FranklinCovey Leader in Me Program: The Impact on Quality of Work Life and
Perceived Relationship Changes between Administrators and Teachers

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Leadership

in the Department of Curriculum, Leadership, and Technology
of the Dewar College of Education and Human Services

Spring 2019

Paula J. Tench

Ed. S., Lincoln Memorial, 2001
M. Sp. Ed, North Georgia, 1981
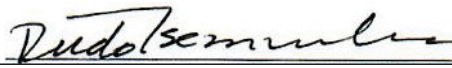BS. Sp. Ed, Brenau University, 1976

This dissertation, "FranklinCovey Leader in Me Program: The Impact on Quality of Work Life and Perceived Relationship Changes between Administrators and Teachers," by Paula Tench is approved by:
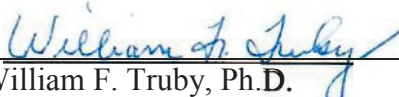
Committee
Chair

Robert B. Green, Ph.D.
Professor of Curriculum, Leadership and
Technology
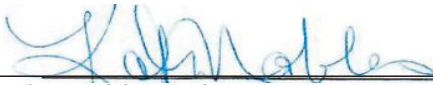
Committee
Member
Researcher

Rudo E. Tsemunhu, Ph.D.
Associate Professor of Curriculum, Leadership, and Technology
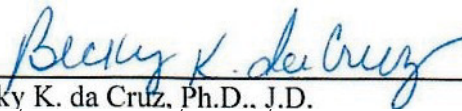
Committee
Members

William F. Truby, Ph.D.
Assistant Professor of Curriculum, Leadership and Technology
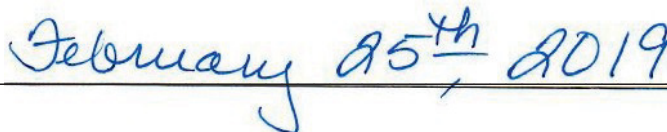
Kathy Nobles, Ed.D.
Bureau Chief, Standards and Instructional Support

Associate
Provost for
Graduate
Studies and
Research

Becky K. da Cruz, Ph.D., J.D.
Professor of Criminal Justice

Defense Date

February 25th, 2019

ABSTRACT

Over the past 30 years, federal and state initiatives designed to improve schools have created several unintended, negative consequences. Educational experts have produced studies that link these initiatives to declines in teacher job satisfaction or quality of work life, decreased teacher retention rates, and the potential development of adversarial relationships between teachers and administrators (Darling-Hammond, 2010; Loeb, Darling-Hammond, & Luczak, 2005; Newman, 2006). The purpose of this study was to determine the impact of the FranklinCovey Leader in Me Program's effect at an identified, Title I school in Georgia that implemented the program as a means of school reform and improvement to determine its impact on: (1) teachers' lives and career experiences, (2) quality of work life, and (3) relationships between teachers and administrators. Data were obtained through observations, document analysis, and interviews with five carefully selected faculty members who received the training provided by FranklinCovey Leader in Me Program. A constructivist epistemology was used to synthesize collected data to create meaning.

Findings indicated faculty and administrators established strong interpersonal relationships with each other and created a school family. Participants expressed they shared a common language and students and faculty were empowered to develop leadership roles and pursue opportunities for growth. Additionally, over a five-year period teacher attrition was less than one percent. Since this study primarily focused on data collected from teachers, recommendations for further research include conducting a longitudinal study to monitor the progress of the program over time and to conduct research with administrators, students, and other stakeholders.

Table of Contents

LIST of TABLES

ACKNOWLEDGEMENTS

When I embarked on this journey, I had no idea the many challenges, frustrations, and accomplishments I would experience. I had excellent guidance from my Dissertation Committee. I could not have done this without the unfailing confidence provided by my Chair, Dr. Ronnie Green. His wisdom and support during times I felt defeated and ready to throw in the towel kept me going. My researcher, Dr. Rudo Tsemunhu, pushed me to dig deeper and harder to find meaning from data collected. I also want to extend my thanks to Dr. William Truby, who was a guiding influence in identifying additional resources that added depth to my research, and to Dr. Kathy Noble for guidance and humor that helped move me forward. I was privileged to have support from my VSU co-hort as well as colleagues at the University of North Georgia. I appreciate so much your willingness to assist me during every phase.

This dissertation would not have been possible if I had not had the love and support of my family. My father who dropped out in the eighth grade and received his high school diploma at age 28 has been one of my greatest supporters. Zoe, my lovely daughter, has been a true inspiration. She helped me find wings and understood the times I was unable to attend every one of her events. Congratulations on your graduation; you beat me! Kent, my brother, never questioned my thirst for education. Frank, my life-partner: Thank you for your continued love and support. You never questioned or complained about the times I was chained to the computer completing an assignment, writing the next page, or looking for articles. It was a true test of any relationship, and we have stood the test of time. To Mom, you always encouraged me to further my education. Even though you are not physically present, I felt your support and love. To my prayer partner, Sue Martin, I am so sorry you did not live to see this phase of my journey completed, but I know you would be pleased my life is back to normal. A special thanks to Alicia McDermott who rescued me!

Chapter I

INTRODUCTION

Background

The education system in America has experienced numerous changes since the

document, *A Nation at Risk*, was released in 1983 (Goodlad, 1984,1990; Hess, 1999;

Newman, 2006; Ravitch, 2000, 2010, 2013). *A Nation at Risk* chronicled the decline of

the national education system and provided examples supporting the findings of the

National Commission on Excellence in Education (Goodlad, 1984, 1990; Hess, 1999;

Newman, 2006; Ravitch, 2000, 2010, 2013). Findings indicated students were not

prepared for the workplace, lacked adequate reasoning skills, and were not developing

spiritually or morally. In addition, academic test scores were lower than other countries,

and students entering college lacked basic math skills, requiring them to take remediation

classes (US Department of Education (USDOE), 2016b). These concerns were further

confirmed when the No Child Left Behind Act was enacted by legislature in 2002

(USDOE, 2016b). The NCLB report concluded some teachers lacked proper training to

teach, and many students were not adequately prepared for the workforce (Newman,

2006; Ravitch, 2000, 2010, 2013; USDOE, 2016b).

A *Nation at Risk* reported many teachers were under qualified and achieving poor

results in their classrooms. It further stated students were not making adequate progress,

and schools were failing. Schools that did not make Adequate Yearly Progress (AYP) for

two years were identified as needs improvement schools (Neuman, 2003; Ravitch, 2000,

2010, 2013). The pressure on school systems to show academic achievement created stressful conditions for the teachers and the staff (Neuman, 2003; Ravitch, 2000, 2010, 2013). These reform efforts designed to improve student achievement have created unintended negative outcomes that have impacted the work environment (Butt & Lance 2005; Byrd-Blake, Afolayan, Hunt, Fabunmi, Pryor, & Leander, 2010; Newman, 2006). Problems incurred as a result of school reform efforts include but are not limited to quality of teacher work life (Greenfield, 2015; Hafeez & Akbar, 2015) potential adversarial relationships between elementary school teachers and their administrators (Newman, 2006; Stewart-Banks, Kuofie, Hankin, & Burch, 2015), and teacher retention (Darling-Hammond, 2010; Grissom, 2012; Grissom, Nicholson-Crotty, & Harrington, 2014; Loeb et al., 2005; Newman, 2006). Darling-Hammond (2010) reported between 30% to 50% of all new teachers leave the profession in the first five years.

Problem Statement

At great cost and effort, school reform programs have been legislated and implemented over the past 30 years. During the same time period, teacher satisfaction rates declined, and teacher attrition rates increased. Given the sheer cost associated with implementation of said reforms, as well as the need to constantly train new faculty to implement these initiatives, this pattern is problematic. Currently, the United States Federal Government spends close to $700 billion dollars annually to fund education efforts, and that does not include funds supplied by state or local government agencies (Guthrie & Ettema, 2012).

Purpose of the Study

The purpose of this study was to examine how the quality of work life of

elementary school teachers and how the relationships between the teachers and their administrators were affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement.

Research Questions

The following research questions were used to guide this study:

RQ1: What were the life and career experiences of elementary school teachers prior to and during the time the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ3: How were the relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

Significance of the Study

Over the past 30 years, costly school reform programs have been legislated and implemented. During this same period, teacher satisfaction rates declined, and teacher attrition rates increased. The purpose of this study was to examine how the quality of work life of elementary school teachers and how the relationships between teachers and their administrators were affected when the FranklinCovey Leader in Me Program was

implemented at an identified, Georgia Title I elementary school as a vehicle for teacher empowerment, school reform, and improvement. Findings of this study could impact participating schools and others considering implementing the program. Universities, regional agencies, and school district leadership development programs, both nationally and internationally, may use these finding to more effectively implement school reform and improvement.

Conceptual Framework

This study used Maslow's Hierarchy of Needs and Stephen Covey's Theory of Principle Centered Leadership, which utilizes transformational leadership to understand how teacher and administration relationships positively or negatively affect the quality of work life in an elementary school environment. It also identified how the quality of work life of elementary school teachers is impacted when the FranklinCovey Leader in Me Program is implemented. Maslow's Hierarchy Needs is based on the premise that each individual has specific basic needs that must be met (Maslow, 1954). Considered a pioneer in the study of human needs and motivation, Maslow believed human beings followed a prescribed set of needs that had to be fulfilled in sequence (Conley, 2007; Maslow, 1943, 1954). Maslow investigated some of the earliest studies in the area of quality of work life based on the Hierarchy of Needs (Conley, 2007).

Maslow, a humanistic psychologist, alleged individuals' actions motivate them to achieve certain needs (Maslow, 1943, 1954). Maslow's Hierarchy of Needs is often presented using a pyramid consisting of five levels, including physiological, safety, social, esteem, and self-actualization needs. The needs must be acquired in order, and once attained, the individual moves to the next level (Conley, 2007; Maslow, 1943,

1954).

The first level or base of the pyramid consists of physiological or the basic survival needs of the individual. Psychological needs include food, shelter, water, air, sleep, warmth, and a state of balance in the individual's life (Maslow, 1943, 1954). While the basic needs are vitally important for all, Maslow believed students who lacked any basic needs would experience difficulty mastering content presented in the classroom (Maslow, 1943, 1954; Pulliam & Van Patten, 2007). Once the most basic needs are fulfilled, individuals are no longer focused on survival and can direct their attention to safety needs.

Safety needs comprise the second level of the pyramid that includes physical safety, health and wellness, employment, personal security, adequate healthcare, and financial security (Maslow, 1943, 1954). Individuals often take extreme measures to achieve and maintain a safe environment. Moving to a better or safer neighborhood is one method individuals use to achieve safety (Maslow, 1943, 1954). Routine and order are important components of safety. Following a set routine provides a sense of security, and the individual knows what to expect as the day or week progresses (Maslow, 1943, 1954). Pyramid levels one and two are considered the most basic and must be achieved before moving to level three (Maslow, 1943, 1954).

Level three of the pyramid focuses on love, belonging, and social needs. It includes friendships, family, social clubs, church and religious organizations, romantic attachments, sports groups, book clubs, and any other organizations that promote social interaction (Maslow, 1943, 1954). Participating in these activities allows the individual to develop meaningful relationships and provides the opportunity to have a sense of

belonging. Achievement of this level allows the individual to both give and receive love (Maslow, 1943, 1954).

The fourth level of the pyramid focuses on two types of esteem. The first is self-esteem attained as the result of competency or achieving something, and the second is the need for recognition and attention from others (Maslow, 1943, 1954). Maslow (1943, 1954) believed individuals who achieve level four expect others to show respect for their accomplishments, and they want others to view them as successful. Attainment of esteem provides the individual a sense of confidence and success.

Maslow's fifth and final step of the pyramid, self-actualization, is considered the highest human attainment. When individuals master this level, they "have the desire to become more and more what one is, to become everything that one is capable of becoming" (Maslow, 1943, p. 381). Maslow believed that 2% of the population actually attains the fifth level (Maslow, 1954). Once this is achieved, the individual becomes more concerned with personal growth and less concerned about the opinions of others. Individuals exhibit more self-confidence, develop deeper relationships with close friends, and are comfortable being alone (Maslow, 1954).

The middle three needs of security and safety, love, and esteem were the focus of this study and created the framework to establish the boundaries of the investigative process. These needs are directly linked to and impact quality of work life or job satisfaction and influence relationships in the work environment.

Literature has long indicated the heart of the nature of transformational leadership is the inherent focus on change as a catalyst for improvement. Bass (1999) stated the theory of transformational leadership focuses on the belief "interests of the organization

and its members need to be aligned" (p. 9). Transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 4). Transformational leadership empowers all members and encourages taking ownership of organizational change (Burns, 1978). Covey's (1991) Principle Centered Leadership method enables individuals to be change agents in any role or situation. Covey cautions that, in order to be successful, individuals must work from within to acknowledge and begin the transformation process. The FranklinCovey Institute (2016) reported Leader in Me schools experience a total transformation during the three-year implementation. Each school is evaluated using a rubric that measures the progress of the school in the areas of leadership, culture, and academic results (FranklinCovey Institute, 2017). Lighthouse status indicates the school has fully implemented the program, and all stakeholders are working together to accomplish goals established through the use of a rubric. The rubric is used as a checks-and-balance system to ensure the school has successfully achieved the goals established by the Lighthouse team. Observations completed by FranklinCovey employees; artifacts collected by the faculty, staff, and students; and interviews with all stakeholders are used to determine Lighthouse status (FranklinCovey Institute, 2016). Full implementation of the program offers improved relationships among all participants, including administration and faculty (FranklinCovey Institute, 2016).

The concept map below provides a visual description of how the FranklinCovey Leader in Me Program potentially influences relationships and school improvement when used as a method of school reform and improvement.
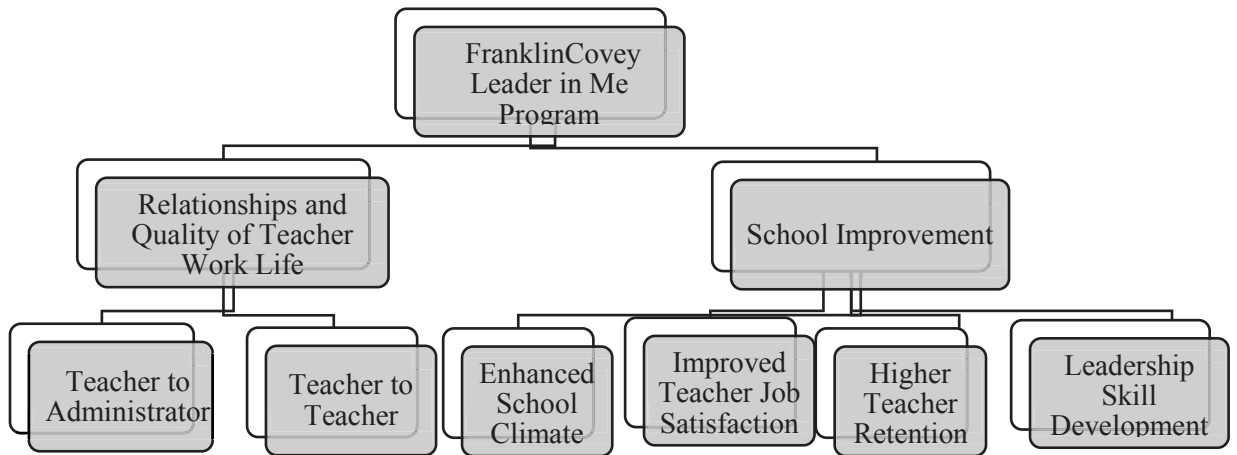
Figure 1. Theoretical Framework Concept Map

Research Methods

A single case study methodology was used to examine how teacher and administrator relationships influence the quality of work life for elementary school teachers. The researcher explored the impact of teacher relationships with the administration through the FranklinCovey Leader in Me Program. Purposeful sampling procedures were used to identify teachers who have worked at the school since implementation of the FranklinCovey Leader in Me Program. Participants who received the full training from the FranklinCovey Leader in Me Program were selected to participate in the study. Individual interviews, document reviews, observations, and memo-journaling were used to collect data. A system of open coding was used to identify related themes that were coded. Triangulation was used as a method of establishing credibility of findings.

Limitations

Qualitative case studies allow the researcher to investigate a case that is special or of interest to the researcher (Patton, 2002). This single case study focused on one

identified, Georgia Title I elementary school that selected the FranklinCovey Leader in Me Program as a vehicle for reform and school improvement. This research investigated relationships between elementary school teachers and their administrators during the implementation process. It is possible ethical dilemmas emerged during the research process, but the researcher took all necessary steps to avoid this. Since only one school was investigated, the findings may not be transferable to other settings.

Definition of Terms

In order to better understand the content of this dissertation, it is necessary for the reader to be familiar with the following terminology applied throughout the study:

College and Career Ready Performance Index (CCRPI). The CCRPI is Georgia Department of Education's (GADOE) comprehensive platform for school improvement, accountability, and communication used to promote college and career readiness for students (GADOE, 2016).

Continuous Education/Life Long Learning. Continuous education or Life Long Learning refers to individuals who pursue learning experiences throughout their lives.

Developmental Reading Assessment (DRA). The Developmental Reading Assessment is a standardized reading test used to determine a student's instructional level in reading.

Education as Process. Education as a process focuses on the process of completing an assignment rather than the end product. Students are encouraged to develop their theories and work through the learning experience.

Education as Product. Education as a product focuses on the product produced in a classroom. The teacher provides an example of the finished product, and students are

expected to reproduce one like it.

Elementary School. For the purpose of this study, an elementary school was designated as a school housing students in kindergarten through fifth grade.

Family. For the purpose of this study, the family unit is comprised of the administrators, the teachers, the students, and other stakeholders at the research site.

FranklinCovey Leader in Me Program. The FranklinCovey Leader in Me Program is a school-wide improvement method used to transform schools. The program integrates leadership skills and confidence to help students become successful in the 21st century (FranklinCovey Institute, 2016).

Implementation Process. A school that has been implementing the FranklinCovey Leader in Me Program for a period of three or more years is in the implementation process. The faculty and administration have received training, support, and resources provided by FranklinCovey.

Life Long Learning/Continuous Education. Life Long Learning or continuous education refers to individuals who pursue learning experiences throughout their lives.

Lighthouse Status. Lighthouse status is the highest designation a Leader in Me School can achieve upon full implementation of the 7 Habits (FranklinCovey Institute, 2016).

Principle-Centered Leadership. Principle-centered leadership is a style of leadership that allows any one individual to be the change agent in any role or situation (Covey, 2008b).

Program. Program is a shortened name that refers to the FranklinCovey Leader in Me Program.

Quality of Work Life (QWL). For the purpose of this research, QWL is defined as the conditions of the work environment that provide support and security. This includes working conditions, job security, and interpersonal relationships at the work environment.

Relationships. Relationships refer to the interactions between teachers and administrators in a school setting.

Riverview. The pseudonym used to identify the research site.

School Climate. School climate consists of the factors that have an impact on the school and includes but is not limited to, the school building, and the relationships among all stakeholders including teachers, administrators, students, and the community.

Shared Leadership. Shared leadership is a style of leadership that allows all stakeholders to have input in the decisions made regarding the organization (Crum, Sherman & Myran, 2009).

Stephen Covey's Seven Habits of Highly Effective People. Stephen Covey's *Seven Habits for Highly Effective People* is a self-improvement plan created to help individuals develop personal, interpersonal, and organizational skills. Each area is addressed separately and becomes integrated after full implementation (FranklinCovey Institute, 2016).

Stephen Covey's The Eighth Habit. The Eighth Habit is a continuation of the Seven Habits and focuses on developing total individuals through the development of their voices and helping others to find theirs.

Student-centered Classroom. Students in student-centered classrooms are actively involved in decisions affecting their learning. Students provide input regarding

curriculum content being covered and are allowed to make choices on the activities they complete.

Student Empowerment. Student empowerment occurs when students are allowed to have opportunities in decisions that impact their lives. Students assume an active role in their education.

Teacher-Administrator Relationships. Teacher-administrator relationships are the relationships between administrators and teachers. These can be either positive or adversarial, or they may not exist (Turan & Betkas, 2013).

Teacher-Centered Classroom. Classrooms in which the teacher is responsible for imparting knowledge on students are teacher-centered. The teacher has total control over decisions made and curriculum. Students do not assume an active role in their education. Students are passive learners and work independently of each other.

Teacher Empowerment. Teachers are empowered when they have the opportunity to provide input regarding the decisions affecting their lives and the environment in which they work. Their opinions are valued, and they have a voice in what happens to them.

Teacher Job Satisfaction. For the purpose of this study, teacher job satisfaction is considered the satisfaction or lack of satisfaction individuals have regarding their jobs in their school setting. A key component of teacher job satisfaction is the relationship between the teacher and the administrator.

Title I School. Title I is part of the Elementary and Secondary Education Act legislated in 1965. It is federally funded and provides services based on students' socioeconomic needs.

Transformational Leadership. Transformational leadership is a method of leadership that encourages the team to work collaboratively to transform the organization (Burns, 1978).

Trust. Trust requires faith in the words and actions of other individuals. They will do what they say they will do.

Wildly Important Goal (WIG). A wildly important goal is a goal students and teachers establish. Goals are tracked using a visual to monitor the success using different strategies. Goals can be personal and/or academic.

Chapter Summary

Federal and state reform efforts designed to improve schools and enhance student achievement over the past 30 years have created unintended negative consequences. These include declines in teacher job satisfaction or quality of work life, reduced teacher retention, and the development of potential adversarial relationships between teachers and administrators. I examined the impact of reform efforts on life and career experiences of five elementary teachers, their quality of work life, and the perceived changes in relationships between teachers and administrators when an identified Title I school used the FranklinCovey Leader in Me Program as a vehicle for school reform and improvement. School districts continue to search for solutions to address mandated reform efforts. The insights gained from this study may benefit schools considering implementing the Leader in Me Program, as well as policy makers at the state, national, and international levels.

Chapter II

LITERATURE REVIEW

Introduction

At great cost and effort, school reform programs have been legislated and implemented over the past 30 years. During this time period, teacher satisfaction rates declined, and teacher attrition rates increased. This pattern is problematic as the continual training of a fledgling teaching staff diverts funding from the true area of need: the students. A literature gap exists focusing on how the FranklinCovey Leader in Me Program impacts the quality of work life of elementary school teachers and administrators.

The purpose of this study was to examine how the quality of work life of elementary school teachers and the relationships between the teachers and their administrators were affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement.

The research questions investigated in this project were:

RQ1. What were the life and career experiences of elementary school teachers prior to and during the time the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified,

Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ3: How were the relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

Over the past 30 years, costly school reform programs have been legislated and implemented, and have had a direct negative impact in the field of education. The findings of this study could impact participating schools and schools considering implementing the program. Universities, regional agencies, and school district leadership development programs, both nationally and internationally, may use these findings to more effectively implement school reform and improvement.

Maslow's Hierarchy of Needs and Stephen Covey's Theory of Principle Centered Leadership, which is based on transformational leadership, was used to frame this study. Covey's theory was used to explain how the quality of work life of elementary school teachers is influenced when the FranklinCovey Leader in Me Program is implemented. Maslow's Hierarchy of Needs and Stephen Covey's Theory of Principle Centered Leadership follow specific stages (Conley, 2007; Covey, 2008a). Each stage is sequential and follows a specific process (Conley, 2007; Covey, 2008b; Maslow, 1943, 1954). The individuals experiencing the greatest success know the stages must be followed and realize a pick-and-choose method of implementation is not effective and should not be used (Conley, 2007; Covey, 2008a; Maslow, 1943, 1954).

A single case study methodology was used to determine how FranklinCovey's Leader in Me Program influences the quality of work life of elementary school teachers

and focused on the impact on teacher relationships with the administration. Purposeful sampling procedures were used to identify teachers who have worked at the school since implementation of the FranklinCovey Leader in Me Program. Participants who received the full training upon implementation were selected to participate in the study. Interviews, document reviews, observations, and memo-journaling were used to collect data. A system of open coding was used to identify related themes, and themes were then coded. Triangulation was used as a method of establishing the credibility of findings.

Accountability in education is at an all-time high due to laws enacted at federal and state government levels (Ravitch, 2000, 2010, 2013). Many of these mandates have created unforeseen negative impacts on teachers (Ravitch, 2000, 2010, 2013), resulting in lower job satisfaction or quality of work life (QWL). This study examined the QWL of elementary school teachers and the impact of implementing the FranklinCovey Leader in Me Program on the lives of school teachers when an identified, Georgia school selects the FranklinCovey Leader in Me Program as a vehicle for reform and school improvement. This study also explored the relationships among teachers and between teachers and administrators. Additionally, it investigated the importance of relationships and their impact on the QWL of elementary school teachers. Yadav and Khanna (2014) defined QWL or job satisfaction as something that impacts every area, including materialistic and non-materialistic factors, throughout the worker's life. A positive QWL enhances the life of the individual at work and at home (Hui, Jentabadai, Ismail, & Radzi, 2013). Green (2000) stated: "The quality of teacher work life is the most important factor correlated to teacher performance" (p. 169). Ross and Van Willigen (1997) found individuals with a higher sense of QWL or job satisfaction had less stress and were

overall healthier. The findings of Hall, Pearson, and Carroll (1992) identified a strong

connection between a high QWL or job satisfaction and teacher retention. Educators with

a lower QWL experienced increased stress and had more health issues than those who

had a high QWL (Raju, 2013).

Modern Education Reform Movements

The concept of education reform is not a new topic, and there has been a

continuous cycle of reform movements passed at all levels of government. These efforts

have been legislated throughout the past 30 years and have required enormous federal

spending (Hess, 1999; Ravitch, 2013; Rozmus, 1998; USDOE, 2016a) in an effort to hold

school systems accountable for funding received. Rozmus (1998) believed education

reform movements were designed to ensure students were provided an equal opportunity

to an equitable education through legislation that mandated students receive the same

education (p. 136). However, Ravitch (2010, 2013) questioned whether schools were as

bad as they had been portrayed or if the reports had been designed to create a sense of

panic in society in an effort to increase funding for education. Ripley (2013) reported

reform efforts had done little to change the outcome of education in America.

These reform measures came to the attention of the American public in 1957

when an unprecedented event rocked the foundation of the United States. During the

Cold War, the Soviet Union announced the successful launch of a rocket named Sputnik

into outer space (Ravitch, 2000). This event created a state of concern for Americans and

caused President Dwight Eisenhower to sign the National Defense Act (NDEA) in 1958,

designating millions of federal dollars for the education system to fund public education

in the areas of math, science, and foreign language. For the first time in U.S. history,

federal loans were available for students to attend college (Pulliam & Van Patten, 2007).

NDEA was followed by the Elementary and Secondary Education Act (ESEA) and was signed into law by President Lyndon Johnson in 1965. The purpose of the ESEA was to ensure all students were offered a "full educational opportunity" and made education "our first national goal" (USDOE, 2016a). The primary purposes of this act were to provide funding for textbooks, library books, special education services, and scholarships for low-income college students. The act also provided grants to educational agencies to improve the quality of education for all students and initiated the Head Start Program for children growing up in poverty. This education program was designed to provide opportunities to students living in poverty in hopes they would be better prepared to start school (Pulliam & Van Patten, 2007).

The ESEA act is to provide funds for schools with students from low-socioeconomic or poverty backgrounds through Title I to improve educational opportunities (USDOE, 2016a). In an effort to improve student achievement, Title I funds can be used to hire additional staff to reduce the pupil-teacher ratio, to improve supplemental instruction, and to provide technology resources to enhance instruction (USDOE, 2016a). As different education mandates have been legislated, Title I funds continue to support disadvantaged students (Porter, Rusch, Wood, & Bohannon, 2016; Ravitch, 2013).

In 1983, under the direction of President Ronald Reagan, a presidential commission of corporate and public leaders published a report on American schools entitled, *A Nation at Risk*. This report highlighted failures of the education system and called for serious reforms that mandated states increase graduation rates, lengthen the

school year, and implement additional testing (Ravitch, 2010, 2013; USDOE, 2016a). Placing accountability on administrators and teachers required school systems to develop plans to ensure they would meet accountability requirements established by the document (Hess, 1999; Ravitch, 2000, 2010, 2013).

The No Child Left Behind (NCLB) Act was enacted by the legislature in 2002 under the direction of President George W. Bush. The act required annual testing for all students nationwide in grades three through eight (USDOE, 2016b). Schools were required to make adequate yearly progress (AYP) or risk being taken over by the state, and stipulations stated that all administrators, teachers, and other staff members could be replaced or the school taken over by another approved agency to improve performance (Ravitch 2010, 2013; USDOE, 2016b).

The Race to the Top initiative under President Barack Obama, announced in 2009, provided an economic stimulus of $100 billion in education funds. Of this, $95 billion was to be used for teacher salaries and to assist state and local governments with debt. The remaining $5 billion was reserved for states to compete. States awarded the money offered bonuses to their top performing teachers based on test scores of students. As part of the requirements, winning states also had to agree to enact the Common Core State Standards as part of their curriculum (Ravitch, 2013).

In 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which replaced NCLB. ESSA is a four-year law that provides states more flexibility regarding establishing goals for student achievement. Testing is still required for students in grades three through eight. School systems must develop school improvement plans to ensure lower performing academic schools do not employ teachers

with the lowest credentials. If schools do not meet certain academic standards, they can be taken over and managed by the federal government or another agency designated by the state (USDOE, 2016a).

The mandates continue to be the driving force in education reform. Even though the purpose is to improve the education for students, the pressure is on teachers and administrators to improve test scores and ensure the success of all students. An underlying problem is the increased stress teachers are under as a result of these mandates. MetLife (2012) conducted a survey of teachers and determined elementary school teachers experience more stress than those in other grades. As schools continue to be classified as failing, it is apparent they need resources to meet the increasing mandates enacted by the legislative bodies. Byrd-Blake et al. (2010) expressed concern for teachers working in low socioeconomic school settings that did not achieve AYP, especially in the areas of teacher morale and job satisfaction.

Designed to improve schools, reform efforts are not without consequences. A study completed by Margolis and Nagel (2006) on the consequences of school reform measures on teacher and administrator relationships determined "relationships were the most powerful mediator of teacher stress" (p. 148). The findings also stressed the importance of developing strong positive relationships between teachers and administrators (Margolis & Nagel, 2006). In the push for administrators to face the high stakes of testing requirements, many principals spend more time focusing on the results of data obtained from tests than on developing relationships with their staffs (Pepper, 2010).

Reform and School Improvement

Sweeping mandates in education have resulted in reform and school improvement initiatives to improve the quality of schools; these were designed to ensure American students were ready to compete academically with other individuals in an ever-changing world (Hess, 1999; Ravitch, 2000, 2010, 2013). In an effort to ensure student success, school systems moved from state to local control so individuals directly involved in these reform efforts had input (Webb, Metha, & Jordan, 2006). Site-based management, character education, school choice, commitment to technology, year-round school, extended day, shared leadership, and the adoption of state standards were some more commonly used reform measures (Webb et al., 2006).

Pyhältö, Soini, and Pietarinen (2009) conducted a mixed methods study to investigate the opinions of principal and chief education officers regarding implementation of school reform measures. The study was conducted in 237 schools in 87 municipalities and focused on the principals' and school leaders' perceptions of relationships during the implementation of school reform efforts. The researchers established the success of the reform measures depended on the financial integrity of the reform effort, the attitude of the school leaders, and their commitment to the reform efforts. Each component of the reform effort is important, but the level of leader commitment impacts the success of reform efforts and requires the leader communicate expectations to all participants (Pyhältö, Soini, & Pietarinen, 2009). Woodside-Jiron and Gehsmann (2009) conducted a longitudinal study to examine the impact of mandated school reform efforts. The study also explored possible factors that might impede the success of the reform mandates. The researchers concluded any reform effort must have

buy-in from the faculty, and adequate staff development needs to be provided to ensure

the faculty realizes the importance of the reforms being implemented. The study

recommended the school leader model the attitude of "we are in this together"

(Woodside-Jiron & Gehsmann, 2009, p. 63) so the faculty believes everyone is working

together to implement the reform effort.

Olsen and Sexton (2009) evaluated the impact of federal and state policy reform

mandates on teachers and the climate of a high school in California. The study focused on

the interrelationships between teachers employed at a school involved in a school reform

movement that was implemented without input from faculty and staff. The teachers

involved in the reform efforts were frustrated with the disregard of their input (Olsen &

Sexton, 2009). Findings indicated faculty members experienced levels of discontent

during the process because the reform efforts were driven from the top down with no

consideration of the impact on the faculty (Olsen & Sexton, 2009). An additional factor

that contributed to the discontent was principal favoritism to newer faculty members.

Veteran faculty members perceived that the principal dismissed or ignored their

suggestions in implementing the reform efforts, and adversarial relationships developed

between the new and veteran teachers (Olsen & Sexton, 2009). These issues created a

negative school environment, resulting in a loss of trust and lack of support of the faculty

during the implementation of the reform efforts (Olsen & Sexton, 2009). Olsen and

Sexton (2009) suggested these factors should be considered whenever a reform mandate

is being implemented.

Cuban (2013) explored the implications of school reform efforts in order to

improve schools. He determined many of these reform efforts are enacted without input

from the individuals who will experience the brunt of them. Reform efforts impact teachers, students, parents, the community, and the entire workings of the school, with detrimental residuals to teachers and educators when the school does not perform well on mandated tests (Cuban, 2013). If educational reform efforts are to be successful, consideration and input should be obtained from the ones who are to be impacted by the reforms (Cuban, 2013).

Motivation Theories

One of the most important factors in the success of any organization is motivation, yet it lacks a unified definition (Evans, 1998). Evans (1998) reported that neither Maslow nor Herzberg, both early pioneers in the research on motivation, provided a separate definition of motivation. Denhardt, Denhardt, and Aristigueta (2008) stated that motivation could not be directly observed, was not the same as satisfaction, was not always visible, and was not controllable. Denhardt et al. (2008) defined motivation as "what causes people to behave as they do" (p. 146). Evans (1998) reported "motivation is a condition or the creation of a condition that encompasses all those factors that determine the degree of inclination towards engagement in an activity" (p. 34). Covey (1989) believes motivation changes based on the need at the time; for example, if there is no oxygen, humans are motivated to do whatever it takes to find oxygen because survival depends on it.

