

The Impact of Culturally Responsive Leadership Traits on Alabama K-12 Teachers' Intention to Leave and Job Satisfaction

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ABSTRACT

Previous research has shown that culturally responsive leadership leads to improvements in teachers' performance and job satisfaction. The goal of the current research study is to examine if there is a linear relationship between the Alabama state high school teachers' perception of their school principals' Culturally Responsive Leadership Traits upon the dependent variables of job satisfaction and turnover intention. Based on a sample of 95 Alabama state high school teachers, the key findings of this research study showed that school principals' providing professional development had a marginally statistically significant negative linear relationship with school teacher self-reported total job satisfaction along with the statistically significant relationship between the increasing level of a school teacher's intention to leave their job due to the increasing amounts instructional resources that are being offered to them by their school principals. In contrast, fostering the Culturally Responsive Leadership Trait of Maximizing the Instruction Time for subordinate teachers by school principals in the state of Alabama can be a cornerstone to build upon for future school principals' professional development to further improve job satisfaction among their subordinate Alabama K-12 school teachers.

INTRODUCTION

The United States K-12 public education continues to have teacher shortages that are expected to increase in the future years as school leaders (ex. School principals and School district Superintendents) struggle with balancing between shrinking budgets and retaining high-quality teachers for their students. The teacher turnover rates also impact the school student's academic achievements and not just due to new teachers but the turnover rate impacts the school's stability as well as collaboration, school interconnected relationships, and disrupts institutional knowledge (Carver-Thomas & Darling-Hammond, 2017). In 1992, United States public education K-12 teachers left the profession at a rate of 5.1 percent (Carver-Thomas & Darling-Hammond, 2017). In 2005, the reported number of teachers leaving the profession was

8 percent (Carver-Thomas & Darling-Hammond, 2017) reflecting a three percent increase. The increase of three percent of public-school teachers leaving the profession is not meaningless because this means that at least 90,000 teachers need to be hired to fill the void across public school settings across the United States (Carver-Thomas & Darling-Hammond, 2017). Looking at a broader scope, additional research indicated that public school teachers leaving and moving from the public-school teaching setting between the years 1989 and 2013 increased from just below 14 percent to 15 percent (Carver-Thomas & Darling-Hammond, 2017). Kelly et al. (2019) further added that between 8% and 50% of new public-school teachers leave the school system within their first five years of after entering the K-12 teaching profession across the United States. Beyond just the yearly salary earned by public school teachers, research has also uncovered the various factors that impact the public-school teachers in their intention to leave, or stay, in the profession such as the teachers' workload, the administration's support of the school teachers, the school's morale, and the school's culture (Flowers, 2019).

Moreover, numerous researches have also shown that public-school teachers' job satisfaction is also tied to either leaving or staying in the teaching profession (Carver-Thomas & Darling-Hammond, 2017). For public school teacher job satisfaction, a 2012-2013 survey showed that 21 percent of teachers were unhappy working with school administration, 25 percent had issues with testing and accountability, and 21 percent had dissatisfaction with their teaching career (Carver-Thomas & Darling-Hammond, 2017). In contrast, there is also research indicating an increase in Early-Career Teachers (ECT) job satisfaction and intent to stay if public school teachers receive helpful Pre-Service Education (PSE) (Kelly et al., 2019).

Examining at the state level, a North Carolina study by Berry et al. (2021) explored key factors that impact teachers' job satisfaction and intention to leave, or stay, in the teaching profession within the state of North Carolina. In summary, Berry et al. (2021) found that school leadership, access to professional development, teacher collaboration, community support, parental engagement, the teacher's collective practice, availability of instructional resources, student conduct, and student assessment data as key factors related to teacher job satisfaction within the state of North Carolina. In a similar study conducted in the state of Virginia, Jonathan and Lauren (2021) conducted a meta-narrative review that established several focus areas for school principals in leading toward subordinate school-teacher retention which includes teachers and school principals having a shared vision, school principals focused on relational trust building, and school principals developing a bureaucratic shield for their subordinate school teachers.

