

The impact of leadership styles on academicians' and leaders' burnout in private universities: The moderating role of work stress management

Dina S. Bazadough^{1*}, Roqaiyah Abdullah Saleem Al- Saraireh²

¹Department of Education Administration, Amman Arab University, Amman, Jordan

²Department of Educational Sciences, Al-Balqa Applied University, Al-Karak, Jordan

*Corresponding author E-mail: dina.bazadough@aau.edu.jo

ABSTRACT

This study examined the impact of leadership styles on academicians' and leaders' burnout in private universities. It also attempted to identify the moderating role of work stress management on the relationship. More specifically, it aimed to identify the impact of transformational leadership, transactional leadership, and servant leadership on academicians' and leaders' burnout in Jordanian private universities. Then, it examined the work stress management factor as a moderator to identify whether this factor strengthens or weakens the relationship. In order to attain these goals, the researcher embraced the use of SPSS and AMOS software to analyze the data. The results indicated that leadership styles play important role towards burnout among academicians and academic leaders. To be more precise, transformational leadership, transactional leadership, and servant leadership directly and indirectly influence burnout. Also, work stress management plays a moderating role in this relationship. Therefore, one can state that transformational and servant leadership helps to decrease burnout and burnout through motivation and encouragement people, whereas transactional leadership can lead to psychological burnout due to the emphasis on rules and incentives without referring to feelings. The poll also discovered that the work stress management indicators such as equal distribution of duties, proper handling of disagreements, and mental health support have a depressive impact on the work stress related to the emotional exhaustion and consequently on the workplace output and well-being of the staff.

Keywords: Leadership Styles, Academicians, Academic Leaders, Burnout, Private Universities, Work Stress Management

1. Introduction

Occupational stress is a normal aspect of life and to some degree, psychological stress may be a source of motivation to achieve greater things but on the other hand, too much occupational stress causes negative influence on the mental and physical health and could lead to burnout [1]. Burnout is commonly understood as the outcome of prolonged, unmanaged workplace stress and is characterized by emotional exhaustion, cynicism (depersonalization), and reduced professional efficacy [2, 3]. Empirical work has linked workplace psychosocial risks and chronic stressors to increased incidence of burnout across sectors [4, 5].

Academicians and academic leaders face particular stressors, heavy workloads, role conflict, administrative demands, and rapid technological and pedagogical change [6, 7], that make higher education a high-risk environment for burnout [8, 9]. Recent studies document rising concerns about mental health and burnout among university staff, connecting heavy job demands and low support to declined well-being and job performance [10, 11]. For example, research in health-related and educational settings highlights how excessive workloads, unclear role expectations, and weak managerial support worsen emotional exhaustion and reduce job engagement [12, 13]. Burnout not only harms individuals (through anxiety, sleep disturbance, and reduced well-being) but also degrades organizational outcomes such as teaching quality, retention, and student learning [5, 14]. In educational contexts, teacher/academician burnout has been associated with lower retention, reduced instructional quality, and negative downstream effects on students' achievement and experiences [14, 15]. Historical and theoretical accounts trace the burnout concept to early observations of chronic stress among helping professionals [16, 17]; Neuberger's clinical observations and subsequent theoretical syntheses by



Maslach and colleagues established burnout as a distinct occupational syndrome tied to resource depletion and chronic stress exposure [18, 19]. Conservation of resources and recovery-based frameworks emphasize that without organizational and individual strategies to replenish depleted resources, employees are likely to experience sustained burnout symptoms [7, 20]. Given this background, leadership and organizational stress-management practices are central to prevention and mitigation [21]. Leadership styles, through their effects on role clarity, social support, workload allocation, and recovery opportunities, can either buffer or exacerbate burnout risk [22,23]. Likewise, institutional work-stress management practices (fair workload distribution, conflict resolution, time-management supports, and psychological services) are hypothesized to moderate how leadership styles influence academicians' and leaders' burnout [24, 25].

This study therefore investigates (1) the impact of three leadership styles (transformational, transactional, and servant leadership) on academicians' and academic leaders' burnout in Jordanian private universities, and (2) the moderating role of work stress management in those relationships. The proposed conceptual model is shown in Figure 1.

