

TEACHER PERCEPTIONS OF PRINCIPAL PERSONALITY AND INTENT TO REMAIN:
A CAUSAL-COMPARATIVE STUDY

by

Brittani LeAnna Blair

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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ABSTRACT

The purpose of this quantitative, causal-comparative study is to explore the relationship between teachers' perceptions of their principals' personality traits, based on the big-five factor structure, and the teachers' intentions to remain in the teaching profession. Research indicates school leadership significantly influences American teachers' commitment to teaching, highlighting the need to understand teachers' perceptions of principal personality traits given the teacher shortage crisis in the United States. Data from a sample of 278 teachers was collected using an online Qualtrics survey that included the M5-50 personality questionnaire items and an item related to teacher intent to remain in the profession. The five personality domains are agreeableness, conscientiousness, extraversion, openness to experience, and neuroticism. Each of the five personality factors have ten corresponding items on the M5-50, rated on a Likert scale of one to five with higher item averages indicating higher perceptual presence of the personality trait. The participants were sorted into three groups based on their level of commitment to the teaching profession. The data were exported from Qualtrics into SPSS where five one-way ANOVAs were performed on the groups, one ANOVA for each of the five-factor personality domains. The findings suggest that teachers who intend to remain in the profession perceive higher levels of principal openness to experience, conscientiousness, and extraversion compared to teachers who intend to leave. Recommendations for future research include further study on principal personality traits and teacher retention rates using randomized samples and exploration into perceptions of personality using a pre-test/post-test experimental design.

Keywords: teacher shortage, principal personality, five-factor personality theory, teacher commitment

Dedication

This work is dedicated to my parents, Dr. David Carlton Blair and Janet Knight Blair. Although my father left this world far too soon, the legacy and impact the two of them established will remain for generations to come. This research is a marriage of my parents' gifts and passions: my dad's for leadership and my mom's for cultivating relationships. I count myself highly favored to have been raised by two of the best individuals on the planet. They modeled loyalty and love in a way that I do not believe could ever be replicated.

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Nothing I have accomplished, or ever will accomplish, would be possible without the boundless grace and mercy of Jesus and the comfort and guidance of the Holy Ghost. All that I am is owed to the great God I serve.

My brother, Bruce, has been one of my biggest fans, not only in this season, but every season of our life together. Just like any true fan of a sports team, my brother has always been quick to tell me his thoughts on the plays I've called in my life. I will take this moment to admit that he has been more right than wrong. Thank you for being the iron that sharpens my iron for all these years and for walking with me in this life, for no one could ever understand my journey as much as you do. Most importantly, thank you for gifting me a sister by marrying KaLea and giving me the opportunity to be Charlie's BiBi.

My maternal grandmother, Ruth Jones Knight, who fostered in me a love of learning and literature very early on. Undoubtedly, I owe much of my academic success to this Godly woman I have missed dearly since she passed in 2005. She and my maternal grandfather, L. B. Knight, who joined his wife and son in Heaven in 2016, walked a hard road of grief after losing their only son at 15 years old, but their commitment to family never wavered. For that, I will always be immensely grateful. My paternal grandmother, Jo-Ann Carlton Blair, who modeled hard work and dedication unlike anyone else. She never missed an opportunity to encourage me toward my goal of obtaining a doctoral degree. I was not prepared to lose her as quickly as I did in 2020, but my heart is comforted by the knowledge that she and my father dwell in Glory together. My last living grandparent, Charles Blair, continues to cheer me on in every pursuit I initiate. He is never surprised by my accomplishments, believing that there is no limit to what I can put my mind to. His confidence in me is a precious gift I never want to take for granted.

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assist with classwork. Martha will always stand out as the person who helped me when I was the one in need.

The educational leaders I have served with in Bradley County, Tennessee and in the Department of Defense Education Activity. This work was inspired by the lessons I learned from each leader operating in their unique giftedness. I specifically want to thank the principals who have poured into and encouraged me throughout this doctoral journey: Dr. Vicki Gilmer, Ms. Mary Salerno, Dr. David Estrada, Ms. Kharmayne Kannada, and Dr. Jilleane Beard-Archie. I am blessed to learn from the best.

The Church of God (Cleveland, TN) denomination, the church that raised me, the village that continually stepped up – I will be forever grateful. It is my deep hope that one day my Church of God sisters and I will be given the opportunity to wield our voices with the same magnitude that is currently reserved for our brothers in Christ. In my father's dissertation on the development of Church of God leaders, he stated, "Servant-hearted leaders do not aspire for control and will assume leadership roles only as an opportunity to assist in the organization, or team, as a place of service" (Blair, 2003, p. 10). In our church's current model, the capacity of service women are permitted to provide is marginalized. This limitation based upon biological sex was found in my father's research, and twenty-years later, very little has been done to address the disparity. Greater than the desire for my voice to be heard "on the floor" is the apprehension of what awaits the Church of God if sexism and exclusivity continue to prevail. While I have resolved to remain a loyal constituent of our church, regardless of policy change, the attrition of peers I witness, on nearly a daily basis, breaks my heart. If any idea from the forthcoming pages of my research can be applied to our denominational system, it is this: cultivating commitment requires intentionality. How will we be intentional for the future?

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List of Abbreviations

International Personality Item Pool (IPIP)

CHAPTER ONE: INTRODUCTION

Overview

American public schools are losing teachers rapidly, creating a growing shortage of educators. The current study seeks to better understand this phenomenon by exploring teacher perspectives of principal personality traits in comparison to the teachers' intentions to remain in the teaching profession. Chapter one provides a background for the topics of teacher retention and personality in regard to educational leadership. Encompassed in the background is an overview of the theoretical framework as well as the problem statement examining the issue in the context of recent research. The background section is followed by the purpose and significance of the current study. The chapter closes with the introduction of the research question and a list of key terms found in the study. Each term is accompanied by a definition relevant to the study.

Background

The United States is experiencing a hemorrhage of classroom teachers. At the conclusion of the 2018-2019 school year, the teacher shortage produced almost 110,000 vacant positions nationwide (E. Garcia et al., 2019). In just three years, the teacher shortage has increased across the country to an estimated 300,000 vacant positions at the beginning of the 2022-2023 school year (ABC News, 2022). Special education teachers, teachers belonging to minority groups, and early career teachers are particularly vulnerable to high rates of attrition (Billingsley & Bettini, 2019; Ingersoll et al., 2019; Redding & Henry, 2019). While the cause for turnover within each of these groups may differ, there is one common denominator perpetuating the teacher shortage: teachers are leaving the profession before retirement at increasing rates (Sutcher et al., 2019). The COVID-19 pandemic amplified this problem with 44% of American public schools

reporting vacancies in a teaching position, 51% of which were caused by teacher resignation versus 21% due to retirement (National Center for Education Statistics, 2022). To make matters worse, it is predicted that almost two out of every five public school teachers intend to leave the profession between 2022 and 2024 (Querolo & Ceron, 2022)

Historical Overview

Despite recent rising awareness of the United States teacher shortage, teacher attrition is not a new problem. Behrstock-Sherratt (2016) revealed that teacher shortages have been reoccurring throughout history. Behrstock-Sherratt (2016) recounted a reference to a teacher shortage as early as the American Colonial Era when a community leader was recorded discussing the need for literate adults willing to become schoolmasters. The 20th century saw the devastation of the Great Depression producing a growing need for teachers in the 1930s (Eliassen & Anderson, 1934). Some educational policy experts have placed the blame for the shortage on increased female vocational opportunities beginning in the mid-1970s (Rothstein, 1993). The 1980s experienced a wave of educational policy interest with the publication of *A Nation at Risk* (D. P. Gardner, 1983). The seminal report stated

Not enough of the academically able students are being attracted to teaching...a serious shortage of teachers exists in key fields.... Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students. The shortage of teachers in mathematics and science is particularly severe. A 1981 survey of 45 States revealed shortages of mathematics teachers in 43 States, critical shortages of earth

sciences teachers in 33 States, and of physics teachers everywhere. (D. P. Gardner, 1983, pp. 30-31)

Though the alarm bells raised by *A Nation at Risk* quieted in the 1990s and early 2000s, researchers claimed that diminished interest in the teaching profession, uncompetitive salary opportunities, and concerns for personal safety all contributed to the decline in the number of practicing teachers throughout the United States (Bryner, 2021; Evans et al., 2021). The works of E. Garcia et al. (2019) and Sutcher et al. (2019) confirmed that the issue of teacher attrition remains critical as teacher retention is waning and student enrollment is swelling.

Society-at-Large

Teacher attrition is a serious problem across America. Not only is there a widening gap between student enrollment and unfilled teaching positions, but the consequences of this shortage adversely affect student achievement and school operations (E. Garcia et al., 2019; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). In a hallmark study conducted by Ronfeldt et al. (2013), teacher turnover and attrition were directly linked to lower student achievement. These findings were supported by Simon and Johnson's (2015) research review on teacher retention in schools with high poverty rates. Simon and Johnson (2015) identified a pattern: schools with lower teacher turnover observed higher student academic achievement (Boyd et al., 2005; Bryk, et al., 2010; Ronfeldt et al., 2013). Sutcher et al. (2019) estimated the financial burden of teacher attrition to be around eight billion dollars nationwide, most of which is spent recruiting, hiring, and training new teachers in a continuous cycle. Sorensen and Ladd (2020) discussed several consequences of high teacher turnover using two decades of data for public schools in North Carolina. The authors found that teacher attrition had significant and enduring negative effects

on instructional quality leading to decreased student academic achievement (Sorensen & Ladd, 2020).

Data suggest that 44% of teachers within their first five years of teaching choose to leave the profession (Ingersoll et al., 2018). Upon closer examination of early career teachers, it was found that a teacher's first year experience was a significant indicator of whether he or she opted to remain in the teaching profession (Haynes, 2014). While there are several factors that may contribute to teachers' decisions to stay in their school, change schools, or leave the profession entirely, multiple studies have found that the role of administration and educational leadership influences the decision-making process (DeMatthews et al., 2022; Ford et al., 2019; Grissom & Bartanen, 2019; J. Kim, 2019; Player et al., 2017; Scott et al., 2022).

Theoretical Background

Impression management theory suggests that individuals actively try to control or influence the perceptions others have of them (Goffman, 1959). This theory is also known as self-presentation theory and proposes that people try to create a specific image of themselves to others to achieve a particular goal, such as being liked, respected, or perceived as competent. Recent research examining level of trust felt by subordinates toward leadership in Chinese corporate settings found that an authentic approach to impression management increased levels of trust felt by subordinates toward leadership (T. Y. Kim et al., 2023). Applying T. Y. Kim et al.'s (2023) findings to the problem of teacher attrition with Price's (2021) conclusion that trust increases teacher vocational commitment, impression management theory may assist in defining how a principal's actions and behaviors influence teacher decisions to remain in their profession.

The concept of impression management was first introduced by sociologist Erving Goffman in the 1950s. According to Goffman, individuals use various techniques to present

themselves in a way that will make a particular impression on others. These techniques may include dress, behavior, and the use of language. Goffman expanded this theory by stating that individuals use different tactics depending on the audience they are trying to impress (Goffman, 1969). These tactics may include ingratiation (attempting to be liked by others), intimidation (using power or threats to control others), and supplication (appearing weak or helpless to gain sympathy). Situated in the principal-teacher relationship, impression management theory implies that principals conduct themselves in a manner that will influence teacher perception toward a desired impression.

As the theory of impression management suggests, individuals actively work to shape how others perceive them (Goffman, 1959). In a parallel vein, the big-five factor theory of personality examines individual personality traits through self-perception and the perceptions of others (Goldberg, 1990). Trait theory claims that an individual's behavior and temperament can be described using single terms or short phrases that function as adjectives (G. W. Allport & Vernon, 1933). G. W. Allport and Vernon's (1933) trait theory of personality established the foundation for adjective-based personality constructs. Norman (1967) endeavored to broaden the use of trait adjectives that could be used in personality test development and personality descriptors. Norman (1967) began his investigation with 2,800 trait adjectives taken from the unabridged English dictionary. Each of the 2,800 adjectives were presented to a sample of 100 college students. For each trait adjective, the participants were asked to provide an understanding of the trait definition, evaluate the trait's social desirability, and rate themselves and three peers to the extent that the trait manifests in their personality. Based on the responses of the participants, terms that were deemed vague or unfamiliar to the college students were omitted from the list of trait adjectives. At the conclusion of Norman's (1967) study, 1,431 trait

adjectives remained. Cattell (1943) used the trait list compiled by G. W. Allport and Vernon (1933) to identify 35 related terms for personality traits. Of those 35 terms revealed by Cattell (1943), only five terms remained as identified through replication of the research by others (Digman & Takemoto-Chock, 1981; Fiske, 1949; Tupes & Christal, 1992). The five replicable factors were coined the “Big Five” factor structures and traditionally include the following: extraversion (or surgency), agreeableness, conscientiousness (or dependability), neuroticism (vs. emotional stability), and openness to experience (or culture, intellect) (Goldberg, 1990). McCrae and John’s (1992) five-factor theory of personality was developed based on the previously identified five personality factors.

The theory identifies five broad traits, or factors, which describe aspects of an individual's personality. The five-factor traits are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The five traits are measured on a spectrum from high to low and are not mutually exclusive. The current research examines principal personality traits through teacher perception and seeks to uncover relationships of significance between those perceptions and teacher decisions to leave the profession. When applying Goldberg’s (1990) big-five factor theory of personality to the problem of teacher attrition, it becomes apparent that research investigating personality and psychology theory should be conducted. For instance, a principal who scores high on agreeableness may influence teachers to stay in their current position due to fostering a more positive working relationship. Similarly, as defined by Costa and McCrae (1995), neuroticism could harm principal-teacher relationships if the principal demonstrates anger or anxiety. The current research provides insight into how teacher perceptions of principal personality promote teacher commitment and success in education. Research of this nature has been recommended in previous studies, each from a different

perspective of personality and psychology theory that will be discussed further in chapter two (Bardach et al., 2022; Bastian et al., 2017).

The five-factor theory of personality (McCrae & John, 1992), as well as other theories based on Cattell's (1943) work, have been criticized for limited generalizability due to relying too heavily on reliability analysis and neglecting measures of validity (Waller & Ben-Porath, 1987). In defense of the theories incorporating the five factor traits, Goldberg (1990) conducted three studies to further demonstrate the generalizable nature of the five factors. The first study confirmed the robustness of the five terms through factor analysis on 1,431 trait adjectives originally identified by Norman (1967). The second study corroborated the findings of the first study in samples of self and peer descriptions. In both the first and second studies, only the established five terms produced evidence of generalization. Goldberg's (1990) third study developed 100 potential five factor adjective clusters to be used in future studies. Goldberg's (1990) work with the five-factor structure led to the development of the International Personality Item Pool (Goldberg, 1999) and the construction of the M5-50 Questionnaire (McCord, 2002) that is discussed in further detail in chapter three.

Problem Statement

As will be discussed in chapter two, there has been extensive research on educational leadership's impact on teacher retention (Bartanen et al., 2019; DeMatthews et al., 2022; Ford et al., 2019; Grissom & Bartanen, 2019). This stands in contrast to current research targeting the impact of teachers' perceptions of principal personality on teacher retention, which is essentially nonexistent. Bardach et al.'s (2022) integrative review, centered on the relationship between teacher psychological characteristics and teacher effectiveness, well-being, and retention, revealed a substantial lack of educational research related to personality theory. When

specifically addressing the conclusions for teacher retention in relation to teacher psychological characteristics, Bardach et al. (2022) stated that more quantitative and qualitative research is needed to determine the impact of stakeholder relationships on teacher retention. Although Bardach et al. (2022) focused specifically on psychological characteristics of teachers, their call for research includes the study of psychological characteristics for all educational stakeholders, including teachers and principals, to better understand the relationship between such characteristics and teacher retention.

Even more scarce than the literature on teacher personality and teacher retention, is research aimed at discovering personality characteristics of educational leadership related to teacher retention rates. There has been limited research completed on the actions and personality traits of successful principals (M. Garcia et al., 2014; Price, 2021). M. Garcia et al. (2014) found that more effective principals scored higher in the areas of openness to experience and agreeableness but lower in the area of neuroticism when rated by the teachers working within their school. Price (2021) concluded that cultivating trust between principals and teachers increases teacher commitment. Though an argument can be made for teacher retention as a result of teachers' satisfaction with their principal, M. Garcia et al.'s (2014) research did not explicitly measure the relationship between that satisfaction and teacher retention. Price's (2021) study added valuable information about what principals can do to increase teacher retention. For instance, trust is a subdomain facet of the five-factor trait agreeableness, covering both the ability to trust and be trusted (Costa & McCrae, 1995). As seen in Bukko et al.'s (2021) study, teachers reported higher school commitment when they believed their principals employed practices aimed to build trust. The problem is current literature does not address how teachers' perceptions of their principals' personality traits relate to the teachers' intentions to remain in the profession.

Purpose Statement

The purpose of this quantitative, causal-comparative study is to explore the relationship between teachers' perceptions of their principals' personality traits, based on the big-five factor structure (Goldberg, 1992), and the teachers' intentions to remain in the teaching profession. The independent variable consists of three teacher intention groups: intent to remain in teaching as long as possible, intent to remain in teaching until eligible for retirement and/or benefits, and intent to leave the teaching profession. The independent variable groups are sourced from teacher responses to a survey item asking, "How long do you intend to remain in teaching?" Intent to remain in teaching as long as possible is defined by teachers selecting the option stating, "As long as I am able." Intent to remain in teaching until eligible for retirement and/or benefits includes the teacher response of "Until I am eligible for retirement/benefits." Intent to leave the teaching profession encompasses the responses of teachers that indicate they would remain in teaching "Until a better opportunity comes along/leaving as soon as I can." The dependent variables are the teachers' perceptions of their principals' personalities as measured by each of the five-factor theory personality traits, namely, openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Goldberg, 1990). Openness to experience describes one's aptitude for engaging in new experiences and level of creativity, Conscientiousness relates to individuals' awareness of how their actions affect others, Extraversion refers to socially confident behavior, Agreeableness indicates levels of willing collaboration and kindness toward others, and Neuroticism is characterized by thoughts and behaviors that demonstrate emotional instability in the context of stress tolerance (Costa & McCrae, 1995). The sample was drawn from a population of American full-time public-school teachers in the United States who operated under the supervision of a building-level principal in

the 2023-2024 academic school year.

Significance of the Study

In the ever-evolving landscape of education, the role of school leadership holds paramount significance in shaping the experiences and professional trajectories of teachers, especially when commitment to the teaching profession has been revealed as a vital component for ensuring quality education (E. Garcia et al., 2019; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). Examining teacher perceptions of their principal's personality traits in relation to their intentions to remain in the teaching profession, particularly considering the current teacher shortage crisis, is of substantial importance. Research by Blömeke et al. (2018) indicated that American teachers' commitment to teaching is heavily influenced by the quality of school leadership, setting them apart from teachers in other countries. Additionally, Grissom and Bartanen (2019) highlighted that principal-scored teacher evaluations strongly correlate with whether American teachers choose to stay in their current positions and in the teaching profession itself.

Various sources, including ABC News (2022), E. Garcia et al. (2019), and Sutcher et al. (2019), emphasize the significance of this issue amid the United States teacher shortage. The information gained from the proposed study may benefit aspiring school leaders by encouraging them to manage the impressions of their personality characteristics, heightening awareness of potential characteristic influence on teacher intent to remain in the profession. The current study does not seek to recommend elimination of individuals from becoming leader candidates based on teacher perception of personality traits but would underscore leaders' need for professional development on how to mitigate adverse effects and accentuate traits that promote teacher retention. For instance, if the current research concludes that teachers who perceive higher levels

of neuroticism in their principal's personality are more likely to leave the teaching profession, materials regarding the manifestations of neuroticism and how to minimize those manifestations through impression management (Goffman, 1959) could be developed and provided to principals as a way to foster teacher retention.

Research Questions

RQ1: Is there a difference in American K-12 public school teachers' perceptions of their principals' *openness to experience* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ2: Is there a difference in American K-12 public school teachers' perceptions of their principals' *conscientiousness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ3: Is there a difference in American K-12 public school teachers' perceptions of their principals' *extraversion* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ4: Is there a difference in American K-12 public school teachers' perceptions of their principals' *agreeableness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ5: Is there a difference in American K-12 public school teachers' perceptions of their principals' *neuroticism* among teachers who indicate their intent to *remain in the teaching*

profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?

Definitions

1. *Agreeableness* – Agreeable people tend to be more altruistic, sympathetic, and trusting of others. (Reed et al., 2004)
2. *Conscientiousness* – Conscientiousness is characterized by personal competence, dutifulness, organization, and persistence. People high in conscientiousness are described as achievement oriented, possessing self-control, and at times compulsive in their behavior. High scorers are punctual and reliable, whereas low scorers are less exacting in working toward goals. (Reed et al., 2004)
3. *Extraversion* – Extraversion... reflects an individual's sociability. Individuals who are high in extraversion are sociable, assertive, active, and talkative. They are stimulated by the company of others and are described as cheerful, energetic, and optimistic. (Reed et al., 2004)
4. *Neuroticism* – Neuroticism is the general tendency to experience negative feeling states such as fear, sadness, and anger-hostility. Individuals who are high in this factor also are more prone to self-deprecation, are impulsive, and are less effective in coping with stress. (Reed et al., 2004)
5. *Openness to experience* – Openness to experience is defined as the purposeful seeking and appreciation of experience for its own sake. Open individuals are described as intellectually curious, original, creative, and attentive to inner feelings. (Reed et al., 2004).

