

Organizational Behaviour and Teacher Burnout in KG Schools in Sharjah: Case Study of Three Schools

سلوك المؤسسة و إرهاق المعلمين في مدارس رياض الأطفال في الشارقة:
دراسة حالة في ثلاث مدارس

by

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ABSTRACT IN ENGLISH

This dissertation is an explorative research study aimed at understanding the level of burnout kindergarten teachers are facing in three schools in Sharjah, United Arab Emirates. It is aimed at designing a leadership model that could contribute to low teacher's burnout levels. Three main elements were explored through this study, teacher's burnout levels, organizational behaviours (organizational norms, school culture and teacher's attitudes) and leadership practices of the school principal.

The methodology adopted was a mixed approach design. Two sources of data were used in this research study, Copenhagen Burnout Inventory (CBI) Borritz, Villadsen and Christensen (2005). as a quantitative tool and in-depth interview with teachers as the qualitative data. Several themes were identified to affect kindergarten burnout levels, principal's leadership style, school culture, staff relationship, staff support and personal growth. The results show that teachers in the targeted schools suffered for burnout on varied levels. It appears to be that principals with transformational leadership practices can promote positive organizational culture that can, in turns, decrease burnout levels for teachers. Based on that a leadership model was suggested to lower teachers' burnout levels. It is recommended that further research studies are conducted with different grade level teachers across similar context schools to investigate these exploratory findings, which can add some light on the best leadership practices within UAE schools.

ABSTRACT IN ARABIC

هذه الرسالة عبارة عن دراسة بحثية استكشافية تهدف إلى فهم مستوى الإرهاق الذي يواجهه معلمو رياض الأطفال في ثلاث من مدارس في الشارقة ، الإمارات العربية المتحدة. ويهدف إلى تصميم نموذج للقيادة خاص بمدارس الإمارات العربية المتحدة التي يمكن أن تسهم في انخفاض مستويات الإرهاق لدى المعلمين. تم دراسة ثلاثة عناصر رئيسية من خلال هذه الدراسة ، مستويات الإرهاق للمعلم ، والسلوكيات التنظيمية (المعايير التنظيمية ، ثقافة المدرسة واتجاهات المعلم) وممارسات القيادة لمدير المدرسة.

كانت المنهجية المعتمدة لهذا البحث تصميم نهج دراسة مختلط. وتم استخدام مصدرين للبيانات في هذه الدراسة البحثية ، البيانات الكمية التي نتجت عن أداة كوبنهاغن لقياس مستويات الإرهاق المقتبسة من بورتز ، فيلادسي و كريستنسن (2005) و البيانات النوعية التي اعتمدت على مقابلة متعمقة مع عينة من المعلمين. تم تحديد العديد من المواضيع التي تؤثر على مستويات الإرهاق لدى المعلمين في رياض الأطفال مثل أسلوب القيادة للمدير ، والثقافة المدرسية ، وعلاقات الموظفين ، ودعم الموظفين والنمو الشخصي. أظهرت النتائج أن المعلمين في المدارس المستهدفة عانوا من الإرهاق على مستويات مختلفة. يبدو أن المدراء ذوي ممارسات القيادة التحويلية يمكنهم تعزيز الثقافة التنظيمية الإيجابية التي يمكن أن تؤدي بدورها إلى تقليل مستويات الإرهاق للمعلمين. وبناءً على ذلك ، تم اقتراح نموذج القيادة لخفض مستويات الإرهاق لدى المعلمين. من المستحسن إجراء المزيد من الدراسات البحثية مع معلمين مختلفين في الصفوف عبر مدارس السياق نفسه للتحقيق في هذه النتائج الاستكشافية ، والتي يمكن أن تضيف بعض الضوء على أفضل ممارسات القيادة داخل مدارس الإمارات.

DEDICATION

To begin with, I would like to dedicate this study to my wonderful parents, Mohammad Ragheb and Chafiqqa, who have conquered all odds to be where they are today and remain encouraging, loving, hard-working, and inspiring.

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Chapter 1 Introduction

1.1 Introduction

Education has a significant role in the development of human society and changing an individual's behaviour and moral values towards their communities. With this increasing importance of education, the Ministry of Education is investing a significant effort and attention to participate in the growth of the UAE. One of the elements whose participation is necessary for the success of an educational organization is teachers. According to Fernet, Guay, Senécal and Austin (2012, p. 514) and Shen, et al., (2015), teaching is one of the most stressful jobs that consume considerable physical and emotional energy. The kindergarten school level offers younger students the social, educational, physiological, and psychological foundation that is important for their present and future success. Therefore, it is essential that teachers for this level are physically and psychologically stable if they are to possess the ability to guide students to develop their foundation. Teachers are under the pressure of several factors in schools, including students' behaviour problems and their acceptance to the subjects taught, parental involvement, school management, community concerns, time constraints, safety issues, fiscal accountability, and instructional requirements (Oberle and Schonert-Reichl, 2016). Consequently, these demands, concerns, and mandates, coupled with other factors such as school location, school size, classroom size, and student socioeconomic backgrounds, contribute to the drain teachers' experience (Kaden, et al., 2016). These factors affect teachers more when the schools expect them to bear these burdens and offer effective performances in the

classrooms with minimal assistance, support, and resources. All of the above interfere with the job satisfaction levels and burnout that, eventually, may lead to the early retirement of a teacher.

The failure or success of an educational system is mainly dependent on the teachers, regardless of whether it is in a developed or developing country. Teachers represent a crucial hub of an educational system, and it is difficult for an education system to develop beyond the level of its teachers (Arens and Morin, 2016). It is clear that the services teachers provide are critical and indispensable to the country's future and the type of citizens the society wants to nurture. Therefore, the quality of a nation's citizenry is dependent upon the quality, character, effectiveness, and competence of its teachers. However, the teachers' expertise and ability to discharge their professional duties can be affected by a range of factors, such as organizational factors and personal characteristics. The school organizational factors include policies and procedures, administrative style, communication, involvement in decision-making, working conditions, motivation, all of which allow the teachers to develop high morale and a sense of belonging to achieve effective work performances (Ram and Prabhaker, 2010, p. 45 and McKinney, Labat Jr and Labat, 2015). A school environment that has teachers frustrated, unhappy, ill-motivated, and uninspired in the duties translates to a national education system that is ineffective, for, without the teachers, it would be difficult to realize any educational objectives.

Catering for teachers' emotional needs is an essential factor in a learning institution, especially if we take into consideration that teachers' achievements do not rely on their

professional development alone: they are also related to the dynamic environment of the organization culture. Organizational culture dynamics, such as the values and beliefs of teachers, can affect the quality of work that they produce. Additionally, there are leadership practices that can promote/reduce teacher burnout. The essay investigates whether there exists a relationship between school organizational behaviour and teacher burnout. Burnout represents a phenomenon of emotional, mental, and physical exhaustion that manifests itself through decreased job-involvements, increased isolation, and feeling of reduced personal achievement. These feelings of emotional, mental, and physical exhaustion are considered the consequences of work stress (Lambersky, 2016). The phenomenon of burnout can be observed among workers that carry out their job tasks with people and is common among job descriptions that require intensive communication to accomplish assigned tasks. The stressful conditions caused by a lack of recognition and appreciation, limited career advancement opportunities, isolation from colleagues, limited self-development opportunities, low remuneration, excessive bureaucracy, lack of professional autonomy, low status of the teaching profession, and the accompanying heavy workload are some of the main causes of teacher burnout. The levels of teacher burnout could be an explanation as to why some teachers present organizational citizenship behaviours while others do not, and this could be linked to the schools' organizational behaviour (Cross and Carbery, 2016, p. 215). To ensure that there is a unique relationship between school organizational behaviour and teacher burnout, it is crucial to separate the issue of organizational behaviour from other elements such as self-esteem and life satisfaction.

One factor that determines the extent of teachers' willingness to work effectively and cooperate with their school leadership is mainly dependent on the administrative behaviour of the school leadership. Autocratic forms of leadership often result in lower morale, low creativity, limited trust, lack of effective communication, and unilateral decision-making, among others (Woestman and Wasonga, 2015). A democratic style of leadership often achieves a higher level of initiative, staff cooperation in decision-making, morale, and excellent interpersonal relationships between the school leadership and the teachers, thus providing the teachers with a sense of self-worth, personal dignity, self-esteem, self-respect, dedication, and commitment. The essay will discuss the organizational culture dynamics and leadership models that can lessen teacher burnout in schools.

Motivation represents a key organizational factor that enables the creation of an environment in which teachers are ready to work with passion, interest, high morale, and initiative. It represents a crucial factor in the management of human resources in any workplace. The teachers require proper motivation to develop and promote their effectiveness, and this can be achieved through both extrinsic and intrinsic factors. Communication also represents another critical factor in teacher performance that is connected to motivation. Communication can be considered to be a critical factor in achieving effective teacher performance, and the ability to communicate effectively can result in increased teacher morale, reduced interpersonal conflicts and misunderstanding among the teachers and as a result improved teacher performance (Skaalvik and Skaalvik, 2017).

The involvement of teachers' in the decision-making process on issues that concern them represents the desired outcome. Kemper, (2017) and Yukl (2010), noted that the failure of an organization to utilize the creative abilities of its employees often results in negative initiatives and thoughts that go against the goals and objectives of the organization. In schools, such a decision would result in ineffectiveness and a lack of seriousness in teachers' conduct, accompanied by possible uncooperative teacher attitudes and protests. Dailey (2016, p. 139) supports this claim, that limited participation in decision-making affects the performance of teachers.

Other studies indicated that there exists a positive correlation between teachers' productivity and their participation in decision-making. The idea is that involving teachers in the schools' decision-making process has the effect of increasing their autonomy and control over their work lives, increasing their level of motivation, increasing their commitment to the schools, and increasing the productivity and job satisfaction. The teachers that are provided with the opportunity to participate in school decision-making processes actively are often more passionate about such a system than teachers with limited opportunities to influence the decision-making process. It is apparent that the proper management of schools can result in an effective and efficient realization of educational objectives and goals by the teachers (Datnow and Hubbard, 2016 and Shapiro and Stefkovich, 2016). This represents the teachers' statutory responsibility to realize the educational goals of society, and as such, it is essential to determine the extent to which organizational behaviour contributes to teacher burnout in kindergarten schools.

1.2 Main Aim

The research aims at exploring the organizational factors that contribute to teachers' burn out in three KG schools in Sharjah with the intention of designing an Emirati leadership model that will help in reducing teacher burnout. It aims at determining whether there exists a significant relationship between teacher burnout and the organizational behaviour of the schools as perceived by the KG school teachers. Specifically, this paper intends to examine the issue of teacher burnout in kindergarten schools and its relation to the school organizational behaviour as perceived by these kindergarten teachers. The study is important because teacher burnout is a condition that has an adverse effect on job satisfaction, teacher retention, teaching ability, teacher health, educational climates, educational practices, and more importantly, student learning processes and outcomes.

1.3 Rationale

The Emirati schools are multi-cultural and different, without identifying the locally based challenges the UAE schools will not be able to address the problem of teacher burnout. Therefore, the rationale for selecting the topic is based on the belief that teacher burnout is a critical issue for the nation's education sector, its stakeholders, and for the international education community as a whole and as relevant literature indicates, it can also be an issue that has widespread implications if it is not addressed effectively and a solution arrived at. Besides, the paper is based on the assumption that organization behaviour plays a critical and influential role in teacher burnout occurrences that they experience. As a result, it can

have an effect of the negative cycle that accompanies such a condition to achieve positive change, by considering various methods of change that can attune school organizational behaviour to teachers' work experiences. Considering the crucial role teachers play in developing their students' values and character, as well as providing them with knowledge and skills, it is essential to determine what factors are responsible for teachers' burnout and how school organizational behaviour can affect teacher performance to ensure the schools meet educational goals and objectives. The kindergarten level was selected because this is where the foundation of students is developed and considering that such a foundation is the basis for future studies, it is essential to develop a great foundation if the students are in transition to the higher stages of education. Considering that teachers play a vital role in developing such a foundation, it is crucial that their wellbeing is taken into account. But it can be difficult for these teachers to establish such a foundation if they experience burnout (Klassen and Chiu, 2010; Taleb, 2013 and Yesil Dagli, 2012).

