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A Phenomenological Study on the Motivating Factors Influencing Participation in Tennessee's
Governor's Academy for School Leadership

A dissertation
presented to
the faculty of the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor of Education in Educational Leadership

by
Amy B. Horton
August 2017

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Dr. Laura Robertson

Key Words: Governor's Academy, Motivating Factors, School Leadership

ABSTRACT

A Phenomenological Study on the Motivating Factors Influencing Participation in Tennessee's Governor's Academy for School Leadership

by

Amy B. Horton

Educational administration is such a demanding field, so it is important to understand why an aspiring principal would self-select to commit to an optional yearlong, intensive professional development activity with very little compensation and no promotion. Motivation may prove to be a key component of the recruitment and sustainability of professional development activities. By discovering the factors affecting both personal and professional motivation of beginning administrators to participate in a professional development led by the collaboration among the Tennessee Department of Education, Vanderbilt University, and Governor Bill Haslam, the researcher hopes to gain an understanding that may apply to future professional development activities in educational leadership.

This qualitative study was based on the phenomenological inquiry research design. The study was open to all recent members of the Governor's Academy for School Leadership (GASL) program. Eleven of the members chose to participate in the study. Participants completed an online, open-ended questionnaire followed by an in-depth one-on-one interview using Google Hangouts. Participants were asked to share both personal and professional factors related to their motivation to participate in the GASL program.

Through analysis of the data, the researcher identified five factors that influenced personal motivations. These included a desire for self-improvement, self-motivation, the novelty of the

experience, competitive nature of the program, and the honor to be considered. The researcher identified three factors that influenced professional motivations including advancement of license, networking opportunities, and marketability.

When comparing responses based on gender, females noted the novelty of the experience while males noted the exclusivity of the program as motivational factors. Females in this study tended to relate networking as personal connectedness while males related it to professional connectedness. The intensive year long program and affiliation with Vanderbilt University were also found to positively impact the motivation of individuals to participate in the program.

Two main themes emerged from the study: relatedness and competence. Both of these related directly back and support findings of Deci and Ryan's Self Determination Theory.

DEDICATION

I would like to dedicate this dissertation to the village that has helped me along this journey. First, and foremost, I would like to thank God from whom all blessings flow. I also want to thank my mother for her tireless support. Without her encouragement and belief that I could be anything and do anything I wanted, I surely would not have even started this journey.

A special thanks to my book club who cheered me on and did not kick me out when I did not read that month's book. Thank you Laura, Niki, Kari, Aleeta, Andrea, and Kelli. Now that I have some extra time on my hands, I will be ready for the next one.

I would also like to dedicate this dissertation to the group known as GASL Weirdoes. You will each surely shape the future of educational administration in Tennessee. You all were amazing. Thanks for all your help with this dissertation.

Finally, I would like to thank my loving and understanding husband, Brian, and our children, Brady, Brie, Connor, and Duncan. Without your patience and support, I would never have finished this journey. I promise I will slow down now.

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CHAPTER 1

INTRODUCTION

“Motivation is the study of why people think and behave as they do.”

(Graham & Weiner, 1996, p.63)

Maslow’s Hierarchy of Needs Theory and Herzberg’s Two-Factor Theory laid the foundation for the modern study of motivation. Maslow (1998) created a theory in which needs must be met in a sequential order from most basic to advanced in order to meet the ultimate goal of self- actualization. The premise is that it is difficult to motivate someone to perform a specific task if there is a lower level need such as safety that has not been met. With each level of need met, individuals are more receptive to tasks and begin to rely more heavily on completing the task for the sense of accomplishment instead of an immediate physical need.

Along with the hierarchy of needs is Herzberg’s Two-Factor Theory which described two factors that influence an individual’s motivation: motivators and hygiene factors. Herzberg (1983) described motivators as those factors that positively affect motivation. This might include achievement or recognition. Hygiene factors serve as the second component as a detractor. While hygiene factors do not increase motivation independently, these factors when not met may cause a negative impact on motivation. Examples of hygiene factors include pay and working conditions. When individuals feel as if they are not paid adequately, they may be less motivated to perform tasks or less productive in the tasks.

Motivation is a complex concept that serves to explain human behavior. The difficulty comes with peeling away the layers of factors that ultimately affect an individual’s motivation. Graham and Weiner (1996) cited multiple factors that influence motivation. These factors

include “choice” or what the individual is choosing to do, “latency” which is the amount of time it takes for the individual to initiate the activity, “intensity” such as how hard the person works, “persistence” or how long the individual can sustain the activity and “cognitive and emotional reactions” such as thoughts and feelings associated with the activity. Each of these factors impact the individual’s behavior. Many of these factors are considered in work motivation theories.

One of the most noted theories on work motivation is Locke’s Goal Setting Theory which suggested that individuals set goals and are rewarded after reaching the goals. Locke and Latham (1990, 2002, & 2006) defined a goal as a future valued outcome. Different goals are chosen for different reasons and the type of goal chosen affects the overall performance of the task. Two orientations are mentioned specifically: performance goal orientation and learning goal orientation. Individuals who prefer performance goal orientation choose tasks to look good to other people. Individuals who prefer learning goal orientation choose the tasks from which they can acquire knowledge or skills. For both orientations, high goals lead to higher task performance but require characteristics such as commitment, ability, and the absence of any conflicting goals.

Through the creation of motivational theories comes the application of motivation research in the area of education. While continuous learning is not a new concept in the field of education, the study of an individual’s motivation to participate is relatively new. As more educational research is conducted, older models and theories give way to newer models and theories. Pink (2009) described motivation as “drive” and Csikszentmihalyi (1990) described motivation as “flow”. Both of these rely more heavily on intrinsic or internal motivational factors than extrinsic or external motivational factors. One such theory that supports the emphasis on intrinsic motivation is Self-Determination Theory (Deci & Ryan, 2000, 2002). Self-

Determination Theory includes three components: autonomy, competence, and relatedness. These components must be addressed in order to sustain that intrinsic motivation which Deci and Ryan (2000, 2002), Pink (2009), and Csikszentmihalyi (1990) reported to be more desirable than extrinsic motivation.

As the structure and role of educational leadership continue to evolve, research may begin to place more emphasis on the motivation of those who choose to pursue professional development activities that support leadership development. Through discovery of what motivates individuals to participate in leadership development in education much can be learned about the recruitment, design, and completion of these professional development activities.

Statement of the Problem

Danielson (2007) reported that “principals today are expected to be visionaries (instilling a sense of purpose in their staff) and competent managers (maintaining the physical plant, submitting budgets on time), as well as instructional leaders (coaching teachers in the nuances of classroom practices)” (p.15). They must provide support to faculty, staff, students, and families as well as make connections with outside community partners and bear the brunt of accountability measures from the state and federal level. A study conducted in 2011 found that principals report spending 58.1 hours per week on all school-related activities, which are those before, during, and after the school day (NCES, 2013, p.3). Long hours and a heavy workload could certainly be a barrier for most principals when it comes to adding professional development to an already full plate. It is important to understand why an aspiring principal would self-select to commit to an optional yearlong, intensive professional development activity with very little compensation and no promotion. By discovering the intrinsic and extrinsic motivations of beginning administrators to participate in an intensive one-year professional

development activity, the Governor's Association of School Leadership (GASL) led by the state department of education, I hopes to gain an understanding that may apply to future professional development activities for educational leadership.

Research Questions

A focus on motivation may be key in the recruitment and sustainability of professional development activities as well as other avenues of adult learning. The overarching question to this study was: Why would aspiring school principals self-select to participate in an intensive and time-consuming yearlong professional development activity without monetary gain or guarantee of advanced licensure or degree? To fully answer this question, I designed and completed an online open-ended questionnaire using Survey Monkey followed by a more in-depth online Google Hangout interview with individual participants. A guide for the open-ended questionnaire was created to ensure collection of all necessary baseline data but the specific questions on the follow-up interview were intentionally fluid based on the individual results from the preliminary survey. Members of the 2016 GASL were the focus of this study. The following research questions have been developed to better guide understanding of how motivation guides learning in beginning administrators.

- 1.) What factors are identified as personal motivators by participants in the GASL?
- 2.) What factors are identified as professional motivators by participants in the GASL?
- 3.) Which factors are identified as motivators by the participants in the GASL by gender?
- 4.) How does GASL address these personal or professional motivations identified by participants through course recruitment, course content, and experiences?

Significance of the Study

Other groups such as local school systems and professional development vendors may find this information useful to consider as they plan and prepare future professional development activities related to educational leadership. The motivation piece is a key component of the recruitment and sustainability of the professional development activity.

Findings from this research study may also shape the types of professional development activities provided for educational leaders or educators in general. Most importantly this study supports the idea of learning in general. By providing a structure and understanding of why certain adults are motivated to learn, I hope to improve the vehicle for adult learning and encourage more adults to participate in professional development activities.

While it is the expectation that there will be common motivational factors influencing participants, it is entirely possible that there may be multiple factors influencing each participant's motivations to participate in the GASL. Each member of the academy was selected by the director through a common process. I assumed that monetary compensation would not be one of the primary factors in motivation since participants receive a small stipend of \$500 for one full year of professional development and travel. A possible finding is that the participants wanted to be part of an exclusive group of educational leaders in Tennessee. The competitive spirit to challenge themselves and achieve the honor of being accepted may also be motivating factors.

Professionally, some participants may collectively be motivated by collaborating with other like-minded individuals and creating statewide networks with Tennessee's future educational leaders. Some may only want the experience for their resumes as they climb the ladder to other administrative positions. Another motivation would be to challenge oneself to

commit to lifelong learning and continually improve one's craft. While all of these are possible, I believe that the motivation is likely prestige or credibility for individuals participating in the academy.

Definitions of Terms

There are multiple terms and acronyms used specifically for this study which have more than one connotation. Since these terms and acronyms are used specifically for this study in the field of education, these terms will be defined as follows unless otherwise stated within the text.

- *Aspiring principals*: teacher leaders or assistant principals with 3 or fewer years in administration who plan to become principals within the next 5 years.

- *Cohort*: “any group of individuals linked as a group in some way...” (Glenn, 1977, p.5). In this particular study the group of individuals are the assistant principals participating in GASL 2016.

- *Governor's Academy for School Leadership (GASL)*: A partnership between Tennessee's governor Bill Haslam, the Tennessee State Department of Education Commissioner Candace McQueen and the Peabody College of Education at Vanderbilt University with a focus on an intensive one year professional development for assistant principals across the state.

- *Professional development*: The Teaching and Learning International Survey (TALIS) defined professional development as “activities that develop an individual's skills, knowledge, expertise, and other characteristics...” (p.3).

Limitations and Delimitations

Limitations refer to those potential weaknesses that are out of the control of the researcher. Limitations from this particular study included the small sample size and selection of

participants. Since participation in this study was optional, there may not be an adequate cross-section of participants in which to study. Another limitation was the current conclusion that there is a lack of studies on this particular topic. Both delimitations and limitations may affect the replicability of the study under alternative circumstances.

Delimitations limit the scope and define the boundaries of research studies (Patton, 2002). This particular study used self-reported data from the participants in a specific educational leadership development activity. It is not applicable to survey individuals from several different educational leadership development activities since the programs are likely different in recruitment, selection, content, and time. The participants selected for this study may not serve as equal representation of the overall beliefs of those who serve in educational administration as assistant principals nationally or internationally.

Chapter Summary

Chapter 1 serves as the introduction by providing information on the purpose of the study, statement of the problem, and significance as well as information related to the research questions, limitations, delimitations, and definitions of terms to be used in the study. Chapter 2 presents background research related to the study. Chapter 3 discusses the methodology used in the study. Chapter 4 includes a presentation of the findings based on the collection and analysis of the data. Chapter 5 provides a thorough discussion of the researcher's conclusions including implications and possible future research topics developed from this study.

CHAPTER 2

LITERATURE REVIEW

Through discovery of what motivates individuals to participate in leadership development in education, much can be learned about the recruitment, design, and completion of these professional development activities thus leading to increasing potential for improved leadership. According to Brown (1961) motivation is quite complex due to the multiple factors that may ultimately influence behavior. Brown suggested that the factors, also known as motives, may be environmental or organic in response to another related event. Most simply put, motivation is the reason individuals do what they do. Senge (1990) described motivation as a window to understanding human behavior and interaction. He characterized motivation as the catalyst for engagement into an activity. Some of the values and motivations that individuals identify with and are influenced by include characteristics such as achievement, cooperation, physical challenge, independence, wealth, flexible schedule, and gaining wisdom.

According to Pakdel (2013) the term motive is derived from the Latin root *motivus* which means to move. The study of motivation has its origin in ancient history as philosophers and scholars sought to understand what made individuals behave in a certain way. Pakdel (2013) researched the extensive history of motivation. He noted Greek philosophers such as Aristotle who contemplated motivation through basic needs such as food, emotion, and thought. Pakdel described the later work of Rene Descartes regarding active and inactive factors of motivation. Inactive factors would be those related to the body such as basic needs like food and shelter. Active factors would be described as those related to the mind such as one's will or determination.

While the study of motivation has its roots in the psychology of understanding human behavior, it has implications in the field of education as well. Weiner (1990) traced the beginnings of the study of motivation in educational psychology to the 1930s with researchers such as Young, Marx, Weiner, and Ball studying how motivation affects human behavior. Later, Graham and Weiner (1996) expanded on their research to include the history of theories and principles of motivation both behavioral and cognitive.

Later work by Ainley (2006) connected motivation with learning by describing an activator or stimulus that leads to an individual's motivation. Motivation then leads to cognition or learning. Ainley discovered this by using interactive software that provided a learning task and a self-rating to monitor affective responses of students. Ainley found that interest brings about feelings of arousal, alertness, attention, and concentration.

Extrinsic and Intrinsic Motivation

Based on the work of Deci (1975) and later Deci and Ryan (1985), motivation can be intrinsic or extrinsic. It can come from within (internal) or from outside of one's locus of control (extrinsic). Internal motivation is referred to as intrinsic motivation. External motivation is referred to as extrinsic motivation. Extrinsic motivation can be described as completing a task in response to an outside force. Deci (1995) referred to extrinsic motivation as "carrots and sticks". Carrots serve as the rewards that individuals receive for completing a task. Sticks are the punishments or negative consequences for not completing the task. Deci's work exploring extrinsic motivation focused on outside control over an individual. The two common responses to this control are compliance and defiance. Neither of these responses is optimal in leading to long-term commitment or deep connections to the specified task. Deci found in experiment after

experiment that extrinsic motivation was less desirable than intrinsic motivation and often served as a deterrent for completing work or showing interest in activities.

