Leadership Organizational Behaviour in the Algerian Private Educational Institutions.

A field study of some private institutions.

zourgot Khadija * [1]

zergotkhadidja@gmail.com

UNIVERSITY OF Djelfa

hammouche asma [3]

asma.hammouche.35@gmail.com

UNIVERSITY OF Alger2 Algeria

Belouadah Rabie [5]

rbelouadah2015@gmail.com

UNIVERSITY OF Mohamed Khidar, Biskra, Algeria

Harzelli Hocine [2]

hocinedjamaia@gmail.com

UNIVERSITY OF Mohamed Khidar, Biskra,

chikhaoui salaheddine [4]

Salahcheikhaoui@gmail.com

UNIVERSITY OF Mouloud Maammeri Tizi Ouzou

---

* *Corresponding author:*

zourgot Khadija ، Harzelli Hocine , hammouche asma ،chikhaoui Salaheddin, Belouadah Rabie

Title **:** *Leadership Organizational Behaviour in the Algerian Private Educational Institutions.*
A field study of some private institutions

Abstract

The purpose of this research is to uncover patterns of leadership behaviour in several private educational institutions through their managers and employees. In addition, the research attempts to uncover the link between leadership conduct and burnout as a psychological phenomenon (physical, psychological, and social exhaustion). The descriptive technique was relied on since it was the most appropriate for the nature of the study. The sample size was 54 statistical units of both sexes scattered across several private schools in Boumerdes. The Maslach scale was used to assess psychological burnout, while the Avolio and Bass Leadership Questionnaire (MLQ) was utilized to assess three forms of leadership: transformational, transactional, and chaotic.

Keywords: private schools - leadership behaviour patterns - exhaustion (burnout).

1. INTRODUCTION

Leadership is critical in all institutions, and according to what has recently emerged through modern administrative approaches, the manager's role as a leader within the institution is no longer limited to making employees adhere to work procedures and accomplish them. His role rather goes beyond that and includes developing employees' motivation and providing the appropriate organizational atmosphere, which brings them to a level of creativity and innovation. As a vital organization, the institution needs a capable leader to coordinate and manage all of its tasks. The worker's success in the organization is entirely attributable to the manager, who oversees and guides him and ensures the optimal conditions for investing and utilizing his energy. The manager is the one who employs all of the interconnected variables that comprise the institution's internal system, coordinates between them and creates the proper environment to achieve the institution's goals.

After observing private educational institutions as economic organizations, it had been noted that they are less floundering than public institutions, which have problems ranging from a lack of structures to high rates of waste and violence of both verbal and physical types, as well as complaints from its affiliates about heavy burdens and poor

working conditions. Despite efforts to resolve them, such concerns sparked several protests and strikes in this sensitive social sector. The government has consistently attempted to improve this sector by allocating significant material and human resources to it, as well as via continual development processes in curricula and training programs. All of these measures, however, are insufficient unless the person in charge of the process, i.e. the teacher, is paid attention to. The teaching profession is known as one of the most stressful professions, as teachers are frequently exposed to states of anxiety, fear, and turmoil, which negatively affects their health and psychological condition (Al-Mashaan: 2000).

According to some, workers in the private sector are not subjected to psychological stress because of the facilities and material and moral benefits supplied by those in control. Similarly, this argument believes that workers in the private sector are free of pressure, despite the fact that this profession is characterized by the multiplicity of tasks and the persistence of disturbing attitudes with some learners and their parents, and even in some cases, what comes from officials who are themselves impacted by social pressures.

Problem statement:

The development of the organization depends on improving the performance of its managerial staff. Thus, officials in all institutions must pay attention to the development in the field of management, which witnessed the emergence of modern theories and trends. The latter had a significant impact on the performance, efficiency and affiliates of modern management. Management objectives differ from stage to stage, area to region, and society to society, and they are influenced by the manager's personality and traits (Atta: 2007).

There have been many classifications of leadership and its theories, and among its most recent theories, we find "Transformational and Transactional" leadership, which

witnessed a remarkable development through the contributions of "Bass", who developed a systematic theory for it, then "Avlio" in 1997 presented a more modern model of transformational and transactional leadership. They put together a measurement of leadership behaviour factors, which is known as the Multifactor Leadership Questionnaire (MLQ).

Transformational leadership inspires a great drive to attain organizational goals and increase performance through personal attractiveness, inspirational (creative) skills, and mental stimulation. While transactional leadership is described as being based on the exchange of relations between the leader and the workers to achieve their interests, and thus takes the form of potential reward (Gallab, 2016), where the leader tells the workers what they must do in return for obtaining the reward.

Several studies have been conducted on this basis, including one in Jordan (Oteih & Al-Rousan, 2008), which verified the existence of a substantial association between transformational management and educational excellence. It was also proven that transformational leadership is the most predictive of educational excellence, as (Nasser Al-Hamad, 2007) concluded in a study on transformational and transactional leadership among primary school principals from the perspective of teachers in the city of "Riyadh". It was found that the majority of teachers prefer transformational leadership. Hence, there is a moderate relationship between transactional management and excellence on the one hand. On the other hand, transformational leadership is the most predictive of educational excellence. In the same context, a study (Al-Ahsan, 2015) in the districts of Tipaza and Blida showed the presence of high professional pressures from multiple sources among 66% of primary school teachers, with a low level of self-esteem in 60% of them.