6. *Other-rated* – Ratings based on responses from knowledgeable others, such as peers and colleagues (John & Robins, 1993).
7. *Teacher Attrition* - Teacher attrition is the term used for educators choosing to leave the teaching profession (Chapman, 1982).
8. *Teacher Retention* - Teacher retention is the term used for educators choosing to stay in the teaching profession (Mancuso et al., 2010).

CHAPTER TWO: LITERATURE REVIEW

Overview

Teacher attrition worsens yearly (E. Garcia et al., 2019). This chapter provides a systematic review of literature related to the problem of teacher turnover regarding the relationship between teacher perception of principal personality traits and the teacher's intent to remain in the profession. First, Goffman's (1959) impression management theory and the big-five factor theory of personality (Goldberg, 1990) are discussed in connection with the issue of teacher retention and personality. Then, literature illustrating how teacher retention is influenced by educational leadership and personality traits is presented. Finally, the chapter concludes with a summation of reviewed literature discussed in the context of the current research.

Theoretical Framework

Impression Management Theory

Erving Goffman (1959) developed a theory for understanding how people manage their impressions in social situations. This framework, known as impression management theory, or presentation of self, is widely studied and applied in the fields of sociology, psychology, and communication (Hancock & Garner, 2021). Goffman's (1959) impression management theory is based on the idea that people create and maintain impressions of themselves to control the way they are perceived by others. This is achieved through various mechanisms such as language, clothing, facial expressions, and body language (Goffman, 1959).

According to impression management theory (Goffman, 1959) individuals are constantly engaged in a process of self-presentation, where they try to convey specific images of themselves to others. This process involves two main components: front stage and back stage (Goffman, 1959). The front stage refers to the public face of an individual, where they present themselves in

a particular way to conform to social expectations. This can include dress, grooming, tone of voice, and other forms of nonverbal communication. The back stage refers to the private space where an individual can relax and be themselves without worrying about social norms or expectations. Goffman's (1959) theory of impression management has been influential in many fields of study, including social psychology, communication studies, and marketing (Gershon & Smith, 2020; Sezer, 2022; Whitmer, 2021).

One of the key ideas in impression management theory is that individuals can actively manipulate their social environment to control the way others perceive them (Goffman, 1959). For example, a person may dress formally for a job interview to give the impression of professionalism and competence. Alternatively, they may use humor or self-deprecation to create a more approachable image. Current research in impression management theory related to the field of education includes teacher experiences using virtual and hybrid learning platforms during the COVID-19 pandemic (Kidd & Murray, 2022). This research revealed that educators experienced significant feelings of discomfort and unease while trying to re-create relevant aspects of their brick-and-mortar professional selves in new virtual spaces (Kidd & Murray, 2022). Educators had a key aim of appearing professional and proficient by "managing audience impressions" and consciously engaging in editing aspects of their hybrid/virtual selves (Kidd & Murray, 2022, p. 403). In the context of principal-teacher interaction, principals may engage in impression management behaviors when they are in the presence of their teachers in order to construct a favorable image of themselves and their leadership style (W. L. Gardner & Martinko, 1988). W. L. Gardner and Martinko's (1988) research found that principals' self-presentation behaviors were influenced by audience characteristics such as level of familiarity and the presence of a power dynamic.

Big-five Factor Theory of Personality

McCrae and John's (1992) five-factor theory of personality describes how specific personality traits dictate attitudes and behavior. The generalizability of the five-factor structure was reinforced by the work of Goldberg (1990) who paved the way for open access research on the big five domains through the International Personality Item Pool (Goldberg, 1999). The current research utilized the M5-50 questionnaire, which was developed by McCord (2002) through the resources found in the International Personality Item Pool.

Previous research has set a strong precedent for utilizing measures of the five factors to explore the teacher experience in relation to teacher attrition and retention. The five-factor domain of openness to experience has been defined as the purposeful seeking and appreciation of experience for its own sake (Reed et al., 2004). Skočić Mihić et al. (2022) investigated the relationship between teachers' aptitude for teaching in a special needs inclusive setting, their professional development experiences, and the teachers' personality traits. The researchers found that teachers who elected to participate in professional development about serving students in special education presented with a strong positive correlation of inclusive instructional competence. When examining correlations between inclusion competence and the five factor personality domains, openness to experience was the only domain to produce a significant positive relationship. Referring back to Reed et al.'s (2004) definition of openness to experience, the results of Skočić Mihić et al.'s (2022) work are consistent with behavior that would be expected of an individual demonstrating openness to experience through seeking out diversified professional development opportunities.

Benoliel (2021) used an abbreviated form of the NEO-Five Factor inventory consisting of 60 items in Israel to test if the effect of principal's five-factor personality traits on school

management team effectiveness was mediated by principal internal and external boundary behaviors. The author separated school management team effectiveness into two facets: innovation and performance. Benoliel described principal internal boundary behavior as actions dealing with matters within the team dynamic, such as building trust, diagnosing and solving team problems, and delegating authority. The author defined principal external boundary behaviors as actions intended to manage the team's external presence, such as sustaining positive relationships with community stakeholders, representing the team to the outside community, and convincing others to support the goals of the team. To conduct this study, principals completed a self-report inventory of the five-factor traits, school management team members rated their principal's internal and external boundary behaviors, and the principals rated the school management team's performance and innovation. Through structural equation modeling, Benoliel found that agreeableness and conscientiousness have significant direct effects on school management team performance that are not mediated by principal internal boundary behaviors. The results indicated a coefficient Beta (β) = .14 significant at the $p < 0.1$ level for agreeableness and $\beta = .33$ significant at the $p < 0.05$ level for conscientiousness, suggesting that as principal agreeableness and conscientiousness increased, the team's performance increased. Structural equation modeling also revealed significant direct effects of principal extraversion and conscientiousness on team innovation when not mediated by principal external boundary behavior. For extraversion, $\beta = -.15$ was significant at the $p < 0.1$ level and conscientiousness was $\beta = .23$ significant at the $p < 0.05$ level implying that as principal extraversion increases, team innovation decreases and as principal conscientiousness increases, innovation increases. Benoliel's (2021) study supported the work of Gill et al. (2020) which professed that conscientious individuals increase the efficacy of self-managed teams.

New teachers are especially at risk for attrition (Ingersoll et al., 2018). Bastian et al. (2017) identified domains and facets of McCrae and John's (1992) five-factor theory that significantly correlated with early career teacher retention. This quantitative study found that the domain of conscientiousness carried a significant positive correlation with teachers returning to the profession. A facet of conscientiousness, cautiousness, also indicated a significant positive correlation. Conversely, two facets of openness, imagination and adventurousness, were significantly negatively correlated with retention. Specifically, imagination and adventurousness increased as retention decreased (Bastian et al., 2017). Concerned with the high attrition rate of first-year teachers, Richter et al. (2022) investigated the relationship between alternatively certified first-year teachers' intent to return to the classroom and their personality trait levels of extraversion based on the five-factor structure measured by a six-item German version of the NEO-Five Factor Inventory. The researchers found that the teachers' level of extraversion was positively correlated with the teachers' intention to return. The study conducted by Richter et al. (2022) corroborated the findings of Perera et al. (2018) which found that higher levels of extraversion were related to higher levels of job satisfaction among teachers. While job satisfaction has been shown to increase occupational commitment (Blömeke et al., 2018; M. Garcia et al., 2014) it is unknown whether the level of satisfaction, level of extraversion, or an unidentified variable is the underlying cause of continued commitment.

Akuzum (2021) investigated the relationship between school leaders' level of work engagement and their personality traits based on the big five factors. Work engagement was operationalized as a demonstration of high energy and enthusiasm while participating in work (Akuzum, 2021). The research found that the factors of extraversion, openness to experience, conscientiousness, and agreeableness were all positively correlated with high work engagement

with agreeableness holding the highest trait average of the four traits among the sample. Akuzum (2021) concluded that agreeableness is the dominating factor among leaders' perceptions of themselves. Akuzum's (2021) findings, based upon a comparison of means for the five personality factors with agreeableness being the highest, suggested that educational leaders see themselves as honest, reliable, cooperative, and even self-sacrificing for the benefit of their schools.

Akuzum's (2021) findings indicate that leaders with high agreeableness may prioritize building positive relationships and fostering a harmonious work environment with the intent to allay teacher burnout. Roloff et al. (2022) conducted a meta-analysis of 18 studies centered on the relationship between teacher burnout and each of the five-factor traits. The authors identified three primary symptoms of teacher burnout, namely, emotional exhaustion, depersonalization, and reduced personal accomplishment (Roloff et al., 2022). The five-factor trait of neuroticism was found to be significantly positively correlated with all three indicators of teacher burnout. Research specifically targeting the psychological and personality of educational leaders with high teacher retention rates is desperately needed to establish underlying relationships and discover avenues to reduce teacher attrition.

Related Literature

The following literature review will present recent literature related to the role of leadership in teacher retention through teacher perceptions and leadership behavior. This will be followed by a discussion of personality's role in teacher retention, specifically leadership personality traits according to the five-factor theory of personality, that have established relationships with teacher intent to remain and rates of teacher turnover. Educational research focused on the impact of the five-factor personality traits is reviewed. In addition, the

reoccurring theme of transformational leadership and its implications for teacher retention is discussed. Finally, previous research supporting the use of observer ratings of personality traits is presented as aligned with the current research.

Leadership's Role in Teacher Turnover

Recent research has focused on principal attitudes, cognitive complexity, and tenure length as influential factors of teacher attrition (Bickmore & Sulentic Dowell, 2019; Da'as et al., 2019; Guthery & Bailes, 2022). Bickmore and Sulentic Dowell (2019) examined principal leadership behaviors, attitudes, and practices within the context of two charter schools with high teacher attrition rates. The researchers conducted interviews with principals, teachers, and other school staff, observed school activities, and analyzed documents related to school policies and practices to identify common themes. Through this three-year qualitative study, Bickmore and Sulentic Dowell (2019) found that principals appeared to be unconcerned with their school's rate of teacher attrition, which increased teacher fear and mistrust in principal leadership stimulating teachers' motivation to leave the school. Da'as et al. (2019) examined the impact of principals' cognitive complexity on teachers' intent to leave the school. Da'as et al. (2019) defined cognitive complexity as "the capacity to be flexible and adaptable when processing information" (p. 229). The results of Da'as et al.'s (2019) study suggested that higher levels of principal cognitive complexity were significantly related to decreased teacher intention to leave the school. Da'as et al. (2019) recommended that principals enhance their cognitive complexity through professional development programs and training to improve decision-making processes to facilitate a supportive environment for teachers. Guthery and Bailes (2022) aimed to understand how principal tenure (the length of time a principal serves in a school) influences teacher retention rates. Utilizing longitudinal data from the span of 16 years, Guthery and Bailes (2022) found a

significant positive relationship between length of principal tenure and teacher retention. The authors posit that longer tenures allow principals to develop stronger relationships with teachers, provide consistent support, and establish a positive school culture that reduces teacher attrition (Guthery & Bailes, 2022).

Two studies, Ford et al. (2019) and Nguyen et al. (2020), have found significant correlations between leadership support and teacher turnover. These studies emphasize the importance of providing adequate support to teachers, as their departure can have negative consequences on student success and achievement (Ford et al., 2019; Nguyen et al., 2020). Ford et al. (2019) led a study targeting the effects of leadership support on teacher turnover, burnout, and intent to leave the profession. The authors identified relationships of significance between specific variables. The two findings of statistical significance were correlations suggesting that teacher burnout was positively correlated with intent to leave the teaching profession and level of school commitment was negatively correlated with teacher intention to transfer out of the school. These findings suggest that as teacher burnout increased, teacher intent to leave the profession also increased and as teacher level of school commitment increased, intent to transfer out of the school decreased. Nguyen et al.'s (2020) meta-analysis of 120 research studies focusing on factors contributing to teacher turnover echoed the findings of Ford et al. (2019). Nguyen et al. (2020) found that teachers are less likely to turnover when they feel adequately supported by administrators and deem principal leadership effective. Through their works, Ford et al. (2019) and Nguyen et al. (2020) confirmed that the level of leader support significantly influences – to the positive or negative - teacher intent to turnover.

Teacher Perception

J. Kim (2019) and Scott et al. (2022) examined teacher retention among two teacher groups with a high probability of attrition: beginning teachers and special education teachers. J. Kim (2019) administered a survey to early career teachers seeking opinions on their principals' overall leadership effectiveness as well as perspectives on three domains of leadership: principal instructional leadership, leadership in handling student behavior, and leadership in cultivating a supportive school culture. The results indicated that teacher perception of more effective principal leadership negatively correlated with teachers moving to another school. Of the three domains of principal leadership, leadership in managing student behavior was the only domain to reveal significant negative relationships with teachers moving to another school and teachers leaving the profession, suggesting that when teachers believed their principal did not address student behavior adequately, teacher attrition increased. Like J. Kim (2019), Scott et al. (2022) investigated teacher retention as a result of teachers' perceptions of educational leadership. The study Scott et al. (2022) conducted relied heavily on Bandura's (1986) social cognitive theory as the framework to interpret special education teachers' decisions to remain in their profession. The findings revealed that support from school leadership and district leadership held a significant negative correlation with teacher attrition. The results of J. Kim's (2019) and Scott et al.'s research (2022) are reinforced by the conclusions of Player et al. (2017). The data analysis from Player et al. (2017) suggested that when teachers reported high quality educational leadership, they were less likely to leave their school. The results further indicated that quality of leadership scores greater than one standard deviation above the average reduced a teacher's odds of leaving the school by 25% as measured by relative risk ratios (RRR) based on multinomial logic model coefficients ($RRR = .75, p < .01$). Quality of leadership, as viewed through teachers'

eyes, is an essential factor in the battle against teacher turnover (J. Kim, 2019; Player et al., 2017; Scott et al., 2022).

Recent research has highlighted the influence that teachers believe principals have on fostering supportive work environments, leading to increased teacher retention (Gimbert & Kapa, 2022; Kaniuka & Chitiga, 2022; Scallon et al., 2023). Scallon et al. (2023) investigated the relationship between principal leadership practices and teacher turnover by examining the perceptions of teachers from schools with high teacher turnover rates and the perceptions of teachers from schools with low turnover rates. The authors conducted two rounds of interviews, consisting of questions related to principal leadership practices, and 32 workplace observations (Scallon et al., 2023). Scallon et al. (2023) used the teacher responses and notes from observations to code common themes related to strong school leadership. Scallon et al.'s (2023) study revealed three characteristics of effective principal leadership as reported by teachers: principal recognition of teachers as knowledgeable contributors to student learning, clear communication of the school's vision centered on high quality instruction, and prioritizing teacher learning with student learning.

As reflected in Benoliel's (2021) study, the principal personality trait of conscientiousness yielded a significantly positive relationship with internal boundary behaviors. These behaviors include building trust, empowering teachers, and constructing a shared vision among team members, all of which are critical to creating a supportive work environment. Teachers who believe their principals create a supportive work environment are more likely to remain in the teaching profession (Gimbert & Kapa, 2022; Kaniuka & Chitiga, 2022; Scallon et al., 2023). Gimbert and Kapa (2022) researched factors that may influence teachers' decisions to stay or leave their teaching positions by using survey data. The researchers analyzed the data

collected by the National Teacher and Principal Survey using logistic regression analyses to determine significant predictors of teacher retention (Gimbert & Kapa, 2022). Gimbert and Kapa's (2022) research found that school climate, job satisfaction, and leadership support were significant predictors of retention, with teachers who reported higher levels of leadership support being more likely to stay in their schools. In contrast, teachers who intended to leave reported feeling unsupported by their school administration, experiencing high levels of stress, and lacking opportunities for professional growth and advancement (Gimbert & Kapa, 2022). Using data from 85,000 teacher responses to the 2016 North Carolina Teacher Working Conditions Survey, Kaniuka and Chitiga (2022) explored the relationship between teacher experience, teacher perception of leadership effort, and teacher commitment to stay in his or her current teaching position. Kaniuka and Chitiga (2022) found that perception of leadership effort was positively related to commitment to stay, with teachers who perceived higher levels of leadership effort reporting higher levels of commitment to remain. Mediation analysis revealed that leadership effort significantly mediated the relationship between teacher experience and commitment to stay, indicating that leadership effort plays a crucial role in retaining experienced teachers (Kaniuka & Chitiga, 2022). As a result of the implications of their research, Kaniuka and Chitiga (2022) stated that school leaders should prioritize creating supportive work environments that foster teacher well-being to ensure that teachers feel valued and supported.

Teacher perceptions of school leadership practices have an impact on teacher decisions regarding turnover (Bukko et al., 2021; S. P. Harris et al., 2019; Kaiser & Thompson, 2021; Urick, 2020; J. Wang et al., 2020). S. P. Harris et al. (2019) explored the perceptions of teachers and administrators as they pertained to factors that cause teachers to leave the profession. S. P. Harris et al. (2019) used a mixed-methods approach, including surveys and focus groups, to

collect data from teachers and administrators in two rural school districts in the southeastern United States. The findings suggested that there are significant differences in teacher perceptions and administrator perceptions of teacher work conditions that contribute to teacher attrition (S. P. Harris et al., 2019). Teachers identified factors such as lack of support and resources, high workload, and low salaries as key reasons for leaving the profession while administrators blamed lack of professional development opportunities and teacher autonomy for teacher attrition (S. P. Harris et al., 2019). A specific finding of note from this research was that “while only 9% of principals and 10% of parents agree that teachers dislike their current position, 25% of teachers indicated they do not like their current teaching position... [this] is one of the factors that has been found to be highly predictive of teachers’ thoughts of leaving” (S. P. Harris et al., 2019, p. 7). S. P. Harris et al. (2019) asserted that the discrepancies in stakeholder perceptions emphasized the need for communication and collaboration between teachers and administrators. Kaiser and Thompson (2021) chose to examine the perceptions of teachers and principals as they relate to leadership support and teacher turnover. In their qualitative study, Kaiser and Thompson (2021) interviewed ten principals and ten teachers from four public schools in a large urban district in the southwestern United States, which resulted in multiple themes regarding leadership. These themes included the importance of principal support for teacher professional development, regular feedback, recognition of excellence, and facilitation of positive school culture that prioritizes collaboration, communication, and trust between teachers and school leadership (Kaiser & Thompson, 2021).

Concerned with increased teacher attrition rates in high poverty schools, J. Wang et al. (2020) aimed to identify factors that influenced teachers to stay or leave their teaching position in a high poverty California charter school. Through surveys and interviews with teachers and

administrators, J. Wang et al. (2020) found that teacher turnover was attributed to several factors, including a lack of support, low salaries, and inadequate professional development opportunities. In particular, teachers reported feeling unsupported by the school administration, especially in terms of providing feedback and advocating for instructional improvement (J. Wang et al., 2020). In J. Wang et al.'s (2020) research, teachers who felt supported and valued by school leaders were more likely to remain at the school. Teachers who perceived a positive school culture, supportive colleagues, and opportunities for collaboration and professional growth were more likely to remain (J. Wang et al., 2020). Ellison et al.'s (2022) research on teacher retention in high poverty schools highlighted the role of school leadership as a precipitating factor. Through their qualitative study utilizing interviews with 26 physical education teachers in high poverty schools throughout the United States, Ellison et al. (2022) found that teacher commitment increased when teachers reported working for principals who demonstrate strong instructional leadership, provide clear expectations, and foster a positive school culture.

To promote a positive school culture, a high level of trust must exist between teachers and their principals (Bukko et al., 2021). Bukko et al. (2021) explored the practices of a high-trust school that built and sustained trust between teachers and principals based on the perceptions of teachers. Unlike Price's (2021) study linking trust with organizational commitment, Bukko et al.'s (2021) research did not directly focus on teacher retention. However, Bukko et al.'s (2021) results suggested that building trust between teachers and principals can positively influence the school climate, leading to increased teacher satisfaction and potentially increased teacher retention. Teachers in Bukko et al.'s (2021) study reported that the principal's trust-building practices made them feel valued, respected, and supported, which in turn contributed to their commitment to the school. Oyer (2015) found a significant positive

correlation between teacher perception of their principal's level of humility and teacher perception of the principal's leader effectiveness. According to Lee and Ashton (2004, as cited in Oyer, 2015) honesty is a characteristic of humility. Oyer (2015) claimed that leaders who are perceived as humble are also likely to be perceived as trustworthy. Principals who are perceived as trustworthy are more easily able to foster trust with their teachers (Oyer, 2015) and increased level of trust has been linked to higher teacher commitment to their organization (Player et al., 2017). Urick (2020) identified four key school leadership practices that promoted teacher retention as interpreted by classroom teachers. Using survey data, Urick (2020) found that communication, collaboration, recognition, and shared decision-making reduced the rate of teacher attrition. Based on the results of this research, Urick (2020) encouraged school leaders to focus on implementing these practices to motivate teachers to remain in their schools. According to teachers, principal practices matter when deciding whether to stay or leave a school (S. P. Harris et al., 2019; Kaiser & Thompson, 2021; Urick, 2020; J. Wang et al., 2020).