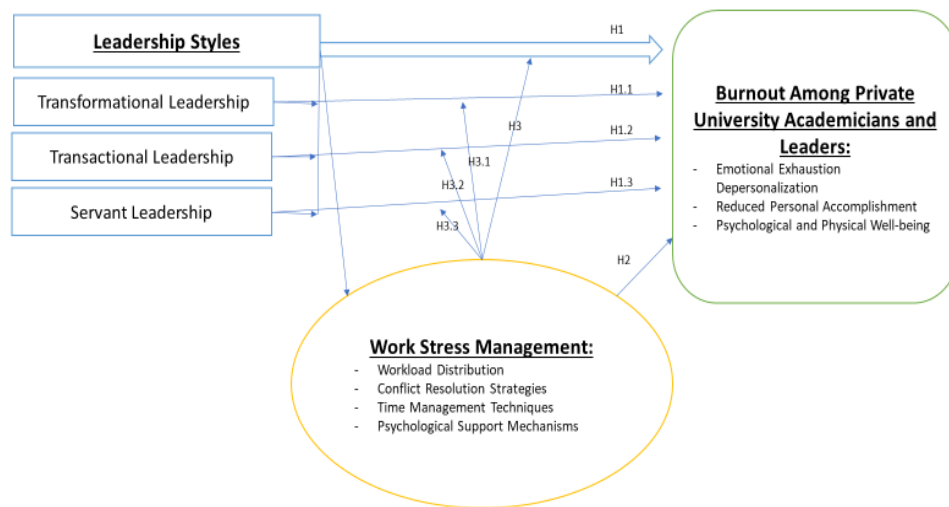


Figure 1. Study model

2. Literature Review

Burnout is widely recognized as a psychological syndrome resulting from chronic workplace stress that has not been successfully managed [25]. It is characterized by emotional exhaustion, depersonalization (cynicism), and reduced personal accomplishment [7]. Burnout affects both individuals and organizations by reducing productivity, increasing absenteeism, and weakening job satisfaction and commitment [26].

Burnout has been observed to be especially common in jobs that require close interpersonal exposure and require emotional labor, including education and healthcare [27]. Among academics, burnout is a result of chronic exposure to stressors in the form of heavy workload, role conflict, lack of institutional support, and constant performance expectations [28].

The conservation of resources theory describes burnout as an outcome of the psychological and emotional resources exhaustion due to the long-term exposure to stressors [6]. Experiences of recovery and positive working conditions are instrumental to the restoration of exhausted resources and enhanced well-being [29].

Surveys have established significant organizational factors that cause burnout such as unfair treatment, heavy workloads, poor communication, lack of managerial support, and unrealistic time expectations [25]. Workers with such conditions are much exposed to emotional fatigue and disengagement. The leadership style is of great influence in the determination of organizational climate and the well being of employees. Leaders have an impact on communication, workload distribution, sense of fairness, and emotional support networks, which influence the level of burnout [30].

Empathy, active listening, ethical decision-making, and clear communication are some of the leadership behaviors that are related to reduced burnout and enhanced work morale [9].

Transformational leadership inspires employees, promotes innovation and compatibility of individual values and organizational objectives. Transformational leaders develop trust and empowerment, increase engagement and decrease emotional exhaustion [10]. Transformational leadership is always associated with better psychological health and decreased burnout [11].

Transactional leadership is concerned with supervising, monitoring performances, rewards and rule-breaking. Although it assists in operational efficiency, too much use of control and pressure due to performance may increase stress levels and emotional exhaustion [12]. The latter is because employees who are under strict transactional leadership hierarchies might face psychological stress because of lack of emotional support [13]. Servant leadership has been associated with serving employees, putting their needs first and encouraging personal growth. Trust and collaboration as well as ethical conduct are encouraged by this style of leadership, which leads to better well-being and less burnout [14]. Servant leaders provide enabling conditions where they promote participation, empathy, and shared responsibility [15].

Work stress management can be defined as organizational strategies and practices that are aimed at minimizing stress in the workplace and promoting the well-being of employees. Proper stress management involves fair allocation of work, mechanisms to settle conflicts, time management services and provision of psychological counseling services [31].

The mitigation of burnout requires recovery. It means the way people replenish psycho-physiological resources exhausted under work pressure [17]. Organizations that encourage recovery experiences, work life balance and mental health interventions foster healthier and more sustainable workplaces [18].

The leaders are very instrumental in stress management practices. The leaders can decrease the burnout and enhance productivity by promoting conducive environments and promoting recovery opportunities [19].

Burnout presents as emotional exhaustion, cynicism and diminished professional efficacy [7]. The leadership styles have an impact on burnout because they determine work environment, emotional support and stress recovery provision.

The style of leadership is transformational and servant, which is associated with less burnout because of being supportive and empowering. Conversely, transactional leadership can enhance burnout in cases where strict monitoring and the need to perform under pressure overrule [12, 13].

The positive impacts of supportive leadership styles are enhanced by work stress management as it alleviates the workload pressure and increases the chances of recovery. Companies with recovery experience and mental health promotion enhance employee engagement [17, 18] and minimize the risk of burnout [19].

According to the literature, the study hypothesizes:

H1: Leadership styles significantly impact burnout among private university academicians and leaders.

H1.1: Transformational leadership significantly impacts burnout.

H1.2: Transactional leadership significantly impacts burnout.

H1.3: Servant leadership significantly impacts burnout.

H2: Work stress management significantly impacts burnout.

H3: Work stress management moderates the relationship between leadership styles and burnout.

H3.1: Work stress management moderates the relationship between transformational leadership and burnout.

H3.2: Work stress management moderates the relationship between transactional leadership and burnout.

H3.3: Work stress management moderates the relationship between servant leadership and burnout.

3. Methodology

The current study belongs to the sphere of descriptive research that focuses on describing phenomena, characterizing existing situations, and providing the informed decision-making process [32]. In particular, the research problem of the study is the impact of leadership styles on burnout in academicians and academic leaders within the context of the Jordanian private universities based on the quantitative research design. Quantitative research methods are suitable when analyzing the connection between variables and when the hypothesis is to be tested. Moreover, the work stress management is also considered as a moderating factor in the correlation between burnout and leadership styles.

