



Impact of Principal Leadership on Private Teacher Burnout in Indonesia

Aljuprianus Susar^{1*}, Imron Arifin², Ali Imron³, Mustiningsih Mustiningsih⁴

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ABSTRACT

Purpose: Burnout is a condition of psychological pressure experienced by private teachers in Indonesia. In dealing with such problems, the role of the principal as a leader is very important for organizing human resources, in this case, teachers, so that they can minimize burnout. This study aims to find out the effect of transformational and instructional leadership on private teachers facing burnout in Indonesia. **Method:** A quantitative descriptive-correlational research method was used in this study. The research sample comprised 560 private teachers spread across several provinces in Indonesia. The data collection instruments were the Multifactor Leadership Questionnaire (MLQ), the Principal Instructional Management Rating Scale (PIMRS), and the Maslach Burnout Inventory-Educators Survey (MBI-ES). Descriptive data processing and hypothesis testing was carried out with SPSS application version 26.0.

Findings: Based on the results of hypothesis testing, it was revealed that the principal's transformational leadership had a negative and significant effect on teachers' burnout. The principal's instructional leadership also had a negative and significant effect on teachers' burnout. Furthermore, the application of these two leadership models together (simultaneously) can reduce teacher burnout. **Implications for Research and Practice:** We recommend that school principals both in state schools and also in private schools should carry out the transformational and instructional leadership models to boost the teacher performance and decrease the burnout. In addition, it was also felt that stress behavior, emotional exhaustion and burnout are very serious problems experienced by teachers so that further research can apply other leadership style approaches to overcome this problem.

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¹ Universitas Negeri Malang (fraterpoli@gmail.com), <https://orcid.org/0000-0002-8886-4019>

² Universitas Negeri Malang (imron.arifin.fip@um.ac.id), <https://orcid.org/0000-0002-1325-4988>

³ Universitas Negeri Malang (ali.imron.fip@um.ac.id), <https://orcid.org/0000-0002-0440-1050>

⁴ Universitas Negeri Malang (mustiningsih.fip@um.ac.id), <https://orcid.org/0000-0001-7495-6417>

*Corresponding author

Introduction

Teachers carry out quite important tasks in the success of educational goals. To achieve the school's vision and mission, teachers are required to provide maximum performance. These high work demands cause teachers also experience a lot of pressure and have an impact on burnout (Mulyani et al., 2021). This burnout case affects the emergence of turnover intention (Elci, Yildiz, & Erdilek Karabay, 2018). In the context of Indonesia itself, private teacher turnover is quite high (Hardianto, Rugaiyah, & Rosyidi, 2019; Sulistiasih & Widodo, 2023). Emotional exhaustion as one aspect of burnout had been found correlating significantly negatively with organizational commitment of teachers at the Catholic primary schools in Merauke, Indonesia (Werang et al., 2021). Moreover, Lunanta et al. (2022) found that burnout of private teacher in Indonesia could affect their mental health.

To overcome the occurrence of teacher burnout, the role of the principal as a leader is needed. The leadership model that is currently being practiced widely by school principals in Indonesia is the transformational leadership model (Werang et al., 2021). The transformational leadership style was found to have a positive impact on school progress (Yang, 2014).

Apart from transformational leadership, another leadership model that also plays a role in bringing about change in educational institutions in Indonesia is instructional leadership (Rahayu & Usman, 2022). The role of instructional leadership has been proven to increase teacher professionalism and to be an important factor in increasing the effectiveness of school organizational performance, especially its responsibility in improving the quality of learning in schools (Hallinger, 2005). Anselmus Dami et al. (2022) added that instructional leadership is considered one of the determinants of the successful implementation of the 2013 curriculum in Indonesia because the focus of this model is towards a curriculum where the principal coordinates the curriculum, supervises and evaluates the curriculum, and monitors student development.