Building off the prior research examining the impact of school principals upon job satisfaction and intention to leave, or intention to stay, among public school teachers, the role of public school system leaders, ranging from school principals to school superintendents, is very fluid, complex, and challenging, but also very important in influencing the motivation, job satisfaction, and intention to stay for their corresponding school teachers whom they manage in the public education system. Previous studies highlighted the importance of quality school leadership impacting the retention rate of qualified teachers (Baptiste, 2019, Khalifa et al., 2016) along with the ability of the school leadership inspiring their subordinate teachers' motivation to flourish in their jobs (Duraku & Hoxha, 2021, Sunaengsih et al., 2019, Zubaidah et al., 2021) and their efficacy in teacher/school principal collaboration (Meyer et al., 2022). For example, the research of Khalifa et al. (2016) stressed the importance of creating a positive

school environment by school leaders (e, g., school principals) and maintaining it will also assist in recruiting more qualified teachers and creating an environment that can help other teachers in the school further grow as effective educators, especially towards improving the academic performance of minority students. The research of Khalifa et al. (2016) is part of the growing academic research literature examining Culturally Responsive School Leadership (CRSL) which these researchers further defined as school leaders who provide an atmosphere in K-12 schools that would help develop and encourage better cultural relationships between the parents, teachers, and students. Working with a population of students and parents who may feel socially or academically marginalized from mainstream society, CRSL educational leaders can help this population feel inclusive in the school setting. Khalifa et al. (2016) argued that CRSL is entwined within the leader's continued education and professional development for their educators and staff. To provide further evidence on the traits of culturally responsive school leaders, Khalifa et al. (2016) conducted a systematic literature review from previously published articles and books from 1989 to 2014. Overall, the researchers reviewed 37 peer-reviewed journals and 8 books as part of their systematic literature review to examine the themes and traits of culturally responsive school leaders. The researchers thought it was important to remain diligent in identifying the difference between educators and leadership. The researchers felt it was also important to understand what happened from the broad perspective of the school dynamics between school leaders and their impact on subordinate school-teachers. The researchers chose to focus on leadership and the cultural environment the school leaders were trying to create for the overall school (Khalifa et al., 2016). The researchers identified four categories of Culturally responsive school leadership (CRSL) traits. One category of traits is critically self-reflecting on leadership behavior which means that school leaders explore their personal biases as well as self-assessment of personal growth in the arena of social justice this is an ongoing process. Another CRSL category of traits is developing culturally responsive teachers and curriculum which stresses the cultivating of school leaders to cultivate among their teachers these culturally responsive leadership traits within the individualized classroom setting with the students (Khalifa et al., 2016). Another category of traits found in the research study was promoting a culturally responsive/inclusive school environment where it is important for school leaders to continuously promote inclusion for the marginal populations in the school (Khalifa et al., 2016). The final category of traits that was identified in the research was for school leaders to engage students, parents, and ingenious contexts which means creating an environment and relationship where contact with these groups is not always just negative or punitive. Overall, the researchers found that the literature review highlighted the importance of leaders understanding their own biases impacting their decision-making process (Khalifa et al., 2016).

To gain further insights into the traits of culturally responsive leadership, Hollowell (2019) conducted qualitative research based on the targeted population of high-performing highschool principals located in Southern California. Hollowell's (2019) qualitative study of high-performing high school principals identified 4 major themes included school principals critically self-reflecting on leadership behaviors, developing culturally responsive teachers via leadership and professional development, promoting culturally/inclusive school policies, and engaging students and parents to foster positive school and community relationships.

Overall, CRSL practice can reduce personal biases as schools continue to shift demographically in developing better working relationships among teachers, parents, and students. Educational

leaders implementing CRSL practices will be able to create an environment that is inclusive for all stakeholders involved, especially the disenfranchised population of the school (Hollowell, 2019). With the ever-changing diversity and the turbulent times, CRSL can build a relationship throughout school and even extend to the community. The marginalized parent and student population may have trust issues with school teachers and school leadership thus the implementation of culturally responsive leadership will provide the transparency that will show this population the school leaders and educators' sincerity in working with the marginalized population (Hollowell, 2019).

