597 preschool teachers in China. They found that school culture exerted a direct and significant impact on job satisfaction among teachers and indicated the need for further in-depth studies of teachers' job satisfaction regarding school culture and learning culture. Xia et al. (2019) concluded that teachers directly impact the learning climate in a school based on the support given by the administration.

A quantitative study in Hong Kong gathered data that measured 15-year-old students' literacy performance and found that teacher participation from leadership style directly influenced student mathematics performance (Ho, 2005). It can be argued that leadership directly or indirectly sets school culture and accomplishments in motion. Another study took a sample of principals who earned distinguished ratings on the Vanderbilt Assessment of Leadership in Education (VAL-ED) and asked them open-ended questions in an in-person interview (Wright et al., 2023). The research in this study showed that school leadership influenced student achievement, which is indirect and significant. There are compelling arguments in each of the mentioned studies for whether the administrative impact is direct or indirect. However, each shows the significance of leadership on performance and school culture. The results of numerous

studies showed that motivation is a strong factor in effective transformational leadership (Day et al., 2020; Ho, 2005; Kalkan et al., 2020; Purwanto et al., 2023; Van Tuin et al., 2021; Wright et al., 2023; Xia et al., 2023).

Collaboration

Simpson's (2021) review of articles published from 2010 to 2020 concluded that collaboration and trust are essential for schools to be successful by fostering leadership. In some decision-making processes, collaboration involves everyone, even persons with minimal roles. Weddle (2022) reviewed 43 articles published in the ERIC database between July 2018 and September 2018, where researchers found that collaboration led to professional development and student learning. Teacher collaboration might include peer mentoring, co-teaching, and PLCs (Simpson, 2021; Weddle, 2022).

Peer Mentoring

Teacher-peer mentoring has the potential to change practice. However, effective mentoring requires support and structures for the mentors as they grow into new roles and responsibilities (Keiler et al., 2020). Peer mentoring is a widely employed strategy in higher education to foster student development and integration (Maryam et al., 2024). A systematic review revealed that peer mentoring is an effective support mechanism, yielding favorable impacts across various outcomes: social and academic integration, career benefits, emotional benefits, soft skills, school-life balance, study dropout intention, and sense of belonging to an institution (Maryam et al., 2024). Mentoring involves helping others reach new heights (Keiler et al., 2020; Maryam et al., 2024).

Co-Teaching

Co-teaching is a collaborative strategy adopted for inclusive classrooms (Baron & Friend, 2024). Kim and Moodie (2023) interviewed 14 pairs of ELL teachers in primary, middle, and high schools in South Korea. They identified seven models reflecting combinations of one teaching and one assessing, parallel teaching, alternative teaching in the form of pre-teaching, alternative teaching in the form of reteaching, and station teaching. They concluded that the analysis of co-teaching as a spectrum from no collaboration to full collaboration offered different levels of engagement (Kim & Moodie, 2023). Fleming (2022) conducted a survey, interviews, and a focus group with 48 teachers from nine K-12 classrooms and found that the co-taught classrooms employed a variety of effective practices and strategies. Co-teaching involves peer collaboration to combine practices (Baron & Friend, 2024; Fleming, 2022; Kim & Moodie, 2023).

PLCs

Jafar (2022) asserted that school culture can go a long way toward promoting and improving different programs at a school. Jafar's correlational design study of 612 teachers was conducted to examine the relationship between the school culture dimensions (collaboration, collegiality, emphasis on learning, professional value, sharing planning, and transformational leadership) and professional learning communities (PLC), with the study enhancing the understanding of the importance of school culture in promoting teachers' professional development through PLC (Jafar, 2022).

According to Jafar (2022), school culture can make programs such as PLCs or professional development more productive and on track for all faculty members. A positive culture makes these sessions more educational and enjoyable for teachers to connect and nurture

each other to improve student learning. Cross-curricular meetings can take place to assist teachers in sharing ideas with teachers from different content areas or grade levels. An influential school culture helps these meetings have more flow and productivity while keeping everyone on the same page. A positive attitude from all teachers heavily contributes to the effectiveness of PLCs or professional development. According to the Cultural Interaction Model of Leadership and Power (LP-CIM) model, followers' responses to leaders' influence attempts were a function of the interaction of leadership theory and power (Latta, 2020). This model helps understand what leadership theories will positively impact each situation. Latta (2020) concluded that leadership styles can lead to the success of programs such as PLCs due to the improvements they contribute to the school culture of faculty members.

Jafar (2022) asserted that school administrators are responsible for making changes that benefit the school and improve the organizational culture. Building administrators are responsible for building the culture and emphasizing the operational styles of a school. The desired school culture is passed on to the teachers. Yarn (2022) studied the effective practices of transformational leaders and found that a cultural change principal understands that relationships are a core component. Yarn (2022) asserted that effective leadership ensures that all followers participate in building culture. Effective leadership rallies followers together under a shared vision that helps them continue building the culture. Yarn's research suggested that cultural change principals understand and communicate, create coherence through collaborative conversations, drive goal setting, support reflection and acknowledgments, build in celebrations, and lead in building trust and relationships (Yarn, 2022). These characteristics align perfectly with the description of transformational leadership and show the correlation between it and the likelihood that it helps build a solid foundational culture.

Kezar et al. (2023) asserted that administrators must turn inward and do their work before turning outward to transform their institutions. A positive culture must be created from the inside out. The steps for building a culture follow the leader's ability to master their position and gain the respect of the followers. Visions, missions, and goals are more accessible to align and follow when the leader has transformed their position before changing the organization. This top-down approach can determine the direction of an organization. Teachers can become stagnant if they do not receive the proper support from the school administration and other stakeholders. School administrators should encourage teachers to seek short-term and long-term plans to improve themselves and their personal lives. According to Kezar et al. (2023), teachers should try not to become overly focused on their specific job responsibilities to the point of burnout.

Administrators should support teachers seeking higher education, training, and job promotions. This allows teachers to keep improving themselves and reaching for more knowledge while strengthening their abilities for their current job. Kezar et al. (2023) further asserted that teachers should want people on their team who strive to better themselves and surpass their expected potential. A study by Khumalo (2022) concluded that management support and feedback, work conditions, remuneration packages, benefits, promotion processes, recognition, communication and understanding of policies, and treatment and workload were the crucial factors affecting morale. Further shown is the notion that leadership directly impacts the culture and attitude of the workplace. School culture can lead to the successful implementation of programs like PLCs and professional development (Jafar, 2022; Latta, 2020).

School Culture and Teacher Morale

Teacher morale can be impacted by the approach used by school leadership. A study found that overall, autocratic practices by school leaders caused low teacher morale (Khan &

Uzair-ul-Hassan, 2021). This includes situations where the leader has total control. Many followers respond more favorably when they feel their voice is heard and their opinion is valued. Leaders effectively facilitate organizational change by fostering teachers' sense of belonging and boosting social identity in their team members, which can result in better team well-being via higher team cohesion (Paganin et al., 2023). According to Paganin et al. (2023), teachers feel a sense of appreciation when they belong, and their work performance increases. Khumalo (2019) asserted that school principals promote a culture of commitment, and therefore, a foundation for sustainable development is laid. A culture of commitment enforces a favorable climate in all areas of a school. Leaders contribute to organizational improvements when helping others feel a sense of belonging and togetherness (Khumalo, 2019; Paganin et al., 2023).

School Culture and Student Achievement

School culture and student achievement are both contributing factors to one another. Numerous factors define successful student outcomes, including attendance, behavior, engagement, and motivation. A 2021 study tried to reveal which leadership characteristics of school principals effectively ensured and increased students' academic, cultural, and sportive school success and the effects of these characteristics on student development (Cetin et al., 2021). This viewpoint aligns with a top-down approach of the administrative leadership characteristics spreading throughout the rest of the school. Research showed that the characteristics of school principals as leaders may vary, but it is possible that all leadership qualities were united in providing successful education and training, which was the school's aim (Cetin et al., 2021). Principals can have unique approaches and pathways to finding success. Randomized controlled trial studies were used to research the impacts of a professional development program, the Executive Development Program (EDP), and the incremental effects

of coaching to help principals implement the EDP curriculum (Master et al., 2022). Results found that the EDP alone influenced principals' practices. However, student achievement within three years was not positive, while coaching had a small positive effect on students' English Language Arts achievement but no impact on students' math achievement or principals' practices (Master et al., 2022). These studies show that principals impact some areas while the effect is not as evident in others.

Sahin and Coban (2020) studied 981 students staying in three different types of schools in Turkey to examine the relationship between high school students' academic achievements, school climate, self-handicapping behavior, and demographic characteristics. The research explored alignment among these areas and how they contributed to overall success. According to the research results, in a favorable school climate with success-oriented, supportive teacher behaviors and a safe learning environment, students were likelier to have a higher grade point average (Sahin & Coban, 2020). These results showed a direct relationship between a student-friendly organization and student achievement.

Research also confirmed that age, school type, gender, and socioeconomic status variables affected the students' grade point average (Sahin & Coban, 2020). These characteristics of students' backgrounds, along with the leadership and climate of the school, played a crucial role in student success. Another study used a moderated mediation analysis to examine how principal leadership changes related to achievement growth, mediated by change in multiple organizational processes, including parent-teacher trust, school climate, and professional capacity (Sebastian & Allensworth, 2019). Survey data from elementary schools in a large urban school district were applied to see if initial school conditions moderate mediational relationships between school leadership and student outcomes (Sebastian & Allensworth, 2019). Initial school

conditions create a school climate that determines the school's success. Results showed that improvements in school leadership were related to student learning gains only through improvements in school climate; this relationship was consistent regardless of whether schools initially had strong or weak leadership and whether schools initially had safe or unsafe school climates (Sebastian & Allensworth, 2019). This showed that school leadership, climate, and safety can improve even if they are not strong from the beginning.

Difficult decisions must be made at times with student achievement in mind. A 2021 study showed that a school district could consider replacing a beloved principal with a record of low test scores with an unpopular principal whose record showed increased student achievement (Nielsen & Taggart, 2021). Replacing a principal would mainly happen if state leaders applied pressure regarding student achievement or test scores. The school board must decide the school district's priorities and make decisions based on what areas they cherish the most. Areas of value are evident in the decisions made.

Training and programs are implemented to strengthen faculty skills and knowledge and improve student abilities and achievement. A 2019 evaluation was performed to understand the development, implementation, and impact of Project Exc-El (Excellence for English Learners), a school-wide intervention focused on providing teacher professional development and training to better support English Learners (ELs) in New York (Yamaguchi, 2019). English Learners have often been overlooked in needs assessment. Project Exc-EL focused on training teachers to use data to identify EL student needs, creating a school climate focused on college and career readiness, and assigning coaches to support teachers as they teach and serve EL students (Yamaguchi, 2019). This process helped teachers stay current on new ways to connect with EL students. Yamaguchi (2019) addressed whether Project Exc-EL increased EL student

achievement in math and English Language Arts (ELA) and how the program was implemented across four schools. The project was implemented with fidelity, but no significant differences occurred in math or ELA outcomes of EL students (Yamaguchi, 2019). This shows the struggle that exists in finding ways to reach all students.

The NYC Leadership Academy (NYCLA) started a leadership intervention, the Targeted Intensive School Support (TISS) program, in collaboration with the New York City Department of Education (NYC DOE) to support challenged schools (Daugherty et al., 2020). The TISS program consisted of teaming and collaborative training, placement of a principal and assistant principal into an NYC DOE school, team-based coaching to support the school administrators, 328 hours of extended coaching over the first three years after placement, and use of a diagnostic process to guide goal setting and coaching according to school needs (Daugherty et al., 2020). These factors contributed to the effective implementation of this process. Findings showed no statistically significant differences in student achievement measures between TISS and comparison schools (Daugherty et al., 2020). Not every training or implementation is practical. Numerous studies showed the positive impact that school leaders had on teacher achievement and student achievement (Cetin et al., 2021; Master et al., 2022; Sahin & Coban, 2020; Sebastian & Allensworth, 2019). However, Nielsen and Taggart (2021) found that sometimes well-liked school leaders do not translate to student success.

