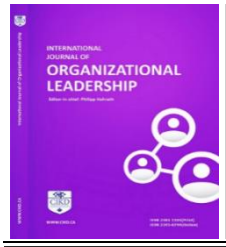
International Journal of Organizational Leadership 14(2025) 591-611



INTERNATIONAL JOURNAL OF ORGANIZATIONAL LEADERSHIP

WWW.CIKD.CA

journal homepage: https://www.ijol.cikd.ca

The Impact of Agile Leadership on Burnout: The Mediating Role of Workload in Teacher Education Contexts in Malaysia

Dayang Rafidah Syariff M. Fuad[1*], Mohamad Rohieszan Ramdan[2], Mohd Danial Afiq Khamar Tazilah[3], Vivemarlyene F. Mudin[4], Haidatullaila Binti Khalid[5]

[1,2,3]Faculty of Management and Economics, Universiti Pendidikan Sultan Idris, Perak, Malaysia
[4,5]Institut Pendidikan Guru, Kampus Keningau, Sabah, Malaysia

Keywords:
Agile leadership, Burnout, Workload, Teacher education, Structural equation modelling

Received
18 June 2025
Received in revised form
18 July 2025
Accepted
26 July 2025

Correspondence:
dayang@fpe.upsi.edu.my

ABSTRACT

Burnout is an increasingly significant issue in higher education, particularly among lecturers who report being overloaded with tasks, buried in administrative duties, and facing changes to their teaching of students. This study examines the impact of Agile leadership, which places significant importance on flexibility, collaboration, and responsiveness, on the workload and burnout experienced by lecturers. Grounded in Agile Leadership Theory and the Job Demands-Resources (JD-R) and Demand-Control-Support (DCS) models, this research examines the role of these leadership styles in the evolving landscape of higher education concerning emotional well-being. The respondents were lecturers from teacher training institutions in Malaysia who completed standardised questionnaires to gauge their perceptions of agile leadership practices, work overload, and burnout. As a result of data analysis by SEM, a complex relationship among these three factors was uncovered. Results suggested that Agile leadership was associated with experiencing lower workload stress, partly due to its emphasis on efficient planning, granting lecturers the necessary authority, and fostering teamwork. It was also linked to increased rates of burnout. This constant push to change and be self-directed is probably what creates emotional weaknesses in lecturers as well. The study also found that burnout was highly associated with the volume of work that occupations perceived they needed to do, with emotional exhaustion in particular making workloads seem even heavier. These results reveal a paradox – agile leadership may decrease the difficulty of juggling work for lecturers, yet could increase the psychological cost if emotional support is not perceived as being offered adequately.

Malaysia's educational transformation began in early 2013 with the introduction of the Malaysia Education Blueprint 2013-2025. One of its primary objectives is to transform teaching into a profession of choice for all. However, one of the costs of maintaining a stable workforce is burnout, a severe problem. It is associated with lower productivity levels, higher employee turnover rates, and increased healthcare costs. Emotionally, it shows up as a detachment from the work and a vague sense of meaninglessness. It is an emotional wasteland. Chronic workplace stressors, including excessive workloads, ineffective leadership, and a lack of work-life balance, are often the primary causes of stress. Moreover, it remains a depressing reality, as teacher burnout remains a pervasive issue. The case of lecturers is one psychological aspect that is found to be related to stress factors in the role they play towards education. A study conducted among Malaysian Teacher Education Institutes (IPG) has found that lecturers are experiencing emotional exhaustion, depersonalization, and a lower sense of personal accomplishment. Likewise, burnout (the lack of internal motivation for performing job duties) was identified as an important job-related career factor for teachers (Ab Hamid & Othman, 2022).

It was years, if not decades, of making the wrong choice, and it was crucial in terms of staff retention. Confirming this, Hamid et al. (2021) also suggested that teachers may be strongly professionally pressured and have high emotional loads. This is compounded by the necessity of meeting the varied requirements of students in terms of suitable care that accommodates their attitudes and lifestyles. Moreover, the net effect of all these pressures is to erode the resilience of teachers and to wear down the heart of their professional day-to-day lives. They may struggle to get started in work at teaching centres where they feel comfortable. So, the reframe on teacher burnout is not just about being nicer; it is about being better at educating everyone. We must safeguard what teaching truly is — the very heart of teaching. Fatigued, worn-out, and burnt-out teachers can find it progressively challenging to connect with students, experiment with new teaching approaches, or provide meaningful service to their schools (Deep et al., 2025).

In this context, agile leadership is gaining increasing attention as a promising approach to managing the complexity and speed of educational systems in the modern era. Pioneering the principles of flexibility, empowerment, collaboration, and iterative review, agile leadership requires organisations to be adaptable, responsive, and responsible (Yuet et al., 2025). For instance, new research evidence highlights creative adaptability, empathetic agility, and responsive clarity as skills that are necessary to drive the flexibilization of organisational processes and structures without impairing occupational health (Park & Park, 2020). This is an example of the problems that agile working practices in schools can avoid, and it is also the reason that schools using these practices show higher adoption of new technology, higher levels of reaching all their teachers, and substantially more stakeholder satisfaction across the board.

Therefore, academic freedom and involvement in decision-making through shared governance are other ways to alleviate stress. Despite its burgeoning popularity, agile leadership still has much to learn about how it addresses burnout. Upon reviewing the literature, it is noteworthy that one of the core components of agile leadership has consistently shown negative results in mitigating burnout (Luijtelaar et al., 2023). One of the most significant components connecting leadership and burnout is campus workload. Several factors, including additional logistical duties, long working hours, and unclear role expectations, influence faculty workloads in Malaysia (Wahab et al., 2024). These pressures have only increased in recent years, with rapid changes in organisation and technology leading to greater strain and emotional fatigue.

Research confirms that heavy workloads, in particular, particularly during times of fundamental change, generate greater burnout and emotional exhaustion (Otalvaro et al., 2021).

However, things are not simple. Furthermore, certain psychosocial factors also have an impact. It has been found that teachers who possess high levels of self-efficacy and skills such as proactive problem-solving or a coping style can resist burnout better under stress due to their mental resource base (Lan et al., 2024; Beram et al., 2023). Interventions that enable educators to manage their workloads and develop these qualities could create a more supportive environment, decrease burnout, and ultimately improve both educator well-being and educational quality (Deep et al., 2025; Shahruddin et al., 2024). We require a comprehensive understanding of workload and burnout in the education sector. This may involve addressing both organisational and individual issues through enhanced leadership development, fair distribution, and a revised organisational culture (Puangsri et al., 2025; Yeo & Kim, 2024). Accordingly, this study aims to explore the association between agile leadership and burnout, with a focus on workload as a mediating factor in this relationship. We aim to uncover a set of more effective leadership and organisational practices, which, at their core, are about caring for teachers and contribute to the creation of a healthier society.

Theoretical Framework

This work is an extension of Agile Leadership Theory, a theory addressing how leaders lead organisations in a time of rapid change and growing complexity. Leadership agility is critical in today's dynamic educational landscape, as organisations continually respond to new pedagogies and learning strategies, technological advances, and evolving expectations. Agile leadership is about being nimble, empowering others, and being responsive to change. It requires leaders to think on their feet, act quickly, and create an environment in which staff make decisions collectively. It allows an organisation to sustain its agility across four dimensions: open minds, adaptive skills, context-sensitive styles, and strategic roles (Tandon et al., 2024). Central to this is learning agility, the ability and willingness to learn from experience and apply that learning to effective action in new and different experiences, while being flexible and open to learning, continuously learning, adapting, and changing (Dai & De Meuse, 2021).

In a more academic sense, it is leaders who can confidently lead their teams in an environment of uncertainty and instil a culture of continuous learning and feedback. They often practice a distributed form of leadership where decision-making is something for everyone to feel included and responsible for (Hofman et al., 2023; Musa et al., 2020). This adaptive manoeuvrability stands in stark contrast to traditional, top-down models of leadership that cannot adapt quickly enough to the rapid pace of institutional change. Even if transformational and transactional leadership are still relevant, leadership models may not be sufficient today to address the challenges faced by education in the 21st-century, globalised society.