Abraham Maslow, a humanistic psychologist, stated individuals' actions motivate them to satisfy certain needs (Maslow, 1943, 1954). Maslow's Hierarchy of Needs is often presented using a pyramid consisting of five levels, including physiological, safety, social, esteem, and self-actualization needs. The needs must be acquired in order, and

once attained, the individual moves to the next level (Conley, 2007; Maslow, 1943, 1954).

The first level or the base of the pyramid consists of physiological or the basic survival needs of the individual. Physiological needs include food, shelter, water, air, sleep, warmth, and a state of balance in the individual's life (Maslow, 1943, 1954). While the basic needs are vitally important for all, Maslow believed students who lacked any basic needs would experience difficulty mastering content presented in the classroom (Maslow, 1943, 1954; Pulliam & Van Patten, 2007). Once the most basic needs are fulfilled, individuals are no longer focused on survival and can direct their attention to safety needs.

Safety needs comprise the second level of the pyramid that includes physical safety, health and wellness, employment, personal security, adequate healthcare, and financial security (Maslow, 1943, 1954). Individuals often take extreme measures to achieve and maintain a safe environment. Moving to a better or safer neighborhood is one method individuals use to achieve this (Maslow, 1943, 1954). Routine and order are important components of safety. Following a set routine provides a sense of security, and the individual knows what to expect as the day or week progresses (Maslow, 1943, 1954). Pyramid levels one and two are considered the most basic and must be achieved before moving to level three (Maslow, 1943, 1954).

Level three of the pyramid focuses on love, belongingness, and social needs. It includes friendships, family, social clubs, church and religious organizations, romantic attachments, sports groups, book clubs, and any other organizations that promote social interaction (Maslow, 1943, 1954). Participating in these activities allows the individual to

develop meaningful relationships and provides the opportunity to have a sense of belonging. Achievement of this level allows the individual to both give and receive love (Maslow, 1943, 1954).

The fourth level of the pyramid focuses on two types of esteem. The first is self-esteem attained as the result of competency or achieving a goal, and the second is the need for recognition and attention from others (Maslow, 1943, 1954). Maslow (1943, 1954) believed individuals who achieve level four expect others to show respect for their accomplishments, and they want others to view them as successful. Attainment of esteem provides the individual a sense of confidence and success.

Maslow's fifth and final step of the pyramid, self-actualization, is considered the highest human attainment. When individuals master this level, they "have the desire to become more and more what one is, to become everything that one is capable of becoming" (Maslow, 1943, p. 381). Maslow believed only 2% of the population actually attains the fifth level (Maslow, 1954). Once this is achieved, the individual becomes more concerned with personal growth and less concerned about the opinions of others. Individuals exhibit more self-confidence, develop deeper relationships with close friends, and are comfortable being alone (Maslow, 1954).

Several prominent theories on motivation incorporate some components of Maslow's hierarchy of needs. These include McGregor's management theories of motivation, identified as Theory X and Theory Y; Herzberg's hygiene motivators; and Ouchi's Theory Z, based on the belief that if employees are committed to an organization, they will be motivated (Ouchi, 1993). Each theory's approach to understanding motivation warrants further investigation to better understand the impact

of motivation in the work environment.

Motivators are designed to improve the efficiency of an organization. Motivators are based on intrinsic or internal rewards, or extrinsic or external rewards (Pink, 2009). Intrinsic or internal rewards come from within the individual and are more difficult to identify (Pink, 2009). Intrinsic rewards include healthy relationships with others in the work place, completing a meaningful job, competence in that the employee is capable of completing the task, employees' having a choice in the organization in offering opinions or suggestions, and accountability in that employees are completing their tasks and the accomplishments are then celebrated (Manion, 2005). Extrinsic or external rewards consist of verbal praise, monetary rewards, benefits including sick days or health insurance, flexible scheduling, a nurturing climate, or other compensations that show the employees their work is appreciated (Buchbinder & Shanks, 2007). Maslow (1954) believed people could not be motivated by something they already possessed.

People who are passionate about something are considered motivated. With the increasing rates of teacher attrition, it is evident teachers are less motivated (Tillman & Tillman, 2008). Teachers have become more stressed and feel burned out (Ravitch, 2010). Burns (1978) noted that one of the benefits of transformational leadership is that it engages and encourages the followers to higher levels of motivation. In numerous research articles, experts indicate the principal is the primary motivator in a school environment, the one who encourages all components of the school to achieve at higher levels (Shaw & Newton, 2014; Turan & Betkas, 2013).

Herzberg, (1959) and Hertzberg, Mausner, and Synderman (1966) explained how motivation is comprised of two separate factors, each having distinct characteristics, also

known as the Two Factory theory. Herzberg (1966) and Herzberg et al. (1959) proposed different factors in the work environment create and promote satisfaction. These two factors were identified as motivators and hygiene (Herzberg, 1966, Herzberg et. al. 1959). Motivation factors that lead to satisfaction include achievement, recognition, and advancement. Hygiene factors that create dissatisfaction in the work environment include work conditions, salary, company policies, supervision, and peer relationships (Herzberg, 1966, Herzberg et al. 1959). In general, the theory puts forth that supervisors must be able to effectively manage factors leading to satisfaction and dissatisfaction to successfully motivate employees. Herzberg (1966) believed management must look for and identify ways to provide job enrichment for workers.

McGregor (1960), a social psychologist, examined the role of human nature and behavior in the field of management based on Maslow's hierarchy of needs. In his research, McGregor (1960) identified two different approaches to management and labeled them Theory X and Theory Y. These theories were developed based on observations between managers and their employees (McGregor, 1960). Theory X leaders utilize a classical approach to management and assume a more autocratic and authoritative style of leadership (McGregor, 1960). This leadership method is built from the top down, with management on the top, and the workers on the bottom. These leaders believe the employees need a high amount of supervision, are unmotivated, must be micromanaged in all areas, have limited potential, must be told what to do, and implement numerous policies to ensure the job is completed. Theory X leaders feel the need to keep tabs on employees and use punishment, fear, and coercion to get the job done, and opinions of workers are not important (McGregor, 1960).

27

On the other hand, Theory Y leaders assume the employees view work as a natural part of life, are self-directed to assist the company in becoming successful, are imaginative and creative, and have a higher level of job satisfaction (McGregor, 1960). These managers believe employees are self-motivated, want to do a good job for the company, are more likely to trust their workers to do the job, and believe employees can find fulfillment in the work place (McGregor, 1960). Employee suggestions are encouraged, and their opinions matter. These leaders want to develop the potential of their employees and strive to create a team working together for a common objective. These leaders delegate responsibility and allow the employees to get the job completed (McGregor, 1960).

Theory Z, also known as the Japanese Management approach, was developed by Ouchi (1993) and is based on research conducted on Japanese companies. Ouchi's (1993) research recognized the importance of how managers view employees and how employees view the managers. Ouchi (1993) believed workers are participative and able to perform a variety of skills in the work environment. The employees are given the opportunity to learn numerous skills and are able to apply them where needed in the organization (Luthens, 1989). Theory Z managers believe having employees who are able to handle numerous positions within the company are more beneficial to the organization (Luthens, 1989).

Theory Z managers trust the employees and offer them a chance to participate in decisions (Ouchi, 1993). This theory embraces the belief that the employees are intrinsically motivated to complete their job duties, are loyal to the company, and want to see it succeed (Ouchi, 1993). Employees under a Theory Z manager receive considerable

feedback and coaching in order to be successful in their positions (Luthens, 1989).

Employees and their managers strive to develop positive relationships, and the

importance of family, customs, and traditions are crucial to the operations of the

company (Luthens, 1989). The level of mutual respect used by Theory Z managers

empowers the employees and the managers to work together for the benefit of all

(Luthens, 1989).

Bolman and Deal's Organizational Theory

The ability for an organization to be successful depends on the management and

leadership of the institution. This has an impact on every area of the organization,

including job satisfaction. The Bolman and Deal (2017) model of leadership offers a

helpful way to understand the importance of the leader's actions and the results of those

actions on the organization. Bolman and Deal (2017) have developed a series of frames

or lens that provides the reader a mental model to better understand this leadership

theory. The four frames are identified as structural, human resources, political, and

symbolic (Bolman & Deal, 2017). Bolman and Deal (2017) created a series of metaphors

to help the leader have a clearer understanding of the frames that identifies "organizations

as factories, families, jungles, and temples or carnivals" (Bolman & Deal, 2017; p. 15).

According to Bolman and Deal (2017), the most effective leader is aware of each of the

frames and is able to use the appropriate type depending on the situation or issue at hand.

The structural or factory frame of the Bolman and Deal (2017) method of

leadership utilizes a traditional approach in which leaders supervise and manage their

employees. This type of leader closely oversees the employees using a top down

approach (Bolman & Deal, 2017). Employees are treated like factory workers and are

allowed little or no input in decisions, and suggestions are typically not welcome (Bolman & Deal, 2017). The roles of the leader and the employee are clearly defined, and goals and expectations are known by the leaders and the participants (Bolman & Deal, 2017). Employees in this type of work environment typically complete the task at hand; however, employee job satisfaction is not a priority (Bolman & Deal, 2017).

Bolman and Deal (2017) describe the human resource or family frame as one that views employees as an important asset of the organization. These leaders focus on being supportive, empowering the employees, recognizing the importance of the employee, and trusting the employees to do the job. If there are difficulties, the leader provides the structure or guidance to ensure the employee is successful through coaching or retraining (Bolman & Deal, 2017). Leaders applying this method value their employees, and their suggestions and new ideas are welcome (Bolman & Deal, 2017). The human resource theory is aligned with Maslow's Hierarchy of Needs as the employees' financial needs as well as their emotional needs are being met. These workers experience a higher level of job satisfaction (Bolman & Deal, 2017). The employees and the leaders view their relationship as that of a family unit, work to ensure that they feel valued, and know that they are an important part of the organization (Bolman & Deal, 2017). These employees typically experience a higher level of job satisfaction (Bolman & Deal, 2017).

The political or jungle method of leadership recognizes the importance of political groups and their alliances in the organization (Bolman & Deal, 2017). These leaders are able to deal with conflicts in the organization and have the ability to redistribute power through the use of persuasion, negotiation, or coercion to accomplish the job (Bolman & Deal, 2017). This type of leader has the ability to manage with limited resources and

believes conflict is a normal part of the organization (Bolman & Deal, 2017). In the global work environment today, Bolman and Deal (2017) do not believe the political or jungle method of leadership provides the best opportunity as this style of leadership utilizes an autocratic style of management. While these employees are dedicated to the organization, the political or jungle leaders do not recognize the contribution of the employees, and the job satisfaction of the employee is not a priority (Bolman & Deal, 2017).

The symbolic, also known as the carnival, temple, or theatre method of leadership, believes vision and encouragement to be important factors in the success of the organization (Bolman & Deal, 2017). These leaders expect employees to behave and act in a certain ways to ensure the culture, rituals, ceremonies, myths, and history are followed and consistent (Bolman & Deal, 2017). These leaders display charisma and inspire the employees to promote the objectives of the organization (Bolman & Deal, 2017). Symbolic leaders create a culture in the work environment that focuses on the meaning or interpretation obtained from situations rather than results (Bolman & Deal, 2017).

Quality of Work Life (QWL)

QWL has been of interest to researchers since the 1930s (Sirgy, Michalos, Ferris, Easterlin, Patrick, & Pavot, 2006) when it was used to compare the contentment of urban and rural families. At the time, factors considered important in the study included housing, basic utilities such as telephone and running water, a radio, and an automobile (Sirgy et al., 2006). Families were considered to have a higher quality of work life if they were in possession of the factors deemed important by this study (Sirgy et al., 2006).

QWL includes the conditions of the work environment that provide support and security. These factors include the work environment, job security, and interpersonal relationships at the workplace. Each of these factors impacts the employees in all other aspects of their lives and includes materialistic and non-materialistic factors (Sirgy, Efraty, Siegel, & Lee, 2001; Sirgy et al. 2006; Sirgy, Riley, Wu, & Efraty, 2008).

The Hawthorne study was one of the first to examine the workplace, employee satisfaction, and employee productivity at a Western Electric Plant. Findings from the study suggested workers were more productive in a setting where there were more positive interactions with the managers (Sirgy et al., 2006). Though few empirical studies have been completed regarding QWL in the field of education, it is an area that warrants additional emphasis on QWL (Sirgy et al., 2006).

Although job satisfaction is often used interchangeably with QWL, and even though they have similarities, they have different qualities and so must remain separate (Sirgy et al., 2001, 2006, 2008). Sirgy et al. (2001) stated that job satisfaction is one of the key elements of high QWL, but other contributing factors include "the effect of the workplace on satisfaction with the job, satisfaction in non-work life domains, and satisfaction with overall life, personal happiness, and subjective well-being" (p. 242). Winter, Brenner, and Petrosoko (2006) determined teacher autonomy and finding meaningfulness in the work environment contribute to higher teacher job satisfaction. Maslow's Hierarchy of Needs emphasized that, in order for an individual to achieve at the highest level, needs must be fulfilled from the most basic level to the highest level of attainment (Maslow, 1943, 2014).

QWL impacts all aspects of educators' lives, including job satisfaction, salary,

interpersonal relationships, and family life (Hafez & Akbar, 2015). Mahmoudi, Ghorbani, and Javidkar (2014) explored the impact of QWL on teacher productivity in a sample of 132 teachers. This study also addressed QWL and the impact on family. The findings of Mahmoudi et al. (2014) indicated employees with high QWL were happier in other aspects of their lives, including their family lives, and teachers were more productive when the work environment had a positive leader who cared about the employees. Yadav and Khanna (2014) found people with higher QWL are better satisfied with material and non-materialistic factors in their lives; a positive QWL enhances the life of the employee at work and at home (Hui et al., 2013). Green (2000) explained, "The quality of teacher work life is the most important factor influencing teacher performance" (p. 169). A higher QWL allows an individual to cope better with stress and experience a healthier lifestyle (Ross & Van Willigen, 1997), and reduces teacher attrition (Hall et al., 1992).

Pearson and Moomaw (2005) investigated teacher work satisfaction, stress, and teacher autonomy in their study. Of the 300 teachers sampled, complete data were obtained from 171. To ensure adequate grade level participation, three school districts selected two elementary, middle, and high schools from each district for a total of six schools (Pearson & Moomaw, 2005). Findings of the study indicated that if teachers perceive they have some control over their work environments, they experience greater job satisfaction and less stress (Pearson & Moomaw, 2005).

Teacher satisfaction, autonomy, and teacher retention in charter and public schools were the focus of a study conducted by Renzulli, Parrot, and Beattie (2011). The total sample consisted of 32,930 teachers, of which 31,170 were employed in 6,740 public schools; 1,760 charter teachers were employed in 450 charter schools (Renzulli et

al., 2011). The study examined two types of attrition, including leaving one's school and leaving the profession entirely. The researchers concluded that teachers who experienced greater job satisfaction were more likely to stay in the profession (Renzulli et al., 2011) and remain in their current teaching positions. Other findings substantiated the presumption that charter school teachers experience greater job satisfaction than traditional public school teachers; however, the turnover rate is higher for charter school teachers than for traditional public school teachers (Renzulli et al., 2011). These findings may be linked to the degree of the teachers, the requirements of the charter school, opportunities for advancement in public school settings, and the socioeconomic level of the school. The study explored racial mismatch and found that teachers experienced less job satisfaction when they worked in settings where students do not share the same cultural background. These situations often cause teachers to leave the profession due to prejudices of race or cultural mores (Renzulli et al., 2011).

Koedel, Li, and Springer (2015) addressed the issue of job satisfaction and teacher turnover in Tennessee using the new, more rigorous teacher evaluation system adopted by the Tennessee Department of Education. Researchers reviewed data collected from teachers regarding the newly adopted teacher evaluation instrument and its impact on job satisfaction (Koedel et al., 2015). The new instrument requires 85% of teacher evaluations be based on student achievement data and student growth. The remainder is based on prior evaluations, teacher and administrator conferences, and observations conducted during the school year (Koedel et al., 2015). The researchers compared performance evaluations with results from post-evaluation surveys. The conclusions indicated teachers receiving higher ratings experienced more satisfaction in teaching, had

greater job satisfaction, and were more likely to continue teaching (Koedel et al., 2015).

Job satisfaction and teacher retention were the focus of Tillman and Tillman's (2008) research on teachers in upstate South Carolina. A convenience sample study of 81 certified teachers focused on job satisfaction in relation to the number of years teaching, salary, and supervision (Tillman & Tillman, 2008). Supervision was defined as "the decisions that the school board or district office made with no input from the teachers" (Tillman & Tillman, 2008, p. 3). The results of the study indicated the number of years teaching and salary were not motivating factors for teacher job satisfaction (Tillman & Tillman, 2008). The factors having the greatest influence on teacher job satisfaction were interactions with co-workers and the type of supervision used by the administration at the school (Tillman & Tillman, 2008).

Teacher retention and elementary teacher job satisfaction in Missouri were investigated by Perrachoine, Rosser, and Peterson (2008). Variables investigated in the survey included salary, school environment, and the number of years of teaching experience and their influence on teacher job satisfaction (Perrachoine et al., 2008). Open ended survey data were obtained from 201 randomly selected certified teachers (Perrachoine et al., 2008). Results suggested teachers who had greater job satisfaction in their positions were more likely to remain in education, and salary was not a factor in job satisfaction (Perrachoine et al., 2008).

Many of the recent reform acts have resulted in negative consequences in the QWL for teachers. Butt and Lance (2005) determined there was a strong relationship between job stress and job satisfaction. Approximately half of new teachers leave the profession within the first five years (Darling-Hammond, 2010; Hess, 1999; Newman,

2006; Ravitch, 2010, 2013). A licensed Georgia clinical psychologist, Dr. Vanessa

Schaeffer, works with numerous teachers. Dr. Schaeffer shared: "As a licensed counselor,

I don't know any public school teachers who are happy in the profession anymore. The

job environment is so stressful for teachers and students, it is no wonder more teachers

leave every year" (V. Schaeffer, personal communication, December 17, 2016).

Teacher Attrition

Teacher attrition is not limited to new teachers; both novice and experienced

teachers leave the profession every year due to retirement, stress, low pay, poor morale,

poor working conditions, decreased job satisfaction, disrespect from students and parents,

the increasing number of students in the classroom, stress, and lack of respect from

administrators (Darling-Hammond, 2010; Grissom, 2012; Grissom et al., 2014; Loeb,

Darling-Hammond, & Luczak, 2005; Newman, 2006; Margolis & Nagel, 2006; Renzulli

et al., 2011; Thibodeaux, Labat, Lee, & Labat, 2015). The impact of the legislated

mandates has increased the responsibilities of the non-teaching workload (Grissom, 2012;

Grissom et al., 2014; Thibodeaux & et. al., 2015). Some of these include the amount of

paperwork required to document responses to intervention strategies (RTI) and tracking

pertinent data to improve student achievement (Darling-Hammond, 2010; Margolis &

Nagel, 2006). Teacher attrition comes with a hefty price. In order to recruit, train, and

hire replacements, United States taxpayers pay an average of $2.2 billion each year

(Borman & Dowling, 2006). Smith (2008) explained that teacher retention can be

increased by offering relevant professional development. This provides teachers

additional tools to be successful in the classroom (Smith, 2008).

The average attrition rate of newly hired teachers within the first five years is

from 20% to 50%; however, the combined rate of new and experienced teachers leaving the profession is between 13% and 15% each year (Ingersoll & Smith, 2003; Perrachoine al., 2008). Low socioeconomic schools often employ teachers who are new or have less experience and are led by administrators who lack strong leadership skills (Pepper, 2010). Teacher turnover rates tend to be higher at lower socioeconomic schools (Borman & Dowling, 2006; Thibodeaux et al., 2015).

Hughes (2012) conducted a study on teacher retention that focused on characteristics of teachers, organizational characteristics, and teacher efficacy in a southern state. Using random sampling procedures, 200 elementary, middle, and high schools were selected to participate in the study. The researcher received 1,149 surveys of which 789 were completed. Findings indicated newer teachers were less likely to stay in the profession until they retired; however, teachers who had invested 10 or more years in their careers were more likely to stay until retirement (Hughes, 2012). Advanced degrees did not make a difference on the retention rate; however, strong support from parents and students made a difference in teachers' decisions to remain in education (Hughes, 2012). The researcher was surprised to learn that the teachers who were employed at the lowest socioeconomic schools were more likely to remain in their classrooms than teachers in higher socioeconomic schools, which is inconsistent with most research studies based on socioeconomic status (Hughes, 2012). Additionally, the teachers who experienced the greatest satisfaction with salary were more likely to remain (Hughes, 2012).

A study conducted by Petty, Fitchett, and O'Conner (2012) focused on attracting and keeping teachers in high-needs schools in a southeastern state. The researchers

focused on characteristics of successful teachers, teacher preparation programs, policies for attracting teachers in high-needs schools, teacher retention, and why teachers remain in high-needs schools. A survey instrument was sent to 537 participants who completed and returned it. The findings indicated that educators needed to show compassion and develop a sincere relationship with their students in order to be successful in a low socioeconomic school (Petty et al., 2012). Respondents in the study reported university teacher training programs should place teacher education interns in low socioeconomic schools to prepare them for the teaching environment that is prevalent in society today (Petty et al., 2012). Additional findings indicated that while financial incentives were important, strong administrative support and a work environment that promoted collaboration and collegiality were some of the primary reasons teachers remained in low socioeconomic schools (Petty et al., 2012).

Research conducted by Rumschalg (2017) focused on emotional exhaustion, personal accomplishment, and depersonalization in schools in Ohio. The state has one of the highest teacher attrition rates and experienced significant shortages of certified teachers in the areas of Spanish, special education, science, math, and speech pathology (Rumschalg, 2017). Using Maslow's hierarchy of needs, the core of the study focused on the needs of teachers. Rumschalg (2017) reported that many teachers do not feel safe in their work environments, nor do they feel appreciated. Survey responses were collected from 162 participants in elementary, middle, and high schools. Findings indicated that novice and veteran teachers felt overwhelmed because the instructional demands were unrealistic (Rumschalg, 2017). Even though teachers were emotionally exhausted, they worked hard to provide support to each other (Rumschalg, 2017). Additionally, the

researcher concluded teachers who had to work with difficult administrators experienced higher emotional stress (Rumschalg, 2017).

Gagnon and Mattingly (2015) investigated novice teacher turnover rates as well as equity and quality in school districts in the United States. Their study used aggregated data from three available sources, including Civil Rights Data Collection, Small Area Income and Poverty Estimates, and the U. S. Census. Data were available from 6,569 school districts. Results of the study indicated approximately 10% of all teachers are beginning teachers (Gagnon & Mattingly, 2015). Findings also indicated that students in the lowest socioeconomic schools most often had less experienced teachers and a higher rate of teacher attrition in part due to a lack of support from administrators and colleagues (Gagnon & Mattingly, 2015). Their findings support the need for novice teachers to have strong support in order to retain them in the profession (Gagnon & Mattingly, 2015).

In the state of Georgia, teacher attrition rates are consistent with national statistics. A survey was completed by 53,066 educators in the state in 2017. Findings of the study, released in a document produced by the Georgia Department of Education, reported that 44% of all teachers leave their careers within the first five years, and almost 67% would not recommend teaching as a career (GADOE, 2017). The survey identified eight different reasons teachers leave the profession. The reasons were divided into four strands and included the amount of testing and the teacher evaluation methods used, the lack of input from teachers on issues that impacted their classrooms, the lack of support and resources at the school and district levels, and the lack of support from administrators. Lastly, teachers felt they were inadequately trained to assume teaching duties (GADOE, 2017). Additionally, teachers were not respected, experienced high

levels of stress, and were expected to deal with students with significant discipline issues that they were not equipped to handle (GADOE, 2017).

The Georgia Professional Standards Commission (GPSC) completed a report on teachers in the state in 2017. Findings reported approximately 70% of all teacher hiring is due to teachers leaving the workplace (GPSC, 2017). The findings show that teachers working in high poverty schools were more likely to leave the profession than those in higher income schools (GPSC, 2017). There was direct correlation to the number of sick days used by teachers and teacher attrition (GPSC, 2017). Additionally, the majority of teacher education preparation programs throughout the state have fewer numbers of teacher candidates completing teacher education programs, which could prove to be a serious problem in the future as more teachers become eligible for retirement (GPSC, 2017).

Life Long Learning

Life is full of changes, some of which are good, while others are often perceived as negative. Every change requires a response and can trigger a sense of unrest or fear because it is a change from the normal situation (London, 2012). Adapting to these changes and looking at them as opportunities instead of burdens provide the individual the chance to develop another way of approaching different situations (London, 2012). Life Long Learning (LLL), sometimes identified as continuous education, is a skill that can encompass every aspect of an individual's growth. Laal and Salamati (2012) reported the benefits and importance of LLL in all stages of life. A life long learner develops a growth orientation that begins at birth and continues throughout the life of the individual (Jarvis, 2006). The rewards of LLL provide learners tools to adjust to change in all

aspects of their lives, including work, home, societal, cultural, and global perspectives (London, 2012). Staying up to date in an ever-changing work environment, developing stronger mental capabilities, and adjusting to day-to-day stresses are a few of the benefits of LLL.

LLL activities can be formal or informal. Formal LLL activities occur in a structured setting, such as attending a meeting or workshop or practicing a skill that has been observed and in which the individual demonstrates mastery. Informal LLL activities can be done from watching a video of someone completing an activity or from watching someone demonstrate a process (Laal & Salamati, 2012). LLL can be self-directed and pursued by individuals, or it can be mandated by the employer (Laal & Slamati, 2012). Some companies provide LLL opportunities on a regular basis to ensure their employees are competitive in an ever-changing global environment (London, 2012).

Cornfield (1999) stressed the importance of LLL for employees to be ready to accommodate the numerous changes that will be occurring in the 21st Century. The benefits of LLL include being able to adjust to the numerous changes in the workplace, as well as increasing individuals' incomes and giving the participants more marketability in the work place (Cornfield, 1999). According to Cornfield (1999), a primary focus of school systems should be to ensure that students are taught how to become life long learners and to have the opportunity to develop and use these skills in schools.

Relationships in Schools

The type of relationship between the teacher and the administrator is one of the most important contributing factors on QWL and the climate of the school (Evans & Johnson, 1990). These relationships can be a supportive or adversarial, and impact

41

everyone involved. Researchers (Allen, Grigsby, & Peters, 2015; Shaw & Newton, 2014; Turan & Betkas, 2013) found job satisfaction was higher in school settings with positive teacher and administrator relationships, and the climate of the school was greatly enhanced when administrators were respectful of their teachers. FranklinCovey Institute (2015a) identified improved relationships as an outcome of the FranklinCovey Leader in Me Program.

Turan and Betkas (2013) researched the influence of leadership practices on school culture in a study that included 349 teachers in 15 primary schools. Participants completed a series of two survey instruments that were the Leadership Practices Inventory and the School Culture Inventory. Findings of this quantitative study concluded that successful school leaders have the ability to create a school culture that is positive through creating positive relationships with their faculty and staff (Turan & Betkas, 2013). To ensure credibility with their staffs, principals need to model the expected outcomes in words and deeds (Turan & Betkas, 2013). This is confirmed by a study conducted in 2005 by Moye, Henkin, and Egley who examined relationships between principals and teachers in an effort to determine the importance of interpersonal trust and teacher empowerment. Teachers who felt the principal took a personal interest in their lives were more likely to perform at a higher level and reported greater job satisfaction in the work environments (Moye et al., 2005). In addition, the greater the level of trust, the more satisfied the teachers were in the work environment.

Bolger (2001) explored school culture and its effect on the efficacy of teachers. Bogler examined transformational and transactional leadership styles on teacher job satisfaction. The sample consisted of 745 teachers at elementary, middle, and high

schools in urban and rural areas. Findings concluded principals utilizing transformational leadership methods produced greater impacts on positive relationships and increased retention and greater job satisfaction (Bogler, 2001, 2002). Positive relationships between teachers and principals impact many aspects of the school setting and directly affect all who interact with them. Teachers who have greater job satisfaction are more likely to participate in school activities outside school hours and be more eager to assist students (Bogler, 2001, 2002). Reinforcing the link between relationships and efficacy was a study conducted in 2015. Stewart-Banks et al. (2015) addressed teacher morale and education leadership style. Findings from their study indicated a direct correlation between high teacher morale and the style of leadership approach used by the principal. Teachers working for principals who invested time to get to know their faculties had higher staff morale and worked in more positive school climates (Stewart-Banks et al., 2015). Schools obtaining a higher school climate score had lower turnover rates among faculty and staff because they were made to feel important to the school (Stewart-Banks et al., 2015).

Research suggests a direct link between teacher efficacy and job satisfaction. This efficacy is directly related to the relationship teachers have with their administration and the level of support they feel is offered to them (Bogler, 2001; Moye et al., 2005; Shen, Benson, & Huang, 2014). Aydin, Sarier, and Usal (2013) confirmed this assertion when they investigated the relationships between principal leadership style and teacher job satisfaction. Findings concluded leaders who utilized an autocratic style of leadership exhibited weaker interpersonal relationships with teachers, which created low teacher morale. Findings also concluded the most effective principals utilized transformational

leadership methods to create a higher level of job satisfaction (Aydin et.al, 2013).

Shen, et al. (2014) conducted a study on relationships and the QWL of teachers and administrators and high employee performance. The sample population consisted of 1,051 participants employed at 63 primary, middle, and high schools. Researchers established a strong connection between relationships and a high quality of teacher work. Baleghizadeh and Gordani (2012) identified a direct link between QWL and teacher motivation: The higher the QWL, the more motivation the teachers displayed. Teachers in the Shen et al. (2014, p. 826) study experienced a higher QWL and had greater "intrinsic and extrinsic motivation" that resulted in teachers' assuming other duties at school and in the community. The authors recommend schools create QWL committees to better meet the needs of the employees and the organization. Six education school districts were included in the study, and questionnaires were completed by 160 English as a Foreign Language teachers. From the questionnaires, semi-structured interviews were conducted with 30 participants. The researchers discovered some leaders do not recognize the importance of QWL and the impact it has on faculties.

Mahmoudi et al. (2014) researched the impact of QWL of educators to determine the impact of productivity. Two surveys were administered to 200 randomly selected educators. Findings from the study revealed the quality of work life was an important component in the productivity of the teachers, and those leaders who worked to "create a supportive environment, friendly, warm and comfortable between staff" (Mahmoudi et al., 2014, p. 633) created a better QWL for the staff. The researchers concluded the higher the quality of work life, the better the teachers performed in the work environment. In complement of the findings of Mahmoudi et al. (2014), Thibodaux et al.

(2015) examined teacher job satisfaction, teacher morale, and leadership style. The study sample, comprised of teachers, reported heavy reliance on administrative support to provide an environment where teachers experienced high levels of job satisfaction. Attrition rates were lower in schools with greater administrator support. Additionally, morale was higher, and teachers were more likely to remain at the school, depending on the leadership style of the administrator (Thibodaux et al., 2015). Combining both perspectives allowed researchers to conclude that there is a link between QWL and its positive impacts on morale, job satisfaction, and productivity.

Chen further confirmed these findings in a 2010 study that examined middle school teacher job satisfaction. A questionnaire was administered to a convenience sample of 294 teachers in six urban schools. Results indicated teachers had greater job satisfaction when relationships with peers were collegial and when teachers felt they had support from their administrators (Chen, 2010). Mahmoudi and colleagues (2014) as well as Thibodaux and colleagues (2015) concluded that relationships with peers and administrators affect all areas of work life quality, and in turn impact job satisfaction, morale, performance, and productivity. Confirming these findings, Chen (2010) found schools in which there was a great deal of adversity among teachers created stress for the teachers. Higher job satisfaction led to increased teacher retention, reduced stress, and more positive relationships with administrators (Chen, 2010; Mahmoudi et al., 2014; Thibodaux, 2015).

Some teachers working in schools that have implemented the FranklinCovey Leader in Me Program reported a higher level of collegiality between teachers and administrators. The leadership chairperson of the Lighthouse team at a Leader in Me

45

school, K. Hursey (personal communication, October 21, 2014) reported "teachers utilizing the FranklinCovey Leader in Me Program use proactive methods in dealing with conflicts or issues. They work harder to resolve conflict." Through utilization of the theory of transformational leadership and implementation of the FranklinCovey Leader in Me Program, the FranklinCovey Institute (2015a) cited that teachers have higher job satisfaction based on surveys and studies conducted at numerous schools that have implemented the program.

McKinney, Labat, and Labat (2015) examined the characteristics of principals in National Blue Ribbon Schools. The U. S. Department of Education awards National Blue Ribbon status to schools that attain a higher academic level, provide a safe environment for students, and are closing the academic gaps among sub-groups (USDOE, 2017). The study explored "personal and professional strategies" possessed by these leaders (McKinney et al., 2015, p. 159). Results from the study reinforced the importance of principals' creating positive relationships, fostering a supportive nurturing school environment, and identifying ways to improve morale in the school (McKinney et al., 2015, p. 164). A related study conducted by Leithwood and Jantzi (1997) explored the results of transformational leadership and the perceptions of teachers' views on the style of leadership utilized by the principal. Conducted at a large school district, the study included 2005 teachers at elementary, middle, and high schools. The researchers discovered leaders who received higher ratings on the perceived effectiveness of transformational leaders modeled the expected outcomes established by the team (Leithwood & Jantzi, 1997). In both studies, the leaders were more effective because they led by example and encouraged others to contribute ideas and suggestions that would

help the school run more efficiently (Leithwood & Jantzi, 1997; McKinney et al., 2015).