Relationships and School Culture

Shield and Hesbol (2020) asserted that relationships play a massive part in school culture. Relationships between all participants in a school determine the school's overall culture. Results showed success in a school when leaders exercise equitable, socially just leadership to create welcoming, inclusive schools where all students, including minorities or the economically

disadvantaged, feel affirmed, respected, and academically challenged. These qualities align with positive, inclusive relationships where all teachers and students feel supported to reach their fullest potential. Findings from another study indicated that principals must be highly efficacious to persuade others to perform at high levels and must have a strong belief in teachers and the organization as a whole to pursue the types of school improvement efforts and research-based organizational learning mechanisms that could improve student performance (Shield & Hesbol, 2019). Administrators set the trend for the school's direction in all areas based on the most frequently used leadership style.

Collaboration is a significant part of school culture. Poom-Valickis et al. (2022) conducted semi-structured interviews with nine school leaders to analyze how they perceived their activities in creating and developing a collaborative school culture that promoted the learning process. Poom-Valickis et al. (2022) asserted that collaboration begins with the culture instilled by the school administration. Results revealed that only three school leaders focused on the shared values and shared leadership necessary for creating a systematic and analytic approach to organizational and teacher development (Poom-Valickis et al., 2022). All administrators in this interview process had different priorities in their leadership styles. The study's findings indicated that school leaders' development programs should concentrate more on shaping the views, knowledge, and skills needed to develop a collaborative and learning-centered school culture (Poom-Valickis et al., 2022). Poom Valickis et al. (2022) suggested that a solution could be scheduling specific professional development programs to instill information in the teachers.

Hartney et al. (2023) aimed to develop a grounded theory of educational leadership development, using generative dialogue (GD) as an approach to initiating and maintaining

professional growth in school principals and vice principals in an urban school district in an affluent region of Western Canada. This study focused on the development of administrators to improve the relationships and culture in the school. Wave I of the research consisted of interviews by a team of consultants, and Wave II consisted of confidential, one-on-one, audio-recorded virtual interviews with five participants (Hartney et al., 2023). These phases of research combined to form the outcome of the project. Results showed that professional growth was evident when a GD approach emphasized positive communication and self-reflection (Hartney et al., 2023). The GD approach helped administrators use tactics that boosted relationships due to increased communication. Finally, GD serves a valuable purpose for facilitating professional growth in school administrators, but should be assisted by other evidence-based approaches to meet school leaders' broader professional development needs and school improvement goals (Hartney et al., 2023). Multiple programs and styles may be used to increase the positivity of school relationships. Relationships and collaboration are vital in school culture (Poom-Valickis, 2022; Shield & Hesbol, 2020).

School Politics and School Culture

Politics has a profound impact on school culture. Iseri (2019) aimed to determine the relationship between the cultural structure of schools and the political behaviors that teachers exhibited within the school, with the study group consisting of 489 teachers working in preschool, elementary, and middle schools. Teachers' political behaviors impact other teachers and impressionable students in the school. This study concluded that as teachers' perception of support, success, and duty culture in their schools increased, their level of exhibiting all political behaviors decreased (Iseri, 2019). Teachers in this study were less likely to express political

behaviors when working in a supportive environment that focused on teacher-student interactions and the well-being of students.

Harjatanaya and Hoon (2020) explored the role of schools in response to the relationships between the Chinese and non-Chinese in Indonesia by examining the multicultural position Indonesian teachers adopt and the pedagogical strategies they employ in promoting positive inter-ethnic relations. Interviews occurred with teachers in three schools with different student ethno-religious compositions, showing that the multiculturalism paradigm embraced by most teachers leans towards a liberal multicultural outlook, employing mostly content integration and prejudice reduction (Harjatanaya & Hoon, 2020). This study used a diverse panel of interviewees to reach its conclusion. The conclusion found that the heterogeneous school in the survey has more potential to empower a multicultural school culture due to the school demography compared to the homogeneous school (Harjatanaya & Hoon, 2020). Heterogeneous schools were likelier to support and entertain unique perspectives and bring more diversity. In a similar study, data were obtained from interviews with teachers, official documents, reports, and various stakeholder reports to examine the characteristics of a progressive school-change project in South Korea (Sung & Lee, 2018). This study focused on school reform. The study found that decentralization as a global practice interacted with local politics, and the teachers involved developed democratic approaches that feature a learning community, a community of caring, a democratic community, and a professional community (Sung & Lee, 2018). Local politics are involved in educational approaches and can have just as much of an impact as global or national politics.

COVID-19 Impact on School Culture

The COVID-19 pandemic created significant obstacles for student-teacher interaction. Some teachers taught live streaming for their students or posted videos to be viewed at the students' convenience. However, only roughly 80% of learners reported having Internet access on a device besides a smartphone (Rose et al., 2021). Only one-third of students reported having a quiet learning space (Rose et al., 2021). Countries and schools that adapted to using necessary technologies faced fewer challenges in meeting learning goals when teachers were given platforms to continue communication with students (Beteille et al., 2020).

The COVID-19 pandemic had a substantial effect on teacher morale. Teachers were forced to drift from the norms and adapt to a new teaching style they had not been privy to before the beginning of the pandemic. School closures forced stoppages of in-person learning for months, as most schools were forced to close physically, resulting in the most significant educational disruption in human history (Parveen et al., 2022). Teachers specifically reported the difficulties of teaching writing through home learning activities (Rose et al., 2021). A survey of 604 teachers in the United States showed that significant challenges for teachers included student engagement, adjusting curriculum to the remote format, and losing the personal connection of teaching (Leech et al., 2022). Teachers found additional unique challenges according to grade level. Research showed that elementary teachers struggled more with the varying attitudes of parents regarding remote learning and adjusting their curriculum to an online format (Leech et al., 2022). Parental involvement tended to be more necessary and prevalent with elementary-aged students. Secondary teachers struggled more often with student engagement and feeling lost or unsupported in their teaching (Leech et al., 2022). Difficulties surfaced in finding ways to keep students intrigued and on task during online learning.

Recommendations and adjustments were made to the general education setting because of the COVID-19 pandemic school closures. The World Bank's COVID-19 education response policy recommended three primary phases to apply regardless of country context to help students bridge gaps caused by COVID-19: coping, managing continuity, and improvement and acceleration to ensure teaching effectiveness (Beteille et al., 2020). The first, coping, addressed supporting teacher resilience. The second, managing continuity, was to support teachers instructionally. The third, improvement and acceleration, was to support teachers technologically to ensure teacher effectiveness. Similarly, many universities applied steps and programs to ensure the continuity of teaching and learning and the safety of their students, teachers, and employees (Denden et al., 2021). These steps paralleled the adjustments that K-12 school systems made to train teachers on implementing online programs and applications.

Google Classroom and Zoom were the most used websites or applications for teacher/student communication and assignments during the COVID-19 pandemic (Francom et al., 2021). Teachers reported more availability and use of online websites and applications during school closures (Rose et al., 2021). Training and experience added to the extent that these tools were effectively implemented during school closures. Many tools like these have since been used regularly in daily lessons. Francom et al. (2021) found that various websites and applications provided academic continuity in response to COVID-19. Some students actively continued participating in online lessons. In contrast, others chose to refrain from participating or had no means to help them be present for online learning. Online learning has become more of a norm in education (Francom et al., 2021).

Gaps appeared in the learning of many students worldwide. Test scores from 5.4 million United States students showed average math test scores in the fall of 2021 in grades 3-8 were

0.20-0.27 standard deviation (SD) lower relative to same-grade peers in the fall of 2019, while reading test scores decreased by 0.09-0.18 SD (Kuhfeld et al., 2022). Achievement gaps between students in low-poverty and high-poverty elementary schools grew by 0.10-0.20 SD, primarily during the 2020-2021 school year, while achievement disparities by race/ethnicity also widened substantially (Kuhfeld et al., 2022). These scores reflected the challenges students and teachers faced during the COVID-19 pandemic.

Francom et al. (2021) identified challenges that teachers needed help engaging students and parents, needing more school/district guidelines, and student Internet and computer access issues. Schools/districts are required to be adequately prepared to face such a crisis.

Schools/districts made clear emergency plans and incorporated online components and training within current face-to-face classes and professional development (Francom et al., 2021).

Findings showed that the COVID-19 pandemic forced schools to prioritize equity issues, improved teacher pedagogy in remote instruction, and enhanced school-home communication (Huck & Zhang, 2021).

Online learning platforms and games have since been created to help close or significantly reduce the COVID-19 learning gap in basic math skills without additional work between a student and teacher (Okordi & Molnar, 2022). The following school year was filled with mask mandates, social distancing, limited attendance at ballgames and other school events, alternating school schedules, expanded lunch schedules, extra cleansing, and limited physical contact. A study shows that roughly 25% of students who participated in a survey were active in education during school closure (Rose et al., 2021). Many students still experience learning gaps caused by time missed during the COVID-19 pandemic. Many teachers reported specific challenges with teaching younger children, such as needing practical resources or behavior

management issues, as some students needed to view home as a place for learning (Rose et al., 2021). Home was more relaxed, prompting students to feel more comfortable and less likely to engage in academic activities. Less than half of the teachers interviewed reported interacting with parents during school closures (Rose et al., 2021). This result could be due to work schedules, various children in the home, or a language barrier. Reported declines in student data were more substantial than during other recent school disruptions, such as those due to natural disasters (Kuhfeld et al., 2022). The COVID-19 pandemic forever changed the way education is approached.

Even after schools reopened, teachers had to deal with students getting quarantined or isolated and sent home for a time frame after being exposed to the COVID-19 virus. This resulted in lessons, textbooks, electronic devices, calculators, or other supplies being sent home for these students. A survey that compared pre-pandemic data (2019) and data from the first year of the pandemic (2020) showed that teacher morale and efficiency declined significantly during the COVID-19-affected school year in 2020 (Fray et al., 2023).

Many of the factors above could have contributed to the decline of teacher morale during the COVID-19 pandemic. Around two percent of United States students had already participated in K-12 online or virtual learning before the COVID-19 school closures (Black et al., 2021). This figure portrays the low amount of experience with online learning. Differences in environment, instructional support, and Internet access caused significant variations in levels of success for many students during online learning (Black et al., 2021). Some families saw the possible benefits of online learning during school closures and continued to educate their children in a virtual environment. Some students with health concerns, such as respiratory disease or

immunocompromised, are better served by the possible social distancing that comes with online learning (Black et al., 2021).

The shift to online learning during the COVID-19 pandemic impacted teachers' perceptions of their abilities to implement social-emotional learning (SEL; Cooper et al., 2023). SEL is acquiring and applying knowledge, skills, and attitudes to achieve long-term relational and emotional goals (Cooper et al., 2023). Teachers often implemented EL strategies in classroom environments, but this task was more difficult for teachers to implement in an online learning setting. Results showed that addressing teachers' internalizing symptoms and fostering a supportive work environment were essential in aiding teachers in SEL implementation (Cooper et al., 2023).

Many teachers reported feeling dispensable and unappreciated and crumbling under the pressure to adapt to online teaching and learning (Fray et al., 2023). Administrative efforts continued to be made to lead in a way that made teachers feel appreciated and indispensable. Most teachers feel the stress of the combination of in-person and virtual learning. School administrators can offer support to continue to help teachers grow in these areas while also receiving encouragement to help students bridge learning gaps caused by the COVID-19 pandemic. Teacher morale improves when school administrators visibly support teachers (Mangin, 2021). The COVID-19 pandemic triggered many new struggles for teachers, students, and family members. Those with poor and limited educational opportunities were marginalized, while teachers had a limited voice on how to navigate the health crisis. Teachers have been absent from policymaking processes and cannot strongly influence decisions directly impacting their work (Sayed et al., 2021). Teachers could have improved morale if their voices were heard more often in policymaking (Sayed et al., 2021).

