

Investigation of Leadership Type of School Administrators and Burnout of Teachers According to Teacher Perceptions in the Emergency Distance Education Process

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Abstract

This study aims to examine the relationship between the burnout status of teachers and the type of leadership that school administrators have, according to teacher perception, in the emergency distance education process, which is seen as the only solution for the continuation of education and training activities during the covid-19 global epidemic process. In this context, data were collected from 418 teachers randomly selected from among the teachers working in schools affiliated with the Ministry of National Education in our country through the Leadership Type scale for School Administrators and the Teacher Burnout in the Emergency Distance Education Process scale developed by the researchers. Scale items were shared with teachers through online survey applications. As a result of the analysis of the collected data; According to the total burnout status, it was found that female teachers experienced more burnout than male teachers, male teachers performed more obsessive thinking, on the other hand, female teachers exhibited more professional inadequacy, the tendency to reactive personality and deterioration of health compared to male teachers. It was found that the sub-dimensions of developing obsessive thoughts, orientation to reactive personality and professional inadequacy were related to the school level, teachers' perception of inadequacy and orientation to reactive personality did not differ according to age, but the scores of developing obsessive thoughts, deterioration of health and total burnout differed according to age. The variables predicting teachers' burnout, the liberal leadership style of the school administrators, the gender of the teachers and the age of the teacher have emerged as a result of the analysis.

Keywords: Professional Burnout in teachers, Leadership Types, Emergency Distance Education

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INTRODUCTION

The Covid-19 global epidemic process, which emerged at the end of 2019 and was officially announced in our country in March 2020, has caused individuals to be isolated from social life. Due to the closure of houses and social isolation as the most effective measure in the global epidemic process, face-to-face education activities were tried to be continued with distance education environments and came into effect as the "Emergency Distance Education Plan". Thanks to this opportunity, students and teachers tried to continue their educational activities without being in the same environment. However, parents, students, teachers, and school administrators who were unprepared for this process had to cope with many situations. In this process, school administrators were responsible for making decisions by using management processes, creating a strategic plan, technical support for the activities specified in the plan, and infrastructure arrangement to carry out the activities as smoothly as possible. Establishing positive cooperation between all stakeholders and school administrators is of great importance in carrying out distance education activities in this process. According to a study investigating the role of school administrators in the emergency distance education process; for students, teachers and parents to continue their activities in the distance education process, school administrators are expected to have some innovative leadership characteristics (Reimers & Schleicher, 2020).

On the other hand, teachers, who are the most important practitioners of the process apart from their administrative situations, also faced many situations that they had to cope with. While teachers implement the administrators' plans, they also act as a link in the middle of the parent, student, and school triangle. The process of building bridges between stakeholders and carrying out education and training together can be quite intense and wearisome. According to Cemaloğlu and Şahin (2007); Considering all the duties and responsibilities of teachers, quite different units should interact. This situation may cause them to exhibit high-tempo work performance and experience burnout in their profession over time.

"Burnout" was first used as a concept by Freudenberg. Freudenberg (1974) this concept; It is defined as experiencing emotional inadequacy in performing the work that individuals need to do because they have more job responsibilities than they can handle. When burnout and the teaching profession are evaluated together, teaching is one of the occupational groups that contain intense stress (Baltaş, 1993). According to studies, many parameters affect burnout. These can be categorized as personal or organizational. Personal ones; It is stated that professional seniority, age, gender, marital status, number of children, socioeconomic status, the institution they graduated from, personal characteristics, intrinsic motivation, adaptation to work, pleasure from work (cited by Bakker and Lieter, Sarıca, 2019; Çam, 1995; Ergin, 1996; Gündüz, 2005; Oruç, 2007, Tümkaya, 1996). Organizational origin; the sense of belonging, fair treatment of organizational managers, workload, professional value, reward and control mechanisms (Maslach, Schaufeli, & Leiter, 2001). Maslach and Jackson (1981), examining the sub-dimensions of burnout, mention three sub-dimensions. These dimensions are; physical burnout, emotional burnout, and individual behaviours (personal success, Etc.) (Maslach & Jackson, 1981). According to these subgroups, physical burnout; Covers diseases such as weakness, insomnia, chronic fatigue, headache, cardiological problems, immune system problems. Emotional exhaustion is; mood states such as unhappiness, depression, loss of motivation, lack of self-confidence, and individual behaviours; Responsibilities in professional life include behaviours such as disruption, reluctance, inability to control anger, weakness, and making excuses for not going to the workplace (reporting, Etc.) (Baltaş, 1993; Carmona, Marin & Aguayo, 2019; Maslach & Jackson, 1981; Maslach, Schaufeli and Leiter, 2001).

As in many professions that require direct interaction with individuals, there is a constant flow of mutual and face-to-face communication between people in the teaching profession. To maintain this continuous flow in the teaching process at a self-sacrificing, continuous, productive and dynamic level, teachers need to develop feelings of dedication, idealism and excitement towards their profession. Of course, in this dynamic structure, it is not always possible to expect the same level of performance from teachers. It can be frustrating for them to enter a negative mood, lose motivation,

and be disappointed when encountering a problem. These situations can lead them to burnout (Maslach & Jackson, 1981; Uler, 2020).

Well-trained individuals contribute to the development level of countries. Qualified individuals needed are trained by teachers in schools. Successful students are trained through successful teachers, and the success of teachers can be ensured by getting support in every subject they need. School administrators have the most important role in meeting these needs. The qualifications of school administrators and the management behaviours they exhibit while managing the institutions they work for indirectly create a holistic effect on the education system and society and can cause political and economic results (Kaya, 1979). The success of the school administrator depends on the effective and efficient use of human and material resources in the school for which he is responsible. Of course, while doing this, it is necessary to consider the expectations and needs of all teachers and other employees working in the institution (Bursalioğlu, 1979). There is a need for talented school administrators who give importance to teachers' personal development and needs in the same organization, take measures to eliminate them, and contribute to the lifelong learning of teachers (Özdemir & Sezgin, 2004). In this way, teachers will feel less professional burnout in their professional lives that require heavy responsibility.

In the 21st century world, changes in many areas directly affect education policies and the functioning of educational organizations. At this point, adapting teachers, students and parents to the changing system fall to school administrators. It is considered important for school administrators to exhibit leadership behaviour that focuses on teaching in all these processes to realize changing educational actions in the next generation of school environments (Kaya, 2008). If all the contexts above are evaluated together, school administrators must ensure that teachers who effectively raise individuals who will meet social needs maintain a professional life in a comfortable work environment, away from negative emotional states as much as possible. It is up to the school administrators to provide the support mechanisms they need so that teachers, who have a busy work schedule, do not experience professional burnout. To meet these needs, determining the leadership types of school administrators is considered important in terms of making sense of the plans to be developed. It is thought that it would be appropriate to explain the leadership types of school administrators.

Leadership Types of School Administrators

The leadership type of school administrators can be evaluated in many categories. This study examined Laissez-Faire Leadership, ethical leadership, and charismatic leadership types.

- ***Laissez-Faire Leadership:*** It is defined as the type of leadership that frees individuals in the business environment so that the employees in an educational institution can easily use their creativity, productivity and tendencies. In schools led by such leaders, all stakeholders can determine their own internal goals, processes and policies. The most important responsibility of such leaders is to provide all the resources needed within the organization. The opinions expressed on internal matters do not bind the opinions of other stakeholders. While this type of leadership is highly functional and contributes to development in groups where all stakeholders are open to innovation and self-development, it may become dysfunctional in groups that are not open to cooperation and have a low sociocultural level (Eren, 2010).
- ***Charismatic Leadership:*** Leaders who have a broad vision and can spread this vision to all stakeholders in the organization have charismatic leadership characteristics. The most striking behaviour of charismatic leaders is that they are aware of their knowledge and impose their ideas by influencing those around them in line with moral values. In this way, the organization's stakeholders achieve a high sense of motivation in fulfilling their duties in the institution (Northouse, 2007; Öztop, 2008; Tomez, 2009). Managers with this type of leadership can manage crisis moments very

successfully, and they do not hesitate to make sacrifices and develop extraordinary strategies in this process.

