

Navigating The Shadows: Exploring The Impact of Self-Centered Leadership on Teacher Emotional Exhaustion

Dr. Ayesha Alazmi

Kuwait University

Abstract

Researchers studying educational leadership theory tend to examine positive leadership behaviors and their outcomes far more frequently than their opposite. Such a lopsided approach, while admirable in its intent, has undermined efforts to identify and excise the continuation of poor leadership attributes currently extant. This study aims to address the latter issue by investigating how, and under what conditions, a school principal's self-centered leadership (SCL) style contributes to the proliferation of teacher emotional exhaustion (TEE) amongst school faculty. Data collected from 855 teachers in 72 Kuwaiti public schools were analyzed via regression analysis and bootstrapping tests to evaluate a moderated mediation model of SCL effects on TEE; teacher diffident silence (DS) acted as the mediator, while teacher ambivalent identification (AI) served as the moderator. The results revealed that DS partially mediates the relationship between SCL and TEE. Additionally, AI mitigates the positive relationship between SCL and DS as well as the indirect effects of SCL on TEE via DS. Our discussion highlights the benefits of understanding the roles of DS and AI in the relationship between SCL and TEE, and offers recommendations for improving school leadership practices.

Keywords Self-Centered Leadership, Teacher Emotional Exhaustion, Diffident Silence, Ambivalent Identification, School Principal.