Research shows that support increased morale. Benti and Terekegne (2022) formulated guidelines for supporting teachers during a pandemic because school facilities can play a significant role in the attitude of teachers. According to Benti and Terekegne (2022), teachers want to work in a physical environment that feels safe and where effort is made to make the place look appealing. The environment should also show evidence of safety measures taken to prevent the spread of illnesses. Benti and Terekegne (2022) found that teachers felt supported when the physical attributes of a school were maintained and improved. Students and the community are more involved when they can be proud of the school that they represent. This creates a more productive learning environment conducive to high teacher morale and serves as a determinant for the direction of the school. The COVID-19 pandemic was a significant disruption to the school setting that forced numerous changes to the way students learned (Benti & Terekegne, 2022; Beteille et al., 2020; Black et al., 2021; Cooper et al., 2023; Denden et al., 2021; Francom et al., 2021; Fray et al., 2023; Huck & Zhang, 2021; Kuhfeld et al., 2022; Leech et al., 2022; Mangin, 2021; Okordi & Molnar, 2022; Parveen et al., 2022; Rose et al., 2021).

Teacher Morale

Mboweni and Taole (2022) asserted that school culture begins at the top with the procedures and frameworks passed down from the leaders at the school district office. The school culture then infiltrates the school building with the building administrators. Teacher morale plays a significant part in school culture. Teachers have an impact on each person in a school building. Teachers influence students' lives throughout the school day. Mboweni and Taole (2022) asserted that morale improvement has many benefits in that it helps teachers maintain a positive attitude and be happy at work. Teacher attitude has a significant impact on student perception of the overall success of a school. Many adult family members gain a school

perspective based on what they hear from the students. This shows why teachers play a crucial role in how the school presents itself in the community. Students interact the most with teachers while at school. A study shows four common positive themes that principals and teachers believed positively impacted teacher morale: teacher support, teacher feedback, shared leadership, and creating a family culture (Sherwood, 2013). These qualities make teachers feel welcome and valued in their sense of purpose. Research showed that the importance of leadership in schools has been determined to be only second to classroom instruction when examining school-based factors (Sterrett & Irizarry, 2015).

Sterrett and Irizarry (2015) stated that leadership impacts all school involvement. Each school member is a learner, including the administrators who foster the climate and help facilitate the change from a top-down approach to the learning organization model (Sterrett & Irizarry, 2015). Thus, the approach has a direct effect on student outcomes. Students and employees either feel cared for and valued or overlooked. Principals work concertedly with an assistant principal, district liaisons, and teachers to make a collaborative correction in schools to foster collaboration, increase teacher leadership, and enhance professional development (Sterrett & Irizarry, 2015). Teacher morale affects all aspects of the education system and school (Mboweni & Taole, 2022). Much of the morale of teachers is determined by their treatment by the school administration. Teachers can serve as the gauge of the administration's efficacy and the impact teachers have on so many others. Teachers serve as the bridge between the school administration and students. Mboweni and Taole (2022) studied data from 36 teacher interviews that revealed low teacher morale, with participants identifying school climate factors such as inappropriate professional development activities and violence as threats to their morale. These are areas that can harm teacher morale and can infiltrate the school.

Morris et al. (2020) asserted that school administrators influence the agenda and types of professional development at their schools. Changes in leadership style are vital factors of school cultural change across factors such as appraisal, recognition, participative decision-making, professional growth, and supportive leadership (Morris et al., 2020). Teachers are adult learners who align with the andragogic approach of not wanting their time wasted. Adults tend to value their time, want to feel the purpose behind the content they learn, and envision the ability to apply it to their daily lives. Teachers regarded a lack of parental involvement in school activities as a setback to teacher morale (Mboweni & Taole, 2022). Parental involvement prompts students to be more engaged and helps more students seek out paths to success. Students who receive an academic and behavioral support structure at home are set up for more immediate success in school. Other imminent areas found to impact teacher morale are professional success, career growth, school policies, workplace atmosphere and environment, and governance aspects (Khanthap, 2022). These areas focus on the direct impact the school culture has on teachers. The top-down approach, where leadership qualities are passed down from administrators to teachers to students, is evident in numerous studies (Mboweni & Taole, 2022; Morris et al., 2020; Sherwood, 2013; Sterrett & Irizarry, 2015).

Administrative Tasks

Paloniemi et al. (2021) found that lesson planning for teachers took up more time than is allotted during the school day. The use and incorporation of data in daily lessons can also take up a substantial amount of time. Work description for educators relates to their workload (Paloniemi et al., 2021). Educators are tasked with improving their time management skills to increase job satisfaction and motivation and make their professional and personal lives more meaningful (Sahito & Vaisanen, 2017). Jones et al. (2022) found that teachers' experiences post-COVID

have significantly reduced daily instructional minutes and increased planning, paperwork, and interaction with colleagues and family members of students. Extracurricular activities such as coaching an athletic team, sponsoring a club, or helping out with events like ballgames or assemblies are also part of working in education, but can result in feeling underpaid. Low teacher morale can contribute to struggles and a hostile environment in areas outside of student learning, as factors like years of experience and the range of student disabilities serve as predictors of teacher stress, satisfaction, and school commitment (Aldosiry, 2020). Educators have many tedious tasks that add to their job descriptions (Aldosiry, 2020; Jones et al., 2022; Paloniemi et al., 2021; Sahito & Vaisanen, 2017).

Resilience

Certain factors impact the resilient stability of a school culture. Research findings showed that individual and contextual aspects of resilience impact teachers' ability to persevere through struggles and maintain a positive school culture with proper outcomes to formerly negative situations (Heifetz & Linsky, 2002). Transformational leadership can play a crucial role in having this sort of environment in a school. This leadership style can emphasize ways to properly cope with the daily struggles of being a teacher. Perseverance can lead to new accomplishments and a sense of trust and togetherness in a school, as schools must strive to keep up with the ways of the world around them. Schools must engage with the changing world to be meaningful and relevant learning environments for all their members (Toom, 2018). Toom (2018) asserted that leadership influences schools' engagement with the outside world. Research shows that well-being, agency, and trust among and between teachers, students, and principals contribute to learning, development, and innovations in schools and beyond. This connects all levels of learning as all parties involved in the learning process form bonds when pursuing like-minded

goals in similar ways. Learning, leadership, and engagement are areas that connect with the improvements that are continually found in education.

Overall, job satisfaction is an issue that is strongly impacted by school culture. A 2022 sample of 185 public school science teachers showed that job satisfaction was directly correlated with self-efficacy and school culture (Karacop & Inaltekin, 2022). This can stem from the leadership in place in the school. Results show that this type of leadership can directly impact a positive school culture and teacher self-efficacy. Based on support and the school climate, school leadership can be the difference in retaining or losing teachers regularly. Findings showed that K-12 teachers who attend to resilience factors can better adapt and overcome adversity (Mullen et al., 2021). Resilience tends to be a more noticeable trait when encouraged by administrative support. School district leaders who encourage teacher resilience can foster resilient school cultures. This type of initiative is taken through feelings of support and respect in an organization (Mullen et al., 2021). Teachers are more likely to feel resilient toward issues that arise over a school year when they think they have the proper backing from the administration. Resilient educators make the most of situations and contribute to a positive school culture (Heifetz & Linsky, 2002; Karacop & Inaltekin, 2022; Mullen et al., 2021; Toom, 2018).

Teacher Influence or Strategies for Enhancing School Morale

Khan and Uzair-ul-Hassan (2021) asserted that school leaders should be trained in establishing democratic attributes, relationships, and behavior with the teachers to heighten the morale of the teachers. Democratic attributes position leaders to seek out help from those around them. It could include listening to advice, allowing others to make decisions, and encouraging others to take initiative in their work. This closely aligns with the qualities of the transformational leadership theory. A stronger teacher voice, a more supportive work

environment, and fewer school problems contribute to excellent teacher morale (Garcia et al., 2022). These keys align with the previously mentioned study regarding democratic attributes and their significance in an improved work environment. A study suggested that leaders demonstrating transformational and servant leadership promote innovative practices within a school (Morris, 2021). Individuals' intrinsic motivation, openness to change, and how they approached challenges led to more innovative practices (Morris, 2021). Innovative practices stem from leadership and the qualities emphasized in a school.

Kholis (2022) conducted a qualitative case study of a school that recorded a dramatic improvement marked by changes in its culture regarding transparent and accountable school management, environment-based and enjoyable learning, and increased support and participation from various school stakeholders. This inclusion and commitment to real-world learning led to a quick turnaround. The school's success revolved around a collaborative leadership structure, transformational leadership, and effective communication (Kholis, 2022). These qualities emphasized the value of numerous perspectives of employees and stakeholders so that more than one voice contributed to the school's improvement. Transformational leadership instills innovative practices and a thriving school culture (Kholis, 2022; Morris, 2021).

Teacher Retention and Burnout

Teacher retention is a problem in all schools. Some schools experience this issue more often and at higher frequencies than others. Instances occur where a lousy culture, low teacher morale, or other problems lead to teachers leaving a position. Teachers also leave positive situations at times for various reasons. Madigan and Kim (2021) found dimensions of teacher retention to be exhaustion, depersonalization, and reduced accomplishment. Marken and Arawal (2022) asserted that 44% of K-12 teachers and staff in the United States felt burned out at work

“very often,” outpacing all other industries nationally, and the burnout gap between K-12 workers and all other workers has increased in recent years.

Retaining teachers is a challenge that all schools face, nonetheless. Perryman and Calvert (2019) found that the workload was the most frequently cited reason for having left the profession or leaving in the future. Interventions are one example of the efforts of a school to reduce teacher burnout. Interventions that lasted less than one month had the most minor level of efficacy (Iancu et al., 2018). Interventions can help individuals combine ideas and efforts to improve situations. Interventions are more effective when they last longer, and the proposed resolution is seen to come true.

Many factors contribute to teachers feeling burned out. Ilya (2023) surveyed 132 English as a Foreign Language (EFL) teachers to see if age, gender, length of teaching experience, and school type could predict their burnout level (Ilya, 2023). These contributing factors each have different impacts on teachers depending on their circumstances. Results showed that most EFL teachers experienced diminished personal accomplishment at a high level, while age was the most reliable precursor to burnout out of the four tested variables (Ilya, 2023). They found that age contributed to boredom in performing the same tasks regularly. Results also showed that EFL teachers wanted to see more concrete outcomes of their professional efforts to improve their sense of personal belonging (Ilya, 2023). Desired outcomes included accomplishments in test scores, feedback, and other types of production. Ilya (2023) recommended that teachers engage in activities that help them refresh their professional enthusiasm to prevent depersonalization as they age. They suggested that teachers look for ways to stay fresh and current in the content of their field as they progress through their careers.

Each situation of teacher retention or burnout can be unique. Holmes et al. (2019) found that teacher retention has a variety of solutions. Each school division and individual school must work purposefully to devise plans to retain its most influential teachers (Holmes et al., 2019). Many concepts can be adopted to increase teacher retention rates, including mentorship programs, new teacher programs, relevant professional development, fair teacher evaluations, school district and school leadership transparency, low student discipline issues, and fair benefits and compensation. According to Holmes et al. (2019), teacher retention has no one-size-fits-all solution. Teacher retention is an issue that stems from teacher burnout due to teachers being overworked or not supported by leadership (Holmes et al., 2019; Ilya, 2023; Madigan & Kim, 2021; Marken & Arawal, 2022; Perryman & Calvert, 2019).

