

EXPLORING WHAT REMAINS CONTRIBUTIVE FROM THE HEAD TEACHERS END TOWARDS TEACHERS' BURN OUT

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ABSTRACT: *It is not the school but the school leadership is found more appealing for the stake holders as they may the processes go smooth and enable the school to flourish. Leaders develop ownership of the school and its processes among the staff both teaching and administrative. The other side of the coin is that the staff feels discomfort which at the first level leads to staff burn out and ultimately push the staff to a turn over which does not go in the favor of school staff and stakeholders. The prominent objectives of the study were; Investigation of the head teachers' leadership style and teachers' burn out, to know the personal traits forming the sub-sets of teacher burn out like (emotional exhaustion, depersonalization, Personal achievement) and finding the teachers burn out and its relationship with head teachers leadership and organizational turnover. Ravi town schools (199) affiliated with B.I.S.E found the population out of which 82 were male and 116 were female schools. Only 8 male and 12 female schools were selected as the sample on random basis as per norm. Two rating scales were developed one for finding out the leadership styles and other for factors which cause teachers burn out. Their face validity and reliability was developed through expert opinion and determining the chron bach alpha. The instruments were administered by the researcher personally. The major findings were all sub factors of burn out Authoritative leadership style, democratic leadership style, laissez faire leadership style, transformational leadership style, transactional leadership style, emotional exhaustion, depersonalization and personal achievement has a slant towards positive end.*

Key terms: Burn out, leadership, transformational leadership, transactional leadership, emotional exhaustion

INTRODUCTION

Leadership being the key human resource makes it possible to run the processes of organization [1]. These processes may include the induction and training of the staff not only to combat the cutting edge requirements but to improve the turnover of situation of the staff in terms of the aspirations of members and the pulling forces [2]. It is a hard fact that the organizations excel and flourish on the basis of their leaders and not the products and their quality [3]. The simple reason to it is that the leaders with vision, zeal and drive break the ice and stagnation and let the organization go for opting better and most effective procedures [4]. It may safely be said that by having better leaders we may have not only the procedural elevation but the boosting up of the standards also [5].

An effective leader is found to have working on motivation of the staff which enables the organizations to be through the period of turbulence and turmoil [6]. These leaders take the challenge of space, people, time and technology and keep the organizations marching towards success with their positive and pushing attitudes [7]. Education is no exemption because the leadership makes the organization combating the test of time. In Pakistan there are multiple problems that persist inclusive of better flow through the system, induction of the out of school children into the system. Teachers using the channel of students help educate the parents at the personal level and the society in collection at large which divulges into the change of attitude towards aspired and entrusted responsibilities [8]. Teachers right from the childhood keep the children involved in molding their personalities and character [9]. Because of teachers lustless endeavors students emerge as good productive and fruitful citizens who may be

termed as the better citizen of future [10]. In view of the responsibilities the leaders are facing job stress, emotional exhaustion and as well as depersonalization [11]. This causes to lower the self esteem, morale, energy and zeal to cope with routine processes [12]. If the teacher feels depressed, anxious, worried and lack of zeal to undertake the routine tasks of schooling then the teachers burn out is something but natural [13]. This burn out sometimes takes a teacher to think and find the way to get exit from the teaching profession [14].

Inspite of the teachers multifarious problems there remain a dominant effect of leadership on teachers in the shape of potential to adjust and change and learn of their own for keeping them updated [15]. The reality of facts if goes against, then the burn out may take place and counter effect the processes relating to teaching and learning [16]. There is a continuous need to change, change needs satisfaction, contentment and perseverance, leaders make the space for the employees and keep them comfortable to own and stay with the organization [17]. This elevates the tension worries and dissatisfaction that leads to decide for quitting the organization [18].

Statement of the problem

Over the span of time a vast number of innovations have been brought about in the system of education [19]. The head teachers and their stipulated roles have to adapt to the prevailing situations, they have to keep their staff motivated and working under their directions [20]. Over the span of time the nature of duties have taken a twist, the administrative duties in addition to teaching have quadrupled to accomplish the variety of tasks [21]. The paper work has grown many times which most of the times goes beyond the

capacity of teachers to come up to the mark [22]. Medium of instruction, in-service training overdue promotions, rush of work and over loads are the common concerns of the teacher [23].