Agile leadership is further enhanced by paradox leadership (Lewis et al., 2014), which oscillates between stability and change. However, in the end, its efficacy will likely come down to how adeptly it can handle the kind of day-to-day pressures — workload, stress, and so forth — that shape educators' well-being and effectiveness. Agile leadership appears to possess its own distinct and commendable qualities, but may unintentionally contribute to increased pressure in a performance-driven environment. How, then, do we understand that the continuous demands of being "better" and "faster" create role conflict, role variance, and role

overload, which gradually culminate in psychological stress? Moreover, here is where it gets serious: burnout.

Burnout is defined as a psychological response to chronic work-related stress, involving emotional exhaustion, cynicism, and decreased professional efficacy. This tendency has been particularly sharp in education. In Malaysia, lecturer burnout is common within the Institute of Teacher Education (IPG), and many lecturers encounter emotional exhaustion and withdrawal (Yusoff et al., 2020). Mustapa et al. (2023) also link burnout to poor job satisfaction and highlight its impact on staff motivation and retention. This research employs role theory, the stress-strain model, and alienation theory to conceptualise the relationship between leadership and burnout.

Role theory posits that burnout is likely to develop when employees experience problematically high levels of role conflict, role ambiguity, and role overload, precisely the types of situational demands pervasive in the academic context where faculty members are typically required to juggle responsibilities for teaching, research, administration, and support for students (Li & Ye, 2021). These findings are also supported by Truhan (2023) and Groggel et al. (2022), who demonstrate that emotional demands and role overload are positively related to mental fatigue and the risk of burnout. In addition, the stress-strain model further complicates the issue by framing burnout as a consequence of long-term, if not chronic, demands that over time exceed the individual's capacity to cope (Pines & Keinan, 2005). If left unresolved, employees may get trapped in a vicious circle of exhaustion, weakening their ability to recover (Guthier et al., 2020). Theories like these two help paint a piece of the picture on why otherwise well-intended leadership approaches could backfire if they do not consider workloads and emotional well-being.

An alienation view of burnout, however, holds that burnout can be seen as a feeling of 'distance' from work or that one is 'not performing the true self' at work. In schools, this may manifest in teachers who are disillusioned with their mission, feel distanced from their students, and are disoriented regarding their professional identity (Pines & Keinan, 2005; Truhan, 2023). Indeed, across these models, a consistent finding emerges that workload is one of the strongest predictors of burnout. Repeated pressure, such as tight deadlines, emotional demand, and ongoing cognitive overload, can lead to burnout amongst teachers when there is a lack of autonomy and support.

To explore the relationship, this paper draws on two popular theories in research: The Job Demands-Resources (JD-R) Model and the Demand-Control-Support (DCS) Model. Bakker and Demerouti (2004) explain that job demands deplete energy and create stress, while job resources replenish the loss and improve the well-being of employees. This is a dual-route model, whose mechanisms include an individual health impairment process (linking job demands, work overload, and burnout) and a motivational process (related to resource allocation, work engagement, and resilience development) (Llorens et al., 2006). Our model has further developed to include digital fatigue, coping strategies, and organisational disruptions (Demerouti & Bakker, 2023; Li et al., 2025), and, as such, is particularly pertinent to the contemporary educational landscape.

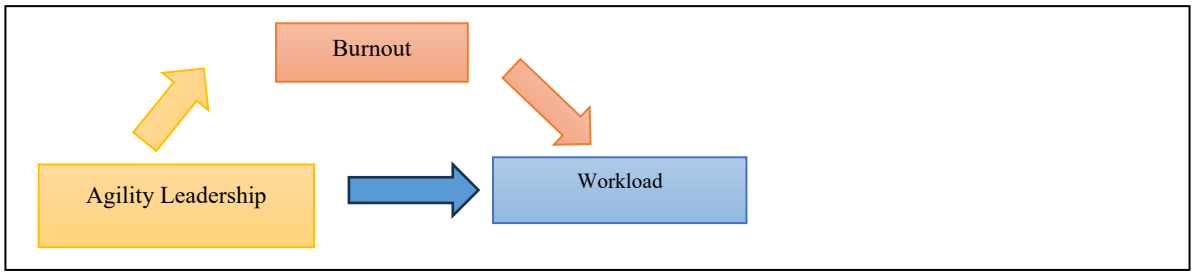
One such model is the Demand-Control-Support (DCS) model (Karasek, 1979), which has been further developed by Fila et al. (2017). This model examines the impact of job demands and control on the individual, as well as the social support they receive. Iso-strain represents

the most severe combined form of these same stressors—high demands, low control, and low support. The DCS perspective is less comprehensive than the JD-R model. However, the inverted U-shaped structure of DCS indicates how others, such as leadership and other organisational practices, might function to support autonomy and create enabling conditions, thereby decreasing stress. This is particularly pertinent in schools and universities, which not only tend to be heavily hierarchical/institutionalised but are beset with academic subject teaching that constrains the empowerment of teachers.

When integrating Agile Leadership Theory with the JD-R and DCS model, as well as embedding burnout on role-based and psychological models, the construction of the relationship between leadership, workload, and burnout in this study provides a more comprehensive framework. There is a sense that agile leadership might be a crucial defence against burnout, not so much a reactive part of resilience, as something active, shaping and reshaping how burnout, through workload, is perceived and managed. Agile leaders can have a direct negative impact on burnout and an indirect effect by distributing and coping with the workload. These ideas will be investigated through a survey of lecturers in Malaysian teacher education institutions, offering new and practical insights into promoting the well-being of academics. The study framework is illustrated in Figure 1.

Figure 1

Theoretical Framework Model



Hypotheses Development

The Effect of Agility Leadership Towards Burnout and Workload

The term 'agile leadership' is becoming a buzzword when it comes to helping organisations manage workloads and reduce employee burnout in rapid project environments. Through prioritising flexibility, autonomy, and involvement in decision-making, agile leaders create working conditions that are less stressful and promote a balanced allocation of work within their organisations. This implies that the team is capable of self-management, which in turn leads to a more efficient process and reduces role confusion and overload. In these cases, workers are more likely to perceive that they are valued, experience less emotional exhaustion, and have higher well-being, the researchers found.

Such advantages were recently supported by evidence in several establishments. For example, Crnogaj et al. (2022) reported that adaptive management is reducing perceived workload and increasing job satisfaction in technology-laden organisations. Rialti and Filieri (2024) also support the notion that agile leadership has a positive impact on role clarity and shared priorities for collaboration. Two factors like these might cause workers to perceive their work as controllable, even under high levels of pressure. Agile leadership within Indonesian

organisations has had a positive impact on work engagement and burnout by providing a high level of autonomy and flexibility at work (Junianti & Rony, 2023). Venkatesh et al. (2020) suggested that in academic teaching, agile approaches adapt expectations and tasks according to what the team can deliver and their level of fatigue. In summary, the examination supports the possibility of applying agile leadership in mitigating workload stress.

Studies have also identified some adverse side effects of agile leadership. Mueller and Benlian (2022) found that agile practices enhance clarity and responsiveness, but they also create permanent emotional exhaustion because their staff must continually adapt to change. Dai and De Meuse (2021) further observed that learning agility requires a mental and emotional investment, and without opportunities for recuperation, it may erode resilience. Hofman et al. (2023) stated that agile leadership without psychological safety may lead to performance pressure and burnout, even on high-skilled teams. Ansari et al. (2024) also noted that components of transformational agile leadership—such as challenging visioning and inspiring teams—can drive levels of expectations and emotional demands if not counterbalanced with sufficient support. These results indicate that although agile leadership is positive for workload, it can also become a source of stress when the context is not favourable.

