The Relationship among Organizational Culture, Leadership Behavior and Burnout of Special Education Teachers

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Abstract

This study aims to investigate the relationship between organizational culture, leadership behavior and burnout of special education teachers. The sample of the study was selected from 9 districts of Punjab with the help of stratified cluster random sample technique. The data were collected through two questionnaires. One for organizational culture and other for measurement of burnout. The results showed a significant negative correlation between organizational culture, leadership behavior and burnout. It is concluded that it is need of the hour to pay attention to leadership in organizational culture because as much leadership will pay its role effectively burnout level will decrease among special education teachers.

Key Words: Organizational culture, Burnout, Leadership

Introduction

Organizational culture is a set of belief and collective assumptions. It is a persona of an organization and it shapes the organizational functions. Organizational culture is extensively used term. In the past decades, professionals mixed this term with climate and associated it with just handling techniques of dealing with staff. With the growing trend of organization, the concept of organizational culture also got changed. It is a persona of an organization thatshapes the functions and culture of the organization. With the passage of time concept of organizational culture unfolded the human capabilities and the strong role of leaders. Schein (2004) opined that organizational culture and leadership are entangled

with each other. His strong concept of leadership and organizational culture was further supported by O'Farrell (2006) in his analysis of the Australian public service, he concluded that without effective leader no concept of culture turn into reality.

The fundamental significance of organizational culture begins with effective leadership. This may include leadership styles as well. Employee of an organization is led by leaders' behavior and values. It may help to create healthy environment within an organization (Sandra, 2009). Ineffective leadership becomes the root cause of organizational failure and generates burnout. Burnout is a result of stressful conditions at the place of work (Saatchi, 2008). Major dimensions of job burnout are emotional exhaustion, depersonalization and reduced personal achievement (Maslach & Jackson, 1981). Employee feels worthless and reduced sense of personal achievement. In such situation employees put blames on each other's for their failure and show apathy towards organization's success and failure.

Among many at risk of burnout professions; special education teaching is one of them. Due to burnout, turnover rate is increasing in special education field not only in Pakistan but all over the world. In Punjab Government special education schools such flaws can be seen where heads are not trained enough to bear the responsibilities of headship. Leader of an organization is responsible to accomplish the objectives of an organization with his suitable leadership behavior and strategies. Leadership behavior is directly associates with job satisfaction and burnout of employee (Berson & Linton, 2005).Lack of appropriate leadership leads to fast burnout. Consequently, which gives way to high turnover rate. Although, role of special education teacher is so important because they handle students that are the most at risk. S/he has to meet with new challenges every day. Conflicting attitude of leadership, high demand, imposing extra work load on teachers is the cause of burnout. Disregard or pressure from leader leads to burnout and reduced quality and quantity of performance (Demarco, 2007).Thus, leadership is very strong variable in organizational culture which can directly impact on level of burnout.

Supportive environment decreases the level of burnout among special education teachers. In this regard, the present study is conducted to see the relationship between organizational culture leadership behavior and burnout of special education teachers.

Methodology

The population of the study consisted of special education teachers and heads of special education of province of Punjab, 374 special education teachers participated in the study. 9 districts were randomly selected from Punjab. The study adopted a descriptive-correlation method. The data was collected through two questionnaires: one for identifying organizational culture and other to measure the burnout level among special education teachers. Stratified cluster random sampling techniques were used. The data were analyzed using both descriptive and inferential statistics including factor analysis and linear regression analysis.

Results

Table 1: *Regression Analysis of leadership in organizational culture and risk of burnout*

Variables	Correlation	B	r^2	Significance
Burnout	-.088	-.088	.008	.088
Depersonalization	-.080	-.080	.006	.121
Personal Achievement	.043	.043	.002	.405

Table 1 reveals correlation, and regression values of organizational culture's variable leadership and risk of burnout of teachers. Table shows correlation value which is -.008, which shows that there is negative correlation between organizational leadership and risk of burnout. This means that risk of burnout will decrease with the increase of effectiveness of organizational leadership and vice versa. Table shows the value of Beta (β) is -.088 which also shows the negative relation between burnout and organizational leadership and there is no statistical significant difference as the significance value is .088. It means there is no significant difference between respondents' opinion. While on the other hand R- square (r^2) value is .008, which means it can be said with 92% confidence that if effectiveness of leadership will increase the risk of burnout will decrease.

Table 1 reveals correlation, and regression values of organizational culture's variable leadership and depersonalization of teachers. Table shows correlation value which is -.080, which shows that there is

negative correlation between organizational leadership and depersonalization of teachers. This means that depersonalization of teachers will decrease with the increase of effectiveness of organizational leadership and vice versa. Table shows the value of Beta (β) is -.080 which also shows the negative relation between depersonalization of teachers and organizational leadership and there is no statistical significant difference as the significance value is .121. It means there is no significant difference between respondents opinion. While on the other hand R- square (r^2) value is .006, which means it can be said with 94% confidence that if effectiveness of leadership will increase the depersonalization of teachers will decrease.

Table 1 reveals correlation, and regression values of organizational culture's variable leadership and personal achievements of teachers. Table shows correlation value which is .043, which shows that there is positive but very weak correlation between organizational leadership and personal achievements of the teachers. This means that personal achievements of teachers will increase with the increase of effectiveness of organizational leadership. Table shows the value of Beta (β) is .043 which also shows the positive but very weak relation between personal achievements of teachers and organizational leadership and that is no statistical significant difference as the significance value is .043. It means there is no significant difference between respondents' opinion. While on the other hand R- square (r^2) value is .002, which means it can be said with 98% confidence that if effectiveness of leadership will increase the personal achievements of teachers will also increase.

Overall this table reveals that there is negative relationship between risk of burnout and leadership of organization. If leadership will be effective then the risk of burnout will decrease and similarly if leadership of organization will not work effectively then risk of burnout will increase in teachers.

Discussion and Conclusion

The present findings based on data analysis revealed that there is correlation value which is -.008, shows that there is negative correlation between organizational leadership and risk of burnout. This means that risk of burnout will decrease with the increase of effectiveness of organizational leadership. Correlation value which is -.080, shows that there is negative correlation between organizational leadership and depersonalization of teachers. This means that depersonalization of

teachers will decrease with the increase of effectiveness of organizational leadership. Correlation value which is .043 shows that there is positive but very weak correlation between organizational leadership and personal achievements of the teachers. This means that personal achievements of teachers will increase with the increase of effectiveness of organizational leadership.

These findings are consistent with the findings of (Demarco, 2007; Berson & Linton, 2005; Saatchi, 2008).Thus, it is concluded that effective leadership will eliminate the risk of burnout and will increase the job performance. Similarly, if leadership of organization will not work effectively then risk of burnout will increase among teachers which will lead towards low job performance. Leadership or head of the institute formulate nonproductive or productive culture. Leader presents the mission vision and strategies of an organization. Confused leadership creates directionless cultures in an organization which gives way to burnout while effective leadership can reduce risk of burnout among special education teachers. So, effective leadership is important for successful organizational culture.

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