- **Ethical Leadership:** It can be defined as the type of leadership that prioritizes ethical values, law/justice, culture, norms and moral principles in determining in-house policies (Yıldırım, 2010). The followers of such leaders in their institutions adopt the same principles as the leader, contributing to the harmony and cooperation of the internal employees towards the same goal. This type of leadership is based on the organizational culture structure, and it is expected to show a change and effect in parallel with having a weak or strong cultural structure (Erdoğan, 2010).

According to some studies, individuals may have worked with a leader who exhibits negative behaviours at least once in their business life and exposes them to negative experiences because of these behaviours (Kırbaç, 2013), which may also apply to educational institutions. According to some research findings, the leadership behaviours of school administrators according to the leadership type can cause teachers to experience professional burnout due to intense stress (Cemaloğlu, 2011). It is stated that burnout is observed more intensely in many sectors that provide direct service by interacting with the society (Baloğlu, 2011; Soysal and Özçalıcı; 2011). Human relations, which have become an increasingly complex structure with the effect of many parameters, especially technology, cause individuals to be exposed to intense stress in their lives. In this context, the workload of teachers, one of the professions where interaction with people is the most intense, continues to increase (Akman, 2016). As a result of this increasing workload, it is stated that the feeling of professional burnout, helplessness and hopelessness is increasing in most of the teachers (Yörük et al., 2013). Especially with the global epidemic, with the urgent action of distance education that came on top of all this workload, teachers had to continue their duties in an order that they had not experienced before as either a student or a teacher. It is seen that distance education activities, which have become widespread with the global epidemic, will continue to be used after the global epidemic. An important indicator for this is the regulation by the Higher Education Institution that it would be appropriate to increase the rate of courses to be given via distance education and to use mixed education methods (YÖK, 2021).

In the distance education process, where the technological infrastructure is required at a high level, the teachers need support in many subjects such as technology usage skills, content development and technical support. School administrators are the most important support point in meeting these needs (Akman, 2016). In this context, as in many levels, examining the effect of the leadership type of school administrators on the professional burnout of teachers in the emergency distance education process is considered important in maintaining the education and training activities healthily. This study it is aimed to determine how the leadership type of school administrators is perceived according to teachers' opinions and how the leadership behaviours exhibited according to these leadership types in the emergency distance education process affect teachers' burnout. For this purpose, the following hypotheses were tested:

Burnout of teachers during the global epidemic;

H1_A= By gender,

H1_B= According to the school level where he/she works,

H1_C= By age,

H1_D= It differs according to the settlement where the school where he/she works.

What teachers have experienced during the global epidemic;

H2_A=General burnout upper dimension,

H_{2B}=The sub-dimension of burnout in the form of professional inadequacy,

H_{2C}=The sub-dimension of burnout as an orientation towards reactive personality,

H_{2D}=The sub-dimension of burnout in the form of obsessive thinking.

H_{2E}=There are leadership styles and demographic variables that predict the sub-dimensions of burnout as deterioration of health.

METHOD

Research Design

In this study, the type of leadership that school administrators have and various demographic variables predict the professional burnout of teachers according to teacher perceptions in the emergency distance education process. The differentiation of burnout in teachers according to various demographic variables and leadership styles of administrators was examined with t-test, ANOVA and post hoc tests. The quantitative research method was used as the research design in the study. In order to determine the variables that predict burnout, the backward linear logistic regression method was used. Relational predictive research methods mean that individuals with at least two variables known to be related to each other have information about one of their characteristics, and the other is predicted (Fraenkel et al., 2012).

Participants

The population of the study consists of teachers working in pre-school, primary, secondary, and high schools in our country in the 2020-2021 academic year. The study sample consists of 421 teachers randomly selected from these teachers. Since the number of questions left blank in the data collection tool filled by three participants was high, these data were excluded from the analysis. Analyzes were carried out based on the data of 418 participants in the study. Demographic information of the participants is given in Table 1.

Table 1. Demographic information of the participants

Demographic Variables		N	%
Gender	Female	246	58,9
	Male	170	40,7
	Total	416	99,5
	Unanswered	2	,5
School Level	Pre-school	37	8,9
	Primary school	162	38,8
	Middle School	99	23,7
	High school	117	28,0
	Total	415	99,3
	Unanswered	3	,7
Age	25 and Under	40	9,6
	26-30 Between	71	17,0
	31-35 Between	96	23,0
	36-40 Between	67	16,0
	41-45 Between	59	14,1
	46 and Above	85	20,3
	Total	418	100,0
Location of the School	Province	125	29,9
	District	253	60,5
	Village	39	9,3
	Unanswered	1	,2
	Total	418	100,0

Branch	Basic Education	190	45.5
	Language	56	13.4
	Science and Mathematics	65	15.6
	Social Sciences	22	5.3
	Vocational Courses	19	4.5
	Religion Lessons and IHHS	18	4.3
	Performance Courses	16	3.8
	Guidance and Psychological Counseling	18	4.3
	Information Technologies	9	2.2
	Unanswered	5	1.2
	Total	418	100.0

According to the data in Table 1, 246 (58.9%) of the 418 teachers participating in the research were female, and 170 (40.7%) were male. 2 participants did not answer this question. According to the school level they work, 37 (8.9%) of the participants work in pre-school education institutions, 162 (38.8%) in primary school, 99 (23.7%) in secondary school and 117 (28%) in high school. Forty (9.6%) of the participants were aged 25 and under-aged, 71 (17%) were aged 26-30, 96 (23%) were aged 31-35, 67 (16%) were aged 36-40 age group, 59 (14.1%) are in the 41-45 age group, and 85 (20.3) are in the 46 age and over the group, of the teachers participating in the research, 125 (29.9%) work in the city centre, 253 (60.5%) in the district centre and 39 (9.3%) in the village. One participant did not specify the settlement where he worked. According to the data in Table 2, 190 (45.5%) of the participants were Basic Education Teachers (Class and Preschool Teachers), 65 (15.6%) Science and Mathematics Teachers, 56 (13.4%) Language Teachers (English, Turkish, German, Literature), 22 (5.3%) Social Sciences Teachers, 19 (4.5%) Vocational Lessons Teachers, 18 (4.3%) Religion Classes and IHL teachers, 18 (4.3%) Guidance and Psychological Counseling, 16 (3.8%) Performance Lessons Teachers (Painting, Music and Physical Education), 9 (2.2%) Information Technologies He stated that he was a teacher. Five participants did not answer the branch question.