1.4 Significance of the Study

There are limited educational research studies conducted in the UAE to examine burnout factors in the country (Gudep, 2019 and Ismail and Jarrah, 2019). The topic is significant to the education sectors in the UAE as the finding could help in efforts to reduce teacher burnout and help educational leaders in developing a better understanding of school organizational behaviour and how it correlates with teacher burnout in KG schools. The study highlights the fact that teacher burnout can result in subpar teaching, and often, these teachers even end up leaving the profession prematurely. Such a situational outcome has

adverse impacts on the educational foundation that is critical to academic learning, teaching, and the future of the educational sector. Therefore, the study provides information that can be used to enhance job satisfaction and teacher retention, which could then help in improving student learning processes and outcomes. It could also be utilized in improving the training and professional development for school leaders, allowing them to determine how to create a proper school organizational behaviour that would prevent teacher burnout. Such considerations benefit society, the country, and the international community, as their educational sectors will be improved.

1.5 Structure of the Dissertation

This research study is organized into five chapters. The first chapter includes the introduction of the research paper, the aim and purpose of the study, the justification and rationale for the paper, the theoretical framework underpinning the study, the guiding research questions, the overview of the design and methods used for the study, the definition of key terms used in the study, and the structure of the dissertation. The second chapter includes a review of literature related to organizational behaviour, organizational behaviour in schools and teacher burnout, a thorough review of the relevant research and information regarding organizational behaviour as it relates to school environments, teacher burnout, and results that cover possible links between organizational behaviour and teacher burnout. The literature on leadership and leadership models, leadership styles of the Middle East, and then the UAE and similar contexts are also reviewed. It also provides an introduction to the Copenhagen Burnout Inventory (CBI), as well as an explanation as

it pertains to personal burnout, work-related burnout, and student-related burnout (Fiorilli, et al, 2015). There is also a review of relevant studies on organization behaviour on teacher burnout in an international context, a European context, GCC countries context, and a UAE context if relevant. The third chapter explains the study's design and methodology plan, which was used to collect and analyze the data related to the issues of organizational behaviour and teacher burnout and the relationship that exists between these variables. It also includes the design of the study, which is a mixed methods approach including a quantitative research, the population sample that is surveyed, which are 30 teachers, the data collection methods, and descriptions of the test instruments used for data collection, such as the Copenhagen Burnout Inventory, CBI, and descriptions of the methods used for data analysis, which is SPSS for the survey and a thematic analysis for the interviews. The fourth chapter highlights the test method Copenhagen Burnout Inventory, CBI, the finding of the study, as well as the interpretation of the results gleaned from the issues of teacher burnout and organizational behaviour depending on emergent themes. The fifth chapter provides a summary of the study of teacher burnout and organizational behaviour, as well as the implication of the study for school leadership. It also provides a recommendation on what the sectors should do concerning the issue of teacher burnout and organization behaviour.

1.6 Conclusion

Overall, while many studies focus on teacher stress, burnout, and leadership, literature that examines the relationship between organizational behaviour and teacher burnout at the elementary school level are limited, more so for the UAE context. The study attempts to fill that gap. Kindergarten, as part of the elementary school level, was selected because of the foundational nature and the effect on early education as it represents the actual beginning of formal teaching. The concepts imparted to students at the elementary school level can be considered important as they often serve to promote or adversely affect their future academic achievements and educational outcomes, and ultimately, their success in life as well. It is clear that educational achievements represent a critical aspect of life and liberty, both nationally and internationally. Nonetheless, such an achievement is difficult to obtain if students are not provided with a solid educational foundation where the critical players in the sectors; the elementary school teachers work in harmony. These teachers, more so for those undertaking the early elementary grades, have a crucial role in ensuring students achieve successful educational outcomes. It is the reason as to why an additional study on teacher burnout and organizational behaviour is required. It is essential to examine and understand the issue of teacher burnout and the resulting problem of teacher attrition, because these could have adverse impacts, both academic and financial, on the education sector. Consequently, the aim of the study is to provide additional data that will enable the national and international education stakeholders to focus on teacher burnout, with possible correlations to school organizational behaviour, and the means through which the findings can be utilized to improve on the negative effect of organizational behaviour on teacher

burnout, thereby, improving on job satisfaction, retention of students and teachers, and student learning processes and outcomes. Moreover, the data the study generates can also be utilized to develop appropriate policy measures, training, and encourage supportive school organizational behaviour through the pursuit of effective leadership styles in schools. Thus, allowing schools to minimize the level of teacher burnout attributed to school organizational behaviour.

The study serves as a basis for the support of the developments of programs that address the issue of teacher burnout and enhance teacher wellness. The study's findings can be utilized by the schools' administrators, in collaboration with the relevant stakeholders in the education sector, to develop a program that pursues a collaborative-style learning environment that is also designed by the teachers to assist in eliminating teacher burnout. Another important professional contribution of the study is that it can be used as reference material by other schools and stakeholders in the education sector. The findings can be reviewed by other school districts to help in developing a purposeful stance to examine the work conditions of their teaching staff and determine which approach can develop the most suitable organizational behaviour to combat teacher burnout before it becomes a challenge. The most important contribution of the study is the positive social change it can encourage in the form of the development of a school environment in which the teachers are treated professionally by the leadership and afforded respect, positive feedback, support, and development opportunities. A school with a stable workforce and organization behaviour might reduce the incidence of teacher burnout and encourage the teachers as they have the

tool to ensure their students are motivated and that often translates to more effective teaching and learning processes and outcomes.

Chapter 2. Literature Review

2.1 Introduction

The literature review is focused on the issue of teacher burnout in schools. The purpose of the literature review is to identify and examine relevant literature in order to gain understanding of teacher burnout and how school organization behaviour affects the phenomenon of teacher burnout, and how to reduce the incidence of teacher burnout. The review begins with an examination of the underpinning concept of organizational framework, as part of the study's conceptual framework, and what, if any, role it plays in teacher burnout. The literature review takes into account the methodology that the study uses to undertake its examination. The challenge of teacher burnout is explored by focusing on the factors that contribute to teacher burnout, as well as the means that can improve organizational behaviour to enhance teacher wellness and work environment. Another section focuses on the negative effect of organizational behaviour on teacher burnout while another on the leadership models that reduce negative organization behaviour effects internationally, in the Middle East, as well as the UAE or a similar context. There is also a review of the Copenhagen Burnout Inventory (CBI), with an introduction of what it entails and explain its components. There is a section that examines the different points of view on organizational behaviour and teacher burnout, which concludes with a summary of the main themes and perceptions concerning the issue (Maslach, 2011, p. 50).

2.2 Organization Behaviour

Organizational studies are an interdisciplinary area of research with a strong background in sociological methodologies and analytical orientation (Scott, 2015). These theories developed over time to continue to find better solutions for thriving organizations. The early organization theories developed between 1900 and 1950's (Mahmood et al, 2012). It was then known as the theories of classical management major theorists at that phase are Frederick Taylor, Henri Fayol and Max Weber (Sofi, 2013). These theories examined the relationship between planning of work to achieve efficiency, standardization and simplification (Kitana, 2016). The following wave of organization studies focused on the humanistic side of the organizations (Cantarelli, Belardinelli and Belle, 2016; Judge et al, 2017; Melé, 2016). It stems from Maslow's hierarchy of needs (Fallatah and Sayed, 2018). It suggests that humans perform better when their basic needs are met (Acevedo, 2018 and Pirson, 2017). This led to linking job satisfaction with high performance in different organizations (Bin, 2015 and Wood et al, 2017). Whilst the humanistic approach provided some reliable data on organizational performance, organization theorists continued to examine organizations to classify different types of organizations and provide norms or road maps for different organizations to thrive (Palmer, 2012). This led to the emergence of the symbolic representations of organizations as machines, organisms, political arena ...etc (Christensen, Lægreid and Rovik, 2020; Eagleton-Pierce, 2013 and Hatch, 2018). According to Bolman and Deal (2008) organization can be examined from four different perspectives. The structural frame (which includes the organization's structure, teams and groups), the human resource frame (which includes studying human resources, interpersonal dynamics and group dynamics), the political frame (which includes the

power, conflict and coalitions within the team members and the organization) and finally, the symbolic frame (which includes the symbols, culture and norms in the organization).

However, organization behaviour continues to pose challenges for different researchers as it did not explain how, in spite of these representations and formulas some organizations still failed to flourish (Palmer, 2012). Recent research studies of organizations called for new approaches to study organizations by focusing more on cultures and cultural norms (Awadh and Alyahya, 2013; Alvesson, 2012; Bitsani, 2013 and RadovicMarkovic, 2012). These theories put a lot of emphasis on the context of the organization, the difference of employees' back ground and how one's beliefs and values affect how they perceive rewards, sanctions and performance (see Alvesson, 2002; Kets de Vries, 1991; Kets de Vries and Miller, 1984; Kets de Vries and Miller, 1986; Schultz, 1995; Smircich, 1983). Organizational behaviour in current literature is defined by the interactions between individuals within an organization which has a direct impact on the organization performance and efficiency (Neck, Houghton and Murray, 2018; McShane and Glinow, 2017 and Miner, 2015).

The success of any organization is dependent on the efficiency and capability of its management, and the efficiency of its management is dependent on the human skills and needs and goals of individuals (Teece, 2016). Organizational behaviour represents the behaviour of individuals within an organization; the incentive being, institutions can achieve efficiency if their human resources are skilled and capable (McShane, et al, 2018). Skaalvik & Skaalvik (2011, p. 1030) note that organizations can only develop and grow when their employees are industrious. Organization behaviour covers the influence of

individuals, group, and structure exert on the behaviour of organizations. It is how individuals behave both independently and within formal and informal groups. The performance of an organization is ultimately dependent on the levels of motivation of its employees and the passion and ability of these individuals to work together towards common goals and objectives. Organizational behaviour involves the interconnections of individual personality and work, the components of the organization and their environments as well as the challenges that arise from the combination of these factors. It is the working of the different activities and conduct of employees within the organization (Mathieu, Fabi, Lacoursière and Raymond, 2016 and Pouramini and Fayyazi, 2015).

The scope of organizational behaviour involves its main elements, which include people, technology, structure, and the environment (Miner, 2015). The people element involves the establishment of an internal social system of an organization. The individuals within the organization may work as individuals or in formal or informal groups and are dynamic and experience change over time as these organizations also experience transformations. The past few decades have seen organizations, having employees that are increasingly achievement oriented and aspire to utilize innovative techniques and methods to achieve their objectives within their tasks and functions (Kanfer and Chen, 2016). Considering that people, as thinking and feeling beings, create these organizations to try and achieve set goals and objectives, it would be expected that these organizations exist to serve people rather than people existing to work in the organizations. The organizations represent an association of individuals who differ in many aspects, and this organizational behaviour considers aspects of these individuals' personalities, methods, behaviours, perceptions,

norms, learning preferences, values, and motivation (Leung and Morris, 2015; Morris, et al., 2015 and Steg, Lindenberg, and Keizer, 2016).

The structural aspect of organizational defines the relationship between the individuals within an organization (Mathieu, et al., 2017). The different individuals in an organization are tasked with different roles in line with their abilities, educational qualifications, and experience, and these individuals establish certain relationships with the others. The consequence is the division of labor, to ensure that individuals can perform their tasks or duties to attain set organizational goals or objectives (Guillaume et al., 2017). For instance, possessing adequate knowledge of a particular technology, computer operation, language skills or maintaining records might have an individual assigned as a technical worker consider that work in different individuals can accomplish multifaceted and different job duties. An organization might require positions such as supervisors, directors, accountants, technicians, or clerks, and individuals develop relationships with each other to accomplish organizational goals in harmony. Therefore, the structure dictates organizational duties, power, and authority. A superior, such as a leader possesses authority while the subordinates have to follow the leader's directions (Brunsson and Olsen, 2018; Jiang and Liu, 2015 and Tolbert and Hall, 2015).