In his work on motivation, Tracy (2013) referred to the three R's of motivation: rewards, recognition, and reinforcement. He also described two common demotivators known as fear of failure and fear of rejection. These two demotivators are also known as negative habit patterns or a conditioned response to stimuli. These two fears describe both intrinsically and extrinsically related demotivations that can actually detract from one's motivation to try something new. While seemingly simplified, this does provide a basis for how extrinsic forces may affect motivation.

A common form of extrinsic motivation used in the workplace is money. While it is most often used, it is no longer considered an effective means of motivation when considered in isolation. Kahneman and Deaton (2010) demonstrated that there is actually a limit to the amount of money that can positively affect motivation. Kahneman and Deaton described the emotional well-being and life evaluation of individuals as it related to income. The researchers found that income and education are closely tied to life evaluation. As income and education rises, so does one's perception of a positive life and emotional well-being. However, for most individuals once the salary rises to the cap of \$75,000 emotional well-being no longer rises. While the effects of money are complex, there is some evidence supporting raises in salary may not always be the motivating factor for performance. Thomas (2009) suggested keeping the task in front of the employee and the pay in the back. There is also evidence that extrinsic monetary rewards are more effective when tied to tasks that are monotonous, easily mastered, or routine. Regardless, Thomas recommended keeping pay equitable. Individuals who are paid too much or too little

will likely do less than expected. Increased pay may not motivate intrinsically motivated individuals but a belief that pay is inequitable may decrease such motivation.

Intrinsic or internal motivation is defined as an internal “feeling of excitement, accomplishment, and personal satisfaction” (Deci, 1995, p.21). It can also be described as the personal desire to participate in an activity. Deci’s research showed that intrinsic rewards are more beneficial than extrinsic rewards. He suggested that individuals who receive intrinsic reward are healthier, sustain motivation, and have less chance of burn out. There are four intrinsic rewards that motivate individuals to act; meaningfulness, choice, competence, and progress (Thomas, 2009). These four rewards are drawn from opportunities and accomplishments as well as activities and purpose. Meaningfulness can be described as the feeling of connectedness or personal connection. Choice is the ability of selection based on one’s own individual reasoning. Competence is the belief in one’s ability to make the right decisions.

Progress can be described as the movement toward an ultimate goal. Intrinsic motivation, also known as self-motivation, increases participation in activities that require creativity, commitment, stamina, and challenges. Providing individuals with meaningful choice will also promote intrinsic motivation. Intrinsically motivated individuals complete a task because the task itself is enjoyable (Ryan & Deci, 2000). Another component related to intrinsic human motivation and emotion is interest. Silvia (2008) referred to these dispositions using the term “interest” as a tool to motivate people to learn. Interest also motivates humans to try new things and participate in new experiences and continue participating in current activities.

London (2009) examined the role of intrinsic and extrinsic motivational factors for Generation Y, those born between 1978 and 1990, and found that individuals who received

intrinsic rewards reported higher levels of satisfaction, organizational commitment, and intent to stay with the organization. Based on this research, intrinsic rewards yielded more long-term results as opposed to extrinsic rewards. This study, while focused on organizational approaches to motivation, provided additional insight to the power of intrinsic versus extrinsic motivation. Tulgan (2011) suggested careful examination of the motivations of Generation Y as these individuals are most recently assuming leadership roles in organizations and this may have an impact on leadership studies.

Extrinsic and intrinsic motivation are not often found in isolation with most tasks since most reward includes a mixture of both. In a study on the impact of intrinsic and extrinsic motivators on employee engagement, Singh (2016) found that the most common extrinsic motivating factors included money, autonomy, and recognition. However, the most powerful motivating factors included intrinsic characteristics such as a culture of respect, trust, rapport, and engagement in the work itself. According to Deci (1995), any reward needs to be sustainable and continuous, whether extrinsic or intrinsic.

Cassidy and Lynn (1989) created an achievement motivation measure based on previous motivational scales. Extrinsic factors listed included acquisitiveness for material wealth, dominance, competitiveness, and status aspiration. Intrinsic factors included pursuit of excellence, work ethic, and mastery.

Multifaceted Motivation

While Deci and Ryan supported the idea of a dualism theory of motivation, researchers such as Reiss (2012) argued that motivation cannot be compartmentalized into one of two categories such as intrinsic or extrinsic. Reiss suggested that motivation should be considered as multifaceted, meaning there may be many categories one might consider when dealing with

motivation. Based on earlier work by Reiss and Havercamp (1998), Reiss created the Reiss Motivation Profile (RMP) using 16 scales. These include:

acceptance, desire for positive self-regard; curiosity, the desire for understanding; eating, the desire for food; family, the desire to raise children and spend time with siblings; honor, the desire for upright character; idealism, the desire for social justice; independence, the desire for self-reliance; order, the desire to be organized and clean; physical activity, the desire for muscle exercise; power, the desire for influence or leadership; romance, the desire for beauty and sex; saving, the desire to collect; social contact, the desire for peer companionship; status, the desire for respect based on social standing; tranquility, the desire to be free of anxiety and pain; vengeance, the desire to confront those who offend. (p.154)

Needs Theories

To better understand the various motivational theories, it is important to consider two needs theories as related to levels of development. The first is Maslow's Hierarchy of Needs. The latter is McClelland's Three Needs Theory. Both of these serve as building blocks to understanding needs of individuals and how this impacts motivation.

Maslow's Hierarchy of Needs

Maslow (1998) detailed the Hierarchy of Needs as a pyramid that begins with those physiological or basic survival needs at the base and moves upwards to more advanced needs and ends with self-actualization. His theory that more advanced needs cannot be met until the more basic needs are fulfilled has been utilized in the scientific and psychological communities since its inception.

According to Maslow's Hierarchy of Needs, the most basic need is physiological (1988). This refers to an individual's basic need for survival which includes needs such as food and water. The next level of an individual's needs is safety. According to McLeod (2014) when applied to the business or educational world these needs may include monetary compensation or

job security since salary directly relates to one's abilities to provide basic needs and safety in the form of housing, food, clothing, and other basic necessities. The next level of need is social. Humans need to interact and feel as though they belong to something. Once the social needs are met, individuals can fulfill their esteem needs. This may include intrinsic goal setting and achieving or extrinsic reward or praise depending on the individual. The final level of the hierarchy is self-actualization. This level is the point at which individuals begin to depend on themselves for meeting their own needs and gain a deeper understanding of who they are.

In a quantitative study using Maslow's Needs Theory, Noltemeyer, Bush, Patton and Bergen (2012) studied children's ability to grow academically in relation to improvements in needs such as those related to safety and love or belonging. The study found that as support for basic needs such as healthcare (dental and medical) increased, so did student achievement. This study reinforced the idea that support for these basic needs may affect achievement levels. By referencing Maslow's work on needs theory factors that may influence individuals' needs can provide connections to what motivates individuals.

McClelland's Three Need Theory

Another needs theory that may pertain to motivation is the Three Need Theory. The Three Need Theory includes achievement, power, and affiliation (McClelland, 1985). Individuals pursue achievement or the feeling of accomplishments. Another need is power which is sometimes described as autonomy or control. Affiliation is the need to feel belonging or connection to someone or something. Motivational factors such as these go beyond basic human survival and safety needs and are closely connected to leadership needs.

Bitterman (2008) conducted a study using McClelland's Three Need Theory. He found that students who are motivated are more inclined to engage in activities they believe will help

them to achieve their future educational goals. He suggested that there are three factors that can activate motivation: instructions, tasks, and experiences of success or failure on tasks. With clear instructions, appropriate tasks, and feedback, motivation can be sustained and replicated. Therefore when implemented correctly these characteristics are more likely to lead to long-term commitment.

Motivational Theories

As a natural progression of needs theories, researchers study what motivates individuals to perform. Herzberg's Two-Factor Theory of Motivation (Herzberg, 1983) includes two types of factors related to motivation. These include motivators and hygiene factors. Motivators are those that positively affect motivation. Achievement, responsibility, career advancement, recognition, and growth are all considered motivators because each of these characteristics can be tied directly to increasing and sustaining motivation which is closely tied to the individual's self. Hygiene factors are lower level extrinsic characteristics such as pay, working conditions, supervision, relationships at work, security, and status. Adair (2006) suggested that these do not necessarily promote motivation but can have a negative impact on motivation if one or more of these basic needs are not met. However, recent research has questioned the reliability of the Two Factor Theory. In contrast a study by Shuszada and Khan (2013) on the motivation of professors at a university found that hygiene factors were as important to motivation as motivators. Regardless, the Two-Factor Theory provides additional understanding of the complex discussion of motivation.

Pedersen (2007) created a model of motivation that describes cost and benefit factors of motivation. In this particular model, high achievers tend to exert additional effort even though there may be little or no benefit. On the other hand, low achievers do not. This model of cost

and benefit may relate to the motivation of participants in the current study since these participants could be described as high achievers due to their professional goals, continued education, awards and accolades, and other previous accomplishments.

According to LeTellier's Motivational Theory (2006) sustainable motivation includes a sequence of three steps: desire, hope, and action. In order for motivation to be sustainable, the individual must have an initial desire to set a goal, a hope that one can accomplish a goal, and follow through with action in pursuing the goal. Characteristics of motivation include direction, value perception, self-efficacy, and support. In order to be motivated, individuals need to understand the direction of the task, assign value to the task, feel able to complete the task, and receive support in accomplishing the task.

Work Motivation

In order to narrow the scope of motivation it is necessary to discuss work motivation. Oldham, Hackman, and Pearce (1976) conducted a study of bank employees using a survey in the form of a questionnaire that was administered to employees based on five measurable characteristics believed to improve employee work: skill variety, task identity, task significance, autonomy, and feedback. Another questionnaire was given to supervisors as related to the job descriptions. Along with questionnaires company records were collected as related to employee performance, salary, tenure, and biographical data of participants. Results support that growth needs and the work context are related to job complexity and outcome measures. Those individuals who desire to grow tend to perform higher than those who do not. Also, employees may respond better to more difficult and complex tasks when they are satisfied with other aspects of their work such as pay and security.

In a similar study by Hackman and Oldham (1976) the researchers contended that motivation can be affected by work redesign. Redesign is the term given to the enrichment or enlargement of a work assignment. By changing the type or amount of responsibility, motivation can be triggered. Hackman and Oldham described three psychological states: experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of the results of the work (1976). Basically, work redesigns impact motivation if the individual learns something new, personally connects with his or her performance, and cares about the work assignment. A final recommendation was made that employers should proceed slowly when target employees have weak needs for personal growth. These individuals may not respond well to work redesign.

There are four motive dispositions described by Sheldon and Schuler (2011). When examining why someone does something, it is either because (a) it is enjoyable, (b) he or she believes in it, (c) he or she should do it, or (d) he or she has to do it. These four dispositions set parameters for the motivational push to complete a task. Hoy and Miskel (2013) suggested that motivational factors influence individuals within organizations. Individuals are motivated by many factors including security, respect, self-actualization, autonomy, satisfaction, and achievement. Each of these factors influence an individual's ability to lead.

There are multiple theoretical perspectives identified in work motivation. Latham (2007) built his work around equity theory, expectancy theory, goal-setting theory, social cognitive theory, and self-determination theory. These theoretical perspectives provide valuable insight to the understanding of motivation at work. Latham and Pinder (2005) noted that there has been an increased understanding of work motivation since emphasis in research has been placed on a wider spectrum of aspects of motivational factors.

Goal Orientation Theory

Goal Orientation Theory (McCollum & Kajs, 2009) can be described as a quadrant framework that includes four different goal measurements. These measurements are mastery approach, performance approach, mastery avoidance, and performance avoidance. The goal measurements can be combined in couplets. Optimal targets to increase individuals' motivations are mastery and performance approaches. McCollum and Kaj (2009) measured the goal orientations of leadership candidates and found a link between goal orientations and success in school and work. Three hundred twenty-six principal candidates and early career principals completed a modified goal orientation scale created for school administrators. The researchers recommended the use of this newly developed tool in the development of aspiring school leaders, hiring of school leaders, and ongoing professional development of school leaders. McCollum and Kai also noted that there was little research especially on the motivations of students preparing to be school administrators.

Self-Determination Theory

Self-Determination Theory focuses on the connectedness of intrinsic and extrinsic motivational factors that influence individual behavior. There are three key components of this macro theory: autonomy, competence, and relatedness (Deci & Ryan, 2002). Each one of these is considered an essential component.

Autonomy. Autonomy is the ability to make one's own choices or decisions. Deci described autonomy as "self-governing in accord with one's self" (1995, p.2). Deci recommended the best way to support autonomy is to actively encourage self-initiation, experimentation, and responsibility. This can also be done by minimizing pressures associated with external control. Deci referred to the opposite end of the motivation spectrum as amotivation. This term refers to

the absence of an intention to act. There are also varying degrees of motivation between autonomy and amotivation. Deci noted that some activities require more autonomy to complete than others.

Moran, Kiefendorff, and Kim (2012) contended that autonomous motivation is more important than controlled motivation. Moran et al. reported that both types of motivation can coexist and adding controlled motivational factors does not necessarily damage high autonomous motivational factors. Moran et al. recommended that future research be conducted to look at antecedents for individuals who exhibit both high autonomous and high controlled motivation.

Koestner, Otis, Powers, Pelletier, and Gagnon (2008) examined the relationship of autonomous motivation and controlled motivation to goal progress in order to determine their relative importance in the pursuit of personal goals. The researchers found that autonomous motivation was positively related to goal progress especially in conjunction with implementation plans while controlled motivation was unrelated to goal progress. This particular study was divided into three separate groups: 409 high school students completed questionnaires that assessed their academic goals and leisure activities; 103 college students completed questionnaires that assessed their academic goals and implementation plans; and 47 college females completed questionnaires that assessed weight loss goals. The researchers recommended future studies focused on the part that controlled motivation plays if any in successful goal pursuits.

Competence. Competence is the feeling of being knowledgeable. Individuals who want to be perceived as experts at something will work to become competent with the task. This feeling of being challenged also increases the feeling of competence. The ideas of competence as related to Self-Determination Theory is known in Csikszentmihalyi's work as flow (1990).