The worker's incapacity to accomplish his obligations due to the high pressures accompanying the profession contributes to his sense of helplessness. As a result, the link that binds him to active employees takes on a negative dimension, with disastrous

consequences for the entire educational process. At certain levels, these pressures lead to a state of exhaustion of effort and psychological exhaustion (Al-Kabir) or the so-called "psychological burnout" (Al-Battaniya & Al-Jawarneh, 2004).

Workers' psychological burnout is caused by a variety of reasons that are directly tied to the teaching profession. Psychological burnout can occur as a result of professional and pedagogical elements (the intensity of programs and their continual modification, for example) or relational aspects (bad relationships with students and educational administration) (Boufara, 2014). In Algeria, a study (Diabi, 2012) of 340 teachers in the region of Ouargla found that 47% of teachers have a significant level of psychological burnout.

The problem of psychological burnout has harmful effects and physiological and psychological symptoms on the teacher's personality, and it adds considerably to modern diseases such as heart attacks, high blood pressure, and disorders of the digestive and neurological systems. According to (Zabadi, 2004), about one-third of teachers suffer from chronic illnesses. In the instance of the Algerian teacher's mental health, he argues that the high number of diseases suffered by teachers is caused by psychological pressure and stress at work. This is supported by the ALLARD research conducted in Quebec, Canada, in 2010, which found that 20 to 25 per cent of instructors leave the teaching profession within the first three years due to the stress and burnout they face (MONTGOMERY ET AL .2010.763)

According to the American Stress Institute, approximately 50% of teachers leave the teaching profession in their early years due to pressure. This trend is visible in Algeria through the large number of teachers in the three educational phases who preferred the trend towards prior retirement despite the relatively short years of service, justifying this with the great exhaustion that befell it from the teaching profession.

As a result, studies on each of the principal's leadership styles and psychological

burnout are regarded as having favourable effects on the teacher and the educational process. Such studies play an important role in obtaining job satisfaction, psychological and social compatibility, and the teacher's psychological health. In this context, this study attempts to reveal the leadership styles practised by private school principals, which are transformational, transactional, and chaotic from the perspective of teachers and their relationship to psychological burnout if it exists in some private schools in Boumerdes district, by answering the following questions:

- ✓ Do managers in private organizations conduct transformational leadership from the perspective of their employees?

- ✓ Do managers in private institutions practice transactional leadership from the perspective of their employees?

- ✓ Do managers in private institutions engage in chaotic leadership from the perspective of their employees?

- ✓ What is the level of psychological burnout among private-sector employees?

- ✓ Is there a statistically significant link between the three leadership styles and psychological burnout among private-sector employees?

Study concepts: The following concepts are addressed in this study.

* Leadership behaviour: It refers to the behaviour used by the leader to effectively influence the members of the group that works with him in order to improve the quality of work and production in the school (Al-Farra & Al-Khatib, 2007). The leadership style in this study is defined as a combination of behaviours and repetitive acts emerging from primary school principals that affect teachers.

Due to the various approaches and schools from which scholars and researchers belong, developing a unifying notion of leadership is impossible. "Renis Likert" described

leadership as "the ability of an individual to influence a person or a group, direct and satisfy them in order to obtain their cooperation, support and to motivate them to work sufficiently in order to achieve subordinate goals" (Renis Likert.1916.3)

"Gibson" defined it as "the process of influencing a group at a specific time, situation, and circumstance (specific) to excite individuals and push them to strive for common goals" (Harem, 1997).

There are several classifications of leadership styles. This study will adopt the classification developed by researchers "Pass and Avoelo," which is regarded as one of the most modern and widely used approaches to studying leadership.

1-2- Transformational leadership: It is a contemporary approach through which the leader inspires the followers to develop their capabilities and increase their performance and gives them the self-confidence to provide the best service with clear support for their social and emotional needs.

It consists of four variables: ideal influence, inspirational motivation, mental stimulation, and individual morality. The employee's average score on the scale that describes the transformational leadership style "Pass and Avoilo MLQ" measure these dimensions.

The shift in leadership concepts occurred around the end of the 1970s when thinking shifted from the centrality of the leader to the involvement of followers to achieve organizational effectiveness. This transition was largely based on the contributions of "Burns" in his study of political leaders in 1978. He demonstrated that transformative leaders might expose the needs and desires of their followers.

This notion has been expanded by (BASS.M, Bernard: 1985) to become widespread in numerous studies and researches (Dahesh Jallab, 2016, p. 499). Based on the work of Burns and House, they provided an extended and revised version of transformational

leadership. BASS focused on the needs of followers rather than the requirements of leaders.

Transformational leadership is defined as the process by which an individual interacts with others in order to establish ties that increase motivation and ethics for both the leader and the follower. It is concerned with the idea of how successful leaders inspire followers to complete difficult tasks. Transformational leadership inspires followers to go above and beyond by focusing on the needs and interests of employees. As a result, a transformational leader's responsibilities can be reduced to the following:

✓ Raising followers' awareness of the significance of the targeted goals.

✓ Urge = persuade followers to prioritize the interests of the team or organization over their personal interests.

✓ Motivating followers to focus on higher-level needs.

