




A need for emotionally intelligent leaders in educational institutions: A review of the effects of leadership style on burnout teachers

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ABSTRACT

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For the three pillars of education: teacher, student, and curriculum to function properly, leadership plays an intrinsic role. Academic leadership aims to provide the right working environment for proper teaching and learning to take place. Thus, leadership style has a paramount effect on teachers who consequently affect students and ensure proper instruction to all aspects of curriculum. This article review aims to unfold the dynamics of this relationship. In particular the researchers will attempt to explore the role of transformational leadership which also displays qualities of emotional intelligence on reducing the occurrence of the syndrome of burn out among teachers. Sample of empirical, experimental and case studies that examined the correlation between symptoms and causes of job burnout among teachers and the style of leadership practiced will be presented. Seven of which were examined to verify the impact of leadership in a school setting and three others to examine the same impact but in a university context. As a result, researchers assert that in traditional leadership where qualities of empathy, social awareness, and management of relationships are missing, job burnout cases among teachers increase. Finally, a recommendation to introduce emotional intelligence skills into academic leaders' training programs was made. The findings of this study shall serve leaders and policymakers in the teaching and learning sector in a way that would benefit them and assist their subordinates in avoiding burnout and achieve greater heights.

Contribution/Originality: This review aims to investigate the impact of academic managers' leadership styles, particularly those of transformational leaders with emotional intelligence traits, on either exacerbating or alleviating burnout issue. Findings would empower academic managers to implement effective leadership training programs that yield emotionally intelligent leaders who can enhance both students' and teachers' performance.

1. INTRODUCTION

Education which has long been thought as a major contributor to an individual wellbeing is also a key element in the development of a country's economy. Educational institutions are responsible for preparing manpower to later contribute to the process of development. However, the success of these institutions relies on the hands of academic scholars responsible for curriculum and teaching pedagogies, educational leaders such as principals, HODs, and teachers at all levels in both private and public sectors. All of these influential participants in the process of teaching and learning demand constant monitoring. Yet, the leadership behavior of academic administrators is especially vital not only for its direct effect on students but also for its role in the development of teachers' attitudes toward this career.

Based on the research on job satisfaction across various professions, establishing positive working relationships with both supervisors and colleagues is of utmost importance (Adams, 2010). Supportive and interactive leaders play a significant role in fostering teacher satisfaction. An array of additional factors such as comfortable physical work environments, frequent opportunities for professional development, and access to sufficient resources (Kukla-Acevedo, 2009) also contribute to teacher's wellbeing and job satisfaction. As such, it is obvious that the school context plays an important role in either teachers' job satisfaction or burnout. Here is where leadership style is emphasized. literature reveals that transformational leaders who also display emotional intelligence traits are usually capable of hearing teachers' voices and addressing their needs.

The term job burnout refers to the negative alterations in the attitude, mood, and behavior of individuals dealing with day-to-day stress at the workplace (Mede, 2009). Teachers suffering from burnout show less motivation, and poor performance and express a general state of unhealthy well-being. This accordingly affects their relationships with both students and colleagues (Maslach & Leiter, 1999). Their students will receive poor teaching, and consequently display low academic achievement. On the other hand, the career of these teachers will be at risk as they will show high levels of absenteeism, less commitment, and greater job dissatisfaction which will lead them eventually to leave the profession.

In their attempt to analyze teacher burnout phenomena, academic researchers have focused on the factors leading to this problem. These factors can be divided into two dimensions: individual and social-environmental factors. Individual factors encompass elements like gender, personality, emotional intelligence, and job matching. As for the dimension of social environment factors, it includes transformational leadership, working environment, and social support. According to Falecki and Mann (2021) teacher well-being is not only personal but an organizational responsibility. Failure to address these factors can lead to increase both employees' attrition and stress levels. In their quest to find a relationship between the administrative environment and burnout of teachers in their early careers, Perrone, Player, and Youngs (2019) concluded that the relationship with the principal can reduce the stress of job demands. The focus on the effect of leadership on teachers' burnout has been the subject of many academic researches. To establish this relationship, several styles of leadership have been considered.