School Climate

The climate of a school impacts the operation of the learning institution. Tableman (2004) defined school climate as the "feel" (p. 1) of the school and explained each school in a district or system has a feel of its own. The climate of a school can be impacted and become either positive or negative based on decisions made by the school administrator or the district office (Tableman, 2004). Tableman (2004) further explored certain factors that contribute to school climate, including an environment that is physically appealing, encourages open communication, promotes a sense of belonging, focuses on the academic success of the students, provides a safe environment, and promotes positive interpersonal relationships. If any of these factors are missing, a negative climate may emerge. Schools with a positive school climate consistently have higher test scores, and faculty and staff have a higher QWL (Sadlier, 2011; Tableman, 2004; Zullig, Huebner, & Patton, 2011). With increased focus on school reform, numerous research projects have explored the impact of school climate on teacher job satisfaction, quality of work life, relationships between administrators and teachers, student achievement, and teacher retention. The leader of a school is one of the most important factors in establishing school climate (Sadlier, 2011; Tableman, 2004). The quality of relationships between faculty and administration directly influence the climate of a school (Cohen, McCabe, Michelli, & Pickeral, 2009; Sadlier, 2011).

School climate is influenced by administrators, students, faculty and staff, relationships, parents, superintendents, and the community. McFarlane (2010) examined the role of school district leadership, including superintendents and school principals, on

47

school climate and school improvement using the Kouzes and Posner Leadership

Practices Inventory in three large urban school systems. The inventory was completed by

235 principals and superintendents. Results indicated systems led by superintendents and

principals who focused on "leading with the heart" had a more positive school climate

(McFarlane, 2010, p. 6). Additionally, the use of transformational leadership practices led

to enhanced school climate (McFarlane, 2010). In a more grassroots approach, Gűlşen

and Gűlenay (2014) examined the effect of principals on school climate by having

teachers complete the Akbaba Healthy School Scale, rather than the principals as in

McFarlane's (2010) approach. The study was conducted at a school that had experienced

six principal changes in a five-year period. The researchers sought to investigate the

effect of principal turnover on the faculty. Of the 68 teachers in the school, 55 responded

to the survey instrument that addressed teacher morale, teacher expectations of students,

relationships among teachers, and the level of support provided by the administrator.

Results indicated teachers felt the climate of the school was weak due to the fact they did

not feel valued after repeated principal changes (Gűlşen & Gűlenay, 2014). Additional

findings obtained from the study indicated expectations for students were not high

enough, teacher morale was low, and the teachers had not formulated strong relationships

with each other (Gűlşen & Gűlenay, 2014).

Furthering the case and extending the implications of leadership style to student

performance, Tschannen-Moran and Gareis (2014) investigated the relationship between

faculty trust in the principal, school climate, student achievement, and leadership

behaviors in elementary, middle, and high schools. Results obtained from 3,215 teachers

from 64 schools indicated positive school climates cannot be established unless all

components, including collegiality, professionalism, trust, positive leadership, high

student expectations, and positive interpersonal relationships, work together.

Additionally, the principal needed to develop rapport with colleagues, communicate with

others, and be visible in the school (Tschannen-Moran & Gareis, 2014). The researchers

concluded if any of the aforementioned factors were not present, the school experienced a

less favorable climate (Tschannen-Moran & Gareis, 2014). This study provides further

evidence that the findings of McFarlane (2010), Cohen et al. (2009); Sadlier (2011) are

accurate.

Transformational Leadership

The style of leadership the administrator uses influences every aspect of a school,

determines the climate of the school, and contributes to the success or failure of the

school (Cohen et al., 2009; Gűlşen & Gűlenay, 2014; Sadlier, 2011; Tschannen-Moran &

Gareis, 2014). Transformational leaders have the ability to lift an organization from

average to outstanding (Collins, 2001). Transformational leaders strive to develop the

leadership capacity of those around them (Burns, 1978) and inspire them to achieve more

than they ever imagined. The FranklinCovey Leader in Me Program utilizes this

leadership style to encourage all participants to become leaders (FranklinCovey Institute,

2016). While numerous leadership styles have been identified and are being utilized, the

focus of this research project was transformational leadership (Burns, 1978). Burns

(1978) defined this as a method of leadership in which one person has the ability to

motivate and engage others to achieve a common objective. Transformational leadership

is a style that encourages members of a group to work collaboratively and develop

leadership skills (Bass, 1999; Bass & Riggio, 2006). Transformational leadership utilizes

the abilities of all members of a group to solve problems and develop creative solutions to situations. As a result, transformation occurs in the relationships between the leader and the followers when they are working together for a common goal (Bass & Riggio, 2006; Burns, 1978, 1982). Teachers working with leaders who utilize transformational leadership methods generally display a greater sense of job satisfaction and commitment because their thoughts, ideas, and opinions are considered (Burns, 1982). In a qualitative study of 443 respondents, Valentine and Prater (2011) examined several variables, including the relationship between transformational leadership and student achievement. Findings from Valentine and Prater's (2011) study determined the benefits of using the transformational leadership method were directly linked to enhanced relationships among faculty, administration, and students. Both faculty and students had a greater sense of satisfaction in both work and academic success. Leadership style has a direct correlation on teacher job satisfaction (Evans & Johnson, 1990) and impacts the morale of the staff (Evans, 1998; Stewart-Banks et al., 2015).

Creating positive working relationships between teachers and administrators is an important part of being an effective leader (Stewart-Banks et al., 2015; Venkataramani, Labianca, & Grosser, 2013). Many leaders fail to understand the importance of developing relationships with their staffs and often have minimal interaction with them. Lencioni's (2007) management plan emphasized the importance of leaders' getting to know their employees and believed employees will work harder for someone who takes a personal interest in them and their lives.

Working collaboratively is a key component of the FranklinCovey Leader in Me Program (FranklinCovey Institute, 2016). One of the goals is to empower all the

participants, including teachers, administrators, students, staff, and parents (Franklin Covey Institute, 2016). Transformational leadership employs a method that empowers all participants to a great sense of satisfaction and occurs when participants and leaders work together for a common goal (Burns, 1978).

The importance of positive interpersonal relationships between teaching colleagues and principals is one of many components influencing the success of schools and school climate (Olsen & Kirtman, 2002). Faculties who have positive interpersonal relationships and feel their principals trust them are more likely to embrace change and also support the endeavors of the administration (Olsen & Kirtman, 2002).

Transformational leadership and its relation to job satisfaction, staff turnover, and school performance were the focus of a study conducted by Griffith (2004) in a large urban setting. The survey was sent to 8,553 school employees working in multiple schools and had a response rate of 3,291 (Griffith, 2004). Results indicated employees working with administrators who used transformational leadership had the highest level of job satisfaction due a greater sense of trust (Griffith, 2004). Findings also indicated teacher morale was higher and the rate of teacher turnover was lower when the leader used the transformational leadership approach (Griffith, 2004).

Geijsel, Sleegers, Leithwood, and Jantzi (2003) investigated transformational leadership strategies used by administrators and the impact on school reform and teachers' commitment to the reform efforts. The study consisted of 2,791 teachers facing significant reform efforts. Participants completed a survey to determine the commitment or lack thereof to the reform efforts. Findings indicated schools using transformational leadership, which allowed teachers' input in establishing initial goals of the reform

efforts, were more likely to be committed to reform efforts and were more willing to devote more time to achieve the goals of those efforts (Geijsel et al., 2003). In the same vein, Pepper (2010) emphasized the importance of teachers and principals working cooperatively to ensure NCLB requirements are obtained. Underperforming schools often lacked strong leaders and were staffed with new or less experienced teachers, which impeded student success (Pepper, 2010). Successful implementation of NCLB occurred when the administrators placed in these schools utilized transformational and transactional methods of leadership, which resulted in increased participation of parents and improved relationships. This led the researchers to conclude that the strong atmosphere of trust, as well as the consistent behaviors demonstrated by transformational leaders, plays a role in the ability of a faculty to cohesively and effectively affect and impact underperformance in schools (Geijsel et al., 2003; Pepper, 2010).

Crum, Sherman, and Myran (2009) examined characteristics of successful principals from 12 schools that received a successful rating based on the requirements established by NCLB. Principals had to meet stringent criteria based on length of leadership, as well as accreditation standards at the state and federal level. Twelve principals were selected and were representative of diverse schools in the area. The most successful leaders surveyed provided data that supported new program implementation to create change (Crum et al., 2009). Crum et al. (2009) established a strong correlation between the implementation of these practices when teachers were allowed to provide feedback regarding practices being implemented and the impact on students' success, further strengthening the arguments of Pepper (2010) and Geijsel et al. (2003) and the importance of developing meaningful relationships with teachers. Teachers who felt the

principal trusted them and their opinions were more dedicated to helping students be

successful (Crum et al., 2009). Establishing honest relationships between teachers and

administrators created a level of trust that ensured the highest payback for all involved

parties (Crum et al., 2009; Geijsel et al., 2003; Pepper, 2010).

Teacher-Centered Education

The mention of a teacher-centered classroom brings to mind the thought of

classrooms where desks are lined up in straight rows, the teacher is in front, and students

wait quietly for instructions. Students in teacher-centered classrooms are expected to

focus on the teacher, and when the teacher speaks, students are expected to listen

(McCaslin & Good, 1992). The teacher is responsible for imparting knowledge to the

students through the use of whole group direct instruction, worksheets, textbooks,

lectures, question-and-answer sessions, and note taking (Thompson, 2003). These

teachers provide students with an example of the ready product, and students are

expected to copy or produce the item presented, whether it be an art project, notes,

homework, or some other assignments (Hake, 1998). Teacher-centered classrooms do not

allow students to take an active role in their education, thus the students become passive

learners. Teacher-centered classrooms are considered orderly because students are quiet,

and the teacher retains control of the classroom and activities (Jonassen, 1991). Students

work independently, and collaboration is not encouraged (McCaslin & Good, 1992).

These classrooms are designed after the factory model in which the employees (students)

are treated the same with little or no regard for differences, and a one-size approach to

education is provided (Rogers & Frieberg, 1994; Thompson, 1984). Students in teacher-

centered classroom often experience boredom with the way the content is delivered, and

their attention might focus on something other than the content (Jonassen, 1991).

Student-Centered Education

On the other hand, teachers concerned with the internal development created by acquiring new information and elaborating one's own understanding of using it utilize strategies that promote active engagement. This view emphasizes learners' active engagement in their own learning processes to make sense of the content, thereby creating life long learners. The Leader in Me Program teaches students they have a choice and are responsible for their actions (Covey, 2008a). Instead of creating passive learners, the students take an active role in their learning (FranklinCovey Institute, 2017). Covey (2008a) believes that learning is a process, skills must be modeled, and students demonstrate mastery by sharing the knowledge they have acquired with others. This aligns with contemporary research of viewing learning as a process instead a product, as a sustainable choice for knowledge in societies where individual, ongoing learning is crucially important. Worksheets, exercises, activities, and even homework are individualized because learners have diverse needs, and the teacher wishes to accommodate every student's need. Providing students with choices in completing assignments helps them develop problem solving skills and independence (Illeris, 2003). There is flexibility for students to choose within the limits and pick activities they find meaningful or are interested in doing, thus finding and using their gifts or talents. Students who get to choose usually learn much more than those forced into performing and producing, and they often pick tasks that are almost too hard for them (Jonassen, 1991).

Independent learners often engage in deep learning because they have an interest

in the content (Sungur & Tekkaya, 2006). Smart and Csapo (2007) discussed the positive benefits of students' being actively involved in the learning process that includes students developing more advanced skills and being able to transfer and apply knowledge to different situations. Students who establish and monitor the progress of goals are more likely to be successful because they are able to see growth toward them (McMillan & Hearn, 2008).

Those in student-centered classrooms actively engage with the teacher to establish the objectives (Jonassen, 1991). Group work is encouraged, and students work collaboratively to complete assignments and develop effective communication skills (McCombs & Whistler, 1997). Classrooms that utilize a student-centered approach develop learners who show motivation and initiative, and students experience success (Brown, 2008). These are skills that prepare students to be successful in the 21st Century, which is a goal of the Leader in Me Program (FranklinCovey Institute, 2017).

Empowerment of Students and Teachers

School reform efforts continue to seek solutions to meet the current needs of teachers and students. Empowerment is a term recently associated with the reform efforts. Derived from the root word "power," which means control over, a single definition of empowerment has not emerged (Rappaport, 1987). According to Weber (1946), power is the ability to exert control over other individuals, regardless of their desires. Rappaport (1987) explained empowerment occurs when people, organizations, and communities gain control over the issues relevant to them. Swift and Levin (1987) define empowerment as a process that produces a desired outcome. Robbins, Chatterjee, and Canda (1998) define empowerment as a "process by which individuals and groups gain

power, access to resources and control over their own lives and their environment. In

doing so, they gain the ability to achieve their highest personal and collective aspirations

and goals" (p. 91). Short and Greer (1993) explained the importance of trust in creating

an empowering school environment to support student leadership by using problem

solving skills. Covey (2006) simply stated, "By extending trust, you empower people" (p.

228).

Bolman and Deal (2017) identified the human resource or family theme that

views employees as assets to the organization. Through support and trust, employees are

empowered and encouraged to tackle new things, and if problems occur, additional

support and training are provided. Page and Czuba (1999) point out empowerment

requires a willing shift in power from the one who holds the power in the relationship,

and if the person is unwilling to share the power, empowerment cannot occur.

Empowerment is not something that is handed over; it is a process participants must

experience to achieve it. Page and Czuba (1999) suggested empowerment enables people

to attain control of their lives and have a voice in what happens to them. Sergiovanni

(1990) explained that "empowerment can be understood as the exchange of one kind of

power for another–the exchange of power over for power to" (p. 104). Keiffer (1983)

explained empowerment can begin with one person in a group who then is able to work

and mentor other members of the group to become empowered. Additionally, individuals

provide direct help to each other and assist others in acquiring new skills (Keiffer, 1983).

The empowering leader is someone who trusts others enough to let them have

input in decisions and then allows them to delegate responsibility to others, according to

Harkins (1999). Kotter (1999) believes empowerment begins with open communication

and mutual trust between the leader and the employees. Teachers in schools are often not empowered; they are expected to follow the established protocol for practices and procedures, and input is not sought (Freire, 1986). Marks and Louis (1997) found a strong connection between empowered teachers and the academic success of their students. Empowered teachers were more likely to implement different strategies to assist students to be successful and then empowered students to achieve and attain success in their academic and personal endeavors (Marks & Louis, 1997).

Stephen Covey's 7 *Habits of Highly Effective People*

During the 1970s, Stephen Covey began conducting research on the history of success over the past 200 years. As he read and researched, he realized writings about success during the first 150 years focused on "Character Ethic as the foundation of success . . . and included things such as integrity, humility, temperance, courage, justice, patience, industry, simplicity, modesty, and the Golden Rule" (Covey, 1989, p. 26). The purpose of success was to build on commonly held principles of effective living and was developed into a person's core being. As Covey continued his research on success, he discovered the last 50 years had taken a totally different turn and focused on "Personality Ethic" (Covey, 1989, p. 26-27). Covey (1989) found many of the current writings were "superficial … offered quick fixes-with Band-Aids and aspirin . . . to address acute problems" (p. 26). In many cases, the quick fixes left situations, organizations, and people in more dire straits than before. Covey's findings during his research on success were the paradigm that led him to develop the *7 Habits.* Covey (1989) realized that a significant shift in beliefs had occurred in society, and there was a need to focus on developing the time-honored principles that had been the basis of humanity.

The *7 Habits* were designed to enhance intrapersonal as well as interpersonal relationships (Covey, 2008b). Covey's (2008b) *7 Habits* training recognizes that successful people understand the importance of relationships within themselves as well as those with others. The program was developed while Covey was teaching management techniques and business subjects at Brigham Young University (Covey, 2008b). As interest in the classes grew, Covey realized there was a need for a program in the business world, which focused on the teachings of his classes. Thus, the *7 Habits Program* was developed in 1989 as a way to fill this void. Since then, FranklinCovey has opened offices in more than 150 countries throughout the world to educate people about the *7 Habits* (FranklinCovey Institute, 2018).

The seven habits are divided into three sections. The first three habits are considered individual. They are private victories or accomplishments and are celebrated by the participant (Covey, 2008b). The next three habits develop after the participant achieves the first three and are considered public victories because the members involved are supporting each other (Covey, 2008b). The third section is habit seven that focuses on renewal of the participant (Covey, 2008b). Implementation of the *7 Habits* is a process requiring a commitment to change (FranklinCovey Institute, 2016). The *7 Habits* are developmental and must be implemented sequentially (Covey, 1989). Stephen Covey taught the *7 Habits* in workshops around the world to thousands of people for more than 20 years, and FranklinCovey still offers training sessions throughout the world (FranklinCovey Institute, 2016).

Habit 1 Be Proactive. The first of the *7 Habits,* "Be Proactive: Principles of Personal Vision," involves choice, and the individual has the option of either being

reactive or proactive (Covey, 1989, p. 79). Proactive individuals will recognize and take responsibility for their actions. They do not blame others as their reactions are a "choice based on values, rather than a product . . . based on feeling" (Covey, 1989, p.78). Proactive people adjust to the situations and see the potential it has to offer in each situation. On the other hand, reactive people react to the situation and typically respond to positive situations in a positive way and produce negative reactions to negative situations. This was neatly illustrated in the following weather analogy. If the weather was good, reactive individuals responded positively, but if the weather was rainy, their responses were less than favorable. Proactive individuals do not allow the weather to cloud their perception and make adjustments as necessary. Zhao and Frank (2003) determined the attitudes of teachers regarding change either assists the change being implemented, or it impedes it. Establishing a positive attitude helps ensure success of the project being implemented (Zhao & Frank, 2003).

Habit 2 Begin with the End in Mind. The second of the *7 Habits* is "Begin with the End in Mind: Principles of Personal Leadership" (Covey, 1989, p. 104). Covey (1989) explained in order to master this habit, individuals must visualize what the end goal is before they begin executing the process. Visualizing the end goal or desired result provides a "clear understanding of your destination" (Covey, 1989, p. 105). This technique allows individuals to work more effectively and efficiently thus producing the desired results. As a component of this habit, Covey (1989) suggested individuals create a mission statement that defines who they are and what they want their legacies to be. It can be further expanded to be completed by families who decide to develop a family mission statement.

Habit 3 Put First Things First. The third of the *7 Habits* is "Put First Things First: Principles of Personal Management" (Covey, 1989, p. 156). Putting First Things First teaches the importance of developing organizational and time management skills. Implementing this habit requires individuals to have mastered the first two habits. When individuals determine what things are the most meaningful and then put those things first, they have implemented the third habit. Many people have a hard time saying "no," but by developing the third habit, saying "no" to things of less importance becomes easier because the priorities have been set (Covey, 1989). Glasser (1993) stressed the importance of making choices and accepting responsibility that comes with decisions made.

Habit 4 Think Win/Win. The fourth habit of the *7 Habits*, "Think Win/Win: Principles of Interpersonal Leadership," is based on the principle of "It's not your way or my way; it's a better way, a higher way" (Covey 1989, p. 217, 218). This habit effectively promotes working together for a solution that allows everyone to be a winner. This habit requires individuals to recognize that even when they disagree with the information or situation presented, there can be solution or compromise benefiting everyone. Implementation of the "Win Win" principle focuses on being respectful of others' opinions so everyone can work together for the mutual benefit of all parties. It is not about an "I win" but rather "we win."

Habit 5: Seek First to Understand, Then to Be Understood. The fifth of the *7 Habits* is "Seek First to Understand, Then to Be Understood: Principles of Empathetic Communication" (Covey, 1989, p. 249). This habit requires effective communication and the ability to listen empathetically. Covey (1989) described empathetic listening as "you

listen with your ears, but you also listen with your heart . . . listen for feeling . . .

meaning . . . you sense, you intuit, you feel" (p. 252). Empathetic listening allows one to

hear and feel what is being said, and if there are true interpersonal relationships, the other

person will listen and be able to hear what is being said. This habit requires a high level

of trust and mutual respect.

Habit 6: Synergize. The sixth of the *7 Habits* is "Synergize: Principles of Creative

Cooperation" and is considered to be the "highest activity in all life" (Covey, 1989, p.

274). The possibilities are unlimited when the habits come together or are synergized.

Doors open that would not have opened previously, and new ideas are formulated when

operating in the synergistic mode. Working together as a group allows creative ideas to

unfold. Every group is made up of diverse people who have different strengths and

weaknesses, and each one is valued. When a team achieves synergy, everything changes.

One of the desired strengths is communication (Covey, 1989). A synergized group can

look at different perspectives and keep the lines of communication open. They recognize

they can simply agree to disagree and remain respectful of each other's perspectives.

Habit 7: Sharpen the Saw. The seventh and final of the *7 Habits* is "Sharpen the

Saw: Principles of Balanced Renewal" (Covey, 1989, p. 299). To sharpen the saw, one

has to take time by "preserving and enhancing the greatest asset you have, you. It is

renewing the four dimensions of your nature physical, spiritual, mental, and

social/emotional" (Covey, 1989, p. 300). This requires the individual to take time to care

for the physical body in the selection of healthy foods, getting adequate rest, and taking

time to exercise. This is one area people fail to make good choices. They operate on fast

food and lack of sleep, and plan to exercise later. Making good choices helps prepare for

the days and years ahead. The second dimension is renewing the spiritual side and requires the person devote time to nurturing the spirit. This can be accomplished in many ways but may involve prayer or meditation and should be done every day. Renewal is the third dimension and can take many different forms. This might include writing in a journal, reading something that teaches a new concept, taking additional classes, or engaging in conversations in which something new is learned. The final dimension is social and emotional renewal. Renewing this aspect of life is directly related to relationships (Covey, 1989). In order to achieve this, individuals must try to achieve balance and also give back to others.

Stephen Covey's Eighth Habit

Stephen Covey introduced the *8th Habit* in 2004 (Covey, 2004a). Although identified as another habit, it is not a separate habit yet is designed to enhance the other seven so individuals achieve at a higher level. Covey believed finding one's voice is necessary for the success of the individual and those around him or her. Covey (2004a) identified the *8th Habit* to address the ever-changing work place that shifted from an Industrial Age mindset to a Knowledge Worker Age mindset over the past 20 to 30 years (Fenner, 2004).

While these changes are occurring, Covey (2004a) does not believe the work environment has adjusted to meet these challenges. Most organizations still operate using traditional methods of controlling and micromanaging their employees (Covey, 2004a). These changes in the work place have necessitated the creation of tools to assist individuals in dealing with these changes (Covey, 2004a). One of the big changes is that individuals must work more closely and collaborate effectively, which requires a high

level of effective communication skills (Covey, 2004a).

Finding one's voice requires the individual to identify the things in which he or she excels, develop a command of the language required, and then be able to communicate those skills and goals to others. It also requires trust that an individual is going to listen to and help the others develop and achieve their voices. Only after this is accomplished is effective communication established (Lee, 2005). Once this achieved, it allows the individual to encourage and inspire others to find theirs (Brown, 2004).

While the *8th Habit* has been around since 2004, it was introduced to the FranklinCovey Leader in Me Program in 2016 and 2017. Schools implementing the program are currently undergoing training to help students better understand the meaning and implication of finding and developing their voices.

Seven Habits of Happy Kids: The FranklinCovey Leader in Me Program

The FranklinCovey Leader in Me Program for elementary school students was created in 1999 after Muriel Summers, the principal of A. B. Combs Elementary School in Charlotte, North Carolina, attended a workshop conducted by Dr. Stephen Covey. Ms. Summers had been informed by the superintendent that her charter school was in danger of being closed if something was not done to increase the number of students enrolled. Ms. Summers was intrigued that so many successful adults were attending a Stephen Covey workshop, which focused on building relationships. After the workshop ended, she approached Dr. Covey to see if he thought the concepts could be taught to elementary students as young as 5 years of age. Dr. Covey thought a minute and then replied, "I don't know why not" (Covey, 2008b, p. 190). This was the beginning of the Covey FranklinCovey Leader in Me Program that is based on Dr. Covey's book, *The 7 Habits of*

Highly Effective People, and is now used by more than two million students in more than 50 countries (FranklinCovey Institute, 2016). Currently, 3,826 are identified as Leader in Me schools, and 425 have achieved Lighthouse status (FranklinCovey Institute, 2018). The FranklinCovey Institute(2015) cites many benefits of implementation of the program, which includes increased student academic progress, improved school climate, and development of leadership skills.

Ms. Summers went back and met with her faculty to develop a plan for implementing the *7 Habits* with the students. They decided they would use the term leadership as the underlying focus of the plan. Ms. Summers and her faculty worked closely with FranklinCovey to ensure the goals of the school aligned with the principles of FranklinCovey (Covey, 2008a).

Implementation of the program does not follow a one-size-fits-all approach and typically follows a three-year process. Each school that decides to implement the program creates a mission statement, and schools are encouraged to keep their established traditions, culture, systems, and curriculum (FranklinCovey Institute, 2017). The staff participates in five-day professional development sessions conducted by FranklinCovey facilitators (FranklinCovey Institute, 2017). During the training sessions, staff members incorporate the *7 Habits* into their personal lives so they will be able to model and demonstrate the teachings to students.

The first year of implementation of the FranklinCovey Leader in Me Program focuses on the introduction of the *7 Habits* and allows students to become familiar with the terminology. The second year introduces tools to reinforce and build understanding of the habits, and the third year includes additional training to maximize the benefits of the *7*

Habits. Implementation of the *7 Habits for Kids* is achieved with the use of animal characters related to the habit being introduced (Covey, 2008a).

The first of the *7 Habits for Kids* is "Be Proactive, You're in Charge" (Covey, 2008a, p. 91). This habit teaches children they have a choice and are responsible for their actions. While the habits being taught to children are not as detailed as the adult version, the student has a choice to "take charge of your own life and stop playing the victim" (Covey, 2008a, p. 23). This habit may be life changing for some students who are always the victims. Empowering students to accept responsibility and acknowledge their actions and behaviors teaches them accountability. Schools that have implemented the FranklinCovey Leader in Me Program report children are able to work out their disagreements and set goals to master at the beginning and the middle of the school year. Students chart their progress and establish new goals as benchmarks are achieved (FranklinCovey Institute, 2015b).

The second of the *7 Habits for Kids* is "Begin with the End in Mind Have a Plan" (Covey, 2008a, p. 91). K. Hursey, the chairperson of the Lighthouse team at a FranklinCovey Leader in Me school (K. Hursey, personal communication, October 21, 2014) explained "each child creates a goal to master by December, and they map them over the course of the fall." Students begin this in kindergarten and decide on something they want to accomplish. The goal could be personal or school related. By mapping their progress, students can see how much they have achieved. In January, students revisit their goals and then create new ones. Covey (2008a) stated: "A goal not written is only a wish" (p. 33). Setting goals helps students become accountable and achieve a level of independence. Students can practice this in all areas, including completing schoolwork,

being prepared for the next day, or working on projects that might have a later due date. K. Hursey (personal communication, October 21, 2014) explained, "Every year, my class creates a mission statement. It reminds the students who we are as a class and what we believe. It really helps the students focus on how we work together as a team."

The third of the *7 Habits for Kids* is "Put First Things First: Work First, Then Play" (Covey, 2008a, p. 91). This is often the hardest habit for students to develop because they want to do the easiest or most fun thing before they do what has to be done. This requires discipline and the students' willingness to stop procrastinating. Covey (2008a) stated: "Do what you have to do so you can do what you want" (p. 43). Acquiring this habit requires discipline, organization, making schedules, and action on the part of the student. The students establish priorities and then follow through.

The fourth habit of the *7 Habits for Kids* is "Think Win/Win Everyone Can Win" (Covey, 2008a, p. 91). Hursey (K. Hursey, personal communication, October 21, 2014) stated: "When we practice the Win/Win concept, everyone gets to state their opinion. Every opinion is respected, and then we talk about possible solutions that would benefit the class." Her students handled all major decisions this way. While observing in the class, I heard students discuss the different situations and then arrive at decisions that were mutually beneficial. Being considerate and respectful others' opinions teaches students there are solutions benefitting everyone. When students learn the fourth habit, they are able to think "about another (person) as well as yourself" (Covey, 2008a, p. 55).

The fifth of the *7 Habits for Kids* is "Seek First to Understand, Then to Be Understood Listen Before You Talk" (Covey, 2008a, p. 91). This habit develops listening skills. Students are encouraged to consider other viewpoints and to actively listen to what

66

the other person is saying. Students practice this skill by using all of their senses. Most communication occurs through body language, tone, and the feeling reflected in the voice. Less than 10% is obtained from the words selected (Covey, 1989). When students develop this skill, they are able to actively hear what is being said. This habit involves the skill of making and maintaining eye contact, which further helps the individual understand what is being said.

The sixth of the *7 Habits for Kids* is "Synergize Together Is Better" (Covey, 2008a, p. 91). Covey (2008a) described synergy as "valuing differences and then working together to create a better solution than anyone could do alone" (p. 77). Synergy for students allows them to identify their strengths and the strengths of others. They recognize by working together as a team, they can identify better solutions to problems because they know what strengths their team mates have. Students create a list of possible solutions and work through them until they create a solution to fit the situation. Students utilize those strengths to enhance the desired outcome. Students realize by being a contributing member of a group and valuing the differences of the team, everyone will benefit (Covey, 2008a).

The seventh habit of the *7 Habits for Kids* is "Sharpen the Saw Balance Feels Best" (Covey, 2008 a, p. 91). Covey (2008a) stated: "We feel better when we're balanced, when we take the time to renew the four parts of who we are: body, heart, mind, and soul" (p. 89). All parts must be balanced, and children often lack this skill. It takes time for them to realize what they need to eat to be properly nourished, and with the reduction in recess time, children often do not get enough physical activity (Covey, 2008a). Getting adequate sleep is a key component of developing this habit, and due to

difficult home lives, many students do not receive the sleep necessary to be prepared the next day (Kozol, 2005). Busch, Altenburg, Harmsen, and Chinapaw (2017) report children who do not receive adequate sleep experience difficulties with reduced academic achievement and often display behavioral difficulties. Finding balance is difficult for adults, and providing children a way to achieve balance when they are young will allow them to better cope with whatever they encounter (Covey, 2008a).

In conducting research on the topic of the *7 Habits,* I discovered there is one major concern regarding the FranklinCovey method of school reform and improvement. The FranklinCovey Institute (2016) reported a high rate of success in the area of school improvement, but the high costs associated with implementing the program are problematic for some school systems, according to David Debs, Client Partner for FranklinCovey Leader in Me Schools. Mr. Debs is responsible for marketing The Leader in Me Program and providing support for schools and organizations in Georgia. Mr. Debs reported the cost of implementation is based on the number of students enrolled in the school; however, the average cost is approximately $80,000 (D. Debs, personal communication, March 1, 2017). This fee includes the training by FranklinCovey, classroom materials, coaching, professional development, and other support provided by FranklinCovey throughout the implementation process (FranklinCovey, 2016). Mr. Debs (personal communication, March 1, 2017) relayed some schools qualify for financial aid, including scholarships or sponsorships from supporting organizations, to fund the program.

Conclusion

The focus of this literature review addressed main conceptual themes in the study on relationships and implementation of the FranklinCovey Leader in Me Program. These included the education reform acts since 1958, quality of work life or job satisfaction of elementary school teachers, relationships between administrators and elementary school teachers, motivation theories, student-centered classrooms, teacher-centered classrooms, empowerment, and the impact of transformational leadership. The literature review also enables the reader to understand the components of the *7 Habits,* the key elements of the FranklinCovey Leader in Me School Program. Teaching students this transformative program will prepare them for the 21st Century by providing the tools necessary to be successful in the future (Franklin Covey Institute, 2015a). Chapter 3 will explain the research methodology used to conduct the case study.

Chapter III

METHODOLOGY

Introduction

At great cost and effort, school reform programs have been legislated and implemented over the past 30 years. During the same time period, teacher satisfaction rates declined, and teacher attrition rates increased. Given the cost associated with implementation of said reforms, as well as constantly training new faculty to implement these initiatives, this pattern is problematic. Currently, the United States Federal Government spends close to $700 billion dollars annually to fund education efforts, and that amount does not include funds supplied by state or local efforts (Guthrie & Ettema, 2012).

The purpose of this study was to examine how the quality of work life of elementary school teachers and the relationships between the teachers and their administrators were affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for reform and improvement.

The following research questions directed the focus of the study:

RQ1: What were the life and career experiences of elementary school teachers prior to and during the time the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for reform and improvement?

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for reform and improvement?

RQ3: How were the relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for reform and improvement?

Maslow's Hierarchy of Needs and the use of transformational leadership as a method of school improvement were the theoretical frames used in this research. The utilization of these methods of change can create a noticeable and positive difference in the individual, the institution, or both. These methodologies are based on the belief that, to attain certain goals, the individual must go through a series of sequential stages that cannot be skipped or omitted (Covey, 2008a; Maslow, 1943, 1954).

Research Design and Rationale

The qualitative methodology deemed most appropriate for the purpose of this study was a single case study. A case study can be of one general category, but in certain cases, the individual or team of researchers may decide to study multiple cases to establish connections (Yin, 2014). The rationale for selecting case study research allows the researcher to construct meaning from data (Stake, 1995). Case study research provides the chance to identify why and what has occurred from the data collected (Rossman & Rallis, 2003). Qualitative research methods are flexible rather than rigid because the researcher does not know what will emerge as the data are collected, coded, and interpreted (Patton, 2002; Stake, 2010). Qualitative research offers a frame for

understanding meaning from the participants' experiences (Merriam, 2009). Qualitative research methods provide for in-depth evaluation of questions typically not answered using quantitative methods (Stake, 2010).

This case study is considered intrinsic as I have a personal interest in understanding the perceived changes in the relationships between administrators and teachers during implementation of the program (Stake, 1995). Rossman and Rallis (2003) and Yin (2014) indicated a case study looks at the how and why of a current situation in which the researcher has no control and seeks to identify specific patterns, themes, or outcomes. Dyson and Genishi (2005) described a case study as a way for researchers to describe their vision. Stake (1995) stated a case study permits the researcher to examine something of personal interest.

A constructivist epistemology approach to qualitative research guided the inquiry of this study. Maxwell (2013) wrote that constructivism allows the researcher to construct meaning from actions and behaviors with participants. Lincoln and Guba (1985) contended that constructivist epistemology enables the researcher to construct meaning from the environment in which data are collected. This approach aligns with case study design as it provides a rationale for what is going on or what has occurred during the collection of data. The researcher gleans meaning through various methods of data collection, including interviews, observations, and the examination of artifacts, documents, and other archival data. This approach assisted the researcher in understanding the influence of the adoption of the FranklinCovey Leader in Me program on teacher and administrator relationships.