✓ Clarifying the vision and goals of the organization (Hucczynski., 2001).

Four dimensions comprise transformational leadership:

- The ideal influence:

It is distinguished by leaders whose actions reflect exemplary roles for their followers. These leaders typically have strong moral standards and principles that motivate their followers.

- Inspirational motivation:

It is the attempt to achieve cooperation between leaders and followers by motivating followers to provide a higher level of performance. It is characterized by leaders who direct followers to high expectations and inspire them to adhere to the organization's common vision. Leaders employ emotional courtship to unify and focus the efforts of

members, which boosts team spirit and pushes followers to attain record numbers through encouraging phrases.

- Mental motivation:

The leader's creation of new ideas motivates the followers to identify the problems and find potential solutions for them. Also, it means the presentation of new and creative models for work performance and the motivation of the followers to be creative, innovative, and supportive of the values adopted by the leader and the organization.

Individual attention:

The ability of a leader to pay personal attention to followers by educating them on their needs and desires and taking into account individual differences when addressing them. This element indicates the leaders who create an environment in which they carefully listen to the requirements of their followers.

-2- Transactional leadership:

This is a leadership style in which the leader concentrates on clarifying the goals of the work required, how to accomplish the task and the benefits that employees will receive if the goals are met effectively. This pattern is based on benefit exchange and comprises the following elements: conditional reward and management by exception (positive and negative). It is measured by the average score obtained in the questionnaire describing the style of mutual leadership for "Pass and Avoelo" MLQ.

The concept of transactional leadership was introduced by "Burns" in 1978, but it did not pique the interest of others until "Bass and Avilio". They referred directly to the interactions between the leader and the followers and presented a set of leadership models that focus on exchanges between leaders and their followers (Gallab, 2016). Transactional leadership imposes on the leader the clarification of the nature of the role and the requirements of the tasks expected of the subordinates, as well as an

explanation of how to meet their needs in exchange for the achievement of previously established goals; thus, the leader establishes relationships with the followers within the framework of this exchange.

Therefore, transactional leadership differs from transformational leadership, as the transactional leader is unconcerned about the individual needs of followers and does not focus on their personal development. Transactional leaders exchange valuables with followers for personal gain in exchange for followers' gains.

Transactional leadership is based on two dimensions:

Conditional Reward:

The process of exchange between leaders and followers is referred to as conditional reward. It means that the leader offers rewards to his followers when there are reasons for doing so, such as exchanging the followers' efforts for particular incentives. The leader obtains a positive reinforcement of interaction or exchanges with his followers, which helps in the achievement of the desired goals. A vivid example of such a procedure is when the organization's owner negotiates a financial reward for a particular percentage of sales with the sales representatives. Transactional leadership delivers expected results, whereas transformational leadership delivers results that transcend expectations.

Managing by exception:

Managing by exception entails leaders monitoring followers and correcting deviations from standards. The leader values constructive criticism, feedback, and reinforcement, which can take two forms. The first is an active form in which the leader closely observes the followers for faults or infractions and then takes necessary corrective action. The second is a static version in which the leader only intervenes if the required criteria are not met, and problems do not arise. An example of this static form is the

employee's poor performance appraisal without discussing his previous performance with him. Both approaches employ greater negative reinforcement patterns, which means that leaders do not intervene until the problems become serious, as the leaders wait for problems that bring their attention to occur before intervening.

-3- Laisser faire leadership/ chaotic leadership:

A style of leadership in which subordinates are left free to complete tasks without the slightest interference. The outcomes of this style are measured by the average score obtained by the questionnaire describing the style of chaotic leadership for "Pass and Avoilo".

This leadership style is diametrically opposed to transactional and transformational leadership and displays non-reciprocal behavioural tendencies. It has no regard for subordinates as individuals. The chaotic boss gives up his power and leadership role, leaving his subordinates to manage their affairs (goals and solutions) and motivate themselves to perform successfully. The chaotic leader's function is ultimately reduced to meeting the subordinates' need for resources and information that are vital to them to execute their work.

Undoubtedly, the organization whose manager follows chaotic leadership loses a lot as a result of not exercising effective leadership over the subordinates. Leaving group members without effective leadership will lead to the emergence of conflicts and expose the organizational unit and its objectives to dispersion and loss. One of the results of chaotic leadership is the weakness of the group and the loss of its members' self-esteem and lack of appreciation for their professional goals. It is possible to use this style of leadership in cases that require independence for subordinates and non-interference in their affairs to encourage them to be creative and innovative, as is the case in scientific research centres.

4- Burnout is a state of physical, mental, and emotional exhaustion defined by consistency and the development of negative attitudes about work and others. The Maslach scale scores can be used to measure it. Burnout manifests itself in three ways: Emotional stress - dullness of feelings - a sense of lack of personal achievement.

The concept of psychological burnout is relatively recent, as the American analyst Herbart Freudenberger was the first to refer to it and bring it into academic use in 1974 after noticing similar symptoms in a large group of people who visited his psychological clinic in New York City (Boudoukha, 2009). (12) He studied the manifestations of responding to the professional pressures that workers in the service sector are exposed to, such as medicine, teaching, and other social professions. Psychological burnout is a state of emotional and physical exhaustion due to what the employee is exposed to from professional pressures, and it appears through negative changes in relationships and attitudes due to excessive emotional requirements (Al-Samadouni, 1990, p. 133).