Leadership in general encompasses an array of demands. They include attending to several stakeholders: students, teachers, parents, facilities, and more. It is believed that emotional intelligence together with dynamic and inspirational leadership are needed in organizations to improve performance and motivate intellectual skills. While emotional intelligence is concerned with teamwork, leadership focuses on partnership and vision. Leaders as well as employees who fail to understand or regulate their feelings or those of others may struggle to deal with circumstances and thus fall behind in reaching their goals.

The emotionally intelligent leaders know that they can't walk alone. They have to establish a collaborative working environment that leads both individuals and teams to a deep process of inquiry in teaching and learning (Fullan & Quinn, 2015). They focus on making change and for that sake, they impose demands on teachers to improve the quality of instruction. This may add stress to the daily stressful chores that teachers carry daily. It can lead to resistance and eventually to job burnout (DeMatthews, Carrola, Reyes, & Knight, 2021). For this kind of day-to-day stress environment, emotionally intelligent leaders who can recognize and understand their feelings and those of their subordinates can resolve conflicts expediently and genuinely. Therefore, leaders who can perceive their employees' feelings about the work environment can carry out certain measures to alter their attitudes and shape their behaviors. These qualities, specifically emotional intelligence cross with those displayed by transformational leaders.

When researching the phenomena of teacher burnout, Subramanian, Kumar, and Strandholm (2009) observed that in the 40 years of research on teacher burnout, there are only a few studies that employ a suitable multilevel methodology that permits the concurrent analysis of the individual- and school-level variation. However, the leadership style and its impact on teacher burnout which is the focus of this article have recently attracted the

attention of scholars in academic research. These researchers concluded that emotional intelligence is a crucial component of good leadership and is directly related to productivity and judgment in the workplace. Therefore, prior to advocating emotional intelligence as essential components in preparing transformational leaders training programs, it would be helpful to have a deeper knowledge of the impact of leaders' emotional intelligence and leadership behavior on teachers' satisfaction. By doing this, these institutions can chalk out strategies that will help them achieve better success and accordingly reduce teachers' attrition and burnout.

In this article, we have two primary objectives. Firstly, we aim to establish a relation between leader's emotional intelligence traits and teachers' job burn out. Secondly, we hope to advocate for the significance of transformational leadership, where emotional intelligence traits are evident, in mitigating this phenomenon. To do this we conducted a review of existing studies that explore the impact of leadership on teacher burnout in schools and universities contexts.

2. THEORETICAL BACKGROUND

2.1. *The Concept of Emotional Intelligence*

The emergence of studies related to the concept of emotional intelligence into education is relatively infant in comparison with the studies of cognitive and behavioral constructs. A psychologist and former science writer for the New York Times, Daniel Goleman contributed to the introduction and popularization of the idea of emotional intelligence through the publication of his best-selling book, "Emotional Intelligence: Why It Can Matter More Than IQ," in 1995. In this work, he discusses IQ (Intelligence Quotient) in relation to his theories on EI (Emotional Intelligence). Goleman acknowledges the traditional view of IQ as a measure of cognitive abilities such as logical reasoning, mathematical skills, and linguistic capabilities. However, he argues that while IQ is important, it is not the sole determinant of success or leadership effectiveness. According to Goleman, IQ contributes to about 20% of the factors that determine life success, leaving the remaining 80% to other factors, including EI. Researchers in the field provided for this concept different models that varied between trait, competencies, and mixed models.

Goleman's model of emotional Intelligence included traits like empathy, self-control, self-awareness, and interpersonal skills (Dishari & AlAfnan, 2023a). These traits play a paramount role in an individual's overall happiness and achievement in life. The trait model of emotional intelligence (Trait EI) focuses on specific personality traits that aid in perceiving and regulating emotions. The assessment of trait emotional intelligence involves the use of the Trait Emotional Intelligence Questionnaire, which is characterized as a set of self-perceptions related to one's emotions situated at the most fundamental levels of personality structures (Petrides, Pita, & Kokkinaki, 2007). Whereas, Salovey and Mayer (1990) defined Emotional Intelligence as the capability of individuals to observe and distinguish their own as well as others' emotions, and to utilize this information to guide their thoughts and behaviors (p. 189). In their "Four-Branch" model, Salovey and Mayer (1990) identify four key competencies associated with emotional intelligence. These competencies include: (1) utilizing emotions to enhance thinking, (2) perceiving and recognizing emotions, (3) managing emotions through emotional self-control and regulation, and (4) understanding the meanings of emotions. The mixed model was introduced by Bar-On (2000). He introduced five competencies and skills related to emotional intelligence. These include intra-personal skills, interpersonal skills, adaptability, stress management, and general mood.