Data Collection Tools

In the study, "Teacher Burnout in the Emergency Distance Education Process" and "Leadership Type for School Administrators" scales were used to determine the type of burnout developed by the researchers. After the models in the literature were examined and determined by content analysis in the creation of the scale items and factors, the content validity was evaluated by taking expert opinion. The main scale pool was created by removing the items with low content validity index. Exploratory Factor and Reliability analyzes were applied to the draft scales obtained. According to this;

In the scale study to determine the types of "*Teacher Burnout in the Emergency Distance Education Process*", it was found that KMO: 0.914, extraction values ranging from 0.505 to 0.841. The total variance explained by the scale consisting of four factors is 66,651. It was found that the first factor explained 22,997 of the total variance, the second factor 15,627, the third factor 15,407, and the fourth factor 12,620. In the first factor, called *burnout, which occurs in reactive personality orientation*, there are six items, and the alpha coefficient is 0.904. In the second factor, called *burnout, which occurs in developing obsessive thoughts*, there are four items, and the alpha coefficient is 0.821. The third factor, called *burnout, which occurs in the form of deterioration of health*, has six items and the alpha coefficient is 0.823. The fourth factor, which is called *burnout, which occurs in the form of seeing oneself professionally inadequate*, was found to consist of 3 items, and the alpha coefficient was found to be 0.817. The general alpha reliability coefficient of the scale, consisting of 19 items, was calculated as 0.915.

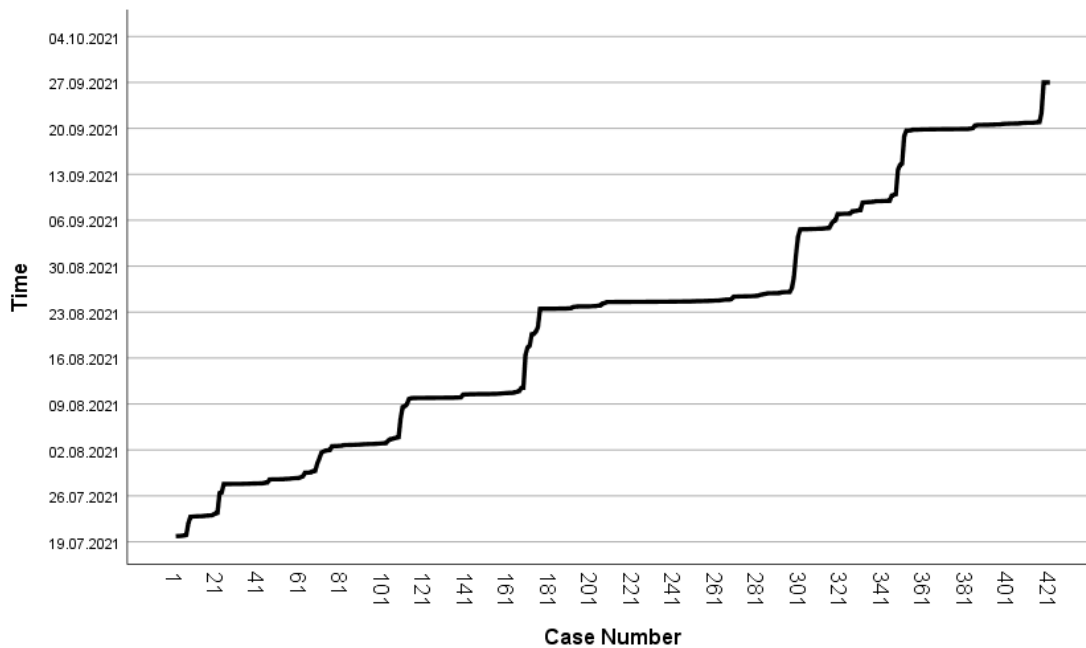
Leadership three leadership types inventory to determine "*Leadership Type for School Administrators*"; ethical, charismatic and Laissez-Faire leadership styles. The ethical leadership scale in this inventory was found to have values ranging from KMO: 0.908 extraction values between 0.508 and 0.828. The *ethical leadership* scale, consisting of six items and a single factor, explains 70,452 of

the total variance. The alpha reliability coefficient of the scale was calculated as 0.915. *Charismatic leadership* scale KMO: 0.895, extraction values were found to vary between 0.429 and 0.831. The charismatic leadership scale, consisting of 6 items and a single factor, explains 65,291 of the total variance. The alpha reliability coefficient of the scale was calculated as 0.890. The *Laissez-Faire leadership* scale KMO was 0.876, and the extraction values ranged from 0.467 to 0.655. The liberal leadership scale, consisting of 6 items and a single factor, explains 55,781 of the total variance. The alpha reliability coefficient of the scale was calculated as 0.840.

Data Collection and Analysis

The measurement tools developed by the researchers, includes the demographic characteristics of teachers, burnout types and leadership types of administrators. The scale was transferred into the internet environment by creating an online form. The web addresses of the scale were shared via instant messaging groups, internet newsgroups and social media accounts to which the teachers were members. During the sharing, the teachers were informed about the scale items and their duration, and it was stated that they could participate in the research voluntarily. The temporal graph of data collection is as follows.

As can be seen in the graph, the data were collected for two months and 15 days.



Graphic 1 Data Collection Process

IBM® SPSS® Statistics program was used in the analysis of the collected data. Teachers' burnout in the distance education process was analyzed with t-test, ANOVA and post hoc tests. The type of leadership that school administrators have and the predictive level of burnout of different demographic structures were examined using linear regression (backward model). Frequency and percentage calculations were used to analyze the age, gender, grade level and branch variables of the sample.

RESULTS

The findings regarding the hypotheses to be tested in the research are presented below. Accordingly, the findings related to the H1_A hypothesis are as follows. In order to determine whether burnout types differ according to gender, based on both general and sub-factors in the emergency

distance education process of the teachers, a t-test was conducted. Test results are presented in Table 2.

Table 2. T-test table of burnout and differentiation in its dimensions by gender

	Gender	N	\bar{X}	SD	\bar{X} Fark	t	df	p
Obsessive Thinking Development	Female	246	,70	,15	-,041	-2,337	313,37	,020
	Male	170	,74	,18				
Professional Incompetence	Female	246	8,02	3,35	,199	,601	414	,548
	Male	170	7,82	3,26				
Orientation to Reactive Personality	Female	246	18,26	6,63	,589	,883	414	,378
	Male	170	17,67	6,78				
Deterioration of Health	Female	246	16,51	5,82	2,547	4,546	414	,000
	Male	170	13,96	5,31				
General Burnout	Female	246	48,29	14,67	2,573	1,720	414	,086
	Male	170	45,72	15,44				

As a result of the t-test performed according to Table 2, it was found that men differed statistically from women at the $p \leq 0.05$ level in the obsessive thinking sub-factor ($t_{(df=313,37)} = 4.546$ and $p = 0.020$). In addition, it was determined that female teachers stated that their health deteriorated significantly more at $p \leq 0.001$ level than male teachers in the sub-factor of deterioration of health ($t_{(df=414)} = 4.546$ and $p = 0.000$). No gender differences were found in other sub-factors.

According to the findings related to the H_{1B} hypothesis, ANOVA and Post Hoc tests were conducted to determine whether the types of burnout differ according to the school levels of the teachers, based on both general and sub-factors in the emergency distance education process of the teachers. The test findings are presented in Table 3.

Table 3. Distribution of the difference in burnout dimensions by School Levels

		N	\bar{X}	SD
Obsessive Thinking Development	Pre-school	37	,68	,129
	Primary school	162	,69	,157
	Middle School	99	,73	,179
	High school	117	,75	,181
Professional Incompetence	Pre-school	37	6,48	2,824
	Primary school	162	7,83	3,360
	Middle School	99	7,95	3,096
	High school	117	8,53	3,410
Orientation to Reactive Personality	Pre-school	37	14,81	6,262
	Primary school	162	18,32	6,476
	Middle School	99	18,27	6,599
	High school	117	18,38	6,935
Deterioration of Health	Pre-school	37	16,32	5,854
	Primary school	162	15,61	5,427
	Middle School	99	14,48	5,671
	High school	117	15,76	6,109
General Burnout	Pre-school	37	42,75	12,453
	Primary school	162	47,19	14,212
	Middle School	99	46,69	15,279
	High school	117	48,99	16,107

As a result of the Levene test performed according to Table 3, it was found that the variance of the sub-dimension of developing obsessive thoughts ($Levene_{(Sd=411-3)} = 4.201$ and $p = 0.006$) was not homogeneous. The variances in other sub-dimensions were homogeneous ($p \geq 0.05$). For this reason, the differences in the obsessive thinking sub-dimension were examined with the Post-Hoc Tamhane test, and the differences in the other sub-dimensions were examined with the Post Hoc Tukey HSD test.