Teacher Attrition

Miraj et al. (2018) surveyed teachers and found that salary was the primary problem for low teacher morale. Teachers work long hours, many of these hours being outside the ordinary workday. Teachers frequently feel they need to be fairly compensated for the extra work that goes into their job performance. Individual elementary teacher and administrator interviews showed common themes principals and teachers believed to harm teacher morale: negativity in the school building, lack of support, change or new initiatives, lack of teacher value, and standard core curriculum (Sherwood, 2013). Miraj et al. (2018) and Sherwood (2018) asserted that optimal working conditions occur when administrators make a valiant effort to consider the best interests of the teachers and students under their tutelage. Salary and lack of support from leadership were the primary problems teachers faced.

Retention Issues Facing Schools

Schools face retention issues, regardless of the success or struggles of a school and its culture. Brantlinger et al. (2023) used logistic regression to analyze New York City Public Schools data. They used logistic regression to model the 3-, 5-, and 8-year retention of 617 secondary mathematics teachers who entered teaching through a high-profile alternative teacher-certification program. They found that New York City high school graduates had significantly higher odds of district retention than community outsiders (Brantlinger et al., 2023). This finding suggests that local teachers tend to stay employed at schools longer. Results indicated that the recruitment and development of community-based teachers, particularly Black career changers, improved retention numbers in district schools (Brantlinger et al., 2023). This result is a direct outcome of racially segregated schools, particularly in the inner cities.

Shell et al. (2023) examined the principals' impact on teacher retention. Fourteen studies made up the findings for this systematic review that focused on the prevalent decline of teacher retention in American elementary and secondary schools, using evidence that was analyzed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) and Cochrane review guidelines. Evidence was broken down to see what principals could focus on to improve the teacher retention rates of the teachers in their school building. The synthesis showed that support and clear communication from school principals were essential factors of teacher retention in United States elementary and secondary schools (Shell et al., 2023). These actions from principals can improve the school culture and help teacher morale. Other key factors that prevent teacher turnover include recognizing the efforts of teachers, enforcing discipline and compliance among the student population, and conducting fair teacher evaluations (Shell et al., 2023). Teachers appreciate a welcoming environment where they feel comfortable leading their

students. Administrative support and teaching close to home were the two main qualities that led to teacher retention (Brantlinger et al., 2023; Shell et al., 2023).

Leadership in Professional Development

Various teaching methods worldwide have led to schools facing teacher retention issues. The use of technology is at the forefront of this evolving educational world. Research investigating the challenges and opportunities of blended learning in rural and remote schools showed that blended learning was considerably more favorable than face-to-face only, home-schooling, and pure online education and offered several benefits for learners, such as no teacher retention issues and schools available in their community (Ghimire, 2022). Homeschooling, pure online education, and traditional educational settings with little use of technological advances are occurrences that lead to teacher retention issues.

Williams et al. (2022) aimed to understand the interconnection of rural spaces and teacher retention with the perceptions of educational stakeholders in a rural region of the western United States as they related to retaining teachers in rural school communities that were experiencing shifts in the community due to limited rural opportunity and underdevelopment, aging populations, poverty, out-migration, and shrinking economies. These factors have been shown to impact rural areas with low populations. A survey instrument consisting of open-ended and closed-ended questions was used to collect data from teachers, administrators, parents, patrons, legislators, students, and other educational and community stakeholders (Williams et al., 2022). This survey gathered data from numerous individuals who played a crucial role and were interested in the situation. The findings highlighted leadership's critical role in retaining teachers and the significant need for mentoring and support programs for new teachers (Williams et al., 2022). Newer teachers experience and struggle with burnout more often than older teachers

(Marken & Agrawal, 2022). The struggles of adapting to a new position and environment contribute to this situation. Research shows that implementing proactive strategies may help improve teacher burnout rates (Pyhalto et al., 2021). Strategies can be taught through intervention or professional development opportunities for all teachers to learn and trade ideas and concepts.

Williams et al. (2022) concluded that mentor and support programs can be a tremendous tool for answering questions and guiding a new teacher's path. These programs help teachers feel cared for and create relationships for new teachers to have camaraderie with their colleagues. Newer teachers suffer from burnout more often than older teachers, but mentor programs can help new teachers stay positive (Marken & Agrawal, 2022; Williams et al., 2022).

Other Leadership Theories

Numerous leadership styles exist in unique management settings in various industries. Transformational leadership is effectively used by many. Bellibas et al. (2021) asserted that multiple leadership styles can often be used depending on the situation. A separate study informed that the effect of instructional leadership on teacher learning and practice was contingent upon the extent to which principals enacted transformational leadership. School principals who adopt a more comprehensive leadership approach that combines instructional leadership and transformational leadership practices can maximize their effects on student achievement through teacher learning and better address the ever-growing demands of educational reform (Bellibas et al., 2021). This source alluded to combining transformational leadership with other styles to complement it even more.

Situational Leadership Theory

The situational leadership theory is a theory that is used in many management and family settings (Hutagaluh et al., 2020). Situational leadership theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response rather than a charismatic leader with a large group of dedicated followers (McCleskey, 2014). Situational leadership calls for the proper evaluation of each situation, which could cause time to be taken to make an educated decision. Situational leadership occurs when the leader focuses on the required tasks or relations with followers (McCleskey, 2014). This statement aligns with the name of the leadership style, as the leader is gauging the situation based on relationships and the work's goal before responding. Situational leadership entails being adaptive while staying firm to commitment, being an effective instructional decision-maker, and being vigilant (Francisco & Nuqui, 2020). Situational leadership focuses on making decisions based on the primary task and goal (Francisco & Nuqui, 2020; McCleskey, 2014).

Transactional Leadership Theory

The transactional leadership theory has been established as a popular leadership style similar to the transformational one. Transactional leadership focuses on the exchanges that occur between leaders and followers, with the exchanges allowing leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward the achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency (McCleskey, 2014). All these qualities make up the transactional leadership theory and the relationship between leaders and followers. Transactional leadership gets followers to perform beyond expectations by offering rewards and punishments

(Thompson, 2019). This incentive-based leadership style elicits a positive or negative reaction from the follower. Rewards in the workplace can be things like promotions, bonuses, or paid vacations, while punishments include demotions or improvement programs (Thompson, 2019). The motivation for production comes from extrinsic qualities. Transactional leadership allows followers to fulfill their self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and production (McCleskey, 2014). The followers are the focus at times in a transactional leadership setting. Emphasis is placed on the followers, what helps them individually, and what helps the group meet common goals. Transactional leadership is a reward and punishment system used to motivate the followers (McCleskey, 2014; Thompson, 2019).

Summary

This literature review began with a discussion of the 50-year history of transformational leadership's impact on teachers. School culture was the primary issue, discussed from the perspectives of various scholarly sources, while the key focus was transformational leadership, which impacts school administrators' culture, teacher climate, and retention (Atasoy, 2020). The general conclusion was that teacher morale goes hand-in-hand with school culture. School culture begins at the top with a message from the school district's superintendent. This message goes through supervisors, school board members, and various school district central office personnel and infiltrates the schools through the school-level administrators. The school's mission, vision, and goals originate with the principal and are passed down to teachers in meetings and daily actions in how the school operates.

Transformational leadership has been the key focus of this research. The origin and description help identify transformational leadership and its strong influence. Transformational

leadership is used when an organization needs to be revamped, is undergoing significant change, or requires a new direction (Benmira & Agboola, 2021). Needle (2021) asserted that one approach to transformational leadership is to identify processes that no longer work and focus on changing or removing them as needed. Other leadership styles are also compared in this literature. School climate and school culture are examined in the United States from an international perspective—numerous factors like relationships, politics, and the leadership style present in a school impact school culture. The impact of the COVID-19 pandemic was examined in terms of the changes made to education because of the pandemic. Leadership became even more critical in handling sensitive times like the COVID-19 pandemic. School closures forced stoppages of in-person learning for months, as most schools were forced to close physically, resulting in the most significant educational disruption in human history (Parveen et al., 2022). Teacher morale is an important topic that is impacted by various areas. After the COVID-19 pandemic, administrators were at a critical point for teacher morale and how it would increase or decrease throughout the school year. Teacher retention has been an issue that aligns with teacher morale. All schools deal with teacher retention issues at times. Burnout can be one of the deciding factors for teachers leaving a school and pursuing other opportunities.

More research was necessary to discover how vital transformational leadership is for teacher morale. This contributed highly to the overall climate of the school. The literature gaps to be filled are the impact of transformational leadership in the school setting. Implementing transformational leadership strategies means retaining or losing teachers and fostering a positive school culture based on independence. Chapter Three provides details about the plan used in the research.

Chapter Three

Procedures and Methodology

Introduction

This quantitative study assessed perspectives from K-12 teachers on how they perceived leadership styles and the impact of leadership on burnout and school climate. The three research questions were formulated to fill a gap in the literature. The first research question sought to identify if there was a correlation between leadership style and teacher burnout. The second research question examined a correlation between leadership style and school culture. The third research question sought to identify if there was a correlation between teachers' years of experience and teachers' opinions of leadership. Years of experience was used as a control variable because, according to research by Ozgenel and Ankaralioglu (2020), the literature did not support this as an independent variable. Literature showed that years of experience have no significant impact (Ozgenel & Ankaralioglu, 2020).

Transformational leadership was the primary leadership style that was examined. The research paradigm and design set the stage for how the research was organized and how the data from the survey results were identified. This chapter provides the rationale for selecting quantitative research and details the research process in this study, including research instruments, data collection, analysis, population, and procedures.

Research Paradigm

This study used a quantitative paradigm. The quantitative method is based on deductive scientific realism, which posits a link between a scientific theory's observational and referential success (McAllister, 2023). Research has shown the relationship between these factors. McAllister (2023) also stated that testing scientific realism posed an effects-of-causes question.

He referred to observational and referential success as quantities that theories possess to a greater or lesser degree. Scientific realism was a key proponent of this research.

Quantitative research was chosen due to the desire to collect data from new research. Various design options are available for studies, and deciding on the most influential research designs and methods is vital (Siedlecki, 2020). Qualitative research methods were considered, with interviews being used to gather information. This would have allowed for more in-depth conversations with fewer individuals. Quantitative methodology required more participants so that the results would be more representative of the population.

The school system used for research had enough teachers to meet the target for the surveys taken. This study used a non-experimental design with a correlation that compared each variable in the research questions (Siedlecki, 2020). All K-12 teachers in a Tennessee school district were invited to participate in a wholesome perspective on the data collected. Busetto et al. (2020) asserted that quantitative research and designs help equip studies with better tools to address broader research problems and fill in blind spots in past research. The quantitative method is based on deductive scientific realism. Mukumbang et al. (2023) argued that realist evaluation had gained prominence in the field of assessment in recent years. This theory-driven approach of scientific realism is used to evaluate program interventions and policies in many research studies (Mukumbang et al., 2023). This approach explains why programs and policies succeed or fail and what can be adjusted (Mukumbang et al., 2023).

Research Design

This non-experimental, quantitative correlation study surveyed teachers to determine the correlation between perceived school leadership as transformational, transactional, or situational styles. The quantitative correlational analysis explored the relationships between leadership

styles and teacher burnout, leadership styles and school culture, and teachers' years of experience and opinions of leadership. Transformational leadership was compared to other leadership styles based on survey results. Leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and leadership opinions were examined.

This study had multiple independent and dependent variables aligned with the three research questions. The independent variable in this study was leadership style. One study showed that transformational leadership behaviors demonstrated by empowered school leaders positively influence teacher job satisfaction, commitment, and effectiveness (Kilag et al., 2023). The three dependent variables were teacher burnout, school culture, and teacher perception of leadership style, collected by the *School Climate Teacher Survey* from Liu et al. (2014). School culture directly and significantly impacts teacher job satisfaction, and a previous study showed the need for additional research in this area (Xia et al., 2023). Research showed that the headmaster or building principal's school culture and leadership style significantly impact teachers' performance (Widyawati et al., 2024).