In this review article, some studies examined emotional intelligence traits as defined by Goleman (2000). Other studies shed light in other competences and skills in emotional intelligence (Dishari & AlAfnan, 2023b). For this Both Bar on and Salovey and Mayer Models were considered.

2.2. *Qualities of Emotionally Intelligent Educational Leaders*

Educational leadership is expected to address the demands of students, teachers, and parents. To achieve this a set of qualities are needed in order create a collaborative culture that leads the individuals within these educational

establishments to be dedicated to the process of teaching (Fullan & Quinn, 2015). The National Policy Board for Educational Administration (2015) highlighted the Professional Standards for Educational Leaders, which shed light on the specific knowledge and skills required for effective leadership. Emotional intelligence (EI) is a key attribute of such leaders, encompassing interpersonal and communication skills. These recommendations match McDowelle and Bell (1997) suggestions to include EI competencies in leaders training programs. Effective leaders with emotional intelligence (EI) also demonstrate social and emotional insight, along with an understanding of the diverse backgrounds and cultures of both students and staff. This links efficient leaders to emotional intelligence (EI). In his book "Emotional Intelligence" (1995), Goleman proposes a set of competencies that can contribute to the development of emotionally intelligent leaders in the field of education. Certain competencies, such as emotional self-awareness, has been found to distinguish employees and directors as "star performers." According to Vani, Sankaran, and Kumar (2019) managers with this quality are open to feedback, respond constructively to criticism, and have a strong focus on learning. Another essential competency is self-management, which includes components like self-control, trustworthiness, adaptability, achievement drive, and conscientiousness. Leaders possessing self-management skills are regarded as trustworthy and capable of making rational decisions (Pinos, Twigg, Parayitam, & Olson, 2006). Social awareness competencies allow leaders to have feedback on their employees' reactions to their decisions thus they can administrative corrective measures. Leaders with social awareness thus are considered effective team players, respective, and worthy of trust (Barrick & Mount, 1991). Finally, the fourth dimension of EI, which is the management of relationships, characterizes visionary leaders as those who can contribute to developing others, influencing communication building bonds, and managing conflicts. In short, they are change catalysts.

Any reference to a school leader's emotion was scarce before the emergence of the emotional intelligence concept. However, studies relating the emotional intelligence (EI) concept to success in a management role are abundant. These studies indicate that emotionally intelligent leaders are better at making better choices for themselves and for others.

2.3. Emotional Intelligence and Transformational Leadership

As in all organizations, leadership plays a significant role in attaining success. Academic institutions are no exception to this. Leadership is described as the process in which an individual exerts influence over others to accomplish specific objectives (Carter, 2013). One can assume that leadership is about raising the bar for what is acceptable and what is not but this is not enough. One can be a leader when he can meaningfully relate to his subordinates to influence and motivate. Among all types of leadership style, transformational is the focus of this study as it is believed to contribute to creating a culture that enhances teachers at all levels to be creative and productive (Martin, Trigwell, Prosser, & Ramsden, 2003).

Upon examining the literature review on leadership, Bass (1985) found that transformational leadership has been the subject of empirical studies more than any other type of leadership. This is primarily due to the positive effects that keep emerging to indicate the importance of this type of leadership on the subordinate's satisfaction, trust, and commitment (Hater & Bass, 1988).