The difference in burnout sub-dimensions according to the school level of the teachers was examined with the Anova test. As a result of this test, it was found that in the obsessive thinking dimension ($F_{(Sd=411-3)}=3.366$ and $p=0.019$) and in the reactive personality orientation dimension ($F_{(Sd=411-3)}=3.176$ and $p=0.024$) statistically significant difference was found at $p\leq 0.05$. In addition, it was found that there was a statistically significant difference at $p\leq 0.01$ in the dimension of professional inadequacy ($F_{(Sd=411-3)}=3.796$ and $p=0.010$). No significant difference was found in other dimensions.

The results of the Post Hoc Tukey HSD and Post-Hoc Tamhane tests, which were conducted to compare the levels of the schools where the teachers work, are presented in Table 4.

Table 4. Examination of Obsessive Thinking, Professional Inadequacy, and Reactive Personality Orientations by School Level

	School Level		\bar{X} Difference	Std. Error	p
Obsessive Thinking Development	Primary school	High school	-.058*	.020	.033
Professional Incompetence	Pre-school	High school	-2.05*	.616	.005
Orientation to Reactive Personality	Pre-school	Primary school	-3.51*	1.206	.020
		Middle School	-3.46*	1.275	.035
		High school	-3.57*	1.248	.023

As a result of the Post Hoc Tukey HSD and Post-Hoc Tamhane tests, it was found that those teaching at the high school level developed more obsessive thoughts at $p\leq 0.05$ significance level statistically than those teaching at the primary school level ($p=0.033$). Based on this sub-dimension, there was no statistically significant difference between the participants teaching at other levels. It was found that those teaching at the high school level developed more obsessive thoughts at $p\leq 0.01$ significance level statistically than those teaching in pre-school education institutions ($p=0.005$). Based on this sub-dimension, there was no statistically significant difference between the participants teaching at other levels. It was found that those who teach at high school ($p=0.023$), those who teach at secondary school ($p=0.035$) and those who teach at primary schools (0.020) tend to have a more reactive personality at $p\leq 0.05$ significance level, statistically, than those who teach in pre-school education institutions (0.020). $p=0.005$.

ANOVA and Post Hoc tests were conducted to determine whether the types of burnout differ according to the age of the teachers, based on both general and sub-factors, in the emergency distance education process of teachers with the H1C hypothesis, and the findings are presented in Table 5.

Table 5. Distribution of Burnout by Age Groups by Sub-Dimensions

	Age	N	\bar{X}	Sd	Se
Obsessive Thinking Development	25 and Under	40	.745	.155	.024
	26-30 Ages	71	.752	.192	.022
	31-35 Ages	96	.743	.178	.018
	36-40 Ages	67	.723	.179	.021
	41-45 Ages	59	.729	.176	.023
	46 and Above	85	.668	.120	.013
Professional Incompetence	25 and Under	40	7.575	2.753	.435
	26-30 Ages	71	8.225	3.501	.415
	31-35 Ages	96	8.281	3.383	.345
	36-40 Ages	67	8.000	3.293	.402
	41-45 Ages	59	7.389	3.269	.425
	46 and Above	85	7.905	3.375	.366
Orientation to Reactive Personality	25 and Under	40	18.725	5.848	.924
	26-30 Ages	71	18.535	7.143	.847
	31-35 Ages	96	18.947	7.061	.720
	36-40 Ages	67	17.850	6.917	.845
	41-45 Ages	59	16.779	6.728	.876
	46 and Above	85	17.211	5.894	.639

Deterioration of Health	25 and Under	40	15,275	5,615	,887
	26-30 Ages	71	16,267	5,999	,712
	31-35 Ages	96	16,666	5,750	,586
	36-40 Ages	67	16,492	5,541	,677
	41-45 Ages	59	13,864	5,642	,734
	46 and Above	85	13,847	5,270	,571
General Burnout	25 and Under	40	47,525	13,553	2,146
	26-30 Ages	71	49,352	16,975	2,014
	31-35 Ages	96	49,989	15,197	1,551
	36-40 Ages	67	48,209	14,723	1,798
	41-45 Ages	59	43,932	15,050	1,959
	46 and Above	85	43,847	13,068	1,417

According to Table 5; As a result of the analysis performed to test the homogeneity of the variance, it was found that the variance was not homogeneous only in the obsessive thinking sub-dimension ($F_{(Sd=412-5)}=5.622$ and $p=0.000$) and the variances in the other dimensions were found to be homogeneous ($P \geq 0.05$). When examining whether there is a difference according to age groups with the ANOVA test, it was found that there was no difference according to age groups in the sub-dimensions of professional inadequacy ($p=0.599$) and reactive personality orientation ($p=0.303$). Developing obsessive thoughts ($F_{(Sd=412-5)}=2.615$ and $p=0.024$), poor health ($F_{(Sd=412-5)}=3.965$ and $p=0.002$) sub-dimensions and total burnout score ($F_{(Sd=412-5)}=2.472$ and $p=0.032$) significant differences were found in the age groups.

The results of the Post Hoc Tukey HSD and Post-Hoc Tamhane test, which were conducted to compare teachers' burnout levels with age groups, are presented in Table 6.

Table 6. Comparison of Burnout Levels and Age Groups

	Age Group	Age	Se	p
Burnout at the Level of Deterioration of Health	46 and Above	26-30 Ages	,026	,028
		31-35 Ages	,022	,016
Obsessive Thinking Level Burnout	41-45 Yaş Arası Grup	31-35 Ages	,93	,033
	46 and Above	31-35 Ages	,83	,011
		26-30 Ages	2,61	,039
General Burnout	46 and Above	31-35 Ages	2,45	,014
		26-30 Ages	2,39	,022
		31-35 Ages	2,21	,006

Since the variance in the distribution according to age was not homogeneous in the sub-dimension of developing obsessive thinking, the differences in the subgroups were examined by applying the Post-Hoc Tamhane test. As a result of this analysis, it was found that the 26-30 age group ($p=0.028$) and the 31-35 age group ($p=0.016$) developed statistically significantly more obsessive thoughts at the $p \leq 0.05$ level compared to the 46-year-old and older group. There was no statistically significant difference between other age groups and this sub-dimension.

Since the variance in the distribution according to age was homogeneous in the sub-dimension of ill health, the differences in the subgroups were examined by applying the Post-Hoc Tukey HSD test. As a result of this analysis, the teachers in the 31-35 age group stated that their health deteriorated more statistically at $p \leq 0.05$ significance level than the teachers in the 41-45 age group. Similarly, teachers in the age group of 31-35 ($p=0.011$) and teachers in the age group of 36-40 stated that their health deteriorated statistically at $p \leq 0.05$ significance level compared to teachers aged 46 and over.