Teachers' years of experience were a control variable affecting teachers' leadership opinions. Teachers' years of experience are independent of leadership style and are used as a constant standard of comparison in scientific experimentation, making it a control variable. A similar study was conducted with 238 full-time and substitute teachers with years of teaching experience as a control variable (Topchyan et al., 2020). Buric and Moe (2020) also used teachers' years of experience as the control variable. Experienced teachers could have unique perspectives on leadership style compared to novice teachers and have presumably been through multiple leadership changes. Previous research has shown that teacher performance is consistent irrespective of age or educational achievement, but teachers with more experience have higher

educational quality within the school (Aquino et al., 2021). Sherwood (2013) identified four common positive themes that principals and teachers believed positively impacted teacher morale and performance, including teacher support, teacher feedback, shared leadership, and creating a family culture (Sherwood, 2013).

This research primarily examined the transformational leadership style, one of the most popular models that has attracted global interest (Bush, 2018). Teacher burnout is a dependent variable that can be solved through the long-term implementation of proactive strategies (Pyhalto et al., 2021). Teacher burnout level depends on the leadership style that is used in the school. School culture is also impacted by the leadership style practiced by the school administration. Atasoy (2020) showed that school culture was affected positively by teachers doing their best work when school administrators used transformational leadership. Teacher opinions of leadership can have much to do with the leadership style portrayed. Teachers can also have varying opinions based on years of experience (Aquino et al., 2021). These factors build the foundation for this research.

Sampling Procedures and Data Collection Sources

This study explored transformational leadership as the primary leadership style, using Siswanto's (2020) *Transformational Leadership and Job Satisfaction – Model*. This survey used a cross-sectional survey method due to the availability and accessibility of the teachers in this school system. Participants were required to be K-12 teachers and at least 18 years old. An email requesting permission to conduct the study was sent to the school district superintendent from the target rural school district in West Tennessee to explain the purpose of the research being conducted for this study and to gain permission to conduct research utilizing a Likert survey administered to the schoolteachers in their district via Survey Monkey. The superintendent

approved collecting non-identifying data through surveys taken by K-12 teachers in the school district. The approval of the Institutional Review Board (IRB) was the next step (see Appendix A). After receiving IRB approval, emails inviting participants were sent to teachers (see Appendix C). Principals were not contacted for permission since permission was granted by the superintendent, and teachers were contacted directly.

The invitation to participate included a SurveyMonkey link that asked about years of teaching experience and anything else. The items were from Siswanto's testing instrument, the *Transformational Leadership and Job Satisfaction – Model* (Siswanto & Yuliana, 2020), and the *School Climate Teacher Survey* (Liu et al., 2014). Permission to use these instruments is in Appendix F. The *Transformational Leadership, and Job Satisfaction – Model* asks 22 questions on a Likert scale about the participant's leader and work situation to understand the overall climate of each teacher's place of employment. Regarding reliability, Cronbach's Alpha values ranged between 0.765 and 0.918 among the constructs. In support of discriminant validity, the average value of the construct variable indicator is between 3 and 4. Additionally, AVE values were above 0.5, supporting the convergent validity. Forty-two questions from the *School Climate Teacher Survey* are split into seven categories—the first set of questions pertained to principal supportiveness, accessibility, and competence. Colleague collegiality is another factor. Prosocial development practices are discussed in the survey questions. Student behavior is a critical component of the survey. Teacher efficacy entailed some of the survey questions. Another vital area was the enjoyment of teaching. The final factor was parent involvement. Answers to the questions from both surveys were scored 1-5, with one strongly agreeing, 2 – agreeing, 3 – neutral, 4 – disagree, and 5 – strongly disagree. These surveys have been used in previously published academic studies (see Appendix E). Regarding reliability, Cronbach's alpha values for

this measure's subscales ranged from .71 to .96. This measure demonstrated a stable factor structure in validity. The complete survey required approximately fifteen minutes for K-12 teachers to complete.

A point-biserial model was used to determine the minimum sample size of 71. The effect size of 0.4 found this result. G*Power showed the minimum sample size of 71 participants for the survey (see Appendix F). An a priori power analysis was conducted using G*Power version 3.1.9.7 to determine the minimum sample size necessary to test the survey results. Results showed the sample size required to achieve 80% power for detecting a medium effect (0.4) at a significance criterion of $\alpha = .05$. Eighty-six participants completed the entire survey.

Email addresses were collected from school district websites. Invitations to participate with the Survey Monkey link were emailed to K-12 teachers in one high school (grades 9-12), one middle school (grades 5-8), and two elementary schools (grades PreK-4). The Survey Monkey link led to informed consent, explaining the research methodology and their anonymity in the study, and requesting their participation and consent. Potential participants who did not agree to the terms of the Informed Consent were ejected from the survey. Potential participants who agreed to the terms in the Informed Consent were allowed to continue to the form that asked about their length of teaching experience, and then the surveys, including the *Transformational Leadership*, the *Job Satisfaction – Model*, and the *Survey School Climate Teacher* (Liu et al., 2014). The survey window was open for three weeks beginning April 15, 2024. A follow-up email was sent after three days. A final follow-up email was sent after seven days.

Statistical Tests

The statistical tests for all three research questions sought to establish correlations. The first asked about the correlation between leadership style and teacher burnout. The second

question asked about the correlation between leadership style and school culture. The third explored any correlation between years of experience and perception of school leadership. This section discusses each question and the statistical test employed.

1. Is there a correlation between leadership style and teacher burnout?

This research question measured the relationship between leadership style and teacher burnout using questions from the *School Climate Teacher Survey* (Liu et al., 2014). A Pearson Correlation was used to determine the outcome of this research question. This test was appropriate because of its ability to connect the data of two variables using a linear approach (Laerd Statistics, 2018).

2. Is there a correlation between leadership style and school culture?

This research question measured the relationship between leadership style and school culture using questions from the *School Climate Survey* (Lieu et al., 2014). A Pearson Correlation was used to determine the relationship between the two variables in this research question because of its appropriateness in connecting the data of two variables using a linear approach (Laerd Statistics, 2018).

3. Is there a correlation between teachers' years of experience and opinions of leadership style?

Using the *Transformational Leadership and Job Satisfaction- Model*, this research question measured the relationship between teachers' years of experience and perceptions of leadership style (Siswanto & Yuliana, 2020). A Pearson Correlation was used to determine the correlation between the two variables. This test was appropriate for this research question because of its ability to connect the data of two variables using a linear approach (Laerd Statistics, 2018).

Data was prepared by transferring survey results from SurveyMonkey to an Excel Spreadsheet. Data was then transferred from the Excel Spreadsheet to JASP. Results for the research questions were then factored using JASP, a statistical software.

The point biserial model was the statistical test for all three research questions. G*Power 3.1 was the software used for calculations. 0.4 was the effect size used, making the total sample size 71 participants. 0.95 power was used in these scenarios. Leadership style was the independent variable in this study. The three dependent variables were teacher burnout, school culture, and teachers' opinions of leadership style. The control variable in this study was teachers' years of experience.

The reliability of these variables was assessed by calculating Cronbach's alpha, a measure of internal consistency. A generally accepted rule is that α of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater an outstanding level (Serbetar et al., 2016). All variables demonstrated good reliability with Cronbach's alphas of .906 for transformational leadership, .699 for burnout, .931 for school culture, and .916 for leadership opinions. External validity was applicable due to the ability to use this research in different studies. Testing reactivity seemed to be no issue with anonymous and non-identifying surveys. Interaction had minimal effect on selection due to the anonymous nature of the survey, which was a quantitative study. Experimental variables were impacted by interaction due to the impact that leadership style has on teacher burnout and school culture. This statement also proved true with teachers' years of experience impacting their opinions of leadership. Specificity of variables occurred in this study. For example, student behavior or lack of parental support could negatively impact teacher burnout or school culture. No reactive effects of experimental arrangements existed in

this study because of the non-identifying factor of the surveys. Multiple treatment interference was also not applicable to this study.

Internal validity was evident in this study. Survey participants were unknown after completing the survey under non-identifying terms. This drew a line between bias and the survey results. History had a minimal impact on the survey results, given that no conversations were had with any survey participants. Maturation was also a minimal factor in this study. A question was posed in the survey that asked for each teacher's years of experience. The years of experience of each teacher could impact their opinions and answers on the survey. A research question involved teachers' years of experience and how it affected their leadership views. However, with this being a one-time survey, answers will not have the opportunity to change with time. Testing was prevalent in this study, and the survey results tried to answer the three research questions and hypotheses. Instrumentation occurred when the results from the completed surveys were measured. The survey was the instrument, while the survey data was used as instrumentation. Statistical regression was used to show the relationship between independent and dependent variables in this study. Data analysis explored the relationship between teachers' years of experience and teachers' opinions of leadership. Leadership style and teacher burnout were also explored, along with leadership style and school culture. Experimental mortality did occur during this survey. One hundred fourteen participants began this survey process, but four did not consent to the survey and did not gain access to it. Data was downloaded from Survey Monkey to an Excel Spreadsheet and then to JASP. Of the 114 participants who started the survey, 87 completed it. The data found that the participants who dropped out of the survey or did not consent were non-identifiable. This made their identity unknown, which had a minimal impact on the overall results. Selection-maturation interaction was not an occurrence in this study.

Summary

This study used a research paradigm and design to analyze the results. Results are data derived from the surveys completed by K-12 teachers. G*Power helped calculate the formulas needed to gather information from the surveys. Siswanto's testing instrument, *Transformational Leadership and Job Satisfaction –Model*, was used in this survey after permission was granted (Siswanto & Yuliana, 2020). This survey asks questions about the participant's leader and work situation to understand the overall climate of each teacher's place of employment. Permission was also granted by Liu et al. (2014) to use the *School Climate Teacher Survey*. This testing instrument surveyed details on school culture and teacher burnout. Chapter Four presents the findings based on statistical analysis of the research data.

Chapter Four

Research Findings

Introduction

This quantitative non-experimental correlational study investigated the impact of transformational leadership on school culture, burnout, job satisfaction, and teachers' perception of school leadership in Tennessee. The theoretical framework of this study suggested that school leadership style affected school culture (Thompson, 2019). This study aimed to determine if the school administrators' leadership style set the culture's and overall climate's tenor (Kilag et al., 2023). The basic premise of the study was the positive implementation of transformational leadership. Kilag et al. (2023) asserted that leadership behaviors could further enhance leaders' empowerment, fostering a positive work environment and driving teacher effectiveness and student learning outcomes. A 2023 quantitative study of a population of elementary private school teachers showed that transformational leadership significantly affected learning culture and organizational structure (Purwanto et al., 2023).

This study obtained data through survey responses containing questions about leadership style, teacher burnout, school culture, teacher years of experience, and teacher opinions of current leadership. Survey results were used to examine correlations between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and opinions of leadership. This chapter portrays the participants and research setting and presents the results of the data analysis for the three stated research questions. Analyses of the research questions and supplementary findings are also included.

