The Relationship between Work-Related Stress and Burnout among Lecturers in UiTM, Malaysia

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Abstract
The purpose of this study was to examine the relationship between work-related stress and burnout among lecturers at the Faculty of Sports Science and Recreation throughout the nation. A total of 89 respondents (41=male and 48=female) were involved in this study. A self-administered questionnaire was distributed to the respective sample by utilizing a simple random sampling technique. All data were extracted by using the Statistical Package for Social Science (SPSS) version 20. The obtained data were then analysed by using multiple statistics namely descriptive statistics and inferential statistics to achieve the research objectives respectively. Descriptive statistics was used for the first and second research objectives, while inferential statistics, namely one-way ANOVA was used for the third objective. This analysis was chosen to examine differences on the burnout aspect among FSR lecturers between campuses including Arau, Jengka, Samarahan, Shah Alam and Seremban. The fourth research objective was to examine the relationship between work-related stress and FSR lecturers' burnout. Therefore, Spearman Correlation Coefficient was utilized. The Work-Related Stress Questionnaire (WRSQ) was used to assess respondent's work-related stress, whereas Maslach Burnout Inventory - Educator Survey (MBI-ES) was utilized to assess the respondent's burnout. The results stated that the highest mean for work-related stress was 'Role' and the lowest mean was 'Discrimination'. For burnout, the highest mean was on 'Emotional Exhaustion' followed by 'Personal Accomplishment' and last is 'Depersonalization'. The results of the one-way ANOVA examining differences on burnout among lecturers between the five difference campuses show that there are no significant differences. Finally, the result of the Spearman Correlation Coefficient shows that there is a weak relationship between work-related stress and lecturers' burnout. This study could assist the university on strategies to maximize the level of productivity among UiTM lecturers while also, contributing to the staff happiness index.
Keywords: Work-related Stress, Burnout, Lecturers

Introduction

Human energy is often viewed as a limited resource, that is depleted through effort expenditure at work, and subsequently needs to be replenished either during or after working. Self-determination theory, however, argues that individuals vary in the degree to which work is experienced as draining: autonomous motivation makes work seem effortless, while controlled motivation makes it effortful. As employees can endorse multiple motivations for work, numerous researchers examined how motivation is associated with work-related stress and burnout (Parker et al., 2021). Stress at work has recently raised the danger of mental and physical health problems, which hurt both work performance and commitment and students' academic success (Mohamed, 2018; Greenberg et al., 2016). Demands or working conditions which are out of balance due to several internal or external factors, is referred to as "work-related stress." This can harm an individual's level of psychological and physiological health as well as their behaviour (Salam, 2014). Workplace variables like workload, a lack of discipline, poor motivation, time constraints, and role conflicts can all contribute to work stress, according to Kyriacou (2001) and this is an unpleasant emotional experience.

People under stress at work perform their tasks less efficiently, and with lower quality, performance, and personal job satisfaction. Randall et al (2014) stated that employee's performance is related to individual's motivation. Motivation is of enormous importance to enhancing performance and commitment in any organization. Work motivation is a multidimensional concept and a set of energetic forces that originate within individuals and their environment to initiate work-related behaviours, such as job commitment, and determine their form, direction, intensity and duration (Dwivedula et al., 2013; Shkoler & Kimura, 2020). Work motivation increases the job commitment and satisfaction of employees by making the work more meaningful and interesting, making the employees more productive, and improving employees' job performance. Therefore, motivation in the workplace is one of the most important factors for attainment of employees' goals and, ultimately, organizational targets and goals.

According to Rajak and Pandey (2017), work motivation relates to the employee's feelings towards the organization; the more employees are satisfied with their work, the more they are committed to the organization. Thus, work motivation is an essential component of organizational operations. Work motivation consists of a combination of intrinsic and extrinsic motivations. Intrinsic motivation refers to the growth of individuals and their interest in learning new things. Extrinsic motivation includes financial rewards, prestige and success (Alfatihah et al., 2021; Gholizade et al., 2014). Workplace environment is one of the extrinsic motivations. Referring to Fisher (2011); Kamaruddin (2007), in a university setting, a less than ideal current workplace environment is likely to prevent lecturers from devoting themselves entirely to the teaching and learning process in the classroom. In addition to being an obstacle to accomplishing the objectives of the Ministry of Education's vision and purpose to meet national development aspirations, this will influence students' academic performance and the overall social system. The teaching profession, which is at the vanguard and crucial to the country's endeavour to develop its human capital, is considered at risk by the presence of activities which overburden lecturers, leading to burnout. Burnout is only one of the many other mental health problems that high or work-related stress can bring.