Thus, what is transformational leadership? Burns (1978) a pioneer in leadership research, developed this theory of transformational leadership in social science based on his views of what business leaders do to assure organizational effectiveness. His work has gained acceptance in education and its application in education has been explored in schools and colleges (Balyer, 2012; Dankwa, 2013; Hauserman & Stick, 2013; Onorato, 2013; Quin, Deris, Bischoff, & Johnson, 2015). In his 1978 study on transformational leadership, Burns emphasizes that such leaders can inspire and elevate their followers' awareness. Yet, to accomplish this, leaders need to be attentive in recognizing employees' potentials, interests, and needs, and work on enhancing these potentials to help them surpass their own capabilities. Allen, Miguel, and Martin (2014) found that teachers showed greater dedication to

transformational leaders due to their shared vision and goals. Consequently, teachers experienced higher job satisfaction and reduced feelings of burnout under transformational leadership.

When analyzing transformational leaders' features, emotional intelligence skills or traits emerge as a major component (AlAfnan & Dishari, 2024). Goleman (1995) argues that emotional intelligence is a prerequisite for successful leadership. Transformational leaders have demonstrated several variances of emotional intelligence. (e.g., Barling, Slater, and Kelloway (2000)). Areas common included the ability to monitor and manage emotions which are considered one major quality of emotionally intelligent and transformational leaders. Bar-On (1997); Goleman (1998) and Mayer and Salovey (1997) considered the traits of motivation, self-awareness, emotional stability, and empathy as common characteristics of both emotionally intelligent people and transformational leaders. Goleman (1995) the champion of the emotional intelligence construct, stresses that empathy is a key trait in leaders as it innately leads to the motivation of followers.

Thus, for effective leadership, one must cultivate transformational leadership traits. According to Zahed-Babe and Rajabi (2009) there is a positive association between transformational leadership style and emotional intelligence. Another study conducted by Hebert (2011) further explored this correlation, focusing on school principals in a quantitative study. The results showed that by using emotional intelligence and being aware of their strengths and flaws, principals may improve their leadership skills. Similarly, Hamidi and Azizi (2012) looked at the connection between Iranian school principals' leadership philosophies and emotional intelligence. Their research showed that self-awareness and leadership style were crucial components of successful leadership.

Leithwood (1994) recognized six skills or abilities of transformational school leadership: (a) to identify and articulate a vision, (b) to foster the acceptance of group goals, (c) to provide individualized support, (d) to stimulate the intellect, (e) to be a role model, and (f) to expect high performance. In an educational context, these traits can be narrowed down into four practices as suggested by Sun and Leithwood (2012): (a) creating a shared consensus vision and setting directions, (b) developing and building trusting relations while acting as a role model for all those shared beliefs and values, (c) building a positive school culture that enables teachers to carry out their teaching tasks effectively, and (d) improving curriculum and teaching methods.

In view of what has been mentioned, we came up with the following hypothesis: emotional intelligence, which covers qualities such as managing relationships, motivation, self-awareness, and empathy, positively and significantly, influences transformational leadership.

2.4. Burnout Teachers Syndrome

The concept of Burn out was first introduced in Freudenberger (1974) an American clinical psychologist, to describe a state of exhaustion among psychiatric caregivers. According to Maslach (2001) burnout is a prolonged response to ongoing emotional and interpersonal stressors at work. The most common symptoms of Burn out : emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment were measured by the Maslach Burnout Inventory (MBI: Christina Maslach and Jackson (1981)). These symptoms are influenced by both individual and group factors.

In the context of schools, burnout is evident through increased absenteeism, declining performance, strained relationships with colleagues, and, specifically for teachers, strained interactions with students (Cummings & Nall, 1983). On a personal level, teachers experiencing job burnout exhibit less sympathy towards students, decreased job commitment and involvement, lower tolerance for classroom disruptions, inadequate class preparation, and overall reduced productivity (Blase & Greenfield, 1985). These indicators can be easily recognized among teachers who experience stressful events and negative emotions such as anger and anxiety in the classroom (Frenzel, 2014).. Teachers experiencing these emotions are classified as burnout and thus they tend to resist change, fail to adapt, and insist dogmatically on doing rigid practices.

The syndrome of burnout teachers has become an important topic for academic researchers in the last decade. As indicated by [Brouwers, Tomic, and Boluijt \(2011\)](#) teacher burnout can have a significant negative impact on both their professional activities and personal lives. The study suggests that when teachers experience a lack of control over their work and receive inadequate support from colleagues and headmasters, they are more prone to developing burnout traits.