As a result of the Anova test, the difference between the age groups in the total burnout score was found, and the Post-Hoc LSD test was used to determine between which subgroups these differences were. As a result of these tests, it was found that the teachers in the 41-45 age group experienced statistically less burnout at the $p \leq 0.05$ significance level than the teachers in the 26-30 age group ($p=0.039$) and the 31-35 age group ($p=0.014$). Similarly, teachers in the age group of 46 and over were statistically significantly more at $p \leq 0.05$ and $p \leq 0.01$ than teachers in the 26-30 age group ($p=0.02$) and 31-35 age group ($p=0.006$). was found to have less burnout.

The test results of the regression assumptions related to the general burnout level, which is the H_{2A} hypothesis, are given below. It is possible to find very different rules in the literature on sample size in regression analysis. It is recommended to have 10-15 data for each predictive variable in the most commonly used model (Field: 2013; 467). Since the sample size is 418, it is seen that this assumption is met.

When there is more than one predictor variable in the model, there should not be perfect multicollinearity between these variables. In other words, there should not be $r > .9$ among the predictors (Field: 2013; 496). As a result of the analysis, the largest $r = .886$ was found. Another method used to test linearity is to examine tolerance and VIF values. If the VIF value is greater than ten and the Tolerance value is below .20, it can be said that there is a problem with linearity in the data (Field: 2013;484). Linearity test VIF and Tolerance values were calculated for burnout. VIF values vary between 1.068 and 5.008, and tolerance values as well. With 200. It was found to be distributed between 994.

The Durbin-Watson test, which tests serial correlations between errors, can take a value ranging from 0 to 4. A value of 2 means that the residuals are unrelated. Values greater than 2 indicate a negative correlation, while values below 2 indicate a positive correlation. As a very conservative general rule, values less than 1 and greater than 3 indicate a problem in the data (Field: 2013;465). Durbin Watson value of the model was found to be 1.864.

It is seen in the Casewise table that 14 cases have a standardized residuals value above 2. This constitutes 3.35% of the entire sample. In this finding, it can be said that the model has representative adequacy since the number of cases is below 5% of the sample (Field: 2013;458).

Cook's Distance is a value that measures the overall effect of each of the participants in the sample on the model. Cook and Weisberg stated that values greater than 1 might distort the model (Field: 2013;459). In the study, the smallest and largest Cook's distance values were found between .000 and .047. This data shows that there are no participants that could disrupt the model.

It is stated that the Mahalanobis value at the $p = .01$ level should not be greater than 21.666 in the model with nine independent variables (Can; 2013: 257 and Field: 2013;460). The Mahal that the researchers found in this model. Their values are between 7.03 -8.886. The findings related to the tests are presented in Table 7.

Table 7. Results of Analysis of the Predictors of Burnout with Multiple Linear Regression Backward Method

Model	Variable	B	SE _B	β	t	R	R ²	ΔR^2	F
1	Constant	40.402	5.463		7.395***				
	Ethical Leadership	.109	.259	.043	.421				
	Charismatic Leadership	-.216	.300	-.071	-.721				
	Laissez-Faire Leadership	.856	.139	.320	6.154***				
	Age	-.130	.075	-.082	-1.733	.386	.149	.149	8.940***
	Branch (Basic Education)	-.936	1.733	-.031	-.540				
	Settlement (District)	-2.497	1.458	-.081	-1.700				
	School Level (High School)	1.994	1.840	.060	1.083				
	Gender (Female)	2.989	1.440	.098	2.075*				
2	Constant	41.046	5.223		7.863***				
	Charismatic Leadership	-.107	.151	-.035	-.708				
	Laissez-Faire Leadership	.843	.136	.316	6.214***				
	Age	-.130	.075	-.082	-1.736				
	Branch (Basic Education)	-.941	1.731	-.031	-.543	.385	.148	.000	10.212***
	Settlement (District)	-2.448	1.455	-.080	-1.682				
	School Level (High School)	1.972	1.838	.059	1.073				
	Gender (Female)	3.059	1.429	.100	2.140*				

3	Constant	40.718	5.179		7.863***				
	Charismatic Leadership	-.105	.151	-.035	-.693				
	Laissez-Faire Leadership	.844	.136	.316	6.226***				
	Age	-.138	.073	-.087	-1.885	.385	.148	-.001	11.885***
	Settlement (District)	-2.314	1.433	-.075	-1.615				
	School Level (High School)	2.514	1.542	.075	1.630				
	Gender (Female)	2.950	1.414	.097	2.086*				
4	Constant	38.352	3.891		9.857***				
	Laissez-Faire Leadership	.882	.124	.330	7.101***				
	Age	-.139	.073	-.088	-1.903				
	Settlement (District)	-2.356	1.430	-.077	-1.647	.383	.147	-.001	14.184***
	School Level (High School)	2.552	1.540	.076	1.657				
	Gender (Female)	2.982	1.412	.098	2.111*				
5	Constant	36.351	3.704		9.814***				
	Laissez-Faire Leadership	.920	.122	.344	7.529***				
	Age	-.138	.073	-.087	-1.885	.376	.141	-.006	16.982
	School Level (High School)	2.283	1.535	.068	1.487				
	Gender (Female)	3.046	1.415	.100	2.153*				
6	Constant	37.447	3.635		10.301***				
	Laissez-Faire Leadership	.923	.122	.345	7.538***				
	Age	-.148	.073	-.094	-2.029*	.370	.137	-.005	21.842
	Gender (Female)	2.866	1.412	.094	2.031*				

*p<.05, **p<.01, ***p<.001

Analysis of the predictors of burnout was performed using the multiple linear regression Backward method. The results of the analysis are summarized in Table 7. Six models were created by the backward subtraction method. In the sixth model, it was observed that there were three variables that could predict burnout in a statistically significant way. When the sixth model is examined, it is seen that the B values of both predictors are different from 0 and greater than the standard error values, except for the age variable. If a predictor variable has a significant effect on predicting the result, the B value should not only be non-zero but should also be greater than the standard error value (Field: 2013; 475).

When Table 7 was examined, it was found that the model showed statistical significance at the $p \leq .001$ level (Model 6 $F=21,842$ and $p \leq .001$). Considering the predictive power of the variables in the model, it was found that the variables with the power to explain the burnout in teachers were 34.5% of the Laissez-Faire leadership style of the school administrators, 9.4% of the teachers' gender (Female) and -9.4% of the teacher's age. The negative explanatory power of the teachers' age variable results from the B value being smaller than the standard error value, and it has been explained in the previous paragraph. It is also understood from the table that the model has the power to explain 13.7% of the variance.

According to the findings related to the $H2_B$ hypothesis; The test results of the regression assumptions related to the professional inadequacy sub-dimension of burnout are given in Table 8. As a result of the analysis, the largest $r=.886$ was found. This finding can be interpreted as the model is linear. In addition, VIF and Tolerance values were calculated for the linearity test. It was found that the VIF values ranged between 1.073 and 5.008, and the tolerance values were also distributed between .200 and .999. Durbin Watson's value of the model was found in 2.002. It is seen in the Casewise table that 12 cases have a standardized residuals value above 2. This constitutes 2.87% of the entire sample. This finding shows that the model has representative adequacy as a case below 5% of the sample. In the study, the smallest and largest Cook's distance values were found between .000 and .034. This data shows that there are no participants that could disrupt the model. In this model, Mahal. values were found to vary between .318 and 9.687.