It cannot be said with confidence that the leadership style affects teachers temperaments and make them burn out [24]. Furthermore the causes of burnout may not be the same in all the cases [25]. The intent of the study was to explore what remains contributive from the head teachers end towards teachers' burn out.

Objectives of the study

The objectives framed for the study were to;

1. Investigate the head teachers' leadership style and teachers' burn out.
2. To know about the personal traits forming the sub-sets of teacher burn out like (emotional exhaustion, depersonalization, Personal achievement).
3. To know the teachers burn out and its relationship with head teachers leadership and organizational turnover.
4. To trace the relationship among leadership style

Research questions

The following research questions have been jotted down for the ease and tangibility of research;

- Is there any relationship between leadership style (democratic), teacher burn out (emotional exhaustion, depersonalization ad personal achievement) and turn over intentions?
- Is there any relationship between leadership style (transformational), burn out (emotional exhaustion, depersonalization ad personal achievement) and turn over intentions?
- Is there any relationship between leadership style (transactional), burn out (emotional exhaustion, depersonalization ad personal achievement) and turn over intentions?
- Do the leadership styles are likely to predict the emotional exhaustion as sub scale of burn out?
- Do the leadership styles are likely to predict the depersonalization as sub scale of burn out?
- Do the leadership styles are likely to predict the personal achievement as sub scale of burn out?

Significance of the study

Leaders in all walks of life contribute towards attitude formation and characterization of the individuals education remains no exception [26], this study is important as it would put before us that the leadership put the teachers on the burn out end its cause and possible remedies to the possible extent. It may lead us to explore the psychological distress people feel with respect to leadership behavior, work place stress and mental health of the teachers. Study would reveal that how and in what way teachers burn out occurs due to emotional exhaustion and what factor cause this [27]. How this exhaustion may be

combated on certain methodical grounds, which may include entrust of responsibilities and their over load [28].

The study would also divulge the probable failure in shaping the student behaviors in the name of depersonalization. Partially it might be the responsibilities and their methodical discharge and partially the comforts of working with others and their odds. The frequency of such occurrence may help us conclude better about the teacher burn out and helping him/her out of such situation that turn into an itching situation which leads to burn out. Not always but sometimes teachers achievements turn into very curbing situation when the teacher concern dedication and positive contribution is not acknowledged rather in turns into a coercive complement in terms of more assignments without due regards [29].

The leadership styles may have an effect on the burn out of the teachers in case the leadership is transformational it would be made known that how and in what the teachers feel benefitted [30] and in transactional leadership how the teachers are marginalized and in case of laissez faire style the teachers feel scared of the organizational climate leading them to the burn out [31].

It may also be the working condition that may serve as the contributive factor towards the teacher burn out [32].

Delimitations of study

- Ravi town private secondary schools
- Teachers of age 21 to 50 years
- Teachers working with the organization for more than three years
- Single teachers
- Teachers with sound mental health
- Teachers whose job is the first with the current organization

Research design

It was a descriptive study where in survey was the mode of quantitative data collection.

Population of the study

All those schools which were affiliated with the Board of intermediate and Secondary Education formed the population of the study. There were 199 schools in Ravi town those were found affiliated with B.I.S.E out of which 82 were male and 116 were female schools.

Sample and sampling technique

As per rule 10% schools were selected as sampling [8]. Total 20 schools were selected out of which 8 were male and 12 were female secondary schools. Roughly 225 teachers were working in the schools.