The technology facet of organization behaviour involves the facilitation of the economic and physical conditions existing within an organization's working environment, which might result in increased efficiency in the operations. The current organizational environment shows a growing significance of technology as individuals utilize it to make their tasks more manageable. The advent of technology has allowed organizations to augment work processes that were repetitive and time consuming to increase efficiency.

The nature of technology utilized is dependent on the nature of an organization and can have significant effects on work processes or working conditions. Therefore, it is an element that allows for efficiency while also imposing certain restraints of the individuals (Salgado et al, 2015).

The environment element of organizational behaviour involves the society, which provides an external environment within which an organization operates. Environmental conditions should be conducive to the existence and effective operation of the organization. The main factors to consider an organization's external environment include rules, laws, and policies. These factors should be considered carefully if the environment is to operate effectively. Efficiency considerations are regarded as important in the effort to ensure that the external environment of an organization supports its operations. An organization does not have the mandate to supply everything, and as such, there is a need for other organizations in the community. To achieve efficient operations and successful outcomes, an organization has to consider how its external environment affects the approaches of its employees and their skills, available resources, and its use of labor (Hutchison, 2018).

Organizations have become more complex, and as such, employees now require new skills and knowledge to ensure they maintain their productivity in their work lives and to continue contributing to the organization's competitive advantage. The two critical issues concerning organizational failure or success include employee needs, the organization's need for profitability and productivity. For example, employees are concerned with job satisfaction, safe working conditions, job challenge, and adequate pay and benefits while the organization pursues higher operational effectiveness or an optimum production of services and goods at low costs (Arifin, 2015; Belias, Koustelios, Vairaktarakis and

Sdrolias, 2015; Karyotakis and Moustakis, 2016 and Pawirosumarto, Sarjana and Gunawan, 2017). Well-managed organizations pursue a constant rebalancing of employee needs and operational effectiveness since this allows for the enhancement of competitive advantage and a rate of profitability that ranks above average in its industry. It is essential for an organizations' leaders to understand how its workforce drives a sustainable competitive advantage as it allows for the identifying of how an organizations 'workforce work can be made to be more challenging and meaningful. To achieve such an understanding, an organizations' leadership must identify the importance of work in the lives of employees and colleagues (Alonderiene and Majauskaite, 2016; Çelik, Dedeoğlu and İnanir, 2015 and Girma, 2016). It is imperative to recognize and value the significance of work in one's life as it allows a leader to respect his or her colleagues and subordinates as valuable and productive individuals. An organizational behaviour that shows respect for employees in their work situation results in a workforce that is loyal and committed, which form the foundation for sustainable competitive advantage. Organization behaviour focuses on developing a connection between employee attitudes and behaviours and the operational efficiency of the organization (Girma, 2016).

2.2.1 Organizational Behaviour Literature at Schools in the UAE or Similar Contexts:

The importance of organizational behaviour is acknowledged in many sectors, whether it is administration, education, science, or technology, among others (see Buchanan and Huczynski, 2019; Lee and Lawrence, 2013; Reynolds, 2013 and Wilson, 2018). By understanding the concept of organizational behaviour, an individual is better placed,

identifying the means of carrying out his or her tasks, activities, and functions within an organization. Several factors indicate the significance of organizational behaviour in the education sector, and the main driver can be considered the market-oriented reforms that have faced the education sector in the recent past (see Chaudhuri, 2016; Sun and Leithwood, 2015 and Varman, Saha and Skálén, 2011). The result of the education sector, leaning towards, and being affected by market forces is that the expectations of teachers have also shifted towards market-oriented thinking (Sun and Leithwood, 2015 and Varman, Saha and Skalen, 2011). There have been studies that have linked achievement-oriented thinking in education to the introduction of market forces in the educational sector (see Coleman, 2019; Ehren, Perryman, and Shackleton, 2015 and Watkins, 2015). If an educational policy of a country emphasizes the economic function of education, then the teachers will inevitably learn how to adapt to the demand of the education sector, funding based on qualification and management practices. There exists an expansive body of literature that examines the views and beliefs of these teachers and what their perception is as to the current demand of the educational sectors (Bogler and Nir, 2015). One study identified the existence of congruence between the teachers' beliefs and perceptions, and the education sector demand represents a critical factor that can determine the success of any policy implementation in schools. Moreover, Rayan et al (2017) also observed that any policies in the education sector could elicit intense emotions in teachers, both positive and negative. The intensity of their reactions can be attributed to high dedication and involvement in their work. Considering that teachers attain satisfaction from guiding and teaching students, it is important to identify which factors of the school organizational behaviour limit the level of job satisfaction the teachers derive from their work, and thus prevent teacher burnout.

2.2.2 School Culture

Several studies have concluded that the concept of school climate represents a critical factor in understanding teachers' organization behaviour (see Batagiannis, 2011 and Loureiro and Marques, 2016). The school climate can be conceptualized and defined in a variety of ways. However, the conceptualization of school climate that is to be used for the study is narrowed down and focuses on the school teachers' relationships with their colleagues and management, the managerial support the school provides as they accomplish their assigned tasks, and the level of participation the teachers have in organizational decision-making. It is clear that cooperation and harmony among the teachers and the school management should be considered as organizational conditions, but rather intended outcomes. Determining the extent to which school teachers perceive support and engage in each other's tasks and activities providing a glimpse into the quality of the school and its teachers' organization behaviour. Understanding the organizational behaviour of school teachers requires the consideration of crucial aspects of the school climate, such as the level of support teachers receive from the school management, the level of the teachers' involvement with colleagues, and the level to which the teachers are able to participate in the school's decision-making processes (Arifin, 2015 and Lambert et al, 2016).

Another critical aspect of school climate involves the level of support that teachers receive from school management. Perceived organizational support epitomizes the extent to which an organizations' employees feel that their contributions are valued and that the organization prioritizes their well-being. The fair treatment of employees allows them to innovate freely and contribute new ideas while offering employees support allows them to

feel that their efforts are making a difference to the organizations' attainments of its goals and objectives (Schleicher, 2015). Another aspect of the school climate involves the level of teachers' participation in the school's decision-making process. The participation of teachers in a school's decision-making process is important as it has a direct effect on the quality of education and the relationships developed within the school. High levels of involvements in decision-making processes translate to better performances (Aldridge and Fraser, 2016 and Malinen and Savolainen, 2016). Besides, participation in the schools' decision-making also enhances the development of relationships within the school, which also reduces the levels of tension and conflict. Such a risk is further reduced when the teachers are allowed sufficient scope to come up with ideas as well as take responsibility for decisions concerning educational content, the socialization of students, student behaviour, the selection of students, and the retention or dismissal of students. Effective communication and support in schools represent important factors of a school climate as they serve as indicators of school quality. Such a perspective allows for an examination of how teachers perceive the school organizational behaviour and how they deem it affects the completion of their tasks (Deal and Peterson, 2016; Gruenert and Whitaker, 2015 and McKinney et al, 2015).

Hofstede, Hofstede & Minkov (2010, p. 349) studies examined national cultures and organization behaviour and performance to determine and define the important dimensions that distinguish national cultures and how they are directly relevant to organizational behaviour. The survey the author conducted determined that there are five major factor clusters that affect organizational behaviour, and they include: Power distance, which is a measure of the interpersonal power that exists between a superior and a subordinate, as measured

by the subordinate. Individualism versus collectivism, which is a measure of the relationship that exists between an individual and the group. Uncertainty avoidance, which is a measure of a lack of tolerance or ambiguity or risk-taking. Masculine versus feminine, which is a measure of an individual's advancement with regard to the goals for the group or existing working relationships. Long term orientation, which is a determination of the orientation of a country towards either the long term or immediate returns.

Concerning the UAE context, cultural factors often distinguish Western approaches to school organizational behaviour to the culture in a Middle Eastern country. Hofstede, Hofstede, and Minkov (2010, 263) advanced important cultural factors that affect organizational behaviour; however, the review considers power distance index and individuality as the factors to focus on in examining how the cultural context of the UAE affects the school organization behaviour.

Hofstede, Hofstede, and Minkov (2010, p. 379) advanced that in the UAE firms are perceived as hierarchical, and the senior managers are often considered autocrats, while senior managers that are good with dealing with the subordinates are considered benevolent autocrats. Therefore, in the UAE, it could be assumed that school leaders would hold the belief that they possess the right to a certain level of power over their teaching staff. It would also be logical to expect that the teachers would acquiesce to such levels of power. However, the findings of most studies indicate that these teachers do not merely accept such levels of control or supervision, and this is likely mitigated by the development that the UAE has a noticeably lower masculinity score than a Western country such as the United States, which provides the foundation for the transformational model (Pasha-Zaidi, 2019; Litz and Scott, 2017). A concept that will be covered by the study in another paragraph.

Individuality scores also offer a glimpse as to the uniqueness of the UAE educational context as related to the effect of a cultural factor on school organizational behaviour. Western countries such as Australia, Canada, and the United States have incredibly high individuality scores, which is a reflection of a society that has its people primarily dependent on themselves and their immediate families. In a country such as the UAE, which is a more collectivist society, individuals belong to a group that works collaboratively, and the members are dependent on each other. Therefore, it would be advantageous for an organization in such a cultural environment to ensure that its employees feel that they are valued and treated as part of a family. A development that marks a significant variation to the traditional transformational model (Abu-Rahma and Jaleel, 2017; Nickerson, 2015).

2.2.3 The Negative Effect of Organizational Behaviour on Teachers Burnout

There has been a significant amount of interest in the professional identity of teachers, their beliefs about education, as well as their identification with their profession. Consequently, a lot of knowledge has been generated about the generation behaviour of teachers and how this affects their performance (Honingh & Oort, 2009). To understand how organizational behaviour affects teacher burnout, it is important to examine the teachers' attitudes to education, their sense of identification, as well as their perception of the school environment.

2.2.3.1 Teacher Attitudes

With the increase in market-oriented forms of education, teachers' expectations have shifted towards a market-thinking paradigm. As Honingh and Oort (2009) note, achievement-oriented approaches in education can be attributed to the introduction of market mechanisms in schools. Therefore, as teachers realize that the emphasis on education policy has shifted more on the economic function, they start to adjust their means to fit the demands of the industry, funding that is based on qualifications, and the existing management protocols (Pratt, 2016). With the increased need for teachers to act more as entrepreneurs than professionals, it can be a challenging task to combine the two in an educational setting. It comes with the risk of decreasing professional autonomy as the demands of the education market increases, and this can be detrimental to teachers since teachers, as professionals require a necessary level of autonomy, which is precisely what allows them to self-regulate their practice (Golden, 2018). Dunn, 2018 note it is such a lack of professional independence that results in the teachers' work being devalued to merely operational tasks, which can result in organizational behaviour that results in teacher burnout. The lack of consensus as to the issue of the content of education and the lack of professional scope that teachers experience, can be a source of conflict and tension within the school environment.

There is a large amount of literature that has examined the views and beliefs of the teachers as well as their perceptions of the changes in education in many countries (see Aldridge and Fraser, 2016; Burke, 2015; Demir, 2015 and Woods et al, 2019). For instance, Malinen and Savolainen, 2016 discovered that the congruity between a teachers' outlook and the

existing educational paradigm play an essential role in the successful implementation of any changes in schools and their investment in their required tasks. Besides, they note that any implemented reforms in the education sector can produce either intense negative or positive emotions in the teachers. The intensity of these emotions is explained by the level of involvement of the teachers in their work within the new framework. The meaning of this is that the way the teachers react to the existing work within, has an immense impact on how they perceive their work. It is noted that many teachers often consider teaching and contributing to the development of the young as a vocation (Honingh & Oort, 2009). Additionally, Honingh and Oort (2009) note that there exists a dichotomy that divides the views about the purpose of education, and under this division lies a debate about the vocational function of education versus training that is aimed at developing the students' independence and responsibility. The belief and attitudes of teachers under a curriculum-based approach fit a more economical approach to education, while the student-based approach to education fits the more personal development of the students to prepare them for society (Honingh & Oort, 2009). These attitudes and beliefs have an effect on the level of burnout that the teachers' experience.