Relationship Between Personality and Behavior

The proposed study will examine teacher perception of principal personality traits and teacher intent to remain in the profession. One's perception of others is shaped by observable behaviors, behaviors that could be considered manifestations of personality traits according to the five-factor theory of personality (Tackman et al., 2020). To adequately discuss the relationship between personality and behavior, the historical foundation of these social sciences should be taken into consideration. While the study of personality and the study of behavior have operated as separate pursuits since the early 20th century (G. Allport, 1937; Watson, 1914), Mann (1959) endeavored to identify the relationship between the two by composing a review of previous research that would be used as "a taking off point for future research... helping to make

knowledge in the field [of personality and behavior] more cumulative” (Mann, 1959, p. 242). Utilizing over 300 studies of individuals working together in small groups, seven personality factors emerged: intelligence, adjustment, extroversion-introversion, dominance, masculinity-femininity, conservatism, and interpersonal sensitivity. Mann’s behavior variables included total activity rate, task activity, social-emotional activity, and conformity. Total activity rate denotes the number of acts initiated or the number of seconds spent talking in the group. Task activity is operationalized as expressions addressing issues facing the groups, such as opinions and suggestions. Social-emotional activity represented expressions addressing issues within the group, such as agreeing, disagreeing, solidarity, and antagonism. Conformity described an individual’s proclivity to acquiesce to pressure and opinions of the group. According to Mann’s findings the personality factors with strong, positive correlations to total activity rate were intelligence, extroversion, and adjustment. The personality factors of adjustment, extroversion, masculinity, intelligence, dominance, and conservatism were all positively correlated with task activity. The results for social-emotional activity indicated that increased levels of intelligence and adjustment were linked to positive social-emotional activity such as agreement and facilitation of group cohesion. On the behavior variable of conformity negative correlations were found with adjustment, extraversion, and dominance while a positive correlation was found with conservatism.

Mann’s (1959) work was only the beginning of investigative research into the relationship of personality and behavior, paving the way for personality and behavior to be studied explicitly in tandem. Recent research using the Big Five personality constructs (Goldberg, 1990) in relation to behavior has been conducted on construction worker safety behaviors, knowledge collection behaviors in software engineers, and financial investor

behaviors (Amin et al., 2023; Damayanti et al., 2023; Rajasekar et al., 2023). Tackman et al. (2020) sought to identify behavioral manifestations of the Big Five personality traits in the daily lives of individuals. This ambitious study included 462 participants of varying ages, geographical locations, and life experiences. Observations of the participants were gathered through an electronically activated recorder (EAR) method, collecting behavior data through environmental sounds and participant dialogue for a minimum of two days. For the personality trait of extraversion, Tackman et al. found that individuals with high levels of extraversion spent more time talking, used more words, and spent more time in groups of people. For the trait of agreeableness, individuals high in this area used less curse words, used more first-person plural pronouns (we, us, our), and increased time engaged in religious behavior such as attending church. The relationship between agreeableness and religious engagement was also established by Kern et al. (2014). Individuals with high levels of conscientiousness spent more time in class or using words related to their jobs. Conscientious individuals also promoted social harmony through their use of language (using less words of anger) and engaging in meal preparation/consumption as a result of developed self-discipline. The trait of neuroticism manifested as language expressing anger and/or anxiety, expression of negative emotions, increased instances of crying, and frequent seeking of social-emotional support from others. The trait of openness to experience was most manifested through language with open individuals using more analytic words and increased frequency of discussing philosophical topics. Individuals with high openness to experience also yawned less, which could mean they remain more actively engaged in the activities of their daily lives. Tackman et al.'s (2020) research concluded that correlations can and do exist between personality trait constructs and daily behavior.

Principal Behavior

Expanding upon the conclusion that personality can be expected to predict behavior throughout the life span (Tackman et al., 2020), research has been conducted targeting the influence of principal behavior on teacher retention (Bartanen et al., 2019; DeMatthews et al., 2022; Grissom & Bartanen, 2019). DeMatthews et al. (2022) examined the relationship between principal turnover and teacher turnover. Utilizing extensive longitudinal data on principal and teacher retention patterns, DeMatthews et al. (2022) found that teacher turnover increases for several years after a principal leaves a school. On average, the teacher turnover rate for the schools that experience principal turnover increased by 10.4% for the next five years compared to schools with sustained principalships. Another noteworthy finding is that principal turnovers involving a transfer to another school predicted higher rates of teacher turnover than principal migration due to retirement, promotion, or demotion. Bartanen et al. (2019) examined the impact of principal turnover on teacher turnover. The results of Bartanen et al.'s (2019) study corroborated DeMatthews et al.'s (2022) finding that principal attrition is significantly and positively correlated with teacher turnover.

Recent studies have explored the relationship of teacher evaluation practices in relation to teacher retention. Grissom and Bartanen (2019) investigated the practice of strategic retention among school principals and administration. *Strategic retention* was defined as “the [intentional] retention of effective teachers coupled with the non-retention of ineffective teachers” (Grissom & Bartanen, 2019, p. 515). Grissom and Bartanen (2019) found that principal scored teacher observations and evaluations were the highest predictor of whether a teacher chose to leave the school and the teaching profession. According to their data analysis, even if a teacher had high scores in all other areas of efficacy criteria (growth scores, standardized testing, graduation rate)

but received a poor principal scored evaluation, the teacher remained more likely to leave the school and the teaching profession (Grissom & Bartanen, 2019). DeMatthews et al.'s (2022), Bartanen et al.'s (2019), and Grissom and Bartanen's (2019) research shows the impact of principal action on rates of teacher retention, whether intentional or not. As in DeMatthews et al.'s (2022) and Bartanen et al.'s (2019) research, the principal action of leaving corresponded with higher teacher turnover and serves as an example of unintentional influence on teacher retention. In Grissom and Bartanen's (2019) case, principals used strategic retention in an attempt to intentionally produce teacher turnover.

The dynamics of administrator evaluations, teacher working conditions and the repercussions of abusive school leadership behaviors on teacher retention further emphasize school leadership's influence on teachers' decisions to leave the classroom (Kaniuka, 2020; Khumalo, 2019). Kaniuka (2020) explored the impact of administrator evaluations on teacher working conditions and teacher turnover. Kaniuka argued that the feedback administrators provide teachers through evaluations can have a significant impact on teachers' retention rates. Kaniuka's study used data from the National Center for Education Statistics' Schools and Staffing Survey and the Teacher Follow-up Survey to examine the relationship between administrator evaluation policies and teacher working conditions and teacher turnover. The results of Kaniuka's research suggested that teacher evaluations with feedback focused on teacher growth and development, rather than accountability and punishment, were positively associated with improved teacher working conditions and reduced teacher turnover. Specifically, Kaniuka found that teachers who reported a focus on growth and development in their evaluations also reported better working conditions, such as having a supportive principal, feeling valued and respected, and receiving constructive feedback. Teachers who reported an

emphasis on accountability and punishment in their evaluation reported poorer working conditions and higher turnover rates (Kaniuka, 2020). Khumalo (2019) analyzed the impact of abusive school leadership behaviors on school performance and teacher behavior using previous research. Khumalo asserted that abusive leadership is characterized by actions performed with the intention to make subordinates submissive. Some examples of abusive leadership are belittling, bullying, name-calling, and intentionally ignoring subordinates (Khumalo, 2019). Drawing upon Allen et al.'s (2018) study establishing a relationship between teacher attrition and level of teacher disgruntlement, Khumalo made the claim that abusive leadership behaviors reduce teacher retention. Kaniuka (2020) and Khumalo (2019) emphasized the critical role of leadership in educational settings. Kaniuka (2020) underscored the importance of feedback in evaluations for fostering teacher retention and positive working conditions. Khumalo (2019) illuminated the adverse consequences of abusive leadership behaviors, which undermine teacher satisfaction and exacerbate attrition. The works of Kaniuka (2020) and Khumalo (2019) further establish the significance of leadership behavior and evaluation practices in shaping the educational landscape, with potential implications for teacher retention.

Transformational Leadership

Multiple studies have focused on transformational leadership as an important factor in understanding teacher attrition (Arar & Abu Nasra, 2019; Da'as et al., 2020b; M. Garcia et al., 2014; Thomas et al., 2020; Van der Vyver et al., 2020). Transformational leadership theory (Burns, 1978) was developed based on the study of politicians and political power. Essentially, transformational leadership allowed leaders to influence their followers to attain higher levels of achievement than followers would obtain on their own. Bass (1985) expanded upon Burns' (1978) theory and applied it to varying organizational contexts such as medicine, education, and

the military. Transformational leadership positively influenced organizational commitment and job satisfaction (Bass, 1998). Level of organizational commitment and job satisfaction are closely related to American teachers' decisions to remain in the teaching profession (Blömeke et al., 2018). Transformational leadership theory emphasizes leaders' influence on followers' motivation, job satisfaction, empowerment, self-efficacy, and organizational commitment.

Burns (1978) initially developed the theory of transformational leadership. Integrating his idea with Maslow's (1970) hierarchy of needs, Burns claimed that leaders were able to elevate their followers toward a state of self-actualization. Bass (1985) applied Burns' (1978) theory to the field of education and other public service industries. According to Bass (1985), transformational leadership comprises four major concepts: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence pertains to the leaders' ability to be an ethical and admirable example to their followers. These leaders demonstrate behaviors consistent with a set of core values aligned with the mission of the organization, behaviors that followers want to emulate (Bass, 1985). Inspirational motivation refers to leaders' ability to inspire and maintain confidence in their followers. Inspirational motivators are optimistic and effective communicators who clearly express a shared vision for the future (Bass, 1985). Intellectual stimulation relates to the opportunities leaders provide their followers to engage in problem-solving and decision-making. Transformational leaders encourage autonomy and creativity in their followers to increase motivation and innovation (Bass, 1985). Individualized consideration is one of the main aspects that sets transformational leadership theory apart from other theories of leadership. Transformational leadership recognizes that each member of an organization is unique in his or her needs, desires, and motivation. Transformational leaders take note of these individual aspects and use this knowledge to

customize follower experiences to elicit greater commitment and self-efficacy (Bass, 1985; Burns, 1978).

Research has supported the notion that transformational leadership promotes organizational citizenship behaviors (OCB) among subordinates, increasing the likelihood of staff retention (Podsakoff et al., 2000; G. Wang et al., 2011). Organ (1988) was integral in developing the concept of OCB and provided the following definition: “[OCB is] individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (p. 4). OCB (Organ, 1988) is trademarked by individuals going above and beyond the parameters of their job descriptions without expectation of reward or apprehension of punishment leaning themselves toward high organizational commitment. Podsakoff et al. (2000) found that the transformational leadership style held a stronger positive relationship with employee OCBs when compared to the transactional leadership style (Burns, 1978). G. Wang et al. (2011) conducted a meta-analysis of literature examining transformational theory’s claim that leaders can motivate their followers to perform above expectations (Bass, 1985). The authors (G. Wang et al., 2011) found that transformational leadership held a significant positive correlation with subordinate performance criteria which was even stronger when examined at the team level versus the individual level. Similarly, Arar and Abu Nasra’s (2019) study found a significant correlation between principals who exercise transformational leadership and OCBs in the teachers at their schools. However, in their study, occupational perception mediated this relationship, resulting in no significant direct effect. Arar and Abu Nasra (2019) explained this finding by addressing recent changes in the educational management system in Israel. The new accountability reforms in their area limited the control and decision-making power of principals at the school level. Since principal influence

has been reduced, so has the impact of transformational leadership on teacher demonstrations of OCBs (Arar & Abu Nasra, 2019).

M. Garcia et al. (2014) explored the relationship between elementary teachers and paraprofessional perceptions of their principals' five-factor personality traits and leadership styles. The authors collected data from 242 elementary teachers and paraprofessionals in Texas using questionnaires. Teacher perceptions of principal personality were assessed on the traits of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The staff perceptions of principals' leadership styles were evaluated using the Multifactor Leadership Questionnaire (Avolio & Bass, 2004), which measures transformational, transactional, and passive-avoidant leadership styles. M. Garcia et al.'s (2014) results suggested that principals who demonstrate transformational leadership scored high in the areas of agreeableness, conscientiousness, and openness to experience and scored lower in the area of neuroticism when rated by the teachers and paraprofessionals of their school. In discussing the findings of their research, M. Garcia et al. (2014) stated that staff preferred Transformational and Transactional leaders because they appeared to favor both being rewarded for their efforts and being left alone. This speculation is unsupported by M. Garcia et al.'s (2014) research, or any other cited work, which potentially reveals an author bias toward transformational leadership style. In M. Garcia et al.'s (2014) study, the researchers utilized the international personality item pool (IPIP) (Goldberg, 1999) to construct a 50-item survey for measuring staff perceptions of their principals' personality traits. The items on the M5-50, the instrument planned for use in the proposed study, are also part of the IPIP. However, M. Garcia et al. (2014) did not provide a copy of the specific items used and did not report coefficient alpha for the third-person ratings which could be considered further limitations of M. Garcia et al.'s (2014) study.

Van der Vyver et al. (2020) investigated the critical role of school principals in creating a positive work environment that supports teachers' professional wellbeing and, ultimately, contributes to teacher retention. The authors argued that teachers' job satisfaction and commitment to the profession are strongly influenced by a principal's choice of leadership style. The results of the study revealed a significant relationship between teachers' professional wellbeing and principals' leadership behavior (Van der Vyver et al., 2020). Specifically, principals who exhibited transformational leadership behaviors, such as providing intellectual stimulation, individual consideration, and inspirational motivation, were associated with higher levels of teachers' professional wellbeing. Furthermore, the study found that principals who demonstrated transactional leadership behaviors, such as contingent reward and management-by-exception, negatively influenced teachers' professional wellbeing. These behaviors were associated with lower levels of job satisfaction and commitment among teachers. Van der Vyver et al.'s (2020) work emphasized the importance of principals' leadership behavior in addressing the issue of teacher retention. Through the adoption of a transformational leadership style, principals can create an environment that attracts and retains talented teachers, benefiting students and the entire educational system (Van der Vyver et al., 2020).

Thomas et al. (2020) explored the impact of transformational leadership on teacher commitment, specifically during the teachers' first year in the profession. The researchers collected data from 257 beginning teachers in Belgium. The participants were surveyed using questionnaires to assess their perceptions of transformational leadership and their own attitudes toward job satisfaction, organizational commitment, and intent to leave the profession (Thomas et al., 2020). The results of the study revealed a statistically significant positive correlation between transformational leadership and job satisfaction among beginning teachers. When

school leaders exhibited transformational leadership behaviors, such as providing individualized support, offering intellectual stimulation, and fostering a shared vision, teachers reported higher levels of job satisfaction (Thomas et al., 2020). Thomas et al. (2020) concluded that teachers who perceived their school leaders as transformational leaders were more likely to develop a strong sense of commitment to their organization. This commitment was characterized by emotional attachment, a willingness to exert extra effort, and a desire to remain in the profession (Thomas et al., 2020). In specifically examining transformational leadership in relation to teacher intent to remain, it was found that teachers who perceived their principal as a transformational leader were less likely to express an intention to leave the teaching profession. Thomas et al. (2020) attributed this finding to supportive and inspiring behaviors of transformational leaders having an enhancing effect on teachers' commitment and while simultaneously reducing teacher desire to resign.

Five-factor Personality Domains

Costa and McCrae (1995) expanded the five traits highlighted in the five-factor personality theory (McCrae & John, 1992) to identify six facets of each factor (see Figure 1). The additional facet terms assist in providing a deeper understanding of the original factor trait.

Figure 1*Subdomains of the five-factor traits*

DOMAINS	FACETS	
Neuroticism	N1: Anxiety	N4: Self-Consciousness
	N2: Angry Hostility	N5: Impulsiveness
	N3: Depression	N6: Vulnerability
Extraversion	E1: Warmth	E4: Activity
	E2: Gregariousness	E5: Excitement Seeking
	E3: Assertiveness	E6: Positive Emotions
Openness to Experience	O1: Fantasy	O4: Actions
	O2: Aesthetics	O5: Ideas
	O3: Feelings	O6: Values
Agreeableness	A1: Trust	A4: Compliance
	A2: Straightforwardness	A5: Modesty
	A3: Altruism	A6: Tender-Mindedness
Conscientiousness	C1: Competence	C4: Achievement Striving
	C2: Order	C5: Self-Discipline
	C3: Dutifulness	C6: Deliberation

Note: Adapted from *Five Factor Model or The Big Five* by D'silva, 2019

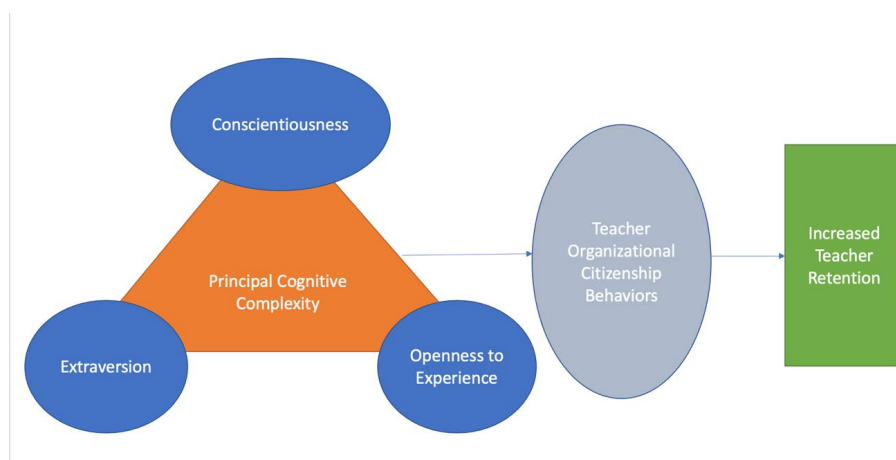
(<https://medium.com/@joslinedsilva/five-factor-model-or-the-big-five-c4b9dd86bbad>) in the public domain.

Recent studies have investigated the relationship between the five-factor personality traits and leadership effectiveness in educational settings, exploring the influence of cognitive complexity in educational leaders (Da'as et al., 2020) and the correlation between self-efficacy and the five-factor personality traits among principals (Özdemir et al., 2020). Da'as et al. (2020) explored the relationships between cognitive complexity, organizational citizenship behavior, and the big five personality traits in educational leaders. The authors described cognitive complexity as the ability to evaluate scenarios, people and events from multiple perspectives compared to less cognitively complex individuals that utilize less perspectives in those processes (Da'as et al., 2020). Da'as et al. (2020) found that school leaders displaying high levels of cognitive complexity scored high in the personality domains of openness to experience, extraversion, and conscientiousness. Low levels of cognitive complexity were correlated with high levels of neuroticism. One finding of particular interest in this study was that higher levels of integrative cognitive complexity in school leaders produced a strong relationship with

increased organizational citizenship behaviors (OCBs) demonstrated by teachers (Da'as et al., 2020). Organizational citizenship behaviors are voluntary behaviors performed outside of a formal job description with the aim of enhancing organizational effectiveness (Da'as et al., 2020, p. 402). According to Organ (1988), OCBs are evidence of high organizational commitment, and organizational commitment is significantly correlated with teacher retention (Ford et al., 2019). In the context of the proposed study, teacher intent to remain in the profession is an OCB (see Figure 2) as interpreted by Da'as et al. (2020).

Figure 2

Da'as et al. (2020) trait to teacher retention diagram



Note. The personality factors of extraversion, conscientiousness, and openness to experience are integral to principal level of cognitive complexity. Higher levels of principal cognitive complexity predict teacher organizational citizenship behaviors. Increased teacher retention is a manifestation of teacher organizational citizenship behaviors (Da'as et al., 2020).

Özdemir et al. (2020) examined principals' levels of self-efficacy in relation to the big five personality traits using self-reports. Although the proposed study intends to utilize other ratings, Özdemir et al.'s (2020) work using self-reports remains relevant given McCrae and Costa's (1987) evidence of convergent and discriminant validity across different raters on all

five-factor traits. The sample for Özdemir et al.'s (2020) study consisted of 643 principals in Ankara, Turkey. Using self-reports of the five-factor inventory (Benet-Martínez & John, 1998) and the principal self-efficacy scale (Tschannen-Moran & Gareis, 2004), Özdemir et al. (2020) found statistically significant positive relationships between four of the five-factor traits and administrative self-efficacy beliefs among principals. Extraversion, conscientiousness, openness to experience, and emotional stability were associated with higher levels of administrative self-efficacy (Özdemir et al., 2020). This study demonstrated that different personality traits have varying degrees of relationships with specific aspects of administrative self-efficacy. For example, extraversion was found to have a significant impact on principals' confidence in establishing and maintaining relationships with stakeholders, while conscientiousness was associated with beliefs in their own ability to effectively organize and manage school resources (Özdemir et al., 2020). Özdemir et al. (2020) suggested that principals with certain personality traits may possess inherent qualities that facilitate their effectiveness in performing administrative responsibilities that, in turn, may promote teacher retention. The work of Da'as et al. (2020) and Özdemir et al., (2020) shed light on the significance of personality traits in educational leadership, providing valuable insights that can inform efforts to reduce teacher attrition.