Similar to this, [Tong and Qi \(2021\)](#) identify a number of fundamental factors of teacher burnout. These factors include a lack of professional proficiency, arbitrary appointment and assessment procedures at schools, and an adverse social environment. According to [Chang \(2009\)](#) social environment includes elements like peer support, job expectations, student behavior, leadership style, class size, and other relevant elements. Together, these elements play a role in the emergence of teacher burnout. In a multi-layered study that examined factors contributing to burnout in the school context, [Van Droogenbroeck, Spruyt, Quittre, and Lafontaine \(2021\)](#) attributed leadership style as a factor, among several others, leading to teacher burnout. A study conducted by [Soodmand and Doosti \(2016\)](#) also supports this finding, as they identified a principal's lack of consideration for teachers as one of the key factors contributing to teacher dissatisfaction and subsequent burnout.

Leaders who possess emotional intelligence and can effectively perceive and manage others' emotions are better equipped to recognize early signs of burnout and can intervene to alleviate it. [Kaiser and Thompson \(2021\)](#) conducted a study emphasizing the significant role of leaders in influencing teacher stress and burnout. The study concluded that teachers are more likely to stay and thrive when they feel supported by their leaders. The stories listed by campus leaders about their strategies to reduce teacher burnout were analyzed. The findings of which indicated that lack of resources and the personal impact of leadership as major drives for burnout.

The impacts of teacher burnout on the success of an educational institution cannot be undermined. At any given moment, it's been suggested by prior research (for example, studies conducted by [Friedman and Farber \(1992\)](#)) that the proportion of the teaching workforce experiencing such stress ranges between 15 percent and 45 percent. Burnout, with all its causes and symptoms, can be depicted as a professional disease. Thus, analyzing factors leading to this syndrome should be a priority for all educational reformers as the negative impacts of ignoring the underlying causes will impact all stakeholders: teachers, students, and educational management.

3. SCHOOL EDUCATIONAL LEADERSHIP STYLE AS CONTRIBUTOR TO TEACHER BURNOUT

[Richardson and Sistrunk \(1989\)](#) investigated Mississippi teachers' perceptions of burnout and its potential link to principals' leadership styles. They employed two questionnaires: The Supervisory Behavior Description Questionnaire (Form 1) and the Maslach Burnout Inventory Form Ed, randomly distributing them to 192 teachers from grades 9 to 12. Their analysis indicated that teachers experienced greater emotional exhaustion and depersonalization under collaborative supervision. The causes of burnout were attributed to low pay, increased accountability, educational reforms, excessive paperwork, changes in school accreditation, and alterations in certification requirements. Additionally, the study also found that traditional supervision methods, marked by principals' directive supervisory behaviors, impeded teachers' development of decision-making and group interaction skills.

This lack of autonomy and support in their work environment was identified as the primary reason for teacher burnout. It was also pointed out that the teaching style together with the load of teachers can possibly lead to burnout ([Dishari, AlAfnan, & Lee, 2023](#)).

In a dissertation conducted by [Mitchell \(2021\)](#) the researcher examined the effect of the three-leadership style: transformational, transactional, and laissez-fair styles on teachers' retention. The 100 certified elementary teachers in Madison County School District -Tennessee were subjected to the "Multifactor Leadership Rater Form

Questionnaire". The 45 Likert-style questions revealed that the subcomponents of transformational leadership were significant predictors of teacher retention. Whereas the results from Spearman did not reveal a significant relation between teacher retention and laissez-fair leadership style.

Perrone et al. (2019) examined the phenomena of teacher burnout by investigating the effect of administrative climate ECT. The linear regression of the participants ((n = 184) shows that higher measures of administrative climate are strongly associated with lower levels of burnout.

A qualitative study to explore the emotional intelligence attributes of principals in public schools in Abu Dhabi was conducted by Hourani, Litz, and Parkman (2021). That study centered on five key dimensions of emotional intelligence: (a) self-awareness, (b) emotional regulation, (c) motivation, (d) empathy, and (e) social skills. Data were gathered through semi-structured interviews, and a thematic analysis was employed to interpret the findings.

