Associations Amongst Basic Psychological Needs and Burnout Amongst Illinois Principals

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ABSTRACT

ASSOCIATIONS AMONGST BASIC PSYCHOLOGICAL NEEDS AND BURNOUT
AMONG ILLINOIS PRINCIPALS

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Northern Illinois University, 2024
Kelly Summers, Director

The purpose of this study was to examine the relationship between burnout and the basic psychological needs of Illinois principals. The objective of this research was to gather more information on Illinois principals on their level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) and the association with the three basic needs psychological needs (autonomy, relatedness, and competence) outlined within self-determination theory. The principal position is seeing attrition concerns and there are also training pipeline concerns for teachers to become principals. Because of this it is imperative to learn more about burnout and correlates that may support or thwart principals in their jobs.

This study utilized a cross-sectional quantitative correlational research design. Participants responded to questions on the Maslach Burnout Inventory Education Scale (MBI-ES) which examined the three identified dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Additionally, principals rated themselves utilizing the Basic Psychological Need Satisfaction at Work Scale (BPNWS). This scale assesses the areas of autonomy, competence, and relatedness. In addition, several researcher-created demographics questions were included in the survey.
Several interesting findings are notable. For example, on the MBI-ES females scored higher than their male counterparts in the subscale of Personal Accomplishment. Additionally, females in urban school districts had a higher score of Autonomy than any other demographic. Additionally, there were several interesting associations amongst the subscales of the MBI-ES and the BPNWS. Results of this research were used to inform an Illinois Administrator Academy.

Research regarding both burnout and basic psychological needs of school principals is one that has limited prior research and especially in the United States. While this dissertation adds to the body of research on these important topics, additional research is needed in order to better meet the needs of building principals with the goal of increasing job satisfaction and decreasing occupational attrition.

Supplemental file: Administrator Academy Formal Presentation [PowerPoint]
ASSOCIATIONS AMONGST BASIC PSYCHOLOGICAL NEEDS AND BURNOUT AMONG ILLINOIS PRINCIPALS

BY
MATT ZEDIKER

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A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL
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FOR THE DEGREE
DOCTOR OF EDUCATION

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Doctoral Director:
Kelly Summers
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DEDICATION

To my dad, Steve Zediker

Dad, you taught me so much especially when times get tough. You provided me not only what it means to be a great educator but also a great man. I think you would be proud to know that your son became a doctor.
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CHAPTER 1

INTRODUCTION

Educators and the field of education, like other human service industries, have seen a drastic shift in individuals both leaving the profession and choosing not to go into the field. This is well documented by research nationally as well as from Illinois. When looking at the teacher shortage through the lens of the number of educator licensure tests taken in the state of Illinois, there has been a significant decrease over the last 10 years. In 2013 there were 51,415 educator licensure tests taken in Illinois. This number dropped to 13,535 in 2017, and has only risen slightly to 20,483 in 2020 (Illinois State Board of Education, 2021). However, there has not been a great deal of emphasis and research applied to attrition of educational leadership. One quarter of United States principals leave their schools each year, and fifty percent of new principals quit by their third year (New Teacher Center, 2018). Burnout and lack of engagement are seen as significant factors of this churn. Schaufeli et al. (2009) cite research that workers in service industries, including education, often felt emotionally exhausted, developed negative perceptions about their clients, and as a result felt emotional turmoil. One potential solution to mitigate the negative effects that leaders face that lead to burnout may be found in the field of positive psychology. To that end, the following questions guided this dissertation:

1. What is the history of positive psychology?
2. What is the history of burnout?
3. What is the existing research related to basic psychological needs and burnout in the field of education broadly and with principals more specifically?
4. What is the self-reported level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) and relationship between the particular demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) among principals?

5. What is the relationship between the particular demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) and their basic psychological needs (autonomy, competence, and relatedness)?

6. What is the relationship between principal burnout (emotional exhaustion, depersonalization, and personal accomplishment) and their basic psychological needs (autonomy, competence, and relatedness)?

7. How likely are you to leave the principalship in the next three years?

8. Overall, how satisfied are you with your job?

Structure of the Dissertation

Chapter 2 is a review of literature that provides context and history for the major components for this research including the constructs of burnout, positive psychology, and self-determination theory (SDT). The literature review also provides additional details into the mini-theories contained within SDT and, in particular, basic psychological need theory (BPNT). Within the literature review several studies position how burnout and SDT impact adults in the
workplace both from an engagement perspective as well as how their overall performance is impacted.

Chapter 3 is an empirical study. Research questions that guided this study are presented. There is also a brief overview of the existing literature and a detailed account of the methods used to explore the research questions, which also includes a description of the instrumentation utilized within the study. Results and discussion of empirical study findings are also presented in Chapters 4 and 5.

Finally, Chapter 6 provides an outline for a collaboratively developed Illinois Administrator Academy, which is a professional development seminar aimed at presenting the results of this dissertation and two other dissertations to Illinois school leaders including principals, central office administrators, board members, and legislators. Additionally, variations of the administrator academy will also likely occur at state and national conferences in order to better inform future researchers as well.

Purpose and Significance

The purpose of this study was to examine the relationship between burnout and the basic psychological needs of Illinois principals. Principals are the second most influential, next to teachers, to impacting student achievement (DeMatthews et al., 2021; Leithwood et al., 2004). In addition, DeMatthews et al. (2022) reference a longitudinal study from Miami-Dade County Public Schools that posits that frequent principal turnover results in lower teacher retention and student achievement. This is particularly harmful in schools that have high poverty and low achieving students (DeMatthews et al., 2022). The current state of principal turnover has created a sense of urgency and as such, the researchers and practitioners need to understand why
principals switch jobs or why they choose to leave the field completely. If researchers and practitioners can have a better understanding of this, then districts can both be proactive in strategies to prevent burnout and increase strategies that raise the level of motivation within the organization.

Studying burnout within the workplace and in particular within service industries has taken place for several decades. However, most of these studies have focused on the medical field and the social service field. In recent decades teachers have been a focal point of this research but not much has been done with principals. What research that has been done has been predominantly done in European countries. This has been a great starting point, but there needs to be more done in the United States in order to examine our educational system and how that may or may not play a role with the findings of various burnout research for principals.

In addition to the limited research for principals and burnout there is also limited research for the field of education on how basic psychological needs theory (BPNT), as a subset of SDT, impacts principals. There is not enough research to truly understand how, if at all, BPNT could prevent or mitigate the feeling of burnout in principals.

The timing and relevance of this study cannot be underestimated. The numbers of college students entering the field of education continues to decline. Nearly all principals in the 1990-91 school year reported that they were teachers before becoming principals Hammer & Rowe, 1993). This statistic with the aforementioned Illinois data provided by the Illinois State Board of Education speaks to the future pipeline concerns. This has a natural effect on the number of individuals who move into administration as a career. This is coupled with the attrition of principals and the result is fewer candidates to choose from. Now more than ever, the system is asking principals to do more to support teachers, students, families, and the district as a whole. If
districts do not find ways to support principals from an emotional standpoint the numbers of principals leaving will continue to be at a high rate, and the quality of principals will decline. Having access to strategies to prevent and support principles will have an overall positive effect on the educational system.

**Intended Audience**

There are several intended audiences for this research. Principals, district administrators, boards of education, colleges and universities, and state legislators would all benefit from this study. Each group would have a particular lens for which to read, interpret and analyze the data regarding both burnout within principals as well as how BPNT data intersects with the burnout levels.

When this study is completed, I would like to disseminate the findings in two different formats. The first format is for professional development as an administrator academy in the state of Illinois. Giving access to both building level administration and district level administration would provide for better understanding on why principals get to the point of feeling burnout, and just as importantly what can be done to increase the feelings outlined in BPNT. The other format for dissemination would be to present at conferences. The presentation could provide valuable information for colleges and universities as they design principal preparation programs, school board members as they create policy for the employees of the district, and state officials as they look at overall state policy and legislation when it comes to social emotional health of educators.
Definition of Terms

Self-determination theory (SDT): Developed by Edward L. Deci and Richard M. Ryan, self-determination theory is a macro-theory of human motivation concerned with the development and functioning of personality within social contexts. In order for subjects to be considered “healthy”, they will exhibit high levels of autonomy, competence, and relatedness (Deci & Ryan, 2000).

Basic psychological need theory (BPNT): Is one of the six mini-theories of self-determination theory, the term basic psychological need is defined in a more specific and narrow way, that is, as a psychological nutrient that is essential for individuals’ adjustment, integrity, and growth. In this framework, a specific desire can only be assigned the more formal status of a basic psychological need when its satisfaction is essential for individuals’ well-being, while its frustration increases risk for passivity, ill-being, and defensiveness (Ryan & Deci, 2000a).

Autonomy: The need to feel a sense of volition and ownership over behaviors, which occurs when actions reflect personal values, goals, or interests (Deci & Ryan, 2018).

Competence: Refers to the need to feel mastery and effectance in one’s environment, by knowing how to attain or avoid certain goals or outcomes (Deci & Ryan, 2018).

Relatedness: Refers to the need to feel connected to significant and responsive to others, fostering a sense of bonding and belonging (Deci & Ryan, 2018).

Burnout: Maslach and Jackson (1981) define burnout as a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind.
Emotional exhaustion: Emotional exhaustion refers to the feeling of being tired and emotionally worn out, and the feeling of being overloaded at work especially in those working in professions that require interaction with others (Maslach & Jackson, 1981).

Depersonalization: Depersonalization is characterized by impaired and distorted perception of oneself, of others and one’s environment and it manifests itself as an affective-symptomatic lack of empathy (Maslach & Jackson, 1981).

Personal Accomplishment: Individuals describe feelings of competence and successful achievement in one's work with people (Maslach & Jackson, 1981).

Positionality Statement

As I am engaged in the research, it is important that I communicate my positionality to capture my lens accurately and honestly through this research process. I am a middle-aged heterosexual Caucasian male. I was raised catholic in a two-parent home. Half of my childhood was spent on a farm in northeast Nebraska, and the other half in a blue collar middle sized old river town that lacked diversity in western Iowa. I come from a family of educators and have made career choices to be in schools that have high percentages of students from a low socio-economic background.

Additionally, the manner of which I was raised influences my conscious thoughts regarding adults and their stress level or job satisfaction. Having been taught to tough things out, no one is interested in your feelings, and just getting the job done certainly is a different way to approach your job and your career than the younger generation that is in the workforce today. I am currently the Chief Human Resources Officer for the Rockford Public Schools in Rockford Illinois. Having this title and relationships with other districts’ head of Human Resources
provides me the inside lens that allows me to relate to the potential participants. Having my position also is the reason why I will not solely focus my surveys with building leaders in Rockford.
CHAPTER 2
LITERATURE REVIEW

In order to better understand the constructs of burnout and basic psychological needs, as well as research conducted on these constructs within the education setting, a literature review is presented below. This literature review covers the history of burnout and presents one of the most well-validated burnout surveys currently in use. The literature review provides an overview of positive psychology, then transitions into self-determination theory and the basic psychological needs subtheory contained within SDT. To the extent that research exists, these constructs are discussed through the lens of building principals.

The purpose section of this study introduced how important principals are to schools, teachers, and students. Principals are the second most influential, next to teachers, to impacting student achievement (DeMatthews et al., 2022; Leithwood et al., 2004). Leithwood et al. (2004) reference that building leadership is second only to classroom instruction among all school-related factors that contribute to student outcomes. This statistic needs to be emphasized in terms of the engagement of principals and why examining burnout and basic psychological needs is so important. Stable leadership of high-quality principals is imperative to providing students with opportunities for a high-quality education.

On average, Miller (2013) found that student test scores began to fall in the last four years of the transitioning principal and continue to fall for the first two years of the new principal. DeMatthews et al. (2022) also examined teacher retention with principal attrition. DeMatthews et al. (2022) found that the last year of a principal's tenure and the four years after
they leave have an increase of teacher attrition. As it relates to principal turnover and student achievement, it takes about five years to return to pre-transition as well as teacher stability (Miller, 2013; Bartanen et al., 2019).

Due to the importance of the principal position as it is situated to the success of teachers and students and to the extent that research exists, these constructs are discussed through the lens of building principals.

**Burnout**

Schaufeli et al. (2009) chronologically followed burnout in terms of the understanding over the course of the last 35 years and how it exists in both the social and cultural context but also medically across the world. Schaufeli et al. (2009) examined the “professionalization” of the helping professions in the 1960’s that began the move from individuals who were in positions that they were “called” to do into modern occupations. This shift weakened authority of professions in the services industry and simultaneously increased demands from recipients of these services. As a result of the shift in the 1960’s, human services workers were interviewed to help explain burnout within these human service professions. Results found that workers often felt emotionally exhausted as well as developed negative feelings and perceptions about the clients and people they were helping (Schaufeli et al., 2009).

Schaufeli and colleagues (2009) assert that there are two contributors to the explanation of burnout as an experience. The first contributor is the constant imbalance of demands over resources (Schaufeli et al., 2009). This is explained as when more people need services with more requirements the resources needed to assist are not keeping pace. The second factor is that employees view organizational missions, visions, and values with skepticism (Schaufeli et al.,
Employees’ values may differ or be in contrast with the organizations. Another key piece in Schaufeli et al.’s (2009) work is that burnout is beginning to shift from just a psychological experience to a medically diagnosed condition. Countries such as Sweden and the Netherlands are studying burnout through the lens of a medical diagnosis and treating it as such.

Finally, Schaufeli et al.’s (2008) work determined that the study of burnout over the last 35 years has seen a shift from the lens and phrase of burnout to naming burnout as an erosion of employee engagement. Therefore, a more engaged employee who is motivated, proactive, responsible and involved is a more productive employee and more productive for an organization. Additionally, the field of positive psychology has helped to shift the lens for which organizations look at burnout prevention and promotion of work engagement.

Maslach and Jackson (1981) designed a scale, the Maslach Burnout Inventory (MBI), to assess various aspects of burnout amongst a large sample of professionals from various human service industries such as police officers, social workers, psychologists, teachers, and nurses. Maslach and Jackson (1981) analyzed three subscales of burnout: Emotional Exhaustion, Depersonalization, and Personal Accomplishments.

Maslach and Jackson (1981) constructed the inventory in a mixed method format. They utilized interview and questionnaire data and then rated the responses on two dimensions. The first was frequency and was labeled from a 1 (a few times a year or less) to a 6 (everyday). The other dimension rated was intensity and ranged from 1 (very mild, barely noticeable) to a 7 (major, very strong). The total sample size was 1025 across various service occupations in the United States.

Maslach and Jackson’s (1981) work concluded that the creation of the BMI was needed to accurately assess burnout across such a wide category of professionals. Maslach and Jackson
continue to elude that the BMI will allow further research to gain a better understanding of the variables that promote or reduce the occurrence of burnout. The use of this inventory may have an impact on future business models in recruitment, job design, and training.

Whitaker (1996) explored causes of burnout among school principals and suggested that the exodus for principals was related to burnout. Whitaker (1996) referenced research that indicates that the principal role and the various components such as role conflict, role overload, and the diverse array of tasks are contributing to what principals are feeling. Whitaker (1996) was a follow up to Whitaker (1996) that focused on principal burnout. In the original study Whitaker (1996) used the MBI from a random sample of 107 principals selected from a western state in the United States. The results from the original study revealed that 12.15 percent of principals scored high in both emotional exhaustion and depersonalization. Whitaker (1996) then utilized purposive sampling to arrange interviews for the qualitative study to follow up from the original study. Interview questions from the 1996 follow up study centered around organizations conditions that contribute to the 3 dimensions of burnout; emotional exhaustion, depersonalization, and personal accomplishment and the effects of these constructs on the principals’ personal and professional lives.