Development of instruments

Two rating scales were developed one for knowing the leadership styles. It was a five point rating scale (strongly disagree to strongly agree). And second was the burn out 7 point inventory never to every day. The face validity was got determined through expert opinion and the reliability was determined through pilot test by computing cronbach alpha which was .89

Table 1: Frequency distribution in (%) of leadership style (authoritative)

Sr.	Statements	SD	D	N	A	SA	M	SD
1.	My leader acts as the final decision making authority	9.5	9.0	20.0	37.0	24.5	3.58	1.22
2.	My leader rates the achievements of the employees at school	6.0	14.5	15.0	41.0	22.0	3.58	1.17
3.	Progress of the staff is checked through their work done	5.5	9.5	16.0	37.0	32.0	3.80	1.15
4.	To our committed mistakes warning is issued not to do it again	5.5	11.5	15.0	14.0	28.0	3.73	1.14
5.	Suggestions made by employees are duly considered by the leadership	24.0	28.0	16.0	19.0	13.0	2.69	1.36
6.	Employees are monitored closely for correct performance	7.0	9.0	14.5	47.5	22.0	3.60	1.12

Table 1 reveals about the authoritative leadership style , in respect of statement one, “my leader acts as the final decision making authority” 61.5% respondents endorse this statement whereas 18.5% didn’t favor the statement.

In respect to statement two, “my leader rates the achievements of the employees at school” 63% respondents did go with the statement whereas 30.5% responded in negation.

In the context of statement three, “progress of the staff is checked through their work done” 69% of the respondents supported the statement whereas 15% went against the statement.

In accordance with the statement four, “to our committed mistakes warning is issued not to do it again” 42% respondents showed their positive agreement to the statement, whereas 16% didn’t agree to the statement.

In the realm of statement five, “suggestions made by employees are duly considered by the leadership” 32% respondents did confirm their positive commitment to the cause whereas 52% did go against the statement.

In the respect to the statement six, “employees are monitored closely for correct performance 69.5% respondents did go with the statement whereas 16% did go against the statement.

Table 2: Frequency distribution in (%) of leadership style (democratic)

Sr.	Statements	SD	D	N	A	SA	M	SD
1.	My leader shares the decision with the staff	8.0	13.5	14.0	44.5	20.0	3.5	1.18
2.	My leader uses the vision where he thinks it is necessary	10.0	11.5	14.5	39.0	25.0	3.57	1.25
3.	Policy changes are discussed with staff before implementation	9.5	12.5	14.5	36.5	27.0	3.59	1.26
4.	Guidance is provided to staff as an when needed	11.0	11.0	14.5	37.5	26.5	3.56	1.28
5.	Employees are asked by the leadership to set priorities	8.5	9.5	24.0	43.5	14.5	3.46	1.11
6.	Employees are motivated to take ownership of responsibilities entrusted	6.0	8.0	20.5	46.5	19.0	3.64	1.06

Table 2 reflects about the democratic leadership style, in respect of statement one, “My leader shares the decision with the staff” 64.5% respondents endorse this statement whereas 21.5% didn’t favor the statement.

In respect to statement two, “my leader uses the vision where he thinks it is necessary” 64% respondents did go with the statement whereas 21.5% responded in negation.

In the context of statement three, “Policy changes are discussed with staff before implementation” 63% of the respondents supported the statement whereas 22% went against the statement.

In accordance with the statement four, “Guidance is provided to staff as an when needed” 64% respondents showed their positive agreement to the statement, whereas 22% didn’t agree to the statement.

In the realm of statement five, “Employees are asked by the leadership to set priorities” 58% respondents did confirm their positive commitment to the cause whereas 18% did go against the statement.

In the respect to the statement six, “Employees are motivated to take ownership of responsibilities entrusted” 65.5% respondents did go with the statement whereas 14% did go against the statement.

Table 3 reflects about the laissez faire leadership style, in respect of statement one, “My leader expect from the employees to determine their goals” 59.5% respondents gave their backing to this statement whereas 22.5% didn’t favor the statement.

In respect to statement two, “My leader likes to share and delegate his powers” 62% respondents did favor the statement whereas 23% responded in negation.

In the context of statement three, “Staff is motivated to work out the solutions to the problems of their own” 46% of the respondents supported the statement whereas 31% went against the statement.

In accordance with the statement four, “Leadership allows the staff to work on their issues” 58.5% respondents showed their positive agreement to the statement, whereas 20.5% didn’t agree to the statement.