The findings of the study revealed an urgent necessity for educational leaders to develop their emotional intelligence to effectively deal with daily challenges. The principals expressed facing work-related stress, pressure, anger, and difficulties in managing emotions, which had a direct impact on various symptoms observed within the teachers' behavior. These symptoms included a lack of professionalism and collegiality among teachers.

In their investigation of research question 1 - "Which of the following five dimensions of emotional intelligence do school leaders exhibit: (a) self-awareness; (b) managing emotions; (c) motivating oneself and others; (d) empathy; and (e) social skills?" - the study yielded the following results.

1. Regarding Self Awareness, the study found that successful leaders demonstrated self-reflective and self-aware practices. One principal highlighted, "I engage in reflections and active listening to understand others. This approach helps me align with others and comprehend their attitudes" (Hourani et al., 2021).
2. As for Managing Emotions, the study revealed that managers faced challenges in controlling their anger and coping with frustrating situations and contexts. Instances such as dealing with teacher unprofessionalism and incompetence, lack of discipline in classrooms, or teachers' negligence contributed to these difficulties
3. Concerning the third dimension, which is Motivating Others and Oneself, administrators highlighted the significance of providing positive feedback and rewards. One principal mentioned, "When goals are accomplished, I recognize and reward the achievement." Another administrator suggested, "As a motivator, I instill a sense of purpose and value. I ensure that my staff feels valued and remind them of successful outcomes."
4. With respect to empathy traits, several administrators acknowledged the importance of employing empathy in their daily interactions. Recognizing that personal issues may impede teachers' performance, effective leaders demonstrate empathy by actively listening, engaging with their staff, and taking appropriate actions to support them.
5. Furthermore, social skills also contributed to the success of these leaders. One administrator explained, "I try to communicate with the entire school by sending notes to everyone. I try to express gratitude to teachers through email and share successes with the entire school community." These social skills are instrumental in enhancing conflict resolution strategies and fostering a harmonious school environment.

On the other hand, according to Handford and Leithwood (2013) teachers also reported that their perception of the leaders' trustworthiness, openness, and credibility contribute to a positive work environment and only a strong leader can create this effect on teachers.

In the systemic review conducted by Gómez-Leal, Holzer, Bradley, Fernández-Berrocal, and Patti (2022) on emotional intelligence as related to school leadership a detailed meta-analysis that covered 35 studies in the database of Eric's education, PsycINFO, Scopus, and Psychology was made. The results revealed that emotional intelligence is a major contributor to effective leadership where skills/competencies of self-awareness, self-management, and empathy were evident. Findings also revealed that a leader's ability to build trusting relationships can lead to better teachers' satisfaction and performance.

One limitation is that most of the studies explored use correlations or descriptive approaches and are therefore unable to predict causality. Another limitation is the fact that researcher's data were limited to four widely used databases and only 35 studies thus an extensive review to more studies is needed to validate this result.

The study by [Finnigan and Maulding-Green \(2018\)](#) which sought to uncover coping mechanisms for new and aspiring educational administrations, highlighted the significance of emotional intelligence qualities in leadership. In this study, the researchers found that principals had greater emotional intelligence (EI) scores than the normative group, which was made up of people with all levels of education, from those who had never attended high school to those who had earned a Ph.D. This shows that those who are chosen for leadership positions in schools typically have higher levels of emotional intelligence. The study also discovered that educational leadership students outperformed the normative group in every area of emotional intelligence, with the exception of assertiveness. It is noteworthy that students performed worse on assertiveness than both the normative group and the principals. Therefore, it is obvious that principals have greater levels of emotional Intelligence (EI), which makes them better at managing stress and having a larger social network of allies. Principals with lower EI, on the other hand, could be more stressed out and have a smaller social support network.