A key finding from Whitaker’s (1996) work was that emotional exhaustion was a significant problem for the principals who participated in the study. Principals stated that increased demands and accountability from parents and central office compete with the expectation of being an instructional leader in the building (Whitaker, 1996). Additionally, principals in the study indicated that the level of Depersonalization was due to a lack of recognition and job perks (Whitaker, 1996). Furthermore, principals were not clear on if they would stay in the principalship for the remainder of their career (Whitaker, 1996). Whitaker
Whitaker (1996) indicated that there were strategies to support principals. There needs to be a better support system for principals, principal training programs need to do a better job of preparing future principals for the challenges of the job, and school districts need to recognize and create principal roles that are rewarding, fulfilling, and challenging (Whitaker, 1996).

More recently, the Maslach Burnout Inventory was also utilized in Karakose et al.’s (2016) research. Karakose et al. (2016) conducted a study to examine the relationship between principals’ and vice principals’ burnout level and their life satisfaction. Karakose and colleagues (2016) wanted to find out if the different levels of burnout impacted one another, and how the results of life satisfaction were associated with the level of burnout reported by the principals and vice principals.

Karakose et al. (2016) conducted their research using a quantitative methodology. The research consisted of 92 principals and vice principals. The participants were overwhelmingly male, 85.87%, and only 9.78% of the participants were receiving post-graduate education. Data was collected utilizing the Maslach Burnout Inventory (MBI) and the Life Satisfaction Scale. The MBI examined three components of burnout: emotional exhaustion, depersonalization, and personal accomplishment. In addition, Karakose et al. (2016) conducted a multiple regression analysis to determine the relationship between burnout and life satisfaction levels.

There were several key findings from Karakose et al.’s (2016) research. Principals and vice principals saw the highest burnout levels within the emotional exhaustion category. Karakose et al. (2016) connect the high level of emotional exhaustion to the role of the principal and vice principal and how many different stakeholders they interact with and the fact that a majority of those interactions are face to face. Workers typically take on more responsibility
when dealing with individuals rather than objects (Karakose et al., 2016). Additionally, Karakose and colleagues found that Emotional Exhaustion and Depersonalization demonstrated interrelatedness, but that the data revealed that when scores for Personal Accomplishment increased Emotional Exhaustion and Depersonalization decreased. It is also important to note that although the burnout levels for the principals and vice principals was moderate their life satisfaction scores were above average.

Karakose and colleagues (2016) did indicate some specific implications from this study. Principals and vice principals’ roles need to be analyzed and look at being redefined as well as what skills can be bolstered to support individuals within these roles. Additionally, Karakose et al. (2016) state that due to the small sample size, as well as only utilizing a quantitative approach to the study that more comprehensive research needs to be conducted. It is also important to note that this study was done in Turkey and there was no mention how these findings would translate to the United States.

The MBI continues to be used in current research on burnout. A recent example comes from Teyfur (2021) who studied various burnout levels among school administrators in Turkey. Teyfur (2021) also defined burnout using Maslach’s categories of emotional exhaustion, depersonalization, and personal accomplishment of school administrators. Teyfur (2021) recognized variables for administrators as they examined the burnout levels in their study. The variables considered are gender, seniority in administration, marital status, educational background and school type in their study. Teyfur (2021) utilized a quantitative approach to this study. The research consisted of 186 different administrators in two different provinces. These administrators worked in either a regular high school or a vocational high school. The sample population was broken down into 156 males and 30 females. Eighty-seven percent of the
participants were married while the age ranges of the participants were evenly spread out from identified age ranges. A majority of the participants, 81.7%, did not have postgraduate education.

Teyfur (2021) found that male participants' scores on emotional exhaustion were significantly higher than female participants. Teyfur (2021) did not find any statistically significant difference between the administrators in the regular high school versus the vocational high school in all three of the burnout dimensions. The study also revealed that participants in the 20-30 age group had significantly higher scores in emotional exhaustion and depersonalization than that of the 31-40 and over 40 ranges. Additionally, seniority had impacts on the various burnout dimensions. Administrators with 1-10 years of experience had significantly higher scores in emotional exhaustion and depersonalization. Participants in the 10-20 category had significantly higher scores in personal achievement. Teyfur (2021) did note that future studies need to be conducted on burnout of school administrators. They also noted that studies should continue to focus on different places that administrators work. Lastly, this study was done only on secondary administrators and in the country of Turkey. A broader scope of research needs to be conducted for both levels of administrators and geographically.

History of Positive Psychology

Psychology in its history and, by and large present-day function, is to focus on distress, disorder and dysfunction. Positive psychology utilizes a different lens and examines well-being, health, and optimal functioning. Martin Seligman and Mihaly Csikszentmihalyi first used the term “positive psychology” in 1998 and as such, they are often credited as being the creators of the field of positive psychology (Linley et al., 2006). While the ideas in positive psychology were first used to address depression in the field of mental health, with further research and
interest in the field, the concepts held within positive psychology have expanded into vastly
different professional fields including the military, medicine, business, and education (Linley et
al., 2006).

Prior to the work of Linley et al. (2006), the young field of positive psychology suffered
from a lack of a clear definition of the theory. In order to attempt to rectify that, Linley and
colleagues (2006) utilized two lenses to break down the field of positive psychology; the meta-
psychological perspective and the pragmatic perspective, each of which are elucidated below.
Linley et al.’s exploration of (2006) the definition of positive psychology from a meta-
psychological perspective seeks to understand the aims of positive psychology and what the
overall vision of the work is. Linley and colleagues (2006) also define positive psychology from
a pragmatic perspective. The pragmatic lens focuses on what positive psychologists do rather
than focusing on what the outcomes might be. For the pragmatic view specifically, Linley et al.
(2006) utilize four levels of analysis. These are wellspring, processes, mechanisms, and
outcomes.

The wellspring level of analysis is defined as the genetic foundation of well-being and the
early environmental experiences that allow for development of strengths and virtues (Linely et
al., 2006). The processes level of analysis examines psychological ingredients that lead to a good
life, or the obstacles to leading a good life; for example, a life of meaning and fulfillment (Linley
et al., 2006). The mechanisms level of analysis focuses on extra-psychological factors that
facilitate or impede the pursuit of a good life. Examples of this may include personal or social
relationships, your working environment, or community for which you operate within (Linley et
al. 2006). The last level of analysis that is of interest in positive psychology is the outcomes
level. This may be defined as subjective, social, and cultural states that characterize a good life.
These factors could be happiness, well-being, fulfillment, and health (Linley et al. 2006) The last level of analysis that is of interest in positive psychology is the outcomes level. This may be defined as subjective, social, and cultural states that characterize a good life. These factors could be happiness, well-being, fulfillment, and health (Linley et al. 2006.)

Ultimately, Linley and colleagues (2006) express an integrative definition of positive psychology that is widely used by positive psychology researchers even today;

Positive psychology is the scientific study of optimal human functioning. At the meta-psychological level, it aims to redress the imbalance in psychological research and practice by calling attention to the positive aspects of human functioning and experience, and integrating them with our understanding of negative aspects of human functioning and experience. It is also about the understanding of the wellspring, processes and mechanisms that lead to desirable outcomes. (p.8)

As positive psychology continues to integrate into the overall field of psychology, organizational scholarship, that of being primarily concerned with studying positive outcomes attributed to organizations, has the potential to impact the school setting. Linley et al. (2006) assert that applying positive psychology principles within the school setting can serve as a connection between optimal human development, and schools as the priori institutions that can serve as the vehicles for this type of development.

Self-Determination Theory

An additional subfield that grew out of positive psychology is self-determination theory (SDT). Ryan and Deci first wrote about the concepts contained within SDT in a seminal article published in American Psychologist in 2000. Like the field of positive psychology more broadly, SDT was first introduced as a way to conceptualize work within the mental health field. Through the last two decades, SDT has grown into a construct studied worldwide and in many different
fields such as medicine, sports, business, and in education. In fact, Rich Ryan, one of the architects of self-determination theory, is the most cited psychologist alive with over a half a million citations in Google Scholar.

In their seminal work, Ryan and Deci (2000) examined human motivation through self-determination theory (SDT). Ryan and Deci (2000) use this lens to investigate people’s growth tendencies and psychological needs that are the basis for self-motivation and personality integration as well as what conditions support these positive processes.

The concept of psychological well-being is not new, in fact Aristotle is often credited for the first discussions of eudaemonia, which is the ancient concept of well-being (Ryan & Deci, 2018). Ryan and Deci (2018) not only look at the positive development associated with SDT, but they also examine what social environments may hinder or be antagonistic towards these tendencies. In order to have a greater understanding of SDT it is important to understand how Ryan and Deci (2018) define wellness and well-being because the idea of well-being is one that has some debate. As an example, Ryan and Deci (2018) state that often happiness is equated to well-being, which can be true, but that is a somewhat hedonic view of well-being. Ryan and Deci (2018) go further in their examination of hedonic approach to well-being by stating, “that well-being is the presence of positive affect and the absence of negative affect” (p. 239). The hedonic approach was expanded upon and combined with an evaluative element of life-satisfaction. This expansion has been described as subjective well-being (Ryan & Deci, 2018). Subjective well-being (SWB) is important in SDT because this concept allowed researchers to evaluate “the good life” (Ryan & Deci, 2018). Researchers could define the good life not by theory or what is assumed as a good life, rather by what people say that actually makes them satisfied and happy (Ryan & Deci, 2018). There are still others that view the idea of well-being more in line with
what Aristotle would phrase as eudaimonia, which is well-being or happiness that comes from doing things well that are worth doing versus the hedonic happiness associated with subjective well-being (Ryan & Deci, 2018). This view on well-being prescribes that certain purposes and aspirations lead to a thriving life. The Aristotelian view distinguishes between hedonic desires that lead to pleasure and basic human needs which lead to human growth. It explains further that certain desires might actually harm humans and not promote growth and wellness (Ryan & Deci, 2018).

Ryan and Deci (2018) through SDT, contend that wellness and optimum human functioning is, in fact, more than just happiness. It is not that Ryan and Deci think that happiness is unrelated, rather it cannot define well-being nor can the absence of happiness define psychopathology. Ryan and Deci (2018) state “wellness is better described in terms of thriving or being full-functioning rather than just the mere presence of positive and absence of negative feelings” (p. 241). Ryan and Deci (2018) explain that characteristics of a thriving individual is one who has access to and exercises their human capacities as well as experiencing true self-regulation. This allows individuals to be fully functioning and allows these individuals to experience creative adjustment (Ryan & Deci, 2018). This notion of creative adjustment allows individuals to have the ability to be open, accept new ideas, and concepts as well as to be reflective (Ryan & Deci, 2018).

Basic Psychological Needs Mini-Theory

As referenced earlier, SDT examines human capacity for psychological growth, engagement and wellness (Ryan & Deci, 2018). Ryan and Deci (2000) posit that humans have inherent psychological needs that must be met in order to be motivated, grow, have personal
well-being, and ultimately feel fulfilled. It is a universal theory that can be applied to multiple contexts and in multiple cultures and through the course of the development of the overarching theory, Ryan and Deci (2000) broke the theory into various parts, or subtheories sometimes also called mini-theories. Arguably the best known of these sub theories is the basic psychological needs theory (BPNT). Ryan and Deci (2000) coined the term basic psychological needs and stated that in order to live a fulfilled life and have eudaimonia, one must feel competent, have a sense of belonging or relatedness, and one must feel autonomous in their pursuits (Ryan & Deci, 2018). Ryan and Deci (2018) describe the satisfaction of the three basic needs as being essential to optimal development, integrity, and well-being. However, they continue to elaborate that a failure to satisfy these needs will manifest diminished growth, integrity, and well-being. Ryan and Deci (2018) go on to further explain that need frustration, which is caused by need thwarting, will lead to greater ill-being and more impoverished functioning.

In support of BPNT, Deci and Ryan (2018) cited research that examined need satisfaction for employees working in a shoe factory in the United States. As a general rule, these employees received low wages for difficult work. The level at which these employees experienced satisfaction of the three basic needs directly related to the satisfaction with their jobs and their overall well-being. There is further evidence that this is true as illustrated by a multicountry research with individuals who feel relatively unsafe (Deci & Ryan, 2018).

Vansteenkiste et al. (2020) has continued the work of Ryan and Deci (2018) as they have examined updated empirical studies surrounding basic psychological need theory (BPNT). Vansteenkiste et al. (2020) address several key concepts regarding BPNT. These include the criteria utilized to identify what a basic need is within BPNT, any potential extensions to needs
within BPNT, and the role psychological need frustration plays in an individual’s overall well-being.

Currently, BPNT includes the needs of an individual for autonomy, competence, and relatedness. Within the three needs BPNT assesses both the satisfaction and frustration of these needs (Vansteenkiste et al., 2020). Vansteenkiste et al. (2020) describe the characteristics of the current psychological needs. The understanding of the descriptions and key criteria is important as Vansteenkiste et al. (2020) utilized them when considering if any other needs could potentially be added within the framework of BPNT. The criteria were broken down into nine categories. The first set of five criteria focus on the basic level or basic criteria within BPNT. These criteria are: Psychological, Essential, Inherent, Distinct, and Universal. The next four criteria diver deeper into how the needs operate, or the associated criteria. These include: Pervasive, Content-specific, Directional, and Explanatory. (Vansteenkiste et al., 2020).

This work led Vansteenkiste et al. (2020) to interrogate whether the list of basic psychological needs should be examined. Some studies have alluded to the expansion of the short list of basic needs. However, one of the larger empirical studies which covered 123 countries conducted on needs of individuals and their well-being report that the three basic needs of autonomy, competence, and relatedness each are uniquely related to well-being. This is even after the studies controlled for other needs such as income, sufficient food, shelter, safety, and respect (Vansteenkiste et al., 2020). During this review of empirical studies Vansteenkiste et al. (2020) reiterate that “both empirical (inductive) and theory-driven (deductive) reasons propose the three current needs” (Vansteenkiste et al., 2020, p. 8).

As a part of the review of the current studies, Vansteenkiste et al. (2020) reviewed the increased research over the last decade on the other side of the basic needs. need thwarting
conditions and need frustrating experiences. The research regarding this topic has shifted from a one-dimensional approach to a two-dimensional approach. Vansteenkiste et al. (2020) cite need frustration and need satisfaction need to be considered independently of one another. The reason for the independence is that need frustration involves more than the absence of need satisfaction, it also includes the threat of psychological needs (Vansteenkiste et al., 2020). Vansteenkiste et al. (2020) also emphasize that there is a distinction between the absence of need satisfaction and the presence of need frustration. The absence of need satisfaction does not mean that an individual is experiencing need frustration, but that the experience of need frustration does indicate the absence of need satisfaction.