Table 8. Results of the Analysis of Burnout with the Multiple Linear Regression Backward Method on the Predictors of the Vocational Disability Sub-Dimension

Model	Variable	B	SH _B	β	t	R	R ²	ΔR^2	F	
1	Constant	6.543	1.223		5.530***					
	Ethical Leadership	.018	1.223	.032	.298					
	Charismatic Leadership	-.058	.069	-.087	-.839					
	Laissez-Faire Leadership	.130	.032	.222	4.077***					
	Age	.008	.017	.024	.489	.280	.079	.079	4.361***	
	Branch (Basic Education)	-.312	.398	-.047	-.784					
	Gender (Female)	-.386	.331	-.057	-1.166					
	Settlement (District)	-.161	.335	-.024	-.482					
2	Constant	6.663	1.154		5.775***					
	Charismatic Leadership	-.040	.035	-.060	-1.150					
	Laissez-Faire Leadership	.128	.031	.217	4.114***					
	Age	.008	.017	.024	.488					
	Branch (Basic Education)	-.313	.398	-.047	-.787	.280	.078	.000	4.982***	
	Gender (Female)	-.397	.328	-.059	-1.210					
	Settlement (District)	-.156	.334	-.023	-.467					
	School Level (High School)	.649	.422	.088	1.537					
3	Constant	6.539	1.122		5.830***					
	Charismatic Leadership	-.041	.035	-.061	-1.170					
	Laissez-Faire Leadership	.131	.031	.222	4.241***					
	Age	.008	.017	.023	.477					
	Branch (Basic Education)	-.282	.392	-.042	-.719	.279	.078	.000	5.787***	
	Gender (Female)	-.398	.328	-.059	-1.212					
	School Level (High School)	.650	.422	.088	1.540					
	4	Constant	6.813	.962		7.084***				
Charismatic Leadership		-.040	.035	-.060	-1.157					
Laissez-Faire Leadership		.130	.031	.221	4.234***					
Branch (Basic Education)		-.244	.383	-.037	-.637	.278	.077	-.001	6.912***	
Gender (Female)		-.371	.323	-.055	-1.149					
School Level (High School)		.656	.421	.089	1.558					
5		Constant	6.641	.922		7.201***				
		Charismatic Leadership	-.039	.035	-.059	-1.139				
	Laissez-Faire Leadership	.130	.031	.220	4.231***					
	Gender (Female)	-.348	.321	-.052	-1.085	.277	.076	-.001	8.551***	
	School Level (High School)	.805	.350	.109	2.300*					
	6	Constant	6.568	.920		7.139***				
		Charismatic Leadership	-.041	.035	-.061	-1.180				
		Laissez-Faire Leadership	.128	.031	.216	4.161***	.272	.074	-.003	11.003***
School Level (High School)		.777	.349	.105	2.225*					
7		Constant	5.622	.452		12.437***				
		Laissez-Faire Leadership	.142	.028	.241	5.097***				
		School Level (High School)	.790	.349	.107	2.262*	.266	.071	-.003	15.794***

*p<.05, **p<.01, ***p<.001

The multiple linear regression backward method was used to analyze the predictors of the occupational disability sub-dimension of burnout. The analysis results are summarized in Table 8. 7 models were created by the backward subtraction method. In the seventh model, it was found that two variables that could predict burnout in a statistically significant way remained. When the seventh model is examined, it is seen that the B values of both predictors are both greater than 0 and greater than the standard error values.

In Table 8, where the findings related to the occupational inadequacy sub-dimension of burnout are shown, it was found that the model showed statistical significance at the $p \leq .001$ level ($F = 15.794$ and $p \leq .001$). Considering the predictive power of the predictors in the variance in the model, it was found that the variables that have the power to explain the professional inadequacy sub-dimension of burnout in teachers were found to have the predictive power of the Laissez-Faire Leadership style of the school administrators 24.1% and the school level of the teacher 10.7%, respectively. It is also understood from Table 8 that the model has the power to explain 7.1% of the variance.

Regarding the $H2_c$ Hypothesis; The test results of the regression assumptions related to the reactive personality orientation sub-dimension of burnout and the reactive personality orientation sub-dimension of burnout are given below.

VIF and Tolerance values were calculated for the linearity test. It was found that the VIF values ranged between 1.023 and 5.008, and the tolerance values were distributed between .200 and .961. Durbin Watson value of the model was found to be 1.894. It is seen in the Casewise table that 2 cases have a standardized residuals value above 2. This constitutes 0.48% of the entire sample. This finding shows that the model has representative adequacy as a case below 5% of the sample. In the study, the smallest and largest Cook's distance values were found between .000 and .045. In this model, Mahal. values were found to vary between -.045 and 9.054. This data shows that there are no participants that could disrupt the model.

Analysis of the predictors of the reactive personality orientation sub-dimension of burnout was performed using the multiple linear regression Backward method. The results of the analysis are summarized in Table 9.

Table 9. Results of Analysis of Burnout with Multiple Linear Regression Backward Method on the Predictors of Orientation to Reactive Personality Sub-Dimension

Model	Variable	B	SH _B	β	t	R	R ²	ΔR^2	F
1	Constant	18.203	2.486		7.321***				
	Ethical Leadership	.097	.121	.086	.800				
	Charismatic Leadership	-.158	.140	-.117	-1.125				
	Laissez-Faire Leadership	.216	.065	.182	3.330**				
	Age	-.033	.035	-.047	-.955	.253			
	Branch (Basic Education)	-.954	.809	-.071	-1.179	.064	.064		3.492***
	Gender (Female))	-.689	.673	-.051	-1.025				
	Settlement (District)	-1.344	.681	-.098	-1.973*				
School Level (High School)	.018	.860	.001	.021					
2	Constant	18.213	2.438		7.471***				
	Ethical Leadership	.097	.121	.086	.801				
	Charismatic Leadership	-.158	.140	-.117	-1.127				
	Laissez-Faire Leadership	.216	.065	.182	3.334**				
	Age	-.033	.035	-.047	-.956	.253			
	Branch (Basic Education)	-.964	.679	-.072	-1.419	.064	.000		4.001***
	Gender (Female)	-.689	.672	-.051	-1.026				
	Settlement (District)	-1.344	.680	-.098	-1.975*				
3	Constant	18.856	2.300		8.197***				
	Charismatic Leadership	-.160	.071	-.045	-.862				
	Laissez-Faire Leadership	.205	.063	.172	3.239**				
	Age	-.034	.035	-.047	-.960	.250			
	Branch (Basic Education)	-.958	.679	-.071	-1.411	.062	-.001		4.565***
	Gender (Female)	-.751	.666	-.055	-1.126				
	Settlement (District)	-1.316	.679	-.096	-1.938				
4	Constant	17.507	1.685		10.391***				
	Laissez-Faire Leadership	.227	.058	.191	3.914***				
	Age	-.034	.035	-.049	-.984				
	Branch (Basic Education)	-.955	.678	-.071	-1.407	.247			
	Gender (Female)	-.768	.667	-.056	-1.151	.061	-.002		5.332***
	Settlement (District)	-1.338	.679	-.098	-1.972*				
5	Constant	16.310	1.166		13.986***				
	Laissez-Faire Leadership	.229	.058	.192	3.950***				
	Branch (Basic Education)	-1.099	.662	-.082	-1.660	.242			
	Gender (Female)	-.879	.657	-.065	-1.338	.059	-.002		6.424***
	Settlement (District)	-1.355	.678	-.099	-1.998*				
6	Constant	15.979	1.064		14.433***				
	Laissez-Faire Leadership	.224	.058	.188	3.867***				
	Settlement (District)	-1.362	.679	-.100	-2.006*	.233	-.004		7.954***

*p<.05, **p<.01, ***p<.001

According to the findings presented in Table 9, the backward subtraction method created six models. In the sixth model, it was found that two variables that could statistically significantly predict the reactive personality orientation sub-dimension of burnout remained. When the sixth model is examined, it is seen that the B values of both predictors are both different from 0 and larger than the standard error values (except for the Settlement Variable). The model was found to have statistically significant predictive power at $p \leq .001$ ($F=7.954$ and $p \leq .001$). Considering the predictive power of the predictors in the variance in the model, it was found that the variables that have the power to explain the reactive personality orientation sub-dimension of burnout in teachers have the predictive power of 18.8% of the liberal leadership style of the school administrators and -10% of the settlement (district) where the teacher works. The negative explanatory power of the settlement variable is the result of the B value being small in the standard error value. It is also understood from the table that the model as a whole has the power to explain 5.4% of the variance.