4. UNIVERSITY EDUCATIONAL LEADERSHIP STYLE AS CONTRIBUTOR TO TEACHER BURNOUT

The study conducted by [Baba, Makhdoomi, and Siddiqi \(2021\)](#) concentrated on a number of research questions that were within the purview of this article. Their investigation and comparison of faculty members' perceptions of their Heads of Departments (HODs) at ten institutions served as the study's main objective. The study's findings showed that faculty members at the studied institutions believed that their HODs had emotional intelligence that was above average. Participants gave value orientation and integrity the top marks among the seven emotional intelligence characteristics, followed by relationship management, emotional stability, empathy, commitment, altruism, self-awareness, and self-motivation, in that order. The survey also discovered that faculty members' impressions of transformational leadership were above average, with 77.4% of them expressing favorable perceptions of the transformational leadership of their HODs. The researchers concluded that emotional intelligence substantially predicts transformational leadership ($\beta = 0.249$; $p < 0.05$) after looking at the link between the two. Additionally, key emotional intelligence traits were discovered to have a strong beneficial impact on transformational leadership, including managing relationships, self-motivation, dedication and altruism, self-awareness, empathy, emotional stability, value orientation, and integrity. The findings of this study achieved validly as the sample of participants ($n=205$). The limitation of this study is attributed to the fact that it covers sample universities in North India where participants share same cultural background.

In the study conducted by [Salazar-Rebaza, Zegarra-Alva, and Cordova-Buiza \(2022\)](#) the authors reviewed the literature on approaches and perspectives in leadership and management in university education. The review encompassed 36 articles in the databases in Scopus, Scielo, Proquest, Gale Onfile, and Ebsco. Among their findings were their suggestions for models of university management and emphasis on a set of leadership arrays. Some of these qualities include being ideologically charismatic, emotional, and visionary. Upon analyzing these characteristics most of which cross with qualities of transformational or emotionally intelligent leaders. In their recommendation section, the researchers mention that in applying transformational leadership leaders and followers obtain benefits.

In her qualitative, multiple case study, [Asare \(2016\)](#) looked at the methods used by team leaders at the College of Education in Ghana. Participants in the research were three assessment officers, five vice principals, and eight principals. Face-to-face semi-structured interviews conducted in accordance with a specified interview methodology were used to gather qualitative data. Finding common and distinctive themes from the data analysis allowed for the

presentation of the study's findings. The findings indicated that the participants exhibited leadership actions. They focused on accomplishing tasks, inspiring a common vision through meetings and conversations with stakeholders addressing challenges by setting up work schedules and assigning responsibilities, empowering others through staff development programs, and boosting staff motivation by acknowledging and rewarding their contributions while tending to their well-being and professional growth requirements. The study also showed that the principals' personal traits and the environments in which they worked were the two main variables impacting their leadership approaches. The active participation of stakeholders in decision-making processes and college activities, according to the participating principals, was the primary determinant of effective leadership at the College of Education.

One limitation of this study is the bias of the researcher as a possible occurrence in qualitative research. Additionally, small size of the sample, ($n= 38$) made it possible to miss out on some details of the leadership practices of the principals of colleges of education in Ghana.

Yet, these findings coincide with the researchers' assumption that the transformational leadership style where leaders reveal traits of emotional intelligence such as managing others' emotions by sharing their visions and goals with others, reduces burnout among teachers.

5. DISCUSSION

This article aimed to review published literature that outlines the impact of leadership on teachers' job burnout. Sample articles covered these variables in both school and university contexts. The authors revealed views from both teachers' and leaders' perspectives. A wide range of positive findings and correlations were made to stress the impacts of transformational leadership and consequently emotionally intelligent leaders on staff and educational settings. Teachers attributed burnout to traditional directive supervision (Richardson & Sistrunk, 1989). Studies also indicated that leaders with high administrative skills and high emotional intelligence scores are vital elements in reducing teacher burnout (Gómez-Leal et al., 2022; Handford & Leithwood, 2013; Perrone et al., 2019). Upon examining the practices of educational leaders both Asare (2016) and Finnigan and Maulding-Green (2018) found that traits of emotional intelligence were evidently displayed. The detailed study conducted by Hourani et al. (2021) analyzed the 5 elements of emotional intelligence: (a) self-awareness, (b) managing emotions, (c) motivation, (d) empathy, and (e) social skills among public schools' principals in Abu Dubai. Findings came out to confirm our hypothesis that those equipped with emotional traits were better at leadership positions due to their positive impact on teachers' retention and well-being.