Despite this growing evidence, several gaps remain. First, most research on agile leadership has focused on corporate, technology, or private-sector organisations (Crnogaj et al., 2022; Mueller & Benlian, 2022; Rialti & Filieri, 2024). There is still limited understanding of how agile leadership works in public-sector and educational institutions. Educational settings differ significantly in their role expectations, workload pressures, and cultural norms, so it is unclear whether the same benefits and risks apply. Second, while some studies have examined the impact of agile leadership on workload and burnout individually, few have tested models that investigate both outcomes simultaneously or explored their interaction (Hofman et al., 2023; Dai & De Meuse, 2021). For example, we do not know enough about whether agile leadership can reduce perceived workload while simultaneously increasing burnout, a dynamic known as a suppressor effect. Third, the Malaysian teacher education context remains unexplored, mainly in this field, despite cultural factors such as hierarchy, autonomy, and expectations potentially influencing how leadership practices are experienced (Muhammad et al., 2021).

To address these gaps, this study integrates Agile Leadership Theory with the Job Demands–Resources (JD-R) and Demand-Control-Support (DCS) models to examine both the beneficial and detrimental pathways through which agile leadership affects lecturers' workload perceptions and burnout. Unlike prior studies, this research explicitly tests a mediating model to determine whether burnout acts as a mechanism that offsets the direct benefits of agile leadership for workload management. By focusing on Malaysian teacher education institutes, the study also contributes localised empirical evidence to an area of leadership research that has been dominated by Western and private-sector perspectives. Based on this critical review of empirical findings and the identified gaps, the following hypotheses are proposed:

H1a: *Agility leadership has a positive influence on Burnout.*
H1b: *Agility leadership has a negative impact on workload.*

The Effect of Burnout Towards Workload

Burnout—commonly defined as a state of chronic physical and emotional exhaustion—has traditionally been viewed as a consequence of sustained workplace stress and overwhelming job demands. However, it is increasingly recognised not only as a reactive state but also as a cognitive and emotional condition that actively shapes how employees appraise their work environments. When individuals experience high levels of burnout—marked by emotional exhaustion, cynicism, and a reduced sense of accomplishment—they often interpret their workloads as significantly more demanding and less manageable, even when the objective volume or complexity of tasks remains unchanged. This dynamic suggests that burnout does not merely result from high workload but can also act as a psychological lens that intensifies perceived demands.

Recent studies provide strong evidence for this reciprocal, almost cyclical, relationship between burnout and how employees perceive their workload. Octavia and Prihastuty (2024) found that employees who reported higher levels of burnout were significantly more likely to feel overwhelmed by their workload, even when their actual job responsibilities remained unchanged. In schools, Lee et al. (2024) observed that teachers who felt emotionally drained consistently rated both their teaching and administrative tasks as more exhausting, which in turn fuelled more stress and lowered their job satisfaction. Weni et al. (2023) also found that workers in education experienced greater workload strain and poorer psychological well-being when burnout was high. This was confirmed in research done by Wijaya and Prastuti (2021), which indicated that special needs educators' burnout was significantly associated with a negative perception of everyday activities and role expectations. This research collectively shows that burnout does not simply manifest in response to high demands; it also actively shapes how people experience their work. This can set up a self-reinforcing cycle, in which feeling burned out makes your work seem more overwhelming, which then further deepens strain and disengagement.

Despite these insights, most prior research has examined burnout primarily as an endpoint rather than as a mediator that influences how workload is perceived over time. While several studies have documented associations between burnout and adverse organisational outcomes—including reduced productivity, increased absenteeism, and higher turnover intentions (Lee et al., 2024; Retnowati et al., 2023)—fewer have explicitly tested models that position burnout as an antecedent shaping perception of workload itself. This gap limits our understanding of how burnout contributes to a cyclical process in which emotional exhaustion exacerbates work demands, leading to further strain. Additionally, the majority of empirical studies have been conducted in corporate and Western contexts, leaving less evidence from public education environments and non-Western settings where cultural expectations about workload and professional commitment may differ.

Building on this body of research and addressing these gaps, the current study hypothesises that burnout exerts a direct and positive influence on perceived workload. Specifically, as burnout intensifies, employees are more likely to interpret their job responsibilities as more demanding and less manageable, regardless of actual workload characteristics. This perspective extends prior research by framing burnout as a critical cognitive mechanism that sustains and amplifies perceptions of strain, contributing to a cycle of stress and emotional depletion that can

undermine both individual well-being and institutional effectiveness. Therefore, we proposed the second hypotheses:

H2: *Burnout has a positive direct effect on workload.*

Indirect Effect of Agility Leadership on Workload through Burnout

Agile leadership—emphasising flexibility, responsiveness, and a focus on people—has a significant impact on how people experience their work, particularly in highly adaptive environments. While its direct impact on employees' perceptions of workload is not necessarily clear, new research shows that agile leadership has a significant indirect effect through its impact on burnout. This suggests that emotional exhaustion and disengagement, for example, may serve as significant intermediaries through which leadership behaviours and job demands are related.

Agile is also consistently related to less burnout, according to multiple studies. This is predominantly because it facilitates trust, fosters autonomy, and supports open communication. For instance, Jo and Shin (2025) reported that when leaders provide these support conditions, employees experience lower emotional exhaustion and perceive themselves as more capable of managing their roles. Pletzer et al. (2024) demonstrated that positive leadership behaviours can alleviate burnout symptoms and enable people to remain engaged over time. Collectively, these findings suggest that even if the actual workload remains unchanged, agile leadership can help work feel less overwhelming by fostering healthier, more supportive psychological environments. However, this beneficial influence is not automatic and appears to depend heavily on the organisation's baseline levels of burnout. Widhianingtanti et al. (2023) observed that when employees were already experiencing high burnout, the positive effects of supportive leadership were diminished. In such cases, individuals were often too emotionally depleted to respond effectively to even the most empowering leadership practices. This highlights a potentially critical limitation: the protective role of agile leadership may require a foundation of moderate or low burnout to be fully effective.

Although these studies provide valuable insights into the mechanisms by which agile leadership affects burnout and, indirectly, workload perception, several important gaps remain. First, most prior research has focused on private-sector or Western organisational contexts (Jo & Shin, 2025; Pletzer et al., 2024), leaving little empirical evidence from educational institutions and non-Western environments, where cultural norms regarding authority, autonomy, and professional expectations differ significantly. Second, while there is broad acknowledgement that agile leadership can indirectly reduce workload perceptions by alleviating burnout, few studies have explicitly modelled this mediating relationship or empirically tested it in higher education settings. This gap limits the understanding of whether burnout consistently functions as a conduit linking leadership style to workload experience in education, where job demands are often complex and multifaceted.

While agile leadership can help reduce perceived workload by mitigating burnout, its effectiveness ultimately depends on the broader organisational context and the degree to which institutions actively promote and maintain employee well-being. To fully realise the potential of agile leadership in reducing workload stress, organisations must first invest in proactive burnout prevention, psychological safety, and sustainable workload management strategies.

Only by addressing these foundational factors can agile leadership function as a practical and enduring approach to strengthening employee resilience and supporting overall workplace well-being.

H3: *Burnout mediates the relationship between Agility Leadership and Workload.*

Method

This study employed a non-experimental, descriptive, cross-sectional quantitative research design, utilising a stratified random sampling technique to select community members. A correlational procedure was employed, utilising SEM and invariance analysis, to achieve the study's aims.