The combination of these two leadership models (transformational and instructional leadership) has a positive impact on improving school performance (Marks & Printy, 2003), teacher performance (Rahmawati et al., 2022), student outcomes (Day, Gu, & Sammons, 2016; Nurabadi et al., 2021). Given that these two types of leadership provide positive benefits in improving the performance of educational institutions, this study examined the effects of transformational and instructional leadership to minimize teacher burnout.

Literature Review and Hypotheses Development

- *Transformational Leadership*

Transformational leadership is a solution to overcome various problems that arise as a result of previous leadership theories (Liu, Li, & Wang, 2020). Transformational leadership is believed to be able to bring innovations in bringing schools towards better changes (Liu et al., 2020). Transformational leadership is classified into four dimensions. First, transformational leadership is characterized by leaders who have charisma or an idealized effect. A transformational leader is a person who is respected and honored by

his followers. He is a role model in the organization (Shafi et al., 2020). The second dimension of transformational leadership is inspirational motivation. This dimension refers to how a transformational leader provides inspiration and motivation for members to achieve common goals (Kaymakçı, Görener, & Toker, 2022). The third dimension is intellectual stimulation in which transformational leaders provide creative and innovative new ideas and approaches to solving a problem within the organization (Polatcan, Arslan, & Balci, 2023). The final dimension is individualized consideration which refers to the attitude of leaders who provide input and special treatment to each member of the organization (Menon, 2021). By paying attention to the needs of each member, transformational leaders indirectly instill a growing commitment in each member to be loyal to organizational goals (Sayadi, 2016).

- *Instructional Leadership*

In addition to transformational leadership, another leadership model that is also quite developed is instructional leadership (Hallinger, 2010). If transformational leadership places more emphasis on how a leader has a vision for building an organization, instructional leadership concentrates on the leader's role in increasing the capacity and quality of teacher performance (Galdames & Gonzalez, 2016). Instructional leadership is classified into three dimensions, namely defining the school's mission, managing the instructional program, and promoting a positive school learning climate (Cansoy, Parlar, & Polatcan, 2022). Defining the school system includes the principal's activities in formulating the school's vision and goals. This dimension focuses on the role of school principals in their performance with teachers to ensure that each school organizational device has clarity, accuracy, and effectiveness in working to achieve common goals that are directed at student academic achievement (Shatzer et al., 2014). The dimension of managing the instructional program is described as the principal's active involvement in staff organization and curriculum development. Practices such as supervising the principal, organizing the curriculum, and monitoring student progress are part of this dimension (Riyadi et al., 2023).

In the dimension of promoting a positive school learning climate, the principal must set high standards in developing school organizations. The principal creates an "academic press" environment that requires teachers to work extra hard to achieve these high standards. The principal also gives rewards to teachers and students which encourage them to work even harder. By creating a work climate that is based on these high standards, the principal has directly envisioned continuous improvement-based school development (Hallinger & Murphy, 2013).

- *Teachers' Burnout*

Teacher burnout is defined as the effect of work stress and negative emotions arising from the workload as a teacher (Skaalvik & Skaalvik, 2017). Burnout is a syndrome that includes emotional exhaustion, depersonalization, and reduce personal accomplishment (Bosak et al., 2021). Research conducted by Arvidsson et al. (2019) shows that the burnout phenomenon experienced by teachers is caused by low teacher self-efficacy, high work demands, and the effect of bad leadership. Burnout has a significant negative effect on the teacher himself and the school environment where he works (Turunc & Altay, 2020).

Burnout behavior will have an impact on the occurrence of turnover intention (Elci et al., 2018), decreased quality of education and student learning outcomes (Jacobson, 2016), and also disruption of mental health (Bakker & de Vries, 2021).