Developing emotional intelligence in academic leaders fosters transformational leadership and enhances quality decision-making, thereby positively influencing teachers. This is crucial for academic leaders engaged in social interactions. By cultivating emotional intelligence competencies, academic leaders can improve work performance, uphold high academic standards, and enhance teaching and research quality within their departments or universities.

Leadership value lies in its contribution to the existence, functioning, and success of all organizations. Yet its impact on educational facilities is priceless. A burnout teacher means poor instruction and lots of teacher turnover that may lead to more training programs, extra cost, and loss of time on the administrative level. Poor leadership may provide a fertile ground for the development of burnout teachers. The results from the aforementioned research suggest that emotional intelligence attributes, which play a significant role in charismatic and transformational leadership approaches, are also key factors influencing the well-being of teachers.

6. RECOMMENDATION

Rooted in our belief in the importance and the dynamic role of a teacher in the process of learning, and based on the findings of the above-mentioned studies we call on leadership programs to reframe the roles of educational leadership.

First, future leaders must be trained to be especially sensitive to relationships. Under the umbrella of leadership, comes the need to redesign the school or university workplace in such a way it reduces teacher burnout. The papers presented at the worldwide conference on "teacher stress and burnout," held from November 2-4, 1995, in Marbach, Germany, and sponsored by the Johann Jacobs Foundation, provide explicit recommendations for this design. These guidelines address the organizational level where educational leaders need to facilitate and provide a more supportive, collegial, and collaborative work environment. The proposed training or mentoring program is designed to support educational leaders in managing the various roles that principals are expected to fulfill, while also focusing on their personal development from multiple perspectives to enhance their emotional intelligence skills. This comprehensive approach aims to equip them with the abilities required to effectively run a school or college. These multiple roles encompass being a mentor, facilitator, manager, planner, curriculum leader, visionary leader, and resources investigator (Nasreen & Odhiambo, 2018). The training or mentoring program intends to address each of these aspects to enhance the overall capabilities of educational leaders in their leadership roles.

Leithwood (1994) emphasize the importance of the leader's role in having teachers genuinely participate in decision-making and in empowering them by providing the necessary resources and facilities. Emotionally intelligent leaders are not only willing to provide the time and money necessary for improved infrastructure but they are also able to provide counseling and assistance for their subordinates.

7. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The conclusions made from this systematic review added to the body of literature supporting the correlation between the lack of emotionally intelligent principles and the rise of burn out among teachers. However, the number of studies examined -a total of 10- does not bring validity to the findings reached. Despite the fact that There is a plethora of research on the effect of transformational leadership behavior in business organizations (Judge & Piccolo, 2004) yet few studies examined this effect in educational setting. So, for future research, the recommendation is for more studies to be conducted into the transformational leadership practices in both schools and higher education workplaces where data is collected from multiple respondents such as principals, teaching staff, administrative personnel, and students. These researches must involve multiple data collection instruments to gain diverse perspectives that would permit a determination which exact emotional intelligence skills are needed to reduce teachers 'burn out.

8. CONCLUSION

Studies on leadership have been conducted for decades to examine its nature, styles, and impacts on organizations and persons. On a broader scale, leadership is an essential factor to humanity since leaders and leadership actions are necessary to steer the development of societies (Ogurlu & Emir, 2014). Transformational leadership style seems to have gained more grounded research to support its effectiveness, especially in education. In schools and colleges, transformational leaders who also display qualities of emotional intelligence display proven -successful behavior as they can positively impact all stakeholders and facilitate the processes of teaching and learning. This article review covered several studies where the leadership style followed led either to retention or burnout of teachers. Since our world is constantly changing, presenting along complex challenges for society including schools, the change in leadership becomes urgent. New leaders need to be able to face these challenges by being equipped with a set of emotional intelligence skills that will enable them to relate to and inspire their subordinates to carry out their visions. They are capable of motivating their employees by showing personal interest. Principles or team leaders who can recognize and reward efforts, focus on the professional development needs of their staff relate, serve, and act as role models are more likely to yield success. Accordingly, being equipped with emotional intelligence skills will reduce or prevent burnout among teachers. Burnout which threatens the

health and induces feelings of failure and guilt among teachers should be a priority in any principal agenda due to the massive negative impacts on students, teachers, and consequently the educational organization.

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