Leadership Practices, Teacher Motivation, Burnout, and Teacher Satisfaction in Tsirang Dzongkhag

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Abstract

This correlational study examined the relationship of principals' leadership styles to teacher motivation, burnout, and satisfaction. Data were collected from 118 teachers from Tsirang Dzongkhag using Multifactor Leadership Questionnaire, Maslach's Burnout Inventory, teacher job satisfaction and motivation to leave the teaching profession questionnaire. Key findings revealed that most of the principals' in Tsirang demonstrate transformational and transactional leadership practices although there are a handful of principals who apply laissez-faire style leadership. The characteristics of transformational and transactional leadership practices were positively and significantly correlated with the outcome variables, such as extra effort and effectiveness, but negatively associated with emotional exhaustion and motivation to leave the teaching profession. However almost one-half of the teachers reported being emotionally exhausted and had the motivation to leave the teaching profession. Laissez-Faire style principal leadership was associated with emotional exhaustion and motivation to leave the profession. Differences in the scores were obtained, when analysis was disaggregated by demographic characteristics of the teacher participants. The Ministry of Education and Skills Development (MoESD) should investigate other causes and factors of teacher attrition and emotional exhaustion among teachers. In addition, MoESD should also conduct effective professional development programmes for school leaders with opportunities to reflect on their leadership practices. Scope for further research on similar topics is discussed.

Keywords: Transformational leadership, transactional leadership, job satisfaction, emotional exhaustion, self-determination, motivation to leave the profession

Introduction

A school principal's role in setting the academic and social environment of a school cannot be underscored sufficiently. Research into school leadership practices has established that next to teachers, principal's leadership styles have an indirect yet paramount influence on student academic outcomes (Day et al., 2020; Hallinger & Heck, 1996; Leithwood et al., 2008/2019). There is also evidence that principals' leadership styles have a significant relationship with teachers' motivation and satisfaction (Cansoy et al., 2020; Day et al., 2020; Engin, 2020; Lee & Kuo, 2019). From a traditional perspective, leadership was described as the specific roles' principals played as the head of the organisation, managing, teaching, and inspiring subordinates, and were solely responsible for the school's success or failure (Spillane & Diamond, 2007). The industrial era's dominant leadership paradigm was the heroic model of leadership: an active subject who envisions the future, defines and communicates the plan, inspires and motivates those who are led, assigns positions, and evaluates and rewards performance (Fletcher, 2004). Two dominant leadership practices have emerged in the post-heroic leadership paradigm; transformational and transactional (Fletcher, 2004; Leithwood & Jantzi, 2007; Liethwood, Steinbach & Jantzi, 2002). Leaders who are transformational inspire and motivate their followers in ways that go beyond rewards and exchanges (Howell & Frost, 1989). Transactional leadership, on the other hand, is focused on exchanges between the leader and the followers, where followers are rewarded for

reaching particular goals or performance standards (Jung, 2001; Waldman, Bass, & Yammarino, 1990).

According to the tenets of self-determination theory, motivation stems from three basic psychological needs of competence, relatedness, and autonomy (Deci & Ryan, 1985; 2000; 2012). Competence refers to the ability to interact effectively with one's social environment and create desired results. This indicates that people are motivated to seek out settings in which they can succeed while also maintaining and developing their skills and potential. The desire to have pleasant relationships with others is expressed in relatedness. As a result, people are compelled to seek emotional attachment and a feeling of belonging. Autonomy indicates the desire to control one's own behaviour. As a result, people are compelled to seek situations in which they can exercise their personal freedom. Individual performance, psychological well-being, and intrinsic motivation improve when the social environment is organised to meet these three basic psychological demands. When such a psychological state is reached, individuals are said to be autonomously motivated or self-determined (Deci et al., 1991). Evidence demonstrates that greater self-determination leads to greater personal commitment, persistence, higher quality of involvement including instructional practices, and positive self-perceptions (Burton et al., 2006; Richardson et al., 2014).