According to Friedman (1991), psychological burnout has two aspects: the first is related to the individual's personality style, which explains the individual's propensity to be exposed to burnout, and the second is tied to the educational system and climate. It was defined by Jackson in 1941 as "emotional and physical exhaustion, discontent with self, others, and work, with loss of enthusiasm, laziness, indolence, and lack of productivity." Maslach classified psychological burnout into three dimensions, which are as follows:

* Emotional stress: It is the teacher's feeling of fatigue, exhaustion, and loss of vitality and activity towards doing his work. This dimension is characterized by exhaustion, weakness, and depletion of the emotional resources of the teacher to the level where he is unable to provide. This dimension is considered the main element of psychological burnout and appears in the form of physical or psychological symptoms or both.

* Emotion dullness: It is the teacher's cruelty, indifference, and negative feeling towards others, especially his students. It is often accompanied by irritability and loss of appreciation for work, as well as negative attitudes towards students.

* Low sense of achievement: It is the negative evaluation of the teacher's achievements and the feeling of ineffectiveness in his work. Also, it is the teacher's tendency to evaluate his achievements negatively, and it is represented by feelings of depression, withdrawal, lack of productivity, inability to adapt to pressures, a sense of failure and low self-esteem.

-5- The principal of a private institution:

The principal is the pedagogical and administrative head of his institution. He performs his duties under the authority (rank) of the private school's owner (the investor). He directs his correspondence and views to the appropriate authority. He demonstrates the educational organization, raises absenteeism rates, and informs the volatility in the performance of particular employees. Furthermore, he requests the authority to visit and inspect them. Coordination in all aspects should characterize the relationship between the principal and the institution's head office (Ben Salem, 2004.) The principal undertakes the tasks and responsibilities specified by the laws, and he is responsible for the smooth functioning of the institution and the administrative and educational oversight of it.

Field study procedures:

* Leadership scale:

The study adopted The Multifactor Leadership Questionnaire introduced by Bass and Avoelo (2000 edition), which is designed to discover three leadership styles: "transformational, transactional, and chaotic/laisser-faire" and the outputs of these three styles. This questionnaire consisted of 45 items in its original version. An Arabized version of the questionnaire was previously used in many studies. The items

related to the outputs of leadership behaviour were dispensed with. The questionnaire then settled on 36 items. It was then applied to 28 professors to verify its psychometric characteristics. This questionnaire was designed according to the five-point Likert method, and its items were distributed as follows: transformational leadership (20) items, transactional leadership (12) items, and chaotic/laisser-faire leadership (4 items). The validity of the questionnaire was first confirmed by distributing it to a group of teachers of English to ensure the integrity of the translation. Thereafter, the calculating of the validity of the internal construction was done by calculating the correlation coefficient between each axis and the scale as a whole. The results were as follows:

Table 01 shows the calculation of the internal construct validity of the leadership scale.

The axes of the scale	transformational leadership	transactional leadership	Laisser-faire leadership/ chaotic leadership
Pearson correlation coefficient	0.87	0.63	0.68

Regards reliability, the stability of the mid-section was relied upon, and the value of the "Spearman" correlation coefficient between the two parts of the questionnaire was estimated at "0.68", which indicates an acceptable stability value for this questionnaire.

* Burnout scale:

The current study relies on a scale developed by Maslach and Jackson in 1981 to measure burnout in human and social service workers.

The scale consists of twenty-two items, each with a rating from 0 to 6. The respondent's greatest possible score on the entire scale is 132 degrees, while the lowest possible score is zero. The dimensions of combustion can be characterized as high, medium, or low using this scale, as illustrated in the table below:

Table No. 02 shows the classification of the burnout dimensions scale.

Dimensions	items	high	medium	low
Emotional stress	9	30 and over	29-18	17-0
Emotion dullness	5	12 and over	11-6	5-0
Low sense of achievement	8	40 and over	39-34	33-0

Despite the use of this scale in many studies that proved to have high psychometric characteristics, it was confirmed before using it in the current study. Hence, the stability was calculated using the "Split-Half" method, where the value of the "Spearman and Brown" correlation coefficient between the two parts of the questionnaire was estimated at "0.87". It indicates a high stability of the questionnaire, while the validity of the scale was confirmed by calculating the validity of the internal structure. The correlation of each statement with its axis was confirmed, and then the correlation of each item with the general scale. The Pearson correlation coefficients were as follows: "0.58" for emotional stress, "0.63" for dullness of feelings, and "0.71" for lack of a sense of achievement, which indicates a high validity of the questionnaire.

3-2- Study sample:

The study sample included 54 male and female teachers from five private schools (primary, intermediate, secondary, and languages) in Boumerdes district. The demographic features of the study sample are shown in the table below.

Demographic characteristics of the sample:

Table No. 03 shows the characteristics of the study sample.