Regarding the H_{2D} Hypothesis; The test results of the regression assumptions related to the obsessive thinking orientation sub-dimension of burnout are given in Table 10. VIF and Tolerance values were calculated for the linearity test. It was found that the VIF values ranged between 1.042 and 5.004, and the tolerance values were also distributed between .200 and .999. Durbin Watson value of the model was found as 2.027. It is seen in the Casewise table that 25 cases have a standardized residuals value above 2. This constitutes 5.98% of the entire sample. Since this finding is about 5% of the sample, it can be considered that the model has representative adequacy. In the study, the smallest and largest Cook's distance values were found between .000 and .026. This data shows that there are no participants that could disrupt the model. In this model, Mahal. values were found to vary between 1.416 and 12,338.

Table 10. Results of Analysis of Burnout with Multiple Linear Regression Backward Method on the Predictors of the Obsessive Thinking Sub-Dimension

Model	Variable	B	SH _B	β	t	R	R ²	ΔR^2	F
1	Constant	.667	.058		11.406***				
	Ethical Leadership	-.002	.003	-.068	-.675				
	Charismatic Leadership	.004	.003	.110	1.128				
	Laissez-Faire Leader	.010	.002	.331	6.435***				
	Age	-.002	.001	-.126	-2.661**	.418	.174	.174	10.803***
	Branch (Basic Educ.)	-.060	.026	-.175	-2.347*				
	Gender (Female)	.031	.016	.090	1.918				
	Settlement (District)	-.032	.017	-.092	-1.934				
	School Level (High School)	.016	.027	.044	.577				
2	Constant	.667	.058		11.426***				
	Ethical Leadership	-.002	.003	-.068	-.675				
	Charismatic Leadership	.004	.003	.108	1.103				
	Laissez-Faire Leader	.110	.002	.329	6.415***				
	Age	-.002	.001	-.121	-2.600**	.417	.174	-.001	12.319***
	Branch (Basic Educ)	-.049	.016	-.142	-2.994**				
	Age	.032	.016	.092	1.984*				
	Settlement (District)	-.034	.016	-.098	-2.89*				
3	Constant	.654	.055		11.874***				
	Charismatic Leadership	.002	.002	.051	1.030				
	Laissez-Faire Leader	.010	.002	.336	6.721***				
	Age	-.002	.001	.121	-2.599**	.416	.173	-.001	14.315***
	Branch (Basic Educ.)	-.049	.016	-.142	-3.003				
	Gender (Female)	.033	.016	.096	2.080*				
	Settlement (District)	-.035	.016	-.099	-2.127*				
4	Constant	.693	.040		17.164***				
	Laissez-Faire Leader	.010	.001	.315	6.886***				
	Age	-.002	.001	-.119	-2.571**				
	Branch (Basic Educ)	-.049	.016	-.142	-3.008**	.413	.171	-.002	16.963***
	Gender (Female)	.034	.016	.097	2.110*				
	Settlement (District)	-.034	.016	-.097	-2.090*				

* $p < .05$, ** $p < .01$, *** $p < .001$

According to Table 10, according to the analysis results, in which the multiple linear regression Backward method was used, four models were created by the backward subtraction method. In the fourth model, it was found that five variables that could predict burnout in a statistically significant way remained. When the fourth model is examined, it is seen that B values are both greater than 0 and greater than the standard error values, excluding the predictors of residence, age and branch, among the five predictors. It was also determined that the model showed statistical significance at the $p \leq .001$ level ($F=16.963$ and $p \leq .001$). When the predictive power of the predictors in the model to predict the change in variance is considered, the variables that have the power to explain the obsessive thinking orientation sub-dimension of burnout in teachers are 31.5% of the liberal leadership style of the school administrators, the branch of the teachers (Basic Education) - 14.2%, the age of the teachers -11.9%, the gender of the teachers, respectively. Male) 9.7% and the teacher's place of residence (District) was found to have -9.7% predictive power. The fact that the BSH values of the residential, age and branch predictors are lower than the B values indicate that the prediction is in the negative direction. It is also understood from the table that the model as a whole has the power to explain 17.1% of the variance.

The test results of the regression assumptions related to the health deterioration sub-dimension of burnout related to the $H2_E$ Hypothesis are given below. VIF and Tolerance values were calculated for the linearity test. It was found that the VIF values ranged between 1.073 and 5.008 and the tolerance values ranged between .200 and .994. Durbin Watson's value of the model was found as 1.911. It is seen in the Casewise table that 13 cases have a standardized residuals value above 2. value constitutes 3.11% of the whole sample. This finding can also be considered representative of the model since the number of cases is less than 5% of the sample. In the study, the smallest and largest Cook's distance values were found between .000 - .032. This data shows that there are no participants that could disrupt the model. In this model, Mahal. Values were found to vary between .703 -8.886.

Analysis of the predictors of the reactive personality orientation sub-dimension of burnout using the multiple linear regression Backward method. The results of the analysis are summarized in Table 11. Six models were created by the backward subtraction method. In the sixth model, it was found that three variables that could statistically significantly predict the ill-health sub-dimension of burnout remained. When the sixth model is examined, it is seen that the B values of all three predictors are both different from 0 and greater than the standard error values.

Table 11. Results of the Analysis of Burnout with the Backward Method of Multiple Linear Regression on the Predictors of the Impairment of Health Sub-Dimension

Model	Variable	B	SH _B	β	t	R	R ²	ΔR ²	F
1	Constant	11.805	2.038		5.799***				
	Ethical Leadership	.013	.096	.014	.138				
	Charismatic Leadership	-.055	.112	-.048	-.493				
	Laissez-Faire Leadership	.336	.052	.329	6.484***				
	Age	-.017	.028	-.117	-2.534*	.439			
	Branch (Basic Education)	.953	.646	.082	1.476	.192	.192	12.176***	
	Gender (Female)	2.532	.537	.217	4.719***				
	Settlement (District)	-.365	.543	-.031	-.672				
School Level (High School)	1.045	.686	.082	1.523					
2	Constant	11.886	1.946		6.108***				
	Charismatic Leadership	-.042	.056	-.036	-.740				
	Laissez-Faire Leadership	.335	.051	.327	6.616***				
	Age	-.071	.028	-.117	-2.538*				
	Branch (Basic Education)	.952	.645	.082	1.477	.439	.000	13.946***	
	Settlement (District)	-.361	.542	-.031	-.667	.192			
	School Level (High School)	1.042	.685	.082	1.522				
	Gender (Female)	2.541	.532	.217	4.772***				