Globally, teaching is considered as a high stress profession, and many teachers have experienced serious emotional and mental problems related to stress due to their jobs (Eaton et al., 1990; Montgomery & Rupp, 2005). The state of persistent stress due to one's job can lead to burnout, which is characterised by emotional exhaustion, cynicism (depersonalisation), and lower self-efficacy (Maslach et al., 2001). Teacher burnout has been associated with teacher turnover, which is teacher transfer as well as attrition (Madigan & Kim, 2021; Montgomery & Rupp, 2005). The Annual Education Statistics 2019 (Ministry of Education [MoE], 2019) reports a grim statistic on teacher attrition; 277 out of the 480 teachers who left public schools resigned voluntarily. After a decrease in 2020, probably due to COVID-19 movement restrictions, the statistics again rose with 353 teachers leaving the profession in 2021, of which 224 voluntarily resigned. Wangchuk and Dorji (2020) studied teacher attrition by interviewing 15 teachers who had quit the profession. They reported that among other reasons "the kind of leaders and their leadership styles seemed to have caused frustration, extreme disappointment, and unhappiness leaving them with no other options, except for leaving teaching for other jobs" (p. 37). This indicates that the principal's autocratic leadership styles demotivated teachers to persevere in their profession, leading to attrition. However, the research was conducted with only 15 participants, and the generalisability of the findings casts doubts about its validity.

Literature Review

Description of and Differences Between Transformational and Transactional Leadership Styles

In his book Leadership, Burns (1978) proposed a transformative leadership paradigm. Transformational leadership is defined as "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978, p.20). According to Bass (1985) and Burns (1978), transformational leadership is the ideal type of leadership since it is believed to provide results that exceed expectations. Transformational leaders foster mutual simulation and assessment relationships that convert followers into leaders and may change leaders into moral actors (Burns, 1978, p. 4). A transformational leader also articulates the vision clearly and persuasively, explains how to attain the vision, behaves confidently and enthusiastically, exhibits trust in his followers,

and promotes values. Transformational leadership is described as enhancing employees' motivation to reach higher levels of performance by strengthening the organisation's convictions and beliefs (Bass, 1985). It entails bringing individuals together around a common purpose by fostering trust and empowerment. Motivational, influential, and proactive leaders are transformational (Avolio & Bass, 2004). They maximise people's growth and innovation, and they persuade them to strive for greater success. Transformational leaders, according to Burns (1978), develop a relationship of mutual stimulation and elevation that transforms followers into leaders. Bass (1985) proposed the elements that describe the behaviour of a transformational leader through four "I"; individual consideration, intellectual stimulation, inspirational drive, and idealised influence. Individual consideration refers to paying special attention to those who appear to have been overlooked. The goal of intellectual stimulation is to get individuals to think about old problems in novel ways. Communicating high performance expectations is a characteristic of inspirational motivation. Finally, idealised influence focuses on outstanding personal achievement, character, and conduct as a means of modelling behaviour.

In contrast, transactional leadership is based on the principal's control over the reciprocal exchange of obligation and reward. Transactional leadership, according to Avolio and Bass (2004), is the establishment and definition of agreements or contracts to achieve specific work objectives, the discovery of individuals' capabilities, and the specification of compensation and rewards that can be expected upon successful completion of the tasks. Transactional leaders are concerned with their employees' basic needs, but not with high levels of motivation, job satisfaction, or commitment (Bass, 1985). The three types of transactional leadership are passive management by exception, active management by exception, and constructive transactional leadership (Bass & Avolio, 1994). Passive management-by-exception means establishing norms but not intervening as a leader until serious problems develop. Active management-by-exception leaders address issues as they emerge, establish standards, and actively monitor behaviour. They do not believe they should take risks or be bold. A constructive transactional leader sets goals, discusses desired outcomes, exchanges rewards and recognition for performance, proposes and consults, provides feedback, and provides positive reinforcement when colleagues deserve it.

Transformational leaders, according to Bass (1985), are more inclined to be proactive rather than reactive in their thinking, and their ideas are more creative, unique, and original. Although transactional leaders are sophisticated, their focus is on how to keep the system for which they are responsible running - reacting to problems caused by observable deviances and attempting to change conditions as needed. According to Bass (1998), every leader exhibits both approaches to some extent. Despite the fact that transformational and transactional leadership are on different extremes of the leadership spectrum, he believes they can complement each other. An ideal leader would devote more time to the transformational elements and less time to the transactional ones. This "two-factor theory" of leadership is embraced by Bass and Avolio (1994), who feel that the two factors complement one another. The transactional components address the organisation's basic needs, while the transformational approaches promote commitment and change.