Participants and Research Setting

Eighty-seven non-identified K-12 teachers from a single public school district in West Tennessee completed a survey that explored school leadership, school culture, and burnout. Survey participants were teachers from multiple schools, grade levels, and subject content areas, leading to a broader range of viewpoints, experiences, and practices. K-12 teachers were not identified by age, gender, or teaching assignment. However, they were asked about their years of teaching. The process began when participants confirmed they were 18 years old, held a valid teaching license, and were active K-12 teachers. Permission to conduct research in the school system was gained from the school district's Director of Schools. After this permission was granted, teachers from four different schools were contacted using the survey link and information via email. All male and female teachers were allowed to participate in the survey. Gender was not considered in the survey results, nor used to determine participant eligibility. Participants came from one high school (grades 9-12), one middle school (grades 5-8), and two elementary schools (grades PreK-4). One hundred and nine participants consented to take the survey, with 87 participants completing the survey. Four participants did not consent to the study and did not gain access to the survey. Of the 87 participants who gave consent and completed the survey, seventeen had 0-5 years of teaching experience, 10 had taught for 6-10 years, eleven teachers had 11-15 years of experience, and eleven had taught for 16-20 years. Seventeen participants had taught for 21-25 years, twelve teachers had 26-30 years of experience, and nine participants had taught for over 30 years. Study measures included transformational leadership, burnout, school culture, opinions of leadership, and years of teaching experience. Nine items measured transformational leadership, seven items (4 items were reverse coded) measured burnout, 29 measured school culture, 16 measured opinions of leadership, and one measured

years of teaching experience. Transformational leadership, burnout, school culture, and leadership opinions were assessed on a five-point Likert scale ranging from 1, *strongly disagree*, to 5, *strongly agree*. The mean of the items corresponding to transformational leadership, burnout, school culture, and leadership opinions was formed to measure each variable overall. The reliability of these variables was assessed by calculating Cronbach's alpha, a measure of internal consistency. A generally accepted rule is that α of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater an outstanding level (Serbetar et al., 2016). All variables demonstrated good reliability with Cronbach's alphas of .906 for transformational leadership, .699 for burnout, .931 for school culture, and .916 for leadership opinions.

Transformational leadership ranged from 1.00 to 4.44 ($M = 2.32$, $SD = 0.77$); burnout ranged from 2.14 to 4.57 ($M = 3.59$, $SD = 0.51$); school culture ranged from 1.41 to 3.66 ($M = 2.53$, $SD = 0.50$); and opinions of leadership ranged from 1.00 to 4.19 ($M = 2.33$, $SD = 0.68$). Larger values indicate higher levels of transformational leadership, burnout, school culture, and leadership opinions. Table A1 provides this information.

Analyses of Research Questions

Three research questions were studied, and the survey results were disaggregated in this research. Each of the three research questions was broken down into sections below. The results were downloaded from Survey Monkey to an Excel Spreadsheet and then uploaded to JASP for analysis. The null hypotheses were rejected for research questions one and two. The null hypothesis for research question three was not rejected. Pearson correlations were conducted with JASP software to address the research questions. However, before conducting the analysis, the parametric assumptions of normality, linearity, and absence of outliers had to be assessed (Field, 2018). In order to assess normality, the Shapiro-Wilk's test of normality was conducted.

The test was significant for transformational leadership, $W(87) = 0.954, p = .004$; opinions of leadership, $W(87) = .948, p = .002$; and years of teaching experience, $W(87) = .903, p < .001$.

Since the Shapiro-Wilk's test was significant, this indicates a violation of normality for transformational leadership, opinions of leadership, and years of teaching experience. However, the Shapiro-Wilk's test of normality was not significant for burnout, $W(87) = .976, p = .101$; and school culture, $W(87) = .948, p = .532$, which indicates that there was no violation of the normality assumption for burnout and school culture (see Table 1).

Table 1

Shapiro-Wilk's Test of Normality

	<i>W</i>	<i>df</i>	<i>p</i>
Transformational Leadership	.954	87	.004
Burnout	.976	87	.101
School Culture	.987	87	.532
Opinions of Leadership	.948	87	.002
Years of Teaching Experience	.903	87	.000

According to Field (2018), the Shapiro-Wilk's test of normality is sensitive to larger sample sizes ($N > 30$). While it is well-suited for smaller samples, with larger datasets, it can detect even slight differences from a normal distribution, which might not be practically significant. Consequently, skewness and kurtosis values were calculated to assess normality further. Hair et al. (2010) and Bryne (2010) argued that data is normal if skewness is between -2 and +2 and kurtosis is between -7 and +7. All skewness and kurtosis values were within acceptable ranges as indicated in Table A2. Thus, there was no violation of the normality assumption.

Regarding linearity, scatter plots were created with JASP software to evaluate the relationships between the study variables. Regarding the relationship between transformational

leadership and burnout, there appears to be an approximate negative linear relationship. Increasing transformational leadership appears to correspond to decreasing levels of burnout (Figure B1). Regarding the relationship between transformational leadership and school culture, there appears to be a positive linear relationship. Increasing transformational leadership appears to correspond to increasing levels of school culture (Figure B3). There appears to be an approximate negative linear relationship between years of teaching experience and leadership opinions. Increasing transformational leadership appears to correspond to increasing levels of school culture (Figure B3).

Regarding outliers, standardized scores were calculated for each variable. Field (2018) stated that standardized values outside three standard deviations are considered outliers. Standardized scores ranged from -1.43 to 2.75. Thus, there were no outliers in the dataset (Table A3).

1. Is there a correlation between leadership style and teacher burnout?
2. Is there a correlation between leadership style and school culture?
3. Is there a correlation between teachers' years of experience and opinions of leadership?

Research Question One

Is there a correlation between leadership style and teacher burnout? Pearson correlations were conducted to address this first research question. The Pearson correlation results were significant. There was a statistically significant, moderate negative correlation between transformational leadership style and teacher burnout, $r(87) = -.506, p < .001$. Increasing levels of transformational leadership style correspond to decreased levels of burnout. Therefore, the

first null hypothesis was rejected, and it was concluded that there was a significant correlation between leadership style and teacher burnout (see Table 2).

Table 2

Pearson Correlations between Transformational Leadership Style and Teacher Burnout

		Transformational Leadership	Burnout
Transformational Leadership	<i>r</i>	1	-.506
	<i>p</i>		<.001
Burnout	<i>r</i>	-.506	1
	<i>p</i>	<.001	

Research Question Two

Is there a correlation between leadership style and school culture? Pearson correlations were conducted to address this second research question. The Pearson correlation results were significant. There was a statistically significant, moderate positive correlation between transformational leadership style and school culture, $r(87) = .456, p < .001$. Increasing levels of transformational leadership style corresponded to increased levels of school culture. Therefore, the second null hypothesis was rejected, and it was concluded that there was a significant correlation between leadership style and school culture (see Table 3).

Table 3

Pearson Correlations between Transformational Leadership Style and School Culture

		Transformational Leadership	School Culture
Transformational Leadership	<i>r</i>	1	.456
	<i>p</i>		<.001
School Culture	<i>r</i>	.456	1
	<i>p</i>	<.001	

Research Question Three

Is there a correlation between teachers’ years of experience and opinions of leadership? Pearson correlations were conducted to address this third research question. The Pearson correlation results were not significant. There was no statistically significant correlation between teachers’ years of experience and leadership opinions, $r(87) = -.089, p = .415$. Therefore, the third null hypothesis was not rejected, and it was concluded that there was no significant correlation between teachers’ years of experience and leadership opinions (see Table 4).

Table 4

Pearson Correlations between Teachers’ Years of Experience and Opinions of Leadership

		Years of Experience	Opinions of Leadership
Years of Experience	<i>r</i>	1	-.089
	<i>p</i>		.415
Opinions of Leadership	<i>r</i>	-.089	1
	<i>p</i>	.415	

Summary

This chapter showed the statistical analysis of the three research questions for this study, which sought to determine if a correlation between leadership style and teacher burnout, leadership style and school climate, and opinions of leadership style and teacher years of experience existed, and if so, the extent of the significance. The first two research questions had data findings that rejected the null hypothesis when searching for a correlation between variables, indicating significant correlations between leadership style, teacher burnout, and school climate. Data analysis for the third research question failed to reject the null hypothesis, which indicated no significant correlation between opinions of leadership style and teacher years of experience. This data was compiled from the completed surveys on Survey Monkey, which teachers who met the criteria laid out in previous chapters completed voluntarily. SurveyMonkey

results were then disaggregated into a Microsoft Excel document. The disaggregated data were then moved to JASP, which was used to calculate the final data for each research question.

Regarding the first research question, there was a statistically significant, moderate negative correlation between transformational leadership style and teacher burnout, $r(87) = -.506, p < .001$. Increasing levels of transformational leadership style correspond to decreased levels of burnout. Regarding the second research question, there was a statistically significant, moderate positive correlation between transformational leadership style and school culture, $r(87) = .456, p < .001$. Increasing levels of transformational leadership style corresponded to increased satisfaction with school culture. Lastly, regarding the third research question, there was no statistically significant correlation between teachers' years of experience and leadership opinions, $r(87) = -.089, p = .415$.

Chapter Five discusses the practical assessment of each research question, the limitations of the study, and implications for future study. This research sought to determine if the leadership style of building administrators correlated with teacher burnout and school climate, as well as if there was a correlation between opinions of leadership styles and teachers' number of years of experience.

Chapter Five

Summary, Discussion, and Implications

Introduction

Trauma, danger, economic inequality, and racial injustice have hampered efforts to reclaim lost learning opportunities that could define the educational experiences of a generation of students (Jamil & Siddiqi, 2024). This study focused on the impact of transformational leadership on school culture, teacher burnout, and teachers' opinions of school leadership. As a result, leadership styles substantially impact school culture and teacher morale. Thus, negative school culture and high teacher burnout rates reflect the leadership style enacted by building-level administration (Castro, 2023). The results would add to the understanding of the role of leadership as it impacts school climate, job satisfaction, and burnout. The theoretical framework of this study sought to determine how school administrators were tasked with choosing the correct methods to bring out the best qualities and work products of each individual (Thompson, 2019).

This study obtained data through survey responses containing questions about leadership style, teacher burnout, school culture, teacher years of experience, and teacher opinions of current leadership. The purpose of this study was achieved by examining the survey results and finding correlations between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and opinions of leadership. Eighty-seven non-identified K-12 teachers completed a survey on the leadership they have had in their school settings. K-12 teachers were not identified by age, gender, or teaching assignment. However, they were asked about their years of teaching experience. The research findings from the study included 87 total research participants from a single public school district in West Tennessee.

Chapter Five presents a practical assessment of research questions, limitations, and implications for future study. The chapter concludes with a summary of the study.

Practical Assessment of Research Questions

This section discusses the correlations between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and opinions of leadership style. Each research question is viewed in detail. This section also discusses how the findings align with or disconfirm previous literature and the significance of the research questions and results.

Research Question One

Is there a correlation between leadership style and teacher burnout?

The findings indicated a significant correlation between transformational leadership style and teacher burnout. The present study results provided insights into how school teachers under a transformational leadership style experience low burnout levels. The study's findings suggested that increasing the level of transformational leadership style in schools may contribute to decreased levels of burnout. From this study's findings, we can learn the importance of transformational leadership style to reducing burnout levels among teachers, and transformational leaders promote positive motivation and satisfaction through encouraging individual development. Such encouragements may increase teachers' commitment and dedication to schools, lowering burnout.

The reduction in burnout levels for teachers in schools under transformational leadership styles, as demonstrated in the study's findings, implies that schools need to adopt the transformational leadership style to help address burnout issues among teachers. These findings align with previous research, which indicated that many faculty and staff suffer from burnout due

to stress from micromanagement. Leaders lacked transformational leadership skills to address burnout, suggesting the need for a transformational leadership style to reduce burnout among teachers (Ilya, 2023). Confirming this study's findings, Mullen et al. (2021) asserted that burnout could be due to a misplacement of administrative focus that led to teacher retention issues, suggesting the importance of transformational leadership styles in schools to reduce burnout among teachers. Thus, school district leaders who practiced transformational leadership encouraged teacher resilience, promoting resilient school cultures that limited teacher burnout and increased teacher satisfaction (Mullen et al., 2021).