Participants were selected using a random sampling technique and a wide variety of Jordanian private universities was used to increase representativeness. Middle-level academic leaders and academicians were included in the sample.

The structured questionnaire was based on the validated tools that have been utilized in numerous studies of leadership and organization and serves to gather data. The following scales of measurement were used:

- **Transformational leadership** adapted from Bass and Avolio [33]
- **Transactional leadership** adapted from Burns and Bass [34,35]
- **Servant leadership** adapted from Liden et al. [36]
- **Work stress management** adapted from established stress [37,38], conflict management [39, 40], and job demand–control frameworks [41, 42]
- **Burnout** adapted from Maslach and Jackson and Schaufeli et al. [43,44]

Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was e-mailed to the respondents to enable e-coverage and higher response rates among the institutions. Through electronic distribution, wider representation and effective data collection is made possible [45]. There were 350 questionnaires that were distributed. Out of this, 334 responses were received and 325 questionnaires were considered to be, valid to be analyzed after the removal of incomplete or patterned responses. Data were analyzed using SPSS and AMOS software. Statistical analyses included descriptive statistics, reliability testing, correlation analysis, regression analysis, and structural equation modeling (SEM). Moderation analysis was conducted to examine the moderating role of work stress management. These techniques enable accurate evaluation of relationships among variables and model validity [46].

4. Results and discussion

Table 1 lists every respondent's gender, age, qualifications, and experience. It reveals that 59.7% of respondents are men and 40.3% of respondents are females. Additionally, it reveals that the highest frequency category of respondents' age is 36.6% between 46-55, it is followed by those who are more than 55 years old, 28.9%. Table 1 also shows that 25.2% are those who are between 35 and 45, and 9.2% of the respondents are below 30 years old. The following is a classification of educational qualifications: 82.2% held a Ph.D. degree, 15.1% held a master's degree, and the lowest is for those who held bachelor's degree with a percentage of 2.8%. It is also presented in this table that 34.5% of the respondents have an experience of more than 15 years. It is followed by those who have 11-15 years 28%, and then 24.9% who have 5-10 years of experience and lastly 12.6% of the respondents have an experience of below 5 years. These outcomes demonstrate a diversity for a study sample with respect to gender, age, qualifications, and experience, which enhances its comprehensiveness and capacity to accurately reflect a varied community.

Table 1. The respondents' demographic information

| Variables | Categories | Frequency | Percent |
|-----------------------|--------------------|-----------|---------|
| Gender | Male | 194 | 59.7 |
| | Female | 131 | 40.3 |
| Age | Below 35 | 30 | 9.2 |
| | 35-45 | 82 | 25.2 |
| | 46-55 | 119 | 36.6 |
| | more than 55 | 94 | 28.9 |
| Qualifications | Bachelor | 9 | 2.8 |
| | Master | 49 | 15.1 |
| | PhD | 267 | 82.2 |
| Experience | Below 5 years | 41 | 12.6 |
| | 5-10 | 81 | 24.9 |
| | 11-15 | 91 | 28.0 |
| | More than 15 years | 112 | 34.5 |

Table 2. Goodness of fit

| Model | CMIN (χ^2) | df | p-value | χ^2/df \leq 5.00 | Ratio \leq 2.00 | NFI \geq 0.80 | CFI \geq 0.80 | TLI \geq 0.80 | IFI \geq 0.80 | RMSEA \leq 0.10 |
|--------------------------------|----------------------|-----|---------|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Measurement of the Study Model | 523.781 | 193 | .000 | 2.83 | .841 | .871 | .879 | .881 | .879 | .082 |

The goal of assessing the goodness of fit, according to Chin (2010), is to clarify the variance that is extracted through the model’s measurement and structure. This table presents the model’s fit quality, showing that the CMIN (χ^2) was 523.781 and the degrees of freedom (df) were 193. This leads to a ($\chi^2/df \leq 5.00$) ratio of 2.83, which is below the permissible threshold. this equals 5.00 as needed. In addition, the ratio was below 2.00, or.841. The NFI score of 0.871 does not meet the acceptable requirement of 0.80. The permissible limit of 0.80 was also exceeded by the CFI result of 0.879. The TLI score of 0.863 was discovered to be higher than the allowable cutoff of 0.80. The IFI score of 0.881 does not meet the acceptable requirement of 0.80. Finally, the allowed level of 0.10 was exceeded by the RMSEA value of 0.082. These indicators show that the study’s standard model fits the data well based on a variety of criteria, which increases confidence in the analysis’s conclusions and implies that the model captures the data accurately.