Since 1990, researchers have been promoting transformational leadership and other kinds of leadership that were more in line with educational reform ideas such as empowerment, shared leadership, and organisational learning (Hallinger, 2003; Leithwood, 1994). While literature shows a movement from more transactional or managerial leadership to dispersed or transformational leadership, it is unclear whether these shifts are reflected in administrators' behaviours. Given the realities of today's schools, many school principals are attempting to get through each day simply managing the diverse needs of the school community; the time required for a transformational leader to build trust, commitment, interdependence, and empowerment among teachers and staff is not always available (Day et al., 2020). In some situations, not every leader can persuade their subordinates to put up the effort necessary to achieve at a high level. Transactional leaders, on the

other hand, do not invest much time in their subordinates' development; instead, they wait until they fail or succeed before reacting (Bass & Avolio, 1994).

Transformational Leadership Styles, Teacher Motivation and Job Satisfaction

Based on a survey of 430 teachers in a Taiwanese primary school, Lee and Kuo (2019) studied the empirical relationship between principals' transformational leadership style and teachers' motivation. They reported a significant positive association between transformational leadership of elementary school principals and teacher motivation; transformational leadership traits of primary school principals were predictive of total work motivation of teachers. Teachers were more motivated to work when they were given more academic stimulation and individualised consideration. Transformational leadership approaches by principals promote teacher job satisfaction, which is connected with higher levels of teacher motivation (Eyal & Roth, 2011; Kouni et al., 2018). Transformational leadership attributes, such as idealised influence and inspirational motivation were found to be related to teachers' autonomous motivation, and principals' individual consideration predicted teachers' motivation for complementary tasks (Duraku & Hoxha, 2021).

Bogler (2001) revealed that teachers' occupational perspectives greatly influence their job satisfaction, which in turn was influenced by principals' transformational leadership approaches. She claimed that principals' transformational leadership approaches influence teachers' job satisfaction, both directly and indirectly, through teachers' occupational perspectives. Principals' transactional leadership practices, on the contrary, were found to affect teachers' job satisfaction negatively. Bogler concludes that teachers' satisfaction increases as they perceive their principals' leadership style as more transformational and less transactional. Griffit (2004) used survey data to evaluate the relationship between principals' transformational leadership methods and staff job satisfaction, turnover, and school performance. He found that transformational leadership had a strong, favourable, and significant association with staff job satisfaction. Similarly, in a meta-analysis of transformational leadership practices on school outcomes in Taiwan and the United States of America, Chin (2007) found that 49.98 percent of the variance in teacher job satisfaction was associated with differences in the transformational school leadership.

Transformational Leaders, Work Performance and Organisational Commitment

There is also evidence which suggests that transformational leadership practices are related to employees' work performances, which is mediated by intrinsic motivation and negatively associated with social loafing (Khan et al., 2020). Social loafing is the tendency of an employee to put in less effort when working in a team rather than alone (Simms & Nicols, 2014). According to Khan et al. (2020) by providing individualised considerations, employee's social loafing tendencies are kept in check by transformational leaders. Social loafing, which is contradictory to group efficacy, was determined to be more pertinent when leaders demonstrated transactional leadership. In contrast, in groups where transformational leadership existed group efficacy increased (Kahai et al., 2003). Individual consideration behaviour of a transformational leader fosters greater awareness and better respect of various viewpoints within the group. Individual consideration behaviour, like intellectual simulation behaviour, drives participants' effort by increasing their effort-accomplishment expectancies. The leader specifically assists followers in recognising their particular strengths and the value of making unique contributions to the group's efforts. As a result, in order to demonstrate comprehension and gratitude for other members' contributions, group members are more likely to cooperate by engaging in supportive actions, often with explanations, especially when questioning other members' ideas (Sosik et al., 1997).

Organisational commitment is "a psychological state that (a) characterises the employee's relationship with the organisation, and (b) has implications for the decision to continue or discontinue membership in the organisation" (Meyer & Allen, 1991, p. 67). The definition implies that an employee should internalise the values, core vision and mission of the organisation and make decisions regarding continuity of his or her employment with the organisation. Research has shown that transformational leadership practices yield greater organisational commitment from their employees (Aydin et al., 2013; Berkovich & Eyal, 2017). This indicates that teachers who have higher organisational commitment towards their school are less prone to turnover.