- *Hypotheses development*

— *The Relationship between Principal's Transformational Leadership and Teachers' Burnout*

Previous research conducted by Roesminingsih and Trihantoyo (2022) shows that transformational leadership affects significant changes in school organizations. Khasawneh, Omari, and Abu-Tineh (2012) in their research in Jordan found that the transformational leadership of school principals has a positive and significant effect on forming the commitment of teachers in vocational schools. Concerning private schools, research conducted by Fitriyah, Sukmawati, and Chiar (2019) shows a correlation between the transformational leadership of school principals and the quality of service from teachers. Characteristics of transformational leaders such as inspiring, motivating members, and also caring about the progress of school organizations, can be a driving force for private teachers to play an active role in advancing educational institutions.

Transformational leadership was also found to affect minimizing burnout (Diebig, Poethke, & Rowold, 2017; Rittschof & Fortunato, 2016). Salem (2015) in his findings also proves that there is a negative correlation between managers' transformational leadership practices and employee burnout in five-star hotels. Zopiatis and Constanti (2010) in their research found that the perspective of hospital managers in Cyprus regarding the applied transformational leadership style has negative effects on the formation of burnout dimensions, namely emotional exhaustion and depersonalization. Transformational leadership also has an indirect relationship with burnout attitudes mediated by commitment (Abadiyah, Eliyana, & Sridadi, 2020). Thus, the following hypothesis is established:

H1: *The principal's transformational leadership has negative effect on the private teachers' burnout.*

— *The Relationship between Principal's Instructional Leadership and Teachers' Burnout*

As one of the leadership models that has been widely studied in education (Gumus et al., 2018), previous research has shown that instructional leadership affects the school achievement (Hanafi et al., 2022), teacher commitment (Thien, Lim, & Adams, 2021), teachers' sense of collective efficacy and student achievement (Goddard, Bailes, & Kim, 2021), and teacher competence (Nguyen et al., 2022). Instructional leadership was also found to have a negative relationship with the intention to leave behavior (Qadach, Schechter, & Da'as, 2020). Intention to leave itself is a side effect of burnout (Elci et al., 2018). Brissie, Hoover-Dempsey, and Bassler (1988) in their findings suggested that the higher the implementation of instructional leadership by the principal, the less the burnout level of teachers would be. Lack of instructions and directions to teachers in managing classes, making lesson plans, and preparing learning content will create burnout (El Helou, Nabhani, & Bahous, 2016). Based on these studies, the hypothesis is established:

H2: *The principal's instructional leadership has negative effect on the private teachers' burnout*

— *The Relationship between the Principal's Transformational and Instructional Leadership to Teachers' Burnout*

Combining several leadership models has been proven to have a positive impact on school development. Bafadal, Nurabadi, and Gunawan (2018) proved that the practice of instructional, spiritual, and change leadership applied in school could affect teachers' performance quality. The combination of these two leadership models (transformational and instructional) was found to have a positive impact on education, for example in supporting students' learning outcomes (Nurabadi et al., 2021) as well as teachers' optimism and performance (Rahmawati et al., 2022). Day et al. (2016) in their findings agreed that both transformational and instructional leadership play a role in increasing the effectiveness of school performance. According to them, school principals use various approaches that contain elements of these two leaderships such as trust, making strategies in building shared visions and goals, and instilling commitment in both teachers and students. Musa et al. (2020) explored that principals' transformational and instructional leadership correlated with increasing the confidence of elementary school teachers. Transformational leadership in research results from Bellibaş, Gümüş, and Liu (2021) could be a factor moderating the indirect relationship between principal instructional leadership and teacher teaching practice through teacher professionalism. Another finding from Lambrecht et al. (2022) reveals that the collaboration of transformational and instructional leadership can affect individualized education planning in inclusive schools. Nurabadi et al. (2021) in their research found that transformational, instructional, and spiritual leadership have a significant correlation with the teacher performance and students' achievements.

Another study by Ebrahimzade et al. (2015) proves that transformational and transactional leadership can reduce the burnout dimensions of nurses at Shahid Faghihi Hospital. Since leadership factors were found to correlate with burnout (Arnold et al., 2015; Bowers et al., 2011; Zopiatris & Constanti, 2010), it was assumed that these two types of leadership (principal's transformational and instructional leadership) also played a role in reducing burnout attitudes of private teachers in Indonesia. Based on these previous findings we hypothesize:

H3: *Transformational and instructional leadership simultaneously affect private teachers' burnout.*

Figure 1 presents the proposed hypothetical framework comprising all three hypotheses of the study.