Self-report vs. Other-raters

The proposed study employs the use of other-rater responses on an instrument that was initially developed as a self-rating, the M5-50 (McCord, 2002). As a product of the International Personality Item Pool (2022; Goldberg, 1999), the M5-50 developers support the rewording of items to measure the perceptions of others. The advantages of utilizing other rater responses instead of self-ratings were demonstrated in Sinha and Hassan's (2015) research on response

bias. Sinha and Hassan's (2015) sample consisted of 100 adults residing in India. The participants were asked to rate their level of agreement with statements relating to their perception of others as a collective (example: People know when to remain silent) and their own social desirability (example: I forgive others). The data indicated that participants rated themselves and others similarly on socially desirable statements, but there was a significant difference on responses to socially undesirable statements, with self-raters considering negative statements to be much less true for themselves than for others (Sinha & Hassan, 2015, p. 114). Due to this finding, Sinha and Hassan (2015) recommended using other rater responses as a way to avoid self-report bias, particularly in the field of social sciences where sensitive subjects, such as morality, ethics, and leadership styles, are often examined.

Similar implications for biased self-ratings were also reported in Ringer et al.'s (2020) examination of self-rating and third person ratings. Ringer et al. was concerned with establishing levels of interrater agreement regarding elderly patient frailty as documented by self-reports and staff reports in 159 cases in a Canadian hospital emergency room over the course of four months. The authors defined frailty as a vulnerable state brought on by several physical and psychological issues that primarily afflict the elderly population (Ringer et al., 2020). Consistent with Sinha and Hassan's (2015) conclusion that self-ratings downplay negative attributes, the patient self-reports indicated lower levels of frailty than the levels reported by doctors and nurses on the same patient. Although self-rating and staff ratings demonstrated moderate agreement overall as reported by Cohen's kappa (k), self-rating was $k = 0.59$ and staff ratings was $k = 0.53$, agreement on the patient level of frailty as reported by members of staff (doctors vs. nurses) was stronger with $k = 0.74$.

Specifically exploring construct validity between self-ratings and observer ratings, Malesza and Kaczmarek (2020) compared self-assessments and observer assessments on the three facets of the dark triad model of personality traits. The dark triad traits are Machiavellianism, psychopathy, and narcissism, all of which are socially undesirable traits (Paulhus & Williams, 2002). Machiavellianism referred to a set of tendencies associated with manipulative behavior, strategic self-interest, and a cynical view of others. Psychopathy was trademarked by a lack of remorse or guilt, superficial charm, impulsivity, and a grandiose sense of self-worth (Paulhus & Williams, 2002). Narcissism was characterized by excessive self-focus, a sense of entitlement, and a need for admiration and attention (Paulhus & Williams, 2002). The sample in Malesza and Kaczmarek's (2020) study consisted of 266 German college students. Each student was asked to select three peers they had been acquainted with for at least one year to complete the observer responses on the students' traits of the dark triad. This sampling strategy yielded a total of 266 self-ratings and 798 observer ratings. Regarding self-other agreement, Malesza and Kaczmarek (2020) found that Pearson (r) correlations between self-rating and peer-averaged ratings indicated statistically significant agreement across each of the three broad dimensions of the dark triad ($r > .30$). Only one subdomain related to narcissism, exploitative/entitlement, fell below the .30 threshold ($r = .16$) necessary to be considered significant agreement. Malesza and Kaczmarek (2020) attribute this finding to the idea that narcissists can make favorable first impressions, but as familiarity with a narcissistic person increases, the less favorable others perceive them. In their discussion on this topic, the authors tout the use of other-rater responses when conducting research on personality traits by stating, "...other-ratings contain some degree of unique, trait-relevant information, and, consequently,

other-ratings may enrich the theoretical understanding of the role of personality traits in areas that would otherwise be neglected” (Malesza & Kaczmarek, 2020, p. 2171).

Discrepancies between leader self-ratings and ratings given by others are well documented (M. M. Harris & Schaubroeck, 1988). McKee et al. (2018) endeavored to examine the self-rater and other-rater discrepancy from a big five personality trait perspective. The authors anticipated that the trait of neuroticism would result in higher rater disagreement since high levels of neuroticism are related to anxiety and emotional instability, however, this was not the case (McKee et al., 2018). Leaders who scored themselves higher on the trait of neuroticism reduced the difference between their ratings and the ratings of their subordinates. McKee et al. (2018) provided a possible explanation for this result by stating that as neuroticism rises so does a fixation with observing one’s surroundings, including other people's expectations. This tendency may provide those with higher levels of neuroticism with more insight into how others perceive them, leading to an increase in self-awareness and self-other agreement (McKee et al., 2018).

Summary

This literature review focused on research related to teacher perception of educational leadership and factors contributing to teacher attrition. Previous studies pertaining to impression management theory, the five-factor theory of personality, transformational leadership, and other-rater responses were discussed in regard to the theoretical framework and methodology of the current study.

Goffman's (1959) theory of impression management focused on the mechanisms through which humans exert control over the perception others have of them. Mann (1959) identified personality traits and their association with behavioral patterns. The Big Five personality

constructs have been used in modern studies to examine behavior, with Tackman et al. (2020) finding significant associations between individuals with elevated levels of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience and their everyday behavioral manifestations.

The five-factor theory of personality has undergone multiple iterations since its inception, with McCrae and John (1992) establishing a widely recognized and extensively studied five-factor theory. Goldberg (1990) extended the research conducted by earlier five-factor theorists to provide empirical evidence for the generalizability of the five-factor model. Prior research has demonstrated noteworthy associations between teacher views of leadership support and teacher attrition. Studies revealed that teachers' decisions to remain in their teaching positions were influenced by favorable perceptions of leadership support, communication, acknowledgment, and trust (Ford et al., 2019; Nguyen et al., 2020). The establishment of trust between teachers and principals, along with the adoption of strategies such as effective communication, collaborative efforts, acknowledgment of achievements, and joint decision-making, has been identified as potentially leading to higher levels of teacher satisfaction and improved teacher retention rates (Bukko et al., 2021; Ellison et al., 2022; S. P. Harris et al., 2019; Kaiser & Thompson, 2021; Urick, 2020; J. Wang et al., 2020).

Significant findings have been derived from research investigating the activities and behaviors of principals in connection to teacher retention. DeMatthews et al. (2022) found that teacher turnover significantly increases multiple years following the departure of a principal from a school. Grissom and Bartanen (2019) emphasized the considerable influence that principal-conducted teacher evaluations have on teachers' choices to depart from both their school and the teaching profession. Kaniuka (2020) concluded that administrator assessment

procedures prioritizing growth and development, as opposed to accountability, play a crucial role in enhancing teacher working conditions and mitigating turnover.

The research on the impact of leadership personality traits on teacher retention is limited but continually evolving. Research by Da'as et al. (2019) found a negative correlation between principal cognitive complexity and teacher intention to quit their job. Guthery and Bailes (2022) found a positive correlation between extended periods of principal tenure and increased rates of teacher retention, attributed to factors such as cultivating stronger interpersonal connections with teaching staff, providing constant support, and fostering a positive school environment. Trust between principals and teachers has been shown to enhance teacher commitment (Price, 2021). Primary school teachers tend to prefer collaborating with administrators who demonstrate transformational leadership qualities, as opposed to those who exhibit transactional or passive-avoidant leadership styles (M. Garcia et al., 2014). Transformational leadership theory emphasizes the impact leaders have on motivation, work satisfaction, empowerment, self-efficacy, and organizational commitment leading to an increase in staff retention (Da'as et al., 2020; Özdemir et al., 2020).

Recent studies have identified significant associations between the five-factor personality traits and behavioral manifestations of individuals within educational organizations, supporting the inclusion of the five-factor structure in the proposed research. The review of previous literature culminates in the call for research examining teacher perceptions of principal personality traits and their relationship to teacher intent to remain in the teaching profession.

CHAPTER THREE: METHODS

Overview

The purpose of this quantitative, causal-comparative study is to investigate the relationship between teacher perceptions of principal personality traits and teacher intent to remain in the teaching profession. This chapter begins by introducing the study's design, including complete definitions of all variables followed by the research questions and null hypotheses. The participants and setting, instrumentation, procedures, and data analysis plans are presented.

Design

Exploration of a potential cause-and-effect relationship between teacher perception of principal personality traits and teacher intent to remain in their profession was directed by a quantitative, causal-comparative research design. Gall et al. (2007) described causal-comparative research as

...a type of nonexperimental investigation in which researchers seek to identify [possible] cause and effect relationships by forming groups of individuals in whom the independent variable is present or absent - or present at several levels - and then determining whether the groups differ on the dependent variable. (p. 306)

The independent variable in a causal-comparative design adheres to two main requirements: It must be categorical and consist of naturally occurring groups that cannot be subject to random selection.

When conducting a causal-comparative study, it is important to interpret the findings conservatively since experimental control is limited outside of experimental research (Creswell & Guetterman, 2019). Creswell and Guetterman warn against the desire to declare cause-and-

effect relationships from a causal-comparative study since it is highly likely that only an association between variables exists. This shortcoming of causal-comparative designs is a substantial limitation. Controlling for all extraneous variables in a causal-comparative study is exceedingly challenging and cause-and-effect relationships cannot be established with certainty (Creswell & Guetterman, 2019).

Causal-comparative design was appropriate for the current study because all requisites of the design are met. The independent variable, teacher intent to remain, is categorical. The categorically leveled groups of the independent variable fall along a spectrum dictated by increasing intention to remain in the teaching profession, specifically, the highest intent indicated by intention to teach *as long as possible*, moderate intent signified by intention to teach *until eligible for retirement/benefits*, and the lowest intent represented by intention to *leave the teaching profession*. These three groups of the independent variables are naturally occurring and assignment to the intent groups cannot be randomly designated by researchers. Individual teachers carry the sole responsibility for indicating their level of intent to remain in the profession. The current study encompasses five dependent variables of principal personality traits as perceived by teachers based on the big-five personality factors (Goldberg, 1992). Each domain is scored along a continuum from high presence of the trait to low presence of the trait. The dependent variables and their respective definitions by research question are as follows:

- RQ1: *Openness to experience* - The purposeful seeking and appreciation of experience for its own sake (Reed et al., 2004).
- RQ2: *Conscientiousness* - Characterized by personal competence, dutifulness, organization, and persistence (Reed et al., 2004).
- RQ3: *Extraversion* – Sociable, assertive, active, and talkative (Reed et al., 2004).

- RQ4: *Agreeableness* – Pertaining to altruism, sympathy, and proclivity to trust others (Reed et al., 2004).
- RQ5: *Neuroticism* - The general tendency to experience negative feeling states such as fear, sadness, anger-hostility, and ineffective ability to cope with stress (Reed et al., 2004).

Research Questions

RQ1: Is there a difference in American K-12 public school teachers' perceptions of their principals' *openness to experience* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ2: Is there a difference in American K-12 public school teachers' perceptions of their principals' *conscientiousness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ3: Is there a difference in American K-12 public school teachers' perceptions of their principals' *extraversion* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ4: Is there a difference in American K-12 public school teachers' perceptions of their principals' *agreeableness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ5: Is there a difference in American K-12 public school teachers' perceptions of their principals' *neuroticism* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

Hypotheses

H₀₁: There is no difference in teacher perception scores of their principals' *openness to experience*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₂: There is no difference in teacher perception scores of their principals' *conscientiousness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₃: There is no difference in teacher perception scores of their principals' *extraversion*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₄: There is no difference in teacher perception scores of their principals' *agreeableness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₅: There is no difference in teacher perception scores of their principals' *neuroticism*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Participants and Setting

The target population of this study was public-school teachers that reflect the vast cultural and demographic diversity of the United States. Information related to the participants, sampling technique, sample size, and setting are reviewed and discussed in the following chapter.

Population

The population of this study was full-time public-school teachers in grades kindergarten through twelfth grade practicing within the United States of America. The participants for the study were public-school teachers contacted through convenience sampling using the snowball, or chain sampling, method. Gall et al. (2007) describes the snowball sampling method as identification of an eligible individual who is asked to recommend another qualifying individual, then in turn that individual is asked to identify subsequent individuals for inclusion in a study. This cycle continues until the target sample size is obtained. To qualify for inclusion in the study, the participants had to be full-time public-school teachers in the United States operating under the supervision of a building-level principal in the 2023-2024 academic school year.

Participants

Potential participants were contacted directly through electronic means on social media (see Appendix E) with a link directing them to the informed consent and survey forms. Each participant was asked to share the link with at least three other qualifying individuals and that those individuals continue the snowball sampling cycle. The required minimum number of participants when assuming a medium effect size with a statistical power of .7 at the $\alpha = .05$ level for a one-way ANOVA with three groups is 126 (Gall et al., 2007). Recruitment took place through social media and through electronic correspondence with known participants that met

the inclusion requirements. The sample was composed of 278 participants, 22 indicated they were male, 254 indicated they were female, and 2 chose not to answer the demographic question related to gender. Of the entire sample, 93.9% identified as Caucasian. Regarding age, 11.5% were 22-30, 27.3% were 31-40, 31.3% were 41-50, and 29.5% were over 50 years of age. The highest level of education completed included 30.6% with Bachelor's degrees, 48.9% with Master's degrees, 12.6% with Education Specialist degrees, and 6.8% with Doctoral degrees. Student population was also reported with 65.1% of teachers reporting they did not teach special education students and 34.5% reporting they did teach special education students (see Table 1).

Table 1

Demographic Distribution of the Sample

Characteristic	%
Gender	
Female	91.4
Male	7.9
No Response	.7
Race	
Caucasian	93.9
Other Races	5.5
No Response	.7
Age	
22 – 30	11.5
31 – 40	27.3
41 - 50	31.3
51 - 60	20.1
>60	9.4
No Response	.4
Education Level	
Associate's	1.1
Bachelor's	30.6
Master's	48.9
Education Specialist	12.6
Doctoral	6.8
Student Population	
Special Education	34.5
General Education	65.1
No Response	.4

Three groups of participants were created based upon the response to the survey question concerning their intent to remain, forming the independent variable. The first group is composed of participants who will indicate they intend to remain in teaching “As long as I am able.” This group exhibits the highest level of intent to remain with a total number of 92 participants. The second group is comprised of participants who will indicate they intend to remain in teaching “Until I am eligible for retirement/benefits,” producing a moderate level of intent to remain with a total number of 141 participants. The third group consists of participants who will indicate they intend to remain in teaching “Until a better opportunity comes along/leaving as soon as I can,” the lowest level of intent to remain demonstrated by a total of 45 participants (See Table 2).

Table 2

Sample Distribution by Intent

Intent	<i>n</i>	%
Able	92	33.10%
Retirement/Benefits	141	50.70%
Leaving	45	16.20%
Total	278	100.0%

The teacher group indicating intent to remain “As long as I am able” included 83 females and 8 males. Teachers above the age of 40 comprised 60.8% of this group and 64.1% of those teachers possessed a Master’s degree or higher. The group of teachers indicating they intend to remain “until eligible for retirement/benefits” was composed of 130 females and 11 males. Teachers above the age of 40 represented 66% of this group and 71.7% of teachers in this group held a Master’s degree or higher. The final group of teachers indicating they intend to leave the profession contained 3 males and 41 females. Teachers above the age of 40 made up 45.4% of this group with 66.6% having earned a Master’s degree or higher.

Setting

An electronic survey on the Qualtrics platform was made available online for eligible participants to complete during the dates of January 4, 2024, to February 24, 2024.

Instrumentation

The survey administered to participants through the online platform, Qualtrics, included one question about teacher intent to remain in the profession and an other-rater version of the M5-50 (McCord, 2002) questionnaire. To gather data on teacher intent to remain in the profession, the survey distributed to participants included the question, “Which statement best describes how long you plan to remain in teaching.” There were three possible answer options to this question: “As long as I am able,” “Until I am eligible for retirement/benefits,” and “Until a better opportunity comes along/leaving as soon as I can.” The wording for this question was taken directly from item 7-10 on the 2020-2021 National Teacher and Principal Survey (National Center for Education Statistics, 2021). This item has been used by the National Center for Education Statistics in at least eight national teacher questionnaires since the 1987-1988 school year. The National Center for Education Statistics conducted cognitive and usability testing to ensure the questions were understood as intended, but no formal reliability or validity testing was completed (M. Spiegelman, personal communication, January 17, 2023).

The M5-50 questionnaire (McCord, 2002) is used to measure the five-factor (Goldberg, 1992) personality constructs of a person. The five-factor constructs are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. All five constructs have been previously defined in this dissertation. The M5-50 was developed by McCord (2002) as a result of the international personality item pool (IPIP) collective (Goldberg et al., 2006) and is located in the public domain for free and appropriate use, therefore, no permission was required to use

this instrument. The IPIP collective's mission is to make personality inventory assessments more widely available for use in research (Goldberg et al., 2006). The trait of openness to experience was represented by items such as "Do not like art" and "Enjoy hearing new ideas."

Conscientiousness was measured by items including "Do just enough work to get by" and "Carry out plans." The trait of extraversion was signified by items such as "Make friends easily" and "Am skilled at handling social situations." Agreeableness was a trait evaluated by responses to items like "Believe others have good intentions" and "Respect others." The final trait, neuroticism, was gauged by items including "Panic easily" and "Rarely get irritated."

The M5-50 (McCord, 2002) has been used in multiple studies to measure five-factor personality constructs (Goldberg, 1992) applied to a variety of research topics. Most recently, its use in studying aspects of well-being and emotionality has added valuable knowledge to the research community (Bright et al., 2021; J. H. Kim et al., 2022; Park et al., 2022). Socha et al. (2010) studied the M5-50's construct validity and reliability utilizing a sample of 760 faculty, staff, and students at public university. Socha et al. (2010) found good reliability of the M5-50 constructs measuring all five personality trait domains with coefficient alpha of .78 for openness to experience, .85 for conscientiousness, .86 for extraversion, .76 for agreeableness, and .86 for neuroticism. The results of Socha's confirmatory factor analysis produced a less than desirable comparative fit index of .706. However, to defend the M5-50's construct validity, Socha et al. (2010) employed Hu and Bentler's (1999) goodness of fit indices combination guidelines requiring a standardized root mean square (SRMR) less than .09 and a root mean square error of approximation (RMSEA) less than .06 to determine goodness of fit. Socha et al.'s research yielded a SRMR of .083 and a RMSEA of .068. Although the RMSEA was slightly above the .06 cutoff, Socha et al. asserted that using the combination strategy was evidence of an

acceptable M5-50 model fit. To further support the validity of the M5-50, Warlick et al. (2021) provided evidence of concurrent validity between the M5-50 and the NEO-PI-3 (McCrae et al., 2005), which is a proprietary personality inventory based upon the same five-factor model used frequently in research. Using a sample of 305 individuals recruited through Amazon's MTurk software, Warlick et al. (2021) reported significant correlations at the Bonferroni corrected $p < .0003$ level for all five M5-50 domains and the five factor domains of the NEO-PI-3. The correlations produced from Warlick et al.'s (2021) analysis were .84 for extraversion, .87 for agreeableness, .85 for conscientiousness, .89 for neuroticism, and .74 for openness to experience. Since correlation coefficients of 1.00 indicate perfect relationships between variables, rising and falling at exactly the same intervals, all coefficients for the five factor correlations according to Warlick's study are considered to be strongly correlated (Gall et al., 2007).

The M5-50 questionnaire (McCord, 2002) consists of 50 items and requires approximately 15 minutes to complete. Each of the five factor domains, openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, are measured by 10 statements corresponding to it on the questionnaire. The item statements are scored on a five-point Likert scale ranging from "Inaccurate" to "Accurate" with the following options: 1 = Inaccurate, 2 = Moderately Inaccurate, 3 = Neither, 4 = Moderately Accurate, 5 = Accurate. Each item corresponds to one of the five personality domains and either increases or decreases the individual personality domain score. The score for each of the five factor domains is calculated by taking the average of the score of the 10 items measuring that factor. Averages for each of the five-factor trait domains were calculated by the researcher using the exported data sets from a Microsoft Excel file into SPSS software. Mean scores (M) and standard deviations (SD) for each personality domain based on Warlick et al.'s (2021) research are as follows: Openness to

experience $M = 2.48$ $SD = .88$, Conscientiousness $M = 3.78$ $SD = .74$, Extraversion $M = 3.07$ $SD = .88$, Agreeableness $M = 3.73$ $SD = .68$, Neuroticism $M = 3.73$ $SD = .70$.