Table 3. Results of direct impact hypotheses assessment

| | | LS | TL | TrsL | ServL | Wrk_Strs_Mang | Burnout |
|--|---------------------|----------------|------------------|-----------------------|------------------|----------------|---------|
| LS | Pearson Correlation | 1 | | | | | |
| | Sig. (2-tailed) | | | | | | |
| | N | 325 | | | | | |
| TL | Pearson Correlation | .943** | 1 | | | | |
| | Sig. (2-tailed) | .000 | | | | | |
| | N | 325 | 325 | | | | |
| TRsL | Pearson Correlation | .966** | .840** | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | | | | |
| | N | 325 | 325 | 325 | | | |
| ServL | Pearson Correlation | .984** | .886** | .958** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | | |
| | N | 325 | 325 | 325 | 325 | | |
| Wrk_Strs_Mang | Pearson Correlation | .965** | .868** | .950** | .972** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | |
| | N | 325 | 325 | 325 | 325 | 325 | |
| Burnout | Pearson Correlation | .949** (H1) | .891** (H1.1) | .901** ((H1.2) | .952** (H1.3) | .975** (H2) | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 325 | 325 | 325 | 325 | 325 | 325 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

This table presents the findings of the structural model investigation as well as pertinent direct effect hypotheses. The patch analysis results showed that the beneficial impacts of LS, TL, TrsL, ServL, and Wrk_Strs_Mang on burnout were significantly correlated (e.g., H1, H1.1, H1.2, H1.3, and H2 correspondingly).

Table 4. Regression analysis of the variable direct relationship (H1 to H2)

| Direct Relationship | | | | | | | | |
|---|------------|-----------------------------|------------|---------------------------|--------|------|----------------|----------------------|
| Model | Hypothesis | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | R ² | Supported Hypothesis |
| | | B | Std. Error | Beta | | | | |
| IVs | | | | | | | | |
| LS on Burnout | H1 | 1.160 | .021 | .949 | 54.082 | .000 | .901 | Supported |
| TL on Burnout | H1.1 | 1.054 | .030 | .891 | 35.278 | .000 | .794 | Supported |
| TrsL on Burnout | H1.2 | 1.124 | .030 | .901 | 37.279 | .000 | .811 | Supported |
| ServL on Burnout | H1.3 | 1.062 | .019 | .952 | 55.627 | .000 | .905 | Supported |
| Wrk_Strs_Manng on Burnout | H2 | .943 | .012 | .975 | 78.760 | .000 | .951 | Supported |
| H1. Dependent Variable: Burnout H1.1. Dependent Variable: Burnout H1.2. Dependent Variable: Burnout H1.3. Dependent Variable: Burnout H2. Dependent Variable: Burnout | | | | | | | | |

This table presents a test of 5 hypotheses addressing the relationship between LS, TL, TrsL, ServL, and Wrk_Strs_Mang impacting burnout. They are examined to identify the direct and significant impacts between these parameters. In (H1), it was found that LS has a positive effect on burnout ($\beta = .949$, Sig = 0.000), indicating that leadership styles play an essential role toward burnout. In addition, in H1.1, H1.2, and H1.3, it is found that transformational leadership significantly affects burnout ($\beta = .891$, Sig = 0.000), transactional leadership significantly affects burnout ($\beta = .901$, Sig = 0.000), Servant leadership significantly affects burnout ($\beta = .952$, Sig = 0.000). This table also shows work stress management significantly affects burnout, supporting H2 ($\beta = .975$, Sig = 0.000).

Table 5. Regression analysis of the variable indirect relationship (H3)

| Indirect Relationship | | | | | | | | |
|---------------------------------|------------|-----------------------------|------------|---------------------------|--------|------|----------------|----------------------|
| Model | Hypothesis | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | R ² | Supported Hypothesis |
| | | B | Std. Error | Beta | | | | |
| Moderation Test | | | | | | | | |
| Wrk_Strs_Mang | H3 | .828 | .045 | .856 | 18.413 | .000 | .952 | Supported |
| LS | | .150 | .057 | .123 | 2.643 | .009 | | |
| H3. Dependent Variable: Burnout | | | | | | | | |

H3 was examined by work stress management in its capacity as a moderator for the leadership styles and burnout indirect relationship. It was discovered that this middle path exerted a significant amount of effect. Having a beta coefficient of .123, an R2 value of 0.952, and a Sig. value of .009, leadership styles perform much better than affecting burnout. This suggests that work stress management leads to an increase in burnout. Given that the standard beta coefficient was .856 and the significance level was 0.000. Hence, it can be said that work

stress management acts as a moderator significantly affecting the relationship between leadership styles and burnout.

Table 6. Regression analysis of the variable indirect relationship (H3.1, H3.2, and H3.3)

| Indirect Relationship | | | | | | | | |
|--------------------------------|------------|-----------------------------|------------|---------------------------|--------|------|----------------|----------------------|
| Model | Hypothesis | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | R ² | Supported Hypothesis |
| | | B | Std. Error | Beta | | | | |
| Moderation Test | | | | | | | | |
| Work Stress Management | | .973 | .043 | 1.006 | 22.480 | .000 | .968 | Supported |
| Transformational leadership | H3.1 | .214 | .026 | .181 | 8.342 | .000 | | Supported |
| Transactional leadership | H3.2 | -.426 | .046 | -.342 | -9.338 | .000 | | Supported |
| Servant leadership | H3.3 | .156 | .058 | .140 | 2.679 | .008 | | Supported |
| a. Dependent Variable: Burnout | | | | | | | | |

These three sub-hypotheses, H3.1, H3.2, and H3.3, were assessed by work stress management, a moderator, for the leadership styles' dimensions (transformational leadership, transactional leadership, and servant leadership) indirect relationship. It was discovered that this moderating role played by work stress management has a significant impact on the relationship. Specifically, the findings of the regression analysis that are presented in Table 6 demonstrated that there is an indirect connection between the management of stress at work and job burnout. This is in addition to the impact that different leadership styles have on this relationship at the same time. In light of the findings, it was discovered that the management of stress at work has a good and significant impact on the reduction of job burnout. A high level of statistical significance (Sig. = 0.000) was discovered in the unstandardized effect coefficient (B = 0.973), and it also possessed a high level of explanatory power (R² = 0.968). This reveals that proper management of workplace stress is key in reducing the effects of burnout at work.