Key findings from Vansteenkiste et al.’s (2020) research includes that the research surrounding BPNT is still growing. This includes the possibility of adding needs to the current three basic needs. Vansteenkiste et al. (2020) reiterate that some new candidates have passed some initial criteria test, but there is more research to be conducted and that this is just a starting point for any potential additions to the three basic needs. Additionally, continued research regarding variables that contribute or cause need frustration and how individuals may create or find ways for psychological growth from that frustration is research that needs to continue (Vansteenkiste et al., 2020). Overall, the research on BPNT has implications for the reorganization of schools and the various work settings that are included within the school setting as well as creating and sustaining policies that support what it means to have individuals that have a sense of well-being (Vansteenkiste et al., 2020).
Cognitive Evaluation Mini-Theory

In order to understand motivation, Ryan and Deci (2000) introduced a sub theory of SDT called cognitive evaluation theory (CET). CET essentially states that if the circumstances are right then those conditions facilitate intrinsic motivation (Ryan & Deci, 2000). Ryan and Deci (2000) argue that social-contextual events such as feedback, communication, and rewards produce feelings of competence within an individual and therefore can increase intrinsic motivation. However, CET states that the feeling of competence alone will not increase intrinsic motivation, but that the individual must also feel that their behavior is self-determined in order to see that increase in intrinsic motivation (Ryan & Deci, 2000).

Ryan and Deci (2000) also identify research that has shown not only extrinsic rewards but also perceived pressure evaluations, imposed goals, and deadlines diminish intrinsic motivation. The individuals have a perceived loss of locus of causality which drives down the feelings of intrinsic motivation.

Ryan and Deci’s (2000) key findings of SDT through the lens of the subtheory CET are that social environments can support or thwart intrinsic motivation. There are strong associations between intrinsic motivation and the needs of autonomy and competence. Relatedness also plays a factor in some of the research for optimal levels of intrinsic motivation.

Organismic Integration Mini Theory

Another well-known mini theory coming out of SDT is the organismic integration theory, which Ryan and Deci (2000) used to explain different types of motivation and link those types of motivation to how self-determined or non-self-determined the locus of causality and emotional
regulatory processes were for each type of motivation. For example, in the OIT mini-theory, behavior is fully-self determined if the perceived locus of causality comes from completely within oneself, or internally. Regulation is intrinsic and motivation is intrinsic. A person is doing something for the sheer enjoyment of doing the activity, but it is context dependent. For example, a person may thoroughly enjoy reading mystery novels and may do so out of pure intrinsic motivation. However, if a professor assigns a 30 page research article to read, that same person may not derive the same joy and satisfaction from reading that type of text. The OIT mini theory is best explained by Figure 1.

As indicated by the Figure 1, under the OIT mini theory, behaviors can range from not at all self-determined to fully self-determined. Moving down the left side of the figure, one can see the different types of motivation, regulatory styles, locus of causality, and emotional regulation.
processes that can occur, along a continuum. Much research in the workplace has used the OIT as part of the conceptual framework of studies. For example, Deci et al. (2017) discussed the distinction between autonomous motivation as defined by intrinsic motivation and fully internalized extrinsic motivation, and controlled motivation defined as externally and internally controlled extrinsic motivation. Additionally, Deci et al. (2017) also reviewed the presumption that all employees have three basic psychological needs for competence, autonomy, and relatedness which promote autonomous motivation, high-quality performance, and wellness.

Deci et al. (2017) examined autonomous motivation within the context of different workplace environments and with a mix of different individuals. In a study of more than 500 college employees it was found that autonomous work motivation led to less burnout among those employees (Deci et al., 2017). Furthermore, research from alumni of a business school demonstrated that work satisfaction was increased and emotional exhaustion was decreased as it relates to autonomous motivation (Deci et al., 2017). Deci et al. (2017) also reviewed work as it pertains to principals in the field of education. School principals’ autonomous motivation had a negative relationship with work exhaustion, but a positive relationship related to work commitment (Deci et al., 2017).

SDT also suggests that work outcomes can be predicted based on the satisfaction or frustration of the three basic psychological needs: autonomy, competence, and relatedness (Deci et al., 2017). Research conducted on the relation between basic need satisfaction and autonomous motivation indicated that employees who felt greater need satisfaction also displayed greater autonomous motivation (Deci et al., 2017). Additionally, a study of both satisfaction and frustration reported that satisfaction of the three needs led to greater feelings of satisfaction and well-being, and frustration led to lower levels of well-being (Deci et al., 2017).
After the review of the empirical research associated with self-determination theory, Deci et al. (2017) concluded that autonomous motivation supports both high-quality performance and employee wellness. Furthermore, Deci et al. (2017) also conclude that the satisfaction of the three basic psychological needs leads to the conditions for autonomous motivation, wellness, and effective performance of employees. Deci et al. (2017) do acknowledge in their review that cultural factors could play a role in some of the findings in regard to individualistic cultures versus those of collectivistic cultures. Additionally, Deci and colleagues also reference future research that needs to be conducted in regard to SDT and the workplace.

**Burnout and Self-Determination Theory in the Workplace**

It has been noted that research is lacking in both the burnout realm and SDT field in education. This is especially true for educational leaders. However, some studies that have been conducted demonstrate the impact that principals can have on schools and teachers which does help to indicate the importance of examining SDT and burnout within the education field.

Ford et al. (2019) examined how the actions of school leaders can impact or play a role in teachers’ motivation both positively and negatively. The purpose of the study was to study the impact on teacher psychological needs utilizing the three needs within self-determination theory (autonomy, competence, and relatedness) and how those needs can be related to teacher’s feeling of burnout, commitment to their job, and their intent to leave the school or the profession. Ford et al. (2019) used the following three different levels of psychological need for this study: interpersonal, intrapersonal, and organizational.

Ford et al. (2019) conducted this study as a part of a longitudinal study in a large urban district in the Midwest containing over 40,000 students. Within this school district, over 73% of
the students receive free or reduced lunch and has 2,258 total teachers. Seventy-three out of the seventy-nine schools within the district participated in the survey, and Ford and colleagues (2019) received 1,556 completed surveys.

Ford et al. (2019) measured the interpersonal dimension through teacher perception of formal and informal interactions with their principal that supported the three needs from SDT. The intrapersonal dimension was a scale adapted from the Basic Psychological Need Satisfaction and Frustration Scale. This measured the perceptions of the needs either being met or frustration level more closely aligning in competence and autonomy (Ford et al., 2019). The organizational dimension measured the commitment by the teachers through the Organizational Commitment Questionnaire (Ford et al., 2019). Burnout was measured with a shortened version of the MBI (Maslach & Jackson., 1981). Finally, teacher intent to leave measured how often a teacher thought about leaving and was measured with six items adapted from Meyer et al. (1993) just replacing the profession of nurse with teaching.

Key findings from Ford et al.'s (2019) research supports that leaders’ actions that support teacher psychological need (STPN) has an impact on teacher’s feeling of burnout, affective organizational commitment, and their decision on whether or not to leave the field of education. Ford et al. (2019) also elaborate that there is evidence to operationalize the need dimensions into the three categories of organizational, interpersonal, and intrapersonal as the leader can influence the satisfaction of the SDT needs differently through this lens. Principals can ultimately have ways and mechanisms for which to affect the attitudes and emotions of teachers that precede the feelings of burnout and potential attrition from the field of teaching (Ford et al., 2019).

Ford et al. (2019) have outlined some limitations to this study. It is acknowledged that this study did not include all aspects of the school and classroom environment, mainly student
behavior and student-teacher relationships. Ford et al. (2019) also indicate that this study needs to be expanded to other school settings as not to rely solely on the large urban school district results.

Additionally, Eyal and Roth (2011) also conducted research that involved the relationship between principal leadership, teacher motivation, and potential burnout. Eyal and Roth (2011) designed an investigation for the relationship between leadership styles and teacher motivation. There has been extensive research examining leadership styles, but very few on how leadership styles impact follower’s motivation (Eyal & Roth, 2011). The researchers created this study utilizing two different theories, the full range model of leadership and self-determination theory. The hypothesis of the authors is that transformational leadership will lead to more autonomous motivation and a reduced feeling of burnout, and that transactional leadership will predict a more controlled motivation which will result in a higher level of burnout (Eyal & Roth, 2011).

As a foundation to this current study, Eyal and Roth (2011) cite previous work as it relates to SDT and teacher motivation and student outcomes. Previous research has demonstrated that teachers’ autonomous motivation towards teaching predicted students’ autonomous motivation for learning (Roth et al., 2007 as cited in Eyal & Roth, 2011). Subsequently there are findings as well that this autonomous motivation was negatively related to teachers’ self-reported burnout (Roth et al., 2007 as cited in Eyal & Roth, 2011).

Eyal and Roth (2011) conducted this research with 122 Israeli elementary teachers. The teachers consisted of 107 female teachers and 15 male teachers. The teachers voluntarily enrolled in this study and had to have been with their principal for a minimum of one year prior to the study (Eyal & Roth, 2011). The teachers were given a questionnaire that assessed principal leadership style, self-reported motivations, and self-reported burnout.
The leadership style was assessed using a multifactor questionnaire. The motivation was measured utilizing a 16-item scale. There were four types of motivation that were measured; external, introjected, identified, and intrinsic. Lastly, burnout was measured utilizing a ten-item burnout scale (Eyal & Roth, 2011).

There were two key findings from Eyal and Roth’s (2011) study. The first finding demonstrated a negative association between transformational leadership and teacher burnout (Eyal & Roth, 2011). Additionally, Eyal and Roth’s (2011) study revealed a positive correlation between transactional leadership and teacher burnout. Therefore, Eyal and Roth’s (2011) hypothesis that principal leadership as perceived by teachers is a predictor of motivation and feeling of burnout.

Eyal and Roth (2011) indicate that this current study does only provide limited information as the study does not delve into the various behaviors associated with transformational leadership. Additionally, Eyal and Roth (2011) express the need for longitudinal study to continue to test the hypothesis.

As we examine both concepts of burnout and self-determination theory it is important to understand the connection between the two concepts. As described in the literature review, in order for an individual to experience engagement that fulfillment within their personal and professional setting the satisfaction of the three basic needs is essential. Ryan and Deci (2018) also explain about the path to frustration when the basic needs are absent or thwarted. This is where the connection between these two concepts is important. The impact of satisfaction of some or all of the basic needs and how that prevents, mitigates or interrupts burnout in principals. Figure 2 helps to illustrate this connection.
The review of literature illustrates different studies and information for the major components of this research. Part two of this dissertation outlines how the research was conducted as well as the results of the study. This will assist in continuing to examine how burnout and self-determination theory impact principals in Illinois public schools.
CHAPTER THREE

METHODOLOGY

As the educational research field continues to examine student outcomes, the field has turned its attention to the impact that adults have in the academic achievement of students. Attrition of both teachers and principals is a concern as both teachers and principals play a significant role in student academic achievement. Research has typically focused on teachers and the attrition of our teaching staff. However, there has not been a great deal of emphasis and research applied to attrition of educational leadership yet about 20% of public school principals in the United States leave their positions each year (Miller, 2013).

Burnout and lack of engagement are seen as significant factors of this churn. This burnout leads to turnover and turnover of educational leaders has negative impacts on schools. For example, Bartenen et al. (2019) referenced the impact a principal has on the organizational climate and culture of the school. The principal sets the vision and goals for the building and creates structures to facilitate teachers’ work. Additionally, there is a significant drop in teacher retention in the first two years of a principal change compared to schools that did not have change at the principal position (Bartenen et al., 2019). Furthermore, there is a drop in student achievement with principal turnover. Principal turnover lowers student achievement by a .28 SD on average the next school year (Miller, 2013). Miller (2013) also indicates that student achievement falls in the first two years of a principal transition before starting to rise again in year three. In order to better understand possible reasons why principals leave their jobs, this
study sets out to examine the associations amongst principals' feeling of burnout and their satisfaction within a self-determination theory framework.

Research Questions

The following questions guided this study. Having data to address these questions can help to determine what strategies individual principals and districts may utilize to help promote basic psychological needs as well as mitigate the feelings of burnout.

1. What is the self-reported level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) and relationship between the particular demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) among principals?

2. What is the relationship between the particular demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) and their basic psychological needs (autonomy, competence, and relatedness)?

3. What is the relationship between administrator burnout (emotional exhaustion, depersonalization, and personal accomplishment) and their basic psychological needs (autonomy, competence, and relatedness)?

4. How likely are you to leave the principalship in the next three years?

5. Overall, how satisfied are you with your job?
Literature Review

The notion of burnout came to fruition with the research conducted by Maslach in the 1970s. Schaufeli et al. (2009) cite research that workers in service industries, including education, often felt emotionally exhausted, developed negative perceptions about their clients, and as a result felt emotional turmoil. Maslach further defined burnout into three separate categories; emotional exhaustion, depersonalization, and personal accomplishment. These categories can be applied to building principals and the reason why there is a turnover/attrition problem in today’s educational environment. Although limited research exists there has been some data that has been collected within this space.

Although done in Turkey and not the United States, Karakose et al. (2016) conducted research utilizing the Maslach Burnout Inventory (MBI). The MBI examined three components of burnout: emotional exhaustion, depersonalization, and personal accomplishment. There were several key findings from Karakose et al.’s (2016) research. Principles and vice principals saw the highest burnout levels within the emotional exhaustion category. Karakose et al. (2016) connect the high level of emotional exhaustion to the role of the principal and vice principal and how many different stakeholders they interact with and the fact that a majority of those interactions are face to face. Workers typically take on more responsibility when dealing with individuals rather than objects (Karakose et al., 2016). The results from this study would support Maslach’s earlier work that individuals in the service sector see a higher level of emotional exhaustion.

Teyfur (2021) also studied various burnout levels among school administrators in Turkey. Similar to this research, Teyfur (2021) considered various segments within the population that
were studied to compare burnout levels. Teyfur (2021) found that emotional exhaustion was still a major component of burnout within these school administrators; however, Teyfur (2021) did notice that particular segmented groups demonstrated slightly different scores on the various components of burnout. For example, male administrators had higher scores on the emotional exhaustion scale than females. Additionally, younger and newer administrators had higher emotional exhaustion scores than older and more veteran administrators. These results will be something to consider as this research is conducted with administrators within the United States.

One possible way to mitigate burnout could be through better meeting an administrator’s basic psychological needs. Self-determination theory basic psychological needs (BPNT) mini-theory posits that humans have three basic psychological needs that must be met in order to be motivated, grow, have personal well-being, and ultimately feel fulfilled (Ryan & Deci, 2000). These three needs are autonomy, relatedness, and competence. Autonomy is the sense of volition and ownership over behaviors, competence is the need to feel mastery and effectance in one’s environment, and relatedness is the need to feel connected to significant and responsive to others (Ryan & Deci, 2018).

Having fulfilled basic psychological needs is more than just being happy in one’s role. Ryan and Deci (2000), contend that wellness and optimum human functioning is, in fact, more than just happiness. Ryan and Deci (2018) state “wellness is better described in terms of thriving or being full-functioning rather than just the mere presence of positive and absence of negative feelings” (p. 241). More research is needed to truly understand how the satisfaction of human basic needs correlates to feelings of burnout within administrators. Continued research would allow for other variables to be considered when examining burnout among administrators as well as conditions that schools and or school districts create to satisfy basic needs. This work would
continue to look at ways to support administrators so that they thrive in their roles to support
teachers and students.