The original M5-50 was written as a self-report questionnaire, however, since the current study sought to examine teacher perceptions of their principals' personality traits, an other rater form of the questionnaire was needed. The official IPIP (2022) website details instructions for changing the questionnaire items for use in third-person rating by substituting first person pronouns with third person pronouns and adding an s to initial verbs. For example, item number 17, "keep in the background," was changed to "keeps in the background" and item 19, "am always prepared," was changed to "is always prepared." Item numbers 8 and 20 were modified beyond the IPIP instructions since these items asked about tendencies in voting for political candidates, which is a confidential act that coworkers would be unlikely to have accurate knowledge about. After consultation with a collegiate level English composition instructor, the word "vote" was replaced with the word "support." Item 8 was changed from "tend to vote for liberal political candidates" to "tends to support liberal political candidates" and item 20 was changed from "tend to vote for conservative political candidates" to "tends to support conservative political candidates." See Appendix A for the final revised instrument.

Procedures

The research proposal was defended and approved on November 21, 2023. Institutional Review Board approval for the current study was received on December 29, 2023 (see Appendix B). The M5-50 with third-person statements was electronically formatted into a survey using Qualtrics. Study purpose, instructions, and consent for participation were included in the Qualtrics survey. Links to the survey were distributed to known qualifying individuals through direct messages and public posts from the researcher and the researcher's close family members

on Facebook (see Appendix E). When the survey link was accessed, the consent form appeared immediately, followed by the confidentiality and privacy statement. The first part of the survey contained questions relating to demographics and the item addressing teacher intent to remain in the profession (see Appendix C). Following the completion of those items, the participants answered the M5-50 questionnaire one item at a time. Participants were given 30 minutes to complete and submit their responses. The Qualtrics system converted submitted data into a Microsoft Excel spreadsheet which was then uploaded to SPSS for analysis. The data are stored on a password protected computer and will be retained for a period of three years after the completion of this study. After three years, the data files will be completely deleted.

Data Analysis

A one-way analysis of variance (ANOVA) was conducted to address each of the study's five research questions. Warner (2021) defines an ANOVA as "An analysis that tests whether there are statistically significant differences between group means on scores on a quantitative outcome variable across two or more groups" (p. 593). ANOVA requires that the independent variable is categorical, and the dependent variable is continuous. The independent variable of the current study is categorical, composed of three groups indicating highest level of intent to remain, moderate level of intent to remain, and lowest level of intent to remain. The dependent variables of this study are each of the five-factor personality domains; openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Goldberg, 1992). Each of the five-factor personality traits have 10 corresponding items on the M5-50 that produces a domain raw score. Lower domain raw scores correspond to lower perceptual presence of the personality trait (less agreeable, etc.) and higher scores correspond to greater perceptual presence of the personality trait (more agreeable, etc.). The item raw score values are based on the responses to

questionnaire items ranging from 1 (inaccurate) to 5 (accurate) with items 3, 4, 5, 6, 9, 10, 13, 14, 15, 17, 18, 20, 21, 22, 23, 25, 26, 29, 31, 32, 34, 36, 38, 45, 46, and 50 being reversed scored due to overly negative or positive connotations in the item wording. From the item raw scores, averages were calculated for each of the five trait domains corresponding to its items.

After data collection, data was downloaded from Qualtrics, converted into an Excel file and visually screened for missing or incomplete entries. Incomplete entries were still included in data analysis provided all ten item responses of at least one personality domain were obtained. The data in the Excel file was exported to SPSS. Box and whisker plots were reviewed to identify extreme outliers in the data set, specifically, individual trait averages that fall outside the expected range of 1 to 5. Mean scores for the five personality domains were calculated and used to run each of the five ANOVAs. Coefficient alpha was calculated for each of the five-factor personality domains as measured by the third-person items of the M5-50 to establish internal consistency of the reworded items. To address the ANOVA assumption of normality, the Kolmogorov-Smirnov assumption tests of normality were conducted. Levene's Test of Equality was used to address the ANOVA assumption of homogeneity of variance. Effect sizes were reported using partial eta squared. To limit Type I error, a Bonferroni correction was employed since there were three tests of significance conducted (Warner, 2021). The calculation for a Bonferroni correction typically uses an alpha level of .05 and then divides by the number of hypothesis tests run. For that reason, the alpha level for this study was calculated thus: $.05/3 = .016$. Therefore, $\alpha = .016$.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this quantitative, causal-comparative study was to determine if there are statistically significant differences in teacher perceptions of principal personality traits and teacher intent to remain in the teaching profession. The independent variable of teacher intent to remain in the profession was consistent for all five null hypotheses while each of the five-factor personality traits of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism served as the dependent variable. Reliability statistics for the third-person worded M5-50 are discussed before the five one-way ANOVAs and Bonferroni post hoc comparisons are reviewed. The following chapter includes research questions, five null hypotheses, descriptive statistics, data screening procedures, assumption testing, and results.

Research Questions

RQ1: Is there a difference in American K-12 public school teachers' perceptions of their principals' *openness to experience* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ2: Is there a difference in American K-12 public school teachers' perceptions of their principals' *conscientiousness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ3: Is there a difference in American K-12 public school teachers' perceptions of their principals' *extraversion* among teachers who indicate their intent to *remain in the teaching*

profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?

RQ4: Is there a difference in American K-12 public school teachers' perceptions of their principals' *agreeableness* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

RQ5: Is there a difference in American K-12 public school teachers' perceptions of their principals' *neuroticism* among teachers who indicate their intent to *remain in the teaching profession as long as possible, remain until eligible for retirement and/or benefits, and leave the teaching profession?*

Null Hypotheses

H₀₁: There is no difference in teacher perception scores of their principals' *openness to experience*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₂: There is no difference in teacher perception scores of their principals' *conscientiousness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₃: There is no difference in teacher perception scores of their principals' *extraversion*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₄: There is no difference in teacher perception scores of their principals' *agreeableness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

H₀₅: There is no difference in teacher perception scores of their principals' *neuroticism*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Descriptive Statistics

Percentages of the total sample for gender, race, age, education level, student population (see Table 1) and intent to remain in the profession (see Table 2) were reviewed in chapter three. Descriptive statistics for each of the five factor personality traits are examined in respect to the total sample's means and standard deviations in Table 3.

Table 3

Personality Trait Means and Standard Deviations for Sample

Personality Trait	<i>N</i>	<i>M</i>	<i>SD</i>
Extraversion	278	3.7	0.7
Agreeableness	278	3.8	1.1
Conscientiousness	278	3.9	1.0
Neuroticism	278	2.1	0.7
Openness to Experience	278	3.4	0.6

Results

Reliability of Third-Person M5-50

Since a third-person worded M5-50 had not been tested and reported in literature for reliability, coefficient alpha was generated for the 10 items comprising each of the five-factor traits. Coefficient alpha is a measure of consistency used to establish the degree to which items on a scale measure the same construct (Laerd Statistics, 2023). The internal reliability was

sufficiently high for affective survey research based on coefficient alpha (Comrey, 1988); .78 for openness to experience ($n = 273$), .80 for conscientiousness ($n = 270$), .81 for extraversion ($n = 272$), .95 for agreeableness ($n = 272$), and .84 for neuroticism ($n = 275$). See Appendix F for a link to the covariance matrices for each trait scale. These results were consistent with Socha et al.'s (2010) coefficient alpha on the first-person worded M5-50 (see Table 4).

Table 4

Reliability Statistic Comparison

Personality Trait	Current Study coefficient alpha 3 rd person items	Socha et al. (2010) coefficient alpha 1 st person items
Openness to Experience	.78	.78
Conscientiousness	.80	.85
Extraversion	.81	.86
Agreeableness	.95	.76
Neuroticism	.84	.86

Hypotheses

Null Hypothesis One: Openness to Experience and Intent to Remain

H₀₁: There is no difference in teacher perception scores of their principals' *openness to experience*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

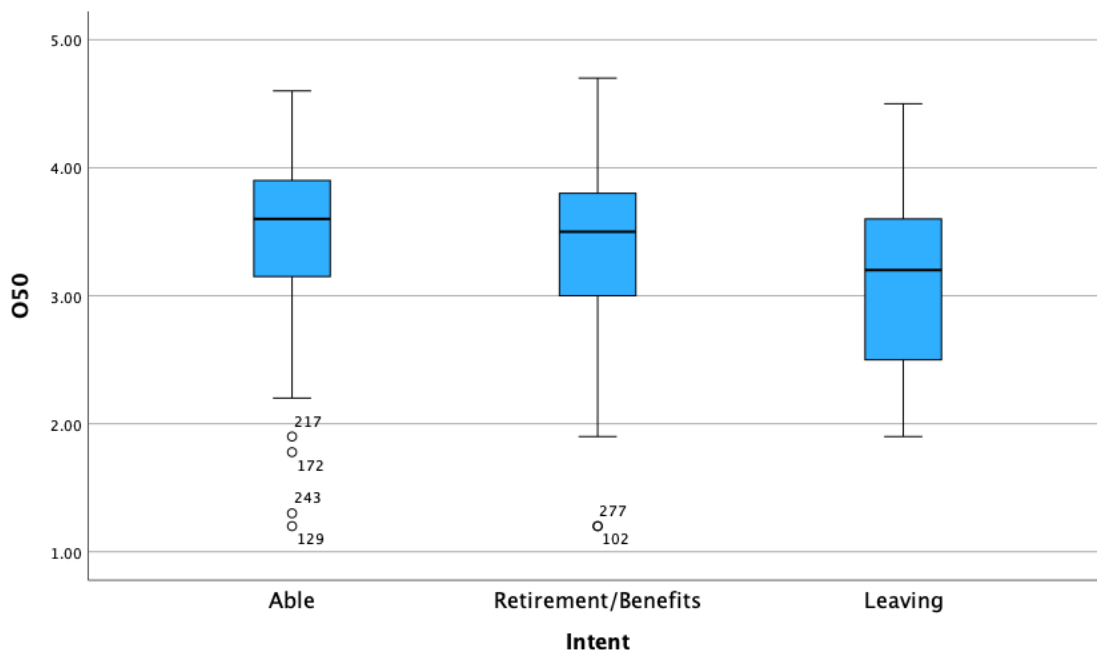
Data Screening

Data screening was conducted on each teacher group's response to items measuring teacher perception of principal openness to experience. The researcher scanned for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers in the dependent variable of openness to experience. Although the box and whisker plot identified 6 outliers, all values fall between 1 and 5. Therefore, these

responses should not be considered true outliers. See Figure 3 for box and whisker plot of principal openness to experience (O50) and teacher intent.

Figure 3

Box and Whisker Plot (Openness to Experience and Teacher Intent)



Assumption Testing

A one-way ANOVA was used to test the null hypothesis. The ANOVA requires that the assumption of normality and the assumption of homogeneity of variance are met (Warner, 2021).

Assumption of Normality. To meet the assumption of normality, the significance value should be greater than $p = 0.05$. The researcher examined normality with the Kolmogorov-Smirnov test because the sample size was greater than 50 participants. The assumption of normality was partially met. For teachers that intend to teach as long as they are able, the significance value was $p < .001$, for teachers that intend to remain until eligible for retirement/benefits the significance value was $p = .04$, for teachers who intend to leave the significance value was $p = .20$. Researchers have asserted that the ANOVA is sufficiently robust

against violations of the normality assumption and the rate of type I error is not substantially increased as a result of such violations (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). Therefore, the researcher conducted a one-way ANOVA, despite failure of the assumption of normality for the teacher groups with intent to remain as long as able and intent to remain until eligible for retirement/benefits. Nevertheless, the lack of a normal distribution in these groups of participants is discussed in the limitations section of the current study. See Table 5 for Tests of Normality for principal Openness to Experience (O50) and Intent to Remain.

Table 5

Tests of Normality (Openness to Experience and Intent)

	Intent	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	<i>df</i>	<i>p</i>	Statistic	<i>df</i>	<i>p</i>
O50	Able	.142	92	<.001	.911	92	<.001
	Retirement/Benefits	.076	141	.044	.972	141	.006
	Leaving	.108	45	.200	.969	45	.264

Assumption of Homogeneity of Variance. The ANOVA requires that the assumption of homogeneity of variance be met. To meet this assumption, the significance value should be greater than $p = 0.05$. The researcher used Levene's test to examine the assumption of homogeneity of variance. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .86$). See Table 6 for Levene's test of Equality of Error Variance for principal openness to experience (O50) and teacher intent to remain.

Table 6*Tests of Homogeneity of Variances (Openness to Experience and Intent)*

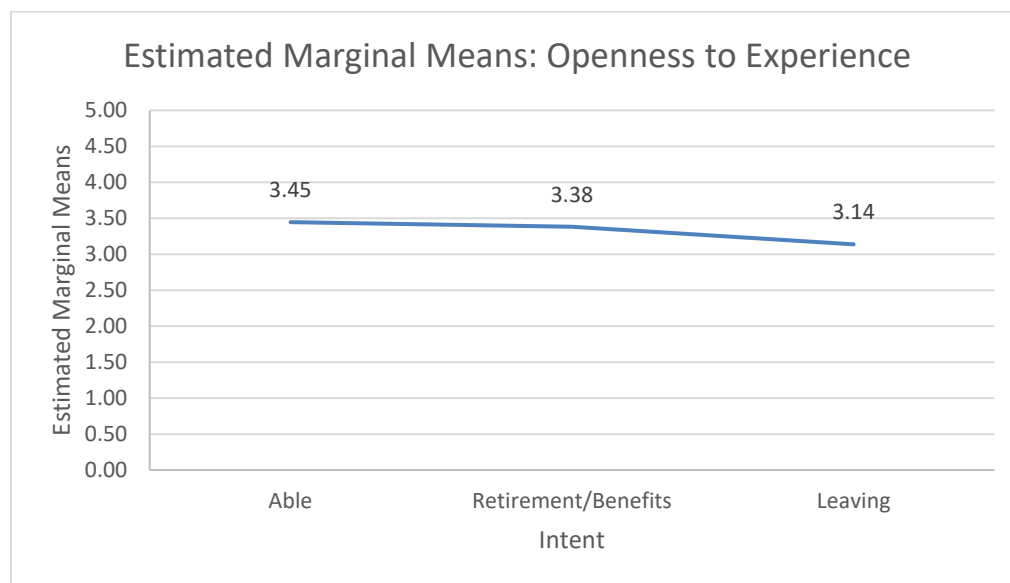
		Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
O50	Based on Mean	.147	2	275	.864
	Based on Median	.310	2	275	.734
	Based on Median and with adjusted df	.310	2	269.012	.734
	Based on trimmed mean	.259	2	275	.772

One-Way Analysis of Variance

A one-way analysis of variance (ANOVA) was run to determine if there were significant differences in teachers' perceptions of their principals' personality trait of openness to experience and the teachers' intent to remain in the profession. The independent variable was teacher intent to remain, classified into three groups: intent to remain as long as able, intent to remain until eligible for retirement/benefits, and intent to leave. The dependent variable for null hypothesis one was teacher perception of principal openness to experience. The researcher rejected the null hypothesis (H_01) at the 95% confidence level where $F(2, 275) = 3.63, p = 0.03$. Partial eta square equaled ($\eta^2_{\text{part}} = .026$), which is considered a medium effect size (see Table 7). Figure 4 displays these differences, showing that the lowest marginal mean is for the group "leaving."

Table 7*ANOVA: Openness to Experience*

Source	Type III Sum of Squares	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2_{part}
Corrected Model	2.976	2	1.488	3.626	.028	.026
Intercept	2471.891	1	2471.891	6024.666	<.001	.956
Intent	2.976	2	1.488	3.626	.028	.026
Error	112.831	275	.410			
Total	3261.622	278				
Corrected Total	115.807	277				

Figure 4*Openness to Experience Estimated Marginal Means*

Since the null hypothesis was rejected, a post hoc analysis was required. A post hoc analysis with a Bonferroni correction was performed to compare all possible pairs of group means among the three groups of teachers and limit Type I error. The calculation for a Bonferroni correction typically uses an alpha level of .05 and then divides by the number of hypothesis tests run. For that reason, the alpha level for this study was calculated thus: $.05/3 =$

.016. Therefore, $\alpha = .016$. Based on the results of the Bonferroni, there were no significant differences between the group means (see Table 8).

Table 8

H01 Post Hoc Analysis with a Bonferroni Correction

(I) Intent	(J) Intent	Mean Difference (I-J)	Std. Error	<i>p</i>	98.4% Confidence Interval	
					Lower Bound	Upper Bound
Able	Retirement/Benefits	.064	.086	1.000	-.177	.305
	Leaving	.309	.117	.026	-.019	.636
Retirement/Benefits	Able	-.064	.086	1.000	-.305	.177
	Leaving	.244	.110	.080	-.064	.552
Leaving	Able	-.309	.117	.026	-.636	.019
	Retirement/Benefits	-.244	.110	.080	-.552	.064

Null Hypothesis Two: Conscientiousness and Intent to Remain

H₀₂: There is no difference in teacher perception scores of their principals'

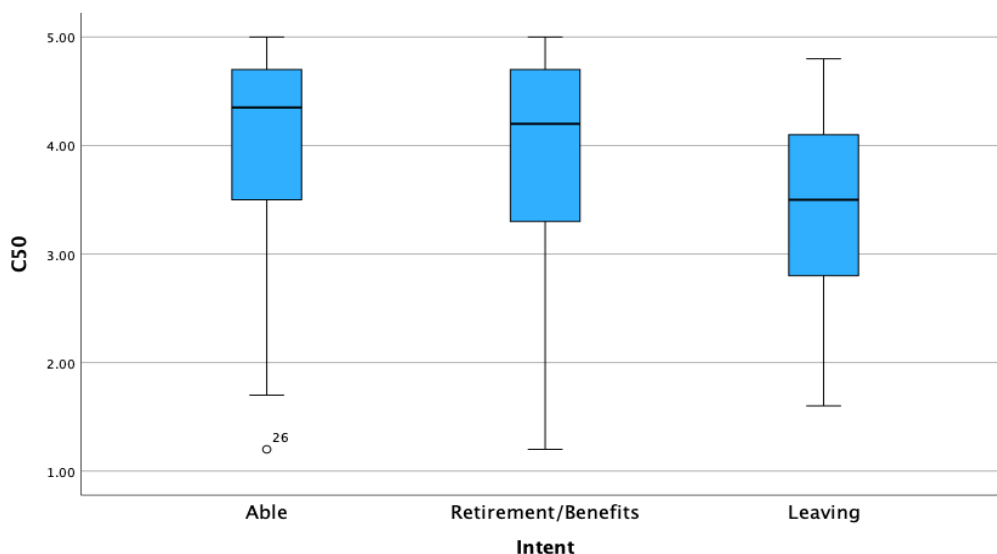
conscientiousness, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Data Screening

Data screening was conducted on each teacher group's response to items measuring conscientiousness. The researcher scanned for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers in the dependent variable of conscientiousness. Although the box and whisker plot identified one outlier, this value falls between 1 and 5, therefore, this response should not be considered a true outlier. See Figure 5 for box and whisker plot of principal conscientiousness (C50) and teacher intent.

Figure 5

Box and Whisker Plot (Conscientiousness and Teacher Intent)



Assumption Testing

A one-way ANOVA was used to test the null hypothesis. The ANOVA requires that the assumption of normality and the assumption of homogeneity of variance are met (Warner, 2021).

Assumption of Normality. To meet the assumption of normality, the significance value should be greater than $p = 0.05$. The researcher examined normality with the Kolmogorov-Smirnov test because the sample size was greater than 50 participants. The assumption of normality was partially met. For teachers that intend to teach as long as they are able, the significance value was $p < .001$, for teachers that intend to remain until eligible for retirement/benefits the significance value was also $p < .001$, for teachers who intend to leave the significance value was $p = .06$. Researchers have asserted that the ANOVA is sufficiently robust against violations of the normality assumption and the rate of type I error is not substantially increased as a result of such violations (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). Therefore, the researcher conducted a one-way ANOVA, despite failure of the

assumption of normality for the teacher groups with intent to remain as long as able and intent to remain until eligible for retirement/benefits. Nevertheless, the lack of a normal distribution in these groups of participants is discussed in the limitations section of the current study. See Table 9 for Tests of Normality for principal Conscientiousness (C50) and Intent to Remain.

Table 9

Tests of Normality (Conscientiousness and Intent)

		Kolmogorov-Smirnov			Shapiro-Wilk		
Intent		Statistic	<i>df</i>	<i>p</i>	Statistic	<i>df</i>	<i>p</i>
C50	Able	.190	92	<.001	.857	92	<.001
	Retirement/Benefits	.141	141	<.001	.890	141	<.001
	Leaving	.129	45	.058	.951	45	.055

Assumption of Homogeneity of Variance. The ANOVA requires that the assumption of homogeneity of variance be met. To meet this assumption, the significance value should be greater than $p = 0.05$. The researcher used Levene's test to examine the assumption of homogeneity of variance. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .50$). See Table 10 for Levene's test of Equality of Error Variance for principal conscientiousness (C50) and teacher intent to remain.