Participants

A sample of 308 lecturers of Malaysian Institutes of Teacher Education (IPG) was involved in this study in early 2025. Participants were randomly selected with stratified sampling across institutions, academic qualifications, and teaching experience to increase the diversity in the sample. The recruitment consisted of formal letters of invitation by the directors of the included IPG. These invitations conveyed the study's aims, emphasised its voluntary nature, and assured potential participants of the confidentiality of their responses. Each respondent decided whether to fill out the questionnaire online using a Google Form or manually with pen and paper, depending on their preference and ease of access. Consent was received prior to their participation (through the Google Form's first page or handwritten on paper for traditional/non-digital responders). This study has been ethically approved by the University Research Ethics Committee of Universiti Pendidikan Sultan Idris (UPSI) [Approval Code: 2024-0436-01]. The rights of all subjects were explained, including the option to withdraw from the study at any time without any negative consequences. Anonymity and confidentiality were maintained throughout the data gathering and analysis process. The respondents consist of males, who account for 41.6%, and females, who account for 58.4%. Academic qualifications included only a bachelor's degree (6.5%), a master's degree (60.7%), and a Ph.D. 32.8%. Regarding teaching experience, 15.6% have taught for less than 1 year, 32.5% have taught for 1-5 years, 6.5% have taught for 6-10 years, and 45.5% have taught for over 10 years.

Instruments

This study adapted several validated instruments to assess key variables related to leadership practices, lecturer burnout, and workload. To evaluate agile leadership, a 15-item scale was developed drawing on the Agility Leadership Assessment by Proulx (2010) and the framework proposed by Yazıcı and Özgenel (2020). These items measured dimensions including "organisational leader authority and expertise," "communicates vision into reality," "collaborates with other leaders," and "leads to transformation." The UCU Teachers' Workload Survey (University and College Union, 2016) was adapted to assess perceived workload and its impact on lecturers' well-being, with a particular focus on how workload intensity contributes to stress. This 21-item instrument included statements such as "increase administrative work," "increase in online working," "number of department/management meetings," and "changing funding requirements."

Burnout was measured using a 10-item adaptation of the Dworkin Teacher Burnout Scale (Dworkin, 2009), which comprised items such as "The longer I am in school, the more I realize how little control I have over things that happen here," "My experiences in school have proven that public school teaching is a rewarding career," and "I see my job contributing to the betterment of the world." All instruments employed a response scale ranging from 1 (never) to 10 (always). Content validity was assessed by a panel of five experts in educational leadership and organisational psychology. The Item-Level Content Validity Index (I-CVI) values for all items ranged from 0.80 to 1.00 (Lynn, 1986), indicating excellent agreement regarding relevance, clarity, and cultural appropriateness. Pilot testing with 30 lecturers was conducted to confirm clarity and reliability, yielding Cronbach's alpha coefficients exceeding 0.80 for all scales. Taken as a whole, these instruments provide a comprehensive picture of the relationship between agile leadership, work engagement, and burnout, offering valuable insights into the factors that influence educator effectiveness and well-being across teacher education organisations.

Data Analysis

The data were analysed using SPSS and Structural Equation Modelling (SEM) in AMOS. Skewness and kurtosis were examined to assess whether the provided data were normally distributed. As shown in Table 1, all variables fell within the acceptable limit of ±2.58, indicating that they were normally distributed (Field & Miles, 2010). Cronbach's alpha was used to determine the internal consistency of the measurements. Agility Leadership Scale demonstrated perfect internal consistency (α = .98) as did the Burnout Scale (α = .97). The Workload Scale also had acceptable reliability (α = .73). The findings in the present study supported that the items for each instrument were consistently measured in what they were supposed to, which gives a strong indication of the reliability and legitimacy of the dataset for further analyses.

Table 1

The Skewness, Kurtosis, and Reliability Values of the Scales

	N	M	SD	Skewness		Kurtosis		Cronbach's Alpha
				Statistics	Std Error	Statistics	Std Error	
Agility Leadership	308	8.48	1.22	-1.16	0.16	2.31	0.33	0.98
Workload	308	7.81	1.24	-0.67	0.16	0.69	0.33	0.73
Burnout	308	6.88	1.23	-0.25	0.16	0.75	0.33	0.97

Model fit of the structural model was assessed using several indices to determine the extent to which it was consistent with the observed data. The ratio of chi-square to degrees of freedom (χ^2/df) was 2.33, which is below the suggested cut-off of ≤ 5.00, indicating an acceptable model fit. The values of the Comparative Fit Index (CFI) and Incremental Fit Index (IFI) were .90 and .91, respectively—both above the cut-off point of .90—indicating an acceptable to good model fit. The Root Mean Square Error of Approximation (RMSEA) was also .08, which is less than the cut-off points of .08, supporting a well-fitted model. Taken as a whole, these indices suggest the model is a good fit with the data and conforms to commonly adopted criteria for structural equation modelling. Following the criteria recommended by Hu and Bentler (1999), these findings support the adequacy of the model. Table 2 summarises the fit indices.

Table 2

Model Fit Index

Fit Index	Recommended Value	Model Value	Interpretation
Chi-Square (χ^2/df)	≤ 5.00	2.33	Acceptable
CFI	≥ 0.90	0.90	Acceptable
IFI	≥ 0.90	0.91	Acceptable
RMSEA	≤ 0.08	0.08	Good Fit

To assess the overall model's adequacy, we examined the measurement model for validity and reliability. The convergent validity of all constructs was strong, considering AVE values above the cut-off level of .50 and CR values exceeding .70, indicating high internal consistency. Discriminant validity was established, too; all Heterotrait-Monotrait Ratio (HTMT) values between pairs of constructs were lower than the generally accepted threshold of .90, suggesting that each construct was different from the others.

For testing the mediation effect of burnout, we used 5,000 bootstrap samples, following standard best practice. This resampling method produces stronger indirect effect estimates because the method repeatedly samples from the data and determines the degree of stability for the mediation paths. Unlike standard parametric methods, bootstrapping assumes no particular distribution of the data, which is why it is a sound approach for testing mediation.

The study explored the total, direct, and indirect effects of Agile Leadership on workload. The full effect shows the extensive relationship between Agile Leadership and workload. The first is the direct effect, which depicts the relationship of Agile Leadership to exhaustion after accounting for burnout, and the second is the indirect effect, which represents the role of burnout as a mediator. Older approaches, such as the Sobel Test, fail to deliver this dimension of control; thus, bootstrapping yields more accurate confidence intervals and increases the credibility of the mediation outputs.

Since we used survey data, which was based on self-reporting, the study accounted for the risk of CMV in the survey data, which can artificially inflate relationships between variables. Several approaches were used to tackle this issue. First, Harman's Single Factor Test was conducted, and the results showed that no single factor dominated the data; the significant factor accounted for only 32.5% of the total variance, which was less than the commonly adopted criterion value of 50% used to identify possible CMV. Second, an extraneous marker variable to the study's core constructs was measured in the analysis. Its poor correlation with the primary variables was another reason why CMV was not an issue. Third, procedural protections were implemented during data collection (e.g., maintaining the anonymity of responses and randomising the order of question sections). These steps aimed to minimise the possibility of response bias and reinforced the trustworthiness of the results.

Results

Standardised regression coefficients and descriptive statistics from the structural model are summarised in Table 3. Agility Leadership (M = 8.48, SD = 1.22) demonstrated a significant adverse direct effect on Workload (M = 7.81, SD = 1.24), β = –.25, p < .001, indicating that higher levels of agile leadership are associated with lower perceptions of workload. Interestingly, Agility Leadership also showed a significant positive direct effect on Burnout (M = 6.88, SD = 1.23), β = .33, p < .001, suggesting that despite reducing workload, agile leadership may contribute to emotional exhaustion. Additionally, Workload had a strong positive effect

on burnout, β = .74, $p < .001$. Together, these findings suggest a complex dynamic: while agility in leadership helps alleviate workload, it may also inadvertently increase burnout, which in turn intensifies the perceived workload. This pattern supports the presence of a partial mediation effect, with burnout serving as a psychological link between leadership and workload perception.