Variable	Categories	Frequency	Percentage
sex	Males	34	% 62
	Females	20	38%
age	35 to 45	10	18%
	45 to 55	17	31%
	Over 50	27	50%
seniority	15 to 20 years	09	16%
	20 to 30 years	19	35%
	Over 30	26	48%
	total	54	%100

According to the data in Table No. 2, it is obvious that the majority of respondents were males, with a percentage of 62%, and females, with a percentage of 38%. Regarding the age factor, the age group that exceeded "50 years" was estimated at "50%", followed by the age group "45 to 50 years" with 31%. Finally, the young age group from "35-45 years" estimated at 18%

When it comes to professional experience, 48% of teachers have "30 years or more" of experience, which is the highest rate. A logical percentage, given that the private sector seeks expertise and quality through seniority. 35% of teachers with seniority between "20 and 30 years". The final result is 16% of teachers with less experience.

Overall, the private sector selects skills regardless of age or seniority. However, they also choose individuals who are well-known in the educational sector for their competence, dedication, and sincerity throughout their academic careers.

Presentation and discussion of the results:

5-1-The study questions:

- ✓ Do managers in private organizations conduct transformational leadership from the perspective of their employees?

- ✓ Do managers in private institutions practice transactional leadership from the perspective of their employees?

- ✓ Do managers in private institutions engage in chaotic leadership from the perspective of their employees?

- ✓ What is the level of psychological burnout among private-sector employees?

- ✓ *Is there a statistically significant link between the three leadership styles and psychological burnout among private-sector employees?

-1- Presentation and discussion of the results of the first question: * Do managers in private organizations conduct transformational leadership from the perspective of their employees?

To answer this question, the arithmetic mean was calculated for each leadership style, as shown in the table below.

Table No. 04 shows the arithmetic means and standard deviations for the three leadership styles.

Leadership behaviour	arithmetic means	standard deviations	Sample size
transformational	3.57	6.44	
Transactional	4.35	5.07	
Chaotic / laisser-faire	0.00	0.00	54

According to Table 4, the overall average of the "transformational leadership" style is estimated to be "3.57," while the assumed mean for the scale is estimated at "5". Thus, managers in private institutions practice transformative leadership to a great extent. The arithmetic average for Transactional leadership" is estimated with a score of "4.35", indicating that the principals engage in "transactional leadership" behaviours to a high degree. The "chaotic/laisser-faire leadership" arithmetic mean was assessed to be "0.00," indicating that "chaotic/laisser-faire leadership" behaviours are absent among private school principals.

Therefore, the principals of private institutions practice transformational and transactional leadership to a close degree, while they do not practice the chaotic style of leadership. This is quite the opposite of what happens in public schools, where there are signs of chaotic leadership, albeit weakly.

These findings are consistent with the findings of some studies, which found that school principals exercise transformational and transactional leadership to either low or high degrees.

Our results are consistent with the findings of (Bani Atta, 2005) study, in which he concluded that secondary school principals in Jordan practice transformational and transactional leadership to a moderate degree. On the other hand, it contradicts the results of the study (Al-Enezi, 2005), which indicated a low level of transformational leadership behaviour among secondary school principals in Saudi Arabia. The latter recommended the need to prepare principals to adopt transformational leadership methods.

The "Supising 2001" study also demonstrated the extent to which secondary school administrators implement transformational leadership in the United States of America's eighth educational district. According to the findings of the study, transformational leadership is performed at a substantial level in all four areas. Principals demonstrated high levels of transformational leadership practice in the "Roth 2002" study about teacher attitudes in the southern United States of America. "Yu Leithwood" and "Jantzi" 2002, suggested that teachers' support of their principals' transformational leadership practice in primary schools in "Hong Kong" is high, particularly in terms of generating high expectations of professional progress for teachers. In addition, "Griffith, 2004" did a study on transformational leadership in elementary schools, and the findings showed that principals used a high level of transformational leadership style. "Chen Chung: 2007" conducted a study with 848 instructors from 50 Taiwanese elementary schools. It concluded that transformative leadership practices are widespread.

It is noted that the majority of the studies focused on transformational leadership because it is an ideal model that prioritizes the human aspect of leadership and cares about subordinates. Such concerns are what modern management approaches emphasize, as they tend to invest in human resources.

In the same context, the study "Al-Sharifi and Al-Tunah 2009" concluded that the degree of transformational leadership practised by private secondary school principals in the United Arab Emirates was high from the teachers' perspective. This study

estimated a rate of transformational leadership with an average of "3.8 out of 5" and transactional leadership with a score of "3.51".

According to the "Salhi" study on the practice of primary school principals in the "Qassim" region of Saudi Arabia, transformational and transactional leadership recorded large scores estimated at "3.83" According to "Fisher 2003", the transformational style predominates at a rate of 92%, compared to 15% for the other leadership styles.

The advantageous salary, allowances, and prizes of various types that increase teachers' morale and motivate them explain why the "transformational leadership style" placed second in this study. Although we may claim that the desire to power is a phenomenon ingrained in Algerian society's culture, it can be observed even at the most basic levels. Managers are frequently raised in authoritarian environments, and neither society, school, nor family could (enable them) to see the practical benefits and qualities of power-sharing, as the latter is a practice that he did not encounter throughout his life (Taazibet, 1996).

The absence of the chaotic/laisser-faire pattern in the Algerian private schools is due to the sensitivity of the private organizations, which are run by competent principals. The weight of the responsibility entrusted to them makes them keen on its success and reputation. Accordingly, it is impossible to rely on this pattern. Competitors are another factor that prevents private schools from adopting this style. Many theories and scholars believe that chaotic leadership can be practised at some levels, such as research centres, where researchers need a greater margin of freedom to unleash their potential.