Transformational leadership (H3.1) is positively related to the indirect relation according to the findings. This is with reference to how the leadership styles influence other types of leadership styles. These results serve as evidence to the assumption that transformational leadership plays a part in reducing job burnout through proper management of work stress. The value (t = 8.342) and the effect coefficient (B = 0.214) were found to be significant at the level of Sig. = 0.000 which means that the hypothesis is accepted. With a t value of -9.338 and an effect coefficient of B = -0.426, transactional leadership (H3.2) was found to have a negative impact on the outcomes of the study. According to this leadership style, burnout levels may be enhanced rather than lowered, as demonstrated by the fact that this t value was statistically significant (Sig. = 0.000). In compared to transformational leadership, servant leadership (H3.3) had a marginally favourable effect, as indicated by an effect coefficient of B = 0.156 and a t value of 2.679, both of which were statistically significant (Sig. = 0.008). The evidence presented here suggests that servant leadership has the potential to contribute to the reduction of burnout, but to a smaller level than transformative leadership approaches.

Considering the findings in the preceding tables about the relationship between burnout and the leadership philosophies of transformational, transactional, and servant leadership. The moderating effect of work stress management on this association is also presented in this study. It is evident that burnout is impacted both directly and indirectly by leadership styles as a primary determinant. The exploratory research conducted to determine whether leadership styles and burnout among academic leaders of private universities in Jordan are related was reported in the paper. In examining whether servant, transactional, or transformational leadership styles are more closely associated with burnout, the findings indicate that transformational leadership is significantly

correlated with burnout outcomes. Transformational leadership means identifying the values of the followers, developing creativity and motivating people to improve and evolve [47, 48]. Transformational leaders encourage employees to go beyond expectations and accept organizational change by balancing organizational goals and employee values and building trust [49, 50].

Transformational leadership in an academic setting has been associated with positive results such as decreased burnout, increased creativity, higher psychological engagement, job satisfaction, organizational commitment, and the overall well-being of the employees [49]. Such results indicate that the concept of transformational leadership is essential in the creation of conducive learning conditions and alleviation of burnout among university employees.

Burnout was also significantly related with transactional leadership. This type of leadership is concerned with the continuity of the routine work, adherence, and performance control by reward and the corrective measures [52]. The transactional leadership will include active and passive contingent reward systems and management-by-exception practices [53]. Employees who are subjected to transactional leadership tend to adhere to the rules to achieve rewards or to escape punishment and this may lead to stress and pressure in highly regulated workplaces.

Nevertheless, the positive influence of transactional leadership on organizational operations can exist by having a set of expectations, tracking of performance and consistency in the implementation of policies [54]. Goal, performance incentives, and corrective feedback which are clearly defined in the institutions of higher learning may aid in preserving the operational efficiency and curtailing role ambiguity.

Burnout outcomes were also significantly related to servant leadership. Servant leadership focuses on the importance of addressing the needs of the employees, ethical conduct of leadership, and the personal growth [14]. It will change the leadership emphasis on authority to service and will cultivate teamwork, trust, and collective accountability [55-59]. Alliteration Servant leader has been termed as *primus inter pares* (first among equals) since they serve and the well-being of the group [60].

Servant leadership promotes well-being among the employees by enhancing empathy, active listening, and professional development, which ultimately lower emotional exhaustion [61]. Servant leaders can prevent burnouts in educational institutions through creating friendly communities, involvement in decision-making processes, and putting employees first.

Practically, the findings imply that there are a number of implications. Companies, and universities, can enhance effectiveness in their leadership through organized psychometric tests in the recruitment and promotions in the organization to find the applicants that have supportive leadership values. Resilience training and leadership development programs would also help leaders to handle stress and employee well-being [62]. Also, academic staff can improve their performance, morale and stress tolerance through hardiness training and resilience-building programs [63]. Leaders can also consider burnout as a lesson which can help them grow personally and improve the organization [64].

The findings also show that the moderating variable of work stress management changes the relationship between leadership styles and burnout. Transformational leadership has a positive impact on burnout reduction when the stress management practices are not involved. Servant leadership is also a positive contribution though less than that of servant leadership. On the contrary, the correlation between transactional leadership and burnout turns negative with the job stress factor in place, indicating the possibility of tight performance surveillance and pressure worsening the stress situation in face of higher workload.

These results suggest that the positive impact of supportive leadership styles can be increased by effective stress management practices and reduce the negative impact of dogmatically managerial practices. Balancing of workloads, psychological support, and conflict resolution are the key stress management strategies that can contribute towards development of sustainable and low stress academic work environments.