Table 10

Tests of Homogeneity of Variances (Conscientiousness and Intent)

		Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
C50	Based on Mean	.697	2	275	.499
	Based on Median	.262	2	275	.770
	Based on Median and with adjusted <i>df</i>	.262	2	259.312	.770
	Based on trimmed mean	.489	2	275	.614

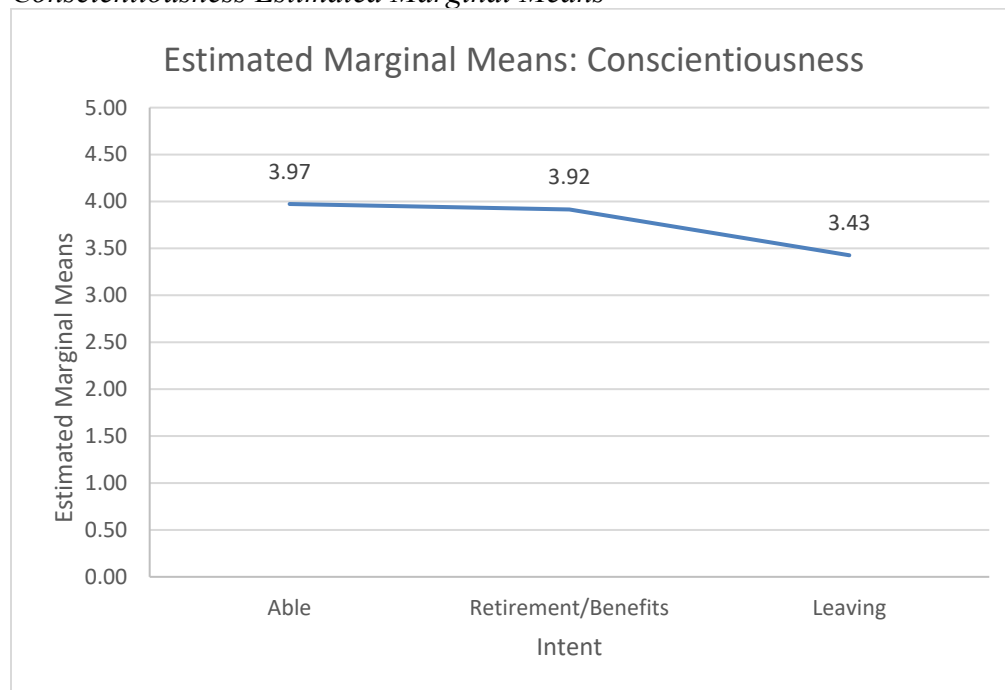
One-Way Analysis of Variance

A one-way analysis of variance (ANOVA) was run to determine if there were significant differences in teachers' perceptions of their principals' personality trait of conscientiousness and the teachers' intent to remain in the profession. The independent variable was teacher intent to remain, classified into three groups: intent to remain as long as able, intent to remain until eligible for retirement/benefits, and intent to leave. The dependent variable for null hypothesis two was teacher perception of principal conscientiousness. The researcher rejected the null hypothesis (H_02) at the 95% confidence level where $F(2, 275) = 5.34, p = 0.01$. Partial eta square equaled ($\eta^2_{\text{part}} = .037$), which is considered a medium effect size (See Table 11). Figure 6 displays these differences, showing that the lowest marginal mean is for the group "leaving."

Table 11

ANOVA: Conscientiousness

Source	Type III Sum of					
	Squares	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2_{part}
Corrected Model	10.047	2	5.023	5.338	.005	.037
Intercept	3185.969	1	3185.969	3385.267	<.001	.925
Intent	10.047	2	5.023	5.338	.005	.037
Error	258.810	275	.941			
Total	4400.727	278				

Figure 6*Conscientiousness Estimated Marginal Means*

Since the null hypothesis was rejected, a post hoc analysis was required. A post hoc analysis with a Bonferroni correction was performed to compare all possible pairs of group means among the three groups of teachers and limit Type I error. The calculation for a Bonferroni correction typically uses an alpha level of .05 and then divides by the number of hypothesis tests run. For that reason, the alpha level for this study was calculated thus: $.05/3 = .016$. Therefore, $\alpha = .016$. Based on the results of the Bonferroni, there were significant mean differences between teachers intending to leave the profession and the other two groups; teachers intending to remain as long as they are able ($p = .01$) and teachers intending to remain until eligible for retirement/benefits ($p = .01$). However, there was no statistically significant difference between the groups of teachers intending to remain as long as they are able and

teachers intending to remain until eligible for retirement/benefits ($p = 1.00$). See Table 12 for pairwise comparisons.

Table 12

H02 Post Hoc Analysis with a Bonferroni Correction

(I) Intent	(J) Intent	Mean Difference (I-J)	Std. Error	<i>p</i>	84% Confidence Interval	
					Lower Bound	Upper Bound
Able	Retirement/Benefits	.0577	.130	1.000	-.195	.310
	Leaving	.546*	.176	.007	.204	.889
Retirement/Benefits	Able	-.0577	.130	1.000	-.310	.195
	Leaving	.489*	.166	.011	.166	.811
Leaving	Able	-.546*	.176	.007	-.889	-.204
	Retirement/Benefits	-.489*	.166	.011	-.811	-.166

*. The mean difference is significant at the 0.016 level.

Null Hypothesis Three: Extraversion and Intent to Remain

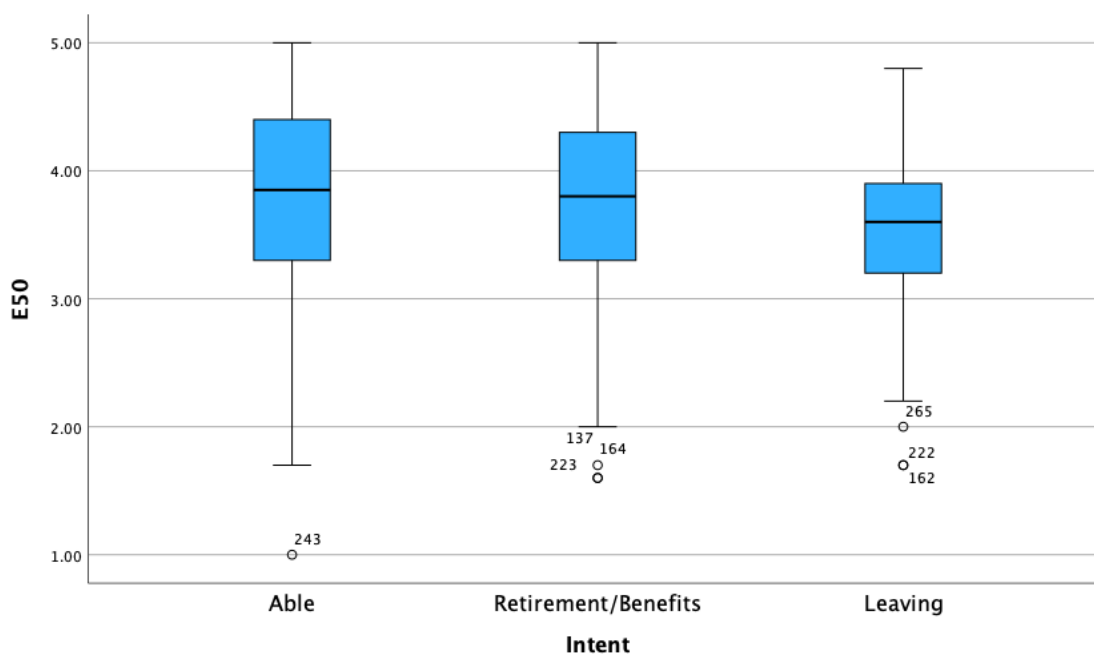
H03: There is no difference in teacher perception scores of their principals' *extraversion*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Data Screening

Data screening was conducted on each teacher group's response to items measuring extraversion. The researcher scanned for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers in the dependent variable of extraversion. Although the box and whisker plot identified seven outliers, these values all fall between 1 and 5, therefore, these responses should not be considered true outliers. See Figure 7 for box and whisker plot of principal extraversion (E50) and teacher intent.

Figure 7

Box and Whisker Plot (Extraversion and Teacher Intent)



Assumption Testing

A one-way ANOVA was used to test the null hypothesis. The ANOVA requires that the assumption of normality and the assumption of homogeneity of variance are met (Warner, 2021).

Assumption of Normality. To meet the assumption of normality, the significance value should be greater than $p = 0.05$. The researcher examined normality with the Kolmogorov-Smirnov test because the sample size was greater than 50 participants. The assumption of normality was not met. For teachers that intend to teach as long as they are able, the significance value was $p < .001$, for teachers that intend to remain until eligible for retirement/benefits the significance value was $p < .003$, for teachers who intend to leave the significance value was $p = .020$. Researchers have asserted that the ANOVA is sufficiently robust against violations of the normality assumption and the rate of type I error is not substantially increased as a result of such violations (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). Therefore, the

researcher conducted a one-way ANOVA, despite failure of the assumption of normality for all three teacher groups. Nevertheless, the lack of a normal distribution in these groups of participants is discussed in the limitations section of the current study. See Table 13 for Tests of Normality for principal Extraversion (E50) and Intent to Remain.

Table 13

Tests of Normality (Extraversion and Intent)

		Kolmogorov-Smirnov			Shapiro-Wilk		
Intent		Statistic	<i>df</i>	<i>p</i>	Statistic	<i>df</i>	<i>p</i>
E50	Able	.125	92	.001	.930	92	<.001
	Retirement/Benefits	.095	141	.003	.968	141	.002
	Leaving	.144	45	.020	.943	45	.028

Assumption of Homogeneity of Variance. The ANOVA requires that the assumption of homogeneity of variance be met. To meet this assumption, the significance value should be greater than $p = 0.05$. The researcher used Levene's test to examine the assumption of homogeneity of variance. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .86$). See Table 14 for Levene's test of Equality of Error Variance for principal extraversion (E50) and teacher intent to remain.

Table 14

Tests of Homogeneity of Variances (Extraversion and Intent)

		Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
E50	Based on Mean	.150	2	275	.861
	Based on Median	.217	2	275	.805
	Based on Median and with adjusted <i>df</i>	.217	2	274.276	.805
	Based on trimmed mean	.194	2	275	.824

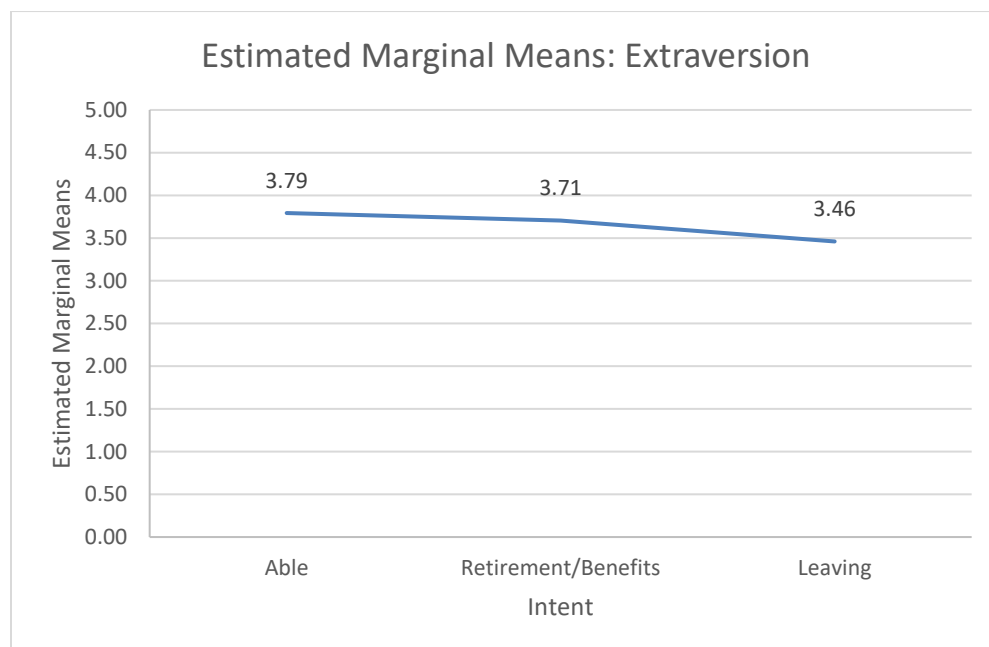
One-Way Analysis of Variance

A one-way analysis of variance (ANOVA) was run to determine if there were significant differences in teachers' perceptions of their principals' personality trait of extraversion and the teachers' intent to remain in the profession. The independent variable was teacher intent to remain, classified into three groups: intent to remain as long as able, intent to remain until eligible for retirement/benefits, and intent to leave. The dependent variable for null hypothesis three was teacher perception of principal extraversion. The researcher rejected the null hypothesis (H_03) at the 95% confidence level where $F(2, 275) = 3.07, p = 0.05$. Partial eta square equaled ($\eta^2_{\text{part}} = .022$), which is considered a medium effect size (see Table 15). Figure 8 displays these differences, showing that the lowest marginal mean is for the group "leaving."

Table 15

ANOVA: Extraversion

Source	Type III Sum of Squares	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2_{part}
Corrected Model	3.380	2	1.690	3.066	.048	.022
Intercept	2989.150	1	2989.150	5422.231	<.001	.952
Intent	3.380	2	1.690	3.066	.048	.022
Error	151.601	275	.551			
Total	3950.788	278				
Corrected Total	154.981	277				

Figure 8*Extraversion Estimated Marginal Means*

Since the null hypothesis was rejected, a post hoc analysis was required. A post hoc analysis with a Bonferroni correction was performed to compare all possible pairs of group means among the three groups of teachers and limit Type I error. The calculation for a Bonferroni correction typically uses an alpha level of .05 and then divides by the number of hypothesis tests run. For that reason, the alpha level for this study was calculated thus: $.05/3 = .016$. Therefore, $\alpha = .016$. Based on the results of the Bonferroni, there were no significant differences between the group means (See Table 16).

Table 16*H₀₃ Post Analysis with a Bonferroni Correction*

(I) Intent	(J) Intent	Mean Difference (I-J)	Std. Error	<i>p</i>	98.4% Confidence Interval	
					Lower Bound	Upper Bound
Able	Retirement/Benefits	.087	.100	1.000	-.192	.367
	Leaving	.333	.135	.043	-.047	.712
Retirement/Benefits	Able	-.087	.100	1.000	-.367	.192
	Leaving	.245	.127	.164	-.112	.603
Leaving	Able	-.333	.135	.043	-.712	.047
	Retirement/Benefits	-.245	.127	.164	-.603	.112

Null Hypothesis Four: Agreeableness and Intent to Remain

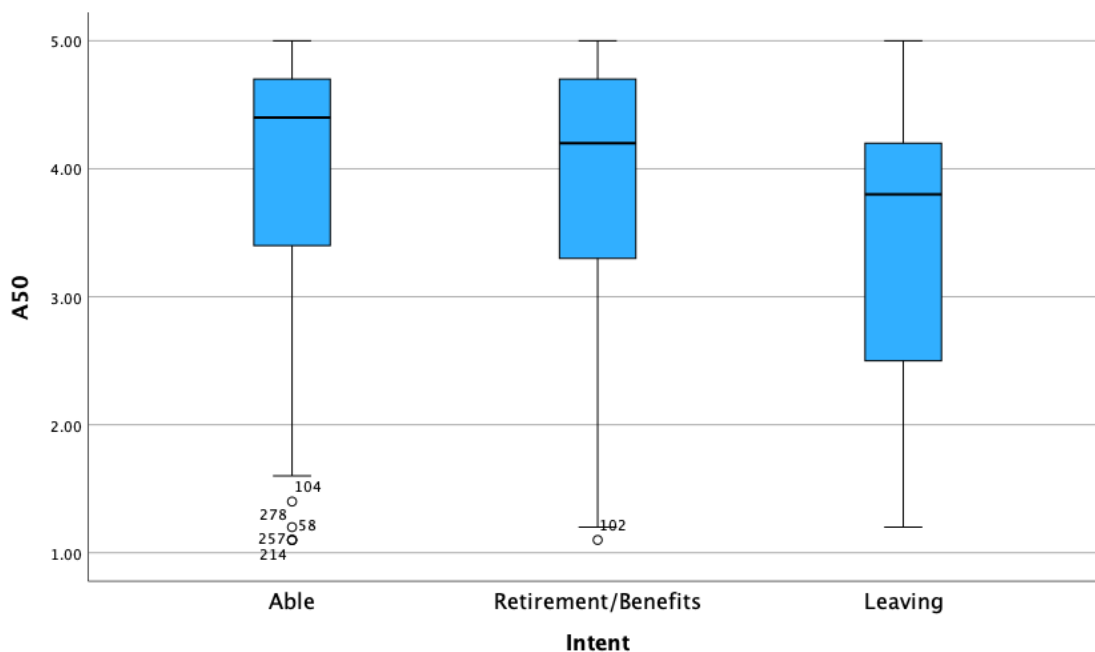
H₀₄: There is no difference in teacher perception scores of their principals' *agreeableness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Data Screening

Data screening was conducted on each teacher group's response to items measuring perception of principal agreeableness. The researcher scanned for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers in the dependent variable of agreeableness. Although the box and whisker plot identified 6 outliers, all values fall between 1 and 5. Therefore, these responses should not be considered true outliers. See Figure 9 for box and whisker plot of principal agreeableness (A50) and teacher intent.

Figure 9

Box and Whisker Plot (Agreeableness and Teacher Intent)



Assumption Testing

A one-way ANOVA was used to test the null hypothesis. The ANOVA requires that the assumption of normality and the assumption of homogeneity of variance are met (Warner, 2021).

Assumption of Normality. To meet the assumption of normality, the significance value should be greater than $p = 0.05$. The researcher examined normality with the Kolmogorov-Smirnov test because the sample size was greater than 50 participants. The assumption of normality was not met. For teachers that intend to teach as long as they are able, the significance value was $p < .001$, for teachers that intend to remain until eligible for retirement/benefits the significance value was $p < .001$, for teachers who intend to leave the significance value was $p = .004$. Researchers have asserted that the ANOVA is sufficiently robust against violations of the normality assumption and the rate of type I error is not substantially increased as a result of such violations (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). Therefore, the

researcher conducted a one-way ANOVA, despite failure of the assumption of normality for all three teacher groups. Nevertheless, the lack of a normal distribution in these groups of participants is discussed in the limitations section of the current study. See Table 17 for Tests of Normality for principal Agreeableness (A50) and Intent to Remain.

Table 17

Tests of Normality (Agreeableness and Intent)

		Kolmogorov-Smirnov			Shapiro-Wilk		
Intent		Statistic	<i>df</i>	<i>p</i>	Statistic	<i>df</i>	<i>p</i>
A50	Able	.213	92	<.001	.809	92	<.001
	Retirement/Benefits	.190	141	<.001	.867	141	<.001
	Leaving	.163	45	.004	.921	45	.005

Assumption of Homogeneity of Variance. The ANOVA requires that the assumption of homogeneity of variance be met. To meet this assumption, the significance value should be greater than $p = 0.05$. The researcher used Levene's test to examine the assumption of homogeneity of variance. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .24$). See Table 18 for Levene's test of Equality of Error Variance for principal agreeableness (A50) and teacher intent to remain.

Table 18

Tests of Homogeneity of Variances (Agreeableness and Intent)

		Levene			
		Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
A50	Based on Mean	1.419	2	275	.244
	Based on Median	1.413	2	275	.245
	Based on Median and with adjusted <i>df</i>	1.413	2	262.640	.245
	Based on trimmed mean	1.644	2	275	.195

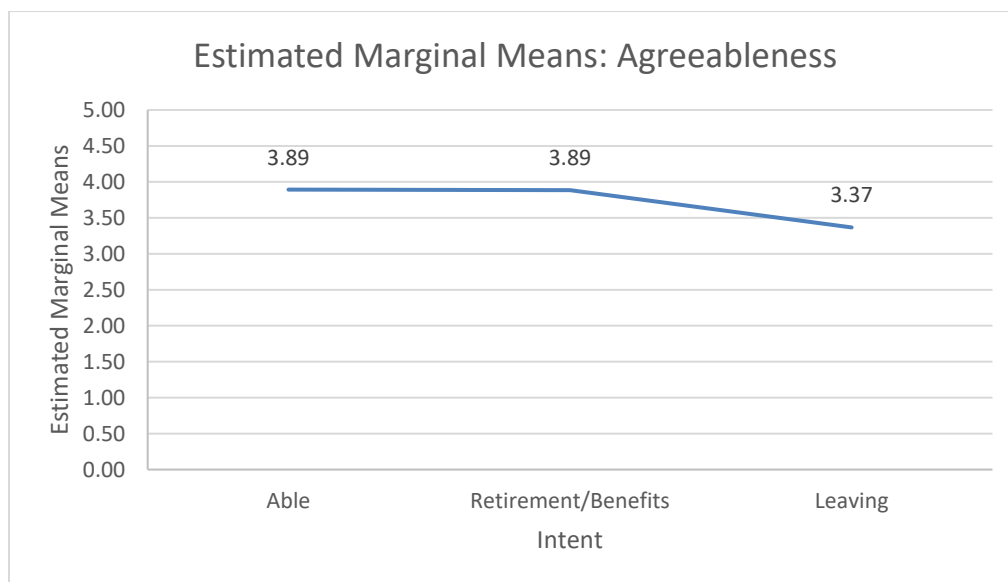
One-Way Analysis of Variance

A one-way analysis of variance (ANOVA) was run to determine if there were significant differences in teachers' perceptions of their principals' personality trait of agreeableness and the teachers' intent to remain in the profession. The independent variable was teacher intent to remain, classified into three groups: intent to remain as long as able, intent to remain until eligible for retirement/benefits, and intent to leave. The dependent variable for null hypothesis four was teacher perception of principal agreeableness. The researcher rejected the null hypothesis (H_04) at the 95% confidence level where $F(2, 275) = 4.29, p = 0.02$. Partial eta square equaled ($\eta^2_{\text{part}} = .030$), which is considered a medium effect size (see Table 19). Figure 10 displays these differences, showing that the lowest marginal mean for the group "leaving."