Transformational Leadership, Teacher Burnout, and Attrition

Maslach and Jackson (1986) conceptualised burnout as three interrelated components, emotional exhaustion, depersonalisation, and personal accomplishment particularly in occupations that deal with other human beings such as the service section and education. In such types of occupations, the relationship between service provided and the clients is a necessary part of the job, and the nature of the work can be highly emotional. Emotional exhaustion refers to a feeling of being emotionally over expended; depersonalisation refers to loss of empathy, and reduced personal accomplishment refers to a depleted state of competence and successful achievement in one's work (Maslach & Leiter, 1999). All three components of burnout are associated with teachers' intentions to quit the profession. For example, Madigan and Kim (2021) empirically determined that emotional exhaustion, depersonalisation, and reduced personal accomplishment were significantly and positively linked with teachers' intentions to quit the profession. On the contrary, job satisfaction showed a significant negative relationship with teachers' intentions to quit.

Gap in Bhutanese Literature

There is a paucity of research on leadership styles in Bhutanese context, there is almost no literature which determines the relationship of leadership styles to teachers' motivation and job satisfaction. Wangchuk and Dorji (2020) reported that some of the teachers quit their profession because of the principal's autocratic leadership styles, but does not provide any statistical evidence demonstrating the relationship between the variables. Research conducted by Drakpa (2018) with the principals and teachers of Zhemgang, found out that principals' transformational leadership style was not significantly correlated with teachers' motivation. Similarly, Gyeltshen (2019) conducted research to determine the relationship between transformational leadership styles and teachers' organisational commitment with 236 teachers. He reported no significant relationships between the two variables. The findings of these studies contradict each other, therefore requiring further inquiry into the topic. Thus, this research was conducted.

Objectives

The objectives of the research are many fold, chief among them is to identify and delineate the leadership practices of the school principals in Tsirang Dzongkhag. The study also examined the relationship of principals' leadership style to teachers' job satisfaction, teacher motivation, teachers' emotional exhaustion, and motivation to leave the teaching profession.

Research Questions

This study was guided by the main research question:

What is the relationship between school principals' leadership styles to teacher burnout, motivation, and job satisfaction?

The main question was addressed by the following sub-questions:

1. What is the status of teacher motivation and satisfaction?
2. What percentage of the teachers in Tsirang Dzongkhag are exhibiting signs of emotional burnout?
3. To what extent do leadership practices relate to teacher burnout, motivation, and satisfaction?

Research Methodology

Correlational research was conducted with the teachers of Tsirang District. Correlational research designs are non-experimental research designs in which the researchers do not attempt to manipulate the variables (Mertens, 2015). According to Mertens, correlational research can be used to make group comparisons since the focus is "on providing an estimate of the magnitude of the relationship between two variables" (2015, p. 214). In the context of this research, principals' leadership style is the predictor variable, while their teachers' motivation and satisfaction are outcome variables.

Instrument

Data were collected from 118 teachers using a questionnaire developed by modifying the Multifactor Leadership Questionnaire [5x-Short (MLQ)] (Bass & Avolio, 2000), Maslach Burnout Inventory (Maslach et al., 1996), and job satisfaction and motivation to leave the teaching profession questionnaire (Skaalvik & Skaalvik, 2011). The questionnaire was administered online using Google Forms. MLQ consists of five transformational, three transactional, a laissez-faire, and three outcome scales. The five transformational scales are inspirational motivation (abbreviated as IM), idealised attribute (IA), idealised behaviour (IB), intellectual stimulation (Int Sim), and individualised considerations (IC). The three transactional scales are content reward (Con Rew), management by exception passive (MBEP), and management by exception active (MBEA). The outcome variables are effectiveness (EFF), extra effort (EE) and satisfaction with the leader (SAT).