Methodology

Research Design

This study utilized a cross-sectional quantitative correlational research design. Participants responded to questions on the Maslach Burnout Inventory Education Scale (MBI-ES) which examined the three identified dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Additionally, principals rated themselves based on basic psychological need theory. The tool for this is Basic Psychological Need Satisfaction at Work Scale (BPNWS). This scale assesses the areas of autonomy, competence, and relatedness. In addition, several researcher-created demographics questions were included in the survey.

IRB Process

The study methodology was reviewed and approved by Northern Illinois University’s Institutional Review Board, a committee with the Office of Research Compliance. The survey was sent to Illinois principals, and collected minimal personal identifiable information, therefore the research was deemed anonymous. Individuals were asked to respond to the type of district for which they work, their gender, their race, and how long they have been in administration, number of years in their current building, percentage of students who qualify for free and reduced lunch, number of buildings in their district, and their highest level of education. This information poses minimal risk so an expedited review procedure would be appropriate for this
study. In addition, individuals had the option on whether to participate in the study so the respondents were a part of convenience sampling.

Instrumentation

Demographics and Researcher Created Survey Questions

For the purposes of this study, several demographic questions were asked. In addition, two questions related to principalship outcomes were asked. Demographics questions asked in this study included: the gender and race for which principals identify, the number of years that the principal has in the current building, total years of experience as an administrator, the age of the principal, how the district where the principal works would be described (urban, suburban, rural), how many schools are in the district, the poverty rate for the students within the district, and the highest level of education attained.

The various demographics for the principals was utilized when analyzing the various responses from the Maslach Burnout Inventory and the BPNSWS. In addition, the demographic responses were utilized to compare how principals answered two researcher-created questions. These were, “How likely are you to leave the principalship in the next three years?” and “Overall, how satisfied are you with your job?” The two researcher questions that were added were both measured by utilizing a 5-point Likert scale. Utilizing both the results of the two scales and the two research’s questions provides a more complete picture for principals and their level of burnout or satisfaction within their position.
Basics Psychological Needs Satisfaction at Work Scale

The BPNSWS (Kasser et al., 1992), which was created based on SDT, was a tool for evaluating basic psychological needs satisfaction. It is a self-report questionnaire comprising of three subscales (autonomy satisfaction, competence satisfaction, relatedness satisfaction). There are seven items on the autonomy satisfaction subscale, six on the competence satisfaction subscale, and eight on the relatedness satisfaction subscale, making 21 in total. The scale ranges from 1 (strongly disagree) to 7 (strongly agree) on a Likert scale. Research was conducted to investigate the validity of the BPNS in the context of an online learning environment. The autonomy satisfaction subscale had a reported internal consistency of 0.71, the competence satisfaction subscale had a reported internal consistency of 0.66, and the relatedness satisfaction subscale had a reported internal consistency of 0.77 (Kasser et al., 1992). After conducting a study on 495 undergraduates at a research-intensive university in the Midwest, Kasser et al. (1992) reported that the needs satisfaction and dissatisfaction Cronbach’s alpha coefficients in the online learning context were 0.91 and 0.82, respectively.

The BPNWS is a 21-item scale that addresses the need satisfaction at work. The scale is a 7-point Likert scale ranging from 1 (not at all true) to 7 (very true). The scoring of this scale is derived from three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person’s response from 8. In this research the Cronbach’s alpha coefficient was utilized to gauge reliability of the scale.

In this study, the BPNWS was utilized to collect data on administrators’ self-reported feelings of satisfaction of the three basic needs of autonomy, competence, and relatedness (Deci
et al., 2001; Ilardi et al., 1993; Kasser et al., 1992). This tool has been used often and has evolved since its inception (Kasser et al., 1992).

**Maslach Burnout Inventory-Education**

The Maslach Burnout Inventory (MBI) is a widely recognized and extensively used instrument to measure burnout levels among professionals. The original MBI was created with 47 items and was given to 605 people from a variety of health and service occupations (Maslach, 1982). Through a process of factor analysis, a set of ten factors accounted for over three fourths of the variance in the data. This ultimately reduced the number of items from 47 to 25.

The MBI consists of three subscales: Emotional Exhaustion, Depersonalization, and Personal Accomplishment (Maslach & Jackson, 1981). Maslach Burnout Inventory Education Survey (MBI-ES) consists of 22 questions which have 7-point Likert-type answers. These answers range from 0 “never” to 7 “everyday”. To determine the risk of burnout, the MBI explores three subscales: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Maslach and Jackson (1981) designed the inventory so that the frequency descriptors create a more standardized way to respond. Based on this standardization, researchers utilizing this scale can be reasonably certain of the meaning of the responses provided.

Within the scale there are nine items in the subscale of Emotional Exhaustion and five items in the Depersonalization subscale. The responses in each subscale are evaluated independently. Within each subscale a higher mean score corresponds to higher degrees of experiencing burnout. There also is a moderate correlation between these two subscales which supports earlier theory that although separate subscales they are related (Maslach et al., 1996). The eight items in the Personal Accomplishment subscale are in contrast with the other two
subscales where a lower mean score corresponds to a higher degree of experiencing burnout. The scores for each subscore are considered separate and are not combined to get an overall burnout score. This data also utilized Cronbach's alpha coefficient to gauge reliability of the scale with alpha coefficients ranging from 0.76 to 0.90.

Sample Population and Participants

The population for this study were all public school principals in the state of Illinois. Emails were sent to all public school principals in the state of Illinois. In total, emails were sent to approximately 2500 public school principals and there were 277 participants who completed enough information to be included in the analysis sample, a return rate of approximately 11%. There were 124 males (44.8% of the sample), 152 females (38.5% of the sample), and one person who preferred not to specify their gender (.4% of the sample). Participants indicated they were leaders of their current building for a mean of 7.45 years (6.97 s.d.), with a range of 1 to 27 years. Regarding total years of experience in the principalship in any building, participants indicated a mean of 9.53 years (6.82 s.d.) with a range of 1 to 27 years. The vast majority of participants held master’s degrees (n = 174, 63%), whereas 66 held doctorates (23.9%), 36 (9.1%) held education specialist degrees, and one participant did not specify. The overwhelming majority of participants (n = 244, 88.7%) identified as white. There were 15 (5.5%) participants who identified as Black, 8 (2.9%) who identified as Latino/Hispanic, 2 (.7%) who identified as Asian, 2 (.7%) who identified as two or more races, 4 (1.5%) who identified as “other,” and one participant who did not specify. Participants were also asked about the context in which they worked, which included questions about the type of school district, the number of schools in the district, and the poverty rate of the school. Table 1 provides a display of those results.
Table 1

Frequency and Percent of District Categorical Data

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</tr>
<tr>
<td>Urban</td>
<td>40</td>
<td>14.5</td>
</tr>
<tr>
<td>Suburban</td>
<td>165</td>
<td>60.0</td>
</tr>
<tr>
<td>Missing Data</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td><strong>Number of School in District</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-5 Schools</td>
<td>149</td>
<td>54.2</td>
</tr>
<tr>
<td>6-10 Schools</td>
<td>72</td>
<td>26.2</td>
</tr>
<tr>
<td>11-15 Schools</td>
<td>20</td>
<td>7.3</td>
</tr>
<tr>
<td>16-20 Schools</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>21-25 Schools</td>
<td>8</td>
<td>2.9</td>
</tr>
<tr>
<td>More than 25 Schools</td>
<td>22</td>
<td>8.0</td>
</tr>
<tr>
<td>Missing Data</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td><strong>Poverty Rate of School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-25%</td>
<td>86</td>
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<tr>
<td>26-50%</td>
<td>78</td>
<td>28.3</td>
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<tr>
<td>51-75%</td>
<td>66</td>
<td>23.9</td>
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<tr>
<td>76-100%</td>
<td>46</td>
<td>16.7</td>
</tr>
<tr>
<td>Missing Data</td>
<td>1</td>
<td>–</td>
</tr>
</tbody>
</table>

Study Procedures

Data were collected from the two different multi-item surveys. The first data source was from the Maslach Burnout Inventory for Educators (MBI-ES). This survey evaluated the population within three dimensions: emotional exhaustion, depersonalization, and personal accomplishment.

The other data source was from the BPNWS. This scale has been specifically designed for the work setting and evaluated the respondents’ answers for the three dimensions: autonomy, competence, and relatedness. In addition to the multi-item scales, I also included demographic items assessing the type of school district for which they work (rural, urban, or suburban), race,
gender, age, years of administrative experience, number of students who qualify for free and reduced lunch, number of buildings in their current district, number of years in their current building, and highest level of educational attainment, so that the resulting responses were related to the constructs of interest. With this approach for collecting data there was not any personal information and limited identifiable data within the study. This protected confidentiality, and promoted honest responses as the topic of burnout can be one that is viewed as sensitive within the field of education.
CHAPTER 4

RESULTS

Analyses were completed using R (R Foundation, 2021). Mean scores for the BPNWS and the MBI subscales were calculated and used in all analyses. Missing data were deleted from respective analyses, therefore the analysis sample varied by research question.

Preliminary Analyses

Means and standard deviations for all primary study variables are presented in Table 2.

Table 2
Descriptive Statistics for Primary Study Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>min</th>
<th>max</th>
<th>Mean (s.d)</th>
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</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>268</td>
<td>1.22</td>
<td>6.33</td>
<td>4.07 (1.21)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>268</td>
<td>1.00</td>
<td>5.60</td>
<td>2.25 (.93)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>268</td>
<td>3.25</td>
<td>7.00</td>
<td>5.86 (.69)</td>
</tr>
<tr>
<td>Autonomy</td>
<td>262</td>
<td>1.00</td>
<td>6.86</td>
<td>4.55 (.65)</td>
</tr>
<tr>
<td>Relatedness</td>
<td>262</td>
<td>1.00</td>
<td>7.00</td>
<td>4.36 (.50)</td>
</tr>
<tr>
<td>Competence</td>
<td>262</td>
<td>1.00</td>
<td>7.00</td>
<td>3.95 (.66)</td>
</tr>
</tbody>
</table>

Research Question 1

What is the level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) and the relationship between the demographic characteristics of principals
(gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) among principals?

In order to examine the first part of this research question, “What is the level of burnout?” different approaches were taken to provide results.

Approach 1: The first approach simply was to examine mean scores for the three MBI subscales. Using that approach, as reported above in Table 2, the mean score for Emotional Exhaustion was 4.07, the mean score for Depersonalization was 2.25, and the mean score for Personal Accomplishment was 5.86. Each question on each subscale was answered on a 1-7 Likert-type scale.

Approach 2: In order to examine levels of burnout using a second approach, percentiles were created for all three subscales. Anyone with a mean score below the 25th percentile could be considered to be not at all burnt out but conversely those scores at the 75th percentile or above could be considered very much burnt out. For Emotional Exhaustion, the 25th percentile was 3.11 and the 75th percentile was 5.00. For Depersonalization, the 25th percentile was 1.60 and the 75th percentile was 2.80. For Personal Accomplishment, the 25th percentile was 5.38 and the 75th percentile was 6.38. Using a method where new variables were created for each subscale with the lowest scores to the 25th percentile coded as Low Burnout and scores from the 75th percentile and above were coded as High Burnout, the following patterns were found: For Emotional Exhaustion, 14.9% (59 people) of the sample was categorized as Low Emotional Exhaustion and 17% (67 people) of the sample was categorized as High Emotional Exhaustion. For Depersonalization, 15.2% (60 people) of the sample was categorized as Low Depersonalization and 20.3% (80 people) of the sample was categorized as High
Depersonalization. For Personal Accomplishment, 13.7% (54 people) were categorized as Low Personal Accomplishment and 18% (71 people) were categorized as High Personal Accomplishment.

Approach 3: Instead of using the 25th percentile and the 75th percentile as done in Approach 2, this approach utilized one standard deviation below the sample mean and one standard deviation above the sample mean to categorize participants into Low Burnout or High Burnout on each of the MBI subscales. Using this method, for Emotional Exhaustion, Low Burnout = 4.07 - 1.21 or a score of 2.86 or lower. High Burnout = 4.07 + 1.21 or a score of 5.28 or higher. For Depersonalization, Low Burnout = 2.25 - .93 or a score of 1.32 or lower. High Burnout = 2.25 + .93 or a score of 3.18 or higher. For Personal Accomplishment, Low Personal Accomplishment = 5.86 - .69 or a score of 5.17 or lower. High Personal Accomplishment = 8.56 + .69 or a score of 6.55 or higher. Utilizing the standard deviation method, the following was found: 10.4% of the sample was categorized as Low Emotional Exhaustion and 11.6% of the sample was categorized as High Emotional Exhaustion. With respect to Depersonalization, 10.4% (41 people) were categorized as Low Depersonalization and 11.9% (47 people) were categorized as High Depersonalization. With Personal Accomplishment, 10.6% (42 people) were categorized as Low Personal Accomplishment and 11.1% of the sample (44 people) were categorized as High Personal Accomplishment.

Approach 4: Because the MBI does not provide an overall Burnout score, it is difficult to determine overall burnout levels in any given sample with a study that utilizes the MBI. However, from a practical standpoint, it is interesting to know overall burnout levels. To that end, if study participants scored at or above the 75th percentile on both the Emotional
Exhaustion and Depersonalization subscales, they were categorized as High Burnout. Using this approach, 9.1% (36 people) in the sample fell into this category.

Approach 5: This was the same approach as approach 4 but using the standard deviations created in Approach 3. Thus, if a participant was categorized as having both high Emotional Exhaustion and high Depersonalization in Approach 3, they were categorized as having High Burnout in this attempt to determine the overall burnout levels of the sample. Utilizing this approach, 5.6% (22 people) of the sample population could be considered as having High Burnout.

To test the remaining questions in Research Question 1, a series of MANOVAs or multivariate regression analyses where appropriate were conducted to determine if any of the demographic variables predicted differences across any of the MBI subscales. MANOVAs were utilized for categorical predictor variables (gender, type of district, percentage of free and reduced lunch, number of buildings in district, and highest level of education. Any significant MANOVAs were followed-up with univariate ANOVAs. Multivariate regression analyses were used for the remaining predictor variables. In all analyses, the outcome variables were Emotional Exhaustion, Depersonalization, and Personal Accomplishment.

The MANOVA for District Type (Urban, Suburban, Rural) was not significant, $F = 1.35$, $p = .26$, Pillai’s Trace = 0.02. Similarly, the MANOVA for Poverty Rate was not significant, $F = .77$, $p = .51$, Pillai’s Trace = 0.01. The MANOVA for Participant Race was not significant, $F = 1.24$, $p = .29$, Pillai’s Trace = 0.01. The MANOVA for Highest Level of Education was not significant, $F = 1.03$, $p = .37$, Pillai’s Trace = 0.01

The MANOVA for Gender was significant, $F = 3.24$, $p < .05$, Pillai’s Trace = 0.04.

Follow-up univariate analyses indicated that females reported higher rates of Personal Accomplishment (M=5.96) when compared to males (M=5.75).
Any demographic variable that was continuous in nature was examined via multivariate regression analyses. The regression analysis for Total Years of Experience was not significant. The regression analysis for Years in Current Building was not significant. The regression analysis for Number of Buildings in the District was not significant.

**Research Question 2**

What is the relationship between the demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) and their basic psychological needs (autonomy, competence, and relatedness)?