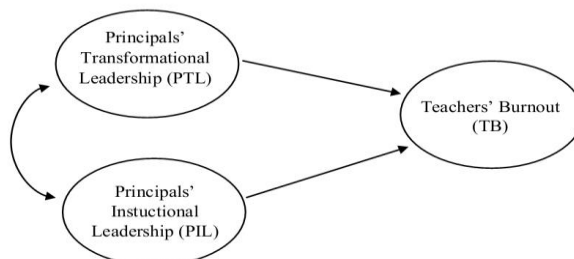


Figure 1. *Hypothetical framework*

Methodology

- *Research design*

This study adopted a quantitative research design, by making use of descriptive statistics to show the relationship between variables of the study, viz., principal's transformational leadership, principal's instructional leadership and teachers; burnout. A 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) was used to test the research hypotheses (Hair et al., 2014).

- *Research instrument*

For the principal's transformational leadership variable, the Multifactor Leadership Questionnaire (MLQ) was adapted, based on the results of a study by Bass and Riggio (2006). The questionnaire consisted of 24 items representing 4 dimensions of transformational leadership, namely Idealized Effect (6 items), Inspirational Motivation (6 items), Intellectual Stimulation (6 items), and Individualized Consideration (6 items). Sample statement items included: "My principal instills pride in me for being associated with him or her" and "My leader articulates a compelling vision of the future." The results of the Cronbach Alpha reliability test for the four dimensions of transformational leadership were .88, .92, .92, and .85 respectively, while the total reliability test result of this variable was .96. This shows that the principal's transformational leadership questionnaire variable has a high level of reliability (Kline, 2016).

For the principal's instructional leadership variable, Principal Instructional Management Rating Scale (PIMRS) was adapted, originally developed by Hallinger (2010) and Chen and Guo (2020), with a total of 19 items consisting of three dimensions, namely Defining a School Mission (5 items), Managing the Instructional Program (7 items), and Developing a Positive School Learning Climate (7 items). Sample items includes: "Use data on student performance when developing the school's academic goals" and "Meet individually with teachers to discuss student progress." The results of the reliability test on the three dimensions of the principal's instructional leadership variable were .92, .91, and .89 respectively. The Cronbach Alpha reliability for this total variable was .96. This shows that the principal's instructional leadership questionnaire variable had a high level of reliability (Dilekçi & Limon, 2020).

For the teachers' burnout variable, the questionnaire scale from the Maslach Burnout Inventory-Educators Survey (MBI-ES) was adapted, originally developed by Maslach and Jackson (1981) with a total of 16 items covering three dimensions of burnout namely Emotional Exhaustion (5 items), Depersonalization (5 items), and Reduced Personal Achievement (6 items). Sample items included: "I feel emotionally drained from my work" and "I feel frustrated by my job." The results of the reliability test for each dimension in the teacher burnout variable were .86, .83, and .88 respectively. The Cronbach Alpha reliability for this variable was .93. This shows that the questionnaire variables of teachers' burnout had a high level of reliability (Hair et al., 2019).

- *Sampling and population*

The purposive random sampling technique was used to collect the data. The sample for this study comprised private teachers from elementary to senior high school levels throughout Indonesia. A total of 560 teachers spread across several provinces in Indonesia, namely South Sumatra, East Java, North Kalimantan, and East Nusa Tenggara, were asked to fill out a research questionnaire voluntarily. The data were collected from December 2022 up to June 2023. The sample comprised 261 males (46.6%), and 299 females (53.4). From the last education category, 11 teachers had graduated from senior high school/equivalent (2%), 3 D-II teachers (0.5%), 10 teachers with D-III certificates, 492 were undergraduates (87.9%), and 44 teachers had postgraduate education (7.9%).