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Table 3: Frequency distribution in (%) of leadership style (laissez faire)

Sr.	statements	SD	D	N	A	SA	M	SD
1.	My leader expect from the employees to determine their goals	5.0	17.5	18.0	39.5	20.0	3.52	1.14
2.	My leader like to share and delegate his powers	9.0	14.0	15.0	35.0	27.0	3.77	1.19
3.	Staff is motivated to work out the solutions to the problems of their own	11.0	20.0	23.0	31.5	14.5	3.18	1.22
4.	Leadership allows the staff to work on their issues	7.0	13.5	21.0	37.5	21.0	3.52	1.16
5.	Staff is encouraged to decide what and how of that needs to be done	6.0	5.5	15.5	52.0	21.0	3.76	1.03
6.	Leadership least bothers to call the meeting for solving organizational problems	8.0	13.0	15.0	40.0	24.0	3.50	1.21

In the realm of statement five, "Staff is encouraged to decide what and how of that needs to be done" 73% respondents did confirm their positive commitment to the cause whereas 11.5% did go against the statement.

In the respect to the statement six, "Leadership least bothers to call the meeting for solving organizational problems" 64% respondents did go with the statement whereas 21% did go against the statement

Table 4: Frequency distribution in (%) of leadership style (transformational)

Sr.	statements	SD	D	N	A	SA	M	SD
1.	Leadership is relied upon by the staff	5.5	9.5	11.0	45.0	29.0	3.82	1.11
2.	Leadership makes the people feel good about him and the organization	7.5	18.5	20.0	30.0	24.0	3.44	1.24
3.	Challenges are offered to the staff enabling them to grow	3.5	10.0	14.5	43.0	29.0	3.84	1.06
4.	Leadership provides coaching as and when needed	10.5	6.5	19.0	42.5	21.5	3.58	1.20
5.	Leadership care for others to be updated	7.5	5.5	13.5	49.5	24.0	3.77	1.10
6.	Incentives are recommended by the leadership to the deserving	6.0	5.5	15.5	52.0	21.0	3.76	1.03

Table 4 makes known about the transformational leadership style, in respect of statement one, "Leadership is relied upon by the staff" 74% respondents gave their backing to this statement whereas 15% didn't favor the statement.

In accordance with the statement four, "Leadership provides coaching as and when needed" 64% respondents showed their positive agreement to the statement, whereas 17% didn't agree to the statement.

In respect to statement two, "Leadership makes the people feel good about him and the organization" 54% respondents did favor the statement whereas 26% responded in negation.

In the realm of statement five, "Leadership care for others to be updated" 73.5% respondents did confirm their positive commitment to the cause whereas 13% did go against the statement.

In the context of statement three, "Challenges are offered to the staff enabling them to grow" 72% of the respondents supported the statement whereas 13.5% went against the statement.

In the respect to the statement six, "Incentives are recommended by the leadership to the deserving" 73% respondents did go with the statement whereas 11.5% did go against the statement.

Table 5: Frequency distribution in (%) of leadership style (transactional)

Sr.	statements	SD	D	N	A	SA	M	SD
1.	On achieving complex everyone is rewarded	6.0	14.5	16.0	37.5	26.0	3.63	1.18
2.	Mistakes of every employee are kept in record	2.0	17.0	15.0	39.5	26.5	3.71	1.09
3.	Action is taken earlier than the things go wrong	25.5	24.5	14.0	26.5	9.5	2.70	1.36
4.	Demands are continuously conveyed	9.0	14.0	15.0	35.0	27.0	3.77	1.19
5.	Targets set are repeated reminded of	11.0	20.0	23.0	31.5	14.5	3.18	1.22
6.	Organizational obligations are given priority over personal interests	7.0	13.5	21.0	37.5	21.0	3.52	1.16

Table 5 makes known about the transactional leadership style, in respect of statement one, "On achieving complex everyone is rewarded" 63% respondents gave their backing to this statement whereas 20% didn't favor the statement.

In respect to statement two, "Mistakes of every employee are kept in record" 54% respondents did favor the statement whereas 26% responded in negation.

In the context of statement three, "Action is taken earlier than

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the things go wrong" 36% of the respondents supported the statement whereas 50% went against the statement.

In accordance with the statement four, "Demands are continuously conveyed" 62% respondents showed their positive agreement to the statement, whereas 23% didn't agree to the statement.

In the realm of statement five, "Targets set are repeated reminded of " 46% respondents did confirm their positive

commitment to the cause whereas 31% did go against the statement.