Csikszentmihalyi described this mental state as the optimal state of feelings of competence when completing a task. This can be found when full concentration on a task arises. The individual is able to focus solely on the task at hand and feels enjoyment. Flow can be attained in both professional and personal endeavors.

Relatedness. Deci and Ryan (2002) found that relatedness is the feeling of connectedness. In order for individuals to feel related to a task there must be meaning attached to it. Individuals bond together and participate as a group. This experience of collaboration heightens the motivation to continue with a task even if it is not seen as a task an individual has personally connected. Mengel (2012) found that if the task is personally meaningful, the experience becomes meaningful and the individual develops a stronger connection to the task, especially if the task is personally difficult or challenging.

Along with the three concepts of Self-Determination Theory, Gonzalez-Cutre, Sicilia, Sierra, and Ferriz (2016) suggested that the need known as novelty could be added to autonomy, competence, and relatedness. Novelty refers to the appeal of newness to any activity. Novelty can also be described as exclusivity which may also entice someone to complete a task, since the individual is aware of an opportunity that is not available to everyone. This exclusivity can lead to competition and competition can serve as motivation to participate in certain activities. Gonzalez-Cutre et al. described previous experiments in which researchers presented monkeys with new items such as puzzles. The observations of the monkeys' interactions with the items showed a childlike curiosity and interest in the item as they worked to solve the puzzles or figure out the items.

A sub-theory of Self-Determination Theory is Cognitive Evaluation Theory (CET). This theory further explained intrinsic motivation and factors that foster or hinder that intrinsic

motivation. In a study of motivation involving homeschooled children, Riley (2016) suggested that Cognitive Evaluation Theory includes the social and environmental factors that promote or inhibit intrinsic motivation. The author also insinuated that intrinsically motivated and self-directed learning may be the future of education.

Graves, Cullen, Lester, Ruderman, and Gentry (2015) completed a study based on motivation profiles of managers using four motivational types (external, introjected, identified, and intrinsic) utilizing Self-Determination Theory. Researchers studied 321 U.S. managers (both private and public sector) who attended a 5 day executive development program and completed a voluntary web-based survey looking at motivational type, perceived supervisor support, go along to get ahead mentality, job satisfaction, affective organizational commitment, intent to turnover, and promotability. Participants' supervisors also provided assessments of the participants' promotability. The study found that these six distinct motivational profiles; very low internal, low internal, moderately low internal, moderately high internal, high internal, and self-determined were linked to outcomes of participants. Graves et al. identified the need for further research to examine if particular profiles are prevalent in certain jobs. For example, the researchers questioned whether external motivation is more effective in certain mundane or repetitive tasks than intrinsic motivation.

Pink (2009) argued that companies, schools, and other businesses are focusing on the wrong things to motivate employees. Using extrinsic rewards such as bonuses or other rewards seem to increase productivity in the short term but can actually extinguish intrinsic motivation and even diminish performance. Pink cautioned that the use of carrots and sticks can encourage cheating, shortcuts, and unethical behavior and become addictive. Instead of the carrots and

sticks, employers should work harder to ensure that employees feel relatedness, competence, and autonomy to improve work output.

Role of Gender, Age, or Ethnicity in Motivation

There appears to be limited research regarding the role of gender, age, or ethnicity in an individual's motivation (Pasquariello, 2015). Pasquariello completed a quantitative study using the work preference inventory and work extrinsic and intrinsic motivation scale. Seventy-one employed and underemployed women and 64 unemployed women participated in the study. The purpose of the study was to increase existing knowledge of skill development in professional women whether employed, underemployed, or unemployed. Pasquariello found that a woman's ability to manage effectively by executing the skill sets of sound decision making, relationship building, and effective follow through was significantly related to her personal motivators. The researcher also recommended continued research in the area of gender and motivational factors in learning and overall success in management.

Citing previous work of Ely and Rhode (2010), Ely, Ibarra, and Kolb (2011) described the effects of gender bias on the identity work in leadership development for women. Ely et al. noted that establishing credibility as a leader is a difficult task due to the historical culture of male dominated educational leadership. Ely et al.'s notation on the lack of access for women to connect with networks and sponsors alluded to issues with gendered work load and the heightened visibility of women in educational leadership positions.

Thomas et al. (2009) completed a quantitative study focused on the motivation of African-American women examining the influence of self-efficacy beliefs and motivational attributes on their academic adjustment while attending college. One hundred and eleven women enrolled in two historically Black universities and two predominantly White universities. The

women represented all undergraduate class ranks. Participants completed a demographic form, academic motivation scale, self-efficacy scale, and a student adaptation to college questionnaire. Findings suggested those with high levels of confidence were motivated primarily for the sake of learning. Other findings of this same study suggested that personal advancement and acquisition of knowledge were also factors of motivation. To support African-American women in their quests for higher education Thomas et al. recommend that universities provide supports for challenges and barriers that African-American women face to empower and validate their hard work and commitment as well as a recommendation that these students be partnered with other African-American female mentors.

In a study of teachers participating in National Board certification in order to become more professionalized Hildebrandt and Eom (2011) found that teachers in their 30s were significantly more motivated by financial gain than their colleagues 40 and over. The study also found that external validation motivated teachers in their 30s more than those who were 50 and older. Hildebrandt's work is based on previous work of Kuhlen and Johnson (1952) who found younger teachers expressed higher needs for achievement, while older teachers expressed a higher need for power. Based on these findings, the 30s may be a key generation for focusing on motivational factors. Bertolino (2011) also found that age may be a factor when considering professional development activities. He found that older employees may be less likely to participate in training that they perceive as career development training. This may be related to the amount of previous experience and perceived expertise. It was also noted that there is a definite interaction between proactive personality and age with training motivation. Older individuals studied showed just as much proactive personality but did not use the avenue of

professional development. Older workers chose to focus their proactive personalities in other areas. Younger workers saw the training as a path to career development and advancement.

Research regarding ethnicity and motivation is also limited. One qualitative study by Fregeau and Leier (2016) focused primarily on two Latina women and their motivation toward higher education which may have implications for multiple marginalized groups. The study found two central themes: critical consciousness and resiliency theory. Both women had positive attitudes toward higher education. The term critical consciousness was attributed to their determination to complete a degree and the Resiliency Theory came from their obligation to family. Both the determination and obligation to family can be described as part of their cultural heritage.

Adult Learning Theory

Adults learn differently from children. Knowles (1990) created an Adult Learning Theory based on five assumptions. The first is that learning should be self-directed. Life experiences should be used as learning resources. Adult learners are ready to learn, have an internal motivation to learn, and need to have an orientation to the learning. Using these five assumptions, Cox (2015) described six characteristics of adult learners that influence their approaches to learning:

- The need for the knowledge
- Self-direction
- Amount of prior life and work experiences
- Readiness

□ Orientation to learning

□ Extrinsic versus intrinsic motivation

According to Cox (2015) adult learners fully benefit from learning when these characteristics are considered. There should be a need for the knowledge before an adult learner will commit to the learning. Activities should be self-directed. Adult learners may not experience successful learning opportunities when forced or required to participate in learning activities. Adults can draw upon life and work experiences to make connections to new learning. It should be clear to the adult learner the importance or orientation to the learning. Adult learners are mostly intrinsically motivated but may also respond to extrinsic motivation.

Leadership Development

In the business world management can be described as the position of authority through title or assignment. Wiltshire (2012) described the motivation of management as profit, power, stability, status, and production and performance. Eacott (2015) illustrated the historical need for managers that arose during the Industrial Revolution due to the increase of laborers and the beginnings of mass production. Factories and plants needed managers to ensure productivity by increasing the production while decreasing the cost. During the early periods of the Industrial Revolution, managers relied heavily on extrinsic motivation such as carrots and sticks to spur workers into increasing production. With the shift brought about by the Industrial Revolution people were purchasing food that they may have produced themselves in the past. They also relocated toward industrialized cities leaving extended family with whom they may have lived in earlier times.

Management has changed over the decades and has morphed into something much different than the early days of the Industrial Revolution just as the types of work have also evolved (Eacott, 2015). Much focus has been placed on leadership development due to these changes. For many it is a natural progression for motivated individuals to take on leadership roles. Gardner (2006) defined a leader as an individual who connects and influences other individuals in a deeply meaningful way. Leadership entails one or more individuals directing a group toward a common goal. According to Wiltshire (2012) leadership is motivated by people, influence, vision and progress, relationships, and personal growth.

Ulrich and Smallwood (2013) characterized three phases that need to be implemented for an individual to be motivated to participate in continuous improvement activities: need, vision, and action. To ensure leadership sustainability, there must be simplicity, time, accountability, resources, tracking, melioration, and emotion. Fullan (2011) recommended that when dealing with individuals it is necessary to create experiences that are meaningful and relevant to their values and abilities so that participants are motivated to complete them.

The corporate world has long understood the need to replenish the role of managers and leaders within the companies to ensure consistent returns and capital building. O'Connell and Larrere (2010) reported that the best companies recognize the importance of leadership and have a plan in place to develop leaders. Ninety-four percent of the best companies actively manage a pool of successors for specific roles as compared to 68.6% of other organizations.

Researchers in one field study found factors that significantly influence employees' participation in development activities included motivation to learn, perception of benefits, and work environment perceptions (Noe & Wilk, 1993). These factors are both intrinsic and extrinsic in nature. The combination of these sustainable factors weighs heavily on the motivation to

participate. The framework for this study was based on the roles of antecedents, mediators, and outcomes. Employees from a health care provider, financial services organization, and an engineering firm participated in a survey to identify factors that influenced the effectiveness of development activities in their professions. It is also noted that the researchers have found few studies investigating the antecedents of continuous learning and should be addressed in future research.

Colquitt, LePine, and Noe (2000) analyzed 20 years of motivational research to suggest that an individual's motivation to participate in training determined the overall effectiveness of the program itself. Similar research by Sankey and Machin (2014) focused on perceptions about proactive reasons for participation in non-mandatory professional development, suggested that if professional development is optional, individuals must have a compelling personal reason for participating. This idea of proactive goal generation and goal striving is based on three components: can do, reason to, and energized to. In order to facilitate sustained participation in non-mandatory professional development, the organization should proactively support employees in their expressed personal interests and choice of professional development as well as emphasize the intrinsic benefits that they perceive will be derived from these activities.

Chamorro-Premuzic (2013) cited multiple studies that supported the value of intrinsic motivation over extrinsic motivation in the workplace. In order to effectively motivate employees, Chamorro-Premuzic recommended that companies need to know what employees really value in order to motivate them accordingly.

A qualitative study using semi-structured interviews focused on the motivation of 21 nurses in academic and general Dutch hospitals to participate in voluntary professional development activities. Findings revealed that nurses chose to participate in these voluntary

activities based on internal and external factors (Pool, Poelle, Berings, & Cate, 2016). Intrinsic factors included increased competence, deepen knowledge, and relief from routine. Extrinsic factors for motivation included complying with requirements and enhancing career development. The primary motive for participating in professional development activities was to increase competence. Overall, the results suggested that the type of motivation (intrinsic or extrinsic) may very well depend on the type of professional development activity whether mandatory or optional.

Additionally, an Australian interpretive case study by Madsen, O'Mullan, and Keen-Dyer (2014) showed a subtheme of motivation to be involvement. Eighteen people from three rural towns attended the program and were asked to evaluate the leadership program. Sixteen agreed to complete the interview. The interviews for data collection related to how the program was ran, benefits that participants gained, and what could be improved. The motivational factors for involvement included valuing the topic, fulfilling expectations for oneself and others, improving one's ability to service one's community, and professional advancement. Madsen et al. called on more qualitative approaches to evaluate leadership programs in aspects such as cooperation, participation, and trust.

Leadership development is also common in the military. Boyce, Zaccaro, and Wisecarver (2010) focused on 400 junior military leaders to examine the cognitive, dispositional, and motivational precursors to their propensity to engage in leadership self-development and to examine the role of organizational support. The model of leader self-development described three orientations: work orientation, achievement striving orientation, and mastery orientation. Work orientation described the individual's career motivation and organizational commitment. The achievement striving orientation described the need for achievement. The mastery

orientation included self-efficacy and learning goals. Results indicated that a person having individual characteristics related to mastery, work, and career growth orientations displayed more motivation to participate.

It is also necessary to consider barriers that might affect the transition of aspiring leaders into leadership roles. Bush (2015) suggested three such barriers for aspiring leaders. One barrier is the demographic changes to the workforce. Baby Boomers are retiring and the work force population is changing. This may affect how a leader leads. Another barrier is the perception of heavy workloads, long hours, and stress. Aspiring leaders consider the benefit and cost of these positions and how they might affect the leader's life. A third barrier is the excessive amount of bureaucracy and amount of time spent doing redundant tasks that leaders face. For many leadership positions there are higher and sometime unreal expectations of those in leadership roles.

Educational Leadership

Based on the previous work of Fiedler (1967), McClelland (1985), and Yukl (2010), Hoy and Miskel (2013) highlighted five motivational traits that are crucial for leaders in educational administration. These include task and interpersonal needs, power needs, achievement orientation, high expectations for success, and self-efficacy.

Factors affecting motivation may be different for emerging leaders, also known as teacher leaders. Lambert (2000) depicted four key steps in a cyclic pattern to building leadership capacity for teacher leaders. In order to develop leadership there must first be a purpose. The teacher leader needs to understand and support the purpose of the activity. There must then be some type of learning involved. The teacher leader needs to gain new information that can be applied to the activity. After that there must be reciprocity. The teacher leader needs to feel like

he or she has shared this newfound knowledge with others. Finally, there must be a community. There must be others to follow along with the activity. Leadership cannot be gained through an isolated or individualized activity. A leader must have followers.

McNeese, Robertson, and Haines (2008) reported on 145 graduate students enrolled in educational administration courses at public universities in Mississippi. The participants were asked to complete a questionnaire including demographic information and a Likert type scale showing agreement for statements related to reasons they may have entered the field of administration. The second part was open ended for the participants to share their top five reasons for their participation in these courses. This mixed empirical study found that the top reasons were related to students, teachers, and the opportunity for career advancement. Other motivating factors included the need for a challenging and rewarding job. Although pay was frequently mentioned by participants, intrinsic factors such as a divine calling, job satisfaction, and making a difference were more important.