Setting

In case studies, the selection of the site is one of the most important components in collecting data for a qualitative study. Miles and Huberman (1994) explained the importance of site selection, so the most relevant data relating to the case can be obtained to provide a rich description of an event participants have shared. Creswell (2014) detailed the importance of selecting the research site so the researcher will be able to collect data from unbiased participants. Purposeful selection was used to identify the proposed site. The researcher made observations at this school and was intrigued with the level of respect among teachers, administrators, and students. The site of this study was a Georgia school that had met the criteria of having implemented the FranklinCovey Leader in Me Program as a means of reform and school improvement, and had achieved a CCRPI school climate star score of a four or five between the years 2014 and 2016.

In Georgia, schools are awarded stars as a rating of school climate through CCPRI. Data are collected from surveys completed by parents, students, and teachers. Ratings are based on the number of reported discipline incidents, absenteeism rates of faculty and students, and perception of school safety as rated by parent, student, and faculty (GADOE, 2017). The highest star is five, which means the school is excellent; four represents a school is above average. Three-star schools are average, two star schools are below satisfactory, and schools receiving one star are unsatisfactory (GADOE, 2017). For this study, the selected school had received CCRPI star climate scores of fours and fives in the time period of 2014 to 2016 (Elementaryschool.org, 2016; GADOE, 2016). A higher number of stars indicates the students attend school in an environment they feel is supportive, nurturing, and safe (GADOE, 2016).

The selected Georgia school provides services for 512 students in kindergarten through fifth grade (GADOE, 2016). Approximately 75% of the students are eligible for the free or reduced breakfast and lunch program (School System, 2016). It initially was a small community school, with many students attending the same school as their parents and grandparents. The majority of parents worked in local factories or in the field of agriculture. It was one of the last schools in the area to experience changes in socioeconomic levels and ethnicity (H. Bennett, personal communication, February 12, 2017). Eighty-seven percent of the school population is composed almost equally of Caucasian and Hispanic children, and 13% of the other ethnicities include African American, Asian/Pacific Islander, and multiracial (School System, 2016).

Participant Selection

Creswell (2014) explained purposeful sampling allows the researcher to identify participants who will provide the most useful information to the case. Purposeful sampling methods are used to identify specific people or events that can provide information otherwise unobtainable from other sources (Maxwell, 2013). Patton (2002) ascertained purposeful sampling leads to the collection of valuable data related to the case. Purposeful sampling was used to identify the participants for the study. Information-rich participants were purposefully selected to provide the most useful information for the research (Creswell, 2014). Patton (2002) stated the researcher needs to select participants who are most familiar with the case.

From school records, the researcher identified a list of participants who met the following criteria:

   a) they had been employed at the school since the implementation of the

FranklinCovey Leader in Me Program;

b) they had attended all training sessions provided by the FranklinCovey Leader in Me Program implementation team since the start of the program;

c) they had been teaching for a minimum of 10 years;

d) they had earned a bachelor's or higher degree.

In order to be considered in this research, the participant met each of the four criteria. The names of teachers who met the established criteria were placed in a data bank. The researcher wanted identified participants to have an equal opportunity to participate in the research. After the creation of the data bank, the researcher used random sampling methods to select five participants who were invited to take part in the study. These teachers were able to provide rich data because they had been employed throughout the implementation process of the program. No people were considered for this research if they did not meet the criteria.

Saturation and sufficiency are important components in qualitative research studies, according to Seidman (2013). Sufficiency refers to being able to collect enough data so others are able to make a connection. Saturation occurs when the researcher begins to hear the same information repeatedly and does not hear anything new (Seidman, 2013). When saturation is obtained, the researcher stops collecting data as no new themes or codes are revealed (Charmaz, 2014).

Instrumentation and Data Collection

Patton (2002) explained the researcher is the primary instrument in qualitative research. This researcher adopted a participant-observer approach because it lends itself to case study research (Wolcott, 2001). Becoming immersed in the research environment

allows the researcher to become more accepted by the participants and gives the researcher a better understanding of what is occurring (Wolcott, 2001; Trochim & Donnelly, 2008). This method permits participants to establish a relationship with the observer, thus creating a sense of trust (Patton, 2002; Trochim & Donnelly, 2008). Collecting research data in the participants' environment is important because they are familiar with the site, and it provides a sense of comfort (Creswell, 2014; Patton, 2002; Rossman & Rallis, 2003; Yin, 2014).

Patton (2002) explained that qualitative research involves the collection of three primary types of data, including observations, interviews, and other documents. Building a case for research involves utilizing multiple sources of data, such as interviews and archival documents including photographs, surveys, memo writing, participant observations, and journaling (Patton, 2002; Rossman & Rallis, 2003; Yin, 2014).

Individual interviews were used to collect data for this research. The use of interviews enables the researcher to understand the "lived experience of other people and the meaning of the experience" (Seidman, 2013, p. 9). Individual interviews were conducted one-on-one (Stake, 1995; Yin, 2014). The interviews were audio taped, and the data were transcribed so the researcher had access to data (Krueger & Casey, 2009). The amount of time allotted for the interviews could have been an issue, as time constraints can limit the responses obtained when conducting qualitative research (Krueger & Casey, 2009; Seidman, 2013).

The approaches used during the interviews may be semi-structured or in-depth (Yin, 2014). Semi-structured interviews consist of a series of open-ended questions related to the ideas the researcher thinks are connected to the topic being investigated.

In-depth interviews focus on one or two specific areas and typically produce more rich data (Yin, 2014). For the purpose of this study, the researcher focused on relationships between teachers and administrators, and the career changes experienced during the implementation process. Individual interviews were used in this study to collect rich anecdotal data based on participants' experiences with the FranklinCovey Leader in Me program.

Participants involved in individual interviews were selected from a school-generated list of faculty members meeting the established criteria. A series of three interviews is recommended by Seidman (2013) to gather information about the experience during implementation of the FranklinCovey Leader in Me Program. The first interview provided an opportunity to connect with each participant (Seidman, 2013) thus establishing a relationship. The focus of the second interview allowed the researcher to collect details of the experiences of the participant (Seidman, 2013). During this data collection phase, the researcher's role was to listen and seek clarification of unclear responses (Seidman, 2013). The third and final interview provided the participant and the researcher the opportunity to reflect on the interpretation of the data to ensure the researcher's interpretation matched the participants' (Seidman, 2013).

The spacing of interviews is important in qualitative studies. According to Seidman (2013), interviews should be planned between three days to a week (p. 24). This allows the participants time to reflect on the previous interviews and keeps information fresh in their minds. Seidman (2013) recommended, if possible, interviews be completed in a three-week time frame to assist the researcher in collecting data in a timely manner. Interviews were scheduled during a four-week period to allow adequate

time to have interviews transcribed and to ensure accuracy of interview findings. Interview transcripts were provided to the participants prior to the next interview to ensure accuracy of the data. The choices of questions for an interview are critical to the success of case study research (Kruger & Casey, 2009; Maxwell, 2013; Stake, 1995; Yin, 2014). The questions must be specific to the case and what has occurred to ensure the responses are applicable to the case. The questions used were developed from a series adapted from the John Hopkins Institute and have been used in other studies by FranklinCovey Institute (2015). The questions used by FranklinCovey are specific to a different school setting and population that included parents, students, and other community members. The questions were revised to meet the criteria of the case and were relevant to the proposed site. The questions were reviewed by a panel of two experienced researchers to ensure they met the criteria. Additional questions were crafted after the initial data obtained from the first interviews had been transcribed and analyzed. These questions were specific to this study and focused on the influence of the adoption of the FranklinCovey Leader in Me Program and teacher and administrator relationships.

Keeping a memo journal of observations in qualitative studies is recommended to ensure the researcher has a method to analyze thoughts, observations, and perceived experiences when they occur (Charmaz, 2014; Patton, 2002). A memo journal allows the researcher to follow the unfolding of the data and assists the researcher in identifying themes or codes early in the data collection process (Charmaz, 2014). Rossman and Rallis (2003) suggested by using a memo journal, the researcher can easily follow the progression of the research process and reflect on evolving thoughts or patterns that might be revealed during the research process. It also helps to identify themes that might

emerge during the process. The memo journal provides the researcher the opportunity to keep track of what has occurred (Patton, 2002; Yin, 2014). Anything observed, heard, or visualized can be used in a qualitative study (Maxwell, 2013). Wholey, Hatry, and Newcomer (2004) discussed using the senses as one way to collect data that provide rich information.

Other available documents and identifying artifacts methods were used for this study. Documents allow the researcher to obtain information often not provided by the participants (Creswell, 2014). This included newspaper articles, school documents, minutes from meetings, documents available from the Georgia Department of Education, and other documents chronicling the implementation of the Leader in Me Program. Other documents used were the report from FranklinCovey when the Riverview was awarded the designation of Lighthouse status.

Data Analysis

Accurate data analysis is one of the most important factors of a case study. Stake (2010) compared data analysis to composing a piece of art. Data analysis begins with the collection of the first piece of data (Denzin & Lincoln, 2005; Rossman & Rallis, 2003; Seidman, 2006). Data analysis was conducted using the six phases of qualitative data as described by Rossman and Rallis (2003). The first step is to organize the data. As data were collected, they were organized, and initial hunches or thoughts were written down in a memo journal. Rossman and Rallis (2003) suggested the researcher begin "cleaning up and organizing as you go along" (p.280). Electronic and hard copies were used as well as note cards to help organize data into appropriate topics. Audio taped interviews were transcribed and then replayed to ensure proper interpretation and transcription.

The second step, according to Rossman and Rallis (2003), is to "read, read, and once more read through the data…as it enables you to become familiar in intimate ways with what you have learned" (p. 281). Reading and rereading the data allow the researcher to become more aware of the data and to provoke deeper thinking. This also includes listening to the audio recordings of the interviews. By doing this, the researcher may hear or identify something not caught through the transcripts. As reading was being done, the researcher identified key phrases associated with the research questions. Research Question 1 focused on the comments related to career experiences during the implementation process. The frame for Research Question 2 centered on the quality of work life and job satisfaction. Research Question 3 concentrated on terminology related to teacher and principal relationships.

Generating categories and themes is the third phase of data analysis, and this section can be "the most difficult, complex, ambiguous, creative, and fun" (Rossman & Rallis, 2003, p. 282). Categories are key words or phrases that stand out or seem to have significance to the study. From these categories, the researcher began to look for emerging themes from the data. Initially, these were broad but were narrowed down as the data were reviewed numerous times. The use of concept mapping and brainstorming key ideas was used to identify themes (Rossman & Rallis, 2003). As categories are established and themes begin to emerge, the focus is to generate and identify key concepts of each research question. Data were open coded based on emergent themes from individual interviews (Yin, 2014).

Coding the data is the fourth stage of data analysis and requires the researcher to evaluate the categories and themes, and then begin to establish codes, requiring the

researcher to begin "thinking through what you take as evidence of a category or theme" (Rossman & Rallis, 2003, p. 285). Saldaña (2013) reported, "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, kind or/evocative attribute for a portion of language-based or visual data" (p. 3). The coding was completed in cycles. In cycle one, categories were established and identified, and these similar categories were coded by color. The categories identified by color were then examined to identify sub-categories. A third round of coding was completed to establish themes. Saldaña (2013) noted, "A theme is an outcome of coding, categorization, or analytic reflection, not something that is in itself coded" (p. 14). A coding worksheet was used to code the data and had spaces in the margin to identify emerging codes. This process was an effective means of identifying the key components of the FranklinCovey Leader in Me Program and their impact on the schools that implemented the program. As the coding process continued, Research Question 1 concepts were coded in blue, concepts related to Research Question 2 were coded in green, and Research Question 3 were coded in orange. This helped the researcher identify elements related to each research question and manage the data obtained. An outside researcher recoded the data obtained to ensure the initial coding was consistent.

Interpretation of data is the fifth stage of data analysis and requires the researcher to synthesize the data and "turn what you have learned into something that makes sense to others" (Rossman & Rallis, 2003, p. 288). Rossman and Rallis (2003) defined interpretation as a "complex and reflexive process" and further explain "interpretation is storytelling" (p. 288). The use of thick, rich descriptions allowed the researcher to

81

describe the findings of the research.

The last stage of data analysis, according to Rossman and Rallis (2003), is "searching for alternative understandings" (p. 289). This step requires the researcher to look for other possible interpretations about the data to ensure the findings are accurate. This can be achieved by checking with the participants to make sure the conclusions are accurate and reflect their responses. It forces the researcher to step back and reflect on the conclusions established and consider other possible connections. The researcher used this process to "assess the data for their credibility, usefulness, and centrality to your major points" (Rossman & Rallis, 2003, p. 290).

Issues of Validity

Internal Validity

In order to ensure the validity of the study, there are certain strategies the researcher can use to reduce the threats. Two suggestions by Maxwell (2013) include the researcher schedule a sufficient number of observations and collect sufficient detailed data to ensure the validity of the study. Other suggestions are to triangulate multiple sources of data obtained and identify themes (Maxwell, 2013; Miles & Huberman, 1994; Stake, 1995; Yin, 2014). Triangulation involves examining the data obtained from different sources and then identifying shared elements. Triangulation was completed by using the data obtained from individual interview transcripts, observations, and other pertinent documents, which built credibility to the findings (Rossman & Rallis, 2003). Rossman and Rallis (2003) suggested the use of an audit trail specifically using analytic memos throughout the dissertation process. These memos were completed after every encounter with the data. During the process of coding data, notes were collected and kept

in a journal to identify key concepts uncovered during the analysis of data. Recording data using this method allows the researcher easy access to findings (Yin, 2014).

The trustworthiness of qualitative studies is a concern for any researcher. Lincoln and Guba (1985) explained that trustworthiness examines the worth of the study. Four areas of trustworthiness include credibility or internal validity, external validity or transferability, dependability, and confirmability. Each of these are discussed in further detail.

Multiple safeguards were taken to ensure the trustworthiness of this research, and the conclusions are sound. Sources of data were collected, and triangulation of data was completed so credibility was established. A series of checks and balances was used throughout the research and included matching patterns and identifying central ideas presented. Individual interview summaries were provided to participants to validate the interpretation of the researcher. Peer reviews were conducted by a colleague specializing in qualitative studies.

The establishment of credibility or internal validity is used to ensure the data collected are "unbiased and undistorted" (Glanz, 2003, p. 319). Triangulation of multiple data sources, including individual interviews, researcher participant observations, and analysis of available documents, was used to ensure credibility. Peer reviews were done with a colleague who has conducted several qualitative studies and has volunteered her services. Member checks were completed with participants to build credibility to the study. Once saturation was achieved, and the researcher began to hear the same information repeatedly, data collection ceased (Seidman, 2013).

Rich descriptive data were used as a component of establishing external validity.

Merriam (2009) explained how including rich descriptions of data from participants, transcripts of interviews, observations, and other documents help establish external validity. The specific findings of this case study are not transferable to other settings; however, the case could be replicated in a different setting.

The establishment of dependability was accomplished through the use of documentation and included the use of triangulation, memo journaling, and audit trails. Triangulation provides the researcher the opportunity to compare multiple sources of data to identify potential themes or patterns. Comparison of data obtained from individual interviews can be used as a method of establishing dependability (Lincoln & Guba, 1985).

Ethical Issues

All research studies have ethical considerations, but since qualitative research involves face-to-face contact with human beings, there are additional considerations to be considered. Qualitative research takes place in the field with individuals at a selected site, and it is important the researcher adopt a strong stance to protect human subjects (Rossman & Rallis, 2003). It is also important to note participants should be willing to participate and not feel pressure or be coerced into participating (Rossman & Rallis, 2003).

In accordance with the guidelines of VSU regarding the protection of human participants, a request for a review was submitted to the VSU's IRB for approval to interview approximately five or six individuals. Agreements to gain access to participants or data were obtained through VSU's IRB process as seen in Appendix A. These included necessary documents and a copy of the letter sent to the selected Georgia

school. The risks to the humans from whom data were collected were minimal. The identity of participants was kept confidential. Precautions were taken to ensure informed consent was provided and to minimize the risks to participants in the research. Participants were provided with details of the study. Participants were assured the content of the interviews remained confidential, and their identity would not be disclosed. The participants were informed the interviews were audio taped and then transcribed. Human participants were treated professionally at all times. Signed consent forms was obtained from participants to inform them the focus of this study was to collect data related to the implementation of the FranklinCovey Leader in Me Program.

Other factors considered as possible conflicts of interest and personal biases are previous experiences I have had visiting the school to observe student teachers. The interactions with the teachers were very positive, so I did not envision this was a potential problem. I was unaware of any students who might have been under my supervision; however, I did not anticipate this was a problem, as most former students would not have been employed at the school during initial implementation of the program.

Ethical concerns related to recruitment materials were addressed with the local school and the FranklinCovey Institute. All schools implementing the FranklinCovey Leader in Me Program must maintain an audit trail chronicling the progress of the implementation process (FranklinCovey, 2016).

In any study, there was the possibility of participants' deciding not to participate or withdrawing in the middle of the research project. However, the researcher established trusting relationships with participants and adopted the attitude of "do no harm" (Rossman & Rallis, 2003). Should someone have chosen not to participate during this

study, the researcher would have addressed the issue and considered other faculty members meeting the requirements to participate.

The treatment of data collected was confidential. Confidentiality of all data is critical in case study research (Rossman & Rallis, 2003; Seidman, 2013; Stake, 1995). Participants were assigned pseudonyms. No identifying information was included in any documents, except with the initial survey used to identify potential participants. The survey included a place for participants to select a code name used to identify them in the study. However, this information was not available to others. These code names were used during the interview process. The recorded interviews were kept on a password-protected flash drive, and an identifying number was used as a retrieval method.

Protection of data is critical to ensure participant information is kept confidential; data were protected using a variety of methods. Recordings were transcribed, and the original recording and transcripts were stored in a locked filing cabinet. Information kept on a flash drive required a code known only to the researcher. Access was not allowed to anyone else. Data acquired during the process of the research project will be kept for a period of three years after the research has been approved.

Chapter Summary

This chapter provided the rationale for conducting this qualitative case study. The purpose of this study was to examine how the quality of work life of elementary school teachers and the relationships between the teachers and their administrators were affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement.

I built this case study following the guidelines outlined by Rossman and Rallis

(2003), the Institutional Review Board at Valdosta per Appendix A, and the local school system. I selected the site because it met the criteria of implementing the FranklinCovey Leader in Me Program. Purposeful sampling was used to select participants who met the criteria and could provide the chronology of implementing the Leader in Me Program. I collected data through multiple forms and analyzed them using coding, memoing, and categorizing.

I followed ethical procedures to ensure the study was in compliance to safeguard any misdeeds. I obtained informed consent for interviews with participants and observations at the research site. I attempted to create positive relationships with participants and the leadership team to ensure ethical guidelines were followed. Chapter 4 will address the results or findings of this research.

Chapter IV

DATA ANALYSIS

The purpose of this study was to examine how the quality of work life among

elementary school teachers and how relationships between elementary school teachers

and their administrators were affected when an identified, Georgia school selected the

FranklinCovey Leader in Me Program as a vehicle for reform and school improvement.

Numerous changes in the field of education have contributed to the stress levels of

teachers (Ravitch, 2000, 2010, 2013). Some of these more commonly used state and local

reform efforts impacting teacher stress levels include site-based management, character

education, school choice, commitment to technology, year-round school, extended day,

shared leadership, and the adoption of state standards (Webb et al., 2006). Pertinent

federal reform measures include increased teacher accountability, additional mandated

student testing, the fear of failure to meet AYP, and decreased teacher morale (Ravitch,

2000, 2010, 2013). Teacher job satisfaction rates have decreased, and increasing numbers

of teachers are leaving the field of education (Darling-Hammond, 2010; Grissom, 2012;

Grissom, et al., 2014; Loeb, Darling-Hammond & Luczak, 2005; Newman, 2006).

The following research questions guided this study:

RQ1: What were the life and career experiences of elementary school teachers

prior to and during the time the FranklinCovey Leader in Me Program was implemented

at an identified, Georgia Title I elementary school as a vehicle for school reform and

improvement?

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ3: How were the relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

This qualitative, single case study investigated the shared experiences of the participants during the implementation of the FranklinCovey Leader in Me Program. The study explored the perceived changes in relationships between teachers and their administrators, as well as relationship changes among colleagues, as a result of implementing the program. Electronic data transcripts from interviews, observations, field notes, and other school documents were prepared for analysis.

Data from participants were collected using different methods. Three sets of interview guides were created. The first set was designed to collect basic background information about the participants and was sent to them via email. The participants provided data related to their years in education, highest degrees obtained, prior work experiences, years teaching at this school, and factors contributing to their decision to enter education. Participants emailed their completed responses to the researcher.

Multiple school visits allowed me to become immersed in the culture. Two face-to-face interviews were conducted with each of the five teacher participants at the school over a seven-week period. The interviews were scheduled during participants' planning

times or after school. Interview lengths varied from 30 to 90 minutes. The interview

spaces included a typical workroom off the library and a general multipurpose room. No

one else was in attendance during the interviews. The researcher orally presented

participants with a prepared list of questions and audio recorded responses. In addition,

written notes were documented during the interviews. Participants were asked clarifying

questions throughout as needed. Interview sessions were concluded when saturation

occurred.

Corroborating data were obtained from informal interviews and observations with

the principal and assistant principal. Additional data collected included documents

showing improvements made in required testing by the state and documents chronicling

the report made by FranklinCovey and the school's achievement of Lighthouse status.

Other documents included notebooks showing the history of the Leader in Me Program at

this school and posters showing the progress of the Lighthouse Team's committees.

Participants were purposefully selected based on the following criteria: (a) they

had been employed at the school since the implementation of the FranklinCovey Leader

in Me Program, (b) they attended all training sessions provided by the FranklinCovey

Leader in Me implementation team since implementation of the program, (c) they taught

for a minimum of 10 years, and (d) they possessed a bachelor's degree or higher. At the

time, these participants served on the Lighthouse Team. Because of the identified

participants' ongoing history with the program, the researcher felt these participants

could provide the richest, most accurate and relevant data.

Participation in this study was voluntary, and the informed consent form was

explained to each of the five participants. Each participant received a hard copy of the

consent form and agreed to participate by verbal approval. All participants appeared eager to participate. They were flexible in working with the researcher to set up the face-to-face interviews. Participants selected pseudonyms to protect their identities.

Participant profiles provided a general overview and context for the study. The participants are teachers at the same school and have varying levels of professional experience. They have taught between 12 and 22 years and have been teaching at the school for a minimum of 10 years. Participants included four females and one male teacher, which is a representative sample. Their teaching responsibilities included the areas of general education, math intervention, art, and music. Table 1 provides a profile summary of the participants in this study.

Table 1

Participants Demographic Profile

Pseudonym	Current Position	Experience	Education
Susie	2nd Grade	14 years	Bachelor's
Kate	Specials/Art	12 years	Master's
Thadd	Specials/Music	21 ½ years	Master's
Annie	Intervention	22 years	Specialist's
Lynn	Kindergarten	13 years	Specialist's

Participant Profiles

Kate

The first interview with Kate was conducted on October 16, 2017, in her classroom at the elementary school where she is currently employed. The room offered a comfortable setting to conduct the interview and was decorated with numerous pieces of student artwork. Kate was a warm and bubbly person. When I arrived, she greeted me and invited me to sit at a table at the front of the classroom. The second interview was

conducted on November 10, 2017, and we followed the same protocol. Both interviews were conducted during her planning time.

Rapport with Kate was easily established, and it often seemed as if we had known each other for a period of time. She said, "In order to help me remember some of the previous events, I retrieved the initial training handbook I completed, which was provided by FranklinCovey. It brought back a lot of memories." She showed me the brown book used during the implementation process.

Kate had devoted her teaching career to advancing art education. She worked part-time for two years at one school and has been full time at the school where the study was being conducted for the past 10 years. She was anxious when she was hired full time in this position. She explained:

> I was nervous about being in a new position. Now I feel we are united. We can help them (the kids) find what they are good at, their talent, their passion, and help them grow that in them. We can make them feel important and want the best for all the kids. Creating artwork, helping kids find their gift, I work with every kid in the school. We are preparing them for real life.

She is grateful to be a member of such a considerate specials team (art, music, and PE) that allows them to plan and support each other. Initially, she was afraid of feeling isolated. She shared, "I was told in college if you decide to do this (teach art), you are deciding to be an island. No one else does what you do, no one understands what you do, and by and large there will be a lot of people who treat you as a baby sitter." Having the specials team gave her a close group with which she could identify.

Kate uses a very creative way to instill responsibility in her students through her

teaching. As an art teacher, she is committed to incorporating the *7 Habits* in every class. She has a large display of her students' work on the classroom walls. Students in all grades are assigned classroom jobs. Students come into the classroom and refer to a chart that informs them what their jobs are for the day. Students are responsible for getting out all supplies, using them responsibly, and cleaning up their area before they leave.

After the first year of implementing the Leader in Me Program, Kate felt she needed to take on more responsibilities because she works with every student in the school. She shared the conversation she had with the former administrator:

You know this committee you put me in charge of? I would love to be on the
Lighthouse team. This is something I'm passionate about. I love it. I see every kid
in this building. Please put me where my talents can be put to better use.

Before the Leader in Me Program, Kate said she was shy, but the program helped her be more willing to express herself.

At a personal level, Kate was excited her third-grader daughter is a student at the research school. Specifically, she valued the opportunity for her daughter to use the Leader in Me Program. As a teacher and mother, she explained, "I've seen the program work wonders in her, to bring her out of her shell, to motivate her to do things that are out of her comfort zone, and to set goals. That's at home and at school." She values the life skills her daughter is learning through the Leader in Me Program.

At the end of the first interview, Kate shared her mission statement, guided by one created by Dr. Seuss, that states, "Today I will behave as if it is the day I will be remembered." Kate eloquently shared, "I begin every single day by reading my mission statement. I began to make all of my decisions based on it." Charged with creating a

vision for the school in the future, Kate wrote:

> Our school is a bright and colorful place with cheerful voices greeting me. Students walk with pride as if on a mission. Everyone says good morning. The halls are filled with examples of our ambition to be better. You sense the excitement. Classes march with their teacher to an exciting destination ready to learn, wanting to know what the day holds.

Her mission statement is revised on a regular basis depending on the events that impact her life at the time. Kate reflected on the implementation process and said, "I wish I had known that the hard work I was going to put in would be worth it tenfold. I had no idea it would impact me as much or more personally than it would even my students. I didn't know it would change me."

Thadd

Thadd was the sole male participant in this study. I conducted the first interview with him on October 30, 2017, in the conference room in the school where he is employed; the second interview was conducted on November 14, 2017, in the same conference room. This was the same room the school uses to conduct meetings for the FranklinCovey Leader in Me Program. It contains numerous artifacts related to the *7 Habits*. Posters marking the progress on achieving Lighthouse status were displayed on the walls. This room housed other artifacts documenting the implementation process of the Leader in Me Program. The room is used by other groups and includes the storage of items left over from the Fall Festival, the safety patrol, the gardening group, and other school clubs. Several science experiments were placed on tables in the room. Thadd seemed to have a balanced work-family life as he reminded me of his responsibilities to

his son and wife. He was excited to pick up his son and plan for his wife's birthday celebration that was coming up soon at the end of the school day.

Thadd is an elementary specials music teacher in his 21st year of teaching. He has been employed at the research school for the past 18 years. He was an itinerant teacher serving two schools for two years prior to being hired full-time at the research school. Music has always been a part of his life. He explained, "Almost all family members play musical instruments and share my love of music." When asked about his teaching experience, he shared, "I've been a band director, assistant band director, middle school band director, and an elementary school music teacher. I was also the minister of music at a local church for 10 years until 2010."

Thadd was tapped to be on the Lighthouse Team at the inception of the Leader in Me Program; however, he was not convinced the concept would work for elementary schools. His prior experience with the *7 Habits* in college provided background knowledge to better understand the teachings of the Leader in Me Program. He shared, "I remembered from college days I had read *The 7 Habits of Highly Effective People* from one of my professors, so I was familiar with the book but thought it was just for the business world. How are we going to use this for our school? Not sure how this is going to work." However, after the initial training, his view towards the program changed. He explained, "This could be really good if it could be true. We adopted it, and we haven't turned back."

Thadd was engaged during the interviews and spoke candidly. He focused on the positive aspects of the program throughout the interview. For example, he was mindful to stay positive even at times when the administration encountered problems during the

implementation process. He shared, "I don't like to be negative. Negative creates negative. If you speak positive and act positive, positive attracts."

Thadd applies the *7 Habits* to his personal life. He reflected on a recent conversation he had with his high school-aged son who attends the same school where Thadd teaches. He said his son seems to have mastered the principles of the *7 Habits*. Thadd jokingly shared a conversation he had with his son. His son said, "Begin with the end in mind," and Thadd chuckled and said, "You're not pulling the *7 Habits* on me again are you, Dad?" He said it made him proud his son still remembers and uses the tools he learned in school.

Through his interactions as the music teacher, Thadd was in a position to advocate for all students. This provided him a freedom he had not felt before in other schools. For example, Thadd created a unit on college football teams in the fall based on the tenets of the *7 Habits* philosophy. He shared how he applies these to his daily job, including "playing fight songs for those universities . . . the different colors . . . the symbols . . . just trying to make connections for those kids. If you love math, Georgia Tech has a great engineering program . . . providing them the opportunity to share college and career things." He believes this helps his students make connections to real-life events, and some students even began following some of the teams and watched the games.

Thadd reflected on the direct influence of the Leader in Me Program on the lives of his students: "Our students think about others more than themselves, they are kinder to each other, they try to help the teachers they take ownership and know there are consequences for their actions." He was convinced the program is shaping students' behaviors and actions. For example, if a piece of trash was on the floor, a student would

96

pick it up, or if I needed help carrying my bags, a student would often volunteer to assist me.

 Susie

Susie's interviews were conducted in her school. The first interview was on October 11, 2017, and was held in the conference room. The second interview was conducted November 13, 2017, in a workroom in the library. The workroom was the storage area housing the notebooks chronicling the history of the program. These notebooks were made available to me to see the history of the program's implementation and provided me the opportunity to view their accomplishments every year.

On one of my visits to the research site, I visited Susie's classroom, which was warm, cozy, and inviting. It was softly lit with lamps instead of overhead lights. She invited me to see some of the students' data notebooks. The front cover of each notebook was decorated with something special to the student. Inside, students had sections including their personal and academic goals. Student notebooks showcased personal charts for each goal and strategies they had used to meet these goals. They tracked their progress daily. Students appeared to be at different levels of goal attainment, with some having achieved goals and set new ones, while others were in the process of monitoring their progress. Two or three students were eager to show me their progress towards achieving their goals. Susie has been on the Lighthouse team since the implementation of the Leader in Me Program and is passionate about the benefits to the students and the faculty. As the current lead facilitator for the Leader in Me Program, she has experienced several changes in the way goals are established and monitored. The current method provides students a clearer way to develop goals and monitor their progress.

Susie is currently in her 14th year of teaching. Her personality is warm and inviting. She worked in another county for three years and has been at this school for the past 11. Her experience includes working with pre-K and kindergarten students, and she is currently working with a second grade EIP class. Susie was inspired by her elementary school teachers who had helped overcome some learning difficulties. She shared, "I struggled in school and had wonderful teachers who helped me learn and close gaps. I admired them and wanted to help students in the same way." She knew teaching was her passion, but she had other work experiences prior to her career in education.

Susie worked in retail for several years and at a center for performing arts before she became a teacher, but she found no joy in those positions. She explained, "Those were jobs, but teaching is my calling. Those jobs did not fill me the way teaching does. I often forget that I get paid to teach because I love doing it. I never got it from selling or booking a show or taking a ticket." She is committed to changing children's lives and seeing the results of her efforts when her students learn something new and experience success.

Susie has loved teaching kindergarten for the past 10 years and watching the excitement her students had for beginning school and learning new things. Now that she is in second grade, she enjoys the level of independence the students have and the joy they have for learning new things. She reflected, "I enjoy second grade. I love their independence and the joy they have for learning and growing up. They are able to do more things and have more ownership of their learning. Watching the students set and chart the progress of their goals is exciting. They are thrilled to be able to see the progress they are making."

Susie acknowledged some funding issues constraining the Leader in me Program. She shared, "It is very expensive. We pay $8,000 per year for coaching, [money] we did not have before." The coach provides workshops and meets with the faculty and principal two times a year. She is convinced the coach has helped them move further. She explained, "The coach has helped us stay focused and has provided resources for faculty, students, and the administration. Betsy (the coach) is always available, and we can talk to her whenever we need help or have questions."

Annie

Annie was interviewed in the conference room at her school, first on October 24, 2017, and again on November 16, 2017. The first interview was shortened due to a prior obligation. Interviews with Annie provided insights into the implementation process and the benefits she has experienced. Rapport was easily established as she was eager to share her work experiences.

Annie has been in education for 22 years. She has been employed at the research school for the past 19 years. She has taught students in first, second, third, and fourth grades. She currently works as a math intervention teacher and serves students in grades one through five. Annie has made several position changes throughout her career. She shared, "I like changing career positions every three or four years. I feel as a teacher, it gives a clear picture of what is expected in the grade levels above and below the grade you are currently teaching." This may be helping her stay current with professional trends.

Prior to becoming a teacher, Annie owned a dance studio, worked in her parents' restaurant and catering business, and managed a local race course. As a dance instructor,

she taught clogging and had several teams that traveled and competed in national championships. In addition to the aforementioned career exploits, Susie coached cheerleading and volunteered at her local church, teaching Bible school and directing other church related activities.

Her family background inspired her to pursue a degree in education. She explained, "I had a daughter who was ADHD and struggled in school. I worked to find ways to help her be successful in school. I felt I could be a teacher who understood children like my daughter that couldn't sit still and needed a teacher that understood their struggles." One of her daughter's elementary school teachers also influenced her decision to go into education because this teacher was compassionate and understood her daughter's needs. Annie explained, "She encouraged my daughter and helped her be successful."