It should be noted that no principal has a prevailing leadership style. They resort to varied practices that may be a mixture of all styles depending on the situations they face.

They can give complete freedom in some situations to workers in private schools. In other situations, principals may practice transformational leadership in exchange for achieving goals, and in other situations, they can try to give teachers opportunities to be leaders and participants in the management process by building common visions.

4-2- Presentation and discussion of the second question's results:

What is the level of psychological burnout among private-sector workers?

To address this question, frequencies and percentages were used to determine the level of each dimension of psychological burnout among the sample members.

Table No. 05 results of the respondents on the psychological burnout scale.

variable	high		Medium		low	
	number	Percentage%	number	Percentage%	number	Percentage%
Emotional stress	40	75	12	22	03	06
Emotional dullness	10	18	35	64	12	22
Low sense of accomplishment	04	07	07	13	39	72
Total	54	100	54	100	54	100

Based on Table 5, 40% of the respondents have a high level of emotional stress, while 22% of the respondents have a moderate level only 06% of the respondents have low emotional stress. With regard to the "dullness of emotion", it is noted that half of the respondents have a moderate level of emotion dullness, 18% suffer from a high level of emotion dullness, while 64% suffer from a low level.

With regard to the "low sense of personal achievement" dimension, it is clear from the data that 07% of the respondents have a high level of "low sense of personal achievement". At the same time, 13% have a moderate level. The highest percentage, which is 72%, suffers from a low psychological burnout at the low sense of accomplishment variable.

We noticed that "emotional stress" was high with nearly two-thirds of the respondents, and this can be explained by several reasons, including what the teachers themselves have stated about professional difficulties and pressures. Although teachers in the private sector make additional efforts to put learners on the path to success, they are subject to criticism from society. The nature of the teaching profession in our country still, according to most of the respondents, does not provide real opportunities to secure a financial future, and some have stated that the wage they receive is not commensurate with the great efforts they make.

Concerning the dimension of the dullness of feelings, the highest percentage of workers in private schools obtained an average level, which can be explained by the great psychological pressure that teachers suffer from even in private schools.

As for the "low sense of achievement" dimension, the burnout rate was low for the highest percentage of teachers. This result can be explained by the fact that the private sector became more accepted in society and the hospitality it received from parents who found it an alternative to public school for many reasons.

Our results are consistent with the results of many studies on some aspects. However, they are inconsistent and differ from them in other points. Our findings are completely consistent with what "Al-Ali" reached in his study about psychological burnout among secondary school teachers in Jenin district, where emotional stress was high, the dullness of feelings was moderate, and the sense of personal achievement was low.

Our study also agrees with the study of "Al-Mahmoud", which found that the level of psychological burnout among English language teachers in the northern districts of the West Bank in Palestine on the "Maslash" scale is high on the "emotional stress" dimension and moderate in the "dullness of feelings" and "low sense of achievement" dimension.

It is also consistent with the results of the study of "Al-Omari and Al-Shudaifat, 2008" about the reality of psychological burnout in Jordan. The results indicated that burnout was high in the dimensions of "emotional stress and dullness of feelings" and low in the dimension of "low sense of achievement".

This paper contradicts the study (Kharabsheh & Oraibat, 2005) about psychological burnout among teachers of students with special needs, where the results were medium on the dimension of emotional stress and dullness of feelings and high on the dimension of low sense of achievement.

This study agrees with the findings of the "Boubaker Diaby 2010" study, which included "425" male and female teachers from three educational stages in the city of "Ouargla". Boubaker discovered that there is a low psychological burnout among teachers on the dimension of "lack of a sense of personal achievement". On the other hand, our study differs from Boubaker's study on the other two dimensions.

It also agrees with the "Al-Ababsa, 1993" study, which sought to determine the extent of psychological burnout among special education teachers. The findings revealed a medium level of psychological burnout.

The aforementioned results confirm the human unity of education workers in public and private sectors alike as they all suffer from psychological burnout. This conclusion is consistent with the results of many studies that concluded that the teaching profession is related to burnout, including the study of "Maduri, 2014", which confirmed the existence of differences in the levels of psychological burnout caused by the teaching profession. Maduri, also reported the existence of a dissonance relationship between the low level of psychological burnout and the teaching sector at a rate of 21%, while there is a relationship of attraction between the high level of psychological burnout and the teaching sector at a rate of 25%. Furthermore, Maduri

noted that psychological burnout is higher among teachers than administrators and workers in the health sector. The study (Al-Dasouki & Al-Shafali, 1998), which aimed to compare the level of stress in many professions, concluded that there is a difference in estimating occupational stress according to the profession and that teaching is more stressful than nursing.

It should be noted that there is almost agreement among researchers in the field of organizational behaviour that the state of Psychological burnout is highly related to workers in the professions of social services, such as the police, teachers, nurses, and other sectors, who have direct dealings with people.

4**-3- Presentation and discussion of the results of the third question:**

Is there a statistically significant relationship between the three leadership styles, transformational, transactional, chaotic, and psychological burnout among workers in private institutions?