Given how frequently it has been discussed up to this point, burnout is often regarded as being hardly a cause for concern (Yuksel, 2020). Burnout is a negative response to sustained workplace stress in an individual. This hypothesis has been well-established in the study since

the middle of the 1970s. A study found that individuals working in human services, such as education, healthcare, social work, and mental health, are more likely to experience burnout. In addition, a survey found that academics in higher education are anxious and worn out (Salami, 2011). The amount of work that needs to be done is one of the main factors contributing to workplace stress (Abdul Wahab, 2018). Workplace stress can harm employees' physiology and psychology (Mokhtar, 1998). People will consequently lose focus, miss more school, finish their assignments later, and so forth. Today's instructors must handle a variety of intricate and complex tasks. Lecturers frequently have various duties in addition to their core focus on implementing teaching and learning. Due to heavy workloads, university professors' ability to teach and do research will decrease. It is conceivable to believe that work-related stress substantially impacts university lecturers' burnout based on the findings of prior studies. Therefore, this study was conducted to examine the relationship between work-related stress and burnout among FSR UiTM lecturers.

Literature Review

According to Chen (2016), workplace stress is the reaction people experience when faced with work expectations and pressures that are not suited to their knowledge and talents and which challenge their ability to manage. There have been studies on work-related stress for people in various professions, such as nurses, accountants, IT specialists, and business leaders. In education during the pandemic, for example, this meant that teachers had to quickly transition classrooms online, which meant new modalities and additional stresses for teachers and families (Akour et al., 2020). Stress proliferation across work and home life often emanates from entrenched gendered expectations around work and family leaving women and men from lower socio-economic classes to be most vulnerable (Fan & Babiarz, 2019). Unsurprisingly, the quantitative, emotional, and mental demands that contribute to work stress are consistent with sources of work-related burnout (Peeters et al., 2005). Gray-Stanley and Muramatsu (2011) added that work stress can be associated with burnout, depressive and anxiety symptoms, physical symptoms and decreased work productivity or sickness absence.

Burnout results when a person is emotionally spent and unable to meet ongoing work expectations and leads to decreased work productivity, energy loss, as well as rising feelings of hopelessness, helplessness, apathy, and regret (Smith & Segal, 2018). Over time, burnout harms a person's home, workplace, and social life, among other areas. Additionally, chronic bodily changes brought on by burnout might increase a person's susceptibility to illnesses like the flu and fever. When the two are distinct but related concepts, burnout and stress are frequently confused. Any occurrence in life or in the mind will cause a person to feel unhappy, angry, or anxious causes stress, which is an emotional strain.

On the other hand, burnout is a stress that is unique to the job and results in physical and emotional exhaustion, which lowers work performance and depersonalization. Burnout develops when work-related stress gets extended and finally goes unaddressed, and here is how the two are related (Schonfeld et al., 2018). Given the demands in today's dynamic educational environment, which is in line with the current globalization, professionals who carry the title of teacher are also not immune from burnout syndrome. Burnout is a leading cause of teachers quitting their jobs in various nations, which has led to a rise in teacher attrition in recent years. Regardless of their area of expertise or how enthusiastically they do their tasks, instructors might develop burnout, which is an extreme form of chronic stress.

The students will also be influenced, and their learning may be impacted by the shift in the teacher's emotions brought on by burnout.

Burnout Characteristics
Burnout syndrome is a psychological illness that can develop at work as an unsuitable reaction to ongoing stress brought on by environmental stimuli (Maslach, 2003; Leiter & Maslach, 2017). According to several academics, burnout is a phenomenon that occurs in the workplace. It is caused by factors related to the job, such as the number of hours worked, the activities performed, and the sorts of clients (Rupert et al., 2015). Studies on burnout have been conducted in various professions, including medicine and education. Emotional exhaustion (EE), depersonalization (D), and low levels of personal accomplishment (PA) are all symptoms of prolonged burnout (Maslach & Leiter, 2008). As a result of their frequent interactions with people, workers in the caring professions often experience significant levels of emotional stress. Emotionally exhausted teachers experience increased cognitive stress and deficits that have harmful psychological and physical consequences (Leiter & Maslach, 2017).