Statement of the Problem

Previous research has shown that culturally responsive leadership leads to improvements in teacher performance and job satisfaction (Hollowell, 2019; Khalifa et al., 2016). On the other hand, there is currently no research examining if Alabama state K-12 teachers perceive their corresponding school principals as having Culturally Responsive Leadership Traits. In a broader context, it has been documented that the state of Alabama struggles with K-12 teacher retention, which may stem from poor job satisfaction, and the state recognizes this is a pressing issue that needs to be addressed. Alabama Commission on the Evaluation of Services (2020) by the Alabama State Department of Education (ALSDE) gathered data from 2006 through 2020 on K-12 teacher retention to further examine the trends in teacher turnover. Alabama Commission on the Evaluation of Services (Butler et al., 2020) longitudinal research examined the Alabama K-12 first-time teacher turnover, the rate of retaining first-time teachers entering the school system, and the length of retaining teachers. Their research identified districts in the state of Alabama that had higher turnover rates than their counterparts. Of 143 school districts in Alabama, there were only 18 school districts with a rate of 60% retention rate for first-time teachers (Butler et al., 2020). The aforementioned research included the natural erosion of retirees from the school system; in fact, the researchers make a point that there is no pattern of mass retirement with a significant impact on the teacher shortages in Alabama with only 10% of the overall Alabama workforce representing K-12 teachers are within the five years of targeted retirement age (Butler et al., 2020). The ALSDE has recommended numerous paths for addressing the teacher shortage, but the researchers on the Alabama Commission on the Evaluation of Services report also highlighted that there is no current method for tracking its effective impact on the teacher shortage along with no clear examination of what causes the factors experienced by the teachers that may lead towards their self-reported job satisfaction along with their intention of leaving their job. Because K-12 teaching is very diverse in the type of educational goals covered in each grade level along with differing job/teaching demands, this particular research study focused on the experiences of Alabama high school teachers. In particular, the goal of the current research study is to examine if there is a linear relationship between the Alabama state high school teachers' perception of their school principals' Culturally Responsive Leadership Traits upon the dependent variables of job satisfaction along with the turnover intention of the aforementioned Alabama state high school teachers.

Conceptual Framework

Based on the previous section, the seven independent variables are made up of the perception of Alabama high school teachers' perceptions of their corresponding school principals' culturally responsive leadership traits while the two dependent variables are the Alabama high school teacher job satisfaction and turnover intentions self-reports. A modified version of Akram et al. (2017) leadership questionnaire to reflect the perception of the school teachers'

perceptions of their corresponding school principals' culturally responsive leadership toward supporting minority students was used in the study while the Pepe et al. (2017) Teacher Job Satisfaction Scale (TJSS) along with the Dwivedi (2015) turnover intention scale were used as the dependent variables of the research study. Based on the variables examined in the current research study, the conceptual framework is reflected in Figure 1 below:

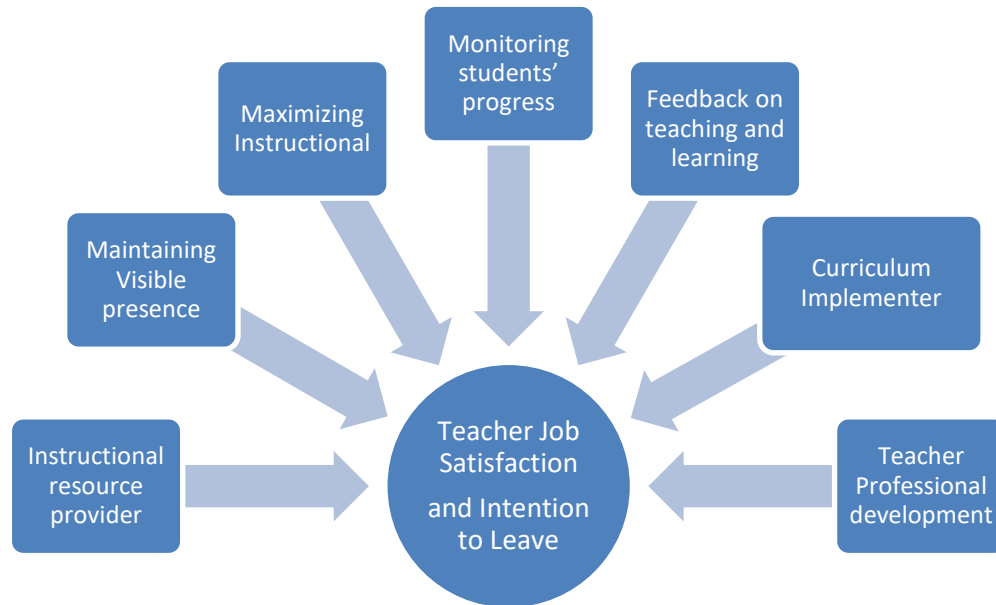


Figure 1: Conceptional Framework

Research Questions

1. Does the perception of culturally responsive school leadership traits impact Alabama High School teachers' job satisfaction?
2. Does the perception of culturally responsive school leadership traits impact Alabama High School Teachers' intention to leave?

METHODOLOGY

Participants

The survey participants were recruited via snowball sampling by utilizing email invitations by the researcher and eight other faculty volunteers. Approximately 600 Alabama school teachers were invited to participate in the study with approximately 140 participants who started the online survey. After the researcher reviewed the completed online surveys, the researcher identified a total of 95 Alabama school teachers who fully completed the survey. Overall, 95 participants completed the survey and were analyzed by the researcher for the descriptive and inferential data analyses for this study.

On account of gender, the majority of the sample population of Alabama school teachers that participated were female school teachers ($n=79$, 83.2%) as compared to male school teachers ($n=16$, 16.8%). On account of education, the majority sample population of teachers completed a master's degree and or doctorate ($n= 53$, 55.8 %), followed by teachers who completed an undergraduate degree ($n= 25$, 26.3%), next the teachers who completed some graduate credits ($n=14$, 14.7%), then teachers who completed a non-traditional teacher certificate ($n=2$, 2.1%),

and finally teachers who have only completed some college credits ($n= 1$, 1.1%). With regards to the participants' school environment location, most of the Alabama school teachers were located in Urban locations in the state of Alabama ($n= 55$, 57.9%), followed by Rural locations ($n=25$, 26.3 %) and finally Suburban locations ($n= 15$, 15.8%). Moreover, the average age of the sample of Alabama school teachers is 47.87 years old ($SD=9.39$), along with the average number of years of teaching experience is 13.60 years ($SD=8.25$) and they have an average yearly salary of \$60,900.85 ($SD=14829.72$).

Instrumentation

The demographic questionnaire asked for each participant's age, gender, yearly salary, education level, and length of time teaching (as measured in years). Furthermore, an additional demographic question asked the participants if they were teaching in an urban, suburban, or rural setting. The survey consisted of three validated instruments which included the Teacher's Job Satisfaction Scale (TJSS) by Pepe et al., (2017), a modified version of the Instructional Leadership Questionnaire by Akram et al., (2017), and the Turnover intervention scale (TIS) by Dwivedi (2015).

The Teachers Job Satisfaction Scale (TJSS) by Pepe et al., (2017) consisted of three types of satisfaction experienced by school teachers with fellow school co-workers, satisfaction with students, and satisfaction with parents. The TJSS instrument was validated with various school teacher samples from a combination of six countries. This instrument had three portions focused on assessing the school teacher's self-rating on their satisfaction with school co-workers (3 questions), their satisfaction with parents (3 questions), and their satisfaction with students' behavior (3 questions), for an overall nine total questions for the entire the Teachers Job Satisfaction scale (TJSS). Participants responding to the instrument rated their responses on a five-point Likert scale ranging from 1 (i.e., highly dissatisfied with this aspect of the school) to 5 (i.e., I am highly satisfied with this aspect of the school) (Pepe et al., 2017).