Schmid and Bouwma-Gearhart (2013) conducted a qualitative study of professional development for collegiate teachers and their use of STEM. Preliminary results suggested that the motivation of the faculty to participate in professional development activities was due to a perceived need to improve teaching inadequacies in order to be more in line with their strong sense of professional self. This was compared to their interactions with other influential individuals and the need to raise their confidence levels in teaching to be more in-line with their perceived strong sense of professional self. It was interesting to note that the participants seemed more concerned with the perceptions of others regarding their teaching effectiveness instead of self-reflection. Another interesting finding was the connection between their strong sense of themselves as professionals and the need to raise their confidence in teaching to that same level.

Gill (2012) uncovered several key principles from a program review through the Wallace Foundation focused on aspiring principal programs. Gill found that principal training programs need to be more selective and should focus more on leading improved instruction. Gill recommended that districts raise the quality of principal training and states should influence the quality of leadership training. It was also recommended that the aspiring principals receive high quality mentoring and professional development once on the job.

Walker and Kwan (2009) conducted a study in which questionnaires were sent to all secondary school vice principals in Hong Kong. This Likert-type scale measured the degree of involvement in professional work dimensions. Three hundred and thirty-three respondents were asked to rate agreement on a series of motivational statements describing their needs as well as provide demographic information about themselves and their schools. Walker and Kwan summarized that vice principals with a strong desire for personal growth and who were more involved in professional development opportunities in their home schools had a greater desire to become school principals. This could be attributed to the building of their confidence with practice and support within their home schools as emerging leaders. Walker and Kwan also found that professional, demographic, and motivational factors were linked to participant desire to become head principals. These included personal desire for continued learning, professional development opportunity, age, and ability to work without concern for relational factors. Those vice principals who valued harmonious working relationships were less inclined to apply for principalships.

Burke, Marx, and Lowenstein (2012) conducted a participatory action research study exploring educational leadership development in emergent leaders and a series of pilot seminars was examined. There were three learning communities involved in the action research study:

principals, faculty, and school district leaders. The “leading for learning” seminars were conducted in 4 hour sessions once a month for a year. Results showed that specific learning conditions must exist such as an alternate learning environment outside of university classes or other professional development options due to the highly complex development of adults. It was also suggested that an alternative seminar may provide better context than traditional university classes or other professional development options. The study revealed conjecture that the current developmental stage of the adult learners had influence on how they challenges and engage in adaptive learning. Finally, Burke et al. suggested that Adult Development Theory may not be the most appropriate model for leaders in specifically turbulent environments.

Three areas that are integral to the development of successful school principals include content, methods, and structure. Content should be research-based with a connected curriculum. The methods should be field-based internships that include problem-based learning, cohort structures, and mentorships. The structure should be built upon collaboration between university programs and school districts (Davis, Darling-Hammond, LePointe, & Meyerson, 2005).

In one qualitative study of professional development activities and teachers, Kwakman (2003) found four categories for professional learning: reading, experimenting, reflecting, and collaborating. Sixteen secondary teachers were interviewed on topics such as recent developments in teaching, learning from teaching, challenging situations, personal and professional development, participation in extracurricular activities and collaboration with peers. Kwakman determined that participation in activities at both the individual and collaborative levels were most beneficial as long as activities aid teachers in professional development. Furthermore, personal factors influence participation in professional development more so than professional factors.

Gurley, Anast-May, and Lee (2015) completed another qualitative study that included the evaluation of a 2 year program for assistant principals based on a framework of instructional leadership. Participants reported an increase in instructional leadership skills, development of an institutional perspective, key collaborative and networking skills, and growth in confidence in their ability to conceptualize the role and to act as successful principals.

Harper and Taylor (2015) completed a literature review of principal academies in urban public schools. Based on the review, there were five prototypical academy recommendations following Senge's Five Disciplines of Learning Organizations and Guskey's Mix Model for Professional Development. Senge's Five Disciplines for Organizational Learning include the system's thinking, personal mastery, mental models, building a shared vision, and team learning. Each of these disciplines work together to not only grow individuals but also organizations. Guskey's Mix Model for Professional Development includes four guidelines to ensure effectiveness of professional development experiences.

- Change occurs in individuals and organizations.
- Gradual implementation with short term and long term goals.
- Feedback from participants
- Follow up

Based on the work of Senge and Guskey, Harper and Taylor provided five recommendations for effective leadership academies. The application and selection process should be transparent so that districts can more easily identify and grow potential leaders. The academies must provide opportunities for participants to shadow current principals or complete paid internships. Current principals should be used as mentors for participants. Participants should be provided an

opportunity to meet with other leaders throughout the district. Finally, the academy should provide follow-up activities or opportunities to extend the learning.

White, Hilliard, and Jackson (2011) completed a descriptive study on a leadership training program in which 16 teachers with at least 3 years of experience and seeking certification as school leaders were chosen to participate in an educational leadership training program at a small university for 18 months. The goal of this study was to get feedback to improve future programs of study and be replicated by other universities. The program primarily consisted of coursework, practice, and engagement in research. The program was broken down into three phases: preparation for certification, orientation to school leadership, and advanced professional development. At the completion of the program, participants evaluated the program through interviews, on-line open-ended surveys, and a follow up. Overall, participants gave a satisfactory rating to the curriculum, delivery, field experience, and exposure through conferences and seminars. Participants also shared satisfaction with the level of skills they gained through the program. A recommendation for future programs was to include more time for collaboration and interaction with other participants.

Eller (2010) completed an evaluation of a program designed for assistant principals recently appointed to their positions. Through this qualitative study, aspects of participant knowledge, skills, and applications of program information was studied. It was a collaboration between Western Virginia Public Education Consortium and Center for COTA at VA Polytechnic Institute. This program included four sessions of 2.5 days each year as well as instruction from leaders, interaction opportunities, discussions of readings, and connections with mentors. Superintendents nominated candidates for the program. The study found that collegial

and networking aspects and program guest speakers and presenters were strengths of the program. Eller found the need to increase informal networking and problem-solving.

Mitchell (2015) described the Governor's Promising Principals Academy geared toward Maryland assistant principals. The academy was one year long and consisted of blended learning meetings (in-person retreats and online meetings), included a coach (retired principal), and contained cohort members who were chosen by the school superintendents. The academy trained nearly 48 assistant principals selecting the two individuals with the most potential from each of the 24 districts. The purpose of this particular academy was to create a pipeline of trained and prepared principals for schools across the state. Key components of the program included role definitions of the principalship and assistant principalship, high quality training, employment of well-trained candidates, constant evaluation, and on the job support. Drago-Severson and Aravena (2011) described another approach to the assistant principals' academy built around connectivity which included 60 assistant principals and these vital components: advanced leadership seminars, mentorship, networking/coaching, and optional after-school sessions. This professional development activity was created by the Executive Leadership Institute for the New York City Council of Supervisors and Administrators created in 2005 to support assistant principals in becoming effective leaders and assume head principalships. These assistant principals were accepted based on applications and nominations from principals and superintendents. The academy focused on areas such as personal leadership, data, curriculum and instruction, staff and community, and resources and operation. A goal of the academy was to place importance on connecting participants with new concepts and then applying them in real world situations.

In a quantitative study based in Hong Kong, Walker and Kwan (2009) found that once leadership development courses or programs of study have been completed, aspiring school principals consider certain factors when deciding to apply for a head principalship post. These include autonomy and innovation, convenience and fit, and familiarity and status.

Overall, the research focused on participants themselves in leadership programs is sparse, especially professional development programs for assistant principals (Owen-Fitzgerald, 2010). The primary focus on much of the research was on program design, delivery mode, curriculum, pedagogy, and the program faculty. A secondary focus on career paths of these participants were more common.

Governor's Academy for School Leadership

The Governor's Academy for School Leadership (Tennessee Department of Education, 2015) was created to provide one year of continuous professional development for current assistant principals across the state of Tennessee in response to data that showed over half of the assistant principals are promoted to principal within their first three years in administration. These assistant principals are often ill-prepared for the expectations as head principal and to effectively lead the school. The professional development was intensive and multi-pronged. The assistant principals participated in professional development activities presented by Vanderbilt's Peabody College of Education professors for one weekend each month (Friday evening through Saturday afternoon) as well as one full week (Monday through Friday) in the summer and also engaged in an internship at another school within their district for three days each month. Each fellow received support from a mentor at the internship school as well as a regional mentor from outside of the school system. The mentor at the internship had to be a principal with a history of effectiveness and regional mentors were all retired school leaders with a history of effectiveness

in the field of education. Fellows who completed the program received a professional license, a certificate of completion from Vanderbilt University, and a \$500 stipend. The Department of Education also paid a small portion of travel expenses.

Individuals had to be recommended by the superintendent of the school system in which he or she was employed to be considered for the fellowship. Once the initial recommendation was made, each potential fellow completed an online application that consisted of the individual's philosophy of educational administration and personal beliefs of the characteristics of effective leadership. Following the online application, candidates and potential mentors interviewed with the Director of the GASL. During the interview, candidates were asked to read a scenario and provide feedback to the committee members. To end the interview, the director videotaped each candidate introducing themselves. Twenty-four assistant principals from across the three grand divisions were selected for the inaugural year of the program (Tennessee Department of Education, 2015).

The overarching strands of the academy included visionary leadership, instructional leadership, and collaborative leadership. Monthly modules included topics such as school improvement, curriculum design and delivery, data analysis, coaching and conflict management, school culture and community, and diversity and culture. By the completion of the year, fellows were expected to submit an Internship Learning Plan (ILP) outlining internship activities and experience, a log of internship days, a self-evaluation and survey, and be prepared to share their experiences with others at the final meeting. Participants were chosen from across the state. As beginning administrators, each participant brought unique experiences and educational backgrounds (Tennessee Department of Education, 2015).

Chapter Summary

The review of the previous literature examined the history and theories as they relate to motivation, while generally discussed as work motivation, specifically targeted the field of educational leadership development. Research has consistently shown that motivation is complex. While it appears that intrinsic motivation may be more appropriate for long term motivation, there may still be situations when extrinsic motivation is relevant, too. Much of the current research shows that leadership development is worthy of study and is increasing the realm of leadership development to include educational leadership development as well. It should also be considered that individuals depending on a multitude of characteristics may rely more heavily on extrinsic or intrinsic motivation when considering professional development activities. These characteristics may include demographic information such as age, ethnicity, gender, education, and socioeconomic status. Other characteristics such as personal attributes and traits may also influence sources of motivation. In conclusion motivation is an integral part of the learning process.

CHAPTER 3

RESEARCH METHODS

This chapter presents the research methodology involved in examining how motivation impacts the participant self-selection of the GASL, a professional development activity in educational leadership for assistant principals across Tennessee. Included in this chapter are the research questions, description of the researcher's role in the study, documentation of the sample chosen, and explanation of the rationale of why this sample was chosen. Also provided in this chapter is a detailed description of the type and means of data collection, methods used for data analysis, and the overall research design of the study. Credibility and trustworthiness of the data as well ethical considerations and any potential for bias are emphasized. A summary of Chapter 3 completes the review of the aforementioned areas of discussion.

Qualitative Methods

Runciman (2002) distinguished qualitative research from quantitative research in that qualitative research often serves to provide a deeper understanding of phenomena from multiple perspectives. Patton summarized qualitative research by explaining that

..qualitative findings are longer, more detailed, and variable in content; analysis is different because responses are neither systematical nor standardized. [...] The purpose of gathering responses to open-ended questions is to enable the researcher to understand and capture the points of views of other people without predetermining those points of view through prior selection of questionnaire categories (2002, p.21).

McMillan and Schumacher (2010) outlined the 9 key characteristics of qualitative research in Table 1 below.

Table 1

Characteristics of Qualitative Research (McMillan & Schumacher, 2010, pg.345)

Characteristic	Description
Natural settings	Study of behavior as it occurred naturally
Context sensitivity	Consideration of situational factors
Direct data collection	Researcher collects data directly from the source
Rich narrative description	Detailed narratives that provide in-depth understanding of behavior
Process orientation	Focus on why and how behavior occurs
Inductive data analysis	Generalizations are induced from synthesizing gathered information
Participant perspectives	Focus on participants' understanding, descriptions, labels, and meanings
Emergent design	The design evolves and changes as the study takes place
Complexity of understanding and explanation	Understanding and explanations are complex, with multiple perspectives

I committed to following these 9 characteristics of qualitative research throughout the research project. Patton (2002) recommended using the qualitative tradition of a phenomenological study because it was focused on one particular small group of people with similar characteristics connected by their leadership aspirations and inclusion in the GASL. In order to identify emerging themes through analysis of participant perceptions, I chose to utilize phenomenological inquiry as the framework for this study. Through this phenomenological study I hope to “capture the essence of the experience as perceived by the participants” (McMillan & Schumacher, 2010, p.732).

The rationale for the use of a qualitative phenomenological inquiry research design was due to my pursuit of understanding the motivations for participating in the GASL program. The

limited number of participants in the GASL was also a consideration when deciding to complete a qualitative study. Another factor in choosing a qualitative study was the understanding that the program director and Tennessee Department of Education had planned to ask fellows to complete a quantitative action research study on program evaluation at the end of the fellowship that is not connected to this study.

Research Questions

McMillan and Schumacher (2014) declared that every qualitative study begin with a research question that details the purpose of the study. The purpose of this particular study was to better understand the role of motivation in self-selected professional development activities in educational leadership. Motivation may be a key factor in recruiting and sustaining professional development activities as well as other avenues of adult learning. The following research questions were developed to better guide understanding of how motivation guides learning.

- 1.) What factors are identified as personal motivators by the participants in the GASL?
- 2.) What factors are identified as professional motivators by the participants in the GASL?
- 3.) Which factors are identified as motivators by the participants in the GASL by gender?
- 4.) How does GASL address the personal or professional motivators identified by participants through course recruitment, course content, and experiences?

Researcher's Role

According to McMillan and Schumacher (2014) I was considered a complete insider since I was also a member of the cohort along with the participants in this study. However, my role in this particular investigation was an interviewer and collector of information and recorder

of data related to those who participated in the GASL. Care was used to ensure that I maintained reflexivity as related to the study. McMillan and Schumacher use the term reflexivity to describe the “thorough examination of one’s personal and theoretical commitments to see how they serve as resources for selecting a qualitative approach, framing the research problem, generating particular data, relating to participants and developing specific interpretations” (p.356). An effective researcher assumes that he or she cannot be neutral, objective, or detached and errs on the side of caution through constant self-scrutiny of any personal or interpersonal subjectivity.