1. Emotional Exhaustion
The exhausted and worn-out sensation that results from draining emotional resources is known as emotional exhaustion (Maslach & Jackson, 1981). One of the three characteristics of burnout identified by Maslach and Jackson (1981) is emotional tiredness, which is a fundamental aspect of burnout (Maslach & Leiter, 2008; Schaufeli & Taris, 2005). "People most frequently allude to the feeling of tiredness when they describe themselves or others as being burnt out" (Maslach et al., 2001). Although exhaustion indicates the stress component of burnout, it is insufficient to diagnose burnout on its own. Exhaustion can cause a person to distance themselves emotionally and cognitively from their task.

Five occupational areas (education, social services, medical, mental health, and law enforcement) were compared between the US and Holland in a study by (Schaufeli and Enzmann, 1998). They discovered that the highest levels of tiredness were prevalent in teaching in both nations. Maslach et al (2001) noted that this might result from the educators' quantitative job expectations (too much work for the time allotted). The dimensions of emotional weariness and depersonalization have been discovered to relate significantly to one another (Karakose et al., 2016).

2. Depersonalization
Depersonalization refers to the cynical, detached attitude the professional takes toward work, the work environment, and the people with whom the professional interacts (Maslach et al., 1996). Depersonalization is one of the three dimensions of burnout conceived by Maslach and Jackson (1981) and was named by Maslach (1976) as a coping mechanism to exhaustion that manifests in psychological detachment from people with whom they work. People will develop an indifferent or cynical attitude when they are exhausted, thus, distancing is such an immediate reaction to exhaustion that a strong relationship exhaustion to cynicism (depersonalization) is found consistently throughout burnout research (Maslach et al., 2001).

3. Personal Accomplishment

The professional's sense of personal accomplishment at work is also reduced due to burnout. One of Maslach and Jackson's three elements of burnout is inefficacy or a loss of personal success 1981. Compared to emotional tiredness or depersonalization, this aspect of burnout is more complex because it can occasionally be caused by one, both, and neither of the other two domains (Byrne, 1994; Lee & Ashforth, 1996). When one is also feeling worn out or assisting people whom one has no feelings for, it might be challenging for an employee to feel a sense of achievement (Maslach et al., 2001). Whereas work overload and interpersonal friction lead to fatigue and cynicism, a lack of effectiveness is often caused by a dearth of appropriate resources. Burnout and depersonalization decrease as personal accomplishment rises (Karakose et al., 2016).

Methodology
Participants and Procedure

To achieve the research objectives, a questionnaire was distributed via email to all FSR lecturers throughout the country. These selected lecturers are from the Arau, Jengka, Samarahan, Shah Alam and Seremban campuses. A total of 89 respondents were involved in this survey. A self-administered questionnaire was distributed to the respective sample by utilizing a simple random sampling technique. All data were extracted by using the Statistical Package for Social Science (SPSS) version 20.

Instruments

The research instrument was adopted and adapted from existing review of literature. The questionnaire consisted of three sections namely Section A with five items related to the demographic profile of the respondent. Next is Section B focused on the Work-Related Stress Questionnaire (WRSQ). It consists of 33-item survey that includes three questions for each of the ten areas that the authors refer to as "general domains" (GDs) and which apply to all occupational contexts. These areas include work-life balance, job satisfaction, workplace, role, job demand, control, relationships, change, and support from peers and managers. The questionnaire also examines three more categories the authors refer to as "Special Domains" (SDS) with one item each. Those domains include emotional demand, technology, and religion, and ethnic or racial discrimination. SDS is only used when the item applies to the type of work; for instance, the item exploring "the emotional demand" is only given to employees who interact with users (such as clients or patients). While the item exploring "the use of technology" is only given to employees who use technology in their line of work. The questionnaire was measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for all three subscales. Finally, is Section C which focused on Maslach Burnout Inventory-Educators Survey (MBI-ES). The MBI comprises of 22 items that form the three subscales, which are emotional exhaustion (nine items), depersonalization (five items), and personal accomplishment (eight items). All items were measured on a seven-point Likert scale ranging from 0 (never) to 6 (everyday).

Data Analyses

All gathered data were analysed using the Statistical Package for Social Science (SPSS) Version 20. Both descriptive statistics and inferential statistics were used to analyze the data. Descriptive statistics was used on the demographic variables in section A, which are gender, age, education level, marital status, year of teaching, and campus. Descriptive statistics was

used to explore the research objectives related to the first and second objectives of the study. the third research objective in this study applied Kruskal Wallis' inferential statistics in examining the aspect of burnout differences between the Faculty of Sport Science and Recreation, UiTM lecturers from the Arau, Jengka, Samarahan, Shah Alam, and Seremban campuses. Finally, the fourth objective used inferential statistics - the Spearman Correlation Coefficient, to examine the relationship between work-related stress and lecturer's burnout of Faculty Sport Science and Recreation, UiTM lecturers. The significant value was set at .05.