Table 19

ANOVA: Agreeableness

Source	Type III Sum of Squares	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2_{part}
Corrected Model	10.260 ^a	2	5.130	4.287	.015	.030
Intercept	3090.850	1	3090.850	2582.649	<.001	.904
Intent	10.260	2	5.130	4.287	.015	.030
Error	329.113	275	1.197			
Total	4361.599	278				
Corrected Total	339.373	277				

Figure 10*Agreeableness Estimated Marginal Means*

Since the null hypothesis was rejected, a post hoc analysis was required. A post hoc analysis with a Bonferroni correction was performed to compare all possible pairs of group means among the three groups of teachers and limit Type I error. The calculation for a Bonferroni correction typically uses an alpha level of .05 and then divides by the number of hypothesis tests run. For that reason, the alpha level for this study was calculated thus: $.05/3 = .016$. Therefore, $\alpha = .016$. Based on the results of the Bonferroni, there were no significant differences between the group means (See Table 20).

Table 20*H₀₄ Post Hoc Analysis with a Bonferroni Correction*

(I) Intent	(J) Intent	Mean Difference (I-J)	Std. Error	<i>p</i>	98.4% Confidence Interval	
					Lower Bound	Upper Bound
Able	Retirement/Benefits	.008	.147	1.000	-.404	.420
	Leaving	.526	.199	.026	-.033	1.085
Retirement/Benefits	Able	-.008	.147	1.000	-.420	.404
	Leaving	.518	.187	.018	-.008	1.044
Leaving	Able	-.526	.199	.026	-1.085	.033
	Retirement/Benefits	-.518	.187	.018	-1.044	.008

Null Hypothesis Five: Neuroticism and Intent to Remain

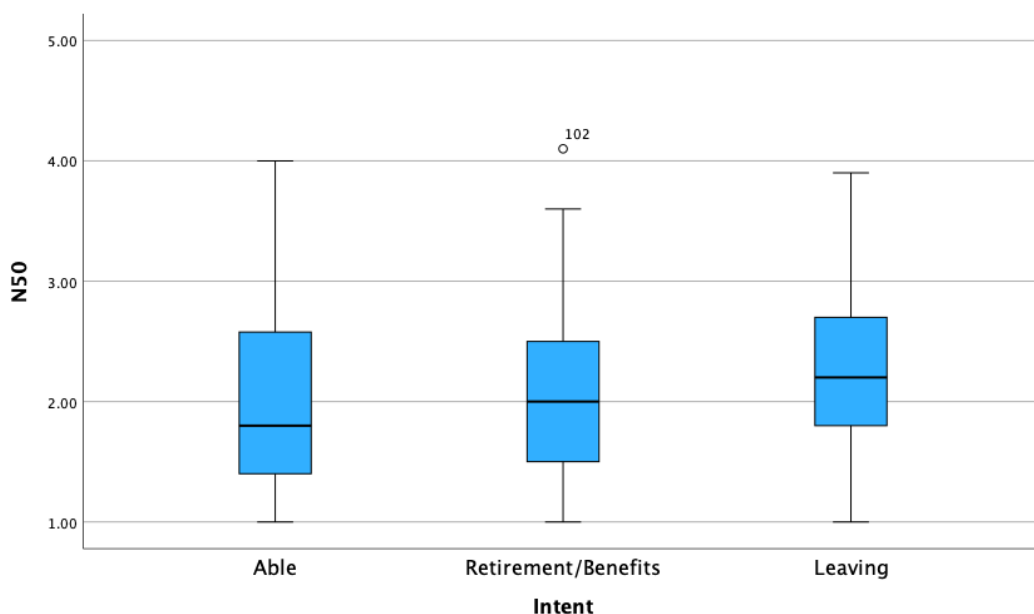
H₀₅: There is no difference in teacher perception scores of their principals' *neuroticism*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Data Screening

Data screening was conducted on each teacher group's response to items measuring perception of principal neuroticism. The researcher scanned for data entry errors and inconsistencies. No data errors or inconsistencies were identified. Box and whiskers plots were used to detect outliers in the dependent variable of neuroticism. Although the box and whisker plot identified 1 outlier, the value fell between 1 and 5. Therefore, this response should not be considered a true outlier. See Figure 11 for box and whisker plot of principal neuroticism (N50) and teacher intent.

Figure 11

Box and Whisker Plot (Neuroticism and Teacher Intent)



Assumption Testing

A one-way ANOVA was used to test the null hypothesis. The ANOVA requires that the assumption of normality and the assumption of homogeneity of variance are met (Warner, 2021).

Assumption of Normality. To meet the assumption of normality, the significance value should be greater than $p = 0.05$. The researcher examined normality with the Kolmogorov-Smirnov test because the sample size was greater than 50 participants. The assumption of normality was partially met. For teachers that intend to teach as long as they are able, the significance value was $p < .001$, for teachers that intend to remain until eligible for retirement/benefits the significance value was also $p < .001$, for teachers who intend to leave the significance value was $p = .20$. Researchers have asserted that the ANOVA is sufficiently robust against violations of the normality assumption and the rate of type I error is not substantially increased as a result of such violations (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). Therefore, the researcher conducted a one-way ANOVA, despite failure of the

assumption of normality for the teacher groups with intent to remain as long as able and intent to remain until eligible for retirement/benefits. Nevertheless, the lack of a normal distribution in these groups of participants is discussed in the limitations section of the current study. See Table 21 for Tests of Normality for principal Neuroticism (N50) and Intent to Remain.

Table 21

Tests of Normality (Neuroticism and Intent)

	Intent	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	p	Statistic	df	p
N50	Able	.142	92	<.001	.924	92	<.001
	Retirement/Benefits	.114	141	<.001	.947	141	<.001
	Leaving	.083	45	.200*	.969	45	.271

Assumption of Homogeneity of Variance. The ANOVA requires that the assumption of homogeneity of variance be met. To meet this assumption, the significance value should be greater than $p = 0.05$. The researcher used Levene's test to examine the assumption of homogeneity of variance. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .51$). See Table 22 for Levene's test of Equality of Error Variance for principal neuroticism (N50) and teacher intent to remain.

Table 22

Tests of Homogeneity of Variances (Neuroticism and Intent)

		Levene			
		Statistic	df1	df2	p
N50	Based on Mean	.681	2	275	.507
	Based on Median	.352	2	275	.704
	Based on Median and with adjusted df	.352	2	266.630	.704
	Based on trimmed mean	.582	2	275	.559

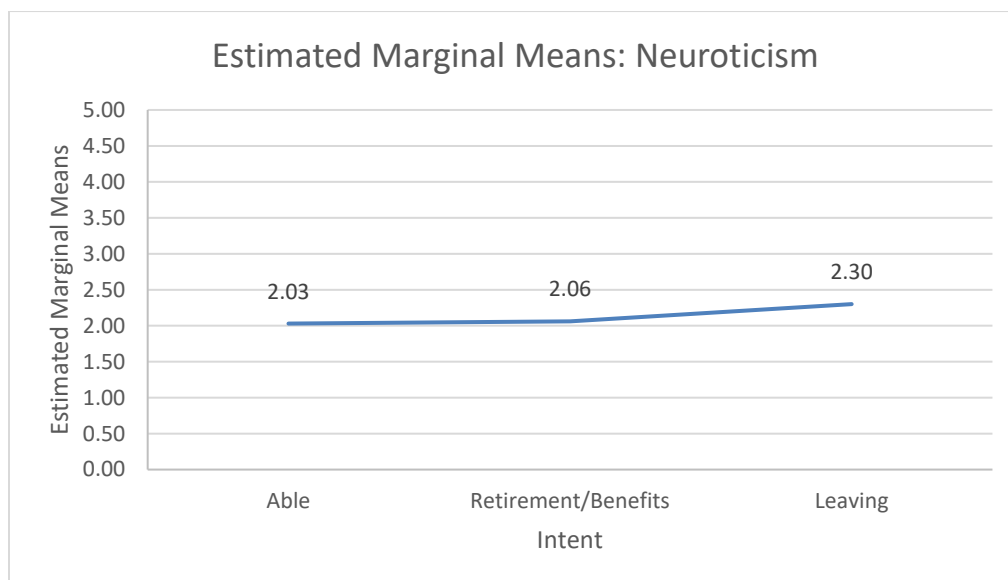
One-Way Analysis of Variance

A one-way analysis of variance (ANOVA) was run to determine if there were significant differences in teachers' perceptions of their principals' personality trait of neuroticism and the teachers' intent to remain in the profession. The independent variable was teacher intent to remain, classified into three groups: intent to remain as long as able, intent to remain until eligible for retirement/benefits, and intent to leave. The dependent variable for null hypothesis five was teacher perception of principal neuroticism. The researcher failed to reject the null hypothesis (H_05) at the 95% confidence level where $F(2, 275) = 2.32, p = 0.10$. Partial eta square equaled ($\eta^2_{\text{part}} = .017$), which is considered a small effect size (See Table 23). There was not a statistical difference in teacher perception of principal neuroticism among teachers who intend to remain in teaching as long as they are able, intend to remain until eligible for retirement/benefits, and intend to leave. Figure 12 displays the minimal differences in marginal means among the three groups of teacher intent.

Table 23

ANOVA: Neuroticism

Source	Type III Sum of Squares	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2_{part}
Corrected Model	2.444 ^a	2	1.222	2.317	.100	.017
Intercept	1016.586	1	1016.586	1927.659	<.001	.875
Intent	2.444	2	1.222	2.317	.100	.017
Error	145.026	275	.527			
Total	1361.208	278				
Corrected Total	147.470	277				

Figure 12*Neuroticism Estimated Marginal Means*

CHAPTER FIVE: CONCLUSIONS

Overview

This study explored the relationship between teacher perception of their principal's personality traits, based on the big-five personality factor structure (Goldberg, 1992), and the teacher's intent to remain in the teaching profession. In this chapter, a discussion of the results is presented with each corresponding research question. This is followed by a review of the study's implications, limitations, and recommendations for future research.

Discussion

The purpose of this quantitative, causal-comparative study was to determine if there are statistically significant differences in teacher perceptions of principal personality traits that vary by teacher intent to remain in the teaching profession. Since current literature does not specifically address how teacher perception of their principal's personality corresponds to the teacher's intent to remain in the profession, this study was developed based on the review of previous work aiming to establish relationships between principal personality, principal behavior, leadership style, and teacher retention. Teachers were surveyed using the M5-50 Questionnaire (McCord, 2002), developed to measure the five factor structure personality traits, regarding their perceptions of their principal's personality. The teacher surveys also included an item asking how long the teacher intended to remain in teaching. The responses from the survey allowed teacher perception of their principal's personality traits to be examined in relation to the teacher's level of intent to remain in the teaching profession. A summary table of significance for each of the personality traits in relation to differences between teacher groups is shown in Table 24.

Table 24*Significance Summary Table*

Personality Trait	ANOVA Omnibus Result	R squared	Able vs. Retire*	Able vs. Leave*	Leave vs. Retire*
Openness	Significant	0.026	Not significant	Not significant	Not significant
Conscientiousness	Significant	0.037	Not significant	Significant	Significant
Extraversion	Significant	0.022	Not significant	Not significant	Not significant
Agreeableness	Significant	0.020	Not significant	Not significant	Not significant
Neuroticism	Not significant	0.017	Not significant	Not significant	Not significant

*Result of post hoc testing with a Bonferroni correction

Since the M5-50 Questionnaire was originally developed as a self-rating scale, I changed the wording of the M5-50 Questionnaire items to read as third-person for other-raters. Each of the five personality traits were sufficiently high for affective survey research based on coefficient alpha of the new third-person worded M5-50 utilized in this study. The reliability coefficient compares favorably to the first-person coefficient from prior studies (see Table 4). This is the first time third-person M5-50 coefficients have been reported in the literature.

Null Hypothesis 1

H₀₁: There is no difference in teacher perception scores of their principals' *openness to experience*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Null hypothesis one focused on teacher perceptions of principal openness to experience in relation to the teacher's intent to remain in the profession. A one-way analysis of variance (ANOVA) was utilized to address this research question and its corresponding null hypothesis. The results of the ANOVA indicated that a difference does exist in teacher perception of their principal's personality trait of openness to experience among the three groups of teachers who intend to remain in teaching as long as they're able, remain until retirement/benefits, and intend

to leave. Therefore, the null hypothesis was rejected at the 95% confidence level where $F(2, 275) = 3.63, p = 0.03$. The estimated marginal means in Figure 4 show that the group of teachers intending to leave rated their principal's openness to experience lower than teachers intending to remain in the teaching profession. A post hoc analysis with a Bonferroni correction for multiple comparisons yielded no significant differences between the means of the teacher groups when examined two at a time.

Despite the lack of significance in the post hoc analysis, extant research has supported the finding that principal openness to experience, as measured by teacher perception and self-report, is higher for principals who consider themselves actively engaged in the educational environment and appear to implement a transformational leadership style (Akuzum, 2021; M. Garcia et al., 2014). Based on the work of J. Kim (2019), principals that demonstrate engagement through handling student behavior promote retention among their teaching staff. Openness to experience was found to be significantly and positively correlated with principal cognitive complexity (Da'as et al., 2020). Principal cognitive complexity was shown to increase the organizational citizenship behaviors of teachers, as modeled in Figure 2, which in turn increases teacher retention through increased commitment to the profession (Da'as et al., 2020). The findings of the current study support the results that teachers who intend to stay in their current position as long as possible perceive higher levels of openness to experience in their principal's personality as compared to the other two intent groups.

Null Hypothesis 2

H₀2: There is no difference in teacher perception scores of their principals' *conscientiousness*, as measured by the M5-50 questionnaire, among teachers who intend to teach

as long as possible, intend to teach until eligible for retirement/benefits, and intend to leave the profession.

Null hypothesis two focused on teacher perceptions of principal conscientiousness in relation to the teacher's intent to remain in the profession. A one-way analysis of variance (ANOVA) was utilized to address this research question and its corresponding null hypothesis. The results of the ANOVA indicated that a difference does exist in teacher perception of their principal's personality trait of conscientiousness among the three groups of teachers who intend to remain in teaching as long as they're able, remain until retirement/benefits, and intend to leave. Therefore, the null hypothesis was rejected at the 95% confidence level where $F(2, 275) = 5.34, p = 0.01$. The estimated marginal means in Figure 6 show that the group of teachers intending to leave rated their principal's conscientiousness lower than teachers intending to remain in the teaching profession. A post hoc analysis with a Bonferroni correction for multiple comparisons identified significant mean differences between the means of teachers intending to leave the profession and the means of the other two groups; teachers intending to remain as long as they are able ($p = .01$) and teachers intending to remain until eligible for retirement/benefits ($p = .01$).

Previous research conducted on the trait of conscientiousness and educational leadership support the findings of the current study. As seen with teacher perception of principal openness to experience, teacher perception of principal conscientiousness was also significantly correlated with transformational leadership style and principal level of cognitive complexity. Transformational leadership and principal cognitive complexity have both been found to foster teacher retention (Da'as et al., 2020; M. Garcia et al., 2014). Benoliel (2021) concluded that principals who rated themselves higher on the trait of conscientiousness possessed statistically

significant, direct effects related to school management teams' level of efficacy in the areas of both team innovation and team performance. Since these school management teams often include both teachers and principals, Benoliel's (2021) work corroborated the results of Gill et al. (2020) that claimed individuals scoring higher on the trait of conscientiousness increased the efficacy of self-managed teams. While Benoliel's (2021) research measured efficacy based on responses from members of school management teams, Özdemir et al. (2020) examined self-reports of principal efficacy in relation to principal personality traits. Özdemir et al.'s (2020) findings suggested that principals who scored themselves higher on the trait of conscientiousness also reported higher levels of administrative self-efficacy. The current study's results regarding the trait of conscientiousness are consistent with previous research claiming that teachers who intend to remain in the profession view their principal as an effective leader (Nguyen et al., 2020).

Null Hypothesis 3

H₀₃: There is no difference in teacher perception scores of their principals' *extraversion*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Null hypothesis three focused on teacher perceptions of principal extraversion in relation to the teacher's intent to remain in the profession. A one-way analysis of variance (ANOVA) was utilized to address this research question and its corresponding null hypothesis. The results of the ANOVA indicated that a difference does exist in teacher perception of their principal's personality trait of extraversion among the three groups of teachers who intend to remain in teaching as long as they're able, remain until retirement/benefits, and intend to leave. Therefore, the null hypothesis was rejected at the 95% confidence level where $F(2, 275) = 3.07, p = 0.05$.

The estimated marginal means in Figure 8 shows that the group of teachers intending to leave rated their principal's extraversion lower than teachers intending to remain in the teaching profession. A post hoc analysis with a Bonferroni correction for multiple comparisons yielded no significant differences between the means of the teacher groups when examined two at a time.

Extraversion rounds out the trio of five-factor personality traits that are significantly correlated with cognitive complexity which promoted teacher retention (Da'as et al., 2020). Da'as et al. (2020) postulated that increased principal cognitive complexity increases the likelihood that a principal will be viewed as supportive by their subordinates. Teacher perception of leadership support has been found to be a significant predictor of teacher attrition (Ford et al., 2019; Guthery & Bailes, 2022). Guthery & Bailes (2022) asserted that longer principal tenures resulted in consistent leadership support while Ford et al. (2019) surmised that teachers were less likely to experience burnout when they perceived their principal as supportive and capable of creating a supportive work environment. To further solidify the importance of teacher's opinions of leadership support, Scott et al. (2022) examined teacher perception of leadership support and teacher retention. The results indicated that when teachers perceived their principal as more supportive, teacher attrition decreased (Scott et al., 2022). Scott et al.'s (2022) results were consistent with other previous research showing that teacher reported level of leadership support was positively correlated with increased teacher retention (Gimbert & Kapa, 2022; Kaiser & Thompson, 2021; J. Wang et al., 2020).

Null Hypothesis 4

H₀4: There is no difference in teacher perception scores of their principals' *agreeableness*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Null hypothesis four focused on teacher perceptions of principal agreeableness in relation to the teacher's intent to remain in the profession. A one-way analysis of variance (ANOVA) was utilized to address this research question and its corresponding null hypothesis. The results of the ANOVA indicated that a difference does exist in teacher perception of their principal's personality trait of agreeableness among the three groups of teachers who intend to remain in teaching as long as they're able, remain until retirement/benefits, and intend to leave. Therefore, the null hypothesis was rejected at the 95% confidence level where $F(2, 275) = 4.29, p = 0.02$. The estimated marginal means in Figure 10 shows that the group of teachers intending to leave rated their principal's agreeableness lower than teachers intending to remain in the teaching profession. Although the post hoc analysis with a Bonferroni correction for multiple comparisons yielded no significant differences between the means of the teacher groups when examined two at a time, the significance value between the groups of teachers intending to remain until eligible for retirement/benefits and the teacher group intending to leave was only slightly above the alpha level of $\alpha = .016$ at $p = .018$.

Agreeableness was one of three principal personality traits found to be positively correlated with transformational leadership style as perceived by teachers (M. Garcia et al., 2014). Van der Vyver et al. (2020) claimed that principals can promote teacher retention by adopting a transformational leadership style. A trademark of transformational leadership is a leader's ability to cultivate trust with their followers (Bass, 1985). According to Bickmore and Sulentic Dowell (2019), Kaiser and Thompson (2021), Oyer (2015), Price (2021), and Player et al. (2017) trust is a significant indicator of teacher attrition with results indicating teachers who perceived higher levels of trust with their principals tended to remain in their position, which supports the findings of the current study.

Null Hypothesis 5

H₀₅: There is no difference in teacher perception scores of their principals' *neuroticism*, as measured by the M5-50 questionnaire, among teachers who intend to teach *as long as possible*, intend to teach *until eligible for retirement/benefits*, and intend to *leave the profession*.

Null hypothesis five focused on teacher perceptions of principal neuroticism in relation to the teacher's intent to remain in the profession. A one-way analysis of variance (ANOVA) was utilized to address this research question and its corresponding null hypothesis. The results of the ANOVA indicated that a difference does not exist in teacher perception of their principal's personality trait of neuroticism among the three groups of teachers who intend to remain in teaching as long as they're able, remain until retirement/benefits, and intend to leave. Therefore, the null hypothesis failed to be rejected at the 95% confidence level where $F(2, 275) = 2.32, p = 0.10$. The estimated marginal means in Figure 12 shows that the group of teachers intending to leave rated their principal's neuroticism higher than teachers intending to remain in the teaching profession.