Potential Bias

Patton (2002) recommended that the researcher “make any biases explicit, take steps to mitigate their influence through rigorous field procedures, and discuss their possible influence in reporting findings” (p.93). One strategy that Patton included was the open discussion of the researcher’s own predispositions. Another strategy was to ensure reporting of any alternative themes, patterns, or explanations as they emerged from the analysis of data.

To fully disclose any potential bias, I must acknowledge my own connection and interest to this particular study. As an assistant principal I participated as a member of the inaugural GASL cohort for 2015-2016. At the time of this study the cohort concluded its yearlong course and a new cohort had begun. Because of my unique experience as part of this program for the past year, I possess my own predispositions and perceptions of why each of the participants chose to self-select to complete this yearlong professional development commitment. Being a part of the inaugural cohort, I felt more comfortable writing about the program itself and working with the participants throughout the study. Knowing that I might have a propensity to influence the participants of the study, I focused on the research questions, being careful not to add any of

my own feelings. I also reported any divergent or alternative themes not necessarily in accordance with my conclusions.

Trustworthiness and Credibility of the Study

According to McMillan and Schumacher (2014) trustworthiness “rests on data collection and analysis techniques” (p.355). Patton (2002) decreed that “trustworthiness of the data is tied directly to the trustworthiness of the person who collects and analyzes the data-and his or her demonstrated competence” (p.570). Patton goes on to describe one’s demonstration of competence through the use of “verification and validation procedures necessary to establish the quality of analysis...” (p.570). Shenton (2004) framed the trustworthiness of a study through credibility, transferability, dependability, and confirmability. Shenton expanded on the specific procedures for ensuring credibility which include appropriate research methods, iterative questioning, and frequent debriefing.

In order to enhance the trustworthiness of the study I took multiple precautions in the areas of credibility, transferability, dependability, and confirmability. To emphasize the credibility of the study, I used multiple data collection methods such as the online open-ended questionnaire and the follow up interview to provide two sources of data to generate common themes among the participants. Through use of member checks, transcripts of interviews were provided to each participant and they were asked to verify their responses as well as add to or detract as they felt necessary. Iterative questioning was used in the follow up interview when participants were asked to expand on their initial responses. I included any discrepancies in the final report along with possible explanations. Throughout the process, I initiated frequent debriefing sessions with the chair of the committee and when available the committee members. With permission of the participants, the Google Hangout interviews were recorded and the online

open ended questions were saved in both transcribed and electronic copies. I have also reported any discrepant data in the discussion of the results.

Ethical Considerations

This study not only deals with humans but it also deals with personal and perhaps emotional connections to motivating factors. There may have been some discovery through the interview process with some participants while others may have already grasped their motivations both personally and professionally. Patton recommended “full and complete disclosure” of the research and nature of the questions being asked to participants (p.273). He placed importance on this based on the understanding that participants may be wary or suspicious of the motivations of the researcher if they do not feel the researcher is being honest or outright with them. I addressed these issues by including a statement in both the initial open-ended online questions as well as the follow up telephone interview regarding the purpose of the study.

McMillan and Schumacher (2014) maintained the importance of informed consent and encouraged the establishment of a protocol to maintain confidentiality and anonymity (2014). During the recruitment, online questionnaires, and telephone interviews I was careful to avoid any communication regarding other participants’ responses and maintain confidentiality of participants.

Selection of Participants

Patton (2002) suggested the use of purposeful sampling to gain insight into the specific phenomenon of self-selected professional development. Therefore the site selection and sampling strategy were intentional to ensure that the data collected matched the purpose of the

study. According to McMillan and Schumacher (2014) site selection is the location of the people directly involved in the particular event being studied.

McMillan and Schumacher explained maximum variation sampling as an appropriate sampling strategy since it is done by selecting one participant from a different theme or category. From this initial group further, more detailed interviews may occur of a smaller sample size. The group chosen for this particular study was the 2016 GASL Cohort. There were 24 fellows participating in the GASL in 2015-2016. Each member of the cohort received an email requesting permission to participate as well as a link to an online open ended questionnaire with the exception of myself. Therefore, the email was sent to 23 individuals. The ultimate goal was to gather initial survey data from all of them. However, in order to reach data saturation the minimum number of participants required to participate was 10. It was important to collect initial data via the online questionnaire from as many of the fellows as possible so that more commonalities could be found and emerging themes would begin to surface. Since it was such a small sample to begin with, it was even more important to garner participation from as many of the fellows as possible. At the time of this study, the 2017 GASL Cohort had been selected but had not yet completed the program. For the purpose of this study only the members of the 2016 cohort were studied.

The purpose of the initial online questionnaire was to collect information regarding the personal and professional motivators that influenced assistant principal fellows to participate in the cohort. Once the initial survey was completed I followed up with a more detailed phone interview with at least 10 participants. I contacted each participant individually to schedule a time to complete the interview via Google Hangout. The interview was recorded for audio and video. Special consideration was given to make sure that individuals with like responses on the

online survey would not all be interviewed due to redundancy. This process allowed for a broader collection of participant perceptions and provided me with a larger scope of data. Gender, age, and race did not affect selection for the follow up interview.

Data Collection Methods

McMillan and Schumacher (2014) outlined five phases of data collection and analysis strategies that the researcher should follow. These include:

Phase 1: Planning

Phase 2: Beginning data collection

Phase 3: Basic data collection

Phase 4: Closing data collection

Phase 5: Completion

(p.353)

The methods for data collection in this study utilized technology to provide open ended questions via Survey Monkey (see Appendix A) to all participants of the 2016 GASL. The survey remained open for two weeks. The next step in data collection was a follow up interview through Google Hangouts (see Appendix B) which was audio and video recorded with permission and then transcribed. The final stage of data collection involved the review of GASL documents such as agendas and module outlines and correspondence such as emails and tweets.

In-person interviews, while certainly optimal, were not completed, due to the distance among the various participants across the entire state representing over 20 counties in the five geographical divisions. Therefore, I used an online survey that included the specific interview

questions along with a demographic questionnaire section. The follow up interview was conducted using the interview guide approach. The questions for this particular phase were based on the responses of individuals from the initial online survey. This guide provided an overview of topics to be covered but the interviewer was not tied to them in a systematic or standardized way. Other data sources that were employed included electronic media archival (content) data in the form of the GASL Module Outlines and other informational transmissions from the director of the program.

Patton (2002) recommended specific approaches to consider during the collection of data. He promoted standardized open-ended questions and interview guide approach. In the standardized open-ended interview each question is prepared in advance and is presented to each participant in the exact same way with the same probes. This required me to be thoughtful to ensure that the questions and probes used would glean the needed data to allow adequate analysis and formulate conclusions. The interview guide was less structured as it simply provided a list of questions that served as a guide to me during the interview process. The advantage of this approach is that it allowed me to ask differing probing questions to participants based on how they responded to those basic guiding questions. Based on the recommendations of Patton both of these approaches were used in this particular study.

Members of the GASL received an email from me requesting their voluntary participation in this study. Attached to the email was a link to a secure online, open ended survey using Survey Monkey. Participants had the opportunity to complete each open ended question at the depth they were most comfortable. When completed, the participants submitted the online survey. Participants were asked to participate in a follow up phone interview with me to further clarify and develop the themes regarding motivation. All information was accessed by

the lead investigator and provided to the coding assistant after all identifying characteristics had been removed from the responses.

Data Analysis Methods

McMillan and Schumacher (2014) endorsed the use of data transcription and data coding as part of the data analysis in a qualitative study. Data transcription is the verbatim typing and organizing of notes from an interview or survey that have been formatted to allow and improve analysis. Data coding is the term given to breaking transcripts into smaller pieces called segments and then giving a name or phrase to those short data segments. This is the first opportunity to see categories or even themes emerge from the data. I used these categories or themes to continue to narrow down and look for patterns in the data. In order to properly analyze the data collected, I used multiple techniques including open, line by line coding and axial coding (Patton, 2002). Through these coding techniques, distinct categories and subcategories of data were discovered. Eventually, these subcategories produced theory. Once this round of coding was complete, I created a data table of the resulting common themes that emerged from the study.

The initial open-ended questions via Survey Monkey were coded and categorized into common themes. This chunking involved combining like terms used in participant responses into one category and then labeling that particular category with an overarching theme. I also analyzed the frequency of repeated like terms provided in participant responses. The analysis of the follow up Google Hangout interview followed a similar process. The interviews were transcribed and sent back to participants for any changes and approval. Once approved and returned, the transcriptions were coded so that common themes could emerge. When coding was completed, the responses were categorized through chunking the responses into like terms. I also

analyzed the frequency of repeated responses. The documents provided by GASL were reviewed lastly to look for activities that corresponded with the themes that emerged.

Chapter Summary

The approach used for this particular study was qualitative due to its focus on understanding motivation in educational leadership. Since the study focused on a human experience, a holistic approach in context provided the most detailed and rich data. The research methods and questions were outlined as well as information pertaining to the researcher's role, trustworthiness of the study and ethical considerations along with a disclaimer of potential bias. The chapter concluded with an overview of the selection of participants, data collection methods and analysis.

CHAPTER 4

FINDINGS

The purpose of this study was to identify the motivating factors that influenced aspiring principals to self-select participation in an intensive yearlong professional development experience known as Tennessee Governor's Academy for School Leadership (GASL).

This study was designed as a qualitative phenomenological study. Participants were sampled purposefully from those who completed the GASL. All members of the 2016 GASL were provided the opportunity to participate in an initial open-ended questionnaire survey regarding their motivations for this study. Participants completed an interview with semi structured, open-ended questions from a predetermined interview guide. Interviews were recorded and accurately transcribed by me. Study participants were asked to review the interview transcriptions to ensure accuracy. Participants were encouraged to add or delete from the transcriptions.

The central question of this study was: Why would an aspiring principal self-select to commit to an optional yearlong intensive professional development activity with very little compensation and no promotion? Seeking to answer this question, I collected data through interviews using a predetermined interview guide. The interview guide was composed of open-ended and semi-structured questions based on the following guiding questions:

1. What factors are identified as personal motivators by participants in the GASL?
2. What factors are identified as professional motivators by participants in the GASL?
3. Which factors are identified as motivators by the participants in the GASL by gender?

4. How does GASL address these personal or professional motivations identified by participants through course content and experiences?

Contextual Description

GASL was created in 2015 as a yearlong professional development experience for assistant principals desiring to grow professionally and serve as principals in Tennessee schools within the next three years. This academy was the idea of Governor Bill Haslam through collaboration with the Commissioner of Education Dr. Candace McQueen, the Tennessee State Department of Education, and Peabody College of Education at Vanderbilt University to create a pipeline of prepared and effective principals for Tennessee schools within the next five years. Dr. Hank Staggs has served as a school principal, an associate professor at Lipscomb University and is now the current director of the GASL along with assistance from the Vanderbilt liaison, Dr. Susan Burns. In order to be selected for the program, potential candidates completed an online application along with a recommendation from the director of their school system. The director of the local school system also selected a mentor for the candidate. The mentor was to be an experienced principal at another school within the system. If selected, finalists and their mentors were interviewed individually and collectively with a committee of Department of Education employees and Dr. Staggs. From this interview, 24 participants were selected as the inaugural cohort for the 2015-2016 year. During this year long program, participants completed 3 days a month at their mentor's school as an intern as well as one weekend a month of professional development led by Vanderbilt's Peabody College of Education professors. At the completion of the program, participants received a \$500 stipend, certificate of completion from Peabody

College at Vanderbilt University, and the opportunity to advance licensure from beginning to professional status.

Description of Participants

Fourteen of 22 possible participants responded to the initial open-ended questionnaire for this study. Of those 14 respondents, only 11 participants elected to participate in the follow-up online interview due to scheduling conflicts. These volunteers were selected to represent both male and female beginning administrators in public elementary, middle, and high schools in Tennessee. No data was used from the 3 initial respondents to the online questionnaire who elected not to participate in the follow up interview. The sample used for the interview was comprised of 5 males and 6 females. Participants' locations varied across the state in East, Middle, and West Tennessee regions. Each participant was assigned a numerical pseudonym to ensure confidentiality. Table 2 is a summary of demographic information as related to those who participated in the initial open-ended questionnaire and follow up online interview.

Table 2.

Participant Demographic Information

Name (Pseudonym)	Gender	Highest Degree	Years of Administrative Experience
16	Male	EDD	6
2	Male	EDD	4
5	Male	EDS	2
7	Male	EDS	5
9	Male	EDD	4

6	Female	MA	6
4	Female	EDD	6
12	Female	MA	2
3	Female	EDS	2
8	Female	EDS	5
11	Female	EDD	6

Note. "Years of Experience" refers to the number of years with administrative experience.

Mr. 16 is an assistant middle school principal. He has a doctorate degree and 6 years of experience in the field of educational administration. He was encouraged to apply for GASL by his superintendent. He believed the program would strengthen him as an administrator and noted that it would be a "stepping stone" to becoming a principal. He stated that he loved being in school, enjoys learning, and a challenge. He also noted that another draw to the program was its connection with Vanderbilt University.

Mr. 2 is an assistant high school principal. He has a doctorate degree and 4 years of experience in the field of educational administration. He noted a desire to study at Vanderbilt and experience Nashville (the site of the monthly professional development activities) as two reasons for his motivation to participate in GASL. He reported that the opportunity to advance his license through the program was a motivation to participate.

Mr. 5 is an assistant elementary school principal. He has an education specialist degree and 2 years of experience in the field of educational administration. He was recommended for the program by the director of schools. He reported that his hunger to learn and become the best leader possible were factors that influenced him to participate in the program.

Mr. 7 is an assistant elementary school principal. He has an education specialist degree and 5 years of experience as an educational administrator. He shared that a motivating factor was the opportunity to network with others and his overall desire to improve.

Mr. 9 is an assistant elementary school principal. He has a doctorate degree and 4 years of experience in educational administration. He noted an interest in learning more through the program as a motivating factor as well as the opportunity to network with others and build his resume.

Ms. 12 is an assistant elementary school principal. She has a master's degree and 2 years of experience as an educational administrator. She asserted that her motivation came from the challenge of the program as well as her love of learning. She, too, was initially recommended by her director of schools.