The Instructional Leadership Questionnaire by Akram et al., (2017) is a validated and reliable scale that has 7 dimensions (Instructional resource provider, Maintaining Visible presence, Maximizing Instructional, monitoring students' progress, Feedback on teaching and learning, Feedback on teaching and learning, Curriculum Implementer, Teacher Professional Development) focused on rating school leader traits towards providing directive and leadership for subordinate leadership. The validated measure has 40 questions and the participants respond to each of the questions on a Likert scale ranging from Never (1), Rarely (2), Sometimes (3), Often (4), and Often (5) (Akram et al., 2017). The data used to validate the Instructional Leadership Questionnaire was collected from 164 head teachers including school districts located in Okara and Lahore Pakistan (Akram et al., 2017). The Instructional Leadership Questionnaire by Akram et al., (2017) was originally designed for the head teachers (i.e., leaders of school teachers) to complete the instrument. In the case of the presented research study, Alabama school teachers were asked to provide their perception of rating the various dimensions of the culturally inclusive Instructional Leadership traits of their corresponding high school principals.

The Turnover Interventions Scale (TIS) intent was intended to measure the intent of the potential employee to either leave their current job or stay at their current job (Dwivedi, 2015). The instrument is six questions scored on a Likert Scale (1 = strongly disagree to 5 = strongly

agree). The higher scores on the instrument represented higher intent to leave their current job in the near future. The TISCALE was developed from a variety of previous questionnaires focused on measuring turnover intention of leaving a job (Dwivedi, 2015). Overall, the Turnover Interventions Scale (TISCALE) had an established validity to measure the intention of an employee to either leave their current job or stay at their current job (Dwivedi, 2015).

Procedure

Before recruiting participants for the survey, the researcher conducted an informal pilot testing of the survey instrument with three volunteers of Alabama school teachers to review the clarity of the survey instruction and the length of time to complete the survey. Participants who met the criteria of being a full-time public high school teacher located in the state of Alabama were recruited for the study. The survey participants were recruited via snowball sampling by utilizing email invitations by the researcher and eight other faculty volunteers. Participants received a recruitment email with an invitation to complete the online survey. The participants were reminded the survey was voluntary and anonymous. All participant responses were confidential, and any data reported in the research study will only be aggregated data results. All this information was included in the recruitment email along with the web link to the online survey. The researcher sampled participants who reside in the state of Alabama. Before completing the online survey, the participants read and accepted an online consent form that reassured them that participation in the research study was voluntary and confidential. Completing the survey approximately took on the average 5-10 minutes in length.

RESULTS

Research Question 1

A multiple regression analysis was conducted with the predictor variables of the Alabama high school teachers' ratings on School Principals being perceived as being an Instructional resource provider, Maintaining Visible presence, Maximizing Instructional time, Monitoring students' progress, Providing Feedback on teaching and learning, being a Curriculum Implementer, and offering Teacher Professional Development, and finally, the dependent variable is the Alabama high school teachers' total job satisfaction. All data were analyzed via the SPSS statistical software. The statistical significance level for the multiple regression analyses was set at 0.025. Moreover, any multiple regression analysis has a possible risk of multicollinearity which is a situation when the predictor variables strongly correlate with other predictor variables, and thus it can bring into question on the statistical impact of a particular predictor variable upon the dependent variable (Witten et al., 2017). To address this concern, statisticians strongly recommend examining the Variance Inflation Factor (VIF) values for each predictor variable to measure the level of multicollinearity of a predictor variable upon the multiple regression analysis. Statisticians strongly recommend excluding any predictor variables with VIF values over 5 as this would show significant multicollinearity for a given predictor variable (Witten et al., 2017).