Out of the total sample, 94 teachers (16.8%) worked in private elementary schools, 220 teachers (39.3%) worked in private junior high schools, and 246 teachers (43.9%) worked in private senior high schools. In terms of age, there were 147 teachers (26.3%) under 30 years old, 172 teachers (30.7%) aged between 31-40 years, 128 teachers (22.9%) aged 41-50 years, and 113 teachers (20.2%) aged over 51 years. A total 178 teachers (31.8%) were have a working period between 0-5 years, 130 teachers (23.2%) had a working period of 6-10 years, 71 teachers (12.7%) had a working period between 11-15 years, 78 teachers (13.9%) had 16-20 years of service, and 103 teachers (18.4%) had 21 years of service and over.

- *Data Analysis*

The reliability analysis for each variable was conducted. Next, a descriptive analysis was done to determine the condition of each observed variable and a correlation analysis to determine the relationship between variables. Next, a partial test (t-test) was conducted which was an appropriate statistical procedure when there are two independent variables and the dependent variable is continuous. The t-test aims to determine whether there is a partial influence that the independent variables have on the dependent variable (Hoy & Adams, 2015). Finally, F-test was used to test the hypotheses. The F-test aims to determine whether there is a simultaneous influence given by the independent variables to the dependent variable. For this purpose, the SPSS application version 26 was used (Ghozali, 2021).

Results

Table 1 illustrates the results of the descriptive analysis of the three variables where the principal's transformational leadership variable shows an average of 4.23 (SD=.57), the average value of principals' instructional leadership is 4.18 (SD=.58), while the teacher burnout has an average value of 1.57 (SD=.56). Concerning the correlation between variables, the relationship between transformational leadership and the principal's instructional leadership is $r=.901$; $p<.01$; there is a negative relationship between the principal's transformational leadership and teachers' burnout of $r = -.172$; $p<.01$; also, the relationship between the principal's instructional leadership on teachers' burnout shows a negative correlation of $r = -.213$; $p<.01$.

Table 1

Descriptive and correlation analysis

Variables	Min	Max	Mean	Std. Deviation	1	2	3
PTL	2.13	5.00	4.23	.57	1.00		
PIL	1.32	5.00	4.18	.58	.901**	1.00	
TB	1.00	5.00	1.57	.56	-.172**	-.213**	1.00

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

Note: PTL=Principals’ Transformational Leadership; PIL=Principals’ Instructional Leadership; TB=Teachers’ Burnout

Findings on Hypotheses Testing

Regression analysis was used to find out the relationship between the three variables as presented in Table 2 and Table 3.

Table 2

Results of hypotheses tests H1 and H2

Hypotheses	β	t	Sig.	R	R2	F	Sig.	Result
Principal’s transformational leadership towards teachers’ burnout	-.114	-4.116	.000	.172	.028	16.941	.000	Accepted
Principal’s instructional leadership toward teachers’ burnout	-.175	-5.163	.000	.213	.046	26.647	.000	Accepted

From Table 2, it can be seen that there is a negative and significant relationship between the principal’s transformational leadership and teachers’ burnout ($\beta = -.114$, $P < .01$). The value of R square = .028, $P = .000$ indicates that with every increase in the practice of principal’s transformational leadership, teachers’ burnout will decrease by 2.8%. The relationship between the principal’s instructional leadership and teachers’ burnout based on the results of the partial test in Table 2 shows that there is a negative and significant relationship between these two variables ($\beta = -.174$, $P < .01$). The value of R square = .046, $P = .000$ indicates that each implementation of the principal’s instructional leadership practices will reduce teachers’ burnout by 4.6%.

Table 3

Results of the H3 hypothesis test

Hypothesis	R	R2	F	Sig.	Result
Principal’s transformational & instructional Leadership toward teachers’ burnout	.219	.048	13.996	.000	Accepted

The results of the simultaneous test (F test) described in Table 3 show the value of R = .219 and $P = .000$, which means that the principal’s transformational and instructional leadership simultaneously and significantly affects teachers’ burnout. The value of R square = .048 indicates that each school principal’s transformational and instructional leadership practices simultaneously will reduce teacher burnout by 4.8%.