Table 3

The Standardised Regression Coefficient from the Structural Model

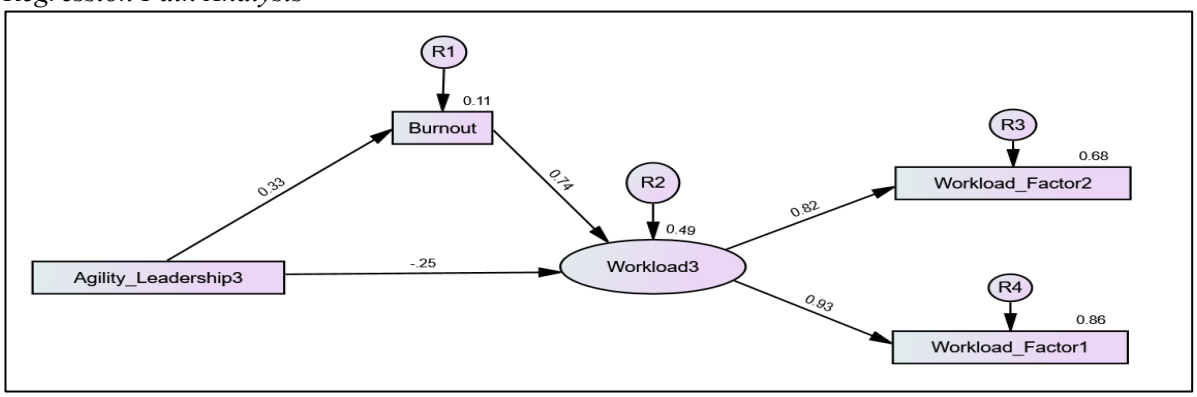
Variable	*M*	*SD*	1	2	3
1. Agility leadership	8.48	1.22	1.00	-0.25	0.33
2. Workload	7.81	1.24		1.00	0.74
3. Burnout	6.88	1.23			1.00

The structural model, as illustrated in Figure 2, accounts for a meaningful proportion of variance in the study's key outcome variables. Specifically, the model explains 11% of the variance in Burnout (R^2 = .11) and 49% of the variance in Workload (R^2 = .49). The results indicate that Agility Leadership has a moderate positive effect on burnout (β = .33) and a direct adverse effect on Workload (β = –.25), suggesting that while agile leadership can reduce perceived workload, it may simultaneously contribute to emotional exhaustion. Moreover, burnout has a strong positive influence on Workload (β = .74), indicating that higher levels of emotional fatigue significantly elevate perceptions of workload intensity.

These results support a two-path model: on the one hand, Agile Leadership appears to decrease workload directly, but on the other hand, its effects can be mediated by burnout. This finding lends credence to the notion that burnout plays a mediating role, highlighting the nuanced and occasionally incongruent impact that agile leadership can have on staff well-being and the experience of workload. In conclusion, the model highlights both the positive effects and potential drawbacks of leadership agility in organisational and educational contexts.

Figure 2

Regression Path Analysis



The regression path analysis in Figure 2 illustrates the relationship between Agile Leadership, burnout, and workload. First, the findings provide support for H1a, which asserts that Agile Leadership has a substantial positive impact on burnout (β = .33). This is thought to be because, on the one hand, agile leaders can help clear a path through the organisational jungle with their flexibility, enabling a dynamic and empowering culture, with no constraints and fast decision-making. When employees face ongoing workplace change, responding to shifting

priorities and operating in high-pressure environments, the emotional strain accumulates, despite well-meaning leaders who want to do the right thing; those they are watching can contribute to the exhaustion that fuels burnout. Meanwhile, the present research also finds support for H1b in that Agile Leadership negatively and significantly influences workload (β = –.25). This suggests that agile leadership can build in protections against overwork. For example, practices such as explicit assignment, open communication, and engaging in problem-solving can help employees perceive their work as less burdensome if they view it as less demanding.

Burnout, in turn, exerts a strong positive effect on Workload (β = .74), highlighting how emotional exhaustion intensifies the perceived burden of work. Together, these relationships reveal a suppressor effect, whereby its indirect influence partially offsets the workload-reducing benefits of agile leadership through burnout (indirect effect = .24). As a result, the total effect of Agility Leadership on Workload becomes negligible (β = –.006). These findings underscore the complex and bidirectional nature of the relationships among leadership style, emotional well-being, and workload. They also emphasise the importance of pairing agile leadership with targeted strategies to prevent burnout and fully realise its benefits for employee performance and well-being.

To evaluate the importance of the indirect effects in the model, a bootstrapping analysis was performed with 5,000 resamples, as shown in Table 4. The findings reveal that burnout plays a significant mediating role in the relationship between Agility Leadership and Workload. The indirect effect was calculated to be .24, with a 95% bias-corrected confidence interval ranging from .15 to .35 ($p < .001$). Since the confidence interval does not encompass zero, this mediation effect is deemed statistically significant. These results indicate the presence of partial mediation, as the direct effect of Agility Leadership on Workload (β = –.25) remains noteworthy in conjunction with the indirect effect. This analysis indicates a dual impact: although Agility Leadership directly reduces perceived workload, it may also indirectly increase workload by heightening burnout levels. The findings underscore the importance of considering emotional well-being when adopting agile leadership practices, as the psychological effects on employees can significantly impact their experience of job demands.

Table 4

Bootstrapping Result for Mediation

Indirect Path	Indirect Effect	Lower CI	Upper CI	Significance
Agility leadership → Burnout → Workload	-.24	.15	.35	Significant

The results support the initial hypothesis (H1) that Agile Leadership has a positive effect on burnout, while having a negative effect on workload. In particular, Agile Leadership has been positively related to burnout (b = .33, $p < .001$) and negatively to workload (b = –.25, $p < .001$). This might mean that while agile leadership can render work more manageable, perhaps due to tighter alignment of planning and process, it can simultaneously be stressful when employees feel pressured to frequently adapt or perform quickly.

A second hypothesis (H2), which expected a positive linear relationship with no mediation between workload and burnout, was also supported. The results indicated a high and significant correlation between workload and burnout (β = .74, $p < .001$), which was interpreted as meaning

that subjective workload increases with the self-perceived level of burnout. The result aligns with the Job Demands-Resources (JD-R) model, which suggests that higher job demands are a significant predictor of burnout.

Third, hypothesis 3 (H3) stating that the effect of Agile Leadership on workload is mediated by burnout was also supported. Bootstrapping results showed a significant mediating effect of Agile Leadership on the relationship between workload and burnout (β = .24, 95% CI [.15, .35], $p < .001$). In addition to the direct adverse effect on workload, Agile leadership also has an indirect impact on workload through its effect on burnout, which serves as a suppressive effect. This partial mediation highlights the complex influence of agile leadership, suggesting that burnout is a significant pathway through which leadership practices affect employees' perceptions of workload. An overview of the results is shown in Table 5.

Table 5
Model Summary

Hypothesis	Path	Standardised Coefficient (β)	*p*	Result
H1a	Agility Leadership → Burnout	.33	< .001	Supported
H1b	Agility Leadership → Workload	-.25	< .001	Supported
H2	Workload → Burnout	.74	< .001	Supported
H3	Agility Leadership → Burnout → Workload	0.24 (indirect effect)	< .001	Supported (Partial mediation)

Discussion

This paper examined the relationships among Agile Leadership, burnout, and workload, with a specific focus on lecturers working in Malaysian teacher education institutes, thereby contributing to a new understanding of how adaptive leadership practices can mitigate and compound employee work experiences. Drawing on principles from Agile Leadership Theory (Proulx, 2010; Yazıcı & Özgenel, 2020), as well as the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007, 2017) and the Demand-Control-Support (DCS) model (Fila et al., 2017; Karasek, 1979), evidence suggests a more complex set of results that closely line up with our stated hypotheses.

Consistent with H1, Agile Leadership was negatively associated with perceived workload. Such findings align with prior research demonstrating that agile practices (i.e., clear communication, collaborative planning, and decentralised decision-making) represent job resources that enable educators to address competing demands more efficiently (Rialti & Filieri, 2024). Likewise, Crnogaj et al. (2022) found that in an agile work setting, there is greater clarity and responsiveness. Empirically, Venkatesh et al. (2020) demonstrated that adaptive practices can reduce the mental workload generated by fast-paced work. What might account for lecturers perceiving agile leaders as providing structure in a structured-yet-flexible way?