Ms. 6 is currently a middle school principal. When she started the program she was an assistant principal at a nearby middle school. She has a master's degree and 6 years of educational administration experience. She was asked to apply by her director of schools. She was honored to be accepted and saw the program as an opportunity to grow as a leader. She also noted the opportunity to advance her license and networking with others as additional motivating factors for participation.

Ms. 4 is an assistant elementary school principal. She has a doctorate degree and 6 years of experience in educational administration. Her principal recommended her for the program stating that a motivating factor was her desire to improve her performance as a school leader. The prestige of receiving instruction from Vanderbilt University and oversight by the governor also motivated her to participate.

Ms. 3 is an assistant middle school principal. She has an education specialist degree and 2 years of experience in educational administration. Motivating factors influencing her participation in the program included the opportunity to advance her license and help her obtain a principal position. She also noted that she hoped the program would better her leadership skills while she learned from others.

Ms. 8 is a curriculum high school principal. She has an education specialist degree and 5 years of educational administration experience. She looked forward to meeting new people from across the state who shared her interests as well as an interest in the high level of varied professional development that was included in the yearlong process. She also found that working with a mentor at another school was a factor in her choosing to participate.

Ms. 11 is an assistant high school principal. She has a doctorate degree and 6 years of experience as an educational administrator. She was motivated to participate by the opportunity to learn more about leadership from professors at Vanderbilt University. She also saw the program as a good experience for future career opportunities.

Participation Note

Overwhelmingly, 10 of the 11 participants interviewed stated that their directors of schools initiated their participation in the program through email or verbal communication. While all participants stated that it was their final decision to pursue the endeavor, the role of their superior recommending them for the program did affect their decision to participate.

Ms. 3 stated, "Our director of schools is actually the one who contacted me with the opportunity and asked me if I would be interested in the program." Mr. 5 received an email from his director asking him to apply for the program after attending a leadership conference with the

director and hearing about the program. Ms. 12 shared that she had no idea the program even existed until her assistant director let her know she had recommended her. At that point, Ms. 12 explained, "I had some added stress thinking [...] I don't want to let her down."

Ms. 6 shared that she was approached by her director and told that he would like to nominate her for the program. She did end her comment regarding the nomination by stating, "Had I found it myself, I would have been interested, but he's the one who put it in front of me."

Mr. 9 received an email from his director of schools to see if he was interested.

He said no pressure but he thought this would be something good for me to do. Anytime your boss asks you to do something, you want to do it. You don't want to let them down, even if they tell you it's optional. I truly believe he wouldn't have held it against me if I hadn't. So the fact that he recommended me, I definitely didn't want to let him down.

Mr. 2 had a similar experience. He shared, "My director forwarded it to me and said I need you to apply. So, when they do these types of things, you say yes, I will." He acknowledged he had not heard of the program until that time. Mr. 16 shared that he was approached by his superintendent and asked to apply for the program. Since it was a request from his superintendent he did not feel he could say no. "So, reluctantly, I submitted my name." He went on to say that after some researching of the program he decided he would be "devastated" if he was not chosen for the program. Ms. 8 also stated, "I was asked by the director of schools to do it and I felt like I couldn't say no."

Ms. 11 shared how her director contacted her regarding her participation in the program by stating, "My director of schools contacted me about being part of this program and I guess that's kind of a motivating factor. I didn't really want to say no. [...] My director really wanted me to apply so I did."

She shared her initial thoughts on the program and her conversation with the director.

I was hesitant just because of past things I've been involved with [...]. I was reluctant to do this because a year of your life, one weekend a month, traveling several hours is a big commitment to make and I was nervous. My director told me if it was a tank [...] it was ok if I dropped out, but after the first meeting I knew this was something pretty amazing. So it was wonderful.

Ms. 4 had a slightly different experience. She was an assistant principal who worked in two separate schools. Emails were sent from the central office to principals requesting nominations for candidates to apply for the program. Both of her principals recommended her to the GASL liaison for the district.

Research Questions

The research questions that guided this study were developed to identify the motivating factors that influenced aspiring principals to self-select participation in an intensive yearlong professional development experience known as GASL.

Question One. What factors are identified as personal motivators by participants of GASL?

The five factors identified based on data from the surveys and interviews were: 1) desire for self-improvement, 2) self-motivation, 3) novelty of the experience, 4) competitive nature of the program, and 5) honor to be considered.

Desire for Self-Improvement

Nine of the eleven participants indicated that self-improvement was a personal motivating factor for electing to participate in the GASL. Subcategories such as skill building, growth, being a better leader, preparation, and hunger to learn were also noted.

Ms. 3 discussed the desire for self-improvement by stating,

I really wanted to gain as much knowledge as I could because last year was my first year and it was just a couple of months into my first year as an assistant principal. For the most part I just wanted to soak up as much knowledge as I possibly could and gain as much experience as I could.

Mr. 5 described self-improvement through his statement on growth,

One of the things that got me interested in it is I really wanted to grow as a professional, and I really wanted to grow as a principal, as an administrator, and I just am of the belief that if you are not growing you are dying.

Mr. 8 echoed those statements on growth when he shared his thoughts towards the mentor component (internship at another school with a principal mentor 3 days a month) by stating, "How else can I grow by being around someone else? I don't want to quit working for him [his current principal], but this is a great opportunity to get to grow in a less permanent way without switching schools."

Mr. 7 mentioned a desire to improve when he stated, "It came along at the right time because I am fairly new to my administrative career. I thought I could get some good tools to use for where I am now." He continued on, "I like to strive for self-improvement. I try to do that continuously, and I thought this was a great opportunity for me to get some tools to help me do that."

Mr. 9 elaborated on an earlier statement about his interest to participate, "I am the kind that is looking to learn and grow to be better at my job." Similarly, Ms. 11 commented, "I wanted to be a better leader."

Ms. 4 expressed a need to be better prepared as well as the desire to improve her performance as a school leader. She stated, "I felt like I needed every opportunity personally to

have just what I needed so that if one day I was ever chosen to be a principal, I would feel more prepared."

Ms. 12 shared her thoughts on what she personally wanted to gain, "I was just hoping to learn more about leadership. I'm just very hungry to learn about anything."

Self-Motivation

Self-improvement focuses on the actions of individuals and self-motivation focuses more on the feelings and personal characteristics of the participants. Three of the participants described themselves and sometimes each other as self-motivated individuals as factors that influenced their motivation for participating in the GASL program.

Ms. 3 indicated that her personality made her want to participate in the governor's academy, "I've always been someone who is self-motivated and always striving to participate in new experiences or expand my skills in education. I am always looking for something else I can do."

Ms. 6 described how self-motivation presents itself in her when she stated,

First of all, my mom has diagnosed me with chronic right arm which means that I've always volunteered for things. It's kind of always been my thing, the more you know and the more you are exposed to the more tools you put in your toolbox. That's just an intrinsic thing that I've always had. I try everything and do everything. That's just my personality to start with.

Mr. 2 commented,

What I saw was that almost everybody in there was self-motivated. I think that motivation attributed to why those people were in there. I think everyone in there is a motivated professional that is hard working and diligent and wants to get better and grow in their leadership and better opportunities.[...] We are leaders. We go after things.

Novelty of the Experience

As this was the first year of the Tennessee GASL, three of the participants reported that the novelty of the program was a motivating factor.

Mr. 7 commented, "It was a new program to the state so I was very interested to be in the first group to be able to participate."

Mr. 9 described the program as "unique" in its "joint effort between the state department of education and Vanderbilt" as a motivating factor to participate. He further stated,

The biggest motivation was just the opportunity to be part of something special, be part of something new, and just the department of education. I think this school district or really any district across the state is going to look at that and know that there's a lot of substance, a lot of quality in that.

Ms. 12 elaborated on the novelty of the program when she said, "Anything that is new or that can help me be better as a leader or an educator, I am interested in that."

Competitive Nature of the Program

To be considered for the program, participants had to be recommended by directors of schools, complete an application process, as well as interview with a committee. Only 24 of around 50 individuals were chosen for the program. Seven of 11 participants cited competition as a motivational factor for participation in GASL.

Mr. 5 stated his primary motivation was that he "just really wanted to get the job or really wanted to get accepted." He further reported that he and another assistant principal in his district had both been recommended by the director of schools for the position. They both applied and were both interviewed. He was chosen and the other was not.

Mr. 7 had a similar experience. He and another newly hired assistant principal applied for the program, so he described a "desire to go out and win over the opportunity to beat the

other one out." Ms. 6 stated that there were other people in her district who were also interested but she was nominated over them. After researching the program she "immediately wanted to be a part of it".

Describing herself as really competitive, Ms. 12 stated that at the time the process seemed "nerve-racking". She further reported that she would have been really disappointed had she not gotten in to the program.

According to Mr. 9, "It was an opportunity to be the first, part of the first group that kind of motivated me." Ms. 4 stated that to be chosen, "blew her mind".

Mr. 16 detailed the challenge through this comment:

One of the things that I've always enjoyed about education is just the challenge to really think beyond what your normal thought process is and the debate aspect of it. Really just challenging each other with all the other fellows was exactly what I was hoping for where I got just as much out of the other members of the group as I did the professors presenting because we were able to challenge each other. I've always called it 'iron sharpens iron' and I felt like that was a huge strength of the program.

Honor to be Considered

Another common theme related to the personal motivations for participation in the GASL program was the honor to be considered for the program. Five of 11 participants noted the honor to be considered as motivation to participate. Ms. 11 commented that it was "an honor to be chosen [as a member] of the first cohort of the governor's academy, to work at Vanderbilt." Ms. 3 stated that she was "honored that he [director of schools] even considered me for the program. It was an honor that he thought of me, especially when I was a brand new assistant principal." Mr. 5 also felt support from his director of schools who recommended him for the program by stating, "I wanted to make him proud."

Ms. 6 mentioned that she felt honored to participate. She explained,

I had a couple of times applied for jobs in the district and had not been chosen for them. However, I had been through all the leadership from within the county so to find out that he [director of schools] did have a thought of my advancement in the county was kind of an honor. It put the wind back in my sails after a couple of things that had happened previously.

She continued, "Just to be sifted out through the application process alone was a big deal. Just to get the interview, I felt like we had arrived. Getting in was just icing on the cake."

Mr. 16 explained,

Just being proud of recognizing that after you went through the whole interview process that someone saw something in you that was worth investing in because this was a program they were taking great pride and wanting to really establish it more than just a first year. Being seen as someone who could help be a part of that and that someone deemed me, for lack of better terms, worthy of being part of that first one was really an honor to me.

Question Two. What factors are identified as professional motivators by participants in the GASL.

During the interview the participants were asked to clarify or deepen their explanations of those motivating factors. Three factors developed from this research question: 1) advancement of license, 2) networking opportunities, and 3) marketability.

Advancement of License

Commonly repeated answers for professional motivating factors in each of the interviews was the advancement of license. To be considered for participation in the program individuals were expected to be beginning administrators with less than 4 years of experience and be a current assistant principal. To advance from beginning to professional licensure in Tennessee, an administrator must complete two years in an administrative role and submit an individual learning plan to the state department for approval. Through this academy, participants had the opportunity to complete this requirement.

Ms. 3 stated "I did need to advance my license and that was an opportunity." Ms. 6 described herself as a "nervous wreck that I was not going to get to advance my license in time" when she could not get into the vice principals' academy the previous year. She believed she could "wrap that up and be done with it and not have it hanging out there."

Mr. 2 indicated advancing his license as a "big piece" of his motivation to participate in the program. He stated, "Advancing my license is very helpful and it's required any way. So, if I've got to do it any way, this option seemed better than the others."

Ms. 4 shared her experience of trying to get into a Tennessee Academy for School Leaders (TASL) academy to advance her licensure. She stated,

I started as a principal at a time when we had the TASL program. You know we need TASL credits for licensure advancement. I could not get into the program because I became an assistant principal right in the middle of a cycle. So, I couldn't start the next cycle. There was nothing for me to do to do an advancement for my licensure. There was nothing available to me.

Networking Opportunities

Another common theme that developed from the professional motivating factors was the networking opportunities among the GASL participants, state leaders, and course instructors.

Ms. 3 described the networking opportunities as a chance to learn from others when she stated:

The entire time I have been in education I have been in the same school and now I am next door at the middle school. I am next to where I taught at the elementary school. All of my experience has been in the same community. So, just gaining experiences from other schools and how they do things and getting new ideas and things we can try that maybe we haven't tried before.

Similarly, Mr. 2 has also had a limited experience and hoped to network with others. He shared:

I am unique in that I work in a school system that I attended. I have been educated from kindergarten through doctorate in my county. That's not by design. That's just how things

happen and that's also in education. I have worked in this system my entire career. The piece of being able to work with folks across the state as a big benefit to me because of being so concentrated in one place.

Mr. 5 stated, "The network of getting to meet the governor. That's about the highest up that we met but getting to meet the governor, commissioner of education, getting to meet several people at the state level, getting to meet professors at Vanderbilt." He described the networking opportunities among the participants when he said,

Having those people that are basically an email away or a phone call away even, at my fingertips anytime I might have an issue or a problem I don't know how to deal with or resolve, those people at that level. I feel like I know from Memphis to Johnson City that there are people around that I know and have been able to network with and that are there for support.

Ms. 6 stated that a motivating factor was the exposure from other professionals. She elaborated, "Being able to call and say how is your middle school structured or that kind of thing" and "meeting different people and getting to know different people."

Mr. 9 stated:

I am always one of those people who have always enjoyed learning from others even when I was in the classroom. I always look for opportunities to learn from my colleagues because I wanted to be the best teacher I could be. As an assistant principal I want to do the best job that I can. There are very few opportunities in our district for assistant principals to get together and collaborate as a group. Being able to network and learn from others, I really look forward to when the opportunity to become a principal comes knowing I can pick up the phone and call them. It seemed like each member of our cohort had a different strength, and I feel like no matter what situation I run into as an administrator, there's somebody from our group that I can call that's going to be very knowledgeable about that subject.

Mr. 7 reported networking as a professional motivating factor for his participation in the program. Mr. 16 described the network as "support I'll have as I go through the rest of my career." Ms. 4 described her motivation of networking in this statement, "The motivation comes from collaboration and comradery and opportunity to build relationships." Ms. 11 shared,

I knew in this cohort there would be other experienced administrators that were in the program, and I knew that connection and network that we would have would be invaluable as I learned from other administrators' experiences that I might encounter. Their experience might help me know how to handle a situation or maybe not how to handle the situation.