Discussion

This study aimed to analyze the effect of principals' transformational and instructional leadership on teachers' burnout. The first hypothesis in this study stated that the principal's transformational leadership had a negative effect on private teachers' burnout. Based on the results of the analysis, it was found that the principal's transformational leadership had a negative and significant correlation with teachers' burnout. The higher the implementation of the principal's transformational leadership, the lower the private teachers' burnout. This is in line with previous studies (Diebig et al., 2017; Rittschof & Fortunato, 2016).

Transformational leaders who are characterized by having charisma, always inspiring members, and focusing on common goals have been shown to minimize teacher burnout (Salem, 2015). Research conducted by Zopiaty and Constanti (2010) proves that transformational leadership has a negative correlation with the dimensions of depersonalization and emotional exhaustion. Principal with the transformational leadership model tends to pay attention on teachers' needs, motivate teacher to give the best for the school, and encourage teachers to be innovative in resolving a problem. Thus, this model of leadership correlate positively with teacher job satisfaction and organizational commitment (Sayadi, 2016). Transformational leadership is an alternative leadership that can be applied to answer the challenges of teachers' burnout that occur in private schools of Indonesia. This is the responsibility in the continuation of the teaching and learning process in school so that the principal's transformational leadership must be one factor in improving the quality of education services (Fitriyah et al., 2019).

The second hypothesis assumes that the principal's instructional leadership has negative effect on the private teachers' burnout. The results of the hypothesis test show that instructional leadership has a negative and significant correlation to teachers' burnout. This means that the higher the transformational leadership implementation, the more teachers' burnout will decrease, and vice versa. This finding is in line with the research of Brissie et al. (1988) where leaders who carry out instructional practices such as curriculum development and focus on improving student learning outcomes can reduce teacher burnout. As mentioned by Bafadal et al. (2018), instructional leadership done by principal characterized by monitoring the teaching and learning process, conveying the school vision, and interacting with the school staff can increase teachers' performance. By focusing on school development, carefully monitoring, and providing support will certainly reduce stress and burnout on private teachers in Indonesia.

In the third hypothesis, it was assumed that transformational and instructional leadership simultaneously affected private teachers' burnout. Based on the test results of the research hypotheses, it was found that the simultaneous implementation of transformational and instructional leadership styles had a significant impact on the burnout of private teachers. This means that the implementation of these two leadership models together can reduce teacher burnout. These findings are in line with research conducted by Ebrahimzade et al. (2015) where principals exert the transformational and instructional leadership model; and with another study (Nurabadi et al., 2021), which believed that a good leadership can escalate teachers' performance and students' achievement.

Combining these two models of leadership is an outstanding strategy to increase the school achievement. In line with Day et al. (2016), it is suggested that the principal of private school in Indonesia can exhibit those kind of leadership in which the principal established a clear vision for the school, respect and trust the teacher, build a good relation with the staff, create development opportunities for the teachers, take an action by using the data from research or observation, and give the reward to the staff's achievement.

Conclusion and Recommendations

The purpose of this study was to analyze the effect of a principal's transformational and instructional leadership on private teachers' burnout. Based on the results of hypothesis testing, it was concluded that the principal's transformational leadership had a negative and significant effect on teachers' burnout. The principal's instructional leadership also had a negative and significant effect on teachers' burnout. Furthermore, the application of these two leadership models together (simultaneously) can reduce teachers' burnout.

Based on the research results, the study recommends that school principals both in state schools and also in private schools need to carry out the transformational and instructional leadership models to boost the teacher performance and reduce the burnout. In addition, it was also felt that stress behavior, emotional exhaustion and burnout are very serious problems experienced by teachers so that further research can apply other leadership style approaches to overcome this problem.

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