To test this set of questions, a series of MANOVAs or multivariate regression analyses where appropriate were conducted to determine if any of the demographic variables predicted differences across any of the BPNWS subscales. MANOVAs were utilized for categorical predictor variables (gender, type of district, percentage of free and reduced lunch, number of buildings in district, and highest level of education. Any significant MANOVAs were followed-up with univariate ANOVAs. Multivariate regression analyses were used for the remaining predictor variables. In all analyses, the outcome variables were Autonomy, Relatedness, and Competence.

The MANOVA for Poverty Rate was not significant, $F = .77$, $p = .51$, Pillai’s Trace = 0.01. The MANOVA for Participant Race was not significant, $F = 1.24$, $p = .29$, Pillai’s Trace = 0.01. The MANOVA for Highest Level of Education was not significant, $F = 1.03$, $p = .37$, Pillai’s Trace = 0.01. Total Years of Experience was not significant.
The MANOVA for Gender was significant, $F = 4.33, p < .01$, Pillai’s Trace = 0.06. Follow-up univariate analyses indicated that females reported higher rates of Competence (M=5.66) when compared to males (M=5.29). Females also reported higher rates of Relatedness (M=5.64) when compared to males (M=5.38).

The MANOVA for District Type was also significant, $F = 3.92, p < .01$, Pillai’s Trace = 0.05. Follow-up univariate analyses indicated that females reported higher rates of Autonomy for those working in Urban districts (M=4.58) when compared to Rural (M=5.11) or Suburban (M=4.53) districts.

Similarly, the Number of Schools in a District was significant. However, given the number of relationships being tested and the limitations of the sample size, univariate effects were not tested.

Total Years of Experience was not significant. The number of years in the current building was marginally significant. Univariate follow-ups indicated that the effect is present for Competence but not Autonomy or Relatedness.

**Research Question 3**

What is the relationship between administrator burnout (emotional exhaustion, depersonalization, and personal accomplishment) and their basic psychological needs (autonomy, competence, and relatedness)?

In order to examine this research question, first a Pearson’s correlation analysis was conducted between all of the MBI subscales (Emotional Exhaustion, Depersonalization, and
Personal Accomplishment) and all of the BPNWS subscales (Autonomy, Relatedness, and Competence). Please see Table 3 for these results.

Table 3

Correlations Amongst Primary Study Variables

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exhaust</td>
<td>.49</td>
<td>-.26</td>
<td>-.55</td>
<td>-.43</td>
<td>-.32</td>
</tr>
<tr>
<td>2. Depersonalization</td>
<td></td>
<td>-.28</td>
<td>-.26</td>
<td>-.38</td>
<td>-.25</td>
</tr>
<tr>
<td>3. Personal Accomplishment</td>
<td></td>
<td></td>
<td>.35</td>
<td>.52</td>
<td>.37</td>
</tr>
<tr>
<td>4. Autonomy</td>
<td></td>
<td></td>
<td></td>
<td>.61</td>
<td>.55</td>
</tr>
<tr>
<td>5. Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.53</td>
</tr>
<tr>
<td>6. Relatedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All correlations are significant at the \( p < .001 \) level.

All correlations were in the direction expected. For example, with respect to Emotional Exhaustion, it was significantly and negatively related to Autonomy \( (r = -.55) \) indicating that as self-reported emotional exhaustion increased, feelings of autonomy in one’s job decreased (or vice-versa). A converse example is that personal accomplishment was positively correlated with autonomy, relatedness, and competence, indicating that as one feels more personal accomplishment at work, basic psychological needs are also being met.

**Research Questions 4 and 5**

How likely are you to leave the principalship in the next three years?

Overall, how satisfied are you with your job?

In order to examine these research questions, the BPNWS subscales and the MBI subscales were correlated with two researcher-created survey questions. The first question asked participants to rate their overall job satisfaction on a Likert-type scale. The second question
asked participants to indicate how likely they were to leave their jobs in the next three years, also on a Likert-type scale. Results of the correlations are presented in Table 4.

Table 4
Correlations Amongst Primary Study Variables and Job Satisfaction Outcomes

<table>
<thead>
<tr>
<th>Variable</th>
<th>Satisfaction</th>
<th>Likelihood to Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhaust</td>
<td>-.416**</td>
<td>.525**</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>-.141</td>
<td>.212*</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>.068</td>
<td>-.134</td>
</tr>
<tr>
<td>Autonomy</td>
<td>.177*</td>
<td>-.059</td>
</tr>
<tr>
<td>Competence</td>
<td>.038</td>
<td>.040</td>
</tr>
<tr>
<td>Relatedness</td>
<td>.223**</td>
<td>-.234**</td>
</tr>
</tbody>
</table>

Note: ** Significant at the 0.01 level (2-tailed), *significant at the 0.05 level (2-tailed).

Results indicate several significant correlations, most strongly with the MBI Emotional Exhaustion subscale (moderate correlations) and the BPNWS Relatedness subscale (weak correlations). Specifically, Emotional Exhaustion was negatively correlated with Satisfaction and positively correlated with Likelihood to leave, indicating that the more Emotional Exhaustion one reported, the less satisfied they were with their job and the more likely they are to leave. Depersonalization was weakly correlated with Likelihood to Leave and Autonomy was weakly correlated with Job Satisfaction. Relatedness was positively correlated with Overall Satisfaction and negatively correlated with Likelihood to Leave, indicating that the more Relatedness one reported, the more Satisfied they were and the less likely they are to leave.
CHAPTER 5
DISCUSSION

The purpose of this study was to examine the relationship between burnout and the basic psychological needs of Illinois principals. I will discuss the results from the data of the five questions that have guided my research.

Research Question 1

What is the level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) and the relationship between the demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) among principals?

Findings from the data analysis addressing question one indicated only one significant association amongst the subscales of the MBI (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) and the various demographics identified by the respondents. More specifically, results suggested that there were gender differences associated with self-reported personal accomplishment with women indicating higher levels than men. A large meta-analysis was conducted by Puranova and Muros (2010) that specifically examined gender differences and burnout. Puranova and Muros found that women were slightly more emotionally exhausted than men whereas men had greater levels of depersonalization. Pruanova and Muros found no differences in personal accomplishment. Instrand et al. (2011) specifically examined burnout and
gender differences across various occupations. The construct of burnout was measured differently in Instrand and colleagues’ work than it was in both my study and Puranova and Muros’s (2010) work. Instrand et al.’s findings indicated that women in the education profession reported slightly less disengagement than men. It would appear that my study findings support some existing research related to gender differences in burnout yet it refutes other research. Historically, leadership positions in both public and private sectors have been held by men. This is true within the education system, even though a majority of teachers are female. So the significant relationship between female principals and personal accomplishment in my research makes theoretical sense. One could argue that because there are a smaller number of female principals, that the female principals who responded to this question in the survey have a higher sense of personal accomplishment due to the fact that they have achieved a leadership position during their career. Given the varying results in the research, this relationship may be one to be further explored. Furthermore, this may be an area where the field of education can learn how to proactively support more females to not only go into the principalship, but to feel and be successful.

The lack of any other significant associations with the various demographics was unexpected and differs from existing research. Teyfur (2021) found that administrators with 1-10 years of experience had significantly higher scores in emotional exhaustion and depersonalization. Participants in the 10-20 years of experience category had significantly higher scores in personal achievement. This study did not find the same relationship indicating that more research needs to be conducted in this area.
Research Question 2

What is the relationship between the particular demographic characteristics of principals (gender, type of district, years of administrative experience, years in their current building, percentage of free and reduced lunch, number of buildings in their district, race, and highest level of education) and their basic psychological needs (autonomy, competence, and relatedness)?

Findings for question two indicated that females reported higher rates of competence and relatedness when compared to males. There is a natural relationship between the feeling of competence and the feeling of personal accomplishment, which I will discuss more in the discussion of question three. The same experience of feeling of personal accomplishment for females to obtain a leadership position within their organization can be applied to the feeling of competence. Female principals can feel the sense of accomplishment regarding education and leading teachers in the education of students and that is why they were elevated to the role of building principal.

Another significant finding was the difference in score for Relatedness for females compared to their male counterparts. This also could be somewhat predictable. Historically, males have been more interested in things and tasks whereas females are more interested in people and relationships. Deci and Ryan (2018) define relatedness as the need to feel connected to significant and responsive to others, fostering a sense of bonding and belonging. Again, knowing that historically these attributes are typically associated with females this finding is not surprising.

A significant finding from question two, which I was not expecting, were the results of those serving in urban districts and their feeling of autonomy when compared to their rural and
urban counterparts. Typically, urban districts are larger and have layers of departments and bureaucracy that will hinder autonomy. Additionally, autonomy in the context of building principals is often associated with positive student results. Generally speaking, urban districts are behind in student outcomes compared to suburban and rural districts.

Findings also indicated that there was some significance for the number of years that a principal has been in their building and competence. You can examine the longevity of a principal and how they feel about how capable they are at doing their job. This could be associated with evaluations from supervisors and the feedback they have received for their job performance, or that they have experienced colleagues who did not make it long in their building so the natural feeling of being competent at their job grows the longer they stay.

Lastly, the number of buildings within the district was significant. However, the limitations on sample size did not allow for further analysis. This is an area where additional research could be conducted. There is a distinct difference between principal supervision and principal support in districts where there are separate departments that are solely responsible for principals' supervision and districts where the assistant superintendent of teaching and learning or other identified departments supervise principals.

Research Question 3

What is the relationship between administrator burnout (emotional exhaustion, depersonalization, and personal accomplishment) and their basic psychological needs (autonomy, competence, and relatedness)?

As indicated in the results section, the relationship between the subscales within the MBI and the BPNWS were all significant in the direction one would expect. The relationship between
autonomy and emotional exhaustion was one that was significant. This relationship has been one that has been studied in the past. Skaalvik and Skaalvik (2014) studied the relationship using a 6-item Teacher Autonomy Scale and a modified version of the MBI. The participants in this study were teachers from Norway. Results showed that the relationship between autonomy and emotional exhaustion were similar to the results that were found in my study.

Additionally, this relationship has also been examined outside of the field of education. Doblinger and Class (2023) examined decision making autonomy and several relationships which included the relationship with emotional exhaustion for self-managing organizations, organizations that decentralize decision making, and non-self-managing companies. Doblinger and Class (2023) utilized the Work Design Questionnaire to assess the ideal and perceived levels of autonomy. While utilizing the nine items from the Emotional Exhaustion scale of the MBI to assess emotional exhaustion. Again, results from Doblinger and Class (2023) were consistent with results from my study.

Although the additional studies referenced did not utilize the BPNWS to measure autonomy, the scales used are similar in nature. These studies help to articulate the consistency of the relationship between autonomy and emotional exhaustion across private and public sectors and in various job roles.

The results of the two scales also provided a strong relationship between personal accomplishment from the MBI scale and competence from the BPNWS. There is very little research that focuses on the specific relationship between the subscales of personal accomplishment and competence, and especially from the lens of building principals. However, Pillay et al. (2005) conducted research comparing competence to burnout of teachers in Australia. The findings of the Pillay et al. (2005) were consistent with the findings in my
research, as there was a significant relationship between personal accomplishment and competence. More research should be conducted in this area to further probe the associations amongst burnout and basic psychological needs fulfillment.

The relationship between these two subscales is not surprising. In my experience as a colleague and a supervisor of principals, individuals who have put in the time and effort as well as the commitment to becoming better at their craft have acquired the necessary ability to know how to achieve goals or to be able to avoid tasks and obstacles that will prevent the achievement of goals. This higher level of competence then naturally allows for individuals to have confidence in work related items and tasks. The successful completion of these tasks grows one's feeling of personal accomplishment. The converse is also true. Individuals who are in the role of the principal but do not put in the necessary work to gain the skills and capacity to lead as a building principal do not acquire the competence of the job and therefore would not have confidence in job related tasks and assignments. These assignments then become difficult and may lead to failure. This would lead to almost a self-fulfilling prophecy where levels of competence and personal accomplishment would decrease.

Again, the limited research that has been conducted does not focus on principals and most of the research has been conducted outside of the United States. Like other areas of this research, further research should be conducted to truly understand this relationship as it relates to principals.

Another significant relationship identified by the results was the relationship between autonomy and competence. This relationship could be hypothesized that the more one feels like they have the autonomy to make decisions the more competent they feel about their capacity to not only do the work but to experience success. In my years of experience as an administrator in
the field of education, teachers that tend to matriculate into building administration, and are
successful, are ones that are competent in their work. They are confident in achieving outcomes
and or goals. Therefore, more often than not, they are given autonomy to make decisions. When
they assume the principalship many times central office supervisors will give autonomy because
of the success at the teacher level. This autonomy builds the feeling of competence, and therefore
builds the satisfaction of these two needs. This would explain why a reciprocal relationship
between the two basic needs in the professional setting would have a strong relationship.

However, it is important to note that analyzing results from the various versions of the
Basic Psychological Scales, including the BPNWS utilized in this research, is not intended to
create an average of satisfaction of the 3 subscales. With this in mind, most research has
analyzed these subscales independently. Sheldon et al. (1996) conducted research examining
how autonomy and competence influenced the participants, 60 psychology students, having a
“good day.” Sheldon et al. (1996) defined a good day as the feeling of well-being as the
psychological needs were met. This study is unique in that it did not include the third need,
relatedness. The results of this research indicated the fulfillment of the two basic needs was
associated with daily well-being.

Brien et al. (2012) also conducted research with 851 teachers from Canada and France
utilizing only the BPNWS. Within this research there was an even stronger relationship between
autonomy and competence. In fact, Brien et al.’s (2012) results revealed when comparing the
relationship between the three subscales of the BPNWS autonomy and competence had the
strongest relationship. Again, this study was conducted outside of the United States and focuses
on teachers rather than principals, but the strong relationship between autonomy and competence
in my research findings coupled with some of the prior research that specifically focuses on
autonomy and competence, could be an area of further research. This could provide greater clarity on the importance of these two basic needs and the well-being of building principals.

Research Questions 4 and 5

How likely are you to leave the principalship in the next three years?

Overall, how satisfied are you with your job?

Results indicate several significant correlations, most strongly with the MBI Emotional Exhaustion subscale (moderate correlations) and the BPNS Relatedness subscale (weak correlations). Depersonalization was weakly correlated with Likelihood to Leave and Autonomy was weakly correlated with Job Satisfaction. Relatedness was positively correlated with Overall Satisfaction and negatively correlated with Likelihood to Leave, indicating that the more relatedness one reported, the more satisfied they were and the less likely they are to leave.

The finding of relatedness to more satisfaction and the less likely to leave is not one that is surprising. People often hear that it is lonely at the top. The more isolated a building leader is from peers and staff in the building the less they feel connected to their work. In my educational experience, principals who feel connected to their staff and have created professional relationships where people support one another are generally more engaged with their work not just at their school but with overall district work. This engagement then creates peer relationships that are just as important as in building relationships. Principals who have a peer network to problem solve with and to generally bounce ideas off each other really create the sense of community and the feeling of relatedness that is needed.
General Discussion

Overall, the lack of significant relationships when examining the various demographics of the principals was surprising. Anecdotally and in general terms, principals who work in urban districts with a high population of students who qualify for free or reduced lunch are seen anecdotally as principals who are likely to experience high levels of feeling burnt out. The fact that principals within these demographics did not show that was surprising. Looking back on how burnout came into the purview, it was for individuals who were seeing the demands of the population increase and the resources to support them decrease. Principals in urban districts and with high populations of students who qualify for free or reduced lunch fit that description. There could be several reasons why this occurred, but the narrow definition of burnout may have caused the data to not support what is widely known or expected.