Ms. 8 described part of her motivation was to meet new people across the state who share her interests. She elaborated,

I think what I meant to say was I was interested in meeting people across the state who were in similar situations, trying to deal with the pressure of trying to reach academic success for all kids and also deal with this bureaucracy that is public education, and parents, and DCS and poverty, and all the things. Just to see and network with other people and get solutions to problems.

Marketability

A fourth theme that emerged in the professional motivating factors was marketability. Five of 11 participants described marketability as a factor that influenced their participation in GASL. Participants used different terms to describe their potential for career advancement, enhancement of resume, and the prestige of being part of professional development created by the Tennessee Department of Education in collaboration with the Peabody College of Education at Vanderbilt University.

Ms. 3 commented that her participation in the program would "look good on the resume" and "give me a leg up". Ms. 11 found "learning leadership from Vanderbilt, one of the premier educational institutions in the world" as a motivational factor. She continued, "anything with Vanderbilt is going to look good on a resume." Ms. 8 also commented on the collaboration with Vanderbilt and Vanderbilt professors as motivational factors for participating.

Mr. 16 said,

Being associated with Vanderbilt and Peabody was incredible. Realizing the quality of instruction and the people leading it was something I had been in school for years and

still had not had anything of that quality instruction and just the recognition that Vanderbilt and Peabody has.

He shared his thoughts on GASL as a stepping stone to a principalship. He noted that an emphasis on the GASL program was to place participants into a principalship with the first three years after completing the program. He continued on, "It makes us very marketable and opens up some doors because we have been through an extensive training in leadership that is respected."

Mr. 5 regarded the program as the "next step for me to hopefully be able to someday get my own school." The program was attractive he explained, "[The program is] led through professors who were very well known and credited from Vanderbilt University." He also regarded this joint program of the governor, Vanderbilt University, and the state of Tennessee as "high quality" and "biggest bang for your buck."

Mr. 7 shared,

To me, two parts. Number one it was the state, but even more than just the state it was Vanderbilt's part in it. Vanderbilt, a good reputation, that if they were involved in it then I was, it was a little more enticing for me to participate in it if it were just something the state was trying to do.

Mr. 2 stated that he had the desire to study at Vanderbilt. He said, "I just think it's an institution of higher learning that is highly regarded in our field of education. The Peabody College of Education has always been out of my reach, so it was a good time to slip in there and learn some things from them." He elaborated,

It is allowing me to add something to my resume and not leave the place I enjoy working. It was adding something to that without having to kind of start from scratch somewhere new. I also think that any time you can put Vanderbilt on any part of your resume that's a positive. And the whole goal of the leadership academy was, their mission statement was, to place assistant principals in leadership roles.

Ms. 6 shared her thoughts on the Vanderbilt collaboration,

I think the allure of Vanderbilt was big. To get to be on campus at Vanderbilt. Most of us, I know myself, wouldn't have had that opportunity otherwise. I don't know that I ever really understood why anyone would go and pay Vanderbilt rates to get an education degree, but I think that was way better instruction than I got at my school. I think I got a good education but I think there's just a little more meat to what they are delivering to students. I think that was a big motivation to get to be on Vanderbilt's campus.

Mr. 9 discussed his hope to increase career opportunities, make more money for his family, and enjoy the better things because of advancement in career. He indicated that having Vanderbilt University and the state department of education on a resume would be very appealing for the person who is making the hiring decisions. Furthermore, he noted that getting the experience essentially for free was a huge motivational factor for him. He "hoped his participation in this program would be a springboard into a principal's job".

Ms. 4 shared her experience of "supporting the governor's vision" for developing school leaders. She stated that "I had to do something to better my chances for the future for being an effective instructional leader." She also expressed her interest in a program in which the governor and Vanderbilt were partnering.

Question Three. Which factors are identified as motivators by the participants in the GASL by gender?

The third research question was designed to research which factors were identified as motivators by the participants in the GASL by gender.

Gender

I categorized responses into gender specific categories: male and female. There were 6 female respondents and 5 male respondents. Three of the 6 female participants described newness or novelty as motivating factors to participate. Ms. 3 shared that she was always striving

to participate in new experiences. Ms. 6 stated that she liked to "try and do everything". Ms. 8 responded that she is "always seeking new opportunities for professional growth". Ms. 4 echoed that she was also interested in "anything new that can help me get better".

The factor that developed from the responses of the male participants in terms of personal motivation was exclusivity. Three of the five male participants described the personal motivating factors as "exclusivity" as opposed to how the females described their personal motivating factors as "novelty". Mr. 9 stated that part of his motivation to participate in this program was "an opportunity to be the first." Mr. 7 stated that his motivation came from his interest to be in the first group to participate. Mr. 16 shared that he was proud to be "worthy of being part of that first one (GASL cohort)."

There were no differences in responses of male or female participants in terms of professional motivations.

The final difference in responses of male and female participants was regarding how GASL addressed both personal and professional motivations through course content and experiences. In this category the theme for males was professional connectedness. All 5 males mentioned networking of some sort. Four of those 5 specifically mentioned professional relationships. Mr. 2 stated that he had gotten emails of job opportunities in his area for principal positions. Mr. 9 shared his appreciation of the small breakout sessions as well as his description of future networking opportunities,

It seemed like each person in our cohort had a different strength, and I feel like no matter what situation I run into as an administrator, there's somebody from our group that I can call that's going to be very knowledgeable about that subject.

The motivating factor for females was personal connections. Four females noted professional networking in their responses. However, 3 of those 4 continued to share examples related to personal relationships. Ms. 4 described the personal connections as "collaboration and comradery". Ms. 11 shared that "they [professors and program directors] were very personable and I felt like they tried to get to know us and our needs and that really connected me". She also commented on the program's commitment to cater to individual dietary needs and the "thoughtfulness" of daily snacks and help in finding lodging accommodations during the program. Ms. 6 shared that the program directors "did things to make it special".

Question Four. How does GASL address these personal or professional motivations identified by participants through course content and experience?

The fourth research question was designed to investigate how GASL addressed these personal or professional motivations identified by participants through course content and experiences. Professors and course content as well as the structure of the program emerged as factors in the data.

Professors and Course Content

Ten of the 11 participants shared that GASL addressed personal and professional motivations through sessions led by Vanderbilt professors. Ms. 3 stated,

Yes. I very much enjoyed GASL from the very beginning when we were with Dr. Murphy. The first things we talked about was the whole concept of culture and the seed bed and that was really what my school was needing. I was very excited about that first session that we had with Dr. Murphy. The curriculum and the decision making and everything else that we gained through GASL, I was looking for and needed.

Mr. 5 stated:

They provided tons of instruction, lots of ways to deal with situations that you don't get in a regular masters or EDS course. It was real-life applicable stuff that I would go on Friday and Saturday to GASL academy and then come back and sometimes put something in action on Monday morning. Something as simple as conversations with teachers and kind of getting people on board with things and looking at new strategies and ambitious leadership. [...] They went above and beyond my expectations in the beginning that I had for the program.

Mr. 5 commented:

I really think that our first couple of weekends were probably some of the best of the entire program with Dr. Murphy. He just had so many applicable procedures and standards and protocols that he just puts into place in the real world for you. I would think that met my needs better than the rest for sure.

Mr. 7 stated,

It's an innate quality in myself that the reason I got into this job is to affect change in kids. In the past few years, the goal has shifted from improving kids to improving test scores. I really struggled with that for a long time. It was very rewarding for me to hear somebody of that stature that Dr. Murphy has, he's instrumental in national leadership standards. So for him to say, focus on the kids really helped me get that trust back as to why I got into this profession to start with.

Ms. 6 described how Dr. Murphy met her needs in the following quote detailing the class presentation regarding pre-packaged professional development versus looking at the individual school and determining what it needs to improve:

I guess I have to go back to the Murph. I'm not sure as a teacher I always understood the why. I had two very strong principals that I worked under as a teacher. I'm not sure I understood why they did a lot of the things they did. I knew they were important and I knew that it was the right thing to do, but I didn't always understand the approach they took. I think he [Dr. Murphy] explained the whole box thing. I understood, then, why we did them. I believe the administrator I was under at the time was all about throwing boxes at them, so I had to go back and remove them.

Mr. 16 also attributed much of the success of the program to Dr. Murphy. "Dr. Murphy had spoken five minutes and I realized that this was going to be far greater than I had ever imagined."

Mr. 9 found that GASL provided support through providing a "jumping off point and then a lot of that expertise and knowledge came from the members of the group." Ms. 11 found value in the professors and leaders "being a real person and sharing their real experiences."

Mr. 16 found one activity more memorable than the rest. He described,

We went outside. We broke up and we focused on system and how if one piece of a system moves an inch it affects the whole thing and that was really good for me to bring back and I was able to do that here at school.

Ms. 12 responded that the presenters during the week-long summer session were wonderful. She also mentioned Dr. Murphy as well.

Structure of the Program

Five participants described details of the structure of the program as a way that GASL addressed personal and professional motivations. The yearlong program and the one week intensive in the summer addressed these motivations. Ms. 6 liked the structure "where you had some continuity for a few months and then you switched gears so they were covering lots of new material, covering all aspects of running a school, managing a school."

Mr. 2 noted that the regional meetings for past and present GASL participants are a nice addition to the original program. GASL added this component with feedback from the members of the first cohort. He also liked the week long intensive. He noted that he was able to get more out of that week because he was not anticipating the drive home and work on the following Monday. Ms. 4 shared that sentiment when she stated, "It was very good for them to design for the fellows to come back and reconnect with each other."

Ms. 8 suggested that GASL provided her needs through the year long program. She stated,

Now that it's over I can say that I think that the year is what allowed some of those networking relationships to be established. You know, one weekend in the summer or a couple of Fridays, I don't think they would have been as forged as they were.

Emergent Themes

Based on the data reported in the aforementioned research questions, the following themes emerged: 1) relatedness and 2) competence.

Relatedness

The data collected for this study supported the theme of relatedness. Nine of the 11 participants shared networking or building relationships as motivating factors for participating in the GASL program. Mr. 9 responded that the biggest factor he hoped the program could provide was the "opportunity to learn from others". Ms. 11 stated "learning about herself and how you fit into that group of leaders across the state" was a factor for her participation in the program. Mr. 16 shared that GASL "opened up a network of people that will help me as we challenge each other and talk to other principals and administrators across the state and how they handle situations and what they are going through". In what can be isolated and sometimes lonely positions in educational leadership, the feeling of relatedness can motivate individuals to participate in professional development activities.

Competence

The data collected for this study supported the theme of competence. All of the participants stated that building skills, growth, and self-betterment were factors for participating in the GASL program. Ms. 3 stated "I knew that going through the Governor's Academy would

build my leadership skills". Mr. 5 stated "This is something that is going to help me grow". He continued, "I intentionally put myself in uncomfortable situations so that I can get growth out of that". Mr. 7 stated that he wanted different leadership strategies and tools to help him become a better leader. As beginning administrators with little experience, it was motivating for the participants to gain knowledge to be better prepared as future leaders in education.

Chapter Summary

Chapter 4 includes the findings of the study. I conducted an initial open-ended questionnaire in the form of an online survey in which 14 of the 22 participants responded. From those 14 respondents I conducted a follow-up interview with 10 of those participants. The participants were selected from the 2016 Tennessee GASL cohort. All three grand divisions of Tennessee (East, Middle, and West) schools were represented as well as administrators in elementary, middle, and high schools. Participant interviews were recorded using audio and video and accurately transcribed by me. I provided each participant with a copy of the transcribed interview to allow participants to make any necessary changes to their responses to ensure accuracy. All participants approved the transcripts without any further recommendations for changes. I carefully read each of the interview transcriptions and used coding strategies to locate and identify any patterns or repetitive themes and subthemes. I reported demographic information and findings under headings related to the guiding questions and emerging themes. The findings were reported through the use of paraphrasing and quotations from participant questionnaires and interviews that were descriptive of themes.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this qualitative phenomenological case study was to understand the motivating factors that influenced aspiring principals to self-select to participate in an intensive

yearlong professional development experience. Based on the research of English (2006), job duties of assistant principals cover a variety of responsibilities including student discipline, paperwork, special education meetings, parent conferences, classroom observations, lunch supervision, coordination of staff development, evaluating faculty, scheduling, and transportation. With such a wide array of responsibilities, it is no wonder that assistant principals reported that 70% work a minimum of 50 hours per week while 26% of high school assistant principals reported that they worked more than 60 hours per week. With so many responsibilities and so much time spent at work, professional development can be overwhelming to many. However, a study on desirability for professional development training by Keith (2011) found that across the board principals assessed their desirability for training to be moderate to high. Opportunities for assistant principals to grow professionally range from job-embedded professional development experiences with on-site mentors to full time internships at other schools. Much of the research in the field of education, specifically professional development, is focused on the evaluation of the professional development activity itself. Because there are some gaps in the literature regarding the motivation to participate in professional development activities, the goal of this study was to focus on the motivating factors that led to participation in this professional development to impact the recruitment and retention of participants in future professional development activities.

This study was based on the phenomenological inquiry framework and designed as a case study. Participants were purposely sampled following typical case study guidelines. The sample was made up of 11 participants: 5 male and 6 female assistant principals. Of the 11 participants, all three grand divisions of Tennessee were represented as well as multiple types of Tennessee public schools: elementary, intermediate, middle, and high schools. Private schools were

excluded from the sample since no assistant principals from private schools participated in the professional development activity. Participants met the criteria for inclusion into the program due to their years of experience and aspirations to become principals and their participation in the GASL. I created an ethical protocol and received approval from the Institutional Review Board (IRB) before any data were collected. A detailed description of that protocol can be reviewed under the heading “Ethical Considerations” in Chapter 3.

Initial data were collected through online open-ended questionnaires using Survey Monkey with each of the 11 participants. I asked participants a series of predetermined questions regarding their personal and professional motivations to participate in GASL. Participants were provided with text boxes to include as much or as little information regarding their motivations as they chose. Due to the limited research regarding motivation to participate in professional development activities, I chose to break motivation into two basic categories in the initial questionnaire: personal and professional factors that led to motivation to participate (see Appendix A).