In the respect to the statement six, "Organizational obligations are given priority over personal interests" 58.5% respondents did go with the statement whereas 20.5% did go against the statement

Table 6: Frequency distribution in teacher burn out (%) in the shape of Emotional exhaustion

Sr.	statements	1	2	3	4	5	6	7	M	SD
7.	My work makes me tired	24.0	19.0	7.5	15.5	10.5	10.5	13.5	3.53	2.11
8.	Work requires effort beyond my capacity	13.5	16.0	10.0	11.0	14.0	14.0	21.5	4.24	2.13
9.	I feel as if I am breaking down due to work	42.0	11.0	8.0	8.0	11.5	15.0	4.5	2.99	2.10
10.	My work makes me feel frustrated	42.0	14.0	7.5	9.0	8.5	13.5	5.5	2.90	2.08
11.	I am bound to work hard at my job	20.5	7.5	3.5	11.0	11.5	15.5	30.5	4.54	2.32
12.	Working with people stresses me	41.5	11.0	6.0	10.5	9.5	10.0	11.5	3.11	2.23
13.	Feeling of not to continue persists	45.0	14.0	4.0	6.0	9.0	8.5	13.5	2.99	2.30

M=Mean, SD=Standard Deviation, 1=Never, 2=a few times per year, 3= once a month, 4=a few times per month, 5= Once a week, 6=a few times per week, 7=every day.

Table 6 shows the responses of teachers about their burn out in the shape of emotional exhaustion as the employee of a school. In regard to the first statement my work makes me tired 24% never felt exhausted on the contrasting end 13.5% felt exhausted every day. In respect of statement work requires effort beyond my capacity 13.5% teachers never felt exhausted and 21.5% teachers felt exhausted every day. In concern to statement three I feel as if I am breaking down due to work 42.0% teachers never felt exhausted 4.5% were of the opinion that they ever felt exhausted every day. With a concern to statement four My work makes me feel frustrated 42.0% teachers said that they never felt exhausted whereas

5.5% teachers were of the opinion that they felt exhausted every day. Towards statement five I am bound to work hard at my job the contention of 20.5% teachers was that they never felt exhausted whereas 30.5% of the teachers showed their inclination towards exhaustion every day. In connection with statement six, "Working with people stresses me" 41.5% teachers were never disposed to exhaustion whereas 11.5% teachers inclined to feel exhausted every day. In connection with statement seven Feeling of not to continue persists 45.0% teachers never felt exhausted where as 13.5% teachers were of the opinion that they feel exhausted every day.

Table 7: Frequency distribution in teacher burn out (%) in the shape of depersonalization

Sr.	statements	1	2	3	4	5	6	7	M	SD
1.	My students feel depersonalized	40.0	12.0	7.0	9.05	6.5	9.5	16.0	3.22	2.33
2.	My day starts with tiredness and ends in weariness	34.5	11.0	7.0	15.5	4.5	10.0	17.5	3.44	2.31
3.	I feel responsible for my students problems	36.5	5.5	5.5	12.5	8.5	9.0	22.5	3.68	2.44
4.	At the end of the day my patience ceases to exist	31.0	10.0	8.0	9.0	12.0	14.5	15.5	3.66	3.29
5.	I consider what happens to my students	54.5	5.5	2.5	6.0	11.5	8.5	11.5	2.86	2.31
6.	Working with people made me insensitive towards people	35.0	11.0	3.0	9.0	8.0	12.5	21.5	3.67	2.20
7.	Feeling of insecurity continually persists about the job	52.0	11.0	5.5	6.5	6.0	8.5	10.5	2.71	2.20

M=Mean, SD=Standard Deviation, 1=Never, 2=a few times per year, 3= once a month, 4=a few times per month, 5= Once a week, 6=a few times per week, 7=every day.