Annie provided a glimpse of her nurturing and caring attributes as she reflected on the struggles her grandchildren endured in school. She lamented, "It gets emotional for me. He (my grandson) struggles in every area of his life because he struggles with reading, and he struggles with math. Ryan (her granddaughter), she's a fifth grader. She's never been a good tester. Tests freak her out. She has always struggled in reading, but she is very smart, so smart. Math and science are her things." She continuously looks for ways to help them be successful and deal with their struggles with school.

She sincerely believed the Leader in Me Program helped her grandson overcome his learning woes. The program empowered him to be a leader in several situations. She elaborated about her grandson's accomplishments: "You can find those little shining moments for them to be a leader. It's so powerful for them to be that leader and be able to

step up and say, 'Yeah, I'm good at that. That's my one good thing.'" The program allowed him to experience success with his peers.

Lynn

Lynn was interviewed twice in the conference room at her school, first on October 19, 2017, and again on November 15, 2017. Her morning began with an unexpectedly hectic start. She shared, "I was running 15 minutes behind, but then I caught back up." Rapport was easily established on both occasions, and she shared how the interview process had enabled her to reflect and see how far the faculty had actually come during the implementation of the FranklinCovey Leader in Me Program. She was a tremendous resource and provided many insightful comments.

Lynn has been employed at the research school for the past 13 years. She knew from the time she was in second grade that she wanted to be a teacher, and teaching is the only position she has held. At one point in her career, Lynn considered moving to special education but decided the regular classroom was a better fit for her. She taught pre-K for four years while her daughter was young and then moved to this school when her daughter was in kindergarten. Her teaching experience includes kindergarten, second, and third grades. She is passionate about education. She explained, "I can't imagine doing anything else with my life. I forget I get paid to do this."

Lynn's classroom appears to provide a safe haven for her students. Desks are arranged in clusters of four to six, and materials are readily available for students' use. The *7 Habits* create the foundation of her classroom management plan, and several examples are posted around the room. She described the use of the voice in her classroom: "We have a lot of children in the Hispanic culture that won't speak. It's about

being in a different setting, and so we're trying to encourage them to . . . speak. We want to know what you have to say." This is not always the case, as two of the kindergarten students have selective mutism. Lynn said they talk at home, but they do not speak at school. She wants everyone to feel a part of the community in her classroom. She explained how she connects to her class: "They're my tribe. Whatever happens to them outside of our little circle, I can't do anything about that, but I can do something about how they feel when they come to my classroom . . . how I make them feel."

Lynn believes the Leader in Me Program encourages positive behavior among her students as discipline issues and other inappropriate behaviors have significantly decreased. When asked about discipline issues she stated:

> Before Leader in Me, I had one that would bang his head so hard on his desk when he would get mad that it would bleed. Students did not try to work things out. They were prone to react. Now students are respectful of each other and work their differences out. Discipline is very different now. We try to get to know what is going on with the student to understand what is going on.

Her use of the *7 Habits* provides the framework for her class rules. Students remind each other to think about the *Habits* if they are behaving inappropriately. She described the importance of getting to know the students and making connections and discipline. "Initially, they (the students) would be suspended from school for three days, but now that's usually not the first thing that happens. We usually try to take care of it in different ways. We don't have as many problems because, as teachers, we try to talk them through it first to find out if there's something we can do in the classroom."

Lynn credits the program for empowering her students to find success in the

classroom, especially in Language Arts. The *7 Habits* have changed the way she teaches

reading. She also noted the impact of the *7 Habits* on Directed Reading Assessments

(DRA) assessments. She explained:

> We use the habits a lot in reading because one of our things in just about every
>
> grade level is "What is the story mostly about?" Well, you can use at least one
>
> habit in pretty much every story that's out there and talk about, "Yeah, when so-
>
> and-so wanted to do this by themselves, they really didn't accomplish a whole lot,
>
> did they? No, but when they worked with their friends, they synergized, and they
>
> were able to work together, and make it better."

The program helps students make connections and become better prepared.

Observations

I observed several school events at the research site to gain a more nuanced sense

of the phenomena experienced with the implementation of the Leader in Me Program and

its impact on life and career experiences, quality of work life, and the perceived changes

in relationships between teachers and their administrators, as well as among teachers.

These observations took place over the course of several months during the interview

process. Time spent there provided a glimpse into the climate of the school.

One of the most memorable observations I made was the day I went to meet with

the principal and the Leadership team to acquire permission from participants to

participate in the study. Upon arrival at the school, the outside door remained locked, and

I had to be buzzed in to enter the building. Once I entered the school, the school secretary

and the other front office staff members provided a warm, friendly welcome and offered

me something to drink, then checked to see if I needed anything. Throughout the time I

waited, the office staff enthusiastically greeted parents and students by name as they entered the office. Some parents were there to check out students, and others were dropping off items for the students at the afterschool program. All visitors were made to feel comfortable and welcome. The secretary made a concerted effort to know the students and their parents by name so they could communicate better.

After the students were dismissed for the day, the principal came out and warmly greeted me. She requested the Lighthouse team report to the conference room and walked me down to meet them. On the way down the hall, she introduced me to other faculty members and explained I would be on the campus conducting research on the Leader in Me Program. Everyone I encountered welcomed me to the school and offered their assistance. We reached the conference room where the principal made the introductions and then returned to her office. I explained the purpose of the study to the participants and answered questions posed by them. They expressed their support for the study, and then we left together.

Subsequently, I had the privilege of observing Leadership Day, held in the spring of each year, and a culminating activity that brings the entire school, as well as parents and community members, together to celebrate the year and give students the opportunity to demonstrate leadership skills through public speaking and performances. Attendees were transported from a local church to the school several blocks away. Upon arrival, we were met by jubilant students singing songs of welcome at the front entrance. Some students performed a dance routine, and others continued to sing. We were ushered into the gym to sign in, retrieve our packet of information about the day's events, and be seated at tables decorated using a nautical theme.

Participants for this event included teachers from other Leader in Me Schools, visitors considering adopting the program, parents, grandparents, local university professors, and some of the school's Partners in Education. Members of my group included three teachers from other Leader in Me Schools; Susie's mother, who was there to watch her granddaughter perform; two teachers sent to investigate the program; and a member from the local community. The school principal opened the program with a brief introduction about the Leader in Me Program. She then shared a video created by FranklinCovey that featured the benefits of the program and showcased students at different schools modeling the *7 Habits*. Other features included administrators, parents, and students describing how the program had impacted their lives. Activities throughout the day chronicled the history of the research site's journey with the FranklinCovey Leader in Me Program and the progress that had been made toward achieving Lighthouse status. Many parents familiar with the school proudly shared success stories of the program. One parent shared, "The teachers here work to make sure the students are successful. My daughter shares the lessons about the *7 Habits* with me. We are using them at home." A grandmother shared, "It has made all the difference in my grandson's behavior. He had a lot of difficulty sitting down and doing his work, but now he will say, 'I've got to work before I can play.' It has really changed his life."

Highlights of the program included a tour of the school. We had the opportunity to observe students in classrooms using the *7 Habits*. Specifically, I observed a group of students completing a book study that focused on how students can use the *7 Habits* to work together to be successful. The school is very spread out, and as I walked through the school, I was impressed with the display of students' artworks showcasing the

105

FranklinCovey Leader in Me Program. It was pointed out that all the artwork for the program had been produced by students. All over the building were artifacts related to the FranklinCovey Leader in Me Program. On the steps up one hallway, each of the *7 Habits* had been written on the risers. Additionally, Leader in Me *7 Habit* Trees were prominently displayed in several classrooms as reminders of the guiding principles.

For the event, students were awarded tasks based on their interests and abilities to complete the job. Students applied for the jobs and provided a rationale for why they would be the best fit for the position. The applications were reviewed by a committee of students and faculty who were responsible for selecting the most capable applicants. Some available jobs included taking participants on school tours, translating English to Spanish, serving lunch and refreshments, removing trash or other waste from the tables, decorating the building, greeting guests, and providing technical assistance.

One of the local Partners in Education provided lunch. During this time, several students from kindergarten through fifth grades walked around and shared their data notebooks with participants to show the progress they had made toward their goals. Participants asked students to explain how they selected their goals and how they monitored their progress. Some goals were basic, such as, "I want to be able to sing a song." Others had more depth: "I want to improve my reading level by 15 levels by the end of the semester." Several students rotated around the tables and complimented each other for attaining their goals. The notebooks sparked numerous conversations about the student benefits of setting and tracking goals.

The next phase of the event allowed students from each grade level the opportunity to share how the Leader in Me Program had affected their lives. Some

students read poems, others told stories, and others shared something they had accomplished. One student demonstrated his ability to do Judo, another sang a special song, and someone else shared a dance recital video. Each one had a different focus, and students related their demonstrations to one of the *7 Habits*.

Near the end of the program, a guest from FranklinCovey shared some of the successes of the research school. He informed participants the research school had made significant progress in the goal to achieve Lighthouse status, and they should acquire it soon. He praised the faculty and administration for their dedication and commitment to the Leader in Me Program.

Time was allotted for questions. A panel composed of parents, teachers, and students was included. One powerful question was asked regarding students' transitions to middle school. Since there is not a middle school using the program, concern was expressed about students' inability to use the *7 Habits*. However, fifth graders replied, "We know how to use this (the *7 Habits),* and we will be able to take it with us to middle school. We know how it helps us." A parent commented she had students in high school who had used the program in elementary school, and her children continued to use the *7 Habits* effectively.

After the question-and-answer session, all students reported to the gym for a final presentation. Each grade level had a part in the production that included singing and dancing. A video of students was shown during this production. It included accomplishments of students and showed them modeling the habits at school. Students were dismissed to the hallway to bid guests good-bye. Participants loaded the bus and were returned to retrieve their vehicles.

While at this event, I had the opportunity to chat briefly with David Debs, a client partner with FranklinCovey. When I asked him about the school's mission to achieve Lighthouse status, he shared, "They got sidetracked when the administration changed and with FranklinCovey's revised Lighthouse rubric and requirements. Now they are back on track, and they should have it within the next year." When we got to his car, he gave me a book and a packet of data describing the revised process of how schools achieve Lighthouse status. He shared that he was glad to make the Leadership celebration and was off to visit another school.

While conducting interviews, I had the opportunity to enter classrooms for a few minutes to observe students. During one of the visits, I entered the art room located at the end of the hallway. On the wall was a poster listing the students' jobs for the week, and the *7 Habits* were suspended from the ceiling over the students' work areas. Upon arrival, students checked the job chart to see who had been assigned the duties of passing out supplies. Students quickly and quietly retrieved supplies and passed them out to students. At the completion of the class, students returned supplies to the designated area, and the room was ready for the next class to enter. Throughout the lesson, students respected each other's property and remained on task. After the lesson, the art teacher explained the students practice the *7 Habits* in every class. In this class, students were displaying leadership skills (Covey, 2008a) by passing out and retrieving the art supplies.

During a different visit to the school, I had the opportunity to observe students eating lunch. Students were orderly in the cafeteria and followed the instructions of the school lunchroom monitors. They walked through the line, picked up their food items, and went to their designated areas. The noise remained at a reasonable level, and students

appeared respectful. Without being told, students cleared their lunch areas, picked up all trash and any food debris, and left the table ready for the next group of students. They lined up quietly and were ready to go back to class. Students were proactive as they accepted responsibility without being told (Covey, 2008a).

Chapter Summary

This chapter described participant profiles to give the reader an opportunity to become familiar with participants in the study, including their years of experience, level of education obtained, and their general backgrounds. It provided information regarding the role they assumed during the implementation of the Leader in Me Program. This section also provided a description of observations made while the researcher was immersed in the culture of the school. Chapter 5 will provide a discussion of themes identified through data analysis.

.

Chapter V

DISCUSSION OF THEMES

In this chapter, I analyze ways in which the five teachers understood their roles and responsibilities in the Leader in Me Program. Four themes will characterize the manner in which the teachers perceived their roles as leaders: (1) creating a school family, (2) Life Long Learners or continuous education, (3) teaching students responsibility, and (4) empowerment of students and faculty. For the purpose of analysis, I treat the above as analytical isolates, even though in reality the same phenomena may reflect more than one of the above categories simultaneously.

Data Analysis

The day informed consent was acquired from the participants, I explained the purpose of the study was to examine how the quality of work life of elementary school teachers and the relationships with their administrators are affected when an identified, Georgia school implements the FranklinCovey Leader in Me Program as a vehicle for reform and school improvement. Data from participants were collected using different methods, including interviews, observations, memos, and documentation.

Three sets of interview guides were created. The first set was designed to collect basic background information about the participants and was sent electronically. Participants provided information related to their years in education, highest degrees obtained, prior work experiences, years teaching at this school, and factors contributing to their decisions to enter education. Participants emailed their completed

110

responses. The second round of face-to-face interviews focused on how the school decided to implement the FranklinCovey Leader in Me Program, the participants' initial reactions to the knowledge they were going to implement the program, the initial training process, and the climate of the school prior to implementation. Responses from the participants led to additional questions being added to clarify their answers. The third set of questions focused on the perceived changes in relationships based on the implementation of the program, benefits of the program for all stakeholders, and recommendations for improving the process for other schools implementing the program. Each interview was audiotaped and transcribed into an electronic file in a timely manner.

Memos were written following each interview and after every visit, interview, and interaction with documents and transcripts. Writing memos assisted the researcher in making sense of what was occurring in the study. Maxwell (2013) stressed the importance of writing memos in the process of data analysis. Memos provided an additional tool to help interpret findings and allowed me to remain immersed in the study.

A constructivist epistemology was used for data analysis in this research. Raw data included interviews, transcripts, observations, memos, and document reviews. Lincoln and Guba (1985) contended a constructivist epistemology enables the researcher to construct meaning from the environment in which it is collected. Data analysis began immediately after each interview. Audio recordings were transcribed by Rev.com. After the files were transcribed, audio recordings were compared to transcripts and analyzed for any discrepancies. All participants were provided a hardcopy of their transcripts to verify content and enhance the accuracy of data. Memoing was done in the margins of the transcripts as they were reviewed, and initial thoughts and feelings were recorded in the

researcher's journal

The first stage of coding was conducted using open coding. Prior to the collection of data, a general list of codes was generated using materials from the content of the research questions and the literature review. Open coding allowed me to fracture the data into smaller pieces called codes or units. Each participant transcript was color coded and identified by lines for easy identification of the participant and the number of the interview (Saldaña, 2013). Transcripts were used to identify key words or phrases. As key words were identified, the transcripts were categorized into smaller units. In Vivo coding was used to identify words and phrases used by the participants while sharing their stories. When new areas were identified, new categories were created. Table 2 illustrates the first round of codes used in data analysis

Table 2

Examples of Some of the Initial Codes

Codes	Code Description
WE	Work Environment- the school where the participants teach
QWL	Quality of Work Life –all aspects of the work environment that influence the lives of the participants
FL	Faculty Leadership- leadership roles assumed by the faculty
SL	Student Leadership- leadership positions students use at home and at school
FTR	Faculty Training- training provided by FranklinCovey to implement and develop the program
FA	Family- the way the faculty treat and relate to each other
FREL	Faculty Relationships- relationships between faculty members
ADR	Administration Relationships- the relationships between the administration and the faculty
CL	Common Language- the language shared by the faculty using the program
CP	Common Purpose- the faculty and administration working toward the same goals
EMP	Empowerment- the ability to make choices in teaching practices in the classroom

In the second stage of data analysis, codes were grouped that had similar characteristics or shared common elements to reduce data to smaller categories. In Vivo coding was used to identify participant words and phrases referenced in the initial codes. Multiple readings of transcripts and notes were made throughout the process. A co-researcher was engaged to read each transcript and confer on the content to ensure clarity of understanding. Discussions with the co-researcher resulted in flexible data categories. Some content was applicable to several categories, resulting in sub-categories.

As data analysis continued, themes began to emerge. Saldaña (2013) noted, "A theme is an outcome of coding, categorization, or analytic reflection, not something that is in itself coded" (p. 14). A concept map was used to identify connections to categories. This process was an effective means of identifying the key components of the FranklinCovey Leader in Me Program and their impact on the schools that implement the program. As the coding process continued, Research Question 1 concepts were coded in blue, concepts related to Research Question 2 in green, and Research Question 3 in orange. This helped identify elements related to each research question and with managing the data. An example of a theme and the supporting commentary is shown in Table 3.

Table 3

Emerging Themes and Supporting Commentary

Themes	Categories	Supporting Commentary
Coming Home	Culture- school as extended family	"We always had a family atmosphere, but we became a family when we went through the training."
	Share a common purpose	
	Do what is best for kids	"We are stronger as a faculty. We work together better than before because we are connected and have common purpose."
		"Everybody has the same goal, which is to be here for the kids and to do what we can to teach our kids how to be leaders in the community and in their families."

Themes began to emerge as data analysis was conducted. The first theme that emerged involved viewing the school community as family, which focused on the relationships among administrators, teachers, and other school stakeholders.

Themes

Developing the School Community as Family

Family organizations vary by culture, and members assume or are assigned different roles and responsibilities (Webb et al., 2006). Curry, Jiobu, and Schwirian (2005) described families as nuclear or traditional, and can include a husband and wife

with children, a single-parent family comprised of a single parent and one or more children, blended families made of spouses from previous marriages who live as a single nuclear unit, and other families with two or more generations living in the same home. Other types of families include same-sex couples raising children or families without children (Cook & Cook, 2009). Additionally, some families are composed of relatives, while others might consider their families to be a group of non-related individuals who choose to identify with each other due to similar interests (Webb et al., 2006). Healthy families empower each other and recognize the importance of independence and interdependence (Gonzalez-Mena, 2009). Rury (2013) stated that family units can either be supportive, destructive, or indifferent. In this study, the researcher defines the family unit as being comprised of the administrators, the teachers, the students, and other stakeholders at the research site. This researcher discovered that the role of the school community was built on trust, extended family, and legacy, which led to a successful implementation of the Leader in Me Program.

Trust is the foundation created by interdependent relationships among the members. Covey (2006) defined trust as "something you know when you feel it" (p. 5) and "when you trust people, you have confidence in them . . . their integrity and their abilities." Trust involves believing and having faith that other people will back up what they say and follow through on their commitments (Crum et al., 2009). Through the process of the implementation, the faculty developed a deep sense of trust with each other. Susie explained, "We are united. We are connected because we have a common purpose . . . we trust each other. We learned how to really, truly live in that interdependent area, meaning we know how to work together to get the best outcome."

The foundation of a family relationship is based on collective beliefs regarding the purpose and goals of the organization using a common language. Members of the school family are aware of their roles and responsibilities. Developing strong interpersonal relationships is a direct result of having trust within a group (Bass & Riggio, 2006).

Covey (2006) defined trust as having "confidence. The opposite of trust-distrust is suspicion. When you trust people, you have confidence in them, in their integrity and in their abilities" (p.5). Trust is one of the keys of the Leader in Me Program and the development of strong interpersonal relationships. Teachers at Riverview reported the existence of a strong sense of trust within the school community. The current principal of the school, Ms. Jones, stated, "I trust my teachers to do their jobs, and my teachers trust me to ensure that I will look out for them. My teachers are dedicated to their students and know that I am going to listen to them about anything without judgment." Lynn shared, "She (Ms. Jones) is awesome. She knows we are going to do everything to help our students be successful, and we trust her. She is in touch with the needs and personalities of our staff."

One key factor in building trust is to develop a safe environment for students (Rumschalg, 2017). Like an extended family, the school has created a community where teachers provided a safe environment where all children are allowed to develop as leaders. Rumschalg (2017) reported teachers who felt safe in their work environment tend to be better adjusted. Kate shared, "As for the family aspect, we have something that unites us on a deeper level than just teaching kids. We are building our character and theirs together. We are pushing ourselves to be better so that they can follow a better example." Like a mother to her child, Lynn described the importance of getting to know

the students in order to help them develop their leadership skills. Petty et al. (2012) identified the importance of compassion and healthy relationships with students. Students are provided the tools to deal with conflict with each other using the *7 Habits*. Thadd shared, "We don't take bullies . . . the students don't tolerate it . . . they (the students) will say, 'How would you feel? You know, I really wouldn't want to be treated that way.' It really is amazing." Kate contributed, "We can help grow them, help them feel important, and give them responsibility."

Teachers at the research school assumed pseudo-parent nurturing roles in which they took care of their students' basic needs, such as demonstrating love, attention, understanding, acceptance, time, and support. Many of the students come from very poor home environments, and 75% qualify for free or reduced lunches (School System, 2016). Kate explained many of the students live with family members other than their parents. These caregivers include grandparents, aunts and uncles, or foster parents, due to the fact the students' parents are addicted to drugs or are incarcerated. Kate's goal is to ensure her students know she loves them. Kate shared, "We love these children differently. We want the kids to know that we are there to support them, even if their parents don't. We attend their sports events. They see us at Skate Night, the karate demonstration, and parent night." Being involved in the students' lives outside of school shows the students the faculty cares and is interested in them. They listened to the children and had fun with them. Safe environments are important for students because they provide trust and security (Lee, 2005). Students are more willing to take risks and be more open when they feel the environment is safe (Tan & Augustine, 2009).

The Leader in Me Program encourages a culture similar to an extended family

held together by bonds of the seven habits as understood from the perspective of the teachers. By focusing on the school as an extended family, I am able to highlight the transformation of the school's learning environment from traditional to family orientation as a result of the implementation of the Leader in Me Program. All the teachers in this study perceived the school as having a family orientation. Annie shared, "It is like one big family. We work as a team to get the job done." This type of relationship is best understood through Bolman and Deal's (2017) human resource approach to leadership. The human resource leadership frame is rooted in psychology that perceives organizations as extended families, made up of individuals with needs, feelings, prejudices, skills, and limitations, and finds ways for people to get the job done while feeling good about themselves and their work (p. 16). Kate added, "We're very close, very supportive of each other. I can count on the people in this school for anything." Participants in this study forged a positive learning environment characterized by supportive and warm interactions as they implemented the Leader in Me Program. Participants transformed their interpersonal relationships as a result of the Leader in Me Program.

A popular distinction of the Riverview faculty is one founded on deep devotion to the mission and vision of the school, and a desire to build a lasting legacy that is personal. Positive interpersonal relationships contribute to student learning (Wubbles & Brekelmans, 2005). The majority of the teachers has been employed at Riverview for many years, and the faculty has a relatively low turnover rate, according to Ms. Jones, the principal. Ms. Jones added, "I rarely have any openings, but I have a list a mile long of people who want to come here." With the rate of teacher attrition across the nation and

the negative impact it has on low-achieving schools, a stable teacher population is very important (Turan & Betkas, 2013). Ms. Brown, a teacher at the school, has been there her entire teaching career of 35 years. She recalled the many changes over the course of her career, but she could "never imagine working anyplace else. This is my home" (A. Brown, personal communication, March, 2018). Lynn shared, "I have always changed schools every five years, but I have now been here for 10 years. I expect to retire here. I don't see myself ever going anywhere else." Thadd reinforced this sentiment when he mentioned he had received numerous job offers to go other places, but he summed it up by saying, "Why would I ever leave? This is my family. I get to work with every student in this school and am now teaching the children of my former students. It is truly a blessing to make a difference in the lives of all these students. I will retire here."

Because the staff valued a school community family, they successfully implemented the Leader in Me Program based on Covey's *7 Habits* to create a family-like school environment based on their shared commitment to meeting human needs through *7 Habits* education (i.e., a love for children, an unyielding focus on academic excellence, and a clear determination to develop children's characters). Participants were bound together by a common purpose language. It was powerful to hear them use the common language. Their interactions were based on being able to effectively communicate. This language has improved communication among all stakeholders. The use of this common language has allowed Riverview to establish a common purpose. Lynn described the importance of using a common language: "It just kind of gives everybody a focus. We feel like we all have the same goal." Research conducted by FranklinCovey (2016) indicated the importance of a common language as a way to

prepare students to communicate more effectively. Thadd shared, "It (Leader in Me) has given us a common language. Everyone knows and uses it … the administration, the teachers, and the students. We all communicate more effectively because we understand what the other person is saying." Sharing a common language permits consistency and understanding (FranklinCovey Institute, 2017).

The school family offered a supportive community where administration supported the efforts of the classroom teachers, and parents viewed their role as builders of scaffolding for the school community. Members of the school family genuinely cared for each other. Participants shared how the implementation of the program changed their views of each other. They regarded each other as family and cared for each other. Conley (2007) stressed the importance of using Maslow's Hierarchy Needs in business because it is imperative to show people that they are valued and cared for. Once they realize that, they work more effectively together (Conley, 2007). Susie explained, "I feel like we're connected because we have a common purpose. "Lynn reflected, "Now, it feels like we're even more of a family, like a larger family. I have my little family there, but as we've gone through the process of The Leader in Me, we've become an even bigger family." Bolman and Deal (2017) emphasized the importance of strong relationships in the work environment. Thadd commented, "There's an understanding that we're family here." Kate mentioned, "It's in the feeling that you get when you come here and with our … family atmosphere." Thadd confirmed by adding, "We treat each other like you would a family member. If someone needs help, you will have four, five, or six people respond, 'Yeah, I've got you covered.'" Annie shared, "It's like one big happy family, and we work as a team to reach goals, set goals. And everyone is a piece of the puzzle." The

principal shared, "We are family. We do what we can to help each other and support each other at all times. If someone needs something, we are there to help them. It doesn't matter what it is." These feelings for each other indicate a deep level of care and concern among members of the school. For example, on Leadership Day, March 30, 2018, Ms. Jones, the principal of the site, explained, "Every day I am here, I don't come to work. I come home. The Leader in Me Program has transformed our faculty and our students into a family, and we don't come to school; we are coming home."

As a family unit, they sought to reform the school so all children may be successful (FranklinCovey, 2017). Kate expressed her feelings, saying, "We had hope of something new, something different, something that could make our school better." Lynn explained, "The best part is watching students get excited over setting a goal and meeting that goal. They can see how much they have grown."

The majority of individuals needs to feel they are valued and are important members of an organization (Bolman & Deal, 2017; Gŭlşen & Gŭlenay, 2014). This is especially important in schools where students often do not fit in or do not feel they belong (Sadlier, 2011; Tableman, 2004). In Leader in Me schools, everyone one has an assigned role, and each individual is important to the successful implementation of the program. Administrators, teachers, students, and other stakeholders are involved in the implementation of the Leader in Me Program. It begins with an inside-out principle by which change begins first with the participants, second with the students, and finally with the school (FranklinCovey, 2017). Change is more sustainable with an inside-out rather than an outside-in approach (FranklinCovey, 2017).

Roles Developed for Leaders and Teachers

Using a family model, the school has a structure in which the principal, assistant principal, and the literacy coach are visible to all members of the school family**.** Leaders invest in teachers by creating personal development opportunities and empowering teachers by engaging them in teamwork in a safe environment (Bolman & Deal, 2017). For example, the faculty and staff were observed working together during the Leadership Day. The principal welcomed the participants and then turned the rest of the program over to the Lighthouse team. Working together, they provided an overview of the journey the school had experienced to achieve Lighthouse status. Each member introduced a specific event and explained its importance; other times, members worked in tandem to present the process they used to earn Lighthouse status.

The Leader in Me Program is not a program an administrator can implement single-handedly; it requires buy-in from the faculty (FranklinCovey, 2016). The Leader in Me Program is not about the principal being in control; instead, it is all working together (FranklinCovey, 2017). Annie added, "Leader in Me is not the principal leading or controlling; it's the faculty leading; it's the staff as a whole group making choices of what we need to do to improve our school." Susie explained, "From the beginning, the staff was in charge of Leader in Me. Mr. Smith (our former principal) was there to support us, but he was not the leader. He was a team member." Leaders structure the Leader in Me Program so teachers are in control and supported by the principal. The principal, leadership team, students, and parents serve on an advisory panel and meet on a regular basis to measure how the school is doing and to consider things what might need to be changed for school's success (FranklinCovey, 2016). Thadd commented, "We

recognized we were adopting the program because of the kids. We began to understand how maybe the child feels and how we should approach talking to them." These principles reflect level three of Maslow's Pyramid, which provides the student with a sense of security and focuses on the family structure (Bolman & Deal, 2017; Maslow, 1943, 1954).FranklinCovey stresses the importance of the faculty and staff developing and sharing a common language regarding the *7 Habits* as a key component to the program's successful implementation. Through the implementation of the program, the administration, faculty, and students learn and understand the content of what is being said. The current principal stated, "I was familiar with the *7 Habits*, but I had not seen them being used in a school. By observing the faculty and students' interactions, I found a deeper understanding of the way they interacted and communicated with each other." Thadd recounted, "We are able to provide a structure for our students, something we had not had before." Kate remarked, "I think it united us in that there's another way, a better way. We were sharing with each other and trying to help, figure it out. It excited us." They did this through developing a mission statement that reads, "Empowering today's students to become tomorrow's leaders." Helping students to meet the needs of our global environment is a primary focus of the Leader in Me Program (FranklinCovey, 2017). Goleman (2006) identified communication skills and interpersonal skills as important components of the global market.

The principal encourages cultural, symbolic events to strengthen the bonds among the school's community by celebrating milestones achieved by faculty, students, and the community. During the celebration of the Leader in Me Program, students performed songs, danced, read poems, and shared letters written to people who had made a

difference in their lives. Additionally, achievements such as attainment of increased

Milestone Tests Scores are celebrated with block parties where students are treated to a

cookout, play games with friends, and are free from classes the entire day. Ms. Jones

said, "We have to show these students that their accomplishments are important. Last

year, students who gave it (Milestone test) their best were taken to a state park. It helps

them know the importance of hard work." Kate shared, "She (Ms. Jones) is consistent

about the celebrations and making sure that the staff and the students know how much

she appreciates our hard work." Turan and Betkas (2013) recognized the importance of

creating positive relationships between faculty and staff. Petty et al. (2012) found that a

work environment that promoted collaboration and collegiality was one of the primary

reasons teachers remained in low socioeconomic levels. Riverview teachers forged a

bond and supported each other to help students achieve success.

    Like family, teachers and administrators worked collaboratively and truly cared

for each other. Teachers were not isolated in their classrooms, and their gifts and abilities

were matched with job requirements. Ms. Jones is open to making grade assignments if a

teacher feels he or she would be a better fit in a different grade level or position. The

faculty and staff have an open relationship and freely communicate concerns with each

other. The faculty exhibited a sense of camaraderie and shared a common goal.

    Rather than compete with each other, the faculty promotes common successes

ahead of individual ones. Kate said, "Just working together [in a traditional school

setting] does not always bond people, but when you unite your goals and grow together,

it is more of a bonding experience." Annie stated, "At the beginning, we were charged

with creating a plan to reach our ultimate goal. We had to work together as a team and

come up with a plan to reach that goal." Changes in faculty interdependence occurred during the implementation of the Leader in Me process. Findings of research conducted by Chen (2020) confirmed positive collegial relationships among teachers create a positive school climate. Establishing honest relationships between teachers and administrators created a level of trust that ensured the highest payback for all involved parties (Crum et al., 2009).

Leaders want all faculty members to be proficient at their jobs through training on the principles of the *7 Habits*. This training encourages teachers to participate by infusing the principles into home and work life. As a result, teachers developed a tangible sense of belonging not experienced before. Participants explained they felt valued and appreciated. Kate expounded, "There is just such a level of camaraderie and comfort. We feel so supported and empowered." Susie explained, "With the training, our morale changed; our culture changed. We feel valued; we feel empowered. We appreciate each other. The principal values the teachers. They see the differences in each one of us; we are appreciated." The fourth level of Maslow's Pyramid focuses on self-esteem. As a result of utilizing the *7 Habits*, the faculty has developed the ability to make decisions regarding the instruction and on what is in the best interest for the students. They are empowered to help develop the total student. McKinney et al. (2015) examined the importance of a positive work life on all stakeholders and determined workers who have a higher quality of work life are happier and more productive. Teachers who are allowed some control over their work environment experience a greater level of job satisfaction (Pearson & Moomaw, 2005). Teacher input is not only encouraged; it is solicited and appreciated.

Classroom teachers are required to fulfill many roles in their profession. Traditional duties include preparing engaging lessons, meeting with parents, providing instruction to students, grading papers, using effective classroom management techniques, and providing a safe environment (Newman, 2006). With the numerous changes in education, additional duties have been assigned to teachers, including being a counselor, administering diagnostic tests, identifying and meeting individual learners' needs, and using data to develop plans for student learning (Ravitch, 2010). In addition to the traditional duties, teachers at Riverview are also responsible for modeling the *7 Habits* and empowering students to be self-monitors of their learning through setting goals and monitoring them.

Modeling is a strategy the Leader in Me Program uses to teach the *7 Habits*. If introduced correctly, modeling is a technique that helps students learn or improve a skill being presented by the instructor. Allington and Cunningham (2010) stress the importance of showing students step-by-step exactly what they are to learn by using precise language and having the students demonstrate their knowledge by teaching another student what they have learned. To help students learn the *7 Habits*, teachers demonstrate the desired outcome. In modeling the *7 Habits* with the students, Kate explained, "We had just learned about the *7 Habits*. We spent a lot of time on the *7 Habits for Kids* book. I had a small group of fourth graders; we worked through the habits. We dug deeper, trying to absorb what the habits meant." The successful implementation of the program requires teachers to adopt and model the *7 Habits* for their students (FranklinCovey, 2016). Using the *7 Habits* becomes engrained in the lives of participants and are used in every aspect of their lives. Annie added, "You've got to

126

apply them to everything you do because if you are not living them, you can't teach them to your students to live them." Thadd elaborated, "We took the *7 Habits* and broke them down for the students. We modeled them. I love the kids; the kids love us. They want to be here at school if they feel that way." Susie recounted her experience, "Just knowing that we all love and care about kids and we can take care of their needs first is a good feeling to have. Watching them grow and develop as leaders is magical." Bolman and Deal (2017) described the importance of developing a family unit and making members feel valued and important

Life Long Learning or Continuous Education Opportunities for Faculty

The second theme to emerge through data analysis was Life Long Learning or continuous opportunities for faculty and students. People become comfortable in their environments or situations and are content with things the way they are (Kotter, 1996). Change often creates a sense of unrest or fear because it causes individuals to move out of their comfort zones (London, 2012). One tool to assist individuals to develop a different perspective is Life Long Learning (LLL), sometimes identified as continuous education, which is a skill that can encompass every aspect of an individual's growth.