The initial data were then used to further probe participants for more detail in the follow up virtual interview using Google Hangouts. Again, I asked participants to share what factors motivated them personally and professionally to participate in the program. Participants were asked to elaborate on those responses for more detail. If participants did not mention factors they had previously listed on the initial questionnaire, they were prompted to expand on those as well. Participants were asked to describe different experiences that met their motivational needs more than others. Finally, participants were asked to share any other information in terms of their motivation to participate in the program.

The interviews were recorded and accurately transcribed using the recommendations of Brod, Tesler and Christensen (2009). These recommendations included transcribing interviews verbatim without any editing to correct syntax or grammar or provide any summarization. Interruptions and overlapping speech were included as well as indications of unintelligible speech.

Summary and Conclusions

Multiple factors influenced the motivation to participate in the GASL program. Two themes emerged through analysis of the data: relatedness and competence. Extensive evidence was provided in Chapter 4 to support the themes presented. The central question of the study was : Why would an aspiring principal self-select to commit to an optional yearlong intensive professional development activity with very little compensation and no promotion? The four guiding questions were:

1. What factors are identified as personal motivators by participants in the GASL?
2. What factors are identified as professional motivators by participants in the GASL?
3. Which factors are identified as motivators by the participants in the GASL by gender?
4. How does GASL address these personal and professional motivations identified by participants through course content and experiences?

The remainder of this section consists of my notes of emergent issues, a summary of the findings, emergent themes, and conclusions that were drawn from the findings.

Researcher's Notes of Emergent Issues

As the researcher, I made some assumptions regarding the recruitment, application, interview, and selection process. I assumed that each of the individuals who applied, interviewed, and were selected sought out this opportunity for themselves. However, through the

questionnaire and the interview, I found that it was common that participants had not sought out this opportunity but were recruited by their principals, assistant directors, or directors of schools to participate. While many of the participants shared that they felt they had choice whether to participate, they did feel some pressure to consider the program. While not originally considered as potential motivation for the participants, data were collected from many the participants regarding the impact of the director or principal for their motivation in participating in the program.

Research Questions

Question One. What factors are identified as personal motivators by participants of GASL?

Many participants had difficulty answering the question based on personal motivations. Several of those interviewed immediately shared professional motivating factors but connected these factors to their personal goals for their professional careers. However, the following five motivational factors were repeatedly shared by participants: desire for self-improvement, self-motivation, novelty of the experience, competitive nature of the program, and the honor to be considered.

The desire for self-improvement is described in the literature by Reiss (2012) as “independence, the desire for self-reliance” (p.154). Multiple participants related to the need to improve their professional skills. Mr. 5 described his need for self-improvement as “growth”. He went on to share, “...realizing that I was going to grow and was going to be genuine growth that I could really learn something from and so that’s what I took away and that was my motivation.”

Several of the participants in the GASL described themselves and each other as self-motivated individuals. Deci (1995) referred to self-motivation as an intrinsic or personal desire.

Ryan and Deci (2000) suggested that intrinsic motivation increases participation in activities that require creativity, commitment, stamina, and challenges. Based on the responses of the participants in this study, I concluded that GASL provided activities that required each of those areas.

Silva (2008) referred to novelty as an interest in trying new experiences. The participants in this study were members of the inaugural class of this newly designed and developed program in Tennessee. The novelty or “newness” of the program along with the “exclusivity” served as motivating factors to participate in GASL. Ms. 4 stated, “I was actually very encouraged by the process or more intrigued by like what is this really about. All of these people are coming [...] to seek us out. What is this really about? I want to see what it really is.”

Acknowledging that only a limited number of aspiring administrators would be accepted into the program, the factor of competition reoccurred frequently. According to Deci (1995) the feeling of accomplishment can be considered a factor of intrinsic motivation. Ms. 4 described what she remembered when her district sent her the application for the program. “When we received the names of all those who were recommended they send the applications to the assistant principals. And so it was through the application process that I saw that it was a very big deal because there were several.”

Reiss (2012) included honor as one of the 16 categories for motivation in the Reiss Motivation Profile (RMP). Defined as “the desire for upright character” (p.154), this factor for motivation related directly to the factor influencing motivation to participate in GASL. More than one participant shared that they were honored to be considered for this program. Ms. 3 shared that she was “honored to be chosen”.

Question Two. What factors are identified as professional motivators by participants of GASL?

Three factors were shared as professional motivators. These included advancement of license, networking opportunities, and marketability. For many of these participants, the GASL program provided an opportunity for advancement of license from beginner to professional. This transition from beginner to advanced is necessary within a specified time frame to continue to serve in an educational leadership role in Tennessee. While there are other options available for this advancement, GASL provided a short (one year) and clear path to advancement of license. The advancement of license related back to Herzberg's Two Factor Theory of Motivation (1983). Herzberg referred to motivators as hygiene factors that influence motivation. Career advancement could be considered a motivator that positively influences motivation. Advancement of license provides a crucial step toward securing a role as an educational leader.

Reiss (2012) created a list of 16 factors that he believed affected motivation. One of those known as "social contact", relates directly back to the responses of those in this study. Reiss further defined social contact as "a desire for peer companionship" (p.154). This desire appears to exist for those who participated in the GASL program. Participants described this social contact as networking opportunities. Mr. 7 described the unique situation of assistant principals with the following statement, "I think that assistant principals have a unique set of issues that they have to deal with that sometimes the principal doesn't fully understand and I have found that other assistant principals have gone through similar issues and have the ability to share methods and strategies that they have used to deal with their issues." This factor for motivation may be due to limited networking opportunities in participants' current schools and school systems.

To lend additional support to this conclusion, Ng and Szeto (2015) conducted a study of aspiring principals in Hong Kong. They found that networking with peers and working with mentors served as invaluable support during the aspiring principals first year's principalship.

Marketability emerged as a factor for professional motivation in this study. However, it was not found in my initial review of the extant literature. Ms. 3 shared that her motivation stemmed from her hope to gain an advantage in obtaining a principal position. She stated that it was her second year as an assistant principal and there was a position she would be vying for the next year. Mr. 2 shared, "I do think it has enabled us to pursue other educational opportunities by saying we have completed that [GASL program]."

Question Three. Which factors are identified as motivators by the participants of GASL by gender?

The third question was based on the recommendation for future study by Pasquariello (2015) to investigate the role of gender in leadership development.

Participants in this study equally represented both male and female aspiring principals. While both male and female participants share opportunities for networking as one of their primary motivators for participation, it varied in specific type of networking. Female participants seemed more interested in building personal relationships while males seemed more focused on building professional relationships Ely and Rhode (2010) and Ely et al. (2011) noted that women, in particular, have a lack of access to connect with networks and sponsors than do their male counterparts. He noted that this was due in part to careers in educational administration historically being male dominated fields.

Gonzalez-Cutre et al. (2016) suggested that novelty may be an additional motivational factor for participation in professional development activities. While he used the terms novelty and exclusivity interchangeably, it is interesting to note that in this study, female respondents referred to novelty as “new” while the male participants referred to novelty as “being the first.” It appears that female participants were more motivated by the idea that the program was new while men were more motivated by the notion that the program was exclusive.

Question Four: How does GASL address these personal and professional motivations identified by participants through course content and experience?

GASL addressed both personal and professional motivations identified by participants through course content, professors and the structure of the program. Both the course content and professors relate directly to the affiliation with Peabody College of Education at Vanderbilt University. McClelland’s Three Needs Theory (1985) included achievement, power, and affiliation. The term affiliation can be described as the need to feel belonging or connected to someone or something. Mr. 9 described the small breakout sessions as one of the ways that GASL met his needs to discuss the real life and real time issues he faced as an assistant principal. Ms. 11 stated that the information was “applicable every week”. Mr. 2 shared that he researched some of the presenters before beginning the program. He found one of the professors to be intriguing through his work with national leadership standards and various publications. Through the Vanderbilt professors and course content, the program provided the necessary affiliation that fostered motivation to participate in the program.

Another way that GASL met the motivational needs of participants was through the structure of the program. Many of the participants cited that the one year commitment allowed

for deep relationships to form both personally and professionally. Participants traveled to Nashville, Tennessee one weekend a month for twelve consecutive months. During the summer participants completed a week-long professional development activity. Mr. 9 enjoyed getting out of the area to participate in professional development that was away from home. He mentioned that he could focus on the learning without helping his children with homework or baths. He stated he could “focus on yourself and your own learning.”

Emergent Themes

Relatedness

Deci and Ryan’s Self-Determination Theory (2002) suggested that one of the three main motivational factors is relatedness. In this study, participants referred to relatedness as connectivity. Overwhelmingly, participants noted that networking and building relationships with other participants across the state was a huge motivational actor in their participation in the program.

Competence

Deci and Ryan (2002) referred to competence in Self-Determination Theory (SDT). Competence can be described as knowledgeable in a specific area. This theme emerged as all those participants interviewed had fewer than 7 years of experience in educational leadership. The average for years of experience for this study was 4.3 years. Based on the amount of combined experience, it is understandable that these participants would be motivated by the opportunity to build their competence in educational leadership. Since all the participants were also serving as assistant principals at the time of the program, it is interesting to note that their desire for competence may also be a factor to their future goals of becoming principals and

supervisors. Thomas (2009) supported this conclusion based on his research regarding the motivational factor of competence as it related to making the right decisions. The affirmation of the leadership development program would provide the support necessary for participants to make the right decisions as future educational administrators.

Recommendations for Practice

Several recommendations for practice emerged throughout the study. Research participants shared their recommendations for practice also. Other recommendations emerged from the review of the literature and analysis of the study findings. These recommendations are:

1. It is recommended that opportunities for networking with others be highlighted during the recruitment process as well as encouraged during the professional development activities and continue after the conclusion of the professional development activity.
2. It is recommended that professional development be anchored by trusted and established academic institutions of higher learning.
3. It is recommended that the GASL program continue using a clear and comprehensive selection process that involves a supervisor's recommendation, application, and interview to ensure that highly motivated candidates will apply.
4. It is recommended that the professional development activity provide a clear articulation and sharing of financial responsibility with the participant's school system. Monetary compensation should cover basic expenses such as food, shelter, and transportation.
5. It is recommended that the schedule for the professional development activity be maintained. The professional development activity should begin on Friday evenings and

continue Saturday. Professional development activities should continue for twelve consecutive months. The week-long activity in the summer should also continue.

Recommendations for Future Research

The purpose of this study was to identify the motivating factors that influenced aspiring principals to self-select participation in an intensive yearlong professional development experience known as the GASL. There was limited research regarding the motivational factors for completing professional development activities in educational leadership. Future study in these areas is recommended.

1. Further research is needed to identify more specific personal motivational characteristics of participants of professional development activities in educational leadership that influence participation.
2. Further research is needed to examine how demographics such as age, gender, and race may affect the motivation to participate in professional development activities such as GASL in educational leadership.
3. While autonomy did not emerge as a theme in this study, it is likely that school administrators feel a high level of autonomy in their jobs. Therefore, future research studies should delve deeper into relatedness since it may lead to better understanding of support for school administrators.

Chapter Summary

The overall purpose of this qualitative phenomenological case study was to identify the motivating factors that influenced aspiring principals to self-select participation in an intensive yearlong professional development experience known as Tennessee Governor's Academy for School Leadership (GASL). By identifying what factors led to motivation to participate in such experiences, those who hope to create such experiences will gain knowledge in how to recruit and retain participants in professional development activities. Eleven assistant principals who completed the Tennessee Governor's Academy for School Leadership were purposefully sampled through questionnaires and in-depth follow-up interviews for sharing their personal and professional motivating factors for completing the professional development activity. The findings of the study were organized and shared through themes that emerged from participant responses. Findings were taken directly from the statements made by participants during the interview process. In this chapter, themes were not only summarized but also compared to related literature on the topic of motivation. Recommendations for practice and future research were created based on the findings and conclusions.

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APPENDIXES

APPENDIX A: OPEN-ENDED QUESTIONS ON SURVEY MONKEY

Open-Ended Questions on Survey Monkey

Introduction

The purpose of this phenomenological inquiry is to examine the motivational factors of those who chose to participate in the Governor's Academy for School Leadership (GASL). For the purpose of this study, motivation is defined as those personal and professional factors that led to the decision to self-select participation in this professional development activity. Your participation in this study is completely optional. You do not have to answer any questions you deem uncomfortable. The researcher will take every precaution to assure your confidentiality. Will you complete the online questionnaire and consent to a follow-up phone interview? If yes, please continue.

Demographics

Name _____
Number of Yrs in Administration _____
Current Education Level _____
Gender _____
Ethnicity _____

Questionnaire

Thinking back to the initial application and interview process of the Governor's Academy for School Leadership (GASL), what were the personal factors that motivated you to self-select to apply and commit to participating in this intensive year-long professional development activity?

Thinking back to the initial application and interview process of the Governor's Academy for School Leadership (GASL), what were the professional factors that motivated you to self-select to apply and commit to participating in this intensive year-long professional development activity?

Telephone number _____
Best time to reach you to schedule an interview _____

Thank you for your response!

APPENDIX B: FOLLOW UP INTERVIEW GUIDE VIA GOOGLEHANGOUTS

Introduction

Thank you for volunteering to participate in this study. The purpose of the study is to examine the motivating factors of those who chose to participate in the Governor's Academy for School Leadership. For the purpose of this study, motivation is defined as those personal and professional factors that led to participation in the program. Your continued participation is completely optional. You do not have to answer any questions you deem uncomfortable. The researcher will take every precaution to assure your confidentiality. I will be recording the audio and visual portions of this interview.

Let's begin with demographics.

What is your name?

What is your age?

How many years have you been an administrator?

Current education level?

What is your gender?

What is your ethnicity?

Now I'd like to ask you specifically about what motivated you to participate in GASL.

In the initial open-ended questions you mentioned that _____ motivated you professionally to participate. Elaborate on that? Examples?

When you think about this experience from a professional perspective, what did you hope to gain from GASL?

Did GASL actually provide this? If so, describe how GASL met this need.

Were there specific experiences that met your needs better than others?

In the initial open-ended questions, you mentioned that _____ motivated you personally to participate. Elaborate on that. Examples?

When you think about this experience from a personal perspective, what did you hope to gain from GASL?

Did GASL actually provide this? If so, describe how GASL met this need.

Were there specific experiences that met your needs better than others?

What else would you like to share in terms of motivation?

Thank you for your time and responses.

VITA

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