The emotional exhaustion (EM) scale from the Maslach's burnout inventory (Maslach et al., 1996) was used to measure teachers' perception of burnout. The scale consists of nine items, including items, such as "I feel emotionally exhausted because of my work", and "Working directly with people puts too much stress on me". Teachers' job satisfaction (JS) and motivation to leave the teaching profession (MTLT) was measured using the items developed by Skaalvik and Skaalvik (2011). JS was measured using four items, such as "When I get up in the morning, I look forward to going to school", while MTLT was measured using three items, including "I often think of leaving the teaching profession". EM, JS, and MTLT were measured on a 6-point Likert response option.

Data Analysis

To determine the reliability of the instrument used to measure principals' leadership practices and the outcome variables, Cronbach's alpha was calculated. Cronbach's alpha ranges in value from 0 to 1 (Cronbach, 1954). To analyse the data, both descriptive and inferential statistics were used. Descriptive statistics describe the common characteristics of the entire data set, while inferential

statistics is used to determine if the scores are significantly different among the sub-groups in the sample (Mertens, 2015). Measures of central tendencies such as mean and standard deviations, frequency counts, and percentages were used besides correlation and analysis of variance (ANOVA).

Results

In the following sections, the results obtained are discussed. It begins with a description of the demographic results of the participants, followed by the descriptive results of the predictor and outcome variables. It is followed by the correlation coefficients obtained between the different sub-scales used in the research, and finally by the results obtained from ANOVA.

Demographic Details

Demographic details of the participants were also sought to determine if there were variations in the scores based on their demographic details. For example, information on participants' gender, total number of teaching experience expressed in years, marital status, initial and current professional qualifications, and residing in government provided housing were solicited. The results obtained are provided in Table 1.

Table 1

Demographic Results of the Participants (n = 118)

		Fre	%
Gender	Male	75	63.6
	Female	41	34.7
	Undisclosed	2	1.7
Initial professional qualification	PTC	17	14.4
	BEd Pri	34	28.8
	BEd Sec	35	29.7
	PgDE	27	22.9
	Masters	5	4.2
Current professional qualification	PTC	4	3.4
	BEd Pri	39	33.1
	BEd Sec	27	22.9
	PgDE	30	25.4
	Masters	18	15.3
Upgraded qualification	Yes	36	30.5
	No	82	69.5
Marital status	Single	16	13.6
	Married	96	81.4
	Other	6	5.1
Spouse living in the place of posting	Yes	81	68.6
	No	22	18.6
	Not Applicable	15	12.7
Total teaching experience	Less than a year	3	2.5
	1-3 yrs	13	11.0
	4-6 yrs	9	7.6

	7-9 yrs	19	16.1
	13-15 yrs	18	15.3
	13-15 yrs	19	16.1
	16-18 yrs	13	11.0
	19-21 yrs	15	12.7
	more than 22 yrs	9	7.6
Level of school of current posting	PS	21	17.8
	MSS	68	57.6
	HSS	29	24.6
Road connectivity	Yes	112	94.9
	No	1	.8
	Cut off during monsoon season	5	4.2
Electricity	Yes	116	98.3
	No	2	1.7
Residing in Govt Housing	Yes	33	28.0
	No	85	72.0

Descriptive Results of the Predictor and Outcome Variables

The descriptive results, shown in Table 2, indicate that teachers perceive their principals' leadership as mostly transformational and transactional. However, there also appears to be some principals, whose leadership teachers are perceived as laissez-faire. Overall, teachers of Tsirang dzongkhag perceive their principals' leadership as effective, and they are satisfied with their principals' leadership style, and that they are willing to put in extra-effort to achieve their institutional goals due to the principal's leadership. Teachers' scores indicate emotional exhaustion as a result of being a teacher is moderate, but some of the teachers are thinking or have thought about leaving the teaching profession. However, job satisfaction among the teachers is high. Table 2 shows the descriptive results and the internal consistency of the scales, measured through Cronbach's alpha. Management by Exception Passive was excluded from further analysis, since the scale was obtained to be not reliable.