London (2012) defined LLL as a way to mentally develop the mind to be open to new ideas and ways of thinking. Through data analysis, LLL or continuous education was the second theme to emerge. Teachers at Riverview actively embrace change and eagerly pursue opportunities for growth. LLL begins at birth and continues throughout the life of the individual (Jarvis, 2006). The benefits of LLL affect all areas of a person's life including work, home, societal, cultural, and global perspectives (London, 2012). Staying up to date in an ever-changing work environment, developing stronger mental

127

capabilities, and adjusting to day-to-day stresses are a few of the benefits of LLL.

Teachers at Riverview are provided numerous opportunities to engage in continuous or Life Long Learning. Some of these training events are sponsored through FranklinCovey to provide support for the Leader in Me Program, and others are mandated by the local school system focus on school reform, curriculum mapping, and collaboration with colleagues to examine cross grade level requirements. Specials and other teachers are involved in this planning as well. These sessions provide teachers strategies and methods aligned with the process or education rather than focusing on a product (FranklinCovey, 2018).

A primary benefit of the Leader in Me Program includes professional development provided by FranklinCovey. Upon the adoption and implementation of the Leader in Me Program, approximately 95% of the faculty attended the initial three-day training conducted by FranklinCovey. Participants in the research project described the impact of the initial training that was conducted off site and led by Gary McGuey, FranklinCovey trainer, and provided a glimpse of what Riverview could become. Participants eagerly described their feelings regarding the workshop. Kate was moved by the training and explained, "He (Gary McGuey) was fabulous! We worked in small groups, discussed our lives, completed writings, and watched videos. Two hours felt like 20 minutes. It was life changing. We could only hope for this at our school." Susie shared, "When the principal brought out the big, empty photo frame and asked us what was our vision of the school, what was the picture we wanted to paint, I realized the impact of what could happen." Thadd eagerly shared, "When we realized how this program could impact the way our students learned, the faculty could not wait for school

to start so we could introduce it to our students." The faculty was willing to take the risk of implementing the program.

Research conducted by Woodside-Jiron and Gehsmann (2009) examined the importance of having buy-in from the faculty for reform efforts to be successful. Findings from their study showed a significant correlation between teacher buy-in and the support of the administrator for the reform effort. Once the Riverview faculty realized the support of the administrator and the potential benefit of the Leader in Me Program on their students, they were on board to fully implement the program. Kotter (1996) explained that risk-taking is one of the most important components of LLL because it takes individuals or groups out of their comfort zones and allows them to try situations or things they are not familiar with. It is a growth opportunity. Thadd reported, "It was a little scary not knowing what we were going to experience, but we saw the potential it could make in our students."

The initial three-day training aligns with level three of Maslow's Hierarchy of Needs that focuses on love, belongingness, social needs, and organizations that promote social interactions (Maslow, 1943, 1954). Lynn reflected on the training: "We learned a lot about ourselves and each other and our school. We became empowered and ready to start the year fresh with all these great ideas and cool things." Susie explained:

> We had to search ourselves pretty deeply. We shared with one another. It was like going through a family therapy session. We came out a lot stronger. I really do feel like we are unified. It was a really "wow" experience. We learned to look at things in a different light. We spent time learning about looking at things through each other's point of view. Just because they may be doing something different

doesn't mean that they are wrong.

Kate recalled the experience:

> I think we all felt we could be better people, better teachers, better husbands and
> wives, and parents because of what we had learned, and that it began with us. It
> just felt like life had breathed into them (the faculty). We left totally excited,
> feeling better about hope and life and just personally. We hadn't even begun to
> talk about what this meant for our school, just us.

Annie expressed her feelings: "The three-day training, it's like an 'aha' moment. You've got to change as a person. You've got to take those habits and apply them to your life. Everybody was very excited to get it rolling with our students." Thadd elaborated, "I felt like that was an amazing experience. It dug deep, and it hit us hard in the core of what you say, how you say it, matters. Our hearts were moved. It changed us positively." Being committed to continuing the school reform efforts through the Leader in Me Program is a major reason for the program's success (FranklinCovey, 2017).

Newly hired teachers at Riverview attend training on how to implement the *7 Habits* in their classrooms. Due to the expense of FranklinCovey personnel returning and providing the training, it is now provided by Leader in Me facilitators at Riverview. Lynn shared, "There was a core group of people. They went through training so they are trainers. They were able to keep things going when we had the changes (in administration) with the new people." These individuals were trained and certified by FranklinCovey to educate and instruct the new faculty members about the Leader in Me Program and how to implement it in their classrooms. The training took several days, and according to Susie, "It was intense. There were four or five of us. When the training was

over, we (the trainers) were required to demonstrate the skills to the FranklinCovey instructors." The training of trainers is a method used by FranklinCovey to reduce fees to schools. These trainers undergo a rigorous training session and must be signed off by FranklinCovey staff (FranklinCovey, 2017). The faculty's dedication to ensure new members are successful in their implementation is evident in the way they support new hires in the school. One of the trainers was Annie, who explained:

> The new people get two days of training on the *7 Habits* before school starts. We teach them how to use the habits and the materials. We are there to provide the support they need to be effective in their classrooms. They are assigned a mentor to support them throughout the year. They are available to help them in any capacity.

FranklinCovey (2017) wants all schools that implement the program to be successful, and they provide numerous resources aimed at this result. Resources include coaching through face-to-face contact, Skype or other electronic means, as well as lesson plans and online resources for faculty, parents, students, and other members of the community. Additional resources include access to original documents that can be used to make copies or projected onto SMART Boards, and booklists that are identified with each habit. Schools adopting the program receive these resources as part of the fees paid to FranklinCovey (2017).

The Leader in Me Program requires active participation in professional development during the school year. Professional development for the Riverview staff is conducted on-site and led by FranklinCovey Leader in Me through face-to-face contact or through the use of Skype or other technologies. Two sessions are held each year for

faculty and staff (FranklinCovey, 2017). These sessions provide the faculty with the latest innovations and materials available through the Leader in Me Program and provide strategies for working with students. Susie described, "We have (two) facilitator training days a year, two for the faculty leaders of the school and two for the principal and assistant principal. They work specifically with her (the principal) on Leader in Me and the principal's role, and then with us as to how to lead the Lighthouse team and our peers." Annie attended a training session the day prior to our interview and shared, "Training days help keep us focused. Yesterday, we learned about effective leaders using each individual's strengths to see where they would best serve, to use what they are good at and what they are interested in. It was powerful!"

All Riverview teachers are members of an action committee. Each committee works toward goals established to by FranklinCovey to develop and promote the Leader in Me Program in the school (FranklinCovey, 2016). Teachers are given the opportunity to state preferences for committee service. Some choices include data analysis, celebrations, and parent involvement. Annie explained that teachers were provided the opportunity to select three committees they were interested in. "We wanted them (the faculty) to use their passion in the area they were interested. We have a constant flow of information between the committees and the teams, doing what we can to help our students be more successful with Leader in Me." Lynn shared, "We have action teams which are like committees. We meet a couple of times a month. We have team collaboration and work with our grade level teams on the Leader in Me. We focus on what is working." Buchbinder and Shanks (2007) reported the benefits of offering employees choices in the work environment shows the employees their contributions are

valued. Thadd contributed, "We've been given open doors to try new ideas, new ways, new approaches, new angles of teaching, strategies, and resources. We are not boxed in to a certain way of teaching." Lynn expressed her pleasure with the training: "It is exciting when we have our days or our own trainings. We learn new things. It revamps our excitement. We have time to see what other grades are doing." Employees who have the opportunity to have input into decisions tend to be more productive and happier in the job environment (FranklinCovey, 2016). Cuban (2013) stated if education reform efforts are to be successful, consideration and input should be obtained from those implementing the reform efforts.

Other training opportunities are provided by FranklinCovey to Leader in Me schools to have a chance to come together to share their experiences. These training events are scheduled at schools that have implemented the program, or they are conducted off-site so faculties from schools represented can exchange ideas and identify strategies to use with students (FranklinCovey, 2017). These training sessions align with Maslow's Hierarchy of Needs that focuses on levels three and four: social interactions and belongingness. It encourages faculty members to develop meaningful relationships with each other. Lynn contributed, "Whenever we go to a training, which is like a conference, just to see what other Leader in Me Schools are like and bring ideas back, it's very exciting." Susie reiterated the importance of continuous education for teachers: "We meet with other Leader in Me faculties to share ideas. It is great to see what others are doing. We receive additional training on ways to help kids. They are really helpful." Annie explained, "There's not this competitive thing. Everybody is excited about what is going on in their school; they just want to share how great it is. They want to know what

they can do to help you. They share their resources freely."

When Riverview implemented the Leader in Me Program, FranklinCovey offered schools the option of having a coach or not. At the time the program was implemented, the decision was made not to utilize the coaching option due to the added expense involved. When the previous administrator assumed another position, the faculty and the new administrator decided to add the expense of the coach so they could more fully implement the program. Several faculty members described the benefits of coaching. Annie explained, "The coaching is great because we have coaching anytime. She is available by phone, email, Facetime. If she isn't available immediately, she will get back with us. It is expensive though, about $8,000 a year." David Debs a consultant for the Leader in Me shared, "Now when schools decide to participate in the Leader in Me Program, coaching is included in the fees. Schools make faster progress when they have a coach. Coaches provide support for them to be successful" (D. Debs, personal communication, March 23, 2017).

As part of the requirements of the local school system, the faculty also participates in regularly scheduled, school sponsored professional development to evaluate the goals of the school and revise them as needed. Riverview also uses these scheduled days to plan and develop units and investigate the curriculum being taught by teachers in other grade levels, as well as the special content teachers. This method provides teachers a creative outlet by giving them the opportunity to collaboratively plan and develop lessons. For example, if the fourth-grade teachers are teaching about Native Americans, the art teacher identifies art projects representative of the different tribes being studied, the music teacher locates music related to the tribes, and the physical

education teacher has students participate in games similar to ones played by Native Americans. Thadd, the music teacher, explained, "This has really given us the opportunity to work together to develop the whole child and to integrate our content." The art teacher, Kate, shared, "Now we have a better understanding of what everyone does. I build art assignments around the content the regular classroom teachers are covering in class. It helps kids make connections."

Theory Y identified by McGregor (1960) provides a frame for the evolution created when the faculty transformed and became empowered through the Leader in Me Program. Kate mentioned how the Leader in Me Program had gotten to a junction, and they were not making the progress they had planned. The school experienced a total shake up in the administration, including secretary, administrative assistant, and academic coach. She described it as "tumbling in a dryer. We completely restructured, which is a natural evolution of the process of Leader in Me. Now, everyone is in the know. We dug deeper. We've come a long way in the past two years." Having the opportunity to have some control of the work environment provides teachers a greater level of job satisfaction (Pearson & Moomaw, 2005).

Continuous or Life Long Learning is a perpetual process. Last year at the symposium, the faculty was introduced to the eighth habit, which encourages participants to find their voices and inspire others. Annie provided, "Everybody's voice is important. People have great ideas. They should feel comfortable and not be afraid to speak up." Thadd expounded about the eighth habit, "We incorporated the eighth habit this year. It is what sums up the *7 Habits*. What is your hidden gift? We're trying to help kids discover their (talents or gifts) at this age and let them use them." Lynn discussed the impact of the

eighth habit: "Listen first and then speak. We have two ears for listening and one mouth for speaking. We need to listen twice as much as we talk." Thadd added, "It takes time to learn the language. Some planning is involved, but it is so worth seeing the end result." FranklinCovey (2017) believes every student has genius in some content, and it is up to the schools to help the students identify their gifts. FranklinCovey stresses the importance of students finding their voices as one of the greatest gifts students can achieve (FranklinCovey, 2018).

Life Long Learning or Continuous Education for Students

Students are actively engaged in continuous learning through the Leader in Me Program. Leader in Me students establish personal and academic goals in reading and math at the beginning of the school year and again in January. Students monitor their progress in their data notebooks by completing a graph or chart. They also identify strategies used to help them accomplish their goal. Susie explained, "If they aren't making the progress they want, we discuss reasons why their strategies aren't working. It helps them identify new ways to accomplish their goal." One of the outcomes of the Leader in Me Program is to improve student achievement (FranklinCovey, 2017). This is accomplished through the use of the data notebooks. Research conducted by Tschannen-Moran and Gareis (2014) indicated a school with high student expectations has a definite influence on the achievements of students. Lynn shared, "Our state test scores came out, and we have improved so much, and it's because of Leader in Me. Our kids use the *7 Habit* strategies to help them during testing. It helps them organize their thoughts." Annie explained, "Our kids know if they are not receiving the results they want, they've got to revise what they are doing. They've got the tools, and they have strategies to be

successful." Through the use of the *7 Habits,* students have been trained to help themselves when answering test questions (FranklinCovey, 2017). Leader in Me schools show significant changes in test scores due to strategies students have been taught.

Riverview students are encouraged to join clubs and other organizations. Some of the most familiar clubs include the safety patrol, garden club, news crew, art club, chorus, and morning greeters. Some students assist other students by tutoring. These clubs enrich students' lives and allow them to be part of activities they would not normally participate in. Thadd shared, "Our chorus students were able to perform at PTO. They were responsible for attending practice and making sure they knew the words. The students were amazing, and everyone was impressed with their abilities." Ms. Brown, the coordinator of the garden club, reported, "Our kids are learning about gardening. Many did not know anything about how to grow a garden. Many did not recognize common plants. They enjoy being able to eat something they have grown."

The Leader in Me Program teaches students they have a choice to take responsibility for their learning (Covey, 2008a). For example, I observed teachers providing students with choices in an art lesson. As students entered the classroom, student leaders retrieved art supplies and placed them at each station. Student materials included art paper, watercolors, paintbrushes, and a small flexible piece of plastic. Kate, the art teacher, introduced a brief background on Matisse and shared the artwork he completed involving goldfish. She modeled how to bend the plastic into several shapes. She did not ask students to create a replication of the piece of art; rather, she encouraged them to think about something important to them. Students folded their shapes and outlined them on their papers. She shared, "I don't want students to copy the same piece

of art. I want them to create something that is different, something that is theirs."

Throughout the lesson, she monitored and encouraged students to be creative and try and

think of new or different ways they could bend the plastic into shapes. Once students had

their basic designs completed, they used the watercolors to paint their pictures. Kate

explained, "Most of these students have not been exposed to famous artists. I want them

to see quality art and have the experience of creating their masterpiece using similar

techniques." During the lesson, students talked freely with each and discussed why they

had chosen their topics. One student reported he was making a picture of his cat because

he loved him. Kate shared, "For many kids, art is the only place kids get a chance to

shine. I don't do coloring sheets. I want them to be create something meaningful to

them." Providing students with choices in completing assignments helps them develop

problem solving skills and independence (Illeris, 2003).

Intrinsic motivation keeps students and faculty pursing continuous learning

opportunities. Pink (2009) described the way these rewards influence participants to keep

them motivated to achieve. The faculty is driven to continually improve the benefits of

the Leader in Me Program for students. Thadd described the evolution of the program. He

explained, "We're still growing. We are getting better at the *7 Habits*. Don't think you've

arrived, and this is as good as it can get. It just keeps getting better and better." While

intrinsic rewards are sometimes difficult to identify, Buchbinder and Shanks (2007)

stated that they are important factors in the success of an organization.

The ultimate goal of master teachers is to inspire a love of learning in their

students. This extends far beyond the single year or semester a child spends in a

particular classroom but rather into their heads and mindset as they approach all future

learning for the remainder of their lives. Training sessions offered by FranklinCovey, the local school system, and other professional development opportunities provide teachers the opportunity to participate in LLL activities. The knowledge acquired during these training sessions allows teachers to develop lessons that will encourage students to be actively engaged in their learning, which will allow them to be Life Long Learners and prepare them for the 21st century workplace.

Teaching Students Responsibility

The third theme to emerge was creating students who are responsible for their actions and learning. Mahmoudi et al. (2014) found teachers who perceive they are appreciated and valued are more productive. Teachers expressed a tangible sense of community by being engaged, and students are busy doing something of real value. Blasé and Blasé (2000) found teachers who were encouraged by their leaders were more likely to try new strategies. Preparing students to be contributing members of a global society is a primary objective of the Riverview faculty and the Leader in Me Program (FranklinCovey, 2017). Teachers at Riverview understand that grades by themselves do not produce responsible students. The third theme focuses on the skillful guidance of caring teachers and staff. I analyze the purposeful strategies they use with students during lessons that help students accept responsibility and grown into responsible members of society.

Classroom teachers are required to fulfill many roles in their profession (Ravitch, 2010). Traditional duties include preparing engaging lessons, meeting with parents, providing instruction to students, grading papers, using effective classroom management techniques, and providing a safe environment (Newman, 2006). With the numerous

changes in education, additional duties have been assigned to teachers, including being a counselor, administering diagnostic tests, identifying and meeting individual learners' needs, providing a safe environment, and using data to develop plans for student learning (Ravitch, 2010). Teachers also have committee meeting assignments, lunchroom duty, breakfast duty, car duty, computer lab monitoring, and after-school events. In addition to regular school duties, teachers demonstrate responsibility through modeling the *7 Habits* and empowering students to self-monitor their learning through goal setting and marking their progress toward attaining their goals.

Teachers ensure students take an active role in all aspects of their learning, which creates contributing members of society (Cornfield, 1999; FranklinCovey, 2016). Students enrolled in a FranklinCovey Leader in Me school are provided resources to help them be successful. Every student models the *7 Habits* on a daily basis. Homeroom teachers practice the *7 Habits* throughout the day, and every day, seven minutes are devoted to practicing and reinforcing the habits. Annie explained, "Sometimes we focus on one habit. They (the students) might complete a worksheet or read a story and talk about what they read. They do something to reinforce them daily."

If introduced correctly, modeling is a technique that helps students learn or improve a skill being presented by the instructor. Allington and Cunningham (2010) stress the importance of showing students step-by-step exactly what they should learn, and using precise language, having the students demonstrate their knowledge by teaching another student what they have learned. Students are encouraged to learn the *7 Habits* through teacher modeling. Through modeling, the teachers demonstrate or show students the desired outcome of the activity or lesson. In modeling the *7 Habits* with the students,

Kate explained, "We had just learned about the *7 Habits*. We spent a lot of time on the –

7 Habits for Kids book. I had a small group of fourth graders; we worked through the

habits. We dug deeper, trying to absorb what the habits meant." The successful

implementation of the program requires teachers to adopt and model the *7 Habits* for

their students (FranklinCovey, 2016). Using the *7 Habits* becomes engrained in the lives

of participants, and they are used in every aspect of their lives. Annie added, "You've got

to apply them to everything you do because if you are not living them, you can't teach

them to your students to live them." Thadd elaborated, "We took the *7 Habits* and broke

them down for the students. We modeled them. I love the kids; the kids love us. They

want to be here at school if they feel that way." Susie recounted her experience, saying,

"Just knowing that we all love and care about kids, and we can take care of their needs

first, is a good feeling to have. Watching them grow and develop as leaders is magical."

Nieto and Bode (2012) confirmed caring is the characteristic students perceive is most

important in a teacher.

The school family focused on a community where students come to school to

learn to be challenged to think for themselves. Students are encouraged to take ownership

of their learning through establishing academic and non-academic goals and monitoring

their progress toward achieving them (FranklinCovey, 2016). Stephen Covey (2008a)

stated, "A goal not written is only a wish" (p. 33). This is evident in the students at this

school through setting goals and identifying strategies. Marzano, Pickering, and

Pollock, (2001) reported students responsible for establishing goals achieve at higher

levels and close academic gaps.

Annie explained how every student sets two or three goals, including one for

math, and reading goal. They can also choose to write a personal goal. These goals are known as WIGs, which stands for Wildly Important Goals. The personal goal can be anything, such as achieving a black belt in karate, being able to ride a bike, or running three 5Ks by the end of the year. Students are provided goal sheets to monitor the progress of personal and school goals, which teaches the value of setting and monitoring their progress toward their goals. Goals can improve students' learning and motivation (Zimmerman, 1990). Students who establish and monitor goals are more likely to be successful because they see growth toward them (Macmillan & Hern, 1999).

Students use the 4DX Method of Execution that involves the student's determining the important goal, focusing on the strategies that are working, using a visible means of tracking success, and frequently revisiting the WIG and the methods used. Tracking and monitoring the progress of set goals is an important component of the Leader in Me Program. Susie explained:

It's not just about tracking their progress; it's about what you do to make that progress. It's getting them to analyze what they are doing to meet the goal. Sometimes we don't get the results we want, and we have to go back and change the way we are doing things to get a different result.

Lynn explained, "They (the students) get so excited; it boosts your confidence in their abilities because they can see the results. They can see where they've graphed and been three weeks ago, and they're meeting their goal. They've gotten to the top." Annie shared, "They track their test each week. You made 80% on your test. What did you do that was so successful? What's working for you? Then Tommy didn't do so well. What could you have done differently?" Susie explained, "It's not just about tracking the

progress towards the goals. It's identifying the strategies that are working and revising the ones that don't. This helps the kids look at changes that need to be made so they can reach their goal." Latham and Locke (2007) report students who set goals in various settings show an increase in achievement.

Annie explained, "Our test (Milestone) scores have gone up, which research shows that if children set goals, and they track their goals, that's a huge step in improving their learning, which connects with testing. We (the faculty) set a five-year goal where we wanted to be in our testing and achievement, and we met it in one year." Lynn described, "The best part to me has been when the kids set a goal, and they learn something for the first time. The light bulb goes off. They've reached the ending point, and they are ready to set a new goal." Thadd shared, "Taking ownership: Those are some of the impacts that we've see that the kids are owning up to how they act, how they treat others. And they feel like they can be who they want to be."

Utilizing this approach allows the faculty to model desired outcomes. Annie explained, "My personal goal is to lose weight, so I tracked that in my classroom, and teachers use that to model for their kids, tracking their goals." Ms. Jones shared, "It is so exciting to see students set and master their goals. My goal is to learn every student's name by the end of the first month of school, and in the past three years, I've been successful." Setting clear, precise goals provides more guidance for individuals in attaining their goals (Lathem & Locke, 2007).

Each of the *7 Habits* is taught individually, but after students become familiar with the concept, they are able to apply them in other areas of their lives, including reading. Kate elaborated on using the *7 Habits* in reading: "Almost every story asks,

'What is the story mainly about?' You can use one habit in pretty much every story. Our kids will answer and usually provide the habit that best fits what the story is about." Anne explained, "Our test scores have gone up, which research shows that if children set goals, track their goals, that's a huge step in improving their learning, which connects with testing."

Students develop interpersonal relationships skills through the implementation of the Leader in Me Program, and students learn to be respectful of each other and their feelings (FranklinCovey, 2017). Thadd shared, "We see kids hold doors for other kids without being told. If a kid drops his books, the kids don't laugh. They ask if they are okay or if they need help. Before, they would not have done that. Our kids know there are consequences for your actions." Lynn explained how students become more responsible: "You're giving them their own ways to self-control, you're giving them their own ways to self-motivate, you're giving them their own ways to be independent and have responsibility." Kate added, "They (the students) believe in themselves because they know that we're offering them opportunities to take on more responsibility. I feel like it builds confidence. They know they're going to be given responsibility, and they are excited about it." Establishing meaningful goals connected to a desired personal outcome is beneficial as it creates a connection (Zimmerman, 1990). Children are taught to care about the wider community, with service projects being a normal part of school life. This was evident during the Leader in Me Celebration. I observed students assume numerous roles and responsibilities. Students greeted visitors, conducted tours of the building, and provided a commentary during the tour. Some students served food and refreshments while others were responsible for cleaning up. They provided entertainment as well as

creating the decorations for the event. Some students provided translation services, others took charge of the media responsibilities, others shared stories of their successes, and some brought their leadership notebooks so guests could look at the progress the students had accomplished. Kate explained, "Every student has a job. Students fill out job applications and provide evidence why the position they want is a good fit for them. The applications are reviewed by a panel of teachers and students. The kids love it." The students are learning valuable skills that will help them in their future careers. Now students "ask if they [the other students] are okay or if they needed help. Before, they would not have done that." Thadd also noticed that their students knew "there [were] consequences for [their] actions."

Giving students the opportunity to assume new roles sparked an interest in school prior to the beginning of the year. Kate knows the impact Leader in Me has had on her daughter. "Even before school started, she could not wait to find out what her job would be. She wanted to know what she might be good at this year. It's like this every year." Leadership skills are developed when students assume responsibility for the jobs they are assigned (FranklinCovey, 2017).

Through the Leader in Me Program, students are provided the opportunity to develop and utilize leadership skills and to apply these skills in other areas. Through observations, students accepted responsibility in the community and utilized their leadership skills in organizations and activities. As part of one of the videos shown during the Leader in Me Program, students were seen using the *7 Habits* in a variety of situations. One student showed how she used the *7 Habits* with her family; another student demonstrated his determination in karate by setting goals and meeting them in his

karate class. A ballet dancer was featured during a recital, and another student displayed artwork and explained why it was important. Other highlights included the student who used the *7 Habits* and assumed a leadership role in his scout troop. Students were eager to share and offered to answer any questions from the audience. Transferring leadership skills from the school into other areas is an outcome of the Leader in Me Program (FranklinCovey Institute, 2017).

The Leader in Me Program works to develop the entire student by incorporating the *7 Habits* in their lives. Students have higher academic achievement, and schools report better and more frequent communication between teachers and parents (FranklinCovey, 2016). Ms. Hursey, a member of the Lighthouse Team at a Leader in Me School, shared, "Students utilize the *7 Habits* at home and teach them to their parents and family members" (K. Hursey, 2014, personal communication). Family participants wanted to be part of something that meets the educational and personal needs of their children. Kate shared, "We have workshops for our parents to learn how the *7 Habits* are used at school and how they can use them at home. We have a great turnout every time."

Thadd seemed amazed at the impact the program began to have on the families. He expounded, "Some of our kids have taken the *7 Habits* home to their parents. Kids would tell their parents they were not being proactive. Parents have emailed teachers about the changes in the life of their child." Thadd saw the program as having a residual positive impact on the others who interacted with the students in the program, and he knows firsthand the impact it made with his children and his family. He reflected, "My son remembers the *7 Habits* and uses them in school now. He likes to kid me about them, but he knows they work."

Kate expressed, "We are laying a foundation for them (the students) that they will need forever, the rest of their lives. It's something I, as a parent, carry over into my home." Thadd shared, "Hopefully, our children here will use some of the experiences and use them to be a productive workforce." Through working together, Kate commented, "We (faculty members) discovered it was about what is doing the best thing for our kids. We work together to identify strategies, we share, we brainstorm new ideas if something doesn't work." While I was in the school, I observed two faculty members in a discussion about a student who struggled in reading. The teachers discussed several methods to try with the student so he experienced success. Working collaboratively allows teachers to plan what is in the best interest of the students so they are successful in their educational careers (Covey, 2008b; FranklinCovey, 2016).

Students demonstrate their understanding of the *7 Habits* by reminding each other throughout the day. I observed a group of students working on a writing task. A student was off task and not contributing to the group. Another young man sitting beside him said, "You are not being proactive; you need to refocus and help our team." The student apologized for being off task and began participating with the group. Annie reported, "Our students know when to use the *7 Habits*. Students remind each other to be proactive and put first things first."

Teacher duties include being responsible for arranging PTO programs, fall festivals, bulletin boards, and other school events. Teachers at Riverview work with students to help them take on some of these responsibilities. Releasing control has been difficult for some teachers. Annie explained, "We want our bulletin boards to be perfect. The borders gotta be beautiful; the work perfectly lined up. But kids can so do that. Kids

can create everything. They might not be perfect, but the kids have great ideas and are creative." When walking the halls, I clearly saw how students had a hand in creating bulletin boards. Some were not symmetrical, but they were creative. One showcased geometry in which students created pictures with the shapes, and the border was decorated with shapes the students had studied.

FranklinCovey (2017) confirmed students become more adept in harnessing their leadership abilities. One example was noted after fourth and fifth grade students took control of the PTO meeting and arranged the entire agenda. Some students acted as interpreters so Spanish-speaking parents could understand what was being said. Annie explained, "Students came up with the program and volunteered to be translators. It was powerful to watch the parents see their children taking on these roles. The kids took control of everything, the planning, getting students to take the roles." Thadd shared, "It's amazing what these kids can do. They have such great ideas, and we allow them to act on them."

Student-led conferences are another strategy used to teach students responsibility (FranklinCovey, 2017). Students conduct a meeting with their parents two times a year. Ms. Jones explained, "Our students use their data notebooks to show their parents what they have accomplished. Students plan the conference and conduct a mock conference with the teacher prior to the actual conference." Annie added, "Our students were nervous at first, but now they have confidence. They can answer questions their parents have. It is a powerful tool." Findings from Countryman and Schroeder (1996) report student-led conferences lead to increased parent-students communication and can lessen the stress parents feel when they have to go in for a conference. For some students, it

provided a chance to assume a different role as the expert (Countryman & Schroeder, 1996).

This theme focused on how teachers enable students to develop responsibility through the *7 Habits.* Teachers model desired behaviors and remind students of expectations. Students are provided the opportunity to assume roles and duties once completed by classroom teachers. Students are actively engaged in the learning process and are being prepared to be productive citizens of the 21st century.

Power to the People

Empowering students and teachers to become current and future leaders is the primary outcome of this theme. Recent reform efforts continue to seek solutions for the many problems being faced in education today. One term that has received a great deal of attention regarding reform efforts is empowerment. According to Rappaport (1987), there is no single definition of the word empowerment; however, it is derived from the root word "power," meaning control over someone or something. Sergiovanni (1990) described his theory on empowerment "as the exchange of one kind of power for another; the exchange of power over for power to" (p. 104). Empowerment is a process that produces a desired outcome, according to Swift and Levin (1987). Teachers need to be empowered for education reforms to be sustainable.

Even though it is a recent buzzword in the field of education, many teachers are not empowered because of limitations and predetermined expectations imposed by the school district or administration (Bynum & Cox, 1992). Teachers are often working with administrators who are hesitant to allow teacher input into decisions, or teachers might be working with administrators who micromanage them (Bynum & Cox, 1992). Many

teachers are forced to follow a curriculum that limits or prohibits them from being able to create lessons that are not engaging or do not allow or encourage students to be creative (Evans, 1998; Ravitch, 2010).

The fourth theme to emerge from data analysis was teacher and student empowerment. One of the major characteristics of the Leader in Me Program is empowerment of teachers, students, and administrators (FranklinCovey, 2017). Administrators and teachers work cooperatively in Leader in Me schools to develop a sense of trust that each will do what is necessary for teachers to be empowered (FranklinCovey, 2017). Moye et al., (2005) examined relationships between principals and teachers to determine the importance of interpersonal trust and teacher empowerment. Their findings indicated a direct relationship between measures of trust between administrators and teachers and teacher empowerment. Utilizing the *7 Habits*, the faculty has been given the ability to make decisions regarding instruction and what is in the best interest for the students. The teachers are empowered to develop the total student. Pearson and Moomaw (2005) reported teachers who are allowed some control over their work environment experience a greater level of job satisfaction.

Teacher Empowerment

Teacher empowerment began even before the faculty implemented the program. Kate shared that some of the faculty had embarked on a book study of *The Leader in Me.* She explained, "A core group completed the book study. We sensed something big was in the works. We didn't know what. At the end of the year, it was revealed we were implementing the Leader in Me Program."

Teacher empowerment began when the faculty attended the initial training provided by FranklinCovey. Lynn shared, "After the three days of training, we learned a lot about ourselves. I felt so empowered, ready to start the year fresh with all these great ideas and cool things." Susie explained her feelings after the initial training: "After we saw how it impacted students, how it made a difference and empowered them, we realized we can shape their life however they dream to shape it by giving them the tools." Kate commented, "We experienced a paradigm shift when we went through the training. We knew we had something that could change our school." Schools that implement the Leader in Me Program are empowered and recognize the potential students can accomplish (Covey, 2008a).

The faculty was empowered to accept responsibility by being prepared to take on other duties. FranklinCovey says everyone is a leader (Covey, 2008a). Susie added, "Because the principal is a team member, we (the teachers) became empowered to lead the Leader in Me. It is not their (the principal's) program; it belongs to all of us." Kate shared, "As a faculty, we became empowered to assume leadership roles. I have always been a follower, but I have taken on leadership roles I would never have imagined. I am empowered to try new things." Susie explained, "When I go to a training, I learn something new every time. I come back renewed and eager to share what I have learned." Engaging in Life Long Learning activities encourages individuals to adjust to changes in the work environment (Cornfield, 1999).

Empowerment occurred in many areas, including being able to speak openly and know their concerns are heard. Susie explained, "Our principal empowered us. We had the opportunity to share our gifts and strengths, to be valued as educators." Thadd shared,

"If someone needs anything, all they have to do is ask. Someone will cover for you. We have each other's back." Kate explained how she was empowered to speak to the former principal after the first year of implementation. Prior to the implementation of the Leader in Me Program, she had always served on any committee she had been assigned to. At the end of the first year, she shared:

> I was able to go to my new boss and say, "You know this committee you put me in charge of? This is not a good use of my talents. I would love to be on the Lighthouse team. I'm passionate about it. I love it. I see every kid in this building. I want to be a part of whatever you're doing."

Annie explained, "Everybody's opinion and input are important. We cherish it so we can be the best school we can be. People need to feel comfortable, to be able to speak up when they have an idea, to feel valued." This directly relates to level three of Maslow's Hierarchy of Needs. Developing a sense of love and belongingness promotes positive interactions among participants (Maslow, 1943, 1954).