Although the trait of neuroticism was not significantly different among the teacher groups in the current study, previous literature has discussed its influence on teacher retention (Da'as et al., 2020; M. Garcia et al., 2014; Roloff et al., 2022). Teacher perception of principal neuroticism was negatively correlated with transformational leadership style and principal cognitive complexity, both of which promote teacher retention (Da'as et al., 2020; M. Garcia et al., 2014). Since no significant difference was found between the three teacher groups based on teacher perceptions of principal neuroticism, the results of the current study appear to contradict the works of Da'as et al., (2020) and M. Garcia et al. (2014), which concluded that principal neuroticism diminishes teacher commitment to remain in the profession.

Implications

With a teacher shortage crisis only worsening in the United States (National Center for Education Statistics, 2022; Querolo & Ceron, 2022), educational researchers have a responsibility to examine this issue closely from multiple perspectives with the aim of revealing contributing factors and avenues of relief. The impact of school leadership on teacher retention has been well documented in regard to teacher perceptions of leader engagement, efficacy, support, and trust (Benoliel, 2021; Ford et al., 2019; M. Garcia et al., 2014; Guthery & Bailes, 2022; Kaiser & Thompson, 2021; J. Kim, 2019; Nguyen et al., 2020; Price, 2021). Previous research studies have explored relationships between principal five-factor personality traits, using third-person ratings as well as self-reports, and teacher opinion of leadership engagement, efficacy, support, and trust (Da'as et al., 2020; M. Garcia et al., 2014; Nguyen et al., 2020; Roloff et al., 2022).

Applying the framework of impression management theory (Goffman, 1959), principals may be able to influence teacher perception of their own personality traits by engaging in observable trait behaviors as established by Tackman et al. (2020). In order to manage impressions based upon the results of the current study, principals should reflect upon their own personality traits. Since the current study focused on teacher perception of principal personality and not principal personality as a self-report, principals may be inclined to take inventory of how they are perceived by asking their teachers to rate them using the other-rater version of the M5-50. Even without using a formal measure, principals can compare their behavior with the behaviors mentioned in Tackman et al.'s (2020) study to gauge what trait behaviors manifest consistently in the presence of their teachers. For instance, a principal that is not naturally conscientious could use the information from the current study to further develop conscientious

trait manifestations when interacting with teachers in an effort to promote teacher retention. The current research provided valuable information about relationships between teacher perception of principal personality and teacher intent to remain in the profession. This information adds to the body of literature aimed at reducing teacher attrition. The results of the current study could assist in creating professional development materials for principals on how to manage teacher impressions of their personality characteristics with the goal of increased teacher retention.

Openness to Experience

According to the results of the current study, there was a significant difference between teacher perceptions of principal openness to experience and teacher intent to remain in the profession. Upon examination of the group means, teachers who intend to leave indicated lower levels of principal openness to experience compared to the two groups of teachers that intend to remain. Behaviors that are significantly related to openness to experience included less yawning, minimal use of personal pronouns (I, me), and fewer words of negation (no, not). Principals who manifest these behaviors may be perceived as having higher levels of engagement, humility, and inclusive practices that support teacher retention (J. Kim, 2019; Oyer, 2015; Scott et al., 2022).

Conscientiousness

The five-factor trait of conscientiousness was the only personality trait in the current study to be significant in both the one-way ANOVA and the post hoc test with a Bonferroni correction. The differences between teacher perception of principal conscientiousness for the group of teachers intending to leave the profession and the two groups of teachers intending to remain were statistically significant at the $p = .01$ level. Teachers intending to remain in the profession indicated higher levels of perceived principal conscientiousness. Considering these

significant results, the trait of conscientiousness merits further discussion within the context of principal behavior and teacher perception.

Behaviors that were significantly correlated with the trait of conscientiousness were increased usage of first-person plural nouns (we, us), behaviors reflecting self-discipline such as meal preparation, and less time spent complaining and blaming others (Tackman et al., 2020). Examined as a whole, these behaviors may be indicative of individuals who are efficient managers, able to promote unity, plan, and use time wisely. Whether addressing the responsibilities related to personal time, office hours, or human capital, these individuals can demonstrate management abilities that align with any given set of priorities. Perhaps these characteristics of conscientiousness are a possible explanation as to why the trait of conscientiousness is significantly correlated with both transformational leadership and cognitive complexity, leading to increased teacher retention (Da'as et al., 2020; M. Garcia et al., 2014). This conjecture is supported by the work of Gill et al. (2020), Benoliel (2021), and Nguyen et al. (2020) concluding that conscientious individuals increase the efficacy of their teams, conscientious principals are perceived as more effective, and that teachers who view their principal as effective are more likely to remain in the teaching profession.

Extraversion

The one-way ANOVA conducted on the trait of extraversion indicated a statistically significant difference between the three groups of teacher intent. Although the post hoc test with a Bonferroni correction did not detect any statistically significant differences between the groups, the group mean for teachers intending to leave the profession were the lowest for teacher perception of principal extraversion. Tackman et al. (2020) found that behaviors significantly related to the trait of extraversion included more time spent with groups of people, more time

spent talking, and overall, more words spoken. Given that the trait of extraversion is traditionally defined as an individual's sociability (Reed et al., 2004), it is possible that teachers who have more social exchanges with their principal are also more inclined to remain in the profession. Settled in the context of a principal-teacher relationship, increased principal support would also mean increased exchanges between teachers and principals. Even if not directly related to social exchanges, research has found that level of leadership support influences teacher attrition (Gimbert & Kapa, 2022; Kaiser & Thompson, 2021; J. Wang et al., 2020).

Agreeableness

Based on results of the current study, the one-way ANOVA conducted on teacher perception of principal agreeableness identified significant differences between the three teacher groups of intent to remain with significance at the $p = 0.02$ level. The post hoc test with a Bonferroni correction did not indicate significant differences between the groups, however, the significance value for differences between teachers intending to remain until retirement/benefits and teachers intending to leave ($p = .018$) was only two thousandths above the alpha level of $\alpha = .016$. The estimated marginal means in Figure 10 displays lower values of teacher perception of principal agreeableness for the teachers intending to leave compared to the groups of teachers intending to remain.

Agreeableness pertains to an individual's altruism, trust, and empathy (Reed et al., 2004). By its definition, this trait leans itself to be socially desirable. While the research of M. Garcia et al. (2014) supports this notion through significant correlations between agreeableness and transformational leadership style, this trait was not found to be significantly related to principal cognitive complexity (Da'as et al., 2020) unlike the traits of openness to experience and conscientiousness. This discrepancy could be attributed to the fact that M. Garcia et al.'s (2014)

work specifically examined follower feelings of trust toward leadership per Bass's (1985) definition of transformational leadership. According to Tackman et al. (2020), behaviors associated with agreeableness include expressing gratitude more often, using words of assent and agreement, and increased engagement in religious activities such as attending church. The link between agreeableness and religiosity has been observed in other studies as well (Kern et al., 2014). The findings supporting the relationship between agreeableness and spiritual engagement is unsurprising considering the golden rule, treating others as one would like to be treated, was established by Jesus in Matthew 7:12 (English Standard Version Bible, 2016). From this perspective, engagement in religious activities could also be representative of one's ability to cultivate and sustain trust with others. Teachers who report higher levels of trust in their principal tend to remain in their teaching positions (Bickmore & Sulentic Dowell, 2019; Kaiser & Thompson, 2021; Oyer, 2015; Player et al., 2017; Price, 2021).

Neuroticism

Even though the results of the current study did not find significant differences between the teacher intent groups on the trait of principal neuroticism based on the ANOVA, inspection of the group means suggest that teachers intending to leave the profession reported higher levels of principal neuroticism. Consistent with the means reported in the current study, neuroticism was significantly negatively correlated with transformational leadership and principal cognitive complexity, both of which promote teacher retention (Da'as et al., 2020; M. Garcia et al., 2014). These relationships make it unlikely that higher levels of teacher perceived principal neuroticism would motivate teacher retention. Although the term neuroticism carries a negative connotation, McKee et al.'s (2018) research implied there may be a benefit to possessing higher levels of neuroticism as a leader. McKee et al. found that leader self-ratings of personality were more

similar to the other ratings provided by their subordinates. This conclusion suggests that leaders higher in neuroticism are more capable of seeing themselves the way that others see them. This ability could provide an advantage to leaders seeking to assess the attitudes and perceptions of their followers.

Limitations

The current study provided valuable information that added to the literature on the relationship between teacher perceptions of school leadership and teacher intention to remain in the profession, however, this study is not without its limitations. The use of a convenience sampling method poses issues related to generalizability of the study's findings (Pyrczak & Tcherni-Buzzeo, 2019). Pyrczak and Tcherni-Buzzeo discussed the limitations produced by utilizing convenience sampling, such as not being able to identify and locate participants to ensure the representative nature of the target population. Since teacher perception of principal personality is a sensitive subject, the omission of demographic questions related to the teacher's location was intentional. Omission of such questions was meant to encourage teacher participation by protecting participant anonymity.

There is also potential weakness in the measurement method of using a Likert scale to ascertain individual attitudes. When assessing self-reports of opinions, there is always a possibility that the respondents will not answer honestly and instead answer in a manner that is more socially acceptable (Pyrczak & Tcherni-Buzzeo, 2019). In the case of the current study, teachers who have favorable opinions of their principals may have answered more positively and teachers who have unfavorable opinions of their principals may have answered more negatively instead of indicating how they actually perceive their principal. Another limitation potentially affecting generalization of results is the small sample size in comparison to the target population.

In the 2021-2022 school year, there was an estimated 3.2 million public school teachers in the United States of America (National Center for Education Statistics, 2023). The current study's sample size was 278, less than 1% of the target population of full-time public-school teachers in the United States which produces probable concerns with the study's generalizable and representative nature. Of the 278 participants, 254 indicated they were female while only 22 indicated they were male. The vast majority of female participants in the current study's sample makes it unlikely that the findings are fully representative of male public-school teachers in the United States.

Another limitation in the current study involved the dependent variables violating the assumption of normality based on the results of the Kolmogorov-Smirnov tests for each research question. The ANOVA is resistant to deviations from normal distributions, especially when the dependent variables are similarly skewed as is the case of the current study (Sawilowsky & Blair, 1992). Research has shown that the occurrence of type I errors is not significantly increased due to violations of normality (Laerd Statistics, 2017; Maxwell & Delaney, 2004; Warner, 2021). To further protect against the possibility of type I errors due to violations of normality, a post hoc test with a Bonferroni correction was utilized. Since the Bonferroni correction is one of the most conservative post hoc tests used to detect significant differences between groups (Warner, 2021), it was chosen to be applied to ANOVAs that produced statistically significant results.

Although the research design name of *causal-comparative* implies that causal relationships can be established as a result of this study, that is not the case. The current study does not provide causal evidence between the principal's personality, the teacher's perception of the principal's personality, and the teacher's intention to remain in the profession. For the sample of the current study, it can be said that teacher perception of principal personality did vary based

upon whether they intended to remain as long as possible, remain until retirement/benefits, or leave. Causal conclusions can only be made when the research design includes random selection and random assignment to conditions (Gall et al., 2007). Further, it cannot be established whether teacher perception of their principal's personality vary based upon the teacher's intent to remain in the profession or if teacher intent to remain in the profession varies based upon the teacher's perception of principal personality.

Recommendations for Future Research

The conclusions of the current study point to several avenues of potential research. First, it is recommended that the current study be replicated with a larger, random sample of public-school teachers in the United States to see if results remain consistent. This would allow for a sample that is more representative of the target population, increasing generalizability. A study of this magnitude could be conducted as part of the National Center for Education Statistics annual teacher survey, which yields thousands of responses each year. Ultimately, a study using principal self-report or other rating of personality traits compared directly with rates of teacher retention at the school level would be immensely beneficial in deducing if principal personality truly holds a significant relationship with teacher retention by examining the actual decisions made by teachers, not only their self-reported intent.

Applying a methodology similar to Tackman et al.'s (2020) work with the five-factor traits and behavioral manifestations, a study could be conducted implementing a pre-test/post-test experimental design to determine if behavioral manifestations actually increase or decrease perceptions of personality traits. Researchers could establish a baseline of perceived personality traits of an individual by collecting other-rater versions of the M5-50. Then the individual would engage in impression management by displaying behaviors consistent with specific personality

traits according to Tackman et al. (2020). Data from an electronically activated recorder on the individual being perceived would verify the demonstration and frequency of the behavior in the presence of other raters. Eventually, other raters would retake the M5-50. Those results could be compared to the baseline established before the application of impression management to support or contradict the idea that behavior manifestations influence others' perceptions of certain personality traits.

While the current study encourages research focused on perceptions using impression management, how to manage impressions practically within the context of the principal-teacher dynamic merits research of its own. Educational stakeholders responsible for producing professional development should consider the inclusion of the current study's implications for impression management. This would involve guiding principals through self-reflection of their personality traits and how they may be perceived by the teachers at their school. This self-awareness would help identify areas of natural strength as well as reveal areas that require intentional management. For example, a principal may be naturally extroverted and easily engages in behaviors related to that trait but does not have a natural proclivity toward conscientious behaviors. The strategic design of impression management professional development would reinforce the naturally occurring behaviors of extraversion while advising the promotion of conscientious behavior and its potential benefits to teacher retention.

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APPENDIX A: M5-50 Questionnaire**M5-50 Questionnaire
Brittani Blair, Liberty University**

This is a personality questionnaire, which should take about 15 minutes. There are no right or wrong answers to these questions; you simply respond with the choice that describes the principal of your school best.

If you feel extremely nervous about this testing process and feel that your nervousness will affect your performance, please notify the testing administrator so that they can answer any questions about this process and alleviate any fears. Please recognize that a degree of nervousness is normal for most testing.

By proceeding with the process and responding to these questionnaire items, you are expressing your understanding of these terms and your consent for your data to be used for research purposes. You are also agreeing to release and forever discharge *Liberty University* and *Brittani Blair*, from any and all claims of any kind or nature whatsoever arising from the assessment process.

- Without spending too much time dwelling on any one item, just give the first reaction that comes to mind.
- In order to score this test accurately, it is very important that you try to answer each item, without skipping any. You may change an answer if you wish.
- Mark the response that best shows how you really feel about or see your principal, not responses that you think might be desirable or undesirable.

M5-50 Questionnaire						Page 2
		Inaccurate	Moderately Inaccurate	Neither	Moderately Accurate	Accurate
1	Has a vivid imagination	0	0	0	0	0
2	Believes in the importance of art	0	0	0	0	0
3	Seldom feels blue	0	0	0	0	0
4	Has a sharp tongue	0	0	0	0	0
5	Is not interested in abstract ideas	0	0	0	0	0
6	Finds it difficult to get down to work	0	0	0	0	0
7	Panics easily	0	0	0	0	0
8	Tends to support liberal political candidates	0	0	0	0	0
9	Is not easily bothered by things	0	0	0	0	0
10	Makes friends easily	0	0	0	0	0
11	Often feels blue	0	0	0	0	0
12	Gets chores done right away	0	0	0	0	0
13	Suspects hidden motives in others	0	0	0	0	0
14	Rarely gets irritated	0	0	0	0	0
15	Does not like art	0	0	0	0	0
16	Dislikes himself/herself	0	0	0	0	0
17	Keeps in the background	0	0	0	0	0
18	Does just enough work to get by	0	0	0	0	0
19	Is always prepared	0	0	0	0	0
20	Tends to support conservative political candidates	0	0	0	0	0
21	Feels comfortable with himself/herself	0	0	0	0	0
22	Avoids philosophical discussions	0	0	0	0	0
23	Wastes my time	0	0	0	0	0
24	Believes that others have good intentions	0	0	0	0	0
25	Is very pleased with himself/herself	0	0	0	0	0
26	Has little to say	0	0	0	0	0
27	Feels comfortable around other people	0	0	0	0	0
28	Is often down in the dumps	0	0	0	0	0
29	Does not enjoy going to art museums	0	0	0	0	0
30	Has frequent mood swings	0	0	0	0	0
31	Does like to draw attention to himself/herself	0	0	0	0	0
32	Insults people	0	0	0	0	0
33	Has a good word for everyone	0	0	0	0	0
34	Gets back at others	0	0	0	0	0
35	Carries out his/her plans	0	0	0	0	0
36	Would describe his/her experiences as somewhat dull	0	0	0	0	0
37	Carries the conversation to a higher level	0	0	0	0	0
38	Doesn't see things through	0	0	0	0	0
39	Is skilled in handling social situations	0	0	0	0	0
40	Respects others	0	0	0	0	0
41	Pays attention to details	0	0	0	0	0
42	Is the life of the party	0	0	0	0	0
43	Enjoys hearing new ideas	0	0	0	0	0
44	Accepts people as they are	0	0	0	0	0
45	Doesn't talk a lot	0	0	0	0	0
46	Cuts others to pieces	0	0	0	0	0

47	Makes plans and sticks to them	o	o	o	o	o
48	Knows how to captivate people	o	o	o	o	o
49	Makes people feel at ease	o	o	o	o	o
50	Shirks his/her duties	o	o	o	o	o
		Inaccurate	Moderately Inaccurate	Neither	Moderately Accurate	Accurate

APPENDIX B: IRB Approval Document

LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

December 29, 2023

Brittani Blair
Janice Kooken

Re: IRB Exemption - IRB-FY23-24-664 Teacher Perception of Principal Personality and Intent to Remain

Dear Brittani Blair, Janice Kooken,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

For a PDF of your exemption letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your information sheet and final versions of your study documents can also be found on the same page under the Attachments tab.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, PhD, CIP
Administrative Chair
Research Ethics Office

APPENDIX C: Additional Questions

1. Gender
 - a. Male
 - b. Female
2. Race
 - a. Caucasian
 - b. African American
 - c. Native American
 - d. Asian
 - e. Other
3. Age
 - a. <22
 - b. 22 – 30
 - c. 31 – 40
 - d. 41 – 50
 - e. 51 – 60
 - f. >60
4. Subject(s) taught (select all that apply)
 - a. Reading
 - b. English Language Arts
 - c. Mathematics
 - d. Science
 - e. Social Studies/History

- f. Special Education
 - g. Fine Arts
 - h. Technology
 - i. Other
5. Level of education
- a. Associate's Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Educational Specialist Degree
 - e. Doctoral Degree
6. Which statement best describes how long you plan to remain in teaching?
- a. "As long as I am able."
 - b. "Until I am eligible for retirement/benefits."
 - c. "Until a better opportunity comes along." or "Leaving as soon as I can."

APPENDIX D: Information Sheet

Title of the Project: Principal Personality and Intent to Remain

Principal Investigator: Brittani Blair, Doctoral Candidate, Liberty University School of Education

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a full-time K-12 public school teacher in the United States operating under the supervision of a building-level principal. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to investigate relationships between teacher perception of their principal's personality traits and teacher intent to remain in the teaching profession. These factors are examined to gain a better understanding of how such perceptions may influence teacher attrition in the context of the current teacher shortage in the United States.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Complete an online anonymous survey that contains demographic questions and an M5 50 Questionnaire (20 minutes).

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include a deeper understanding of how teacher perceptions of principal personality traits influence teacher commitment to the profession and possible avenues to alleviate teacher attrition in the United States.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life. The risks involved in this study include psychological stress from being asked to divulge your personal opinion about your supervisor's personality characteristics. To reduce risk, I will not collect any personally identifiable information or any information related to your geographical location so that your answers remain strictly anonymous throughout the research process.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.
- Data will be stored on a password-locked computer and may be used in future presentations. After five years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Brittani Blair. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Janice Kooken at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

APPENDIX E: Social Media Recruitment Post

ATTENTION FACEBOOK FRIENDS: I am conducting research as part of the requirements for a Doctor of Philosophy degree at Liberty University. The purpose of my research is to investigate relationships between teacher perception of their principal's personality traits and teacher intent to remain in the teaching profession. These factors are examined to gain a better understanding of how such perceptions may influence teacher attrition in the context of the current teacher shortage in the United States. To participate, you must be a full-time K-12 public school teacher in the United States operating under the supervision of a building-level principal. Participants will be asked to complete an anonymous online survey, which should take about 20 minutes. At the conclusion of the survey, participants will be asked to share the social media survey post with 3 other individuals who may qualify to participate in this study. Completion of these tasks should take about 20 minutes. If you would like to participate and meet the study criteria, please click the link provided at the end of this post. An information sheet will be provided as the first page of the survey. Please review this page, and if you agree to participate, click the "proceed to survey" button at the end.

To take the survey, click here: [LINK]

APPENDIX F: Inter-Item Covariances

For inter-item covariance matrices of the third-person worded M5-50, use the link provided here:

<https://docs.google.com/spreadsheets/d/12FbVAbm39OTEIT6v4uC72a7MWUIko08rjcI41Rw83OM/edit?usp=sharing>