Table 2

Descriptive Results of the Variables with Cronbach's Alpha for the Sub-scales

Predictor variables	Mean	Std. Dev.	Alpha
Transformational			
Inspirational Motivation (IM)	3.59	0.90	0.80
Idealized Attributed (IA)	3.37	0.90	0.81
Idealized Behaviour (IB)	3.59	0.84	0.83
Intellectual Stimulation (Int Sim)	3.32	0.79	0.77
Individual Consideration (IC)	3.20	0.80	0.61
Transactional			
Content Reward (Con Rew)	3.47	0.83	0.84

Mngt by Exception Active (MBEA)	3.26	0.78	0.70
Laisse's-faire	2.28	0.93	0.70
Laisse's-faire (LF)			
Outcome variables			
Effectiveness (EFF)	3.50	0.94	0.89
Satisfaction (SAT)	3.53	0.98	0.79
Extra Effort (EE)	3.46	0.92	0.80
Emotional Exhaustion (EM)	3.25	0.92	0.88
Job satisfaction (JS)	4.55	0.75	0.85
Motivation to leave the teaching profession (MTLTP)	3.27	1.30	0.91

To determine the percentage of teachers demonstrating agreement and disagreement to emotional exhaustion, job satisfaction, and motivation to leave the teaching profession, the response options were added. Completely disagree, disagree, and slightly disagree was summed and renamed as % disagree. In a similar manner, various levels of agreement were summed and renamed as % agree. As shown in Table 3, the results are worrisome. Almost half of the participants (49.44%) demonstrated emotional exhaustion, while 87.71% of the teachers reported that they were satisfied with their jobs. However, an equal percentage of teachers agreed and disagreed on their motivation to leave the teaching profession.

Table 3

Percentage of Participants in Agreement and Disagreement

	% Disagree	% Agree
Emotional exhaustion	50.56	49.44
Job Satisfaction	12.29	87.71
Motivation to leave the teaching profession	50	50

Relationships of Leadership Styles to Outcome Variables

To determine the relationship between teachers' perceived leadership style and the outcome variables, a Pearson Product Moment correlation coefficient was calculated as reflected in Table 4. Transformational and transactional leadership practices were positively and significantly associated with teachers' perception of their principals' effectiveness, satisfaction with their leaders, and their willingness to put in extra efforts to meet common aspirations. If the teachers perceived their principals' leadership style as laissez-faire teachers felt that their principals were not as effective and demonstrated lesser satisfaction with their leaders, and were negatively associated with their willingness to put in extra effort.

Table 4

Correlation Coefficients of Leadership Style to Outcome Variable

	Transform	Transact	LF	EFF	SAT	EE	EM	JS	MTLTP
Transform	1								
Transact	.892**	1							
LF	-.476**	-.404**	1						
EFF	.845**	.749**	-.513**	1					
SAT	.848**	.761**	-.559**	.871**	1				
EE	.781**	.722**	-.463**	.807**	.822**	1			
EM	-0.173	-.196*	0.119	-0.17	-.203*	-0.14	1		
JS	0.065	0.044	-0.076	0.153	0.078	0.043	-.372**	1	
MTLTP	-0.075	-0.076	0.064	-0.14	-0.11	-0.06	.635**	-.276**	1

Transformational and transactional leadership styles were negatively correlated with emotional exhaustion and motivation to leave the teaching profession, but were positively associated with job satisfaction. This indicates that teachers who perceived their leaders to be transformational and transactional oriented did not exhibit emotional exhaustion, demonstrated higher job satisfaction and were less prone to leave the teaching profession. Contrarily, laisse's-faire leadership style was positively related with emotional exhaustion and motivation to leave the teaching profession, and negatively correlated with job satisfaction. This indicates that teachers' who perceived their leaders to follow a laissez-faire - leadership style were less satisfied with their jobs, demonstrated emotional exhaustion and were more likely to leave the teaching profession. Emotional exhaustion was negatively but significantly correlated with job satisfaction and positively correlated with motivation to leave the teaching profession. Job satisfaction was negatively associated with motivation to leave the teaching profession.

To discern the effect of different leadership practices on employee's outcomes, correlations were calculated as reflected in Table 5. Content reward, which is using recognition and rewards for meeting the goals, and management by exception active which is continually monitoring each subordinate's performance and taking immediate corrective action when something goes wrong, was negatively but significantly related to emotional exhaustion. Content reward and management by exception active was negatively correlated with motivation to leave the teaching profession, although the coefficient was not significant. This indicates that when the principals acknowledge teachers for achieving their goals and take immediate corrective action when the teachers go wrong, teachers are motivated to persevere and perform. Transactional leadership practices (Con Rew and MBEA) were significantly and positively correlated with teachers' efficiency, satisfaction with their leaders, and extra effort.