Teachers developed flexibility in their teaching styles and methods. Lynn had a student who had difficulty writing. She explained, "This student could not write, but he loved computers. I showed him how to use Google docs. He sent me 20 stories he had written on the computer. He still sends them to me today." Susie shared, "After our training, our principal empowered us, valued our strengths, and encouraged us to try and do different things that would benefit our kids." Lynn noted, "When we used the (Leader in Me) workbooks, our students learned a different kind of language. It gave them a different way of looking at things." Kate contributed, "I plan and make decisions with my team, but we are free to teach things differently. We don't do a cookie-cutter approach

here." Thadd shared, "The administrators have given us open doors to try new ideas, new ways, new approaches, new angles of teaching, strategies, resources. We're more free and not boxed in a certain way of teaching." Leader in Me provides teachers numerous tools to use to meet the needs of all learners (FranklinCovey, 2018).

Riverview teachers changed the way they viewed students with behavior issues. Kate described, "We realized the very students we had taken responsibilities away from because of their behavior could change their behavior by giving them more responsibility. It united us to help our kids." Positive changes in student behavior are a bonus of the FranklinCovey Leader in Me Program (Covey, 2008a). Thadd shared, "The *7 Habits* help our students work out disagreements. Students asked each other how they would feel if something like that was done to them. (The need for) discipline has gone way down. Students have the tools to work out their differences." Lynn added, "We try to find out why students act the way they do. We get to the root of the problem and then make a plan. It doesn't happen often, but we have a system I place." Leader in Me schools report declines in discipline referrals because students learn how to problem solve and work collaboratively to reduce conflict (Covey, 2008a; FranklinCovey, 2018).

Faculty members have learned how to communicate and problem solve with each other more effectively. Kate contributed, "We are united. We know what we are working toward. We are connected." Susie shared, "We learned how to disagree with each other respectfully to come up with an outcome that both of us like and can live with." Kate added, "We know we can approach anyone and the administration about anything. We know we will be listened to and respected. There is no fear, just peace and comfort that you will be heard." Thadd stated, "We are able to speak our mind and not go away

holding a grudge. You're able to try to see their side of it, through their lens. The program has taught us that." Lynn added, "Before Leader in Me, teachers would get upset and get their feelings hurt. Now we know we can speak to each other and not have ruffled feathers. They can work out any disagreements. You need to listen to the other person." Manion (2005) and McGregor (1960) reported organizations that allow employees to offer opinions build healthy relationships, and employees are more content in the work environments.

Teachers trust their administrators and other faculty members to do what is right. Susie shared, "Our principal wants us to do what is in the best interest of the students. If we have something a kid needs, we will go to her, and she is supportive in saying, 'Okay, let's try that.'" Thadd reflected on the relationship between the principal and the faculty: "We developed a deeper understanding of why we do certain things. We are working together to really help the kids." Annie added:

> We have a constant flow of information between the faculty and the principal. Our group works in committees. It's decision making to improve our school, to help kids be more successful. We have a true voice in what we do to help the children.

Lynn reflected, "We have learned to listen to each other and not rush to judgment so fast. We hear what the other person says with each other and the administration. It is important to be heard." Kate elaborated, "We love our principal. She is attuned to our faculty; she is consistent. She appreciates our hard work. Our environment has changed. We feel appreciated, loved, and celebrated." Annie explained, "Knowing you have a voice and you can use it to improve our school (is great). What you have to say is

154

important. It matters." Employees in organizations that promote positive work relationships experience a higher level of job satisfaction and contribute to an organization's success (Bolman & Deal, 2017; Luthens (1989). Teachers who have a positive work environment are more productive workers (Hafez & Akbar, 2015).

Student Empowerment

Students are empowered through having a choice in their activities and assignments. Annie explained, "It was hard at first to release control to the students. We just had to give them the opportunity to take control." Teachers work collectively to empower students. Susie shared, "We empower kids to lead their own learning. We let kids have a say in the activities they complete. It is important for teachers to know and understand that. The more students are involved, the more they get out of it." Kate added, "These kids are capable of more than I initially ever believed." Lynn contributed, "Working with them (the students) as a mentor and a facilitator, not so much as a teacher, letting the students lead, finding what motivated them – it works." Susie stated, "We empower kids to lead their own learning. That change starts from within." Thadd expounded, "We allow kids to find what they love, what they are good at, and allow them to lead in a way and teach others about that passion, to let them shine at what they are good at." Illeris (2003) believed that providing students a choice in completing assignments helps them develop problem solving skills and the ability to work independently.

Students are encouraged to assume leadership roles. Susie described how the Leader in Me Program helps students do that. She explained, "The content of the program teaches and empowers kids. The kids have leadership guides and other teaching tools.

You have conversations with kids about becoming leaders." Susie shared, "We (faculty) all want these kids to feel empowered to be leaders of their own future." Annie explained, "We have students who serve on the Lighthouse team. They meet with the faculty Lighthouse team and make recommendations from the students. Their voice is heard when we meet. They bring up any concerns they have." FranklinCovey (2017) states everyone has the ability to lead. Annie expounded, "Every child has the ability to be a leader. Every child has something to contribute. We have to find what every kid is good at and develop it. We gotta give them success." Students showcased their leadership achievements during the Leader in Me Day celebration. Videos were shown in which students were actively engaged in leadership opportunities, including Scouts, dance, karate, and other events.

Students were given the opportunity to participate in the Leader in Me celebration. Prior to the implementation of the program, the teachers would have planned the celebration. Kate explained, "Now we say, 'Here's everything we have to offer. What's your passion; what's your talent?' And students get to pick what they want to do." Susie shared an anecdote from a fifth-grade student who wrote a "beautiful letter" for the Leader in Me Day Celebration. She stated: "He wrote about how his mom worked very hard, that she was trying to make a better life for him. She as such a good example to him because she had set her goals and was working to achieve her dreams." The student wrote that *The 7 Habits* had helped him "see that he could help her and do things for her at home so that when she got home she wouldn't have to do them and that he could help her achieve her dreams, too." Susie thought it was "a beautiful letter" but recognized that "his mom [was] never home." When Susie reframed her point of view

and looked through the eyes of the student, she realized the student did not see himself as a victim of his mom's not being there, but his mom became his hero. She shared, "It was powerful to understand another person's view." Providing students the ability to develop and practice leadership skills is an outcome of the Leader in Me Program (FranklinCovey, 2018).

Riverview students develop strong interpersonal skills and learn to be supportive of each other through the Leader in Me Program. Thadd contributed, "It helps us think about how and what we say to each other, to accept others as who they are." Kate explained, "My daughter struggled with not crying at school for 37 days, (then) set a goal and reached it. She was sad. Now she provides comfort to kids who are struggling with feeling sad about coming to school." Thadd added, "They (the students) think about others more often than themselves. Kids hold the doors for each other, leave places in better shape than when they found them. They are learning to care for others." Ms. Jones, the principal of Riverview shared, "Our kids care for each other. If someone is having a rough day, the other students check to see if they can help. They cheer each other on and want everyone to be successful. It is truly amazing." Petty et al. (2012) found students who develop close interpersonal relationships with their teachers are more successful.

Students set goals and monitor their progress. For example, students determine an important goal, focus on strategies that are working, use a graphic to track their success, and frequently revisit the WIG and the methodology. Annie shared, "They track their test each week. The teacher has a discussion with them." She described a conversation she might have with a student: "You made 80% on your test. What did you do that was so successful? What's working for you? What could you have done better? Maybe we need

to look at another strategy that would help you be more successful." Annie was encouraged that the students' Milestone test scores had gone up. Every week Susie's students checked off which strategies they were using. She explained: "They may list three strategies, but they might not use all three every day. They graph it so they can see if their scores go up or down. If their score went up, those strategies are effective. If their score went down, those strategies were not effective."

Students are building life skills to be prepared for the 21st century. Annie commented, "These kids are building skills which will last them a lifetime through Leader in Me. They are the leaders of the future." Susie commented, "This (Leader in Me) is what our world needs. Kids are not taught values. They don't know how to solve conflict. They don't know how to value differences. Our kids do." Lynn noted, "Our students have learned what they say is important and matters. They know we will listen to what they have to say." Susie shared, "When it comes out of a child's mouth, and they (other people) can hear how it changed the life of a child, it makes it more real." Kate contributed, "We are preparing these kids for real life. We're laying a foundation for them they will use for the rest of their lives. As a parent of a Riverview child, I see the positives." Covey (2008a) reported the Leader in Me Program prepares students to be leaders of the future through teaching them skills to help them adjust to an ever-changing work field. Marks and Louis (1997) reported empowered students are more likely to attain success in academic and personal endeavors.

Kate shared, "Our kids believe in themselves because they know we're offering them opportunities to take on more responsibilities. They know they are important. They belong here, and they are given responsibility. They're excited and love school." Lynn

added, "We are giving students tools on how to self-monitor, self-control, and problem

solve, and giving them ways to be independent and have responsibility," Thadd

elaborated, "We are creating leaders in the workforce by starting in elementary school.

Hopefully, you've got this compassionate person that considers other's views and

thoughts. Hopefully, the children will be a productive workforce." Lynn contributed, "It's

trying to make the children feel responsible for their own actions, their own belongings.

We're trying to teach them independence." Annie shared, "Every kid's a leader. Every

kid has a special thing that they do every day. To help them find their true voice in what

they are good at to have a strength they can carry forward. That's huge." Smart and

Csapo (2007) addressed the importance of students' being actively engaged in the

learning process. Students who take an active role in their education are more likely to be

successful (Smart & Csapo, 2007).

This theme focused on empowerment of teachers and students through the

implementation of the Leader in Me Program. Teachers were empowered to speak openly

about concerns and know they were heard, and they developed a deep level of trust with

the administration. Students were empowered to seek alternative learning activities, as

well as to assume leadership roles in the school as well as out. Students realized the

importance of setting, monitoring, and achieving goals.

Chapter Summary

The analysis of data collected from interviews, documents, and memos provides

the readers an understanding of how the data were reduced to identify prominent themes.

Four themes emerged to characterize the manner in which the teachers perceived their

roles as leaders, creating a school family, engaging in Life Long Learners or continuous

159

education, teaching students responsibility, and empowering students and faculty. Using

participants' own words provided the rationale for the connection to the theme.

Throughout this section, findings were connected to the literature review.

Chapter VI

DISCUSSION AND CONCLUSION

The purpose of this qualitative case study was to examine how the work-life quality of elementary school teachers and the relationships between the teachers and their administrators were affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement. A qualitative approach was selected because it focused on the experiences of the teachers during the implementation of the FranklinCovey Leader in Me Program.

The findings of this study could impact participating schools and schools considering implementing the program. Universities, regional agencies, and school district leadership development programs, both nationally and internationally, may use these findings to more effectively implement school reform and improvement.

This study was conducted in a Georgia Title I school that implemented the FranklinCovey Leader in Me Program as a vehicle for school reform and improvement. The following research questions guided this research:

RQ1: What were the life and career experiences of elementary school teachers prior to and during the time the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

RQ3: How were relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

This qualitative case study explored the impact of the FranklinCovey Leader in Me Program on relationships, quality of work life, and career experiences. The researcher used purposeful sampling to select five elementary teachers who have been at the school since the implementation of the FranklinCovey Leader in Me Program. Data presented in this chapter were collected from interviews, observations, and document analysis. Seidman (2006) recommends three interviews be conducted. The first set of interview questions was designed to collect background information. These questions were emailed to participants who provided information regarding years of experience, education level, prior work experience, and other data related to their decisions to go into education. The researcher then completed two face-to-face interviews in the school setting. After each interview was completed, notes were transcribed, and a copy was sent to participants to ensure accuracy of the content.

The first stage of data analysis was open coding, which allowed data to be fractured into smaller pieces called codes or units. A visual map was used as a way to organize data. New categories were created when new ideas were identified. In the second stage of data analysis, grouping codes that had similar characteristics or shared

common elements were used to reduce data to smaller categories. In Vivo coding was used to identify words and phrases used by participants referenced in the initial codes. The third stage of coding involved establishing relationships between categories for connections to be made and themes to emerge. Four major themes emerged from data analysis: (1) creating a school family, (2) Life Long Learners or continuous education, (3) teaching students responsibility, and (4) empowerment of students and faculty.

The following sections include a final discussion of the research questions, the limitations of the study, implications, and recommendations for future research.

Research Questions: Final Discussions Summary

Due to the potential implications of the intersectionality of quality of life, Life Long Learning on the part of both teacher and student, and the nature and structure of relationships, it is important that the conceptual framework and research questions align. For this reason, I have aligned my research questions with a summary of the findings in the themes and the conceptual framework.

Research Question 1: What are the life and career experiences of elementary school teachers when an identified, Georgia Title I school selects the FranklinCovey Leader in Me Program as a vehicle for reform and school improvement implements the Program? All participants involved in the study had previous work experience outside of the school environment. Kate had work experience as a floral director and wished to pursue a position that would provide more time with her family. Thadd had worked in a grocery store and as the minister of music at a local church, but he has always had a connection to music since he was a young child. Susie's work experience included working in retail and at a center for performing arts. Annie's vast work experience

included owning a dance studio, catering in her parents' restaurant, being a cheerleading coach, and holding various positions at her local church. Lynn knew she wanted to teach since she was a young child. She taught pre-K prior to being hired at Riverview and does not have work experience outside of the school environment.

Kate, the art teacher, and Thadd, the music teacher, have only taught in their specialty areas, and they have the opportunity to interact with every student in the school. They have assumed an active leadership role in the implementation of the FranklinCovey Leader in Me Program, and since they interact with each student, they feel an active connection with every child. From the onset of the implementation process, Thadd has been on the Lighthouse team, and early in the implementation process, Kate took an active role. At the end of the first year, Kate asked the principal to put her on the Lighthouse team, a position she has held for seven years.

Annie, who has the most years of teaching, has been a member of the Lighthouse team since the beginning of implementation. Her teaching career began later in life, and she has experienced several job changes during her career. Her experiences include different general education grades as well as currently teaching math intervention. Her children and grandchildren's learning difficulties sparked her interest in becoming a teacher. The intervention coach position allows her to work with small groups of students who have difficulty in math in various grade levels. She receives a lot of satisfaction when she sees her students succeed. General education teachers Susie and Lynn have remained in the general education classroom. While they changed grade levels, they both prefer working with younger students. They enjoy watching the growth young children make when the lightbulbs go on in their heads. The love the younger students offer makes

this age even more special to them.

Data analysis identified Life Long Learning or continuous education as an outcome of implementing the FranklinCovey Leader in Me Program. All participants in the study have been actively engaged in some form of staff development, either through FranklinCovey, the local school district, or school-wide initiatives. These training sessions or Life Long Learning opportunities provide participants skills needed to adapt to change (London, 2012). London (2012) defined LLL as a way to mentally develop the mind to be open to new ideas and ways of thinking. Susie explained:

We had to search ourselves pretty deeply. We shared with one another. It was like going through a family therapy session. We came out a lot stronger. I really do feel like we are unified. It was a really "wow" experience. We learned to look at things in a different light. We spent time learning about looking at things through each other's point of view. Just because they may be doing something different doesn't mean that they are wrong.

Lynn contributed, "Whenever we go to a training, which is like a conference, just to see what other Leader in Me Schools are like and bring ideas back, it's very exciting." Susie reiterated the importance of continuous education for teachers: "We meet with other Leader in Me faculties to share ideas. It is great see what others are doing. We receive additional training on ways to help kids. They are really helpful." Life Long Learning begins at birth and continues throughout the life of the individual (Jarvis, 2006). Life Long Learning opportunities were participated in when four of the five participants actively pursued and received advanced degrees to enhance their teaching abilities. These degrees were completed while employed full-time in teaching positions and managing

family responsibilities, and provided teachers the opportunity to acquire new skills. Susie has not participated in formal academic opportunities, but she continues to attend training sessions at the school and county levels, and through FranklinCovey to continue growing through professional development opportunities. The faculty was willing to assume the additional responsibilities that went along with implementation of the Leader in Me and believe the initial training was critical to the success of the program.

The faculty at Riverview transitioned from utilizing teacher centered classrooms to implementing student led classrooms. Typical teacher duties include being responsible for arranging PTO programs, fall festivals, bulletin boards, and other school events. Teachers at Riverview work with students to help them take on some of these responsibilities. Releasing control has been difficult for some teachers. Annie explained, "We want our bulletin boards to be perfect. The borders gotta be beautiful; the work perfectly lined up. But kids can so do that. Kids can create everything. They might not be perfect, but the kids have great ideas and are creative." When walking the halls, I clearly saw how students had a hand in creating bulletin boards. Some were not symmetrical, but they were creative. One showcased geometry in which students created pictures with the shapes, and the border was decorated with shapes the students had studied. Kate reported, "The kids love taking ownership."

Teachers at Riverview have spread their wings and assumed different roles. Kate, Susie, and Lynn each said they had typically been followers. Through the implementation of the FranklinCovey Program, they have actively pursued leadership positions in the school. Avoiding the spotlight, Kate surprised herself when she asked to be on the Lighthouse team. Susie has never liked to be noticed but stepped up when she was named

to the Lighthouse team and has been on the team since the implementation of the Leader in Me. Lynn has been in the background her entire life but decided she could make a difference when she realized the personal growth she has made. Riverview teachers have been provided the opportunity to develop leadership skills during the implementation process. FranklinCovey (2018) believes everyone is a leader, and the Leader in Me Program provides the skills and resources for everyone to be a successful leader.

Even though the Riverview faculty experienced a closeness prior to implementing the Leader in Me Program, they experienced a paradigm in the way they viewed each other. After the initial training, the teachers forged close interpersonal relationships, a bond, or a level of trust with each other. They have developed dynamics in the school that has a family structure where everyone supports each other. Annie shared, "It (the school) is like one big family. We work as a team to get the job done." The faculty trusts each other to nurture and look after each other in professional and personal matters. Interpersonal relationships between faculty members have been forged and strengthened. Susie explained, "We are united. We are connected because we have a common purpose. We trust each other. We learned how to really, truly live in that interdependent area, meaning we know how to work together to get the best outcome." The changes in faculty relationships closely follow Bolman and Deal's (2017) human resource frame. Teachers cover for each other and interact freely without fear of being treated disrespectfully. The faculty does not work for individual gain; rather, they work to promote common successes. Kate shared, "As for the family aspect, we have something that unites us on a deeper level than just teaching kids. We are building our character and theirs together. We are pushing ourselves to be better so that they can follow a better example." The *7*

Habits has taught them to work through any uncomfortable situation and to view it through the other person's eyes. Turning problems into opportunities is a goal of the Leader in Me Program (FranklinCovey, 2018).

Another key finding related to life and career experiences was the successful preparation of students to be contributing members of the 21st century. Teachers empower students to assume leadership opportunities through applying for positions in the classroom and in the school. These opportunities have encouraged students to develop Life Long Learning skills as well. Students complete job applications and provide a rationale why they would be a good fit for jobs in the school and in their classrooms. The application process provides students real life experiences that will assist them when they are joining the workforce. Students are provided the resources to develop the skills necessary to achieve this through modeling from teachers and the use of materials through FranklinCovey (2018). By utilizing a student-centered approach to learning, students take an active role in their learning. Students establish goals and monitor their progress by completing a graph or chart. Should a strategy not work, the students are provided tools and resources to make the necessary adjustments to achieve their goals. Susie explained, "Students record their progress in their data notebooks every day. If they aren't making the progress they want, we discuss reasons why their strategies aren't working. It helps them identify new ways to accomplish their goal." Students responsible for establishing goals achieve at higher levels and close academic gaps (Marzano et al., 2001). Tschannen-Moran and Gareis's (2014) research indicated a school with high student expectations has a definite influence on the achievements of students. Lynn explained how much the students' DRA scores had improved. She shared the students

read a passage and are then asked questions about the content. When the students answer, most relate their responses to one of the *7 Habits*. The students explained that the character was not being proactive, or the character wasn't working together. The CCPRI scores of Riverview continually improve each year. This score indicates the college prep and readiness of students (GADOE, 2017).

Students develop leadership skills through conducting student-led conferences. Students plan with their classroom teachers to lead the conference. These are held two times a year. Ms. Jones explained, "Our students use their data notebooks to show their parents what they have accomplished. Students plan the conference and conduct a mock conference with the teacher prior to the actual conference." Annie added, "Our students were nervous at first, but now they have confidence. They can answer questions their parents have. It is a powerful tool." Students monitor their progress in their data notebooks by completing a graph or chart. Annie shared, "I have watched my grandchildren conduct these conferences with their parents. It is amazing to see their confidence grow and it is less stressful." Findings from Countryman and Schroeder (1996) report student-led conferences lead to increased parent-students communication and can lessen the stress parents feel when they have to go in for a conference. For some students, it provided a chance to assume a different role in which they were the expert (Countryman & Schroeder, 1996).

RQ2: How was the quality of work life of elementary school teachers affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement? The questions focused on quality of work life sparked several lively conversations.

Findings of this study indicate the work life of the teachers showed improvement with the implementation of the FranklinCovey Leader in Me Program. This was especially obvious with Thadd's response regarding the quality of work life. He used an operatic voice and sang "AHHHHHHAHHHHA. Now can you get that in writing? It is amazing." Thadd loves working at the school and appreciates the support of his colleagues. Thadd explained, "I've worked other places, but nothing compares to this. We can count on each other." Four of the five participants eagerly responded in a positive manner. Kate, who has changed schools every four of five years, plans to retire here, as does Lynn. They love the "feeling of the school." However, Annie's response was unlike the others. When asked about perceived changes in the quality of work life she said, "I don't know. I've always been a workhorse. I've always been here from before school to way late. Let me think about it." When I revisited the question during the second interview, her response was, "You are asking that again. I don't know." The other four participants reported they noticed visible differences in the quality of work life in the school. Annie said, "People are comfortable to speak with each other in an open manner and know they will be respected whereas before, feelings would be hurt. We share the same language." Thadd believes the most important factor is, "the change in relationships with each other. We have an understanding and we have the flexibility to practice 'win-win.' We developed the ability to look through the eyes of other people. It is powerful." Green (2000) explained, "The quality of teacher work life is the most important factor influencing teacher performance" (p. 169). Susie added, "We are here to support each other. We build each other up and support them." Throughout the implementation process, the participants stressed the importance of working together to help each other

be successful.

Every participant in the study believes he or she has created a level of trust within the faculty that promotes a sense of safety and security with each other. Prior to the implementation of the program, teachers did not really trust each other, and feelings were often hurt. Kate shared, "The school got along but we were separated. There were cliques, and you were either in or you were not." Lynn explained, "Before (Leader in Me), sometimes you'd have an argument between colleagues and tempers flaring. You don't see that now." Through the implementation of the Leader in Me Program, teachers began to trust each other and to treat each other with respect. Teachers understand they will be treated respectfully and do not fear being treated badly. Bolman and Deal (2017) believe trust is one of the most important factors in a work environment.

Another benefit related to the quality of work life is empowerment. Every participant discussed the importance of being empowered and being able to empower students. The faculty feels synergized, much like a well-oiled machine that works continuously. Since the faculty has developed a level of interdependence, they recognize and value the differences of each other. They are aware of the skills each other has, and they work to utilize them. Because teachers are empowered to complete their work assignments and because they are trusted to do their jobs, they are able to empower students to take responsibility for their learning. Through modeling, they are able to show students how to set, monitor, and achieve their goals. Students see first-hand the benefits of using the FranklinCovey Leader in Me Program. Rappaport (1987) explained how empowerment occurs when people, organizations, and communities gain control over the issues relevant to them. Participants feel empowered to do their jobs, which are to prepare

students for the future. Students realize teachers are there to support them to be successful by providing the necessary tools and resources.

Teachers experienced freedom in their ability to communicate with each other as a benefit of the Leader in Me Program. Participants expressed the prerogative to vocalize their joys or concerns with each other. The 8th Habit, which is finding a voice, was introduced last year and has given the faculty the gift of free speech. Participants were given the opportunity to address concerns without fear of reprisal. Thadd commented, "Before Leader in Me, we were hesitant to speak up. Now we know we will be listened to, and our concerns will be heard." The teachers believe the open communication allows them to continually improve relationships with the students and each other.

Teachers have developed a deep love for the school and the community. Teacher attrition is low at Riverview, and educators typically leave due to retirement or the relocation of a spouse, according to the current principal, Ms. Jones, who reported over a five year period the turnover rate at Riverview is less than 1%. This number is significantly less than the typical turnover rate for many schools. According to the GADOE (2017) approximately 44% of teachers leave the profession within the first five years. The request for transfers to other schools is virtually non-existent, and she has a waiting list of teachers who want to join the Riverview faculty. Participants in the study are loyal to Riverview and said they plan to complete their careers there. One participant mentioned she had never stayed at a school longer than five years, and she is currently in year 10 at the research school. All participants indicated they were happy in the current work environment and were not interested in changing schools, even though opportunities have been offered. Tableman (2004) explained there are certain factors

contributing to school climate, including an environment that is physically appealing, encourages open communication, promotes a sense of belonging, focuses on the academic success of the students, provides a safe environment, and promotes positive interpersonal relationships. Chen (2010) reported higher job satisfaction led to increased teacher retention, reduced stress, and more positive relationships with their administrators.

RQ3: How were relationships between elementary school teachers and their administrators affected when the FranklinCovey Leader in Me Program was implemented at an identified, Georgia Title I elementary school as a vehicle for school reform and improvement?

All participants expressed the relationships with their administrators changed in a positive way after the implementation of the Leader in Me Program. Prior to implementing the program, their descriptions indicate the previous administrator was in control and expected teachers to do what they were asked. Their opinions and suggestions might have been considered, but the principal had the final say. Participants described their perceptions of the former administrator prior to the implementation of the program. Kate described him as being "very straight, professional. This is what you need to do, this is what you're going to do, this is your job." Thadd shared, "Before implementing the program, the administrator was more closed, not open, and we didn't have a voice." The type of relationship with the principal depended on who the teacher was. Annie contributed, "Before, Leader in Me, the principal was in charge and made the decisions, and you were told what you were expected to do, and pretty much you did it. He was about developing a plan and reaching the goal." Teachers had professional relationships

with the principal, yet they often did not feel their opinions were valued. Kate explained:

I felt like the administration itself was close, more with each other in a friendly,

cliquish kind of way, and that you were either a part of that circle or you weren't.

Not everyone was treated as a leader. He was very good at encouraging us. It was

just a different style of leadership.

Immediately after the initial training, all participants noticed differences in

relationships between participants and their former administrator. Susie provided:

Our (former) principal, his paradigms changed drastically, He went from

being a principal that told us what we needed to do to being a principal that

believed in empowerment and empowered us to try different things, really

showing us that he valued us. He really started working to show

appreciation. Our morale changed a lot; our culture changed a lot.

Thadd contributed, "I think it (Leader in Me) deepened the relationship between the

principal and ourselves. We understood this really was about the kids." Kate added,

"After the training, I felt hope of something better. I was empowered and able to join in

and be a part of what I was passionate about to help our kids." Annie described a

situation regarding changing classes: "He went from being closed to any input from

teachers to 'I never even thought of that as a solution.' He was open to our suggestion

and actually listened to us. It was a totally different reaction." Teachers who worked for

principals who invested time to get to know their faculties had higher staff morale and

worked in more positive school climates (Stewart-Banks et al., 2015).

During the implementation process, the school experienced significant personnel

changes. All five of the front office staff took new positions, retired, or were reassigned.

This included the principal, assistant principal, secretary, school academic coach, and administrative assistant. While the faculty was in charge of the Leader in Me Program, there was a period of uncertainty during the transition. When the new administrator took over, no new initiatives were initially implemented. The new principal was familiar with the Leader in Me Program, and the first year of her tenure, she observed the operations of the school and watched them use the program. During this year, the faculty did not feel they made a lot of growth, but they continued to use the *7 Habits* with their students. At the end of the year, the new administrator went to the faculty and explained how they were going to use the *7 Habits to* help their students achieve. All participants believe the current administrator empowers them to be successful with their students and each other. They feel she is approachable, and there is no topic that cannot be broached. Kate commented, "Everyone has a voice. Everyone has the ability to contribute. Everyone is more in the know. We have a lot more involvement and unity. We are ever evolving."

Susie shared, "We learned how to work together, how to disagree with each other, how to be better listeners and better problem solvers and things like that." McKinney et al. (2015) reinforced the concept that principals who foster positive relationships with their faculty and create a nurturing environment have higher morale.

The Leader in Me is not a principal-led program, and Ms. Jones is very open with her faculty and works to establish goals together. Kate shared, "Ms. Jones understands the need for meetings but doesn't have us meet unnecessarily, and she tries to celebrate the staff and kids whenever possible." After students completed Milestones testing, the principal arranged a field trip to a state park. For some students, it was their first trip to a park. They were able to hike, have a picnic, and complete other activities in a natural

environment. When the CCPRI scores arrived, and they had risen so drastically, she hosted a 'Block Party' for the entire school. Special food was provided for the entire school. She recognizes the need to celebrate the successes of the school, faculty, and students. Kate added, "(We) know how much she loves and appreciates our hard work, and that really can change the environment that you work in." Teachers who worked for principals who invested time to get to know their faculties had higher staff morale and worked in more positive school climates (Stewart-Banks et al., 2015). It is evident the *7 Habits* are fully ingrained in the lives of the participants, students, and the principal. Participants often mentioned the importance of being able to speak the same language to each other and to the principal. Hertzberg (1959, 1966) stressed the importance of peer relationships and a positive work environment.

The teachers at Riverview appreciate the opportunity they have had to implement the Leader in Me Program. All potential teacher candidates are aware of the commitment of implementing the Leader in Me Program. Teacher candidates are interviewed by a panel and if they are not interested in the implementation of the Program, they are not considered for employment. Thadd informed me this was the case for interviewing administrators as well. While teachers express a deep appreciation and devotion to the Program, other schools are not as lucky. In conducting research on the topic of the *7 Habits,* I discovered there is one major concern regarding the FranklinCovey method of school reform and improvement. FranklinCovey (2016) reported a high rate of success in the area of school improvement, but the high costs associated with implementing the program are problematic for some school systems, according to David Debs, Client Partner for FranklinCovey Leader in Me Schools. Mr. Debs is responsible for marketing

The Leader in Me Program and providing support for schools and organizations in Georgia. Mr. Debs reported the cost of implementation is based on the number of students enrolled in the school; however, the average cost is approximately $80,000 (personal communication, March 1, 2017). This fee includes the training by FranklinCovey, classroom materials, coaching, professional development, and other support provided by FranklinCovey throughout the implementation process (FranklinCovey, 2016). Mr. Debs (personal communication, March 1, 2017) relayed some schools qualify for financial aid, including scholarships or sponsorships from supporting organizations, to fund the program. The Riverview faculty initially began the program without a coach and reported the cost of the coach runs approximately $8,000 per year it is problematic to fund. Teachers engage in numerous fundraisers throughout the year to ensure they retain access to the coaching staff at FranklinCovey. Due to the current financial situation of many school systems, this could be a deterrent for schools to adopt and implement the Program.

Limitations of the Study

Recognizing the limitations in qualitative research provides trustworthiness for the study and permits the reader to determine if the findings are credible (Lincoln & Guba, 1985). In this study, purposeful sampling techniques were used to identify five participants who could provide the richest data. Criteria for participating in the study included having been employed at the school since the implementation of the FranklinCovey Leader in Me Program, having attended all training sessions provided by the FranklinCovey Leader in Me Program since the since implementation of the program, having taught for a minimum of 10 years, and having earned a master's or higher degree.

177

Participants included four women and one man whose teaching range is from 12 to 22 years. Limitations to this study included the small sample size and the assumption that all participants in the study responded honestly. However, the rich data collected form participants during the interviews may be applicable to other settings. Methodological limitations regarding size might be considered small, but it is acceptable for a qualitative case study (Stake, 1995).

As the findings presented were interpreted from interviews conducted with participants, it is possible the researcher's interactions might have influenced their responses to interview questions or to the interpretation of data obtained. Every safeguard was used to prevent this from happening; however; it is possible my interactions possibly focused on particular issues and ignored others. Believing participants accurately shared their versions of what occurred during the implementation of the FranklinCovey Leader in Me Program, the researcher cannot be held liable for any inaccuracies or inconsistencies. This study is a chronology of events that occurred over a period of three months and provided a snapshot of people and events during this time. As change is an inevitable part of life, there is no guarantee that a replication of this study would show the same results.

The framework of this study was built on Maslow's Hierarchy of Needs and transformational leadership. Through analysis I discovered though transformational leadership methods were utilized through the implementation of the Leader in Me Program, it was not the sole focus of the Program. This study might have been better framed using the theory developed by Bolman and Deal (2017) which focuses on the importance of developing and fostering a family approach to leadership.

Other limitations of the study include reactivity and researcher bias. Reactivity occurs when the researcher influences the setting or the participants (Maxwell, 2013). Every attempt was made to provide a safe and calm environment for the interviews to occur. Research bias occurs when researchers have preconceived opinions regarding the study and force consciously or subconsciously their beliefs and ideas about the study (Maxwell, 2013). Even though everything was done to prevent researcher bias, it is possible researcher bias occurred in this study as I made strong connections with the participants and they welcomed me into their environment. Participants treated me warmly every time we met. Even though interview questions were asked directly from the list, participants seemed open and eager to contribute additional information regarding certain topics.

An additional limitation of the study could be the lack of formal interviews conducted to collect data from current or former administrators, which would provide an added perspective of changes between faculty and administrator relationships. This study focused on the teachers' experiences during the implementation of the program.

Recommendations for Future Research

This case study contributed a small body of new knowledge to the literature on the implementation of the FranklinCovey Leader in Me Program and the impact on relationships between faculty members and administrators. The selected site had implemented the program for some time, and participants had to recollect from prior experiences. It is recommended that a longitudinal study be conducted when a school begins to make the decision to adopt the FranklinCovey Leader in Me Program. This would provide a better understanding of the entire process of implementing the

FranklinCovey Leader in Me Program and allow documentation of the entire process. It would allow those considering adopting the program a better understanding of what to expect during the implementation process.

Additionally, studies could be conducted with students at schools that have implemented the program. Several participants recommended talking to students to get their perspective on the influence of the program in their lives. Other studies could be conducted to include parents or other stakeholders, as well as members of the community to determine their feelings about the perceived benefits of the program. Should this study be replicated, the researcher believes interviews should be conducted with administrators to include their perspectives of perceived relationship changes during implementation of the program. Since the Leader in Me Program has a global platform, the study could be replicated across the world using similar criteria.