In addition, it is also generalized that the longer someone is in a particular field and interacts with the same types of problems over a longer period of time without solving those problems, they begin to feel burnt out. Again, principals engage in problem solving regularly throughout their day and often solutions are not frequently found specifically in regards to student achievement and combative parents. Again, the data from this research does not support this which is surprising.

The data does provide some insights to female administrators and how they feel in terms of personal accomplishment, autonomy, and relatedness. The fact that female principals scored higher in these areas is of particular interest. Several questions come to mind for future research. Are females in general paying attention to the areas of relationships as a way to feel engaged and have a greater sense of accomplishment? Do their male counterparts need to emulate some of the
behaviors and choices made by female principles? Larger districts, specifically urban districts, can look at how they have structured buildings with female principals to create the greater sense of autonomy felt by female administrators in urban districts.

Overall, this study is one that future researchers can look to for some recent data regarding Illinois principals. There is much to learn from some of the significant findings as well as why other findings were not significant.

Strengths and Limitations

The strength of this study are the data findings comparing the MBI-ES and the BPNWS. The use of these two particular instruments together provides confirmation and adds to existing research on both the constructs of burnout and basic psychological needs, especially in the United States, to support how the satisfaction of the three basic needs can support principals to feel more engaged and connected to their work.

The limitations of this study have been referenced in the discussion portion of this dissertation. Overall, the use of the MBI-ES provided a strict definition of burnout for this research. The MBI has been established as a reliable instrument over the years, but may have not been the most effective measure for principals. Moreover, this dissertation research only had about an 11% response rate. Receiving a larger sample would provide more stable and generalizable results.

Future Directions

This research can be the foundation for additional research on principals in Illinois and the United States. Some of the significant findings should be elaborated on to provide more
evidence on what principals need to feel supported and more engaged in their work. This further research could provide strategies to mitigate the feelings of burnout within principals.

Additionally, potential future research on burnout with principals could utilize different ways to measure burnout to compare to the results established within this research which utilized the MBI-ES.

Another potential future direction for this research could be to examine these constructs through different theoretical lenses. One such theory could be the Broaden and Build theory (Frederickson, 2004). This theory focuses on the subset of positive emotions which include joy, interest, contentment and love. Frederickson (2004) argues that experiencing these emotions broadens an individuals’ ability for thought-action repertoire. Essentially, studying principals levels of these emotions and how that may impact burnout would continue to add to the overall field of study.

Concluding Remarks

Although there were several non-significant findings in the data utilized for this dissertation, school districts and individual leaders can learn from some of the relationships that were significant. The feeling of autonomy for building principles is significant and important. Districts should be analyzing this and how to create the environment for autonomy. Relatedness also was a significant finding. Principals and districts should be analyzing how collaborative networking structures are in place to support leaders while they engage in their difficult work.

The opportunity to share this research with policy makers will also be important. Burnout and the impacts of burnout, I believe, will be a topic of continued research that policy makers will need to study. Currently there is an impact to principals that policy makers do not realize.
The more unfunded mandates and mandates that cause principals to have to divert their time and energy away from leading teachers and supporting students is causing more outside pressure that can lead to burnout. This will be an important issue that needs to be examined now and in the future. Lastly, burnout is an often-discussed topic amongst educational administrators, but specific studies of burnout amongst U.S. school principals are lacking. My research adds to the small body of literature in this area and provides several starting points for future research.
CHAPTER 6

ILLINOIS ADMINISTRATOR ACADEMY AND CONFERENCE PRESENTATION

As a part of the dissemination of this research, I collaborated with two other doctoral students, who are also focusing on principal burnout, to submit an application to deliver an administrator academy through the Illinois State Board of Education and to utilize the material and resources from this administrator academy to present at conferences. Appendix A provides the formal application to the Administrator Academy that will be submitted.

Certified administrators in the state of Illinois have a requirement to complete a number of professional development credits (PDCs). In addition, administrators are required to take an Administrator Academy as a part of their professional learning plan. Administrator Academies can cover broad topics or focus on very specific and focused topics. The administrator academy focuses on two large concepts: principal burnout and self-determination theory. The first part of the administrator academy will provide knowledge of the history and the signs of burnout, and how principal burnout not only affects principals personally but also has a significant impact on teachers and students within the buildings they serve. The second part of the academy will focus on self-determination theory. Attendees of the academy will be exposed to SDT as a larger framework but also a couple of subtheories. The participants will be able to gain strategies to either apply to their daily conversations and routines (building administrators) or be able to take the knowledge and apply systems within a district to support principals through the lens of SDT to help mitigate or potentially prevent burnout (central office administrators).
Development of the Administrator Academy

The development of the administrator academy was a collaborative process between myself and two other doctoral students who are also researching principal burnout and or SDT. The two other doctoral students hold positions of Director of Special Education and Superintendent of a district in Illinois, respectively. Each doctoral student has a portion of the content and delivery of content for the administrator academy, but collaborated on the outcomes of the academy as well as aligning the work to the School Leader Standards, Group Standards, and Learning Forward Standards. The primary content for the administrator academy from this research is the history of burnout and knowledge and strategies to apply basic psychological need theory, as a subtheory of SDT, for participants to know and apply within their schools and or districts.

Overview of the Administrator Academy

The Illinois State Board of Education (ISBE) Administrator Academy is a six-hour learning experience for current building principals, assistant principals, and central office administrators that may supervise building administrators. The goals for participants of the Administrator Academy are:

Participants will:

- Gain an understanding of the history of burnout
- Understand the national and state-level trends for principal burnout
- Understand the individual and situational factors that affect principal burnout
- Learn the effects of burnout on educational leaders and on the stakeholders they serve
• Gain an understanding of self-determination theory and the three basic needs (autonomy, competence, and relatedness)

• Gain knowledge of basic psychological need theory and locus of control and how it impacts state data trends

• Realize the impact of principal engagement in an effort to say, stay and strive in their organizations

• Understand how to apply this knowledge to structures, systems, and spaces to apply practices to support educational leader development

Administrator Academy Plan

The Administrator Academy is made up of seven sections for a total of six hours. These seven sections are:

1. Overview of Burnout (30 Minutes)

2. Individual and Situational Factors Affecting Burnout (1 Hour)

3. Current Trends of Burnout (30 Minutes)

4. Effects of Principal Burnout (1 Hour)

5. Overview of Self-Determination Theory (30 Minutes)

6. Overview of Basic Psychological Need and Locus of Control (1 Hour)

7. Principal Engagement (30 Minutes)

8. Goal Setting and Application of Learning (1 Hour)
Administrator Academy Proposal

The formal 31-page proposal which will be submitted to the Illinois State Board of Education is included as Appendix A. The draft of the formal presentation is attached as a PowerPoint supplemental file. This presentation represents content from three doctoral students. The information created by me is identified within the speaker’s notes of each slide.

Introductory Activities

To launch the Administrator Academy, participants will get to know each presenter. The presenters will share their name, where they work, and something interesting about them. Presenters will share with the group that there are some collaborative activities to get to know who is in the room and build a community of learners. Finally, the presenters will share the outcomes of the day with participants in order to set the stage for the learning during the academy.

Group Resume

The goal is for the participants and presenters to learn about who is in the Room. Each table will create a group resume. This activity will help participants learn about the other leaders within their table group and understand the various experiences within the room. Each group will create a resume that sells the group as a whole. Groups will present their resumes to conclude the activity.
Why We Are Here

Participants will discuss, as a table group, the importance of having an effective principal lead a school. Each table will share what they came up with as a group.

Blob Football

Participants will participate in Blob Football. They will be shown a picture with various “blob” people included in it. Participants will engage in an activity to determine how they felt as they entered the field of education and then how they feel now. This activity will be a pre-loading activity before learning about burnout.

History of Burnout

As an introductory piece to the administrator academy, I will give a brief history of burnout. Participants will learn the definition and characteristics of what feeling “burnt out” is. It is important for participants to understand that research has indicated that individuals in the service industry, which the principalship qualifies, began to experience demands from the people they serve increase and the resources needed to meet these demands decrease (Schaufeli et al., 2009). As a result of the shift within the service profession, research revealed several descriptors for the feeling of burnout. The description of burnout is when workers feel emotionally exhausted as well as develop negative feelings and perceptions about the clients and people they were helping (Maslach, 1976, 1993; Schaufeli et al., 2009).

Research in the 1960s and 1970s was qualitative in nature. Participants will be exposed to the creation of a tool that was created to quantify burnout into a measurable scale. Maslach and Jackson (1981) designed the Maslach Burnout Inventory (MBI) to assess various aspects of
burnout. Maslach and Jackson (1981) analyzed three subscales of burnout: Emotional Exhaustion, Depersonalization, and Personal Accomplishments. Participants will get a draft copy of the MBI with discussion on the three subscales of burnout.

During this section of the administrator academy participants will be asked questions directly from the MBI. Participants will have the option to journal and quietly reflect on their answers, or they will have the opportunity to participate in a turn and talk to discuss with a partner. The questions will include the following:

1. I feel fatigued when I get up in the morning and have to face another day on the job.
2. I deal very effectively with the problems of my students.
3. Working with people all day is really a strain for me.
4. I have accomplished many worthwhile things in this job.

Individual and Situational Factors Affecting Burnout

Individual factors and situational factors will be covered by another doctoral student, Colleen Cook.

Current Trends of Burnout

In this section, participants will be exposed to results from both the state of Illinois as well as from research conducted nationally. This will provide participants two data sets for which to examine and interrogate.
Quantifying Illinois Principal Burnout

To determine the level of burnout for principals in Illinois, the Maslach Burnout Inventory was used. The MBI was created and first utilized in 1981 to quantify burnout (Maslach & Jackson, 1981). Prior to the creation of the MBI burnout was anecdotal and depending on the researcher and the field for which was being studied, varied from job to job. The MBI took the ambiguity out of results and turned research into a quantifiable score for 3 subcomponents of burnout (emotional exhaustion, depersonalization, personal accomplishment).

Quantifying national principal burnout and national trends will be covered by another doctoral student, Colleen Cook

State Trends

Trends uncovered from this dissertation will be presented and will include a brief overview of any significant results or meaningful nonsignificant results. An example of what will be presented includes: Out of the three subscales of burnout (emotional exhaustion, depersonalization, personal accomplishment), the only area of significance was female principles having a higher sense of personal accomplishment compared to their male counterparts. This is a bit surprising considering the various demographics that were considered from the participants and what the narrative is regarding burnout and principals. Understanding that the results of the state are discrepant from the national trends, we will ask the following questions to the participants for table discussion and whole group share out:
Participants will be asked, “Why do you think the results from the state of Illinois do not follow what everyone is hearing in terms of principals feeling burnt out?” and “Why do you think the state trends and national trends provide discrepant results?”

Effects of principal burnout will be covered by another doctoral student, Colleen Cook.

Overview of self-Determination Theory

This portion of the Administrator Academy will provide participants with learning related to SDT as well as the subtheory BPNT. With the anticipation that many participants will have had little to no exposure to SDT, participants will be exposed to Ryan and Deci’s (2000) foundational work that examined human motivation through self-determination theory (SDT). Participants will learn that SDT investigates people’s growth tendencies and psychological needs (autonomy, competence, and relatedness) that are the basis for self-motivation and personality integration as well as what conditions support these positive processes (Ryan & Deci, 2000).

Overview Basic Psychological Need Theory

For participants to understand how to potentially apply SDT and more specifically BPNT, participants will learn more about BPNT and the research of the impact of BPNT when the three basic needs (autonomy, competence, and relatedness) are met and when they are not met. Ryan and Deci (2018) describe the satisfaction of the three basic needs as being essential to optimal development, integrity, and well-being. However, they continue to elaborate that a failure to satisfy these needs will manifest diminished growth, integrity, and well-being. The participants will also have time to analyze and discuss the results from principals in Illinois. These results will focus on the relationship between the subscales from the MBI and the
subscales of the BPNWS. To gauge the understanding of SDT and BPNT, as this will be critical to the culminating activity, participants will discuss the following questions with a partner:

1. Why are principals' feelings of connectedness, autonomy, and competence important?
2. How can SDT/BPNT inform principal practice?
3. What are the risks for principals who do not prioritize autonomy, competence, and relatedness?
4. What can school districts do to support principals in the work to satisfy the three basic needs?

Locus of control and principal engagement will be covered by another doctoral student, Matt Condon.

**Goal Setting and Application of Learning**

At the end of each Administrator Academy, participants are required to complete an application dissemination plan. This assignment requires each participant to individually, or collaboratively as a group 1) apply the new knowledge and/or skills acquired in this course to her/his school, district, or community in a reality situation, 2) engage in a research assignment that delves deeper into the content of the course, 3) apply research from the course to a decision-making process in the participant’s school or district.

In this Administrator Academy, participants will be given the opportunity to choose two out of the four options for their assignment.

1. **Burnout.** Write a plan describing how you will present and discuss burnout with building and district educational leaders.
2. **BPNT.** Write a plan on how you will work with district level leaders to create practices,
processes, and procedures to maximize opportunities to satisfy the basic psychological needs of educational leaders.

3. Locus of control. Create a vision board with manageable action steps for ideal outcomes for problems you encounter as an educational leader.

4. Engagement. Provide a plan which includes actionable steps to create a culture within your district that maximizes pride, enthusiasm, significance, and inspiration amongst educational leaders.

Concluding Remarks about the Administrator Academy

Presenting this information to educational leaders will be very important to the overall topic of supporting principals and other educational leaders who support principals. As an educational community we need to come together to examine topics that prevent us from providing the best possible educational opportunities for students. In addition, we need to also come together to problem solve. This administrator academy provides that space for learning, discussion, and problem solving.
REFERENCES


APPENDIX A

ADMINISTRATOR ACADEMY COURSE PROPOSAL
IAAMS Course Proposal

1. Course Summary

Course Number: [Course]
Expiration Date: N/A

Region Submitting: ROE 4, ROE 19, North Cook ROE

Course Title: Principal Burnout: The Why, The Impacts, and How to Help Mitigate Burnout

Course Description:

Principals are the second most influential person within a school setting in terms of student outcomes. When there is principal turnover both teachers and students are affected. A leading cause of why principals leave their building and potentially the field of education is due to burnout. Burnout as defined by three individual categories of Emotional Exhaustion, Depersonalization, and Personal Accomplishment provide insights into the job of a school principal. Participants will not only learn the history of burnout but also the data behind what impacts occur within the school when there is turnover. In addition, participants will gain an understanding of pipeline issues that the state of Illinois is experiencing when thinking about how to continue to fill the crucial role of the principal. Lastly, participants will gain an understanding of Self Determination Theory and how the concepts of satisfying the three basic needs of Autonomy, Competence, and Relatedness is an approach to help prevent and or mitigate burnout within our educational leaders. This interactive learning will equip both school leaders and district leaders with the necessary resources to both understand what principals need to be successful (principal lens) and how to structure a system to support principals (district leader lens).