2.2.3.2 The School Climate

Aldridge and Fraser (2016) provide a conceptualizing of school climate that focuses on the interactions of teachers with their colleagues and management, the perceived level of support they receive, and their involvement in the decision-making process. It is an excellent lens through which organizational behaviour of teachers can be observed. The

cooperation and cohesion of teachers and management in schools can be considered an outcome rather than organizational condition. Determining the extent to which teachers perceive support and are involved in their colleagues' work provides an insight to the quality of the school educational processes as well as the organizational behaviour of the teachers (Gray, Wilcox and Nordstokke, 2017). If teachers do not perceive that they receive sufficient organizational support, they might think that the school does not value them and that their wellbeing might not be important to the school, then this might result in higher levels of burnout experienced by the teachers in that school (Yao et al, 2015).

The level of participation in the school's decision making is also an important determinant of organizational behaviour. Teachers who are more involved in the schools' decision-making processes tend to perform better, which means that it is an important consideration. A lack of sufficient participation in decision making can restrict the development of relationships within the school, which often reduce the risk of tension within the school and mitigate burnout (Back, Polk, Keys and McMahon, 2016). Any shortcomings in the level of participation restrict the number of contributions the teacher can make on influencing educational content, student turnover, selection of students, student behaviour, and student socialization, which in turn can result in an increased risk of teacher burnout.

2.2.3.3. Identification

The employees' affective involvement in an organization is an essential indicator of organizational behaviour. There is evidence that employees with a robust and effective involvement in their organization generally get more satisfaction and better motivated and productive in their functions (Alsubaie, 2016). Effective organizational commitment

represents the extent to which an employee experiences a sense of identification and involvement with the organization, and it is related to several work aspects. The more a teacher identifies with the school or department, the more his or her behaviour will be influenced and determined by the school or department. Teachers that attach more value to their careers are more likely to be more focused on their position within the school. On the other hand, teachers who identify more with their department will display mostly pro-social behaviour and will be more likely to put effort on group performances and the success of the department. There also exist significant correlations between workgroup identification and job satisfaction, job involvement, turnover intentions, and motivation (Alsubaie, 2016). Consequently, the teachers' identification with their careers and organization determines the organizational behaviour, which in turn affects the level of burnout. A teacher that does not identify with his or her career or school is more likely to experience high burnout than a teacher that does identify with the school and career.

2.3 Leadership Models and Teacher Burnout

Overall leadership and the leadership style play an essential role in determining not only the organizational climate, but also the subordination of the leader. There is a high likelihood that different forms of leadership have varying effects on the organizational climate of a school and as a result, possess a direct influence on the individuals that perform tasks within that particular school climate in various ways. Teacher burnout can be one of the different outcomes and as such, should be considered as an essential factor as the consequences of not doing so, can be dire (see Dou, Devos and Valcke, 2017; Li, Hallinger and Walker, 2016 and Liu, Hallinger and Feng, 2016).

Conley and You (2017) note that teacher competence and the behaviour of principals come with reciprocal effects. They also note that a lack of administrative support can have a significant impact on teacher stress levels and burnout. Teacher attrition can also be attributed to a lack of proper administrative support to the teachers by the school. The study by Nielsen, Randall, Yarker, and Brenner (2008), also determined the existence of evidence that connects the psychological wellbeing of an organizations' employees to the transformational leadership style of management. Also, a study by Benoliel and Barth (2017). shows a positive relationship between a charismatic leader and a positive mood and emotions by the employees. They note that the behaviour of a leader was responsible for the incremental variance over and above the other workplace factors that predict the general health of the employees.

Hildenbrand, Sacramento and Binnewies (2018) note that several studies show that there is a link between transformational leadership and positive outcomes on subordinate health, job-related stress, and wellbeing. The authors postulate that these cross-section studies produced a causal relationship between leadership behaviour and employee wellness. Moreover, a similar study by Van Maele and Van Houtte (2015) also showed that employees working under a transformational leadership style had lower stress and burnout levels. In contrast, they found that those working under laissez-faire or passive-avoidant leadership style showed more vulnerability to stress and burnout. Teacher burnout levels are significantly impacted positively, when the work under school management that possess leadership traits and behaviours shows concern and compassion. Low levels of

teacher burnout can be associated with non-directive leadership behaviours, while high levels of teacher burnout can be associated with more directive leadership behaviours. The study by Asrar-ul-Haq and Kuchinke (2016) also examined a possible relationship between leadership styles and their effect on subordinates by observing the behaviours displayed by mentors in the organization as well as the levels of job-related stress experienced by the employees being mentored. The results of the study show that mentors who displayed transformational leadership traits and behaviours, such as motivation, support, development, and inspiration, produced subordinates that experienced lower levels of stress and burnout.

Another perspective is offered by the study by Bono, Foldes, Vinson, and Muros (2007), which focused on studying workplace emotions and supervision by examining the effect that leadership behaviours have on the emotions of the employees. They studied 57 healthcare providers that subjected to a random sample and surveyed using the Multifactor Leadership Questionnaire, a survey that is frequently used to determine transformational leadership with high reliability and validity. The healthcare providers were questioned about their stress levels, work status interactions, affective experience, and job satisfaction in the effort to determine their emotions.

The results of the study indicated that there were two critical factors that caused the employees to experience stressful emotions through interactions with their superiors, were based around the fact that these supervisors were responsible for their performance evaluations and that they possess the ability to limit their autonomy, which is considered a crucial need by many of the employees. As a result, these interactions often result in

feelings of anxiety and irritations for a majority of the employees, and thus resulted in stress and burnout. The study shows that the employees have more positive emotions as they interacted with customers and their colleagues, and fewer positive emotions as they interacted with their managers. The study also indicated that employees that worked under a leader that used a transformational approach to leadership experienced more positive emotions throughout their workday. Another conclusion of the study was that employees that controlled their emotions experience higher levels of stress and lower job satisfaction, but working under a transformational leader had the effect of generating lower stress levels and increased the employee's job satisfaction (Bono, Foldes, Vinson, & Muros, 2007).

A study by Arnold et al, (2015) examined the existence of a relationship between employee burnout and three leadership models. The models that were examined include laissez-faire leadership, transformational leadership, and transactional leadership. The result of the study indicated that active management and transformational leadership did not result in burnout, but laissez-faire leadership had a positive relationship with the employees' psychological exhaustion and burnout. Similarly, Baysak and Yener (2015) also study the relationship between psychological distress among employees and leadership style, but it was limited to just laissez-faire leadership. The results indicated that there exists a significant relationship between laissez-faire leadership and employees' psychological distress since such leadership creates a conducive environment for more significant role conflict and uncertainty, as well as conflict between colleagues.

The literature above indicates that the leadership style of an organization affects the psychological condition of the subordinates. Therefore, it can be said that school leaders,

such as principals possess behaviours that can affect teacher burnout. Behaviours such as modeling behaviour, providing support and empowerment to the teachers, believing in the teachers' capacity, encouraging their innovative ideas and development, and encouraging participation in decision-making, are what leadership should pursue if they are to mitigate teacher burnout. Other positive leadership behaviours include fostering teamwork and collaboration, recognizing and rewarding the teachers' effort and accomplishments, offering personal and professional support, and managing student behaviour, and these can help the teachers with their tasks and prevent burnout.

2.4 Copenhagen Burnout Inventory (CBI)

One cannot adequately state the importance of studying the possible health and psychological consequences of human service work as well as the international literature on employee burnout. Therefore, there was a need to develop a burnout questionnaire as a logical result of the observation mentioned above. Such a questionnaire would have to remain within the general frame of reference of the research on employee burnout, while still making sure it avoids the pitfalls. The result of these efforts is the development of the Copenhagen Burnout Inventory (CBI), a questionnaire that features three sub-dimensions: Personal burnout, work-related burnout, and client-related burnout (Kristensen, Borritz, Villadsen and Christensen, 2005). These three subsections of the questionnaire were designed to be applied in different domains. The questions for the personal burnout section were designed in a way that all people can answer them, which represents a genuinely generic scale. The work-related burnout section of the questionnaires has questions that assume the respondent is employed in a paid vocation of some kind. The final client-related

burnout section features questions that include the term 'client,' or a similar term when appropriate, such as inmate or patient, which in our case, is students. The theoretical underpinnings of the questionnaire distinguish between working with customers, clients, and colleagues (Kristensen, Borritz, Villadsen, & Christensen, 2005).

The CBI takes fatigue and exhaustion as the core of burnout, and this keeps it in line with the historical development of the burnout concept, as well as the recent definition of burnout by Schaufeli, who is one of the leading experts in the field. Burnout is defined as "a state of physical, emotional, and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding" (Schaufeli & Greenglass, 2001). The focus on fatigue and exhaustion as the core of burnout by the questionnaire is attributed to another key figure in burnout research, Shirom, who insisted that exhaustion and fatigue should be considered as the central aspects of the burnout concept: "Specifically, burnout refers to a combination of physical fatigue, emotional exhaustion, and cognitive weariness." The questionnaire's theoretical foundation adds to the burnout concept and crucial additional feature, which is the attribution of exhaustion and fatigue to specific domains or sections of a person's life. One of these domains is work while a more specific domain is client work. Below are the further elaborations of the three parts of the CBI (Kristensen, Borritz, Villadsen, & Christensen, 2005).

Personal Burnout. The section represents the generic part of the questionnaire. It features a scale on personal burnout that makes sure individuals can be compared regardless of the occupational status. The scale is designed to provide answers to a simple question, which

is 'How tired or exhausted are you?' The intention is to have a scale that is sensitive to negative values, for instance, among individuals with relatively high levels of exhaustion or fatigue. The personal burnout part of the CBI can be considered a measure for exhaustion or fatigue, but it retains the term "burnout" to signal it is part of the SBI. The section also defines personal burnout as the degree of physical and psychological fatigue or exhaustion experienced by the individual. It does not make any efforts to distinguish between psychological and physical exhaustion or fatigue (Kristensen, Borritz, Villadsen, & Christensen, 2005).

Work-Related Burnout. The CBI defines work-related burnout as "The degree of physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work." The definition stresses on the fact that the scale does not focus on a person's attribution of symptoms to work. As such, the section does not pursue the assessment of the causality in the scientific sense of the term. The CBI acknowledges that individuals can attribute symptoms to their work without a scientific basis, and the opposite is also true. By enabling a comparison between the scale in the personal burnout section with the scale for the work-related burnout section, the CBI provides the opportunity to identify the individuals who are tired, but attribute the exhaustion or fatigue to non-work factors such as family demands or health problems (Kristensen, Borritz, Villadsen, & Christensen, 2005).

Student-Related Burnout. The client-related section operates based on the level of physical and psychological exhaustion and fatigue that is perceived by an individual as

related to his or her work with clients. The section acknowledges that individuals can attribute their exhaustion to factors other than their work with clients. Therefore, the section focuses on the degree to which individuals see a connection between their exhaustion and their clients. In this section, the term "client" represents a broad concept that includes terms such as children, residents, students, inmates, among others. When the CBI is used in practice, the term that is appropriate for that specific group of respondents is used instead of "client" (Kristensen, Borritz, Villadsen, & Christensen, 2005).

There have been several studies that explored teachers' burnout using CBI tool. For example, Fiorilli et al, (2015) examined teacher burnout in Italian schools. Their study reflected that the CBI resulted in valid data that can be used empirically to examine teachers' burnout. Another study by Arvidsson et al. (2016) measures the degree of burnout of teachers in Swedish schools using CBI. Similarly, results show that CBI reflected reliable data in measuring teachers' burnout. Likewise, De Stasio et al, (2017) studied the relationship between leadership style and teachers' burnout using the CBI in kindergarten and primary special education teachers. The results indicate that with the positive leadership of the principal, teachers' self-esteem increased. This had a direct impact on their stress levels and their commitment to their job.