On the other hand, in line with Hypothesis 2, Agile Leadership was also positively related to higher burnout. This paradox exposes a fundamental dilemma in adaptive leadership frameworks. Although agile leadership can be a strong asset, it can also exert hidden pressures, maintaining expectations for lifelong learning, self-initiative, and innovation (Dai & De Meuse, 2021; Mueller & Benlian, 2022). According to the JD-R model, if the demands of agility outweigh employees' ability to recover, they are at greater risk of developing emotional

exhaustion (Bakker & Demerouti, 2017). This parallel is consistent with Lewis et al. (2014), who suggest that paradoxical leadership can both facilitate and constrain.

Hypothesis 3 was supported, as burnout was a strong predictor of perceived workload. This finding reinforces the idea that subjective emotional states strongly shape work perceptions, as argued by Pines and Keinan (2005) and Dworkin (2009). Teachers who experience chronic fatigue are more prone to interpret even routine tasks as overwhelming. Guthier et al. (2020) further showed that this reciprocal cycle between job stressors and burnout can erode well-being over time.

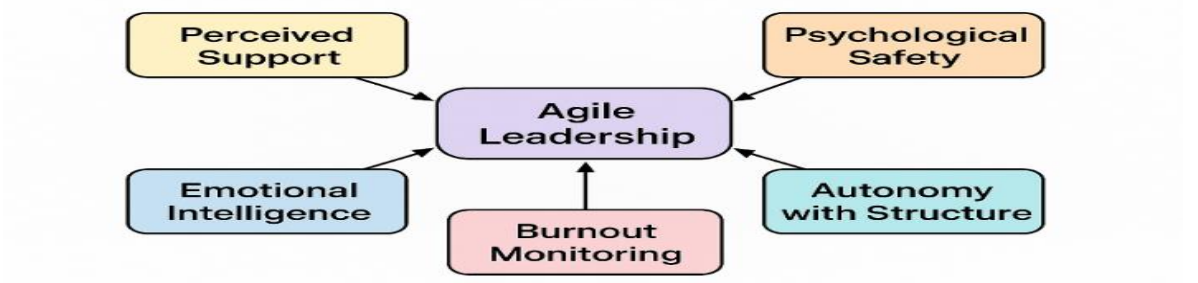
Most notably, the study confirmed Hypothesis 4, demonstrating that burnout partially mediates the relationship between Agile Leadership and workload. The indirect pathway (β = .24) significantly offset the direct benefit of Agile Leadership on workload perception (β = –.25), resulting in a near-neutral total effect (β = –.006). This suppressor effect underscores the importance of viewing leadership effectiveness through a dual lens. While adaptive practices may enhance performance and reduce complexity, they can simultaneously generate emotional strain if support structures are lacking. Few studies have documented this pattern so clearly, highlighting the value of integrating the JD-R and DCS frameworks to capture both resource and demand dynamics.

These results make several important theoretical contributions. First, they further develop the Agile Leadership Theory by demonstrating empirically that burnout is a central mechanism underlying the relationships between leadership behaviours and how employees experience their work. Second, they reveal evidence on some contextual factors (e.g., emotional resources, psychological safety, support systems) that moderate the benefits of agile practice, as predicted by the DCS model propositions (Fila et al., 2017).

Finally, by focusing on Malaysia's system of higher education, this study expands our knowledge about adaptive leadership in a collectivist, hierarchical culture where both high expectations of performance and conformity can emerge concurrently. Practically, these findings suggest that effective agile leadership goes beyond a strategy or process specialist, as the leader's inspired involvement in day-to-day work is crucial. Leaders also require skills in emotional intelligence, boundary maintenance, and empathetic communication. As illustrated in Figure 3, conducive conditions for being an effective agile leader encompass not only the flexibility and adaptability of leaders but also psychological safety, transparent and structured behaviour, being proactive in monitoring signs of burnout, and having a supportive feedback culture. If these conditions exist, agile leadership can be a potent fuel that allows educators to flourish, even in challenging and uncertain conditions.

Figure 3

Conditions for Successful Agile Leadership in Educational Settings



Educational institutions implementing agile approaches should therefore embed well-being into their leadership practices. This includes training leaders to recognise early signs of fatigue, creating spaces for open dialogue, pacing work demands, and ensuring autonomy is balanced with clarity and support. As Dai and De Meuse (2021) argue, learning agility must be paired with practices that sustain employees' emotional energy over time. Future research could examine the longitudinal effects of agile leadership, explore moderators such as team climate and individual resilience, and test interventions designed to integrate adaptive leadership with safeguards for well-being.

Overall, this study highlights that agility, when grounded in empathy and supported by structured systems, has the potential to build resilient and innovative education systems. However, without attention to the human realities of teaching, even the most sophisticated leadership strategies may fall short. Balancing flexibility with care remains the cornerstone of effective leadership in demanding educational contexts.

Conclusion

The present study offers several important implications for theory, practice, and policy in organisational leadership and educational management. The findings show that agile leadership, while effective in reducing lecturers' perceptions of workload through better planning, clearer communication, and more collaborative engagement, is also linked to increased burnout. This paradox underscores the necessity for institutions to adopt agile leadership approaches in conjunction with comprehensive strategies to support lecturers' psychological well-being. Leadership development interventions should primarily educate individuals in emotional intelligence, workload management, and early warning signs of burnout.

Theoretically, it also extends our understanding of why Agile leadership has a positive impact on employee outcomes by providing evidence that burnout serves as a mediator in the relationship between leadership practices and workload perceptions. This contribution extends and broadens the JD-R and DCS models by demonstrating that adaptive leadership can have both positive and negative impacts, depending on its interaction with employees' emotions. The study's contribution to the literature is evident in that it provides empirical evidence, which has been scarce in the Malaysian higher education context (one of the under-researched regions). Given that such dynamics in corporate organisations also manifest themselves in educational institutions (albeit with specific cultural and institution-specific challenges), this study fills a notable gap in the literature.

Moreover, this study extends our knowledge of the agile leadership experience by emphasising its dual effects: a resource that alleviates work perceptions and a demand that enhances emotional strain. Such duality expands the concept of leadership agility, which goes beyond the more often-studied bright side of the phenomenon, urging scholars to intensify their focus on the dark side of the theory of agile leadership. The study also supports the value of taking a multifaceted perspective on leadership effectiveness, one that encompasses both task-oriented outcomes and employee emotional well-being.

Methodologically, the paper demonstrates the importance of rigorous validation of instruments—such as expert review and pilot testing—and the use of advanced statistical procedures—such as structural equation modelling and bootstrapping. The discovery of a new

effect—that agile leadership has a suppressor effect by producing both beneficial and detrimental effects simultaneously—provides new insight into the complexity of leadership relationships and highlights the need for more nuanced models that account for this complexity. Furthermore, by utilising validated tools adapted to the local culture and setting, the interventions found to be effective would have relevance and a baseline framework for similar intervention studies in other settings.

Taken together, this study contributes to existing knowledge by clarifying the dual impact of agile leadership on workload and burnout and proposing a conceptual framework that integrates agile leadership theory with established models of occupational stress. These insights can guide future research directions, such as longitudinal studies on the sustainability of agile leadership over time and intervention studies testing integrated leadership and well-being programs.

Practically, the findings are relevant for higher education leaders, policymakers, and human resources practitioners who aim to create adaptive, supportive, and sustainable leadership environments that strike a balance between innovation and employee well-being. By highlighting the complex relationship between leadership practices and emotional health, this research underscores the importance of designing leadership strategies that respond to organisational demands while also supporting educators' psychological needs.