Results and Findings
Descriptive statistics refers to numbers that are used to describe data on demographic profile. From the demographic data, the researcher analysed the frequency (n) and percentage (%) of gender, age, education level, marital status, number of years teaching and campus that the respondents teaching.

Table 1
Descriptive Statistic on the Demographic Profile of the Respondents

		Frequency (n)	Percentage (%)
Gender	Male	41	46.1
	Female	48	53.9
Age	25-29	3	3.4
	30-34	16	18.0
	35-39	22	24.7
	40-44	20	22.5
	45-49	15	16.9
	50 and above	13	14.6
Education level	Master	55	61.8
	PhD	34	38.2
Marital Status	Single	25	28.1
	Married	64	71.9
Year of Teaching	1 year – 4 years	15	16.9
	5 years – 10 years	39	43.8
	11 years – 14 years	18	20.2
	More than 15 years	17	19.1
Campus	Arau	16	18
	Jengka	11	12.4
	Samarahan	10	11.2
	Seremban	22	24.7
	Shah Alam	30	33.7

Table 2 below shows the descriptive statistic on the work-related stress experienced by the lecturers of the Faculty of Sport Science and Recreation, UiTM. The highest mean score for work-related stress was on 'My task at work is clear to me' (M=4.52, SD=.624). The lowest

mean score was 'I have been the victim of physical and verbal abuse at work' (M=1.90, SD=1.206).

Table 2
Descriptive Statistic Items on Work-Related Stress among FSR Lecturers in UiTM

Item of Work-related Stress	Mean	Std. deviation	Rank
My task at work is clear to me	4.52	.624	1
My workplace is safe	4.44	.839	2
I have a good relationship with my colleagues	4.40	.616	3
It is clear to me how my work contributes to achieve the goals of my organization	4.28	.783	4
…			
In the workplace there is discrimination related to either gender, sexual orientation, religious faith, ethnicity or other	2.79	1.812	30
Communication with my boss is deficient	2.33	1.295	31
Communication between colleagues is poor	1.98	1.138	32
I have been a victim of physical and/or verbal abuse at work	1.90	1.206	33

Table 3 below shows the descriptive statistic on the work-related stress of lecturers in the Faculty of Sport Science and Recreation, UiTM. The highest mean score for work-related stress was on 'Role' (M=4.3521, SD=.53739). The lowest mean score was on 'Discrimination' (M=2.79, SD=1.812).

Table 3
Descriptive Statistic on Domain of Work-Related Stress among FSR Lecturers in UiTM

Domain of Work-related Stress	Mean	Std. deviation	Rank
Role	4.3521	.53739	1
Job Satisfaction	4.0487	.70092	2
Workplace	4.0412	.71918	3
Job Control	3.8951	.75978	4
…			
Work-life Balance	3.3184	.69251	10
Support from Peer	3.2809	.53631	11
Emotional Demands	3.20	1.290	12
Discrimination	2.79	1.812	13

Next, Table 4 below indicates the descriptive statistics on the burnout of lecturers in the Faculty of Sport Science and Recreation, UiTM. The highest mean score for the aspect of burnout item is on 'Working with people directly puts too much stress on me' (M=4.24, SD=1.712). The lowest mean score was on the item 'I feel students blame me for some of their problems.' (M=1.09, SD=1.571).

Table 4
Descriptive Statistic of the Items in Burnout among FSR lecturers in UiTM

Item of MBI-ES	Mean	Std. deviation	Rank
Working with people directly puts too much stress on me	4.24	1.712	1
I feel exhilarated after working closely with my students	4.16	1.678	2
I feel like I'm at the end of my rope.	4.13	1.866	3
It is clear to me how my work contributes to achieve the goals of my organization	4.09	1.676	4
…			
I have accomplished many worthwhile things in this job.	1.84	2.088	19
I can easily understand how my students feel about things.	1.61	2.037	20
I feel I'm working too hard on my job.	1.31	1.874	21
I feel students blame me for some of their problems.	1.09	1.571	22

Table 5 below shows the descriptive statistics on aspect burnout of lecturers in the Faculty of Sport Science and Recreation, UiTM. The highest mean score of the aspect of burnout was on 'Emotional Exhaustion' (M=3.3421, SD=1.02292), followed by 'Personal Accomplishment' (M=2.5267, SD=1.20213), the lowest mean score was on the 'Depersonalization' (M=2.4022, SD=1.06109).