Table 7 reflects the responses of teachers about their burn out in the shape of depersonalization as the employees of a school. In regard to the first statement My students feel depersonalized 40.0% never felt exhausted on the contrasting end 16.0% felt exhausted every day. In respect of statement my day starts with tiredness and ends in weariness 34.5% teachers never felt exhausted and 17.5% teachers felt exhausted every day. In concern to statement three I feel responsible for my students' problems 36.5% teachers never felt exhausted 22.5% were of the opinion that they ever felt

exhausted every day. With a concern to statement four At the end of the day my patience ceases to exist 54.5% teachers said that they never felt exhausted whereas 11.5% teachers were of the opinion that they felt exhausted every day. Towards statement five I consider what happens to my students of 54.5% teachers was that they never felt exhausted whereas 11.5% of the teachers showed their inclination towards exhaustion every day. In connection with statement six, "Working with people made me" insensitive towards people 35.0% teachers were never disposed to exhaustion

whereas 21.5% teachers inclined to feel exhausted every day. In connection with statement seven Feeling of insecurity continually persists about the job 52.0% teachers never felt

exhausted where as 10.5% teachers were of the opinion that they feel exhausted every day.

Table 8: Frequency distribution in teacher burn out (%) in the shape of personal achievement

Sr.	Statements	1	2	3	4	5	6	7	M	SD
1.	I accomplish my tasks in a worthwhile way	15.0	11.0	4.0	10.0	12.0	16.5	31.5	4.68	2.23
2.	Accomplishment gives me satisfaction	7.5	5.0	10.5	7.0	5.5	11.0	53.5	5.45	2.05
3.	I understand my students feeling	6.0	8.5	10.5	4.0	4.0	6.0	61.0	5.53	2.10
4.	I handle my students problems effectively	7.5	14.0	6.5	2.0	1.0	6.5	62.5	5.44	2.26
5.	I settle my students emotional problems	10.5	13.0	9.0	4.0	3.0	6.5	54.0	5.16	2.30
6.	I have the understanding of influencing people	9.5	14.0	6.5	5.5	3.5	7.0	54.0	5.16	2.30
7.	I create relaxed atmosphere for my students	12.5	11.0	7.5	7.0	1.5	5.0	55.5	5.11	2.37
8.	I enjoy the company of my students	15.5	10.0	7.0	5.0	4.5	10.0	48.0	4.95	2.39

M=Mean, SD=Standard Deviation, 1=Never, 2=a few times per year, 3= once a month, 4=a few times per month, 5= Once a week, 6=a few times per week, 7=every day.

Table 8 divulges the responses of teachers about their burn out in the shape of personal achievement as the employees of a school. In regard to the first statement I accomplish my tasks in a worthwhile way 15.0% never felt exhausted on the contrasting end 31.5% felt exhausted every day. In respect of statement Accomplishment gives me satisfaction 7.5% teachers never felt exhausted and 53.5% teachers felt exhausted every day. In concern to statement three I understand my students feeling

6.0% teachers never felt exhausted 61.0% were of the opinion that they ever felt exhausted every day. With a concern to statement four I handle my students' problems effectively 7.5% teachers said that they never felt exhausted whereas 62.5% teachers were of the opinion that they felt exhausted

every day. Towards statement five I settle my students emotional problems 10.5% teachers was that they never felt exhausted whereas 54.0% of the teachers showed their inclination towards exhaustion every day. In connection with statement six I have the understanding of influencing people 9.5% teachers were never disposed to exhaustion whereas 54.0% teachers inclined to feel exhausted every day. In connection with statement seven I create relaxed atmosphere for my students 12.5% teachers never felt exhausted where as 55.5% teachers were of the opinion that they feel exhausted every day. In respect of statement eight I enjoy the company of my students 15.5% teachers said that they never felt tired whereas 48.0% every day felt exhausted.

Table 9: Correlation between leadership style and teacher burn out

Variables	1	2	3	4	5	6
Authoritative leadership style		-.09	-.012	.025	.02	-.26
Emotional exhaustion burn out			.67	-.58	.76	.53
Depersonalization burn out				-.65	.77	.46
Personal achievement					-.18	-.57
Burn out						.30

FINDINGS

The following findings have been drawn out of the data processing

- About the authoritative leadership style, wide majority said that "my leader acts as the final decision making authority" 61.5% respondents endorse this statement whereas 18.5% didn't favor the statement.
 - "My leader rates the achievements of the employees at school" 63% respondents did go with the statement whereas 30.5% responded in negation.
 - "Progress of the staff is checked through their work done" 69% of the respondents supported the statement whereas 15% went against the statement.
 - "To our committed mistakes warning is issued not to do it again" 42% respondents showed their positive agreement to the statement, whereas 16% didn't agree to the statement.
 - "Suggestions made by employees are duly considered by the leadership" 32% respondents did confirm their positive

commitment to the cause whereas 52% did go against the statement.