A study of schools that have attained Lighthouse status could be conducted to compare changes in the student population and goal setting. Students establish goals and then monitor their progress. Collecting data from Lighthouse schools would allow schools to compare their growth and possibly acquire additional strategies to improve the school setting.

Additional studies could focus solely on the benefit of the program on school improvement or reform. Data could be used from the state websites that track the number of discipline referrals submitted by the school. This would add to the body of knowledge regarding the benefit of the program on discipline. Another consideration that should be considered is that some cultures do not embrace leadership opportunities.

Final Conclusions

The Georgia Title I school that had been identified as a needs-improvement school implemented the Leader in Me Program as a vehicle for reform and improvement. The study explored the experiences of five teachers who have been employed at the research site since the implementation of the Leader in Me Program and serve as members of the Lighthouse team. Data from the study identified four primary themes: (1) creating a school family, (2) teaching students responsibility, (3) Life Long Learners or continuous education, and (4) empowerment of students and faculty.

Through the creation of a school family, participants reported strong connections to their colleagues, the administrators, and the students. Participants expressed a deep love and concern for each other, as well as devotion to the school and the community. This was evident from comments by participants and interactions observed. The warm climate of the school provides a shelter for all. The findings of Tschannen-Moran and Gareis (2014) indicated positive school climates cannot be established unless all components, including collegiality, professionalism, trust, positive leadership, high student expectations, and positive interpersonal relationships, work together.

Preparing students to be leaders in the 21st century was uncovered during data analysis. Students receive extensive opportunities to assume leadership duties in and outside of school. Through modeling, the students take the skills they have learned and share them with their parents, siblings, and other family members. These students become active learners through setting goals and monitoring their progress. As the future leaders of tomorrow, these students have been provided a set of skills that will enable them to tackle obstacles and situations they encounter. Cornfield (1999) stressed the

181

importance of preparing students to be productive citizens of the 21st century.

Developing an appreciation of acquiring knowledge provides participants and students the opportunity to engage in Life Long Learning opportunities. Teachers described the feeling of being energized and renewed after attending training sessions that enabled them to better meet the needs of the students. Modeling these skills for students teaches them the importance Life Long Learning. The rewards of Life Long Learning provide the learner tools to be able to adjust to change in all aspects of their lives, including work, home, societal, cultural, and global perspectives (London, 2012).

Participants believe the implementation of the Leader in Me Program led to the empowerment of faculty. Planning and communication provide necessary tools for students to experience success academically and personally. Participants believe their empowerment enabled them to voice suggestions or concerns, and they knew they would be heard. Manion (2005) and McGregor (1960) reported organizations that allow employees to offer opinions build healthy relationships, and employees are more content in the work environment.

Going into this study, I used Maslow's Hierarchy of Needs and transformational leadership as the framework for this research. Based on data analysis, Maslow's Hierarchy of needs was an appropriate selection. However, Bolman and Deal's Organizational Theory (2017) might have been a better choice. Bolman and Deal's (2017) human resource or family frame recognizes the importance of the employee and trust the employees to do their jobs. Employees are valued and view their relationship as that of a family unit and work to ensure they know they are an important part of the organization (Bolman & Deal, 2017). Transformational leadership was used as part of the

framework; however, it was not identified as a major element of the implementation process. This could be a result of the transformation of the faculty, administration, and the school when the Leader in Me Program was implemented. The principal was not in control of the program; the teachers were responsible for the leading the program.

This study was an important addition to research as it identified perceived changes on relationships between faculty and administrators. It also investigated the quality of work life of elementary school teachers with the implementation of the FranklinCovey Leader in Me Program. This study provided insight about the importance of being able to discuss difficult issues in a professional setting and being able to come to a solution to problems that allows everyone to win. The study also indicates the benefits of working together to establish goals and to help students be successful.

This research highlighted the implementation of the program that appears to have made an impact on everyone directly involved in the process of implementing it. The participants of this study could not say enough about the numerous changes they experienced both professionally and personally. It was a life-changing event, and they wish they had known about the benefits sooner. For schools looking at reform and improvement methods, the FranklinCovey Leader in Me would warrant further consideration.

Final Note

In December 2017, the school achieved another milestone. It was notified by FranklinCovey that it had been awarded the coveted title of being identified as a FranklinCovey Lighthouse School. I was not present for the announcement but received an email from one of the participants. Once their application was received and the

FranklinCovey Lighthouse team completed the review of documents and a site visit, the

school was notified within the week of this accomplishment. The Lighthouse team shared

it usually takes two to three weeks for a school to be notified of the results. The school's

faculty was ecstatic to achieve this goal and to celebrate this accomplishment with their

students and the community.

References

Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the

    relationship among transformational leadership, school climate, and

    student achievement. *International Journal of Educational Leadership*

    Preparation, 10, 1-22.

Allington, R. L., & Cunningham, P. M. (2010). *Schools that work: Where all children*

    read and write (3rd ed.). Boston, MA: Allyn & Bacon.

Aydin, A., Sarier, Y., & Usal, S. (2013). The effect of school principal's leadership

    styles on teachers' organizational commitment and job satisfaction. *Educational*

    Sciences: Theory and Practice, 13, 806-811.

Baleghizadeh, S., & Gordani, Y. (2012). Motivation and quality of work life among

    secondary EFL teachers. *Australian Journal of Teacher Education, 37,* 29-42.

Bass, B. M. (1999). Two decades of research and development in transformational

    leadership. *European Journal of Work and Organizational Psychology, 1,* 9-32.

Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Mahwah,

    NJ: Lawrence Erlbaum Associates, Inc.

Blasé, J., & Blasé, J. (2000). Effective instructional leadership: Teachers' perspectives

    on how principals promote teaching and learning in schools. *Journal of*

    Educational Administration, 38, 130-141.

Bogler, R. (2001). The influence of leadership style on teacher job satisfaction.

    Educational Administration Quarterly, 32, 662-683.

Bogler, R. (2002). Two profiles of school teachers: A discriminant analysis of job

    satisfaction. *Teaching and Teacher Education, 18,* 665-673.

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.

Borman, G. D., & Dowling, N. M. (2006). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 28,* 25-48.

Brown, J. K. (2008). Student-centered instruction: Involving students in their own education. *Music Educators Journal, 94,* 30-35.

Brown, P. B. (2004). As successor, to '7 Habits', No. 8 charts a new course. *New York Times,* 3-6.

Buchbinder, S. B., & Shanks, N. H. (2007). *Introduction to health care management.* Sudbury, MA: Jones and Bartlett Publishers.

Burns, J. M. (1978). *Leadership.* New York, NY: Harper & Row.

Burns, J. (1982). *Leadership*. New York, NY: Harper Collins.

Busch, V., Altenburg, T. M., Harmsen, I. A., & Chinapaw, M. J. (2017). Interventions that stimulate healthy sleep in school-aged children: A systematic literature review. *The European Journal of Public Health, 27,* 53-65. doi: 10.1093/eurpub/ckw140

Butt, G., & Lance, A. (2005). Secondary teacher work-load and job satisfaction. *Educational Management Administration Research and Theory, 33,* 401-422.

Bynum, W. C., & Cox, J. (1992). *Zapp in education.* New York, NY: Fawcett Collumbine.

Byrd-Blake, M., Afolayan, M. O., Hunt, J. W., Fabunmi, M., Pryor, B. W., & Leander, R. (2010). Morale of teachers in high poverty schools: A post NCLB mixed

methods analysis. *Education and Urban Society, 42*, 450-472.

Charmaz, K. (2014). *Constructing grounded theory: A practical guide through qualitative analysis* (2nd ed.). London: Sage.

Chen, J. (2010). Chinese middle school teacher job satisfaction and its relationships with teacher moving. *Asian Pacific Education Review, 11,* 263-272.

Cohen, J., McCabe, E. M, Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record, 111,* 180-213.

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't.* New York, NY: HarperCollins.

Conley, C. (2007). *Peak.* San Francisco, CA: Jossey-Bass.

Cook, J. L., & Cook, G. (2009). *Child development: Principles and perspectives* (2nd ed.). Boston, MA: Pearson.

Cornfield, I. R. (1999). Imperative in teaching for Life Long learning: moving beyond rhetoric to effective educational practice. *Asia-Pacific Journal of Teacher Education, 27,* 107-117.

Countryman, L. L., & Schroeder, M. (1996). When students lead parent-teacher conferences. *Educational Leadership, 53,* 64-68.

Covey, S. R. (1989). *The 7 Habits of highly effective people.* New York, NY: Free Press.

Covey, S. R. (1991). *Principle-centered leadership.* New York: NY: Summit Books.

Covey, S, R. (2004a). *The 8th Habit: From effectiveness to greatness*. New York, NY: Simon & Schuster.

Covey, S. M. R. (2006). *The speed of trust: The one thing that changes everything.* New

York, NY: Free Press.

Covey, S. (2008a). *The 7 Habits of happy kids.* New York, NY: Simon & Schuster.

Covey, S. R. (2008b). *The leader in me.* New York, NY: Simon & Schuster.

Creswell, J. W. (2014). *Research design: qualitative, and mixed methods approaches* (4th ed). Thousand Oaks, CA: Sage.

Crum, K. S., Sherman, W., & Myran, S. (2009). Best practices of successful elementary school leaders. *Journal of Educational Administration, 48,* p. 48-63.

Cuban, L. (2013). Why so many structural changes in schools and so little reform in teaching practice. *Journal of Educational Administration, 51,* 109-125.

Curry, T., Jiobu, R., & Schwirian, K. (2005). *Sociology for the twenty-first century.* Upper Saddle, NJ: Pearson/Prentice Hall.

Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-needs schools. *Journal of Curriculum and Instruction, 4,* 16-32.

Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2008). *Managing human behavior in public and nonprofit organizations.* Los Angeles, CA: Sage Publications.

Denzin, N., & Lincoln, Y. (2005). *The sage handbook of qualitative research* (3rd ed.). Thousand Oaks: CA: Sage.

Dyson, A., & Genishi, C. (2005). *On the case: Approaches to language and literacy research.* New York, NY: Teachers College Press.

Elementaryschool.org. (2016). *Georgia Elementary Schools.* Retrieved from http://elementaryschools.org/directory/ga/cities/oakwood/oakwood-

elementary-school/130261001159/

Evans, L. (1998). *Teacher morale, job satisfaction and motivation.* London, EC: Paul
Chapman Publishing, Ltd.

Evans, V., & Johnson, D. J. (1990). The relationship of principals' leadership behavior
and teachers' job satisfaction and job-related stress. *Journal of Instructional
Psychology, 171,* 11-19.

Fenner, E. (2004). The secrets of his success. *Fortune, 11,* 156-158.

Fontas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency:
Thinking, talking, and writing about reading, K-8.* Portsmouth, NH: Hinemann.

FranklinCovey Institute. (2015a). *The leader in me*. Retrieved from
http://www.theleaderinme.org.

FranklinCovey Institute. (2015b). *How do schools implement the Leader in Me?*
Retrieved from http://www.theleaderinme.org/how-do-schools-implement.

FranklinCovey Institute. (2017). *The leader in me.* Retrieved from:
https://www.theleaderinme.org

FranklinCovey Institute. (2018). *The leader in me.* Retrieved from:
https://www.theleaderinme.org

Freire, P. (1986). *Pedagogy of the Oppressed.* New York, NY: Continuum.

Gagnon, D. J., & Mattingly, M. (2015). Rates of beginning teachers: Examining one
indicator of school quality in an equity context. *The Journal of Educational
Research, 108,* 226-235.

Geijsel, F., Sleegers, P. Leithwood, K., & Jantzi, D. (2003). Transformational leadership
effects on teachers' commitment and effort toward school reform. *Journal of*

Educational Administration, 41, 228-256.

Georgia Department of Education. (2015). *School climate.* Retrieved from

https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-

Climate.aspx

Georgia Department of Education. (2016) *College and Career Ready Performance Index*

(CCPRI). Retrieved from: http://ccrpi.gadoe.org/2016/

Georgia Department of Education. (2017). *Georgia's teacher dropout crisis: Look at*

why nearly half of Georgia's teachers are leaving the profession. Retrieved from:

https://www.gadoe.org/External-Affairs

andPolicy/communications/Documents/Teacher%20Survey%20Results.pdf

Georgia Professional Standards Commission. (2017). *The 2015 Georgia public P-12*

teacher workforce: A status report. Retrieved from:

https://www.gapsc.com/media/workforce2015.pdf

Glanz, J. (2003). *Action research: An educational leader's guide to school improvement.*

Norwood, MA: Christopher-Gordon Publishers, Inc.

Glasser, W. (1993). *The quality school teacher: A companion volume to the quality*

school. New York, NY: Perennial.

Goleman, D. (2006). *Social intelligence: The new science of human relationships (*1st

ed). New York, NY: Bantam Dell.

Gonzalez-Mena, J. (2009). *Child, family, and community: Family-centered early care*

and education (5th ed*).* Upper Saddle River, NJ: Pearson.

Goodlad, J. I. (1984). *A place called school: Prospects for the future.* New York, NY:

McGraw-Hill Book Company.

Goodlad, J. I. (1990). *Teachers for our nation's schools.* San Francisco, CA: Jossey-
      Bass.

Green, R. (2000). *Natural forces: How to significantly increase student achievement in
      the third Millennium.* Monticello, FL: Educational Services Consortium, Inc.

Greenfield, B. (2015). How can teacher resilience be protected and promoted?
      Educational & Child Psychology, 32, 52-68.

Griffith, J. (2004). Relation of principal transformational leadership to school staff job
      satisfaction, staff turnover, and school performance. *Journal of Educational
      Administration, 42,* 333-355.

Grissom, J. A., (2012). Can good principals keep teachers in disadvantaged schools?
      Linking principal effectiveness to teacher satisfaction and turnover in hard-to-
      staff environments. *Teachers College Record, 113,* 2552-2585.

Grissom, J. A., Nicholson-Crotty, S., Harrington, J. R. (2014). Estimating the effects of
      No Child Left Behind on teachers' work environments and job attitudes.
      Educational Evaluation and Policy Analysis, 20, 1-20.

Gűlşen, C., & Gűlenay, G. B. (2014). The principal and healthy school climate. *Social
      Behavior and Personality, 42,* 93-100.

Guthrie, J., & Ettema, E. A. (2012). Public schools and money: Strategies for improving
      productivity in times of austerity. *Education Next, 12.* Retrieved from:
      https://www.educationnext.org/public-schools-and-money

Hafeez, U., & Akbar, W. (2015). Impact of work-life balance on job satisfaction among
      school teachers of the 21st century. *Australian Journal of Business and
      Management Research, 4,* 25-37.

Hake, R. (1998). Interactive engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics course. *American Association of Physics Teachers. 66,* 64-74.

Hall, B., Pearson L., & Carroll, D. (1992). Teachers' long-range teaching plans: A discriminant analysis. *Journal of Educational Research*, *85*(4), 221–225 doi:10.1002/pits.20532

Harkins, P. (1999). *Powerful conversations: How high impact leaders communicate.* New York, NY: McGraw-Hill.

Herzberg, F. (1966). *Work and the nature of man.* Cleveland, OH: World Publishing Company.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work.* New York: NY: John Wiley & Sons.

Hess, F. M. (1999). *Spinning wheels: The politics of urban school reform.* Washington, DC: The Brookings Institution Press.

Hughes, G. D. (2012). Teacher retention: Teacher characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research, 105,* 245-255.

Hui, H., Jentabadai, H., Ismail, N., Radzi, C. (2013). Principal's leadership style and teacher job satisfaction*: A case study in China. *Interdisciplinary Journal of Contemporary Research in Business, 5,* 175-184.

Illeris, K. (2003). Toward a contemporary and comprehensive theory of learning. *International Journal of Life Long Learning Education, 22,* 309-406. doi: 10.1080/0260137032000094814

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage.

    Educational Leadership, 60, 30-33.

Jarvis, P. (2006). *Life Long learning and the learning society: The comprehensive theory*

    of human learning. London, England: Routledge.

Jonassen, D. H. (1991). Objectivism versus constructivism: Do we need a new

    philosophical paradigm? *Educational Technology Research and Development,*

    39, 5-14.

Keiffer, C. H. (1983). "Citizen empowerment: a developmental perspective. *Prevention*

    in Human Services, 3, 9-36.

Koedel, C., Li, J., & Springer, M. G. (2015). The impact of performance ratings on job

    satisfaction for public school teachers. *American Educational Research Journal,*

    54, 241-278.

Kotter, J. P. (1996). *Leading Change.* Boston, MA: Harvard Business School Press.

Kotter, J. P. (1999). *John P. Kotter on what leaders really do.* Boston, MA: Harvard

    Business School Press.

Kozol, J. (2005). *The shame of the nation: The restoration of Apartheid schooling in*

    America. New York, NY: Crown.

Krueger, R. A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied*

    research (4th ed.). Thousand Oaks, CA: SAGE Publications.

Laal, M., & Salamati, P. (2012). Life Long learning: Why do we need it? *Procedia-*

    Social and Behavioral Sciences, 31, 399-403. doi:

    10.10.1016/jsbspro.2001.12.073.

Latham, G. P. & Locke, E. A. (2007). New developments in and directions for

goalsetting research. *European Psychologist, 12,* 290-300.

Lee, C. (2005). Stephen Covey: Talks about the 8th habit: Effective is no longer enough. *Training, Minneapolis, 42,* 17-19.

Leithwood, K., & Jantzi. D. (1997). Explaining variation in teachers' perception of principals' leadership: A replication. *Journal of Educational Administration, 35,* 312-331.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry.* Newbury Park, CA: Sage Publications.

Lencioni, P. (2007). *The truth about employee engagement.* San Francisco, CA: Jossey-Bass.

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80,* 44-70.

London, M. (2012). Life long learning: Introduction. In M. London's (Ed.), *The Oxford Handbook of Life Long Learning.* doi: 10.1093/oxfordhb/9780195390483.013.0013.

Luthens, F. (1989). *Organizational Behaviors,* (8th ed.). Boston, MA: Irwin McGraw-Hill.

Mahmoudi, M., Ghorbani, J., & Javidkar, M. (2014). Identify the relationship between quality of work life and productivity of education teachers in district 12 of Tehran. *Journal of Educational and Management Studies, 4,* 629-633.

Manion, J. (2005). *From management to leadership,* (2nd ed.). San Francisco, CA: Jossey-Bass.

Margolis, J., & Nagel, L. (2006). Education reform and the role of administrators in

mediating teacher stress. *Teacher Education Quarterly, 33,* 143-159.

Marks, H. M., & Louis, K. S. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance. *Educational Evaluation and Policy Analysis, 19,* 245-275.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works.* Alexandria, VA: ASCD.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50,* 370-96.

Maslow, A. H. (1954). *Motivation and personality.* New York: Harper.

Maslow, A. H. (2014). *Toward a psychology of being.* Floyd, VA: Sublime Books.

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.

McCaslin, M., & Good, T. (1992). Compliant cognition: The misalliance of management and instructional goals in current school reform. *Educational Researcher, 21,* 4-17.

McCombs, B. L., & Whistler, J. S. (1997). *The learner-centered classroom and school strategies for increasing motivation and achievement.* San Francisco, CA: Jossey Bass.

McFarlane, D. A. (2010). Perceived impact on district leadership practices on school climate and improvement. *Journal of Multidisciplinary Research, 2.*53-70.

McGregor, D. (1960). *The human side of enterprise.* New York, NY: McGraw-Hill.

McKinney, C. L., Labat, M. B., & Labat, C. A. (2015). Traits possessed by principals

who transform school culture in national blue ribbon schools. *Academy of Educational Leadership Journal, 19,* 152-166.

McMillian, J. H. & Hearn, J. (2008). Student's self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons, 87,* 40-49.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: John Wiley & Sons.

MetLife. (2012). *The MetLife survey of the American Teacher: Teachers, parents and the economy.* New York: NY: Metlife, Inc.

Miles, M., & Huberman, A. (1994). *Qualitative data analysis: An expanded sourcebook,* (2nd ed.). Thousand Oaks, CA: Sage.

Moye, M. J., Henkin, A. B., & Egley, R. J. (2005). Teacher-principal relationships: Exploring linkages between empowerment and interpersonal trust. *Journal of Educational Administration, 43,* 260-277.

National School Climate Center. (2014). *School climate.* Retrieved from http://www.schoolclimate.org/climate

National Commission on Excellence in Education. (1982). *A Nation at risk: The imperative for education reform.* Washington, D. C.: U. S. Department of Education. Retrieved from http://www.csus/edu/indiv/l/langd/Nation_at Risk.pdf.

Neuman, R. (2003). *Sixties Legacy: A history of the public alternative schools movement, 1967-2000.* New York, NY: Peter Lang Publishing, Inc.

Newman, J. (2006). *America's teachers: An introduction to education* (5th ed.). Boston, MA: Pearson Ed.

Nieto, S. & Bode, P. (2012). *Affirming diversity: The sociopolitical context of*

multicultural education, (6th ed.). Boston, MA: Allyn & Bacon.

Olsen, B., & Kirtman, L. (2002). Teacher as mediator of school reform: An examination
of teacher practices in 36 California restructuring school. *Teachers College
Record, 104,* 301-324.

Olsen, B., & Sexton, D. (2009). Threat rigidity, school reform and how teachers view
their work inside current educational policy contexts. *American Educational
Research Journal, 46,* 9-44.

Ouchi, W. G. (1993). *Theory z: How American Business can meet the Japanese
challenge.* New York, NY: Avon Books.

Page, N., & Czuba, C. E. (1999). Empowerment: What is it? *Journal of Extension, 37,*
1-4.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed)*.* Thousand
Oaks, CA: Sage.

Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and
stress, work satisfaction, empowerment, and professionalism. *Educational
Research Quarterly, 29,* 37-53.

Pepper, K. (2010). Effective principals skillfully balance leadership styles to facilitate
student success: A focus for the reauthorization of ESEA. *Planning and
Changing, 41,* 42-56.

Perrachione, B. A., Rosser, V. J., & Peterson, G. J. (2008). Why do they stay?
Elementary teachers' perceptions of job satisfaction and retention. *The
Professional Educator, 32.* Retrieved from
http://www.theprofessionaleducator.org/articles/perrachione_ final.pdf

Petty, T. M., Fitchett, P., O'Connor, K. (2012). Attracting and keeping teachers in high

    needs schools. *Secondary Education Journal, 40,* 67-88.

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us.* New York,

    NY: Penguin Publishing.

Porter, D., Rush, D., Wood, J. & Bohannon, L. (2016). First do no harm: A Title I natural

    quasi-experiment. *Journal of Education and Human Development,* 62-73.

Pulliam, J. D., & Van Patten, J. J. (2007). *History of education in America* (9th ed).

    Upper Saddle River, NJ: Pearson.

Pyhältö, K., Soini, T., & Pietarinen, J. (2009). A systematic perspective on school reform:

    Principals' and chief education officers' perspectives on school development.

    Journal of Educational Administration, 49, 46-61. doi:

    10.1108/09578231111102054

Raju, T. J. M. S. (2013). Relationship between teacher stress and job satisfaction. *Indian*

    Journal of Health and Wellbeing, 4, 371-373.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory

    for community psychology. *American Journal of Community Psychology, 15*,

    121-148.

Ravitch, D. (2000). *Left back: A century of failed school reforms.* New York, NY:

    Simon & Schuster.

Ravitch, D. (2010). *The death and life of the great American school system: How*

    testing and choice are undermining education. New York, NY: Basic Books.

Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the*

    danger to America's public schools. New York, NY: Random House.

Renzulli, L. A., Parrot, H. M., & Beattie, I. R. (2011). Racial mismatch and school type: Teacher Satisfaction and retention in charter and traditional schools. *Sociology of Education, 84,* 23-48.

Ripley, A. (2013). *The smartest kids in the world and how they got that way.* New York: NY: Simon and Schuster, Inc.

Robbins, S. P., Chatterjee, P., & Canda, E. (1998). *Contemporary human behavior theory: A critical perspective for social work.* Boston, MA: Allyn & Bacon.

Rogers, C., & Frieberg, H. J. (1994). *From freedom to learn* (3rd ed.). Saddle River, NJ: Merrill Publishing.

Ross, C. E., & Van Willigen, M. (1997). Education and the subjective quality of life. *Journal of Health and Social Behavior, 38,* 275-297.

Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Rozmus, K. C. (1998). Education reform and education quality: Is reconstitution the answer? *Brigham Young University Education and Law Journal, (103),* 103-145.

Rumschalg, K. E. (2017). Teacher burnout: A qualitative analysis of emotional exhaustion, personal accomplishment, and depersonalization. *International Management Review, 13,* 22-36.

Rury, J. L. (2013). *Education and social change: Contours in the history of American schooling* (4th ed). New York, NY: Routledge.

Sadlier, H. D. (2011). Creating and supporting safe and respectful school climates: The principal's role. *The International Journal of Diversity in Organizations,*

Communities and Nations, 10, 183-197.

Saldaña, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA:

Sage Publications Ltd.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in*

education and the social sciences (4th ed.). New York: Teachers College Press.

Sergiovanni, T. J. (1990). *Value-added leadership: How to get extraordinary*

performance in schools. New York, NY: Harcourt Brace Jovanovich.

Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as

a principal. *Education, 135,* 101-106.

Shen, J., Benson, J., & Huang, B. (2014). High-performance work systems and teacher's

work performance: The Mediating role of quality of working life. *Human*

Resource Management, 53, p. 817-833.

Short, P. M., & Greer, J. T. (1993). Empowering students: Variables impacting the

effort. *Education, 114,* 503- 518.

Sirgy, M., Efraty, D., Siegel, P, & Lee, D. J. (2001). A new measure of quality-of-work

life (QWL) based on need satisfaction and spillover theories. *Social Indicators*

Research, 55, 71-84.

Sirgy, M., Michalos, A., Ferris, A., Easterlin, R., Patrick, D., & Pavot, W. (2006). The

quality-of-life (QOL) research movement: Past, present, and future. *Social*

Indicators Research, 76, 343-466.

Sirgy, M., Riley, N., Wu, J., & Efraty, D. (2008). A work-life identity model of

well-being: Towards a research agenda linking quality-of-work-life (QWL)

programs with quality of life (QOL). *Applied Research in Quality of Life, 3,* 251-

261.

Smart, K. & Csapo, N. (2007). Learning by doing: Engaging students though learner-centered activities. *Business Communication Quarterly, 70,* 451-57.

Smith, V. (2008). Selecting and developing an A+ staff. *NASSP Bulletin, 92,* 44-60.

Stake, R. (1995). *The art of case study research.* Thousand Oaks, CA: Sage

Publications, Inc.

Stake, R. (2010). *Qualitative research: Studying how things work.* New York: NY:

The Guilford Press.

Stewart-Banks, B., Kuofie, M., Hakim, A., Burch. R. (2015). Education leadership styles

impact on work performance and morale of staff. *Journal of Marketing and*

Management, 6, 87-105.

Sungur, S., & Tekkaya, C. (2006). Effects of problem-based learning and traditional

instruction on self-regulated learning. *The Journal of Educational Research, 99.*

307-0317.:

Swift, C., & Levin, G. (1987). Empowerment: An emerging mental health technology.

Journal of Primary Prevention, 8, 71-94.

Tableman, B. (2004). School climate and learning. *Best Practice Briefs, 31,* 1-10.

Tan, H. H., & Augustine, K. H. L. (2009). Trust in coworkers and trust in organizations.

The Journal of Psychology, 143, 45-66.

Thibodeaux, A.K., Labat, M. B., Lee, D. E., & Labat, C. A. (2015). The effects of

leadership and high stakes testing on teacher retention*, Academy of Educational*

Leadership Journal, 19, 227-251.

Thompson, A. G. (1984). The relationships of teachers' conceptions of mathematics and

mathematics teaching to instructional practice. *Educational Studies in Mathematics, 15,* 105-112.

Thompson, S. (2003). Creating a high-performance school system. *Phi-Delta Kappan, 84,* 489-495.

Tillman, W. R., & Tillman, C. J. (2008). And you thought it was the apple: A study of job satisfaction among teachers. *Academy of Educational Leadership, 12,* 1-18.

Trochim, W. M., & Donnelly, J. P. (2008). *Research methods knowledge base.* Mason, OH: Atomic Dog/Cengage Learning.

Tschannen-Moran, M., & Gareis, C. (2014). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration, 53,* 66-92.

Turan, S., & Betkas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmarari-Eurasian Journal of Educational Research, 52,* 155-168.

U.S. Department of Education. (2016a). *Every Student Succeeds Act (ESSA).* Retrieved from https://www.ed.gov/esea

U.S. Department of Education. (2016b). *No Child Left Behind*. Retrieved from https://www2.ed.gov/nclb/landing.jhtml

U.S. Department of Education. (2017). *National Blue Ribbon School Program.* RMC Research Corp. Retrieved from https://nationalblueribbonschools.ed.gov/

Valentine, J., & Prater, M. (2011). Instructional, transformational, and leadership and student achievement: High school principals make a difference. *National Association of Secondary Principals, 95,* 5-30. doi: 10.1177/0192636511404062

Venkataramani, V., Labianca, G., & Grosser, T. (2013). Positive and negative workplace

 relationships, social satisfaction, and organization attachment. *Journal of Applied*

 Psychology, 98, 1028-1039.

Webb, L. D, Metha, A., & Jordan, K. F. (2006). *Foundations of American Education*

 (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Weber, M. (1946). Class, status, and party. *In Essays in Sociology.* Cambridge: Oxford

 University Press.

Wholey, J., Hatry, H., & Newcomer, K. (Eds). (2004). *Handbook of practical*

 program evaluation (2nd ed.). San Francisco, CA: Jossey-Bass.

Winter, P. A., Brenner, D., Petrosko, J. M. (2006). Teacher job satisfaction in a reform

 state: The influence of teacher characteristics, job dimensions and psychological

 states. *Journal of School Leadership, 16,* 416-437.

Wolcott, H. F. (2001). *Writing up qualitative research.* Thousand Oaks, CA: Sage

 Publications Inc.

Woodside-Jiron, H., & Gehsmann, K. (2009). Peeling back the layers of policy and

 school reform: Revealing the structural and social complexities within.

 International Journal of Disability: Development and Education, 56, 49-72.

Wubbles, T., & Brekelmans, M. (2005). Two decades of research on teacher-student

 relationships in class. *International Journal of Educational Research, 43,* 6-24.

 doi:10.1016/j.ijer.2006.03.003

Yadav, R., & Khanna, A. (2014). Literature review on quality of work life and their

 dimensions. *IOSR Journal of Humanities and Social Science, 19,* 71-80.

Yin, R. (2014). *Case study research: Design and methods.* Thousand Oaks, CA: Sage

Publications, Inc.

Zhao, Y., & Frank, K. (2003). Factors affecting technology uses in schools: An

ecological perspective. *Educational Research Journal, 40,* 291-300.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An

overview. *Educational Psychologist, 21*, 3–17.

Zullig, K., Huebner, E., & Patton, J. (2011). Relationships among school climate domains

and school satisfaction. *Psychology in the Schools, 48*, 152-166.

APPENDIX A:

Institutional Review Board Exemption

Institutional Review Board (IRB)
for the Protection of Human Research Participants
PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER:	03507-2017	**INVESTIGATOR:**	Ms. Paula Tench
		SUPERVISING FACULTY:	Dr. Robert "Ronny" Green
PROJECT TITLE:	*FranklinCovey Leader in Me Program: The Impact on Quality of Work Life and Perceived Relationship Changes between Administrators and Teachers.*		

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **Exempt** from Institutional Review Board (IRB) oversight under **Category 2**. Your research study may begin immediately. If the nature of the research study changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before instituting any changes.

ADDITIONAL COMMENTS:

☒ *If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.*

Elizabeth W. Olphie   *08/15/2017*   *Thank you for submitting an IRB application.*

Elizabeth W. Olphie, IRB Administrator   Date   *Please direct questions to irb@valdosta.edu or 229-259-5045.*

Revised: 06.02.16

APPENDIX B:

Interview Outline and Questions

Initial Interview Questions

These questions will be used to develop a relationship with the participants.

1. Describe your education background.

2. Tell me about your career experiences in education.

3. How many years have you been in education and how long have you been at this
    school?

4. What factors influenced your decision to enter education?

5. Did you have a mentor or someone else who encouraged you to enter the field of
    education and if so, would you describe them?

6. Tell me about other work experiences you have outside education. How did these
    affect your decision to become an educator?

7. In which fields of education have you worked?

8. If you changed fields, what precipitated the change?

9. Would you describe the school prior to implementing the FranklinCovey Leader
    in Me Program?

Second Interview Questions

The second interview is to collect data regarding the experiences of the participants about the implementation process. Questions will be selected from the following list.

1. When did you learn about the implementation of the FranklinCovey Leader in Me Program? Think back to when you first became involved in the program, describe your first impressions.

2. What factors contributed to the adoption of the Program?

3. What did you know about The Leader in Me Program?

4. Could you explain your thoughts and feeling when you learned you were going to implement the Leader in Me Program?

5. If you recall, how did the faculty work together during implementing the Program?

6. Would you please describe the process of implementing the Program?

7. What was the working relationship with the faculty prior to implementation and then after?

8. How have your feelings or thoughts changed about the FranklinCovey Leader in Me Program since implementation?

9. How has the quality of work life changed since the implementation of the Program?

10. What are the most important lessons you learned during the process?

11. What has been the most helpful during this process and why?

Third Interview Question

The focus of the third interview is to ensure accurate interpretation of the previous interviews.

1. What do you think are the most important components of the Program related to faculty and staff relationships? Are there specific items that influenced this?

2. How have you changed as a person since the implementation of the Program? What strengths or weaknesses have you discovered about the Program? Yourself?

3. What things would help people better understand the benefits or of the Program?

4. What do you wish you had known prior to implementation of the Program?

5. What are recommendations you would make to others considering the Program?

6. After these experiences, what advice would you provide to someone who has just found out they were going to implement the Program?

7. How have relationships among colleagues changed since implementation of the Program?

8. Is there anything you would like to ask me or that you would like to add to help me better understand implementation of the Program?

I appreciate so very much your time in working with me on this research project. Your input has been very valuable.