Limitations and Future Research

While this study offers valuable insights, several limitations are worth noting. First, because the research employed a cross-sectional design, we cannot definitively determine whether one factor causes another. To better understand how agile leadership affects burnout and workload over time, future studies could use longitudinal or experimental designs. Second, since the data were based on self-reported questionnaires, there is always a chance of bias—people might answer in ways that reflect how they want to be seen rather than how they truly feel. We took steps to minimise this, but it is something to keep in mind.

To gain a more comprehensive understanding, future research could combine surveys with interviews or observations, enabling us to examine how agile leadership is implemented in day-to-day educational settings. It may also be helpful to consider factors that could influence how agile leadership is received, such as a teacher's emotional intelligence, their level of support from their organisation, or the leader's experience. These elements might shape whether agile leadership has a positive or negative impact.

Finally, we did not explore how different groups might experience agile leadership differently. In the future, multigroup comparisons—such as by gender, years of teaching experience, or type of institution—could help reveal essential patterns and show us who benefits most from agile leadership and under what conditions. This would bring us one step closer to tailoring leadership practices to meet the unique needs of different educators.

Declarations

Acknowledgements

Thank you to Universiti Pendidikan Sultan Idris, Malaysia, and Institut Pendidikan Guru Malaysia for their support of this research.

Disclosure Statement

No potential conflict of interest was reported by the authors.

Ethics Approval

This study has been ethically approved by the University Research Ethics Committee of Universiti Pendidikan Sultan Idris (UPSI) [Approval Code: 2024-0436-01].

Funding Acknowledgements

This research was supported by the Universiti Pendidikan Sultan Idris under the Geran Penyelidikan Universiti berteraskan Pendidikan GPUBP-IPGM (2023-0187-107-01).

Citation to this article

Fuad, D. R. S. M., Ramdan, M. R., Khamar Tazilah, M. D. A., F. Mudin, V., & Khalid, H. B. (2025). The impact of agile leadership on burnout: The mediating role of workload in teacher education contexts in Malaysia. *International Journal of Organizational Leadership, 14*(3), 591-611. https://doi.org/10.33844/ijol.2025.60523

Rights and Permissions

References

Ab Hamid, A. H., & Othman, N. (2022). Hubungan antara tahap burnout dan tahap komitmen pensyarah IPG kampus zon timur [The relationship between the level of burnout and the level of commitment among lecturers at IPG eastern zone campuses]. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, *7*(2), e001265-e001265. https://doi.org/10.47405/mjssh.v7i2.1265

Ansari, M. S. A., Abouraia, M., El Morsy, R., & Thumiki, V. R. R. (2024). Influence of transformational and transactional leadership on agile project success. *Project Leadership and Society*, *5*, 100136. https://doi.org/10.1016/j.plas.2024.100136

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: taking stock and looking forward. *Journal of Occupational Health Psychology*, *22*(3), 273. http://dx.doi.org/10.1037/ocp0000056

Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, *43*(1), 83–104. https://doi.org/10.1002/hrm.20004

Beram, S., Awang, M., Ismail, R., Ramalu, R. R., Noor, N., Yoong, S. M., Kho, F. C. Y., & Samichan, A. (2023). Professional leadership competencies for Malaysian educational middle leaders. *Pertanika Journal of Social Sciences and Humanities*, *31*(4), 1363–1382. https://doi.org/10.47836/pjssh.31.4.02

Crnogaj, K., Tominc, P., & Rožman, M. (2022). A conceptual model of developing an agile work environment. *Sustainability*, *14*(22), Article 14807. https://doi.org/10.3390/su142214807

Dai, G., & De Meuse, K. (2021). Learning agility and the changing nature of leadership. In *The age of agility* (pp. 29–50). Oxford University Press. https://doi.org/10.1093/oso/9780190085353.003.0002

Deep, P., Chen, Y., & Ghosh, N. (2025). Faculty burnout in higher education: Effects on student engagement, learning outcomes, and artificial intelligence-driven institutional responses. *Journal of Educational and Developmental Psychology*, *15*(1), 29–45. http://doi.org/10.5539/jedp.v15n1p29

Demerouti, E., & Bakker, A. B. (2023). Job demands-resources theory in times of crises: New propositions. *Organisational Psychology Review*, *13*(3), 209–236. https://doi.org/ 10.1177/20413866221135022

Dworkin, A. G. (2009). Teacher burnout and teacher resilience: Assessing the impacts of the school accountability movement. In L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching,* 21*,* 491–502. Springer. https://doi.org/10.1007/978-0-387-73317-3_32

Field, A. P., & Miles, J. (2010). *Discovering statistics using SAS*. SAGE Publications.

Fila, M. J., Purl, J., & Griffeth, R. W. (2017). Job demands, control and support: Meta-analysing moderator effects of gender, nationality, and occupation. *Human Resource Management Review*, *27*(1), 39–60. https://doi.org/10.1016/j.hrmr.2016.09.004

Groggel, A., Davis, J. L., & Love, T. P. (2022). Facing others' trauma: A role-taking theory of burnout. *Social Psychology Quarterly*, *85*(4), 386–408. https://doi.org/10.1177/01902725221128392

Guthier, C., Dormann, C., & Voelkle, M. C. (2020). Reciprocal effects between job stressors and burnout: A continuous-time meta-analysis of longitudinal studies. *Psychological Bulletin*, *146*(12), 1146–1173. https://doi.org/10.1037/bul0000304

Hamid, S. A., Shokory, S. M., Awang, M., & Musa, K. (2021). A preliminary finding of organizational citizenship behaviour and job satisfaction among special education teachers. *International Journal of Academic Research in Business and Social Sciences*, *11*(12), 1891–1900. https://doi.org/10.6007/IJARBSS/v11-i12/11614

Hofman, M., Grela, G., & Oronowicz, M. (2023). Impact of shared leadership quality on agile team productivity and project results. *Project Management Journal*, *54*(3), 285–305. https://doi.org/10.1177/87569728221150436

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55. http://dx.doi.org/10.1080/10705519909540118

Jo, H., & Shin, D. (2025). The impact of recognition, fairness, and leadership on employee outcomes: A large-scale multigroup analysis. *PLOS ONE*, *20*(1), e0312951. https://doi.org/10.1371/journal.pone.0312951

Junianti, E., & Rony, Z. T. (2023). Implementation employee well-being: Analysis leadership agility, workload analysis, organisational culture, and career adaptability. *International Journal of Business and Applied Economics*, *2*(4), 557–568. https://doi.org/10.55927/ijbae.v2i4.5192

Karasek Jr., R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 285–308. http://dx.doi.org/10.2307/2392498

Lan, N., Trang, V., & Dung, V. (2024). Workload doesn't mean exhaustion: Antecedents of teacher burnout. *Journal of Education and e-Learning Research*, *11*(2), 221–230. https://doi.org/10.20448/jeelr.v11i2.5641

Lee, S. E., Seo, J. K., & Macphee, M. (2024). Effects of workplace incivility and workload on nurses' work attitude: The mediating effect of burnout. *International Nursing Review*, *71*(4), 1080–1087. https://doi.org/10.1111/inr.12974

Lewis, M. W., Andriopoulos, C., & Smith, W. K. (2014). Paradoxical leadership to enable strategic agility. *California Management Review*, *56*(3), 58–77. https://doi.org/10.1525/cmr.2014.56.3.58

Li, Y., Chen, C., & Yuan, Y. (2025). Evolving the job demands-resources framework to JD-R 3.0: The impact of after-hours connectivity and organisational support on employee psychological distress. *Acta Psychologica*, *253*, Article 104710. https://doi.org/10.1016/j.actpsy.2025.104710

Li, X., & Ye, Y. (2021). Exploring relationships between role conflict and ambiguity with administrators' overload and burnout in public university of China. *ABAC ODI Journal Vision. Action. Outcome, 9*(1), 221–239. https://doi.org/10.14456/ABACODIJOURNAL.2021.27