Altogether, the results indicate that the supportive leadership methods, along with the efficient stress management practices, are needed to mitigate burnout and enhance well-being in higher education institutions.

5. Conclusion

This study shows that leadership styles have a significant impact on academic leaders' burnout. More specifically, transformational leadership, transactional leadership, and servant leadership directly and indirectly

affect academicians' and academic leaders' burnout. In addition, this relationship is supported by the moderating role of work stress management. Deeply, it is important for universities to ensure that the workload is distributed fairly among employees. In addition, it is essential for employees and leaders to have sufficient time to complete their assigned tasks without excessive pressure. Organizations in general and universities in particular should have clear policies for resolving workplace conflicts and provide counseling services or psychological support for employees. Also, leaders should encourage open communication to address conflicts effectively. Leaders should plan their daily work tasks to ensure efficient time management, set priorities and deadlines to complete work efficiently, and recognize as well as support employees' mental well-being.

Declaration of competing interest

The authors declare that they have no known financial or non-financial competing interests in any material discussed in this paper.

Authors' contributions

Dina S. Bazadough: Developed the study concept, developed research design, and helped in data analysis and interpretation. He also helped in manuscript development and revision. Roqaiah Abdullah Saleem Al- Saraireh: Helped in literature review, helped in developing the survey tool, and helped in data collection. He also made critical comments on the manuscript. All authors accepted the final version of the manuscript and approved the sequence of authorship.

Acknowledgment

We thank all our Universities for making this work possible.

Funding information

The authors declare that they have received no funding from any financial organization to conduct this research.

References

- [1] W. M. Ensel and N. Lin, "The life stress paradigm and psychological distress," *J. Health Soc. Behav.*, 1991.
- [2] A. Jain, J. Hassard, S. Leka, C. Di Tecco, and S. Iavicoli, "The role of occupational health services in psychosocial risk management and the promotion of mental health and well-being at work," *Int. J. Environ. Res. Public Health*, vol. 18, no. 7, p. 3632, 2021. <https://doi.org/10.3390/ijerph18073632>
- [3] S. Leka, A. Jain, S. Iavicoli, and C. Di Tecco, "An evaluation of the policy context on psychosocial risks and mental health in the workplace in the European Union," *BioMed Res. Int.*, 2015. <https://doi.org/10.1155/2015/213089>
- [4] H. F. van der Molen et al., "Work-related psychosocial risk factors for stress-related mental disorders," *BMJ Open*, vol. 10, no. 7, e034849, 2020. <https://doi.org/10.1136/bmjopen-2019-034849>
- [5] A. M. Abubakar et al., "Burnout or boreout: A meta-analytic review," *J. Hosp. Mark. Manag.*, vol. 31, no. 4, pp. 458–503, 2022. <https://doi.org/10.1080/19368623.2021.1996366>
- [6] S. Edú-Valsania, A. Laguía, and J. A. Moriano, "Burnout: A review of theory and measurement," *Int. J. Environ. Res. Public Health*, vol. 19, no. 3, 1780, 2022. <https://doi.org/10.3390/ijerph19031780>
- [7] C. Maslach and M. P. Leiter, "Understanding the burnout experience," *World Psychiatry*, vol. 15, no. 2, pp. 103–111, 2016. <https://doi.org/10.1002/wps.20311>
- [8] J. Nápoles, "Burnout: A review of the literature," *Update Appl. Res. Music Educ.*, vol. 40, no. 2, pp. 19–26, 2022. <https://doi.org/10.1177/87551233211037669>
- [9] M. Kryshtanovych et al., "Features of creative burnout among educational workers," *Creativity Studies*, vol. 15, no. 1, pp. 116–129, 2022. <https://doi.org/10.3846/cs.2022.15145>
- [10] S. Noor, A. Aslam, and F. Md Isa, "Causes of occupational stress and burnout amongst administrative staff in public universities," *J. Appl. Res. High. Educ.*, 2024.