Professional Development Time: 6 hours    Total Hours/Minutes: 7 hours (including lunch)
CPD Hours/Minutes: n/a   A/D Hours/Minutes: 6 hours

Approved for Extended Learning? [ X ] No [ ] Yes
Maximum Accrual of Hours Beyond the Original Time Stated for Course: [N/A] Hours
Approved for Online Delivery? [ ] No [ X ] Yes
### Leadership Area (choose one):

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Target Group (choose one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Instructional Staff Development</td>
<td>01 – Superintendent</td>
</tr>
<tr>
<td>02</td>
<td><strong>School Improvement</strong></td>
<td>02 – <strong>Principal</strong> / <strong>Asst. Principal</strong></td>
</tr>
<tr>
<td>03</td>
<td>School Accountability</td>
<td>03 – Department Chair</td>
</tr>
<tr>
<td>04</td>
<td>Communication Skills</td>
<td>04 – Director of Sp. Education</td>
</tr>
<tr>
<td>05</td>
<td>Public School Relations</td>
<td>05 – Instructional Supervisor</td>
</tr>
<tr>
<td>06</td>
<td>Evaluation of Personnel</td>
<td>06 – School Business Official</td>
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<tr>
<td></td>
<td></td>
<td>07 – Other</td>
</tr>
</tbody>
</table>

### School Leader Standard (choose one):

- **Standard (choose one):**
  - 01 – Facilitating a Vision of Learning Communities
  - 02 – School Culture & Instructional Program
  - 03 – **Management**
  - 04 – Collaboration with Families and Communities
  - 05 – Acting with Integrity, Fairness and in an Ethical Manner
  - 06 – Addresses the political, social, economic and cultural context

### Learning Forward

- 01 – Learning
- 02 – **Leadership**
- 03 – Resources
- 04 – Data
- 05 – Learning
- 06 – Implementation
- 07 – Outcomes

[X ] Provider agrees to provide access, without charge, to Illinois State Board of Education staff to all workshop sessions for this Academy.
2. Participants’ Outcomes(s)

a. Describe in detail each outcome expected as a result of this course. Course content must focus on a single set of measurable outcomes. **Limit outcomes to no more than five.** Note: Each outcome must indicate what the participants will know or be able to do as a result of the instruction, and not worded as actions. Outcomes should be indicative of higher order thinking (analysis, synthesis, evaluation, etc.). Examples: “Participants will be able to ...”; Participants will understand how to ...”; Participants will know how to ...”

b. Identify at least one Learning Forward Standard addressed in each outcome. Identify at least one School Leader Standard addressed in each outcome from the list of 48.

c. For each School Leader Standard listed, identify the Performance / Knowledge Indicators addressed.
Adding an Outcome:

Outcome Description: **Please type/highlight in red.**

Participants will learn the history of burnout and how burnout impacts the effectiveness of principals. In addition, participants learn how principal turnover effects student achievement, teacher retention, and the cost of principal turnover. Finally, participants will write a plan describing how they will share this information with building and district educational leaders.

<table>
<thead>
<tr>
<th>Learning Forward Standard (choose one):</th>
<th>Group Standards (choose one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Learning Communities</td>
<td>01 – Illinois Professional School</td>
</tr>
<tr>
<td>Leader Standards</td>
<td>02 – Chief School Business Official</td>
</tr>
<tr>
<td>02 – Leadership Standards</td>
<td>03 – Principals Standards</td>
</tr>
<tr>
<td>03 – Resources</td>
<td>04 – Superintendent Standards</td>
</tr>
<tr>
<td>04 – Data</td>
<td>05 – Director of Special Education</td>
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<tr>
<td>05 – Learning Designs</td>
<td></td>
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<tr>
<td>Standards</td>
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<tr>
<td>06 – Implementation</td>
<td></td>
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<tr>
<td>07 – Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

School Leader Standard:

*If 01 – Illinois Professional School Leader Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context
Select Knowledge and Performance Indicators for this outcome:

https://www.isbe.net/Documents/Standards-for-Administrative-Certification.pdf

**Knowledge Indicator:**

3A: The administrator has knowledge and understanding of theories and models of organizations and the principles of organization development.

3D: The administrator has knowledge and understanding of management and development of human resources.

**Performance Indicators:**

3K: The administrator facilitates processes and engages in activities ensuring that emerging trends are recognized, studied, and applied as appropriate.

3T: The administrator facilitates processes and engages in activities ensuring that effective problem-framing and problem-solving skills are used.
*If 02 – Chief School Business Official Standards was chosen: (After selecting one please see additional document)*

1. Accounting, Auditing, and Financial Reporting
2. Budgeting and Financial Planning
3. Cash Management, Investments, and Debt Management
4. Communications
5. Educational Foundations of Schools
6. Food Service
7. Health and Safety
8. Labor Relations/Collective Bargaining
9. Legal Aspects
10. Maintenance and Operations
11. Management Information Systems
12. Organization and Administration
13. Personnel and Benefits Administration
14. Planning and Construction
15. Principles of School Finance
16. Program Evaluation
17. Public Policy and Intergovernmental Relations
18. Purchasing
19. Real Estate Management
20. Risk Management
21. Staff Development
22. Strategic Planning
23. Supply and Fixed Asset Management
24. Transportation

*If 03 – Principal Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context

*If 04 – Superintendent Standards was chosen: (After selecting one please see additional document)*

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Knowledge of Laws, Regulations and Professional Ethics
4. Learning Environment and Instructional Program
5. Management
*If 05 – Director of Special Education Standards was chosen: (After selecting one please see additional document)

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Identification of Students and Provision of Services
4. Knowledge of Laws, Regulations and Professional Ethics
5. Learning Environment and Instructional Program
6. Management
7. Special Education Finance
### Adding an Outcome:

**Outcome Description:** Please type/highlight in blue.

<table>
<thead>
<tr>
<th>Participants will learn the basics of Self Determination Theory which includes the following three components: Autonomy, Competence, and Relatedness. Participants will be able to use this information to recognize strategies and practices to assist in mitigating effects of burnout in the workplace.</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Learning Forward Standard (choose one):</th>
<th>Group Standards (choose one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Learning Communities</td>
<td>01 – Illinois Professional School Leader Standards</td>
</tr>
<tr>
<td><strong>02 – Leadership Standards</strong></td>
<td>02 – Chief School Business Official Standards</td>
</tr>
<tr>
<td>03 – Resources</td>
<td>03 – Principals Standards</td>
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<tr>
<td>04 – Data</td>
<td>04 – Superintendent Standards</td>
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<tr>
<td>05 – Learning Designs Standards</td>
<td>05 – Director of Special Education</td>
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<tr>
<td>06 – Implementation</td>
<td></td>
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<tr>
<td>07 – Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**School Leader Standard:**

*If 01 – Illinois Professional School Leader Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context
Select Knowledge and Performance Indicators for this outcome:

https://www.isbe.net/Documents/Standards-for-Administrative-Certification.pdf

**Knowledge Indicator:**

3A: The administrator has knowledge and understanding of theories and models of organizations and the principles of organization development.

3D: The administrator has knowledge and understanding of management and development of human resources.

**Performance Indicators:**

3K: The administrator facilitates processes and engages in activities ensuring that emerging trends are recognized, studied, and applied as appropriate.

3T: The administrator facilitates processes and engages in activities ensuring that effective problem-framing and problem-solving skills are used.
*If 02 – Chief School Business Official Standards was chosen: (After selecting one please see additional document)*

1. Accounting, Auditing, and Financial Reporting  
2. Budgeting and Financial Planning  
3. Cash Management, Investments, and Debt Management  
4. Communications  
5. Educational Foundations of Schools  
6. Food Service  
7. Health and Safety  
8. Labor Relations/Collective Bargaining  
9. Legal Aspects  
10. Maintenance and Operations  
11. Management Information Systems  
12. Organization and Administration  
13. Personnel and Benefits Administration  
14. Planning and Construction  
15. Principles of School Finance  
16. Program Evaluation  
17. Public Policy and Intergovernmental Relations  
18. Purchasing  
19. Real Estate Management  
20. Risk Management  
21. Staff Development  
22. Strategic Planning  
23. Supply and Fixed Asset Management  
24. Transportation

*If 03 – Principal Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner  
2. Collaboration with Families and Communities  
3. Facilitating a Vision of Learning  
4. Management  
5. School Culture and Instructional Program  
6. The Political, Social, Economic, Legal and Cultural Context

*If 04 – Superintendent Standards was chosen: (After selecting one please see additional document)*

1. Collaboration with Families and Communities  
2. Facilitating a Vision of Educational Excellence  
3. Knowledge of Laws, Regulations and Professional Ethics  
4. Learning Environment and Instructional Program  
5. Management
*If 05 – Director of Special Education Standards was chosen: (After selecting one please see additional document)*

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Identification of Students and Provision of Services
4. Knowledge of Laws, Regulations and Professional Ethics
5. Learning Environment and Instructional Program
6. Management
7. Special Education Finance
Adding an Outcome:

Outcome Description: **Please type/highlight in green.**

Participants will gain knowledge of Basic Psychological Need Theory and write a plan to work with district level administrators to create practices, processes, and procedures to maximize opportunities to satisfy basic psychological needs of principals.

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**Learning Forward Standard (choose one):**

- 01 – Learning Communities
- 02 – Leadership Standards
- 03 – Resources
- 04 – Data
- 05 – Learning Designs Standards
- 06 – Implementation
- 07 – Outcomes

**Group Standards (choose one):**

- 01 – Illinois Professional School Leader Standards
- 02 – Chief School Business Official Standards
- 03 – Principals Standards
- 04 – Superintendent Standards
- 05 – Director of Special Education Standards

**School Leader Standard:**

*If 01 – Illinois Professional School Leader Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context
Select Knowledge and Performance Indicators for this outcome:

https://www.isbe.net/Documents/Standards-for-Administrative-Certification.pdf

**Knowledge Indicator:**

3A: The administrator has knowledge and understanding of theories and models of organizations and the principles of organization development.

3D: The administrator has knowledge and understanding of management and development of human resources.

**Performance Indicators:**

3K: The administrator facilitates processes and engages in activities ensuring that emerging trends are recognized, studied, and applied as appropriate.

3T: The administrator facilitates processes and engages in activities ensuring that effective problem-framing and problem-solving skills are used.
**If 02 – Chief School Business Official Standards was chosen: (After selecting one please see additional document)**

1. Accounting, Auditing, and Financial Reporting  
2. Budgeting and Financial Planning  
3. Cash Management, Investments, and Debt Management  
4. Communications  
5. Educational Foundations of Schools  
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7. Health and Safety  
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17. Public Policy and Intergovernmental Relations  
18. Purchasing  
19. Real Estate Management  
20. Risk Management  
21. Staff Development  
22. Strategic Planning  
23. Supply and Fixed Asset Management  
24. Transportation

*If 03 – Principal Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner  
2. Collaboration with Families and Communities  
3. Facilitating a Vision of Learning  
4. Management  
5. School Culture and Instructional Program  
6. The Political, Social, Economic, Legal, and Cultural Context

*If 04 – Superintendent Standards was chosen: (After selecting one please see additional document)*

1. Collaboration with Families and Communities  
2. Facilitating a Vision of Educational Excellence  
3. Knowledge of Laws, Regulations and Professional Ethics  
4. Learning Environment and Instructional Program  
5. Management
*If 05 – Director of Special Education Standards was chosen: (After selecting one please see additional document)

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Identification of Students and Provision of Services
4. Knowledge of Laws, Regulations and Professional Ethics
5. Learning Environment and

Adding an Outcome:

Outcome Description. **Please type/highlight in pink.**

Participants will gain knowledge of Locus of Control and will create a vision board with manageable action steps for problems they encounter as an educational leader.

<table>
<thead>
<tr>
<th>Learning Forward Standard (choose one):</th>
<th>Group Standards (choose one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Learning Communities</td>
<td>01 – Illinois Professional School Leader Standards</td>
</tr>
<tr>
<td>02 – Leadership</td>
<td>02 – Chief School Business Official Standards</td>
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<tr>
<td>03 – Resources</td>
<td>03 – Principals Standards</td>
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<tr>
<td>04 – Data</td>
<td>04 – Superintendent Standards</td>
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<tr>
<td>05 – Learning Designs</td>
<td>05 – Director of Special Education Standards</td>
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<tr>
<td>06 – Implementation</td>
<td></td>
</tr>
<tr>
<td>07 – Outcomes</td>
<td></td>
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</table>

School Leader Standard:

*If 01 – Illinois Professional School Leader Standards was chosen:

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal, and Cultural Context
*If 02 – Chief School Business Official Standards was chosen: (After selecting one please see additional document)

1. Accounting, Auditing, and Financial Reporting
2. Budgeting and Financial Planning
3. Cash Management, Investments, and Debt Management
4. Communications
5. Educational Foundations of Schools
6. Food Service
7. Health and Safety
8. Labor Relations/Collective Bargaining
9. Legal Aspects
10. Maintenance and Operations
11. Management Information Systems
12. Organization and Administration
13. Personnel and Benefits Administration
14. Planning and Construction
15. Principles of School Finance
16. Program Evaluation
17. Public Policy and Intergovernmental Relations
18. Purchasing
19. Real Estate Management
20. Risk Management
21. Staff Development
22. Strategic Planning
23. Supply and Fixed Asset Management
24. Transportation

*If 03 – Principal Standards was chosen: (After selecting one please see additional document)

1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context

*If 04 – Superintendent Standards was chosen: (After selecting one please see additional document)

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Knowledge of Laws, Regulations and Professional Ethics
4. Learning Environment and Instructional Program
5. Management
*If 05 – Director of Special Education Standards was chosen: (After selecting one please see additional document)

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Identification of Students and Provision of Services
4. Knowledge of Laws, Regulations and Professional Ethics
5. Learning Environment and Instructional Program
6. Management
7. Special Education Finance
Adding an Outcome:

Outcome Description: Please type/highlight in dark gray.

Participants will provide a plan which includes actionable steps to create a culture within their district that maximizes pride, enthusiasm, significance, and inspiration amongst educational leaders.

Learning Forward Standard (choose one):
01 – Learning Communities
Leader Standards
02 – Leadership
Standards
03 – Resources
04 – Data
05 – Learning Designs
Standards
06 – Implementation
07 – Outcomes

Group Standards (choose one):
01 – Illinois Professional School Leader Standards
02 – Chief School Business Official
03 – Principals Standards
04 – Superintendent Standards
05 – Director of Special Education

School Leader Standard:
*If 01 – Illinois Professional School Leader Standards was chosen: (After selecting one please see additional document)
1. Acting with Integrity, Fairness, and in an Ethical Manner
2. Collaboration with Families and Communities
3. Facilitating a Vision of Learning
4. Management
5. School Culture and Instructional Program
6. The Political, Social, Economic, Legal and Cultural Context
*If 02 – Chief School Business Official Standards was chosen: (After selecting one please see additional document)*

1. Accounting, Auditing, and Financial Reporting  
2. Budgeting and Financial Planning  
3. Cash Management, Investments, and Debt Management  
4. Communications  
5. Educational Foundations of Schools  
6. Food Service  
7. Health and Safety  
8. Labor Relations/Collective Bargaining  
9. Legal Aspects  
10. Maintenance and Operations  
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13. Personnel and Benefits Administration  
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15. Principles of School Finance  
16. Program Evaluation  
17. Public Policy and Intergovernmental Relations  
18. Purchasing  
19. Real Estate Management  
20. Risk Management  
21. Staff Development  
22. Strategic Planning  
23. Supply and Fixed Asset Management  
24. Transportation

*If 03 – Principal Standards was chosen: (After selecting one please see additional document)*

1. Acting with Integrity, Fairness, and in an Ethical Manner  
2. Collaboration with Families and Communities  
3. Facilitating a Vision of Learning  
4. Management  
5. School Culture and Instructional Program  
6. The Political, Social, Economic, Legal and Cultural Context

*If 04 – Superintendent Standards was chosen: (After selecting one please see additional document)*

1. Collaboration with Families and Communities  
2. Facilitating a Vision of Educational Excellence  
3. Knowledge of Laws, Regulations and Professional Ethics  
4. Learning Environment and Instructional Program  
5. Management
*If 05 Director of Special Education Standards was chosen: (After selecting one please see additional document)

1. Collaboration with Families and Communities
2. Facilitating a Vision of Educational Excellence
3. Identification of Students and Provision of Services
4. Knowledge of Laws, Regulations and Professional Ethics
5. Learning Environment and Instructional Program
6. Management
7. Special Education Finance
Explain how the outcomes for this course are intended to increase the knowledge or skills of school and/or district leaders to assist them in planning and/or guiding professional development within the school or district. Also, indicate how this course proposal relates to school and/or district leadership and student growth or district improvement.