The multiple linear regression examining the effects of the predictor variables (Alabama High School teachers' ratings on School Principals being perceived as being an Instructional resource provider, Maintaining Visible presence, Maximizing Instructional Time, Monitoring students' progress, providing Feedback on teaching and learning, being a Curriculum Implementer, and offering Teacher Professional Development) upon the dependent variable of total job satisfaction was statistically significant, $F(7, 94)=3.55, p=0.002$. Therefore, the null hypothesis

is rejected, and the alternative hypothesis is accepted. The R-squared value of 0.222 represents that 22.2% of the variance in the total job satisfaction rating among the Alabama school teachers is predicted by their collective ratings on their perception of School Principals being an instructional resource provider, Maintaining Visible presence, Maximizing Instructional, monitoring students' progress, providing Feedback on teaching and learning, being a Curriculum Implementer, and offering Teacher Professional Development.

In looking at each dependent variable in depth, it was found that the Standardized Beta for the Alabama school teachers' perception rating for their school leader (i.e., School Principal) providing Professional Development ($B=-0.430$, $p=0.044$, $VIF=4.94$) was marginally significant along with Maximizing Instruction Time ($B=0.573$, $p<0.001$, $VIF=2.38$) as statistically significant ($p<0.025$) and has a VIF value below 5. The Standardized Beta coefficient slope between total job satisfaction and providing Professional Development was negative where the increasing rating for school leaders providing Instructional Resources to Alabama school teachers predicts a corresponding decrease in the Alabama school teachers' total job satisfaction ratings. Moreover, the Standardized Beta coefficient slope between total job satisfaction and Maximizing Instruction Time was positive where the increasing rating for school leaders focusing on Maximizing Instruction Time to Alabama school teachers predicts a corresponding increase in the Alabama school teachers' total job satisfaction ratings. A summary of the Standardized Beta and p-values of the 7 dependent variables predicting Alabama School Teacher's total job satisfaction is shown in Table 1.

Table 1: Standardized Beta and p-values for total job satisfaction

Independent Variable	Standardized Beta	p-value
Instructional resource provider	0.056	0.691
Maintaining Visible presence	0.231	0.252
Professional Development	-0.430	0.044**
Maximizing Instruction Time	0.573	<0.001*
Monitoring students' progress	-0.40	0.874
Feedback on teaching and learning	0.119	0.535
Curriculum Implementer	-0.234	0.189
Teacher Professional Development	3.82	0.051

** marginally significant, * $p<0.025$.

Research Question 2

A multiple regression analysis was conducted with the predictor variables of the Alabama high school teachers' ratings on school principals being perceived as being an instructional resource provider, maintaining visible presence, maximizing instructional time, monitoring students' progress, providing feedback on teaching and learning, being a curriculum implementer, and offering teacher professional development, and finally, the dependent variable is the Alabama high school teachers' total intention to leave. All data were analyzed via the SPSS statistical software. The statistical significance level for the multiple regression analyses was set at 0.025. As mentioned before, there was an exclusion of any predictor variables, upon the dependent variable, with VIF values over 5 as this would show significant multicollinearity for a given predictor variable (Witten et al., 2017).

The multiple linear regression examining the effects of the predictor variables (Alabama high school teachers' ratings on school principals being perceived as being an Instructional resource provider, maintaining visible presence, maximizing instructional time, monitoring students' progress, providing feedback on teaching and learning, being a curriculum implementer, and offering teacher professional development) upon the dependent variable of total intention to leave was statistically significant, $F(7, 94) = 2.86$, $p = 0.010$. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. The R-squared value of 0.187 represented that 18.7% of the variance in the total intention to leave rating among the Alabama school teachers is predicted by their collective ratings on their perception of school principals being an instructional resource provider, maintaining visible presence, maximizing instructional, monitoring students' progress, providing feedback on teaching and learning, being a curriculum implementer, and offering teacher professional development.