To answer this question, the Pearson correlation coefficient was used between the scores of private school workers on the burnout and multifactorial leadership scales to reveal the significance of the relationship between them. The following table shows that:

Variable	correlation coefficient	sample	significance level	Decision
Psychological burnout-transformational leadership	**0.85-	54	0.01	Significant
Psychological burnout-transactional leadership	**0.63-	54	0.01	Significant

Based on the results of Table 6, the "Person" correlation coefficient between the total score of the burnout scale and the dimension of the transformational leadership was estimated at "-0.85", which indicates the existence of a strong and inverse correlation between the style of "transformational leadership and burnout". While the value of the correlation coefficient was estimated between the pattern of "transactional leadership

and burnout" with "-0.63".

The strong and inverse correlation that the study concluded between transformational leadership and psychological burnout can be explained by the ability of the transformational manager to create a warm, friendly and accepting atmosphere. Furthermore, the ability to provide better opportunities for development and reinforcement for workers in private schools also facilitates the explanation of the correlation between transformational leadership and burnout. The transformational school principal has a positive impact on the workers because he encourages them to try and experiment, accepts the results, and supports them in problem-solving. As well as he encourages them to achieve high and distinguished performance, confidence, a spirit of optimism, and avoidance of self-interest, which leads workers to feel comfortable and creates a stimulating environment for work and motivation towards success.

In the field of "intellectual stimulation", the principal participates with his workers in research and expressing opinions so that they feel that they are partners in planning and implementation. This comportment gives them a motive and incentive for dedication to the institution and towards the desired goals. Differently, when the individuals (workers) of an institution want to have personalities that distinguish them from others, the principal in transformational leadership inspires them to follow him, especially in the motivational aspect. The direct link between the state of burnout and transformational leadership can be justified by the attributes and characteristics of the transformational leader that are compatible with the values of workers who are dedicated to their work. Transformational leader believes in change and seeks to translate it into reality, and he motivates them to be creative by influencing them as a distinguished role model for excellence, creativity, and professional commitment. The transformational leader shows high interest in the organization's members, allows them to discuss their ideas and proposals, accepts their directions, and provides them with

the support and guidance they expect. Transformational leadership provides high interest in all employees and their new ideas, which encourages them to solve problems creatively.

The association between the "transactional pattern and psychological burnout" was weak and inverse, indicating that the mutual manager's approach contributes to minimizing workers' psychological burnout. This can be explained by the fact that the transactional manager is a competent interlocutor with strong skills in conversations and expressing an appealing future vision, and he also has the ability to persuade employees to accomplish what he wants through exchanges. We emphasize here that members of the private school regard the offered financial incentives as legitimate privileges that allow them to excel and continue to give. Financial incentives can boost their morale and inspire them to work, and teachers prefer that the principal of the private school use his authority to punish those who make mistakes in order to prevent the development of disorder that could jeopardize their success and performance. This pattern also involves positive reinforcement and rewards, which is congruent with the essence of the human soul, which tries to satisfy its basic daily requirements.

The current study's findings are consistent with the findings of many other studies, including the study of (Bani Attia, 2005), which concluded that there is a statistically negative relationship between principals' use of transformational leadership styles and the frequency and severity of psychological burnout among Jordanian teachers. According to the findings of the "Bin Ahmed" study in the UAE, there is a favourable association between the principal's practice of transformational and transactional leadership and teacher satisfaction.

The study by Barnett et al. proved the existence of a statistically significant association between the two kinds of transformational and transactional leadership, as well as between teacher results and the educational culture of the school. Transformational leadership is more appropriate and encourages teachers' concentration on their jobs,

excellence, and innovation at work. It is also consistent with the findings of the "Boufara and Mansouri, 2014" study, which indicated that there is a negative association between burnout and job satisfaction among secondary school teachers.

"Griflith" also conducted a 2004 study on transformational leadership in primary schools, and the findings revealed that it is positively connected with leaving work and school performance, and satisfaction was found to be a mediating factor between these two factors and teachers' satisfaction. The study of "Layton, 2003" in the state of "Nevada, USA" discovered a statistically significant relationship between transformational leadership and teacher satisfaction, whereas the study by "Janrankagin" and "Kenneth" discovered a significant relationship between the degree of principals' transformational leadership practice and teachers' morale. According to the FICHER 2003 study, which comprised 640 instructors from 63 schools, schools that use transformational leadership have a healthy and open learning environment.

5- Conclusion:

This study attempted to reveal the reality of the management process in private schools by exploring two aspects. Firstly, we studied the leadership styles of school principals. Secondly, we investigated teachers' mental health focusing on the most common phenomenon suffered by service professions employees in general, "burnout". The study concluded with the following results:

✓ Principals of private schools practice transformational and transactional leadership styles to a medium degree, and there is no chaotic leadership style.

✓ The employees of private schools suffer from psychological burnout with a high degree on the "emotional stress" dimension (axis) and with a medium to a weak degree on the two dimensions "dullness of feelings and a low sense of achievement."

✓ Burnout causes have varied between organizational, financial and expected professional requirements.

✓ The transformational leadership style is associated with a strong negative relationship with burnout at a significance level of 0.01

✓ Transactional leadership style is associated with a negative and weak relationship with burnout at a significance level of 0.01

6-Suggestions: Given the findings of our study, it is necessary to make some recommendations to principals in order to improve the management process and the work environment.