Often individuals who assume leadership roles are individuals who work hard and prioritize work and outcomes over other aspects of the job and their own personal lives. These individuals are often high performers that are accustomed to taking on additional work and responsibilities without examining how this will impact them as individuals, and how it may impact their overall work and the effectiveness of their work. The continued cycle of increased expectations and responsibility without the increase in support eventually leads to a less engaged building leader and potentially the turnover of that principal. This has larger implications than just the loss of one position. Participants will understand the important role the principal plays and the importance of consistency at the principal level plays for both teacher and student outcomes. In addition, participants will gain knowledge and capacity to recognize the positive effects that accompany when there is satisfaction of the three basic needs Autonomy, Personal Accomplishment, and Relatedness.

Explain how the outcomes should increase the knowledge or skills of participants so they may better collaborate with members of the school, district, and/or community.

Educational leaders can collaborate, create and implement professional learning around the concepts of identification of burnout and what leads to burnout as well as building and implementing professional learning on how to create professional spaces to enhance and promote the satisfaction of the three basic needs. Additionally, educational leaders will review the importance of focusing on internal locus of control to impact their successful navigation of their environment to achieve positive outcomes. These approaches will help educational leaders to reframe how to engage principals and improve recruitment, retention and support for building principals for longer periods of time.
**3. Course Materials**

Provide a list of the required and recommended course materials. All materials included in the course must be listed, including Power Points, audio/video materials, templates and handouts. AA courses are expected to have a greater depth of knowledge than other workshops; therefore, required materials include a primary resource such as a book. All required information is provided. Numerous individuals/authors are identified. At least 2 of the materials are within the last 5 years. If a video is part of a PowerPoint presentation, indicate that when entering the information. Materials should be substantive to ensure presenters thoroughly know the content before offering any IAA course to participants. Indicate if materials are copyrighted and contact information if not readily available for the rights to use them.

Important Disclaimer: The acquisition of written approval for copyrighted materials to be used by participants is the sole responsibility of the provider and/or presenter.

**Add Course Materials:**

*Type of Materials:*

<table>
<thead>
<tr>
<th>1. Article</th>
<th>9. Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Form</td>
<td>13. Research Paper</td>
</tr>
<tr>
<td>7. Journal</td>
<td>15. Video/Audio</td>
</tr>
<tr>
<td>8. Law – state/federal</td>
<td>16. Website</td>
</tr>
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</table>

*Time Period:*

<table>
<thead>
<tr>
<th>1. Annual</th>
<th>10. June</th>
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</thead>
<tbody>
<tr>
<td>2. April</td>
<td>11. March</td>
</tr>
<tr>
<td>3. August</td>
<td>12. May</td>
</tr>
<tr>
<td>5. Does Not Apply</td>
<td>14. October</td>
</tr>
<tr>
<td>6. Fall</td>
<td>15. September</td>
</tr>
<tr>
<td>7. February</td>
<td>16. Spring</td>
</tr>
<tr>
<td>8. January</td>
<td>17. Summer</td>
</tr>
<tr>
<td>Type of Material</td>
<td>Title</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Effective and Sustained Principals for Every Illinois Community</td>
</tr>
<tr>
<td>1</td>
<td>Job Burnout</td>
</tr>
<tr>
<td>5</td>
<td>National Teacher and Principal Survey: Principal Questionnaire</td>
</tr>
</tbody>
</table>
3a. Copyrighted Materials

Please list contact information for attaining the rights to use the materials if not readily available to purchase.

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone Number and/or Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Principals Association</td>
<td><a href="mailto:arlin.peebles@ilprincipals.org">arlin.peebles@ilprincipals.org</a>   217-241-0598</td>
</tr>
<tr>
<td>Christina Maslach</td>
<td><a href="mailto:maslach@berkeley.edu">maslach@berkeley.edu</a></td>
</tr>
<tr>
<td>Maura Spiegelman</td>
<td><a href="mailto:Maura.Spiegelman@ed.gov">Maura.Spiegelman@ed.gov</a></td>
</tr>
</tbody>
</table>

3b. Research References

Participants in IAA courses should be able to know what research led to the creation of the course and how it fits into the decision-making process. At least 2 valid evidence-based research references were used to create the course. Multiple authors/researchers, peer reviewed materials, and notable experts in the field are identified and provide a brief explanation of why those were chosen. A list of additional up-to-date research materials should be provided to participants who want to delve deeper into the subject.

*Type of Materials

1. Article
2. Book
3. Booklet (inactive)
4. Brief (inactive)
5. Court Case – state/federal
6. Form
7. Handout
8. Journal
9. Law – state/federal
10. Magazine
12. Newsletter
13. Photography (inactive)
14. Podcast (inactive)
15. PowerPoint Presentation
16. Presenter Prepared Handout (inactive)
17. Research Paper
18. Software
19. Template (inactive)
20. Video within PowerPoint (inactive)
21. Video/Audio
22. Website

*Time Period:

1. Annual
2. April
3. August
4. December
5. Does Not Apply
6. Fall
7. February
8. January
9. July
10. June
11. March
12. May
13. November
14. October
15. September
16. Spring
17. Summer
18. Winter
## Add Research References:

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Title</th>
<th>Author</th>
<th>Year of Publication</th>
<th>Time Period</th>
<th>Page No(s)</th>
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<td>1</td>
<td>Burnout: 35 years of research and practice</td>
<td>Schaufeli et al.</td>
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<td>Job burnout</td>
<td>Maslach et al.</td>
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<td>6</td>
<td>National Teacher and Principal Survey: Principal Questionnaire</td>
<td>The National Center for Education Statistics (NCES)</td>
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<td>NASSP survey signals a looming mass exodus of principals from schools</td>
<td>NASSP</td>
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<td>Tran et al.</td>
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<td>Churn: The high cost of principal turnover</td>
<td>The New Teacher Center</td>
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<td>1</td>
<td>How principals affect students and schools: A systematic synthesis of two decades of research</td>
<td>Grissom et al.</td>
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<td>Bartanen</td>
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<td>Number</td>
<td>Title</td>
<td>Author(s)</td>
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<td>Principal effects on academic progress over time and the potential effects of school context and principal leadership practices</td>
<td>Bluestein &amp; Goldschmidt</td>
<td>2021</td>
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<td>1</td>
<td>Principal effectiveness and principal turnover</td>
<td>Grissom &amp; Bartanen, 2019</td>
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<td>Principal turnover and student achievement</td>
<td>Miller</td>
<td>2013</td>
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<td>The principal-teacher churn: Understanding the relationship between leadership turnover and teacher attrition</td>
<td>DeMatthews et al.</td>
<td>2021</td>
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<td>1</td>
<td>Effective and sustained principals for every Illinois community</td>
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<td>Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing</td>
<td>Ryan &amp; Deci</td>
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<td>Self-determination theory: Basic psychological needs and motivation, development, and wellness</td>
<td>Deci &amp; Ryan</td>
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<td>Generalized expectancies for internal versus external control of reinforcements</td>
<td>Rotter</td>
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<td>Die verband tussen koherensiesin, loks van beheer, selfdoeltreffenheid en werkstevredenheid</td>
<td>Pretorius &amp; Rothmann</td>
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<td>Work in the 21st century: An introduction to industrial and organizational psychology</td>
<td>Landy &amp; Conte</td>
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<td>11</td>
<td>UWES- Utrecht Work Engagement Scale: Test manual</td>
<td>Schaufeli &amp; Bakker</td>
<td>2003</td>
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<td>A review and meta-analysis of research on the relationship between behavioral intentions and employee turnover</td>
<td>Steele &amp; Ovalle</td>
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<td>1</td>
<td>Satisfaction with HR practices and employee engagement: A social exchange perspective</td>
<td>Jose &amp; Manpilly</td>
<td>2012</td>
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<td>1</td>
<td>Job satisfaction as an antecedent to employee engagement</td>
<td>Abraham</td>
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<td>1</td>
<td>The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach</td>
<td>Schaufeli et al.</td>
<td>2002</td>
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<tr>
<td>1</td>
<td>Weekly work engagement and performance: A study among starting teachers</td>
<td>Bakker &amp; Bal</td>
<td>2010</td>
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<td>1</td>
<td>Workaholism vs. work engagement: The two different predictors of future well-being and performance</td>
<td>Shimazu et al.</td>
<td>2014</td>
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<td>1</td>
<td>Do workaholism and work engagement predict employee well-being and performance in opposite directions?</td>
<td>Shimazu et al.</td>
<td>2012</td>
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</tbody>
</table>
4. Course Syllabus

IAA courses must be designed to implement adult learning strategies to attain intended outcomes. The course syllabus clearly identifies the subtopics addressed and the recommended activities for delivery appear appropriate. Subtopic titles are concise and clearly indicate the instructional topic for that time period. Activities are varied and address multiple learning styles while engaging participants in higher order thinking skills such as analysis and synthesis of the content. Only one subtopic is identified as the Application/Dissemination component, though application activities may be used throughout the instruction.

When identifying a Participant Outcome for the subtopic, each Outcome must be used at least once. Only one Outcome can be identified for each subtopic.

*Choose a delivery method: (Select all that apply)
1. Large Group Discussion
2. Small Group Discussion
3. Lecture
4. PowerPoint Presentation
5. Video/Audio
6. Individual Reading Activity
7. Group Activity
8. Individual Activity
9. Demonstration
10. Dramatization
11. Large Group Instruction
12. Small Group Instruction
13. Other
14. Review Website
### Add Course Syllabus Entry

<table>
<thead>
<tr>
<th>Subtopic</th>
<th>Application (Yes/No)</th>
<th>Hours/Minutes</th>
<th>Participant Outcome</th>
<th>Delivery Method(s)*</th>
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<tbody>
<tr>
<td>Overview and History of Burnout</td>
<td>Yes</td>
<td>30 minutes</td>
<td>Participants will gain an understanding of the history of burnout</td>
<td>Lecture, small discussion, and large group discussion</td>
</tr>
<tr>
<td>Individual and Situational Factors Affecting Burnout</td>
<td>No</td>
<td>1 hour</td>
<td>Participants will understand the individual and situational factors that affect principal burnout</td>
<td>Individual reading activity, group activity, small group discussion, large group discussion</td>
</tr>
<tr>
<td>Current Trends of Burnout</td>
<td>No</td>
<td>30 minutes</td>
<td>Participants will understand the national and state-level trends for principal burnout</td>
<td>Lecture, group activity, small group discussion, large group discussion</td>
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<tr>
<td>Effects of Principal Burnout</td>
<td>Yes</td>
<td>1 hour</td>
<td>Participants will learn the effects of burnout on educational leaders and on the stakeholders they serve</td>
<td>Lecture, activity, and small group discussion</td>
</tr>
<tr>
<td>Overview of Self-Determination Theory</td>
<td>Yes</td>
<td>30 minutes</td>
<td>Participants will gain an understanding of self-determination theory and the three basic needs (autonomy, competence, and relatedness)</td>
<td>Lecture, small group discussion, and large group discussion</td>
</tr>
<tr>
<td>Overview of Basic Psychological Need and Locus of Control</td>
<td>Yes</td>
<td>1 hour</td>
<td>Participants will gain knowledge of Basic Psychological Need Theory and Locus of Control and how it impacts state data trends.</td>
<td>Lecture, large group discussion, and small group discussion</td>
</tr>
<tr>
<td>Principal Engagement</td>
<td>Yes</td>
<td>30 minutes</td>
<td>Participants will realize the impact of principal engagement in an effort to say, stay and strive in their organizations</td>
<td>Lecture, small group discussion, and large group discussion</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Goal Setting and Application of Learning</td>
<td>Yes</td>
<td>1 hour</td>
<td>Participants will understand how to synthesize and apply this knowledge to structures, systems, and spaces to apply practices to support educational leaders’ development</td>
<td>Individual activity</td>
</tr>
</tbody>
</table>
5. Application

Each IAA course must include an assignment that will require each participant to individually, or collaboratively as a group 1) apply the new knowledge and/or skills acquired in this course to her/his school, district, or community in a reality situation; 2) engage in a research assignment that delves deeper into the content of the course; 3) apply research from the course to a decision-making process in the participant’s school or district.

Sufficient time should be estimated for the completion of the assignment. The A/D activity should be identified by the subtopic marked on the Course Syllabus.

Describe the product(s) each participant must complete for this activity. If application is embedded DURING the course, please stipulate how this will be organized (for example, 1 hour of instruction followed by 30 minutes of application etc.). Application is encouraged during the course, but the opportunity must exist for participants to apply what they have learned to the workplace. An official representative of the delivering organization must review the product(s) submitted by each participant.

Directions: Participants will choose two out of the four options for their Application Dissemination.

1. Burnout- Write a plan describing how you will present and discuss burnout with building and district educational leaders.

2. BPNT- Write a plan on how you will work with district level leaders to create practices, processes, and procedures to maximize opportunities to satisfy the basic psychological needs of educational leaders.

3. Locus of Control- Create a vision board with manageable action steps for ideal outcomes for problems you encounter as an educational leader.

4. Engagement- Provide a plan which includes actionable steps to create a culture within your district that maximizes pride, enthusiasm, significance, and inspiration amongst educational leaders.

You may utilize this action plan template or create your own.
Explain how the participant could determine the impact the new knowledge or skills will have on student learning or school improvement.

Participants can develop an internal survey to determine the impact of the new knowledge that was presented and was action planned around. This internal survey would be able to provide evidence of application of updated practices and processes in regards to applying tactics to increase satisfaction of the basic needs. In addition the survey would be able to take a pulse on the implementation of the action steps for educational leaders to increase their feelings of internal locus of control. This survey is something that a superintendent can review with central office leaders as well as building principals to determine how the district is supporting the educational leaders of the district.
6. Certified / Trained Presenters

a. Indicate if the course must be presented by certified/trained presenter(s). If yes, please include contact information (person or entity name), phone number for the contact and the names of all certified/trained presenters.

[ X ] No  [ ] Yes

<table>
<thead>
<tr>
<th>Name(s) of certified/trained presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

b. Indicate if you will train individuals in becoming certified/trained presenters for this course.

[ X ] No  [ ] Yes

c. List the minimum requirements individuals must possess in order to qualify to be trained as a certified/trained presenter (i.e. teaching experience, holding an administrative certificate, successful adult trainer, etc.) or indicate “None Required”

Not applicable