In looking at each independent variable in depth, it was found that the Standardized Beta for the Alabama school teachers' perception rating for their school leader (i.e., School Principal) being an instructional resource provider ($B = 0.446$, $p = 0.003$, $VIF = 4.94$) was statistically significant ($p < 0.025$) and has a VIF value below 5. The Standardized Beta coefficient slope between total intention to leave and their school leader (i.e., School Principal) being an instructional resource provider was positive where the increasing rating for school leader on providing Instructional resources to Alabama school teachers predicts a corresponding increase in the Alabama school teachers' total intention to leave. A summary of the Standardized Beta and p-values of the 7 dependent variables predicting Alabama school teachers' total intention to leave is shown in Table 2.

Table 2: Standardized Beta and p-values for intention to leave

Independent Variable	Standardized Beta	p-value
Instructional resource provider	0.446	0.003*
Maintaining Visible presence	-0.183	0.374
Professional Development	-0.057	0.793
Maximizing Instruction Time	-0.132	0.377
Monitoring students' progress	-0.323	0.084
Feedback on teaching and learning	0.119	0.535
Curriculum Implementer	0.131	0.472
Teacher Professional Development	0.182	0.364

* $p < 0.025$.

DISCUSSION

Based on the results of Research Question 1 of this research study, the self-reported perception ratings by the sample of school-teachers for their corresponding school leaders (i.e., School Principals) in regards to providing professional development had a marginally statistically significant negative linear relationship with their self-reported total job satisfaction. This paradoxical research finding seems to indicate that Alabama teachers are not satisfied with their jobs due to the increasing amount of professional development that is being offered to them by their school leaders (i.e., School Principals). Professional development is a way to keep teachers updated on the best K-12 teaching practices based on published research to provide the best ways to instruct their students, but the Research Question 1 findings seem to suggest that Alabama K-12 school teachers find that the professional development being offered to

them by their corresponding school leaders (i.e., School Principals) appears to be nudging them towards being dissatisfied with their job satisfaction linked with working with their students.

In the previous research literature, there has been some research that seems to indicate that the expectations and experiences of early professional identity development of new K-12 school teachers can have a significant impact on their self-reported job satisfaction with starting out their teaching career (Pillen et al., 2013; Smagorinsky et al., 2004). For example, Pillen et al. (2013) conducted a qualitative study of 24 beginning teachers by examining the tensions and challenges they experienced as they started out their K-12 teaching careers. Pillen et al. (2013) found that the most common themes of tension that the interviewees expressed were regarding their mastery of subject matter knowledge and making this knowledge teachable, their classroom management skills to maintain a good learning atmosphere, and their goal to have a good rapport with their students. Interviewees also mainly agreed that the aspect of reconciling their personal and professional sides was key in helping reduce the tensions they experienced in forming their professional identity of being a teacher. Pillen, et al. (2013) argued that interrelated tensions in beginner teacher profiles with labels and interpretations make it possible for beginning teachers, teacher educators, and school mentors (i.e., school principals) in schools to comprehend and manage these tensions. It could be reasoned that unresolved tensions regarding professional identity development among Alabama K-12 school teachers early in their career may translate to a long-term apprehension towards any further professional development opportunities throughout their career which then may sour their job satisfaction in the classroom setting.

Moreover, the results of Research Question 2 of this research study also indicated the self-reported perception ratings by the sample of Alabama K-12 school teachers for their corresponding school leaders (i.e., School Principals) in regards to providing instructional resources to school teachers predicts a corresponding increase in the Alabama School teacher's total intention to leave. Again, this is a paradoxical finding because it seems to indicate that Alabama teachers have an increasing level of intention to leave their jobs due to the increasing amounts of instructional resources that are being offered to them by their school leaders

(i.e., School Principal). When considering the research findings of Pillen et al. (2013) and the results of Research Question 2, the teacher's intention to leave ratings might be tied to the challenges of Alabama K-12 school teachers in properly developing their own professional identity along with the possible discomfort working with new teaching practices and teaching technologies (ex. use of electronic/ paperless technology for school teacher collaboration and student testing via an online student learning management platform). In fact, the Alabama State Department of Education (ALSDE) (2020) completed a study on K-12 teacher shortages in Alabama. The Alabama State Department of Education (ALSDE) gathered data from 2006 through 2020 on K-12 teacher retention and found that there were only 18 school districts (out of a total of 143 school districts across the entire state of Alabama) with a rate of 60% retention rate for first-time teachers (Boren et al., 2020). This finding seems to coincide with the challenges faced by new Alabama K-12 teachers in developing their professional identity early in their career which may then influence their intention to quit their profession very early in their career, but more extensive research on first-time Alabama K-12 teachers would need to be conducted if these arguments are supported by empirical data.