The central premise of intellectual stimulation (Int Sim) is that by challenging teachers' predispositions, beliefs, and ways of doing things, the followers grow professionally. Int Sim was obtained to have a positive and significant relationship to efficiency, satisfaction with the leadership style, and extra effort. Although non-significant, emotional exhaustion and motivation to leave the teaching profession was negatively correlated to the principals who were perceived to intellectually stimulate the teachers. Idealised behaviour (IB) represents the principal's emphasising collective goals and acting upon them. IB was found to have a positive and significant correlation with efficiency, satisfaction with the leader, and extra effort, while it was negatively correlated with emotional exhaustion and motivation to leave the teaching profession albeit non-significant. Inspirational motivation (IM) scale describes the principal's leadership style that is being optimistic about future and advertently motivating the teachers. IM was found to have a significant and strong positive correlation with teachers' efficiency, satisfaction with the leader, and willingness to put in more effort than required. As expected, IM showed non-significant, negative but weak correlation with emotional exhaustion and motivation to leave the teaching profession.

Idealised attribute (IA) refers to the positive attribute of the principal. Due to the leader's positive attitude, teachers develop close emotional ties with the principals. IA was found to have significant and strong positive correlations with teachers' efficiency, satisfaction with the principal, and extra effort. Teachers' emotional exhaustion and motivation to leave the teaching profession was negatively correlated to IA, although the correlation coefficients were non-significant. Individual consideration (IC) demonstrates principal's recognising teachers' individual needs and fine-tuning individual strengths. Principals who followed this style of leadership practices were gaining from a higher efficiency, satisfaction, and extra effort from their teachers. Teachers reported lesser emotional exhaustion and lesser motivation to leave the teaching profession.

Table 5

Correlation of Different Scales

	Con Rew	Int Sim	MBEA	LF	IB	IM	IA	IC	EFF	SAT	EE	EM	JS	MTLTP
Con Rew	1													
Int Sim	.808**	1												
MBEA	.564**	.680**	1											
LF	-.542**	-.396**	-.161	1										
IB	.822**	.822**	.688**	-.443**	1									
IM	.876**	.800**	.586**	-.526**	.873**	1								
IA	.821**	.812**	.613**	-.450**	.830**	.857**	1							
IC	.747**	.816**	.587**	-.363**	.717**	.749**	.780**	1						
EFF	.822**	.756**	.494**	-.513**	.775**	.853**	.783**	.707**	1					
SAT	.848**	.731**	.488**	-.559**	.783**	.888**	.792**	.691**	.871**	1				
EE	.795**	.705**	.472**	-.463**	.742**	.768**	.703**	.666**	.807**	.822**	1			
EM	-.210*	-.116	-.135	.119	-.152	-.189*	-.215*	-.112	-.171	-.203*	-.137	1		
JS	.082	.016	-.007	-.076	.098	.074	.083	.021	.153	.078	.043	-.372**	1	
MTLTP	-.081	-.002	-.052	.064	-.094	-.146	-.075	-.018	-.142	-.114	-.062	.635**	-.276**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Relationship of Demographic Variables to the Outcome Variables

Analysis of variance (ANOVA) was conducted on the outcome variables using gender, qualification upgradation, spouse living in the place of posting, teaching experience, level of school, road connectivity, electricity provision, and residing in government quarter as a predictor variable. Spouses living in the place of posting, teaching experience, level of school working at, provision of electricity and road connectivity did not yield any significant differences with the outcome variable.

Female teachers expressed more satisfaction with their principals' leadership styles (M = 3.77, SD = 0.90) compared to their male counterparts (M = 3.44, SD = 0.99). The differences were significant at $F_{(2, 115)} = 3.411$, $p = .036$. There were no other significant differences with other outcome variables, such as effectiveness, satisfaction with the leaders, extra effort, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. Teachers' who had upgraded their qualification demonstrated a greater job satisfaction (M= 4.83, SD = 0.378) compared to those who did not (M = 4.42, SD = 0.84). The equation obtained was $F_{(1, 116)} = 7.625$, $p = .007$. There were no other significant differences in the outcome variables as a result of qualification upgradation.