A study by Ahmad and Alkhrabsheh (2005) determines the level of teacher burnout for teachers with students with learning disabilities in a school in Jordan. The researchers discovered that the degree of teacher burnout for these teachers with students with learning disabilities was moderate on both depersonalization and emotional exhaustion while it was high on low personal accomplishment by the teachers. The study also notes that the level

of burnout is lower for the experienced teachers than it was for the inexperienced teacher. The researchers show that female teachers are more affected by the feeling of little accomplishment than their male counterparts. Another study by Patrick, Man, & Raymond (2005) focused on determining the impact of the demographic characteristics on teacher burnout for secondary school teachers in Hong Kong. The study also applied the Maslach with the results showing that a comparison of the level of burnout for teachers in Hong Kong with that of North American teachers shows the same level concerning low personal accomplishment and emotional exhaustion. However, when it comes to depersonalization, the teachers in Hong Kong had lower levels of burnout than their North American counterparts. Also, the study notes that unqualified teachers were more susceptible to burnout than experienced teachers. A study by Welko and Elvira (2008) measures the degree of burnout for both teachers and the principals and the relationship it has with accomplishment in work. The study also uses the Maslach's standard has on a sample of 215 teachers and 514 principals, and the results indicated a relationship between accomplishment in work and teacher burnout. It concludes that low accomplishment is an essential factor in increasing the level of teacher burnout in schools.

Additionally, Alfrehat and Rabadi (2010) explored the degree of the burnout for female kindergarten teachers in Ajlun. The study also examines the effect of the type of kindergarten, whether it is public or private, the remuneration, teacher's experience, and education, as well as the number of students in class on the level of teacher burnout. The study also applied the Maslach's standard on a sample of 120 female kindergarten teachers from both private and public schools and the results indicated that the kindergarten teachers

in Ajlun's kindergartens suffered from a high level of burnout. The study did not find any significant statistical differences to the type of kindergarten, teachers experience and education, or the number of students in a class, but it did find differences in the salary the teachers receive, with teachers receiving less than 100 JD have higher levels of burnout.

One study identified the existence of congruence between the teachers' beliefs and perceptions, and the education sector demand represents a critical factor that can determine the success of any policy implementation in schools. The study by Sverdlov and Aram (2016) also observed that any policies in the education sector could elicit intense emotions in teachers, both positive and negative. The intensity of their reactions can be attributed to high dedication and involvement in their work. Considering that teachers attain satisfaction from guiding and teaching students, it is crucial to identify which factors of the school organizational behaviour limit the level of job satisfaction the teacher derives from their work, and thus prevent teacher burnout. Hofstede, Hofstede & Minkov (2010) studies examined national cultures and organizational behaviour and performance to determine and define the critical dimensions that distinguish national cultures and how they are directly relevant to organizational behaviour. The survey the author conducted determined that five major factor clusters affect organizational behaviour.

Likewise, a study by Goswami (2013) examines how teachers' burnout is related to different aspects in the form of organizational behaviour and demographic factors such as age and gender. The study applies the Maslach's standard for burnout and the Dixit Job Satisfaction Scale for the teachers' job satisfaction. The study found that there was a high

degree of burnout for the teachers who showed lower job satisfaction. The result was that there exists a good correlation relationship between the level of teacher burnout and the teachers' attitude toward teaching. The relation indicated that as the level of teacher burnout increased, the value of positive attitude towards teaching decreased, while the negative attitude towards teaching increased. However, the study did not find sex to be a factor of teacher burnout.

Similarly, Alsalkhi's (2013) examined the level of burnout for Islamic Education teachers in Amman's private schools taking into account factors such as degree, gender, teacher experience, income, marital status, age, and the level of students. The study applies the Maslach's standard to a sample of 166 female and male teachers and the findings indicated that the level of burnout for the Islamic Education teachers in Amman was moderate for both depersonalization and emotional exhaustion. However, concerning low personal accomplishment, it indicated a high level of burnout. The study also showed a significant statistical difference in the level of emotional exhaustion, with males having a higher value. It has indicated that there are no statistically significant differences in the level of burnout with regards to the age of the teachers and their marital status. Besides, the study demonstrated that teachers with a higher level of education, more experienced, and have a higher income are suffering more from burnout.

Overall, it is clear from the previous studies above that the CBI reveals reliable data when studying teachers' burnout in different settings around the world. However, when it comes to the UAE settings, there seems to be a gap in the literature about the burnout related to

these variables, more so for teachers in public schools in the UAE. The previous studies above have been applied to teachers of different regions and subjects and provide a foundation on which to base the research on the effect of organizational behaviour on teacher burnout in KG schools in Sharjah. The goal is to add more data to the extensive body of research related to the issue of burnout in the teaching profession, and to the Middle East region in a narrower sense.

2.5 Conclusion:

This chapter provides the underpinning grounds of this research study. The aim of the research is to explore the relationship between leadership style, organizational behaviour and teachers' burnout in UAE schools. The organizational behaviour literature will support this study in identifying positive school culture and school climate that could possibly reduce teachers' burnout. The leadership review will support this research by exploring possible leadership practices and/or styles that contributes to the positive school culture and promote teachers' wellbeing. Using the CBI, which is a well-researched and documented tool according to this review, will examine the organizational behaviours and the leadership styles in relation to teachers' burnout measure which will be supported further by the exploratory nature of this study that will be explained in the following section.

Chapter 3. Methodology

3.1 Introduction

The purpose of the chapter is to discuss methods used in completing this research study. The approach chosen for this research is mixed method approach to determine whether there exists a relationship between organizational factors and teachers' burn out in three KG schools in Sharjah intending to design an Emirati leadership model that will help in reducing teacher burnout. Specifically, the study describes the relationship between teacher burnout and organizational factors as perceived by kindergarten school teachers. The focus of the methodology chapter is to identify the procedures and methods that will be used to complete the study. A mixed-methods approach is used for the study with a descriptive approach used to examine and determine the relationship between organizational factors and teacher burnout in a quantitative format through measurement instruments

This chapter will explain the research approach. Later, it will discuss explained research methods and tools used to gather data. It will later discuss sample size, site selection and ethical consideration. Finally, it will discuss reliability and validation of the results.

3.2 Research approach:

This study is an exploratory in nature, it aims at gathering preliminary data of the relationship between organizational behaviour, leadership practices and teachers' burnout in three KG schools in Shariah in order to identify norms that could be further examined. According to Creswell (2013) and Glesne (2011) exploratory research studies uses a mix

of quantitative and qualitative methods in gathering data to increase reliability by triangulation of evidence from the qualitative and quantitative data. Using mixed method approach is continuously being recommended as reliable method of research in educational settings as it captures the humanistic side that is unique at schools (see Bardhoshi, Schweinle and Duncan, 2014; Chang, 2009; Creswell and Garrett, 2008 and Leech and Onwuegbuzie, 2009). Mixed methods designs are generally used when studying social science and educational problems, and it offers the advantage of allowing many variables to be studied simultaneously, considering that a particular behaviour can be affected by several factors. (Cresswell, 2009; Alsalkhi, 2013; Alsayed, 2010; Alshuyoukh, 2011; Welko and Elvira, 2008) note, these research designs allow for the analysis of how multiple variables, either in isolation or in combination, affect specific patterns of behaviour. The research design also allows for the determining of the statistical significance of a relationship between the variables being studied. A majority of the studies included in the previous studies feature this research design.

Several research studies have been conducted internationally to explore teachers' burnout using mixed method approach (see DeMatthews, Carrola, Knight and Izquierdo, 2019; Johnson and Naidoo, 2017 and Tafvelin, S., von Thiele Schwarz and Stenling, 2019).

3.3. Site and subject selection:

The sites chosen for this research study are three private schools in Sharjah. These schools serve children with the age group of three to five years old. It is also known as the Kindergarten stage. The schools follow the same curriculum as they belong to the same

educational organization. The operational procedures are similar in these schools. Each school has a principal and multinational teacher to teacher at KG level. Since the study follows a mixed method approach, there has been two different ways of choosing the sample. The method followed for choosing participant was purposeful sampling (Creswell, 2013). According to Creswell (2013) and Glesne (2011) purposeful sampling fit the mixed method approach of this research study since the aim of this study is exploratory. Purposeful sampling will enrich this research with secondary data and in-depth understanding (Creswell, 2013 and Glesne, 2011). The criteria for sampling is presented in the table below.

Table 3. 1 Sampling Criteria

Sample	Number of participants	Criteria
School site	Three	<ul style="list-style-type: none"> ➤ Age group 3-5 ➤ Located in Sharjah- United Arab Emirates ➤ Same educational organization
Teachers/ Survey	60 teachers	<ul style="list-style-type: none"> ➤ Work at the same organization ➤ Work at the same department ➤ Multinational ➤ 20 teachers from each school
Teachers/ Interview	9 teachers	<ul style="list-style-type: none"> ➤ Work for the same department ➤ Have been at the school for a period between 3-5 years. ➤ Multinational

3.4 Data Collection Methods:

This study uses a mixed approach study designed to explore organizational behaviour factors and leadership practices that may promote and/or inhibit teachers' burnout. The methods used in this study will be quantitative and qualitative in nature. The quantitative part of this research study will use Copenhagen Burnout Inventory (CBI) that was introduced and tested by Kristensen, Borritz, Villadsen and Christensen (2005). This questionnaire has three sub-dimensions: personal burnout, work-related burnout, and client-related burnout (Kristensen, Borritz, Villadsen and Christensen; 2005). A copy of the questionnaire is presented in appendices 1. Personal burnout section aims to understand how work in general affects teachers' general psychological or physical status. While work-related burnout indicates how working at a kindergarten school under the existing leadership and given the organizational culture and behaviours result in teachers' fatigue and exhaustion. Lastly, client-related burnout refers to the level of exhaustion that affect teachers as a result of working with children in kindergarten and parents (adapted from Kristensen, Borritz, Villadsen and Christensen, 2005). Copenhagen Burnout Inventory (CBI) tool is documented in the research as a reliable tool for measuring teachers' burnout (see Kristensen, Borritz, Villadsen and Christensen, 2005; Fiorilli, Pepe, Buonomo and Albanese, 2017 and Walters, Brown and Jones, 2018).

For the qualitative part of the study, nine teachers were purposefully sampled. Three teachers from each site of the chosen sites. These teachers participated in a semi-structured in-depth interview designed at eliciting the experience of the participants (Creswell, 2013; Denzin and Lincoln, 2005 and Fraenkel and Wallen, 2009). The interview guide is presented in appendices 2. It is important to note that these questions are only used as a

guide for the interview, as the aim of the interview is to engage participants to talk about their work experience and the principal leadership through stories and situations which will enrich the data of this research (Chirban,1995). Questions one to three gather information about the participants, while questions four to six are designed to elicit information about organizational culture/factors that may contribute to the level of stress that teachers face while working in the school. Finally, questions seven to ten are targeted to gather information about the principal leadership practices and how it affects teachers in their day-to-day tasks.

It is important to note that these questions are guiding questions to help the researcher gather the information about the organizational culture and leadership practices in the school. During the interview the researcher will ask follow up questions such as sharing examples and explanations to help participants talk about their live experience (Kvale and Brinkmann, 2009). It is through the shared stories and examples that participants will be able to shed some light on the organizational factors and leadership practices that, in their opinion, added/relieved burnout level for the teachers (Bernard, 2011; Glesne, 2011 and Rubin and Rubin, 2011).

3.5 Data analysis:

Since this research uses a mixed method approach, two sets of data will be gathered to better assist the researcher in exploring the organizational behaviours and leadership practices that affect teacher burnout in targeted schools. Quantitative part of data for this research study came as a result of applying CBI. These data will be analyzed using

Statistical Package for Social Sciences (SPSS). One-way analysis of variance (ANOVA) was used to analyze this research study data. Teachers' responses were grouped by school to report of differences, if any, between CBI categories and subcategories between all three schools. The data reported will compare Mean scores and SD between the three groups of teachers to explore if there are any differences between personal burnout, work related burnout and student related burnout between the three schools. (Field, 2009; Green and Salkind, 2016 and Hinton, McMurray and Brownlow, 2014). Qualitative data of the research study will be analyzed using thematic analysis (Guest, MacQueen and Namey, Nowell et al., 2011 and Vaismoradi et al., 2016). Creswell (2013) and Gelsnse (2011) argue that during thematic analysis the qualitative data will be transcribed from the interview and the researcher will read through the data and report on emerging themes. Data will be reported on a school by school basis to report on emergent data that clarify the quantitative data.