- "Employees are monitored closely for correct performance" 69.5% respondents did go with the statement whereas 16% did go against the statement.
- About the democratic leadership style, in respect of statement, "My leader shares the decision with the staff" 64.5% respondents endorse this statement whereas 21.5% didn't favor the statement.
 - "My leader uses the vision where he thinks it is necessary" 64% respondents did go with the statement whereas 21.5% responded in negation.
 - "Policy changes are discussed with staff before implementation" 63% of the respondents supported the statement whereas 22% went against the statement.
 - "Guidance is provided to staff as an when needed" 64% respondents showed their positive agreement to the statement, whereas 22% didn't agree to the statement.

- d. "Employees are asked by the leadership to set priorities" 58% respondents did confirm their positive commitment to the cause whereas 18% did go against the statement.
- e. "Employees are motivated to take ownership of responsibilities entrusted" 65.5% respondents did go with the statement whereas 14% did go against the statement.
3. About the laissez faire leadership style, in respect of statement one, "My leader expect from the employees to determine their goals" 59.5% respondents gave their backing to this statement whereas 22.5% didn't favor the statement.
- a. "My leader likes to share and delegate his powers" 62% respondents did favor the statement whereas 23% responded in negation.
- b. "Staff is motivated to work out the solutions to the problems of their own" 46% of the respondents supported the statement whereas 31% went against the statement.
- c. "Leadership allows the staff to work on their issues" 58.5% respondents showed their positive agreement to the statement, whereas 20.5% didn't agree to the statement.
- d. "Staff is encouraged to decide what and how of that needs to be done" 73% respondents did confirm their positive commitment to the cause whereas 11.5% did go against the statement.
- e. "Leadership least bothers to call the meeting for solving organizational problems" 64% respondents did go with the statement whereas 21% did go against the statement.
4. About the transformational leadership style, in respect of statement one, "Leadership is relied upon by the staff" 74% respondents gave their backing to this statement whereas 15% didn't favor the statement.
- a. "Leadership makes the people feel good about him and the organization" 54% respondents did favor the statement whereas 26% responded in negation.
- b. "Challenges are offered to the staff enabling them to grow" 72% of the respondents supported the statement whereas 13.5% went against the statement.
- c. "Leadership provides coaching as and when needed" 64% respondents showed their positive agreement to the statement, whereas 17% didn't agree to the statement.
- d. "Leadership care for others to be updated" 73.5% respondents did confirm their positive commitment to the cause whereas 13% did go against the statement.
- e. "Incentives are recommended by the leadership to the deserving" 73% respondents did go with the statement whereas 11.5% did go against the statement.
5. About the transactional leadership style, in respect of statement one, "On achieving complex everyone is rewarded" 63% respondents gave their backing to this statement whereas 20% didn't favor the statement.
- a. In respect to statement two, "Mistakes of every employee are kept in record" 54% respondents did favor the statement whereas 26% responded in negation.
- b. "Action is taken earlier than the things go wrong" 36% of the respondents supported the statement whereas 50% went against the statement.
- c. "Demands are continuously conveyed" 62% respondents showed their positive agreement to the statement, whereas 23% didn't agree to the statement.
- d. "Targets set are repeated reminded of" 46% respondents did confirm their positive commitment to the cause whereas 31% did go against the statement.
- e. "Organizational obligations are given priority over personal interests" 58.5% respondents did go with the statement whereas 20.5% did go against the statement.
6. The responses of teachers about their burn out in the shape of emotional exhaustion as the employee of a school. In regard to the first statement my work makes me tired 24% never felt exhausted on the contrasting end 13.5% felt exhausted every day.
- a. In respect of statement work requires effort beyond my capacity 13.5% teachers never felt exhausted and 21.5% teachers felt exhausted every day.
- b. In concern to statement I feel as if I am breaking down due to work 42.0% teachers never felt exhausted 4.5% were of the opinion that they ever felt exhausted every day.
- c. My work makes me feel frustrated 42.0% teachers said that they never felt exhausted whereas 5.5% teachers were of the opinion that they felt exhausted every day.
- d. Towards statement I am bound to work hard at my job the contention of 20.5% teachers was that they never felt exhausted whereas 30.5% of the teachers showed their inclination towards exhaustion every day.
- e. In connection with statement six, "Working with people stresses me" 41.5% teachers were never disposed to exhaustion whereas 11.5% teachers inclined to feel exhausted every day.
- f. In connection with statement Feeling of not to continue persists 45.0% teachers never felt exhausted where as 13.5% teachers were of the opinion that they feel exhausted every day.
7. Responses of teachers about their burn out in the shape of depersonalization as the employees of a school. In regard to the first statement My students feel depersonalized 40.0% never felt exhausted on the contrasting end 16.0% felt exhausted every day.
- a. My day starts with tiredness and ends in weariness 34.5% teachers never felt exhausted and 17.5% teachers felt exhausted every day.
- b. I feel responsible for my students' problems 36.5% teachers never felt exhausted 22.5% were of the opinion that they ever felt exhausted every day.
- c. At the end of the day my patience ceases to exist 54.5% teachers said that they never felt exhausted whereas 11.5% teachers were of the opinion that they felt exhausted every day.
- d. I consider what happens to my students of 54.5% teachers was that they never felt exhausted whereas 11.5% of the teachers showed their inclination towards exhaustion every day.
- e. "Working with people made me" insensitive towards people 35.0% teachers were never disposed to exhaustion