Teachers who resided in government quarters exhibited greater job satisfaction (M = 4.80, SD = 0.32) compared to those who did not (M = 4.45, SD = 0.84). The differences were significant at $F_{(1, 116)} = 5.231$, $p = .024$. Teachers' residency status did not yield any significant differences with other outcome variables.

Discussion and Conclusion

The purpose of the research was to uncover the relationship between principals' leadership styles to teacher motivation, satisfaction, emotional burnout, and motivation to leave the teaching profession in Tsirang Dzongkhag. The results indicate that almost 9 out of 10 teachers in Tsirang Dzongkhag are satisfied with their jobs. However, almost 5 in 10 teachers reported that they were emotionally exhausted, and the same frequency of teachers reported that they are more likely to leave the teaching profession. While the majority of the teachers reported being satisfied with their jobs, almost 50% of the teachers who participated in the research had thought about leaving the teaching profession. The findings resonate with the findings of Skaalvik and Skaalvik (2011) that emotional exhaustion is one of the key factors that determines teachers quitting the profession. The results at the face value are baffling; while most teachers are satisfied with their jobs, a larger proportion of them have the motivation to leave the teaching profession. Among the demographic variables sought, only qualification upgradation and residing in the government quarters within the school campus yielded significant differences in teachers' level of job satisfaction. The association between teachers' job satisfaction and residency in government quarters needs to be further explored. Similarly, the association between other demographic characteristics, such as satisfaction with salary, professional development opportunities, and status of marital life and job satisfaction and their motivation to leave the teaching profession needs to be explored.

This investigation revealed that the majority of the principals in Tsirang Dzongkhag followed both transformational and transactional leadership practices, while there were a handful of principals who exhibited a laissez-faire style of leadership. The findings of this correlational research are in accordance with international literature. Transformational and transactional leadership practices had positive and significant impacts on teachers' satisfaction with their leaders

(Griffith, 2004; Leithwood & Jantzi, 2008), and commitment and motivation to perform more (Kruger et al., 2007; Leithwood & Jantzi, 2002). Similarly, transactional and transformational leadership practices were positively but insignificantly associated with job satisfaction. Transformational and transactional leadership practices of the principals had a negative but insignificant association with emotional exhaustion and motivation to leave the teaching profession (Skaalvik & Skaalvik, 2011). Laissez-faire style of leadership practices was negatively and significantly related to teachers' effectiveness, satisfaction with their principals, and extra effort. On the contrary, it was positively associated with emotional exhaustion and motivation to leave the teaching profession.

This research found that principal's transformational leadership styles were significantly and positively correlated with efficiency, satisfaction, extra effort and negatively associated with burnout and motivation to leave the teaching profession. This contradicts the findings of Drakpa (2018) who reported no association between transformational leadership style and teacher motivation. Laisse's-faire leadership style was positively related with emotional exhaustion and motivation to leave the teaching profession, and negatively correlated with job satisfaction. Transformational and transactional leadership styles revealed a negative but insignificant correlation with motivation to leave the profession. These findings partly support Gyeltshen's (2019) claim that leadership styles have no relationship with teachers' organisational commitment. However, more research is required to establish the relationship.

Recommendations

Teachers are the highest paid civil servants in Bhutan, and yet a worrying 50 percent of the teachers in the district reported that they had the motivation to leave the teaching profession, even though the teacher participants were satisfied with their principal's leadership style. Almost 50 percent of the teachers reported being emotionally exhausted with their profession. This is a concerning trend, which indicates that almost half of the teachers could leave the profession, should other opportunities present themselves. This research did not find substantial evidence to suggest that teacher's motivation to leave the profession and emotional exhaustion were a result of leadership styles. Therefore, it seems likely that there are other factors which contribute towards teachers' motivation to leave the profession and emotional exhaustion. The MoSED and relevant agencies should thoroughly investigate why teachers are motivated to leave the profession and the causes of emotional exhaustion among the teachers, to draw the right interventions. Professional development programmes for the school leaders, with an emphasis on reflecting on their leadership styles and how to change them into favourable leadership attributes are recommended.

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