3.6 Reliability, validity and trustworthiness:

Since this study is a mixed method study, it uses both quantitative and qualitative methods to collect data. The quantitative data is gathered through Copenhagen Burnout Inventory (CBI) which is a questionnaire that was tested and proven to be a reliable measure of burnout in several studies (see Kristensen, Borritz, Villadsen and Christensen, 2005; De Stasio et al., 2017; Fiorilli et al., 2015 and Walters, Brown, and Jones, 2018). Additionally, internal consistency of the CBI for this research study is run through SPSS analysis and is verified with Cronbach's alpha measure. For all three schools, the Cronbach's alpha measure was between 0.89 and 0.83 which is an acceptable reliability test for any

quantitative measure (see Field, 2009; Heale and Twycross, 2015 and Taber, 2018). Moreover, the qualitative data that is designed as a follow up after conducting the survey will validate the research findings as it will provide more in-depth information that will shed light on burnout factors/sub factors and how they link, if any, to the organizational factors and leadership practices in the subject schools (Creswell, 2013 and Gelsene, 2011). According to Creswell (2013) and Gelsne (2011), trustworthiness is an important factor to consider while conducting a qualitative study. Therefore, trustworthiness of this research study will be ensured by verifying that the transcribed interviews matches what participants wanted to share. To confirm that, I will transcribe the interview and share it with participants before analyzing the data to inform this research study.

3.7 Ethical considerations:

All necessary approvals to conduct this study have been obtained from the schools' administration and the university. Since the researcher work with the same organization, it was easy to gain access to principals' emails. An initial email was sent to the principals explaining the purpose and the nature of this research study. After getting the initial approval form the principals, and email was sent to all targeted participants to explain the nature of the study and its voluntary nature. Then, an email was sent with the survey link and teachers were encouraged to complete it. Since the researcher is well known between the schools, participants were eager to help by completing the survey. Similarly, and upon gaining principals' approvals, interview candidates were approached with an explanation of their further participation of the study by completing a 30 minutes interview with the researcher. The voluntary nature of the study was explained. The participants were assured

that their identity will not be revealed. To further ensure that, all participants and research sites were given fictional codes to report on without revealing names and locations. All interview participants were provided with a consent form sign to further help in understanding the nature of the study and the voluntary nature of it. It is provided in appendices 3. Research raw data (surveys, interview tapes, interview transcribes and consent forms) will be locked in a safe place in the researchers' house. It will be kept for a duration of two years after publishing this research study (Glesne, 2011; Merriam, 2009).

3.8 Conclusion:

This research study explores teachers' burnout in three schools in Sharjah, United Arab Emirates. It uses mixed methods to gather data from all three schools. The data collection tools and data analysis methods discussed in this chapter allows the researcher to build a strong foundation for this study. It is designed at gathering information by using quantitative phase as well as Copenhagen Burnout Inventory and further exploring emerging themes, norms and variations between the three schools by implementing the second qualitative phase of this study. It is the researchers' aim to provide some insights on the organizational and leadership practices that may contribute to the overall burnout of teachers' in the three schools.

Chapter 4: Data analysis and Discussion

4.1 Introduction:

The aim of this chapter is to present an account of the findings of this research study. The structure of this chapter will begin by presenting a contextual account of each school, background information about the schools' principals. Then an account of the quantitative data will be presented. Later, findings from the qualitative data will be presented by themes. Finally, it will conclude with a discussion of the emergent themes linking it to the literature review where possible. It will then conclude with a comparative synthesis of main findings of this research study.

4.2 School (A, B and C) contextual account:

Located in the suburb areas of Sharjah, school A accommodates around 3500 students ages three to seventeen. The majority of children are Emirati children with some other minorities including, Syrians, Jordanians, Egyptians, Pakistanis, Saudis, Omanis and Indians. It covers all teaching cycles from K-12. It is lead by a principal that has been in the post for more than seven years. The schools' campus is relatively new (about 15 years old). Each learning cycle is lead by an assistant principal that works very closely with the principal. The principal leads about 500 staff members on a daily basis between teachers, teaching assistants, support staff and senior leaders. The school follows an overarching educational management institution for organizational structure, daily procedures and general human resource management rules.

Similarly, school B accommodates 3300 students ages three to 17. It is located at a different area in the Sharjah suburb. Students nationalities follows the same demographics as in school A. The school was built later than school A (about 12 years ago). The principal of school B has been in her post longer than school A principal (about 9 years). The staff in school B are relatively smaller (about 470) with diverse and multi-national and international demographics.

Likewise, school C accommodates 3100 students with the same age group. It is located somewhat in the city of Sharjah. Students' nationalities differ with the majority being expats (Syrian, Jordanian, Egyptians, Pakistanis ... etc.) with a large minority of Emirati children (about 55% as per the schools' profile). This school is newer than both schools A and B. It was built seven years ago. The principal has been in her post for the past five years leading a staff of about 450 members. All three schools follow an international curriculum with an Islamic cultural modification to serve the needs of the Muslim community of the UAE.

The Kindergarten department of each school has about 20 teaching staff and other support staff members. Teachers are of different nationalities including Americans, British, Jordanian, Syrians and Egyptians. They have been working together for the past three to five years under the same leadership. The turnover of the staff is very minimal (about 10 to 15 % as reported by principals). Kindergarten teachers' day starts at 7:00 am with the early students coming to their classes. Their teaching day finishes at 1:00 PM with the last bus leaving the school and their normal working day finishes at 3:30 PM. As reported by

the teachers, the last 2:30 hours are dedicated to classroom set up, planning, preparing resources and occasionally professional development sessions. Some of the information about these schools have been concealed to maintain anonymity

4.3 Quantitative Data (Copenhagen Burnout Inventory):

A total of 60 survey forms were received, which translated to a response rate of 100%. The respondents were kindergarten teachers within an age range of 30-35 years and had worked in the schools for more than three years. The alphas for the instrument's internal reliability were high as about .83-.89. The scales were all positively skewed, which meant that most of the teachers used response categories that corresponded to low burnout levels. In the questionnaires, the word "students" were used. The questionnaires used two format response options, some with an intensity that ranged from "very high degree" to a "very low degree" while the other used a frequency that ranged from "always" to "never/almost never." The study used response options with the best fit to the content of the respective question.

In all the surveys, there were five response options, and the essential items except for one, were all in the same direction instead of just being "positive" or "negative" items. The design prevented the problem of getting wrong answers from the respondents that are often a result of using stereotyped response patterns. Moreover, a "positive" or "negative" scale can be used to measure two different underlying dimensions. The scale allowed the study to focus on the item being measured, and that was burnout, and the response situation that was required was one that did not have double negations such as answering "never" or "no" to a negative question.

4.3.1 The Rates of Burnout

The results of the CBI show that in all three schools it appears to be that kindergarten teachers suffer the least form of student related burnout (mean 34.36 with SD 17.16) while they suffered the most from work related burnout levels (mean 53.96, SD 12.3). The personal related burnout was moderate (45.56 SD 13.46). Table 2 presents the overall scores for all three schools.

Table 4. 1 Descriptive data for CBI for all three schools

Table 1: Descriptive data for CBI

Scores (n=60)

	Teachers from all schools (n=60)
Burnout Score category	Mean (SD)
Work related	53.3 (12.2)
Personal related	45.56 (13.46)
Student related	33.7 (17.16)
Total	44.7 (14.3)

However, there have been different variations of each school on the CBI. It is presented below in table 3.

Table 4. 2 Descriptive data for CBI scores across three groups of teachers (three schools)

Table 2: Descriptive data for CBI scores across three groups of teachers (three schools)

Burnout Score category	Teachers School A (n=20)		Teachers School B (n=20)		Teachers School C (n=20)	
	Mean (SD)	α	Mean (SD)	α	Mean (SD)	α
Work related	55.8 (11.5)	0.89	52.3 (12.8)	0.85	51.8 (12.3)	0.87
Personal related	45.1 (13.5)	0.84	48.1 (14.1)	0.87	43.5 (12.8)	0.86
Student related	35.2 (17.9)	0.83	33.4 (16.5)	0.84	32.5 (17.1)	0.85
Total	45.36 (14.3)		44.6 (14.46)		42.6 (14.06)	

Based in the data analysis, it appears that teachers from school A have the highest burnout rate (mean 55.8) while schools B and C teachers scored 52.3 and 51.8 respectively. However, school B teachers scored the highest on personal burnout at 48.1 while school A and school C teachers scored 45.1 and 43.5 respectively. In all three schools, teachers scored low on student related burnout as their scores in came very similar (school A 35.2, school B 33.4 and school C 32.5).

4.4 Qualitative data (teachers' interviews):

In this section, we will present interview data from all three schools. Each section will follow the same outline. Based on thematic analysis, three themes were identified as a result of teachers' interviews. These themes are, relationships between staff members in the school, personal growth and principals' leadership style.

4.4.1 School A teachers:

Staff relationships:

Teachers in school A reported that the school has a positive culture. They reported that they are happy and that they have a good relationship with each other. In general, all three teachers feel that their colleagues are supportive and helpful. For example, teacher 1 reported:

I feel that in the KG department we are always working with each other. Everyone has a calm demeanor while working in our department'

Likewise, teacher 2 explained that she has worked in different schools before where competition was toxic between teachers and that led to a negative work environment.

In my previous work experience our team leader was competitive and would always point one colleagues' work over the other. I guess she was trying to make us work better, but the result was that everyone hated each other. I feel here we all want to succeed together. For example, when I have my lesson observation, all the team members help me to plan and prepare materials.

Personal growth:

Teachers from school A were not all conscience about personal growth. For example, teacher three reported

Sometimes I feel like the amount of work is not allowing me to process things in time. I feel like I am overwhelmed with tasks and that before I finish one deadline another one is approaching. I feel like I am playing a catch-up game!

Similarly, teacher 2 felt that the workload is not spread out in a manner that allows for a teacher to thrive while accomplishing it.

Most of the time, I am late in doing my tasks, marking, planning, professional development, parents complain. I feel if the workload was spread more evenly, I would be able to feel a sense of accomplishment.

Principal Leadership Practices:

Almost all teachers reported that the principal of school A is very nice and approachable. They all felt that the principal reaches out to them and gets to know them in person. However, when asking about the principals' approach to organizing workload, teachers agreed that they feel that they are constantly under pressure and that they cannot complete tasks calmly. For example, teacher 1 said:

I have friends working in other branches of the same organization and we talk to one other. I feel our principal does not always think tasks through. She is very competitive and would like her school to be leading all the time. I guess that is why I feel stressed all the time to stay on task.

Likewise, both teachers 2 and 3 reported that the principal always communicated during staff meetings that the school is a leading school in the organization and therefore, she would like all staff members to be prepared for tasks as they come and that it is an

expectation that everything gets done on time. However, all three teachers love the principal and believe that she does not hate or disrespect staff, she just would like to be the best all the time.

4.4.2 School B teachers:

Staff relationships:

Similar to school A, school B teachers expressed that they feel the school has a very positive culture. They all work together towards achieving tasks and they support one another. They feel like the school is their ‘second family’ and we all wish the best for our school. For example, teacher 5 explained:

When it was time for the inspections, we all stayed at the school very late. It was not important how tired we were, we just felt like we have to work together to achieve the best results for our school. Even though all other schools feel the inspection was the most stressful time of the year, for us it was a bonding experience.

Equally, teachers 4 and 6 agreed that the relationship among the staff in the school in general are very respectful and positive. Teacher 6 shared,

Staff meetings normally are the best. It is in the staff meeting that we I feel we collaborate and connect with one another. We are all very close together. We do regular activities like treasure hunts and other activities to strengthen our team. They are my brothers and sisters and I cannot imagine school without them.

Personal growth:

All three teachers from school B agreed that they feel valued and appreciated. They also reflected that they feel they have regular opportunities for self-development and growth.