Table 5
Descriptive Statistic of the Domain in Burnout among FSR lecturers in UiTM

Domain of MBI-ES	Mean	Std. deviation	Rank
Emotional Exhaustion	3.3421	1.02292	1
Personal Accomplishment	2.5267	1.20213	2
Depersonalization	2.4022	1.06109	3

Table 6 below indicates the level of burnout for the emotional exhaustion, depersonalization, and personal accomplishment aspects, respectively. For emotional exhaustion, most of the respondents have a high burnout level which is 69.7% (N=62), followed by an average of 21.3% (N=19) and a low of 9% (N=8). Next, depersonalization was recorded; the highest burnout level was moderate, that is, 43.8% (N=39), followed by a high 42.7% (N=42.7) and a low 13.5% (N=12). Lastly, personal accomplishment on the highest response rate at high, which is 78.7% (N=70), followed by moderate at 15.7% (N=14) and low at 5.6% (N=5).

Table 6
Descriptive Statistic on Burnout Level among FSR lecturers in UiTM

		Frequency (n)	Percentage (%)
Emotional Exhaustion	Low	8	9
	Moderate	19	21.3
	High	62	69.7
Depersonalization	Low	12	13.5
	Moderate	39	43.8
	High	38	42.7
Personal Accomplishment	Low	5	5.6
	Moderate	14	15.7
	High	70	78.7

The Kruskal-Wallis Test was conducted to examine the differences in burnout between lecturers of each campus. Table 7 below indicates that there no significant differences (Chi-square = 2.106, p = 0.72, df = 4) were found among the five categories of participants (Arau, Jengka, Samarahan, Seremban, and Shah Alam).

Table 7
Differences in Burnout between the Arau Campus, Jengka Campus, Samarahan Campus, Shah Alam Campus and Seremban Campus.

	Burnout
Chi-Square	2.106
Df	4
Asymp. Sig.	.716

Table 8 below states the relationship between work-related stress and burnout among FSR lecturers. The results of the Spearman correlation indicate that there was a significant positive weak relationship between work-related stress and burnout, among the Faculty of Sport Science and Recreation, UiTM lecturers r(89) = .28, p < 0.009).

Table 8
Relationship Between Work-Related Stress and Burnout among FSR Lecturers

		Burnout
Work-related Stress	Correlation Coefficient	0.277
	Sig. (2-tailed)	0.009
	N	89

*Correlation is significant at the 0.05 level (2-tailed).

Discussions and Conclusions
These results provide important insights related to work-related stress and burnout, and the challenges of working as an academics. Extant literature suggest that work-related stress and burnout are related, primarily by stress being a precursor and contributor to burnout.

Researchers found out that most lecturers of FSR UiTM are influenced by role in managing their work-related stress rather than other things. Burnout, on the other hand has the highest domain on emotional exhaustion followed by personal accomplishment, and lastly depersonalization. Many of the lecturers have a high-level of burnout related to emotional exhaustion and personal accomplishment, and a moderate level of burnout on depersonalization. It is important to note that burnout is a complex phenomenon that can be influenced by several factors, including work demands, job control, support, and resources. It is possible that the lecturers are experiencing high levels of stress due to their workload and responsibilities, as well as a lack of control over their work environment. This can lead to feelings of emotional exhaustion, as well as a decrease in personal accomplishment and sense of effectiveness in their role.

Next, the researchers have found out that there are no significant differences in burnout on different campuses of UiTM. This is due to UiTM being a centralized organization, where its campuses in various nations follow the same rules and guidelines and employ the same teaching methods. The researchers also concludes that there is a low positive relationship between work-related stress and burnout. Work-related stress and burnout have a weakly positive connection, which means that as levels of work-related stress rise, levels of burnout also rise—though to a lower degree. This suggests that while stress at work could be a contributing factor to burnout, it might not be the sole one; there might be other factors influencing how burnout affects lecturers as well. This study contributes to resolving these mixed observations in the literature by unpacking the complex mechanisms by which the relationship between work-related stress and burnout operates from the novel theoretical lens of the proactive motivation model. Organizations and employers should consider the various elements that can lead to burnout and job-related stress and establish comprehensive solutions to deal with these problems. This might entail assisting staff members in managing their workload, enhancing job control and autonomy, and encouraging work-life balance. Organizations might also think about implementing interventions like stress management classes, mindfulness exercises, and organisational culture improvements that aim to lessen stress and avoid burnout.

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