- whereas 21.5% teachers inclined to feel exhausted every day.
- f. Feeling of insecurity continually persists about the job 52.0% teachers never felt exhausted where as 10.5% teachers were of the opinion that they feel exhausted every day.
8. The responses of teachers about their burn out in the shape of personal achievement as the employees of a school. In regard to the statement I accomplish my tasks in a worthwhile way 15.0% never felt exhausted on the contrasting end 31.5% felt exhausted every day.
- a. Accomplishment gives me satisfaction 7.5% teachers never felt exhausted and 53.5% teachers felt exhausted every day.
- b. I understand my students feeling 6.0% teachers never felt exhausted 61.0% were of the opinion that they ever felt exhausted every day.
- c. I handle my students' problems effectively 7.5% teachers said that they never felt exhausted whereas 62.5% teachers were of the opinion that they felt exhausted every day.
- d. I settle my students emotional problems 10.5% teachers was that they never felt exhausted whereas 54.0% of the teachers showed their inclination towards exhaustion every day.
- e. I have the understanding of influencing people 9.5% teachers were never disposed to exhaustion whereas 54.0% teachers inclined to feel exhausted every day.
- f. I create relaxed atmosphere for my students 12.5% teachers never felt exhausted where as 55.5% teachers were of the opinion that they feel exhausted every day.
- g. I enjoy the company of my students 15.5% teachers said that they never felt tired whereas 48.0% every day felt exhausted.

h.

CONCLUSIONS

- All sub factors of burn out Authoritative leadership style, democratic leadership style, laissez faire leadership style, transformational leadership style, transactional leadership style, emotional exhaustion, depersonalization and personal achievement has a slant towards positive end.
- Head teacher styles have been identified as Authoritative leadership style, democratic leadership style, laissez faire leadership style, transformational leadership style, transactional leadership style
- Teachers traits have been identified as emotional exhaustion, depersonalization and personal achievement
- There is a relationship between leadership style (democratic), teacher burn out (emotional exhaustion, depersonalization ad personal achievement) and turn over intentions?
- There is relationship between leadership style (transformational), burn out (emotional exhaustion, depersonalization ad personal achievement) and turn over intentions?

6.

RECOMMENDATIONS

- It is recommended that the teachers be made to realize their job description and stick to these firmly.

- Teachers should keep them developing and follow the leadership the way it is aspired of them.
- Regular trainings should be arranged to keep the teachers away from burn out and enabling him to own the organization

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