Llorens, S., Bakker, A. B., Schaufeli, W., & Salanova, M. (2006). Testing the robustness of the job demands-resources model. *International Journal of Stress Management*, *13*(3), 378–391. https://doi.org/10.1037/1072-5245.13.3.378

Luijtelaar, G., Widhianingtanti, L., Handoyo, S., & Suhariadi, F. (2023). Unravelling the interplay of learning agility, burnout, and executive function in fostering agile leadership among millennial leaders. *RSF Conference Series: Business, Management and Social Sciences*, *3*(3), 543–551. https://doi.org/10.31098/bmss.v3i3.720

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, *35*(6), 382–386. https://doi.org/10.1097/00006199-198611000-00017

Mueller, L., & Benlian, A. (2022). Too drained from being agile? The self-regulatory effects of the use of agile ISD practices and their consequences on turnover intention. *Journal of the Association for Information Systems*, *23*(6), 1420–1455. https://doi.org/10.17705/1jais.00766

Muhammad, U., Nazir, T., Muhammad, N., Maqsoom, A., Nawab, S., Fatima, S. T., ... & Butt, F. S. (2021). The Impact of Agile Management on Project Performance: Evidence from the IT Sector of Pakistan. *PLOS ONE*, *16*(4), e0249311. https://doi.org/10.1371/journal.pone.0249311

Musa, K., Kin, T. M., Yunus, J. N., Hamid, S. A., & Sedhu, D. S. (2020). Distributive leadership in a public university in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, *9*(1), 177–192. https://doi.org/10.6007/IJARPED/v9-i1/6978

Mustapa, S. I. S., Salleh, D. N., Miskon, S. A., & Samad, A. F. A. (2023). Early retirement option among teachers at the Teachers' Training Institute (IPG). *International Journal of Social Science and Education Research Studies*, *3*(7), 1446–1451. https://doi.org/10.55619/ijssers.v3i7.525

Octavia, N. B., & Prihastuty, R. (2024). The effect of workload on burnout among employees of PT Bank XYZ. *Journal of Social and Industrial Psychology*, *13*(2), 9–15. https://doi.org/10.15294/sip.v13i2.19525

Otalvaro, A., Urzola, A., Argel, M., & Gonzalez, E. (2021). Professional burnout and increased workload during COVID-19 in higher education teachers in Monteria, Colombia. *European Psychiatry*, *64*(S1), S267–S268. https://doi.org/10.1192/j.eurpsy.2021.718

Park, S., & Park, S. (2020). How can employees adapt to change? Clarifying the adaptive performance concepts. *Human Resource Development Quarterly*. https://doi.org/10.1002/hrdq.21411

Pines, A. M., & Keinan, G. (2005). Stress and burnout: The significant difference. *Personality and Individual Differences*, *39*(3), 625–635. https://doi.org/10.1016/j.paid.2005.02.009

Pletzer, J. L., Breevaart, K., & Bakker, A. B. (2024). Constructive and destructive leadership in job demands-resources theory: A meta-analytic test of the motivational and health-impairment pathways. *Organisational Psychology Review*, *14*(1), 131–165. https://doi.org/10.1177/20413866231197519

Puangsri, P., Gosselink, R., Thammanoon, R., Cheechang, P., Krobpet, S., Piya-Amornphan, N., & Pakdee, S. (2025). Burnout and Well-being among Higher Education Teachers: Influencing Factors of Burnout. *BMC Public Health*, *25*, Article 22602. https://doi.org/10.1186/s12889-025-22602-w

Proulx, M. (2010). *Agility Leadership Assessment Questionnaire*. https://danossia.wordpress.com/2010/06/29/agile-leadership-assessment-questionnaire/

Retnowati, E., Hariani, M., Irfan, M., Darmawan, D., Putra, A. R., Anjanarko, T. S., & Munir, M. (2023). Work effectiveness examined through the aspects of workload and burnout. *Sustainable Environmental and Optimising Industry Journal*, *5*(1), 1–10. https://doi.org/10.36441/seoi.v5i1.1739

Rialti, R., & Filieri, R. (2024). Leaders, let's get agile! Observing agile leadership in successful digital transformation projects. *Business Horizons*, *67*(4), 439–452. https://doi.org/10.1016/j.bushor.2024.04.003

Shahruddin, S., Mujanah, S., Noranee, S., Munir, Z., Noranee, S., & Shah, S. (2024). The influence of work-life balance, workload, and work environment on burnout among teachers in Melaka Tengah District, Malaysia. *Information Management and Business Review*, *16*(1 Suppl.), Article 3736. https://doi.org/10.22610/imbr.v16i1(i)s.3736

Tandon, L., Bhatnagar, T., & Sharma, T. (2024). Leadership agility in the context of organisational agility: A systematic literature review. *Management Review Quarterly*, Advance online publication. https://doi.org/10.1007/s11301-024-00422-3

Truhan, E. (2023). Role burnout: A conceptual comprehension of the phenomenon. *Herald of Omsk University. Series: Psychology*, *3*, 16–26. https://doi.org/10.24147/2410-6364.2023.3.16-26

University and College Union. (2016). *Workload is an education issue: UCU workload survey report*. https://www.ucu.org.uk/media/8196/Workload-is-an-education-issue-UCU-workload-survey-report-2016/pdf/ucu_workloadsurvey_jun16.pdf

Venkatesh, V., Thong, J. Y., Chan, F. K., Hoehle, H., & Spohrer, K. (2020). How agile software development methods reduce work exhaustion: Insights on role perceptions and organisational skills. *Information Systems Journal*, *30*(4), 733–761. https://doi.org/10.1111/isj.12282

Wahab, N. Y. A., Abdul Rahman, R., Mahat, H., Salleh Hudin, N., Ramdan, M. R., Ab Razak, M. N., & Mohd Yadi, N. N. (2024). Impacts of workload on teachers' well-being: A systematic literature review. *TEM Journal*, *13*(3), 2544–2556. https://doi.org/10.18421/TEM133-80

Weni, N. N., Kawiana, I. G. P., & Astrama, I. M. (2023). The effect of workload and work stress on employee performance with burnout as a mediation variable: Case study at a health laboratory in Denpasar City. *International Journal of Social Science, Education, Communication, and Economics (Sinomics Journal)*, *2*(2), 397–410. https://doi.org/10.54443/sj.v2i2.145

Widhianingtanti, L. T., Suhariadi, F., Handoyo, S., & van Luijtelaar, G. (2023). Unravelling the interplay of learning agility, burnout, and executive function in fostering agile leadership among millennial leaders. *RSF Conference Series: Business, Management and Social Sciences*, *3*(3), 543–551. https://doi.org/10.31098/bmss.v3i3.720

Wijaya, B. J., & Prastuti, E. (2021). The contribution of workload and stress towards burnout in special needs teachers. *KnE Social Sciences*, *4*(15), 263–283. https://doi.org/10.18502/kss.v4i15.8215

Yazıcı, S., & Özgenel, M. (2020). Agile leadership scale: Validity and reliability study. *International Journal of Educational Research Review*, *5*(4), 329–340. https://doi.org/10.24331/ijere.773550

Yeo, S., & Kim, L. (2024). Are you happy with your work? Side effects of workloads and work–family conflict in higher education. *The TQM Journal*, Advance online publication. https://doi.org/10.1108/TQM-03-2024-0114

Yuet, F. K. C., Noor, N., & Beram, S. (2025). Exploring trailblazing agile leadership competency: The TALWheel model for organizational adaptability and performance. *International Journal of Organizational Leadership*, *14*(2), 394–413. https://doi.org/10.33844/ijol.2025.60327

Yusoff, M. A. M., Ismail, S. N., & Abdullah, A. S. (2020). Kepimpinan transformasional, kepuasan kerja guru dan peranan iklim sekolah sebagai mediator [Transformational leadership, teacher job satisfaction, and the role of school climate as a mediator]. *JuPiDi: Jurnal Kepimpinan Pendidikan*, *7*(2), 1–11. E-ISSN: 2289–9669.