For example, teacher 6 stated,

I feel I have made so much progress since I first joined the school four years ago. Not only that I am more confident of my teaching abilities, I also feel like I have shown some leadership skills that I never knew I had in me. I can now lead professional development activities. I can talk about my experience in teaching and new methods I have tried that had an impact on my children.

Additionally, teacher 4 shared,

As we work together, we learn from one another. I feel like when I talk to my colleagues I reflect on my own practice. Together, we brainstorm strategies and ideas that can better serve the needs of our children, It is a very powerful tool for growth.

Principal Leadership Practices:

All three interviewed teachers from school B agreed that the principal is an amazing mentor. They all complemented her leadership style saying that it has prompted them to be better versions of themselves as teachers. For example, teacher 5 stated:

Our principal is an amazing leader. She is very calm and respectful to all. She knows exactly what to say and how to say it to make you feel better and want to be better. I have always felt she thinks of our best interest and thrives to filter workload. You would want to go the extra mile for her as you know she appreciate you as a human.

Likewise, teacher 6 agrees that the way that the principal leads makes her appreciate her more and that she would always make sure that all of the principals' tasks and emails are addressed before she left work every day and she felt she owes it to her principal to be great!

4.4.3 School C teachers:

Staff relationships:

Teachers 7,8 and 9 from school C agreed with the teachers from schools A and B regarding relationships between the staff members. They all felt like the staff works in 'cohesion' together where each understands and appreciates his/her responsibilities. Teachers agreed that each one knows their role to play in the overall establishment and that leads to a 'respectful relationships' that are dominant in the school. Teacher 8 explained,

It is peaceful to work in the school. Our daily routine runs as it should since we all know what to do. We support one another and everyone feels you have a safety net to hold you no matter what. This helps you to relax and rest.

Similarly, teacher 7 stated,

Our school runs like a bee hive. Its team work and team efforts. We all have duties and responsibilities to work on and that makes the whole school a productive community. We love what we do and we are good at it. This is why I feel happy coming to school every day.

Personal growth:

Teachers from school C explained that personal growth is one of the focuses of their principal. Each one of the staff members draft their own personal goals at the beginning of the year. The principal then ensures that support systems are in place to ensure that each one makes progress in relation to his/her goal. Teacher 9 explains,

Our principal is very organized. She knows what she wants exactly and what she wants is for her school to thrive. She has a strong belief that this will happen with the growth of individuals. She consistently communicated in staff meeting that the school's mission is for all to succeed. This intensify your self-worth as you know that you are linked to an organization that helps and support your growth plans.

Principal's Leadership Practices:

Teachers expressed that they feel the principal is very organized and that she is a good leader. They believe that since the principal cares about their personal growth, it means that she perceives them as important assists of the school and that their worth to her is high. Teachers also discussed the balance of school work and company demands and they agreed

that workload is too much, however, they feel they are supported enough and well equipped with strategies to manage. For example, teacher 7 explained,

I feel this is the place for me to be. I know that the principal care about me and supports me. I know that she will do everything in her power to include me in my personal growth plan. She is both a good listener and a good leader.

4.5 Discussion:

Discussion section provides synthesis of the findings from chapter four. It will analyze quantitative and qualitative data in relation to the literature review identifying norms from the findings that will inform a possible leadership and organizational behaviour model to reduce teachers' burnout levels within the schools of UAE. This section will be presented in a school by school basis. It will then compare findings from three schools and will report on identified norms. It will then conclude with the suggested model to reduce teacher burnout.

4.5.1 School A findings:

Findings from quantitative data in school A suggests that teachers in this school experience high levels of work-related burnout and personal related burnout (55.8 and 45.1 respectively). The student related work out exists; however, it may not affect teachers as the work and personal related burnout. Qualitative data suggests that the principal from school A is task oriented and focuses on the end results as reported by teacher 1 in the data analysis. These findings are consistent with Conley and You (2017) and Nielsen, Randall,

Yarker, and Brenner (2008) studies where they reported that principals' behaviours and competencies affect teachers' behaviours and wellbeing. Additionally, teachers from school A reported that they do not feel like they have time to grow professionally. Both teachers 2 and 3 referred to workload as possible inhibitor to their professional growth. These findings relate to the studies of Alonderiene and Majauskaite (2016), Çelik, Dedeoğlu and İnanir (2015) and Girma (2016) as they argued that successful organizations balance between employees' needs and the organizational needs to reduce negative effects of organizational behaviours. Yet, teachers from school A explained that they like working in that school as they feel it has a positive culture and positive relationships. Teachers 1 and 2 both reported that their direct supervisor is supportive and this is what is helping them to cope with the work pressure. Aldridge and Fraser (2016) and Malinen and Savolainen (2016) reported that positive school culture is likely to contribute positively to the wellbeing and the commitment of the teachers.

4.5.2 School B findings:

Results from CBI analysis suggests that teachers in school B score high of work-related and personal related burnout (52.3 and 48.1 respectively). Student related burnout is also reported; however, it is not reflected in the qualitative data results. It is worth noting that personal related burnout in school B was higher in school B than school A (48.1 and 45.1 respectively). On the contrary work-related burnout was lower in school B than in school A (52.3 and 55.8 respectively). Qualitative data suggests that the principal in school B may embrace elements of a charismatic leadership as teacher 5 reported. This may explain why teachers could feel under pressure to please their principal as a response to her charisma

and therefore, may feel a sense of responsibility to please her. This is also consistent with Benoliel and Barth (2017) study where it was reported that there is a positive relationship between charismatic leaders and a positive mood and emotions by the employees which affect the overall behaviour of employees.

Additionally, school B teachers reported that they feel the value of being in the school as they have made personal and professional growth as a result of the warm and positive relationships between the teachers in the same department and with their principal. This is also consistent with Batagiannis (2011) and Loureiro and Marques (2016) studies where they reported the impact of positive school culture on teachers' behaviours and sense of accomplishment.

4.5.3 School C findings:

Results from CBI analysis shows that teachers in school C are experiencing high levels of work related and personal related burnout (51.8 and 43.5 respectively). However, in comparison with schools A and B these results appear to be lower. Qualitative results in school C suggest that the principal may exhibit some transformational leadership characteristics as teachers appear to have a sense of belonging to the school and they view the schools' success and the principals' success as their own success. These findings are similar to the Hildenbrand, Sacramento and Binnewies (2018) and Van Maele and Van Houtte (2015) where they argued that transformational leadership practices often reduce work related stress. Moreover, teachers reported that in their school, work is very organized and distributed which is also consistent with Schleicher (2015) where he argued

that the level of support that employees have from their management affect the organizational behaviour of employees. It is also consistent with Aldridge and Fraser (2016) study that reported that positive school culture relates to the level of involvement that the staff have.

4.6 Summary of findings:

This study uses a mixed method approach to explore possible teacher burnout levels in relation to principals’ leadership practices and organizational behaviour that contributes to burnout levels. In the three targeted schools the following results were reported based on surveying 60 kindergarten teachers and interviewing 9 kindergarten teachers, three from each school. The results of data analysis and interview data are summarized in the table below.

Table 4. 3 Summary of research findings

	School A	School B	School C
<i>Work related burnout</i>	Highest	Less than A	Less than A &B
<i>Personal related burnout</i>	High	Highest	Less than A &B
<i>Student related burnout</i>	Significant	Significant	Significant
<i>Principal leadership practices</i>	Task oriented	Charismatic	Transformational
<i>Personal growth</i>	Limited	Promoted	Linked to the organizational goals
<i>Staff relationship</i>	Positive	Positive	Productive
<i>Overall school’s culture</i>	Positive	Positive	Positive

It appears from table 4.3 that principals who may be task oriented and/or focus on end results only, may increase work related burnout that teachers suffer in the workplace. Similarly, charismatic principals may affect personal related burnout as teachers thrive to maintain a good relationship with their principal. This study suggested that transformational leaders may reduce teachers' work related and personal related burnout. This study also suggests that positive relationships and positive school (organizational) culture assist teachers despite their high levels of burnout to be happy in the workplace. It also suggests that providing support to employees may increase cultural positivity which reflect on the employees' performance.

The study's results indicate that teacher burnout is a pervasive issue that affects the teachers' personal and work situations. The results also show a consistent relationship between teachers' feelings of emotional and physical exhaustion that is indicated on the personal burnout scale and anxiety and stress in teachers. Although there is plenty of studies and literature concerning the aspects of the work environment that result in teacher burnout, there is limited information on how the organizational behaviour of the school has an effect on the level of teacher burnout. Organizational behaviour encapsulates aspects of the work environment such as the teachers' feelings of dissatisfaction with the profession, a lack of autonomy, and a perceived lack of support from colleagues and school leadership, and these factors have an effect on the personal and work lives of the teachers and can result in teacher burnout if they are not addressed. Research on the effect of organizational behaviour should consider using a longitudinal design that follows a group of teachers to determine the impact of work-related burnout on their personal lives or if it is individual

factors that contribute to exhaustion and fatigue in the workplace (Durr, Chang, & Carson, 2014). The respondents reported a significant effect of the work environment on the level of teacher burnout, and nature of their work, working with young children in kindergarten coupled with their work conditions, and how they socialize with their colleagues and management could be the variables that determine the level of teacher burnout. These factors are what makes up the organizational behaviour of the school, which means that modeling a school's organizational behaviour can affect the level of teacher burnout.

There are workplace environments that contribute to teachers becoming more susceptible to work-related teacher burnout, and this is what will cause the school to experience challenges both in academics and retaining quality teachers. Higher rates of emotional and physical exhaustion have a significant impact on the quality of preparing and delivering lesson by the teachers, which can result in poor educational outcomes by the students. Moreover, as our findings suggest, work-related burnout has significant implications on the development of issues such as emotional and physical exhaustion, which can quickly become depression and anxiety. As the education sector develops measures to prevent and manage teacher burnout, it is important that they take into consideration the organizational behaviour of schools and the effect it has on teacher burnout.

4.7 Suggested leadership model to reduce teacher's burnout:

Based on this research study, a model is presented below that may reduce teacher burnout levels in the UAE schools.