Aligning with the current study's findings, previous research results showed that most EFL teachers experienced enhanced personal accomplishment at a high level due to the presence of transformational school leaders, leading to a low level of burnout among teachers in these schools (Ilya, 2023). Like the current study, Brantlinger et al. (2023) showed that teachers who attended school in the school district where leaders practice transformational leadership style are more likely to experience a low level of burnout. Shell et al. (2023) showed that support and clear communication from school principals are essential factors of teacher retention in United States elementary and secondary schools and that critical factors like recognizing the efforts of teachers, enforcing discipline and compliance among the student population, and conducting fair teacher evaluations can help prevent high teacher turnover rates. Shell et al. (2023) show a correlation between leadership style and teacher burnout, which was not proven in this study.

Other studies have also reported the relationship between transformational leadership and burnout among teachers. For instance, the findings confirm how previous research revealed that transformational leadership can play a crucial role in creating a positive environment in a school that promotes satisfaction among teachers and reduces burnout levels (Toom, 2018). As a result,

a transformational leadership style can emphasize how teachers can adequately cope with the daily struggles of teaching through perseverance, which leads to new accomplishments and a sense of trust and togetherness in a school, reducing burnout. Therefore, schools may need to engage with the changing world to be meaningful and with relevant learning environments for all their members, which can reduce burnout and promote retention.

The need to increase the level of transformational leadership style in schools for low burnout among teachers was also reported by Kalkan et al. (2020) who found that the leadership style portrayed by principals typically spreads throughout the school and such school culture can be a solid organizational change that can be used as a medium when the principals exhibited transformational leadership characteristics. According to Kalkan et al. (2020), participating teachers enjoyed being empowered by their principal. Teachers were trusted to make decisions, making them thrive under favorable working conditions and creating a well-rounded academic climate in their schools with low burnout levels. Thus, the present study has demonstrated significant relationships between transformational leadership style and burnout among teachers.

This study supports transformational leadership theory. According to Bagg (2017), transformational leadership theory involves the process in which a person engages with others and creates a connection that raises motivation and morality in both the leader and the followers. The findings of this study supported this theory by indicating that increasing transformational leadership leads to reduced burnout among teachers in schools. Transformational leadership predicts teacher burnout negatively, while self-efficacy partially mediates the link between transformational leadership style and burnout, confirming the significant relationship between transformational leadership style and burnout (Tian & Guo, 2024).

Research Question Two

Is there a correlation between leadership style and school culture?

The current study's findings indicate a statistically significant, moderate positive correlation between transformational leadership style and school culture. Based on the data analyzed, an increase in the transformational leadership style contributed to the high level of school culture, suggesting a positive culture that promotes retention of teachers in schools. This study's findings demonstrate the importance of adopting transformational leadership styles that create a positive learning and teaching environment for teachers and students. Such a positive school culture can be significant for teacher retention and address turnover issues in school districts. The result provides insight into the need for schools to provide leadership that promotes teacher engagement and satisfaction, which are key factors that constitute positive school culture.

The present study's result on the relationship between transformational leadership style and school culture concurred with those of Kalkan et al. (2020), who indicated that positive school culture is a medium through which principals exhibited transformational leadership characteristics, suggesting favorable working conditions and support for teachers in school districts. Atasoy (2020) showed that school culture was affected positively by teachers doing their best work when school administrators used transformational leadership. The results are also consistent with previous literature, indicating that the school's success revolved around a collaborative leadership structure, transformational leadership, and effective communication that promote positive school culture (Kholis, 2022). Such transformational leadership qualities emphasize the value of numerous perspectives of employees and stakeholders so that more than one voice contributes to the school's improvement. This group effort demonstrates that transformational leadership instills innovative practices and a thriving school culture (Kholis, 2022; Morris, 2021).

As revealed in the current study, adopting transformational leadership practices could promote positive school culture, aligning with previous research, which indicated that transformational leadership significantly affects school culture and organizational structure (Purwanto et al., 2023). The results supported the Cultural Interaction Model of Leadership and Power (LP-CIM) model, which asserts that followers' responses to leaders' influence attempts are a function of the interaction of leadership theory and power, and such interactions create positive school culture (Latta, 2020). Transformational leaders provide support and clear communication, essential for teacher retention in United States elementary and secondary schools due to the positive school culture (Shell et al., 2023). These actions from principals can improve the school culture and help teacher morale, as teachers appreciate a welcoming environment where they feel comfortable leading their students (Brantlinger et al., 2023). Therefore, school districts may need to embrace transformational leadership practices that can promote a positive school culture for enhanced retention of teachers. Embracing transformational leadership practices, such as administrative support, can foster a positive school culture.

The finding on the relationship between transformational leadership style and school culture supports the theory of transformational leadership, which asserts that leaders' ability to support and motivate followers. Transformational leaders effectively facilitate organizational change to address stress issues by fostering teachers' sense of belonging and boosting social identity in their team members, which results in better team well-being via higher team cohesion (Paganin et al., 2023). Principals' transformational leadership positively relates to teachers' organizational commitment and culture in remote schooling (Berkovich et al., 2023). The principal's transformational leadership can establish a solid school culture by involving all

stakeholders in developing specific programs that foster a positive culture (Abubakar et al., 2023).

Research Question Three

Is there a correlation between teachers' years of experience and opinions of leadership?

The data analyzed showed no statistically significant correlation between teachers' years of experience and opinions of leadership. The results imply that the opinion of school leaders has no significant impact on the years of experience teachers possess. This suggests that the number of years teachers have spent teaching in a school does not affect the view of leaders in those schools about the teachers. This assertion is inconsistent with Ilya (2023) and Williams et al. (2022), who showed that age or years of experience impact teachers' opinions of school leadership, as new teachers have a better chance of approving leadership if a mentoring program exists. The study's findings disconfirmed previous literature, which revealed that the age and experience of teachers may affect their opinions about leadership in schools, thus contributing to boredom in performing the same tasks regularly. Therefore, EFL teachers may need to see more concrete outcomes of their professional efforts to improve their sense of personal belonging by observing the behaviors of their leaders and making decisions based on those actions (Ilya, 2023). This statement contradicts the findings, indicating no significant correlation between teachers' years of experience and their opinion about school leadership. Low teacher morale can contribute to struggles and a hostile environment in areas outside of student learning, as factors like years of experience and the range of student disabilities serve as predictors of teacher stress, satisfaction, and school commitment (Aldosiry, 2020).

Unlike the current research findings, past studies indicated that educators have many tedious tasks that add to their job descriptions, and this may affect their views about the type of

leadership practices in schools (Aldosiry, 2020; Jones et al., 2022; Paloniemi et al., 2021; Sahito & Vaisanen, 2017). Thus, teachers' opinions of leadership can significantly correlate with their years of school experience, including how leadership style affects their professional lives. This suggests that teachers can also have varying opinions based on years of experience (Aquino et al., 2021). This finding suggests that local teachers tend to stay employed at schools longer based on their opinions about school leadership. Therefore, teachers' opinions about recruitment and development of community-based teachers, particularly Black career changers, and improved retention numbers in district schools are based on the years of experience these teachers have been in that school (Brantlinger et al., 2023). The discrepancy in findings could be due to different methodologies and settings adopted in these studies.

The present research findings failed to support transformational leadership theory, as transformational leadership has positively impacted teacher commitment and innovative practices (Kilinc et al., 2024). Meidelina et al. (2023) found that transformational leadership improved teachers' well-being, work motivation, and performance, and teachers who have stayed at school can have a favorable opinion about school leadership (Usman et al., 2023). In this regard, transformational leadership can create a positive and affirming environment that can help reach new heights in academics by increasing learning motivation, teachers' and students' opinions about teacher resilience, learning achievement, and the effectiveness of school leadership.

Limitations of the Study

This study has several limitations. One limitation of this study was that the survey participants were drawn from a single school district in a rural area. Not all regions, states, or nations were well represented, which could impact the study findings' transferability. This school

system consists of four public schools. This excludes private school teachers' opinions from the data collected from the surveys. K-12 teachers completed the surveys; therefore, the responses of administrators and other stakeholders remain unknown. This study focused on transformational leadership, leaving other leadership styles' pros and cons in the dark. Other variables could be examined more closely, such as teacher retention (instead of teacher burnout) or another variable in place of school culture. All limitations mentioned in Chapter One are still viable limitations at the end of the study.

Another limitation is that all teachers in the study were from one rural school district. A significant concern is the need for more diversity among survey participants. Many individuals in this area are Caucasian, conservative, and Christian. This creates a small sample regarding race, political views, religion, ethnicity, background, culture, language, and traditions. The survey results may be short on versatility due to the results coming from a small, rural area. This fact contributes to a need for more external validity in this study. While much of the data can be generally applied, a bias does exist, given that the participants are from one area.

While this study is quantitative, other tests could have been considered. Quantitative studies focus on statistical data, not allowing participants to provide opinions and perceptions or explain their answers. A qualitative study with interviews could have been a possible option for success. The interviews would have resulted in more in-depth answers, and fewer individuals would have been involved in the study results.

Implications for Future Study

This study aimed to find the correlations between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and opinions of leadership. Data was collected through a survey to test three research questions about this topic. Thus, this

study's results had several implications for future studies. The lack of significant correlation between teachers' years of experience and their opinion on school leadership shows the need for further study. Teachers' years of experience and opinions of leadership were also focused on teachers' views of transformational leadership. Leadership style was examined for correlations between teacher burnout and school culture. This primarily revolved around the viewpoint of transformational leadership's impact on teacher burnout and school culture.

The current study involved K-12 educators whose data were compiled for this study revolving around transformational leadership, which was the topic of the study. Future research could study other leadership styles, such as transactional leadership, servant leadership, democratic leadership, or laissez-faire leadership, and their correlation with burnout, school culture, teachers' years of experience, and their opinion on school leadership style. Many leadership styles exist that could prove effective for future studies. Thus, researchers and school leaders must continue researching teacher burnout and job satisfaction and how these are related to school retention. They have found ways to support teacher learning through learning management systems, provide administrative support within each building, allow for teacher autonomy within the classroom, and support teacher well-being (Pressley et al., 2022). Sahin and Coban (2020) asserted that transformational leadership is one of many leadership styles related to leadership effectiveness. Effective leadership is multi-faceted and requires a combination of leadership styles, with these authors pointing out that multiple leadership styles can often be used depending on the situation (Toprak et al., 2023). Thus, other studies should be conducted focusing on other leadership styles.

Further research could alter the other variables in the research questions. Teacher retention, for example, would be a possible point of emphasis rather than teacher burnout. The

impact of translational leadership on school culture, school climate, teacher morale, or job satisfaction could be effective areas for future research. Such future studies could survey administrators, parents/guardians, or teachers within a specific grade range, such as elementary school, middle school, or high school grade levels. Teachers could also be studied according to specific content areas or levels of education. The process could also be used for employees in a college or university setting. Thus, these future studies could use a broader or narrower spectrum of survey participants.

This study used two testing instruments to compile questions for K-12 teachers' surveys. Siswanto's testing instrument, *Transformational Leadership and Job Satisfaction – Model*, was used in this survey after permission was granted (Siswanto & Yuliana, 2020). This survey asked questions about the participants' leaders and work situations to understand the overall climate of each teacher's place of employment. Permission was also granted by Liu et al. (2014) to use the *School Climate Teacher Survey* to obtain data for the school climate and teacher burnout portions of the study (see Appendix D). Other data collection instruments could be used to conduct future research. In this regard, mixed methods should be conducted using semi-structured interviews and the study's instruments to collect data from school administrators and teachers concerning the effectiveness of leadership styles in addressing burnout and its impact on school culture.

This quantitative study used surveys to compile data. Other research methods could be used in the future. A likely option is to conduct qualitative research using interviews. Interviews offer the possibility of more in-depth conversations with fewer participants. Possible interview candidates include teachers, building-level administrators, central office administrators, or other stakeholders. Interviews would allow the information to be explored more in-depth with stakeholders. In addition, one rural Tennessee school district was used to gather participants for

this study. Future studies could use participants from multiple school systems, such as those in large urban areas, who could also be contacted for participation. Other states besides Tennessee bring forth the possibility of different opinions. Educators outside the United States are also a possibility for research participants to enhance the generalizability of findings to educators across different settings.