-
- [11] R. K. Ibrahim et al., "Digital literacy, self-regulation and academic stress," *BMC Med. Educ.*, vol. 24, 2024. <https://doi.org/10.1186/s12909-024-06279-0>
- [12] M. A. Al-Zu'bi et al., "School environment and teachers' commitment," *Discover Sustainability*, vol. 5, 2024. <https://doi.org/10.1007/s43621-024-00633-4>
- [13] F. V. Lauer mann, *Teacher Responsibility: Its Meaning, Measure, and Educational Implications*, Ph.D. dissertation, Univ. Michigan, 2013.
- [14] M. L. Chang, "Teacher burnout: emotional work," *Educ. Psychol. Rev.*, vol. 21, pp. 193–218, 2009. <https://doi.org/10.1007/s10648-009-9106-y>
- [15] M. El Helou, M. Nabhani, and R. Bahous, "Teachers' views on burnout causes," *Sch. Leadersh. Manag.*, vol. 36, no. 5, pp. 551–567, 2016. <https://doi.org/10.1080/13632434.2016.1247051>
- [16] A. Hargreaves, *Teaching in the Knowledge Society*. Teachers College Press, 2003.
- [17] B. Larrivee, *Cultivating Teacher Renewal*. R&L Education, 2012.
- [18] S. Channawar, "A study on the cause and effect of burnout," *History Res. J.*, vol. 29, no. 6, pp. 75–79, 2023.
- [19] S. Banat, W. A. Sarhan, and M. A. Darwish, "Occupational stress and happiness among working women," *Dirasat Human Soc. Sci.*, vol. 47, no. 2, pp. 486–497, 2020.
- [20] C. Maslach and W. B. Schaufeli, "Historical development of burnout," in *Professional Burnout*. CRC Press, 2018.
- [21] R. P. Neuburger, "Integration of a psychoanalytic liaison department," *Psychiatry Clin. Neurosci.*, vol. 54, no. 4, pp. 399–406, 2000. <https://doi.org/10.1046/j.1440-1819.2000.00728.x>
- [22] M. O. Al-Momani et al., "Psychological burnout among vocational education teachers," *J. Coll. Basic Educ.*, vol. 9, no. 2, pp. 113–119, 2015.
- [23] N. AboAlhijaa, *Psychological Burnout among Kindergarten Teachers*, Master's thesis, Isra Univ., Jordan, 2021.
- [24] S. A. Al-Hatmi, *Psychological Burnout and Problem-Solving Methods*, Master's thesis, Univ. Nizwa, 2014.
- [25] J. Pladdys, "Mitigating workplace burnout," *HCA Healthcare J. Med.*, vol. 5, no. 3, pp. 215–223, 2024.
- [26] M. P. Leiter and C. Maslach, "Interventions to prevent burnout," in *Current Issues in Work and Organizational Psychology*. Routledge, 2018.
- [27] L. S. Rotenstein et al., "Prevalence of burnout among professionals," *JAMA*, vol. 320, no. 11, pp. 1131–1150, 2018. <https://doi.org/10.1001/jama.2018.12777>
- [28] M. Kryshtanovych et al., "Creative burnout among educational workers," *Creativity Studies*, 2022.
- [29] S. Sonnentag, L. Venz, and A. Casper, "Advances in recovery research," *J. Occup. Health Psychol.*, vol. 22, no. 3, pp. 365–380, 2017. <https://doi.org/10.1037/ocp0000079>
- [30] F. J. Wang, C. J. Shieh, and M. L. Tang, "Effect of leadership style on organizational performance," *Afr. J. Bus. Manag.*, vol. 4, no. 18, pp. 3924–3936, 2010.
- [31] C. L. Cooper and S. Cartwright, "An intervention strategy for workplace stress," *J. Psychosom. Res.*, vol. 43, no. 1, pp. 7–16, 1997. [https://doi.org/10.1016/S0022-3999\(96\)00269-8](https://doi.org/10.1016/S0022-3999(96)00269-8)
- [32] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. Thousand Oaks, CA, USA: Sage, 2014.
- [33] B. M. Bass and B. J. Avolio, *Improving Organizational Effectiveness Through Transformational Leadership*. Thousand Oaks, CA, USA: Sage, 1994.
- [34] J. M. Burns, *Leadership*. New York, NY, USA: Harper & Row, 1978.
- [35] B. M. Bass, *Leadership and Performance Beyond Expectations*. New York, NY, USA: Free Press, 1985.
-