3	Constant	11.598	1.896		6.117***			
	Charismatic Leadership	-.043	.056	-.037	-.766			
	Laissez-Faire Leadership	.340	.050	.332	6.805***			
	Age	-.071	.028	-.117	-2.557*	.438		
	Branch (Basic Education)	1.025	.635	.089	1.614	.191	-.001	16.219***
	School Level (High School)	1.043	.684	.082	1.525			
Gender (Female)	2.542	.532	.217	4.776***				
4	Constant	10.605	1.386		7.667***			
	Laissez-Faire Leadership	.356	.045	.348	7.816***			
	Age	-.072	.028	-.119	-2.582**	.436		
	Branch (Basic Education)	1.043	.634	.090	1.643	.190	-.001	19.364***
	School Level (High School)	1.067	.683	.083	1.562			
	Gender (Female)	2.553	.532	.218	4.802***			
5	Constant	11.068	1.353		4.806***			
	Laissez-Faire Leadership	.358	.046	.350	7.851***			
	Age	-.070	.028	-.116	-2.528*	.431		
	Branch (Basic Education)	.498	.531	.043	.938	.185	-.005	23.513***
	Gender (Female)	2.560	.533	.219	4.806***			
6	Constant	11.022	1.352		8.151***			
	Laissez-Faire Leadership	.358	.046	.351	7.873***	.429		
	Age	-.065	.027	-.107	-2.382*	.184	-.002	31.067***
	Gender (Female)	2.643	.525	.226	5.033***			

*p<.05, **p<.01, ***p<.001

Table 11, in which the findings related to the ill-health sub-dimension of burnout are shown, also showed that the model predicted statistically at the $p=.001$ level (Model 6 $F=31.067$ and $p \leq .001$). Considering the predictive power of the change in variance of the predictors in the sixth model, it was found that the variables that have the power to explain the health deterioration sub-dimension of burnout in teachers are 35.1% of the liberal leadership style of the school administrators, the gender of the teachers (Female) 22.6% and the age of the teacher -10.7%. The negative explanatory power of the age variable results from the small B value in the standard error value. It is also understood from the table that the model as a whole has the power to explain 18.4% of the variance.

DISCUSSION, CONCLUSIONS AND SUGGESTIONS

This study examined the relationship between the type of burnout experienced by teachers in the emergency distance education process and the type of leadership that school principals have. The following results were obtained according to the situations examined within the framework of 9 hypotheses.

As a result of the evaluation of the first hypothesis ($H1_A$), it was determined that female teachers experienced more burnout than male teachers according to their total burnout status. According to the sub-dimensions, it was determined that male teachers performed more obsessive thinking. On the other hand, female teachers exhibited more professional inadequacy, a tendency to reactive personality, and deterioration of health than male teachers. Although this finding is in line with the results of studies conducted by Yavuz (2019), Şanlı and Tan (2017), many studies are showing that gender does not affect burnout (Cinay, 2015; Polat, 2018; Karaaslan et al., 2020; Öztürk & Erdem, 2020).

As a result of the evaluation of the second hypothesis ($H1_B$), the relationship between the burnout type of teachers and the school level they work in was examined. As a result of the examination, it was determined that the sub-dimensions of developing obsessive thoughts, reactive personality orientation and professional inadequacy were related to the school level. When the literature is examined, it is seen that there are studies that determine that school level does not affect burnout (Polat, 2018).

According to the evaluation of the $H1_C$ hypothesis, it was determined that the teachers' perception of inadequacy and their orientation towards reactive personality did not differ according to age. However, the points of developing obsessive thoughts, deterioration of health and total burnout

differed according to age. As a result of the differentiation of the total burnout score according to age, it is seen that it is in parallel with the results of the research conducted by Yüksek and Erçen (2009) and Kırıl and Diri (2016), in which age differs with different burnout dimensions. On the other hand, it is noteworthy that there are studies that determine that different burnout dimensions do not differ according to age, as in the study by Kayabaşı (2008), Polat, Ercengiz and Tetik (2012), Duman, Sak and Sak (2020).

The variables predicting the overall score and different sub-dimensions of burnout were analyzed within the H2_A, H2_B, H2_C, H2_D and H2_E hypotheses. When the sub-dimensions of burnout are examined; It has been determined that the liberal leadership style of the school administrators and the school level of the teacher predict the professional inadequacy, and the liberal leadership style of the school administrators and the settlement where the teacher works predict the reactive personality orientation sub-dimension of the burnout in the teachers. In addition, it was determined that the liberal leadership style of the school administrators, the branch of the teachers, the age of the teachers, the gender of the teachers and the place where the teacher worked had the power to explain the obsessive thinking sub-dimension of burnout in teachers. Finally, it was found that the variables that have the power to explain the health deterioration sub-dimension of burnout in teachers are the liberal leadership style of the school administrators, the gender of the teachers and the age of the teacher, respectively. Accordingly, the variables that predict teachers' burnout were determined by the liberal leadership style of the school administrators, the gender of the teachers, and the teacher's age.

When the literature is examined, it is seen that studies on the type of leadership associated with teachers' burnout have been conducted. However, it has not been determined which type of leadership affects teachers' burnout. On the other hand, it is noteworthy that there are studies presenting findings that teachers' awareness of the type of leadership exhibited by school administrators reduces the level of burnout they experience (Bakan et al., 2015). In addition, it is noteworthy that studies are showing that the type of leadership that school administrators have and the level of burnout of teachers are significant (Kılıç, 2017). In another study examining teachers' professional burnout using the Multi-Factor Leadership Scale, it has been determined that the type of leadership that school administrators have is also effective on different sub-dimensions such as teachers' general burnout and emotional exhaustion depersonalization and personal success (İnceağaç, 2020). According to all these results, it can be said that the liberal leadership type of school administrators is a variable that affects and predicts teachers' perception of professional inadequacy, the tendency of burnout to reactive personality and obsessive thinking, and the deterioration of teachers' health. When the results obtained in this study are examined within the framework of these studies in the literature, it can be said that similar results have been reached, and the studies in the literature support the study results.

Since this study was carried out in a period when education and training activities were carried out with the distance education method during the pandemic period, the researchers collected the data by reaching the teachers with their efforts. For this reason, it is considered appropriate to collect the scales over a wider audience by re-applying the scales to the teachers in the period when face-to-face education started—considering that total burnout may be because female teachers experience more professional burnout according to the results of gender distribution and have to carry out their family responsibilities intensively. Their professional responsibilities are recommended to collect data covering not only professional burnout but also general psychological well-being. In addition, if the total burnout scores of teachers with high seniority are high, considering the necessity of using technological infrastructures in the emergency distance education process, it is recommended to carry out studies that include technological literacy skills in time.

Considering the sub-dimensions of burnout in teachers, it is seen that there are factors such as professional inadequacy, the tendency to obsessive thinking, and deterioration of health. It is thought that it will be important for school administrators to consider teachers' achievements in administrative processes, to support their personal development, and to take measures to ensure that they continue

their professional life in a peaceful working environment, thus contributing to teachers' psychological well-being outside of their professional lives.

Considering the leadership type and burnout status of school administrators, it is thought that the more liberating management behaviours of the administrators may have contributed to the reduction of burnout levels, as it may give the feeling that there is no intense pressure on the teachers. It is thought that this situation points to an enlightening result for school administrators who have an authoritarian attitude. In order to raise awareness about the type of leadership that has such an impact on the working environment in the institution, it is considered essential to encourage school administrators to display liberal leadership behaviours at a balanced level.

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Ethical Statement: The University of Kastamonu approved this quantitative descriptive research. A convenient sampling strategy was employed, and the unit of analysis was 418 teachers randomly selected from among the teachers working in schools affiliated with the Ministry of National Education in Turkey. All the teachers were invited to participate in this web-based survey, and the data was collected online using Google Forms for four months starting in the summer. The information about volunteered Participation in the study was given to the participants. Participants were included in the research in line with their own decisions. Furthermore, no personal information was requested from them.

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