Summary

This study provided important insight into the correlation between leadership style and teacher burnout, leadership style and school culture, and teachers' years of experience and opinions of leadership. This study focused on the impact of transformational leadership on school culture, teacher burnout, and teachers' opinions of school leadership. As a result, these findings have demonstrated that leadership styles such as transformational leadership substantially impact school culture and teacher morale. The findings of this study revealed a positive correlation between transformational leadership style and school culture. Thus, school culture and high teacher burnout rates reflect the leadership style enacted by building-level administration.

The results add to the understanding of the role of leadership as it impacts school climate, job satisfaction, and burnout. The study has also provided important information on the correlation between transformational leadership style and burnout, suggesting the need for school leaders to employ transformational leadership styles to help address burnout issues, school culture, and favorable school climate. Optimal working conditions occur when administrators make a valiant effort to consider the best interests of the teachers and students under their tutelage, and salary and lack of support from leadership can be key issues that teachers face. Therefore, schools need to implement effective policies that foster the establishment of

transformational leadership practices that could help teachers reduce levels of burnout and promote positive school culture.

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Appendix A**Tables****Table A1***Descriptive Statistics of Study Measures (N = 87)*

	Min	Max	<i>M</i>	<i>SD</i>
Transformational Leadership	1.00	4.44	2.32	.77
Burnout	2.14	4.57	3.59	.51
School Culture	1.41	3.66	2.53	.50
Opinions Of Leadership	1.00	4.19	2.33	.68
Years Teaching Experience*	1	7	3.99	2.09

*Years of experience was treated as an ordinal variable with categories of 1 (0-5 years), 2 (6-10 years), 3 (11-15 years), 4 (16-20 years), 5 (21-25 years), 6 (26-30 years), and 7 (over 30 years).

Table A2*Skewness and Kurtosis Values of Study Variables*

	Skewness	Kurtosis
Transformational Leadership	.704	.514
Burnout	-.294	-.461
School Culture	.119	-.554
Opinions of Leadership	.802	.420
Years of Teaching Experience	-.079	-1.321

Table A3*Ranges of Standardized Scores*

	Minimum	Maximum
Transformational Leadership	-1.72	2.75
Burnout	-2.82	1.90
School Culture	-2.23	2.23
Opinions of Leadership	-1.96	2.76
Years of Teaching Experience	-1.43	1.44

Appendix B

Figure B1

Transformational Leadership Versus Burnout

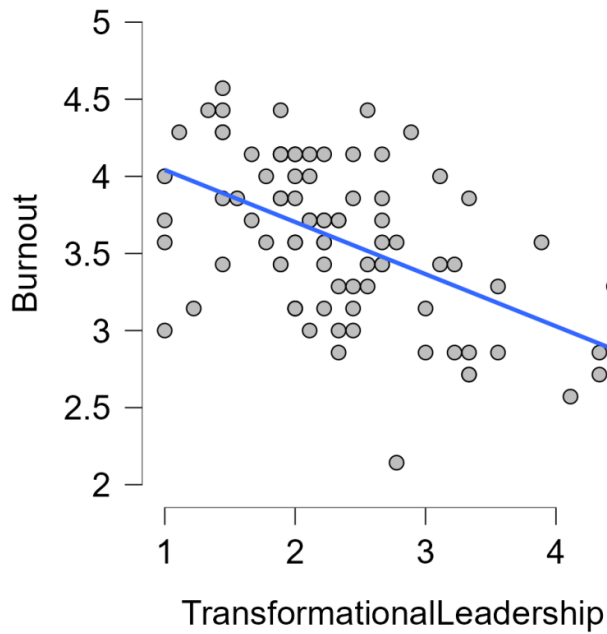


Figure B2

Transformational Leadership Versus School Culture

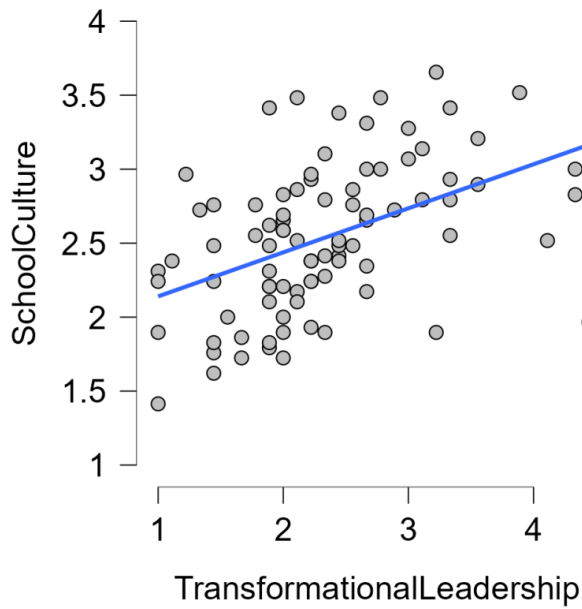
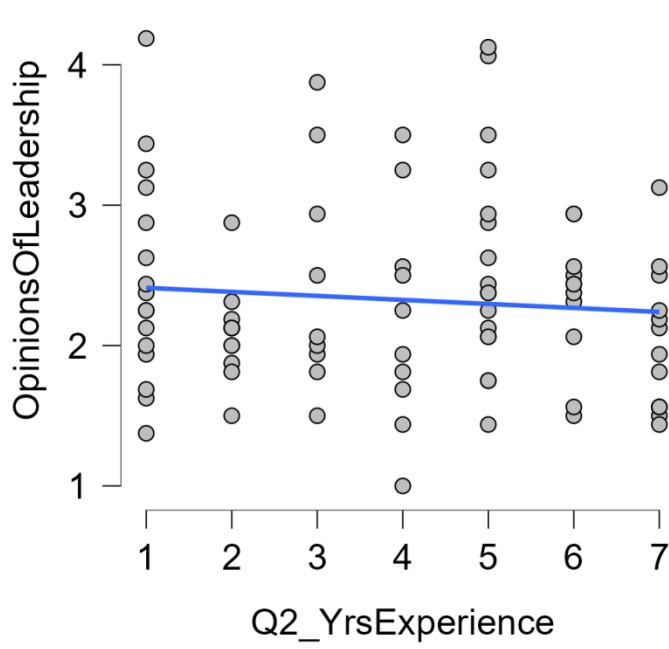


Figure B3

Years of Teaching Experience Versus Opinions of Leadership



Appendix C

Informed Consent Forms

You are invited to participate in a research study entitled “The Impact of Transformational Leadership on Teacher Burnout and School Culture.”

You were selected as a potential participant due to being a K-12 teacher. Please read this form and ask any questions before acting on this invitation to participate in the study.

This study is being conducted by Joshua Sinclair, a doctoral candidate at the University of the Cumberland (UC), and has been approved by the UC Institutional Review Board (IRB).

Background Information:

This study examines the impact of transformational leadership on school culture in Tennessee school systems. The study will involve approximately 71 participants.

Inclusion Criteria:

You can participate in this study if you:

- are a K-12 teacher in Tennessee.

Procedures:

If you agree to be in this study, you will be asked to complete the survey, which should take five to ten minutes.

Voluntary Nature of the Study:

Your participation in this study is strictly voluntary. Your decision whether or not to participate will not affect your current or future relations with Joshua Sinclair or the University of the Cumberland. If you initially decide to participate, you are free to withdraw at any time later without affecting those relationships.

Risks and Benefits of Participation:

There is *no more than minimal risk* associated with participating in this study, and there is no individual benefit to participation in the study. However, study findings may provide the overall benefit of contributing to data and understanding, showing the success of leadership styles.

If you experience stress or anxiety during your participation in the study, you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful.

Compensation:

No compensation will be provided for your participation in this study.

Confidentiality:

Any data or records gathered from your participation will be kept private. Any identifiable data gathered will be coded to protect your identity. Limited demographic data will be gathered in

the survey. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you. Research records will be securely stored and only accessible to the researcher.

Contacts and Questions:

The researcher conducting this study is Joshua Sinclair. The researcher's faculty advisor is Susan Weaver (susan.weaver@ucumberlands.edu). You may ask any questions you have related to the consent to participation. If you have questions later, contact them via jsinclair81113@ucumberlands.edu or the UC Institutional Review Board (IRB) office at irb@ucumberland.edu.

Consent (Use for electronic survey)

I have read the above information, been given adequate time to consider the information, and understand my participation is voluntary, so I may stop participating at any point. I have asked questions and received answers. I consent to participate in this study and understand I will be offered a copy of the completed form.

Yes

No

Appendix D

IRB Approval



IRB Approval Letter

Principal Investigator: Joshua Sinclair

From: Institutional Review Board

Subject: IRB Approved

Project title: The Impact of Transformational Leadership on School Culture in Tennessee School Districts

IRB Approval Number: #0424-102326

Approval Date: 2024-04-10

Thank you for submitting your materials to the IRB office. The above referenced human-subjects research project has been approved by the University of the Cumberland Institutional Review Board. This approval is limited to the approved protocols described in the application which have been reviewed as acceptable activities described by the Office of Human Research Protections (HHS.org).

It has been determined that your study meets federal criteria to qualify as an **expedited study** in accordance with the requirements set forth in 45 CFR 46.110 finding that 1) the research is minimal risk, 2) that if identification of the participants and/or their responses reasonably place them at risk of criminal or civil liability or could be damaging to the participants' financial standing, employability, insurability, or reputation, or be stigmatizing there are reasonable and appropriate protections that will be implemented so that risk related to invasion of privacy and breach of confidentiality are no greater than minimal, and 3) that the research is not classified or does not involve prisoners, with the exception that the expedited review of minor amendments for approved studies involving prisoners may be used.

However, if there are changes to research project in the following areas a modification form must be submitted to the IRB office:

- Substantial change to recruitment materials or consent documents
- Change in the data collection process
- Change in the location of the study
- Change in key personnel
- Change in instrumentation

Principal investigators are responsible for ensuring that studies are conducted according to University protocol. As a principal investigator, you have multiple responsibilities to the IRB, the research subjects and the faculty partner. If you have questions, please feel free to email me at IRB@ucumberland.edu

Please continue to work with your dissertation advisor as you proceed.

IRB Office

University of the Cumberland
6429 College Station Drive | Williamsburg, KY 40769

Appendix E

Survey Permissions

School Climate Teacher Survey--Revised

PsycTESTS Citation:

Liu, Y., Ding, C., Berkowitz, M. W., & Bier, M. C. (2014). School Climate Teacher Survey--Revised [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/t32608-000>

Instrument Type:

Inventory/Questionnaire

Test Format:

This 42-item measure employs a response scale of 1 (strongly disagree) to 5 (strongly agree).

Source:

Liu, Ying, Ding, Cody, Berkowitz, Marvin W., & Bier, Melinda C. (2014). A psychometric evaluation of a revised school climate teacher survey. *Canadian Journal of School Psychology*, Vol 29(1), 54-67. doi: <https://dx.doi.org/10.1177/0829573514521777>. © 2014 by SAGE Publications. Reproduced by Permission of SAGE Publications.

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Siswanto Siswanto <siswanto@pbs.uin-malang.ac.id>

To: Joshua Sinclair



Thu 3/14/2024 4:25 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Yes, of course you can.

Best regards,

Siswanto

Pada Jum, 15 Mar 2024, 03.42, Joshua Sinclair <jsinclair81113@ucumberlands.edu> menulis:

Hello,

I am a doctoral student at the University of the Cumberland. I was wondering if I could have permission to use your testing instrument (Transformational Leadership and Job Satisfaction – Model) in my research. Thank you!

Josh Sinclair

Appendix F

G*Power Analysis

G*Power Analysis for t-test