The results of Research Question 1 of this research study also indicated the self-reported perception ratings by the sample of school teachers for their corresponding school leaders (i.e., School Principals) in regard to maximizing instruction time had a positive linear relationship with their self-reported job satisfaction. This research finding seems to indicate that Alabama teachers are very satisfied with their jobs due to their perception that their school leaders (i.e., School Principals) are properly maximizing their instruction time in the school setting. This finding seems to indicate that the increasing amounts of their school leader maximizing the instruction time they are receiving is having a positive impact on their self-reported job satisfaction teaching their students, but not their rapport with their fellow teachers or even the parents of their students. In the previous research literature, there has been some research that seems to indicate that the experiences of K-12 school teachers working with school leaders (i.e., School Principals) who maximize the instruction time for their subordinate school teachers can have a significant impact on the self-reported job satisfaction among the school teachers (Davis & Boudreaux, 2019, Sterret et al., 2018).

Based on the findings of the current research study, the Culturally Responsive Leadership Trait (Hollowell, 2019; Khalifa et al., 2016) of Maximizing the Instruction Time for subordinate teachers by school leaders (i.e., School Principals) in the state of Alabama can be a cornerstone to build upon for future school leaders' (i.e., School Principals) professional development in order to further improve the job satisfaction among their subordinate Alabama K-12 school teachers.

As an example, Fairman et al. (2023) conducted a literature review to explore the current best practices to make K-12 teacher professional development both enticing and relevant for K-12 teachers especially when aligning with what professional development teachers needed during the duration of their teaching careers. Fairman et al. (2023) cited the New Hampshire school system reform of their K-12 teaching practices and assessment by developing the Performance Assessment Competency Education (PACE) program Fairman et al. (2023) focused on the Amherst school district in New Hampshire which had a local level assessment for improvement for instruction and student learning. In alignment with the Culturally Responsive Leadership Trait of Maximizing the Instruction Time, Fairman et al. (2023) reported that the Amherst school district leaders and the corresponding school principals supported one monthly late start for K-12 teachers to devote to class preparation with an option to request additional class preparation or professional development time. The class preparation time was devoted to assessment work during in-service days along with team planning periods. Even though some teachers reported that they had difficulty with the new structured time and assessment standards, most of the teachers acknowledged that the implemented additional class preparation and assessment times were helpful in identifying students who needed academic intervention (Fairman et al., 2023).

The key paradoxical findings of this research study include the self-reported perception ratings by the sample of school-teachers for their corresponding school leaders (i.e., School Principals) in regards to providing professional development had a marginally statistically significant negative linear relationship with their self-reported total job satisfaction along with the statistically significant relationship between the an increasing level of a school teachers' intention to leave their job due to the increasing amounts instructional resources that are being offered to them by their school leaders (i.e., School Principals). As argued in this discussion

section, it is feasible that these paradoxical findings might be due to the challenges of K-12 Alabama school teachers not having ample time and proper supervision/training to properly develop their professional identity as school teachers over the course of their career. In contrast, fostering the Culturally Responsive Leadership Trait (Hollowell, 2019; Khalifa et al., 2016) of Maximizing the Instruction Time for subordinate teachers by school leaders (i.e., School Principals) in the state of Alabama can be a cornerstone to build upon for future school leaders' (i.e., School Principals) professional development in order to further improve the job satisfaction among their subordinate Alabama K-12 school teachers.

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