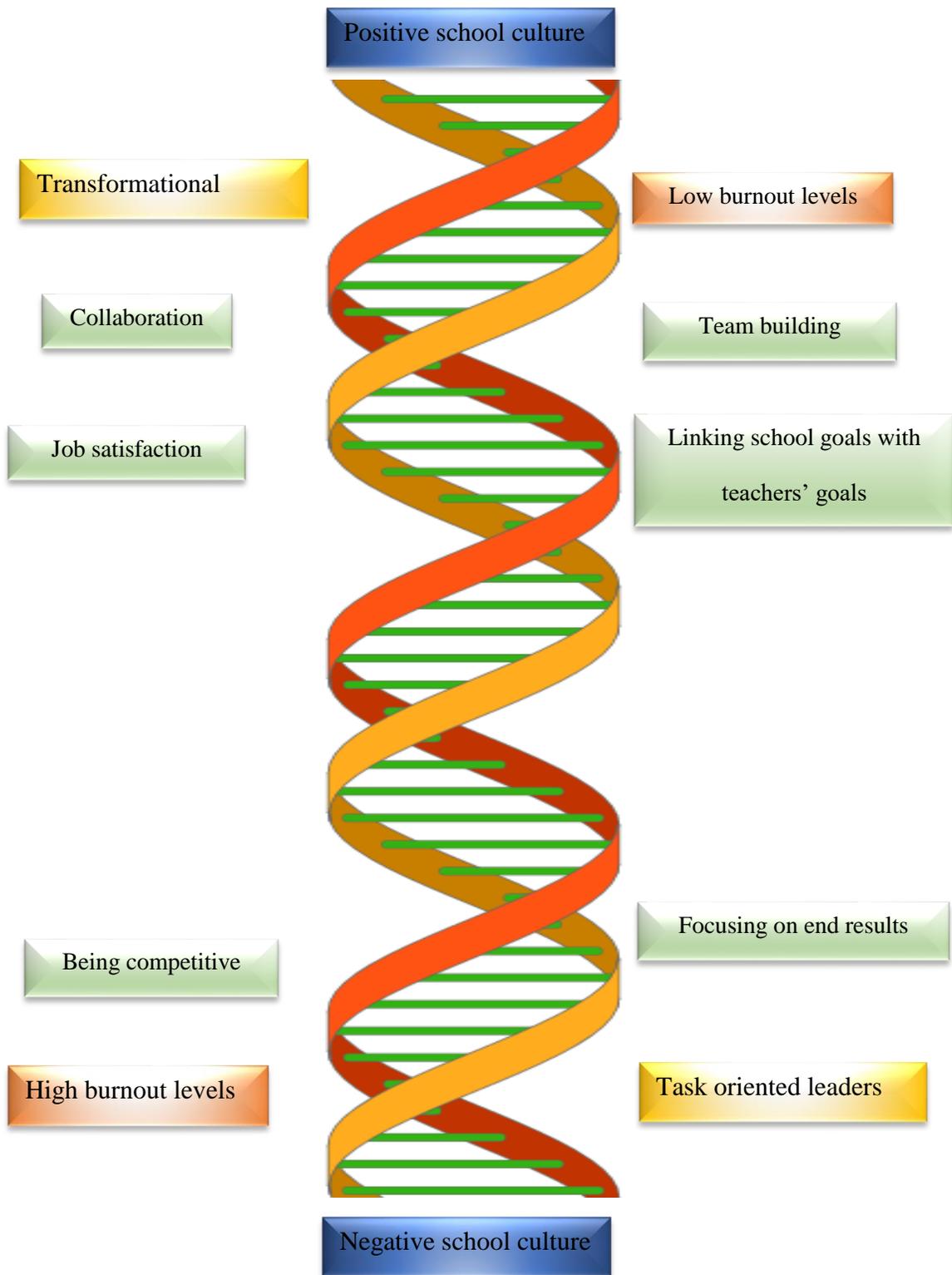


Figure 4.1: Proposed Leadership Model to reduce teacher’s burnout

The proposed leadership model is based on a DNA model, where it is suggested that leadership (represented by the yellow ribbon) and teacher’s burnout (represented by the orange ribbon) link together via organizational factors (green linking lines). At the bottom end of the model, leaders tend to be more task oriented, focus more on end results and are competitive. This suggests that teacher burnout is at the highest rate. At the top of the model, leaders are more transformational, care more about linking the staff goals to the school goals. In these cultures, you will find more positive relationships, collaboration, team building and job satisfaction is promoted. It is suggested that teacher burnout may be reduced as a result of these leadership practices.

Chapter five: Limitations and Conclusion

5.1 Introduction

Based on the exploratory data of this research study, it could be concluded that teachers suffer from less burnout levels under the leadership of transformational principals. It could also be suggested that building positive culture within the school can contribute to the overall productivity of teachers. When teachers collaborate and work together, it is highly likely that they support one another and reduce burnout levels.

The purpose of this chapter is to discuss this research's' limitations. Limitations will be discussed based on research methodology and design. Then it will conclude this research by discussing future research opportunities that could expand on this study's findings on designing a leadership model in the UAE that might reduce teacher burnout levels considering organizational behaviour factors that will assist in building a positive school culture.

5.2 Limitations

The findings of the study should be considered while considering the existing limitations. The number of teachers that responded from the three kindergarten schools can be considered to be relatively large, however, to be able to generalize this study's data, it is recommended that this study is repeated with a larger sample. Moreover, there is a possibility that there some teachers who experience severe teacher burnout but were not included in this survey as the sample was chosen purposefully from the KG department

only, and as such, the study's finding could be an under-estimation of the actual issue on the situation of teacher burnout in the schools.

This study was exploratory in nature; therefore, the design of the study was targeted at exploring possible organizational and leadership practices that increase teacher burnout. It is recommended that this study is replicated in a similar context in schools to expand on the findings.

Moreover, this study did not account for the different level of burnout that sub cultural groups may suffer from. Other research studies should include a cross-cultural factor to draw and allow for more in-depth analysis of these findings.

5.3 Recommendation:

In this section, we will provide some recommendations based on this research data for school level (school principals, grade level leaders, head of departments) and policy makers (educational institutions that govern multiple schools).

5.3.1 School level:

The explorative data of this study suggests that teachers suffer from lower burnout rates should the school principal adopt a transformational leadership style. Caring about staff and including them in decision making. Most importantly, linking organizational goals to personal growth. This will help teachers see that their hard work and efforts is contributing

to their own personal growth in addition to the organizational goal which can help lessen the burnout effect on teachers. Additionally, building a positive school culture that links the employee to the organization will provide the support systems to reduce burnout levels.

Middle leaders (grade level leaders and department heads) should support teachers by conducting regular collaboration between the group of teachers to reduce their levels of burnout. Research data suggests although relationships between staff members in schools A & B were positive, school C had a productive and collaborative relationship.

5.3.2 Policy makers (educational institutions):

Based on this explorative data, it is suggested that policy makers in different educational institutes should consider finding a consistent approach in monitoring principals' progress and day-to-day school management procedures between their schools. It was reported in this research findings that teachers suffered from high burnout rate in all three schools, however, in school A teachers reported that they feel more stressed because their principal was interpreting rules differently.

Additionally, it is recommended that these institutes develop their team building activities and embed it regularly between schools to reduce the level of competition between all their managed schools. This may reduce workload and subsequently burnout levels for school teachers.

5.4 Conclusion

This study used CBI to assess the level of burnout in kindergarten teachers, and it was found to be a reliable and valid tool to measure teacher burnout. The measures of exhaustion had to be used wisely in the study and practice when assessing the wellbeing of the teachers. It should be noted that confidentiality was an important and necessary consideration since the self-assessed results of the study had to be managed well so as to reduce stigma and discrimination that the teacher might receive in their school if the information were not to be made secret. Self-assessments should be handled with care and managed positively. It is clear that burnout is a phenomenon that should be acknowledged in the schools, which will aid in creating processes and measures to address its contributing factors, mitigate its effects on the teachers and school, and effective measures implemented that deals with it when it occurs. The emotional wellbeing of the teachers has considerable implications for student performances, teacher retention, and positive academic outcomes. When teachers experience emotional exhaustion, it is more likely that their ability to communicate with their colleagues, family, and students will be affected. They are more likely to be withdrawn and distance themselves from their students, and the result is that their classroom performances will deteriorate, which will then affect the academic outcomes of the students. (Leinweber & Rowe, 2010). Some of the interventions available for schools can reduce burnout while promoting the wellbeing of teachers and their ability to cope with stress. Fortunately, these interventions are gaining tractions, and more attention is being paid to their effects on the education system.

Teachers that are experiencing stress and have low to moderate levels of burnout can get benefits from a combination of measures, such as coping strategies and skills, professional development, reflective leadership, a better work environment in the school, as well as interventions that create a quality work-life balance. However, the teachers who are experiencing high levels of burnout should be allowed, in addition to the above-mentioned interventions, a temporary leave of absence and psychological evaluation and treatment. There should also be a structured return to work programs that is supportive and ensures that the work environment has a sense of autonomy and collaboration to ensure that the teachers feel a part of the school. Excellent organizational behaviour will result in teachers with better emotional wellbeing as well as feeling of professional competence and safety. Which suggests that measures to curb teacher burnout should be adopted.

These summary statements might seem to be critical of the teaching profession; however, it should be noted that they are based on cross-sectional data rather than longitudinal data. However, it should be noted that while such variance, that can be attributed to the consequences of the burnout factors, can be taken as modest, it is also fair to argue that a reduction of absenteeism or turnover, by just 3% and 6% respectively, can be considered as significant improvement for the teaching profession. One can also argue that even the small marginal gains in the teachers' efforts are valuable to the educational system as well as the concerned schools. The study offers results that provide several important implications. These results, combined with the results offered by the other studies on teacher burnout, offer more support for the prevalence of burnout among educators.

The means for each dimension of the CBI reveal that on average, the teachers in the study experienced emotional exhaustion and they became detached from their studies. Fortunately, some teachers have positive interactions, and this is what probably serves to keep most of the teachers motivated. It should be noted that because of the limited number of respondents, the results cannot be confidently generalized to the larger population apart from the three schools. However, the study's result suggests that the phenomenon of teacher burnout is an issue that occurs frequently. It is clear that there are several factors that are connected to the issue of teacher burnout as causal factors. These factors include aspects such as limited autonomy, perception of a lack of power to influence issues, low participation in decision making, role conflict and ambiguity, limited social support, and leadership style. These are all factors that are linked to a school's organizational behaviour and have an effect on the level of teacher burnout.

There is a need for further research on the issue of teacher burnout. One concern is the predictors of exhaustion, which need to be examined to refine further the methods of determining the level of burnout. Despite the results of the study primarily supporting the model, the support is limited to mainly the emotional exhaustion aspect of teacher burnout. However, it would be helpful to have other variables that can be used as better predictors of teacher burnout, for instance, variables such as personal accomplishment and depersonalization. The model leaves out many of the predictors of teacher burnout, which can be said to be conditions that are unique to the educational sector. These predictors include factors such as teachers dealing with issues unique to the classroom, such as

difficult students or student misbehaviour. However, these factors are not emphasized in this study's model, which might affect the various aspects of teacher burnout.

Although these issues have to be addressed to give a better understanding of the teacher burnout phenomenon, it is crucial that the point of teacher burnout be given serious emphasis. Using the findings of studies to date, it seems that, if a country possesses the desire to achieve higher quality education, then it must be a concern for and commitment to getting a higher quality of the educational environment for the teachers to operate. While giving teachers, higher salaries can attract a higher-quality group of individuals to take up teaching; it might be that these salaries might not be as successful in retaining these high-quality teachers or keep them motivated to excel in their duties. Primarily, much attention is directed to the school organizational environment as it is to incentives if the need to achieve higher quality education is to be realized.

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APPENDICES

Appendix 1

Copenhagen Burnout Inventory

	<i>Always</i>	<i>Often</i>	<i>sometimes</i>	<i>seldom</i>	<i>never</i>
Personal burnout					
How often do you feel tired?					
How often do you feel physically exhausted?					
How often do you feel emotionally exhausted?					
How often do you think I can't take it anymore?					
How often do you feel worn out?					
How often do you feel weak and susceptible to illness?					
Work related burnout					
Do you feel worn out at the end of the working day?					
Are you exhausted in the morning at the thought of another day at work?					
Do you feel that every working hour is tiring for you?					
Do you have enough energy for family and friends during leisure time?					
Is your work emotionally exhausting?					
Does your work frustrate you?					
Do you feel burnt out because of your work?					
Client related burnout					
Do you find it hard to work with children?					
Does it drain your energy to work with children?					
Do you find it frustrating to work with children?					
Do you feel that you give more than you get back when you work with children?					
Are you tired from working with children?					
Do you sometimes wonder how long you will be able to continue working with children?					

Appendix 2

Interview questions guide:

1. How many years have you worked with KG?
2. How long have you worked with this school?
3. Do you feel welcomed in this school?
4. How do you feel about working with your co-workers?
5. Do you think that relationships with your co-workers affect your stress level?
How?
6. Do you think that your principal appreciates your stress?
7. Do you think her offers good level of support? Examples?
8. Do you welcome extra tasks form him/her? Example?
9. Do you feel that you strive in this organization? How?
10. Do you think that the principal affects your decision to stay/leave? How?

Appendix 3

Dear participant:

My name is Riaan Nasab, I am a student at the Masters of Education program with The British University in Dubai. You are invited to participate in a research paper to understand the organizational behaviour and Teacher Burnout in KG Schools in Sharjah. To gain a better understanding of what leadership practices that can promote positive organizational culture and lower teacher's burnout.

Procedure:

You will be asked to participate in a 30 minutes interview session. The interview will be audio recorded and it will take place in a place we mutually agree on at the time of your convenience.

Confidentiality:

Your name and identity will not be used in the research study. All audiotapes will be locked in a secured location during and after the research is completed.

Freedom to withdraw:

You are completely free to participate in this study, at any time you feel the need to stop the interview or withdraw from the research study you can do so with no obligation. Your participation is completely voluntary.

Researcher information:

If you have any questions, please feel free to contact me at my phone number, 0504969060 or email me at: riaan.nasab@gmail.com