- Encouragement of training programs that develop public institutions principals' transformational leadership skills and demonstrate their impact on the work environment and employee satisfaction in the organization.

-Designing programs for developing leadership performance in the light of scientific management requirements, which is based on the principle of participatory without excluding the other.

- The need to develop appropriate ways to reduce the obstacles facing principals towards transformational leadership.

- Working to develop specific criteria to select principals who possess specific personal characteristics to practice transformational leadership in all institutions.

- Providing incentives, whether financial or moral, that help principals take transformational leadership as an approach to management.

-Preparing preventive and counselling programs to reduce the feeling of occupational stress among workers in all organizations and institutions of any kind.

-Paying attention to the formation and training of workers in all fields.

-the application of modern methods and techniques in service professions, and paying attention to psychological aspects.

- Working to improve the financial, professional, and social conditions of workers with a great focus on their mental and physical health to ensure continuity and provide a quality return.

-Paying attention to the phenomenon of psychological burnout is concerned with the psychological health of the individual due to the devastating effects it causes on the entire national economy.

Références

- أسامة البطانية والمعتصم الله الجوارنة (2004)، مستويات الاحتراق النفسي لدى معلمي التربية الخاصة ومعلماتها في محافظة اريد وعلاقتها ببعض المتغيرات، جامعة دمشق.

- احسان دهش جلاب (2016)، إدارة السلوك الإنساني في المنظمات، الأردن، دار صفاء للطباعة والنشر.

- السمادوني السيد (1991) إدراك المتفوقين عقليا للضغوط والاحتراق النفسي في الفصل وعلاقته ببعض المتغيرات النفسية والبيئية، الجمعية المصرية للدراسات النفسية، كلية التربية –جامعة المنصورة الجزء2

- الفرا ماجد محمد الخطيب، مازن إسماعيل (2007)، النمط القيادي السائد لدى مدراء الوزارات الفلسطينية في محافظة غزة، مجلة الجامعة الإسلامية، سلسلة دراسات الإنسانية، المجلد الخامس عشر، العدد الثاني، غزة فلسطين.

- الأحسن حمزة (2015)، الضغوط المهنية لدى معلمي المدرسة الابتدائية وعلاقتها بتقدير الذات لديهم – دراسة ميدانية بولاتي البليدة وتيبازة، مجلة العلوم النفسية والتربوية، جامعة مولود معمري تيزي وزو.

- بوبكر ديابي (2012) مستوى الاحتراق النفسي لدى معلمي الرحلة الابتدائية – دراسة ميدانية استكشافية بمدينة ورقلة – مجلة العلوم الإنسانية والاجتماعية، جامعة ورقلة، العدد التاسع.

- بوفرة مختار، منصور مصطفى (2014)، علاقة الاحتراق النفسي بالرضا الوظيفي لدى أساتذة التعليم الثانوي –دراسة ميدانية بولاية معسكر، مجلة العلوم الاجتماعية والإنسانية، جامعة وهران، العدد 17.

- تعزيبت جمال (1996)، التنمية الإدارية، المديرون دراسات نفسية واجتماعية في المؤسسات الاقتصادية، جامعة الجزائر، مركز البحث في الاعلام العلمي والتقني بن عكنون.

- حسين حريم (1997)، السلوك التنظيمي، (ط1)، عمان، دار الحامد للنشر والتوزيع.

- سند تكويني لفائدة مديري المدارس الابتدائية (2014) المعهد الوطني لتكوين مستخدمي التربية وتحسين مستواهم، الجزائر، وزارة التربية الوطنية، شارع أولاد سيدي الشيخ الحراش.

- سلطان المشعان (2000)، مصادر الضغوط المهنية لدى المدرسين بالمرحلة المتوسطة دولة الكويت وعلاقتها بالاضطرابات النفسية الجسمية، مجلة العلوم الاجتماعية، العدد التاسع، جامعة الكويت.

- عبد الرحمن بن سالم (2000) المرجع في التشريع المدرسي، الجزائر، دار الهدى.

- عبد العزيز عطا الله (2007)، الإدارة المدرسية في الفكر الإداري المعاصر، (ط1)، عمان، دار الحامد للنشر والتوزيع.

- ناصر الدين زيدي (2004)، دراسة سيكولوجية حول أسباب القلق عند المدرس الجزائريين وانعكاساتها على سلوكه، أطروحة دكتوراه غير منشورة، كلية العلوم الإنسانية والاجتماعية جامعة الجزائر –2-.

- Abdel Halim Boudoukha(2009),Burnout et traumatismes psychologiques ,Paris ,Dunod.

- Baddy et Pato .n(1998) ,management :An introduction , prentice hall Europe.

- Huczynski,A ,Buchanan , D(2001) , Organizational Behavior , An introductory text , Fourth Edition, prentice Hall.

- Montgomery Cameron, Demers Serge, Morin Yvan (2010), Le stress, Les strategies d'adaptation et l'epuisement Professionnel chez les stagiaires francophones en enseignement Primaire etsecondaire , Revue Canadienne De l'education N 33/4.

- Rensis Likert (1916), new Patterns of management, McGrqaw.Hill Book,N.Y.