- [36] R. C. Liden, S. J. Wayne, H. Zhao, and D. Henderson, "Servant leadership: Development of a multidimensional measure and multi-level assessment," *Leadership Quarterly*, vol. 19, no. 2, pp. 161–177, 2008. <https://doi.org/10.1016/j.leaqua.2008.01.006>
- [37] R. A. Karasek, "Job demands, job decision latitude, and mental strain: Implications for job redesign," *Administrative Science Quarterly*, vol. 24, no. 2, pp. 285–308, 1979. <https://doi.org/10.2307/2392498>
- [38] M. A. Rahim, "A measure of styles of handling interpersonal conflict," *Academy of Management Journal*, vol. 26, no. 2, pp. 368–376, 1983. <https://doi.org/10.5465/255985>
- [39] K. W. Thomas and R. H. Kilmann, *Thomas–Kilmann Conflict Mode Instrument*. Tuxedo, NY, USA: Xicom, 1974.
- [40] T. H. Macan, "Time management: Test of a process model," *Journal of Applied Psychology*, vol. 79, no. 3, pp. 381–391, 1994. <https://doi.org/10.1037/0021-9010.79.3.381>
- [41] B. K. Britton and A. Tesser, "Effects of time-management practices on college grades," *Journal of Educational Psychology*, vol. 83, no. 3, pp. 405–410, 1991. <https://doi.org/10.1037/0022-0663.83.3.405>
- [42] T. A. Beehr and J. E. Newman, "Job stress, employee health, and organizational effectiveness," *Personnel Psychology*, vol. 31, no. 4, pp. 665–699, 1978. <https://doi.org/10.1111/j.1744-6570.1978.tb02118.x>
- [43] C. Maslach and S. E. Jackson, "The measurement of experienced burnout," *Journal of Occupational Behavior*, vol. 2, no. 2, pp. 99–113, 1981. <https://doi.org/10.1002/job.4030020205>
- [44] W. B. Schaufeli, A. B. Bakker, and M. Salanova, "The measurement of work engagement with a short questionnaire," *Educational and Psychological Measurement*, vol. 66, no. 4, pp. 701–716, 2006. <https://doi.org/10.1177/0013164405282471>
- [45] D. A. Dillman, J. D. Smyth, and L. M. Christian, *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 4th ed. Hoboken, NJ, USA: Wiley, 2014.
- [46] J. F. Hair, W. C. Black, B. J. Babin, and R. E. Anderson, *Multivariate Data Analysis*, 7th ed. Upper Saddle River, NJ, USA: Pearson, 2014.
- [47] H. Khan, M. Rehmat, T. H. Butt, S. Farooqi, and J. Asim, "Impact of transformational leadership on work performance, burnout and social loafing: A mediation model," *Future Business Journal*, vol. 6, no. 1, p. 40, 2020. <https://doi.org/10.1186/s43093-020-00043-8>
- [48] A. R. Al-Rubaye, MUSTAFA MOHAMMED HELI ,Raed Naeem Rashed, "Sustainable Taxes: A Tool for Economic Justice and Sustainable Development," *Montenegrin Journal of Economics (MNJE)*, vol. 22, no. 1, 2025.
- [49] A. R. Al Rubaye, O. A. Qassim, S. C. Kadhim, and I. M. Abed, "The butterfly effect and earnings management: Analysis of long-term consequences of short-term adjustments," *Heritage and Sustainable Development*, vol. 7, no. 1, pp. 89-100, 2025.
- [48] J. Bosak, S. Kilroy, D. Chênevert, and P. C. Flood, "Examining the role of transformational leadership and mission valence on burnout among staff," *Journal of Organizational Effectiveness: People and Performance*, vol. 8, no. 2, pp. 208–227, 2021. <https://doi.org/10.1108/JOEPP-08-2020-0151>
- [49] S. A. Boamah, "The impact of transformational leadership on employee satisfaction and burnout," *Journal of Advanced Nursing*, vol. 78, no. 9, pp. 2815–2826, 2022. <https://doi.org/10.1111/jan.15198>
- [50] B. J. Avolio, D. A. Waldman, and F. J. Yammarino, "Leading in the 1990s: The four I's of transformational leadership," *Journal of European Industrial Training*, vol. 15, no. 4, 1991. <https://doi.org/10.1108/03090599110143366>
- [51] M. R. Furtner, U. Baldegger, and J. F. Rauthmann, "Leading yourself and leading others: Linking self-leadership to transformational and transactional leadership," *European Journal of Work and Organizational Psychology*, vol. 22, no. 4, pp. 436–449, 2013. <https://doi.org/10.1080/1359432X.2012.665605>

-
- [52] W. Zhu, J. J. Sosik, R. E. Riggio, and B. Yang, "Relationships between transformational and active transactional leadership and organizational identification," *Journal of Behavioral and Applied Management*, vol. 13, no. 3, pp. 168–212, 2012.
- [53] F. Saleem, Y. Z. Zhang, C. Gopinath, and A. Adeel, "Impact of servant leadership on performance: The mediating role of trust," *SAGE Open*, 2020. <https://doi.org/10.1177/2158244019900562>
- [54] A. Canavesi and E. Minelli, "Servant leadership: A systematic literature review and network analysis," *Employee Responsibilities and Rights Journal*, vol. 34, no. 3, pp. 267–289, 2021. <https://doi.org/10.1007/s10672-021-09381-3>
- [55] H. Amin, F. Ahmed, and R. H. Soomro, "Servant leadership improves knowledge sharing behavior," *Etikonomi*, vol. 18, no. 1, pp. 83–92, 2019. <https://doi.org/10.15408/etk.v18i1.6190>
- [56] A. H. M. Alaidi, and F. T. Abed, "Attendance System Design And Implementation Based On Radio Frequency Identification (RFID) And Arduino," *Journal of Advanced Research in Dynamical Control Systems*, vol. 10, no. SI4, pp. 1342-1347, 2018.
- [57] I. Svyd et al., "A Model for Optimizing Packet Length in Airspace Surveillance Systems," in *International Conference on Applied Innovations in IT*, 2024: Springer, pp. 501-518.
- [58] I. A. Aljazaery, S. A. Fattah, I. S. Nasir, and A. H. M. Alaidi, "Developing an Advanced Framework to Recognize Suspicious Vehicles Based on the Internet of Things Applications Using LOGO Net Environment."
- [59] I. Svyd et al., "Using the Interstage Data Processing Method to Improve the Efficiency of Airspace Surveillance Systems," in *International Conference on Applied Innovations in IT*, 2024: Springer, pp. 519-535.
- [60] S. R. Maddi and D. M. Khoshaba, "Hardiness training for resiliency and leadership," in *Promoting Capabilities to Manage Stress*, 2002.
- [61] A. Zopiatis and P. Constanti, "Leadership styles and burnout: Is there an association?" *International Journal of Contemporary Hospitality Management*, vol. 22, no. 3, pp. 300–320, 2010. <https://doi.org/10.1108/09596111011035927>
- [62] T. Casserley and D. Megginson, *Learning from Burnout*. London, U.K.: Routledge, 2008.