

Exploring Work Burnout Amidst Post Pandemic Mode

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i4/16573>

DOI:10.6007/IJARBSS/v13-i4/16573

Published Date: 17 April 2023

Abstract

Though working from home has not completely come to an end, many have started working from the office. Some might claim they can now perform better at work as working from office helps them overcome emotional and mental stress, a common issue widely debated and investigated during the peak of COVID-19 pandemic while others might insist shifting back to work from office could aggravate their emotional and mental stress. Employees' different experience on this issue can be obviously associated with work burnout. This study explores the factors of work burnout among university academicians. Kristensen, Borritz, Villadsen, and Christensen (2005) categorization of variables that relate to work burnout is used as the conceptual framework of this quantitative study. 100 academicians from different universities in Malaysia responded to the quantitative survey. The survey consists of 4 sections; Section A on demographic profile, Section B on personal related burnout, Section C on work-related burnout and Section D on colleague related burnout. The findings of this study indicate that university academicians are not mainly pressured by colleague related burnout. However, personal related burnout and work-related burnout contribute to moderate level of stress among academicians. The study shed more light on how these categories show relevance to burnout among academicians amidst post-pandemic. Hence, deeper understanding of the findings in this study will be essential for academicians and organizations to keep burnout under control.

Keywords: Burnout, Work Stress, Academicians, Personal Related Burnout, Work-Related Burnout, Colleague Related Burn Out

Introduction

Background of Study

The experience of burnout due to work-related stress can affect any individuals in any kind of occupation and occupational level and the impacts from it could vary as well. Amidst the world yet to recover from the Coronavirus disease 2019 (COVID-19) pandemic, suffering from work burnout during this period could bring a huge impact to the mental health of individuals suffering from it. Interestingly however, human beings have been experiencing work burnout way back before the pandemic even started. Maslach and Leiter (2016) stated that the issue related to burnout has already been the focus of much research during the past few decades. In fact, various theoretical frameworks such as the Maslach Burnout Inventory (MBI), the Bergen Burnout Inventory (BBI), the Oldenburg Burnout Inventory (OLBI), the Copenhagen Burnout Inventory (CBI) and to name a few, were proposed to measure issues related to burnout at work. These frameworks have pathed the way for future research related to this field. Nevertheless, the issue on work burnout has become an alarming issue among the working population, given the emergence of the COVID-19 pandemic, which is not just considered as a global health threat but has also affected the livelihood of the people around the world and changed the conventional way of how people work.

The term “Burnout” has been conceptualized by researchers in several ways. For instance, Maslach and Jackson (1986) defined the term as “a syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind (p. 1)”. Although the stated definition mentioned only people working in the human services area, however according to Maslach and Jackson (1986), factors related to human service work could also be the causes of burnout. Another definition was coined by Maslach et al (2001) who referred burnout is a prolonged response to chronic emotional and interpersonal stressors on the job. Maslach and Leiter (2016) conceptualized burnout into three key dimensions which are 1) an overwhelming exhaustion, 2) feelings of cynicism and detachment from the job, and 3) a sense of ineffectiveness and lack of accomplishment. The first dimension, which is the exhaustion dimension was described as emotionally over-extended, the loss of energy, depletion, debilitation, and fatigue. The cynicism dimension (originally called as depersonalization) was referred to as having the tendency to develop negative or improper attitudes or behaviours towards clients or people with whom one works, irritability, loss of idealism, and withdrawal. The last dimension, the inefficacy dimension (originally called reduced personal accomplishment) was described as the reduced in productivity or capability, low morale, and an inability to cope with one’s work (Maslach & Leiter, 2016). On the other hand, as the current study is replicating from the study by Kristensen, Borritz, Villadsen, and Christensen (2005), it is important to know their definition of burnout. According to these authors, burnout is “the attribution of fatigue and exhaustion to specific domains or spheres in the person’s life” (p. 197). The domains mentioned in this definition are related to work and client domain. In general, work burnout can be understood as a condition or syndrome resulting from chronic workplace stress that has not been successfully managed by individuals suffering from it.

In Malaysia, the issue of work burnout has been widely discussed in various platforms due to the rising number of Malaysians suffering from this condition. Roslan et al (2021) for instance stated that the prevalence of work burnout among healthcare workers is on the rise especially during the COVID-19 pandemic. Moreover, academic, and non-academic personnel in Malaysia are also experiencing work burnout due to the increasing demand to build international reputation in the field of research, searching for grants and in meeting the key performance indicators set by the university (Mukosolu et al., 2015). Regardless of any

country, the problem related to work burnout needs to be seriously addressed to sustain individual's healthy physical and mental health. This is supported by Mohamed et al (2021) who mentioned that work burnout is an increasing issue and could negatively affect an individual's job satisfaction, their physical as well as mental health. In the current study, the focus will be on the work burnout among academicians in universities in Malaysia.

Statement of Problem

Academicians are central resources in teaching and learning system especially at higher education level where lecturers are entrusted with various responsibilities. Apart from their core business of teaching, lecturers are also responsible to ensure students are well equipped with other necessary workplace skills such as soft skills. In recent years, tertiary education in Malaysia is gearing towards world class university where the emphasis has shifted from teaching and learning to the component of research and publication (Henny et al., 2014). Consequently, academics are now forced to be more adaptable to the new work demands in addition to teaching and learning namely the need for writing, publication, research, and community service, attend courses, maintain consultancy services, produce increasing number of graduates as well as patent innovation (Khairunesa & Palpanadan, 2020). Additionally, they also mentioned that maintaining their Key Performance Indicator (KPI) has added to the pole of responsibilities for lecturers. As a result, all these responsibilities may cause stress and tension in psychology and behaviour among lecturers (Deepti & Hemant, 2018).

With the rapid pace of development in the twenty first century, the nature of work has changed forcing working people to be adaptable at any cost that could consequently lead to burnout and work-related stress, which has been recognized as the current modern ways of life. Hence, burnout has been identified as the occupational hazard in the twentieth century among workers today (Leiter & Maslach, 2011). In fact, significant effort has been dedicated by numerous researchers around the world to assess issue of burnout among workers and literature has consistently pointed out that the teaching profession has higher prevalence of burnout among the human service professions (Blanchard et al., 2010 and Backteman-Erlanson et al., 2012). This can be concurred by Henny et al (2014) where they discovered that burnout was prevalent among academicians especially individual with fewer years of teaching experience. In addition, Faisal et al (2019) also pointed that entrant lecturers appeared to be more stressed with their work as compared to the experienced lecturers and they also conjectured that multiple responsibilities taken by these lecturers were among the contributing factors. Apart from the above mentioned, Khairunesa and Palpanadan (2020) and Ismail and Arma (2016) also seemed to be in agreement to the above mentioned that lecturers have been identified to have experienced work stress and this may be caused by several factors with workloads and career development being among the dominant factors.

There has been substantial amount of research investigating the issue of burnout among teachers especially among those teaching students with special needs. However, in the sphere of tertiary education, little attention has been dedicated to address this issue (Henny et al., 2014). Given that Malaysia is now transitioning towards world class research universities, academicians are more vulnerable to burnout as they will be facing more pressure to keep up with the workplace demands.

Hence, this study is done to investigate the factors for work burnout among academicians. Specifically, this study is done to answer the following questions;

- How does personal-related issues influence work burnout?

- How does work-related issues influence work burnout?
- How does colleague-related issues influence work burnout?
- Is there a relationship between the variables?

The findings of this study are important to reveal the relationship between personal-related, work-related, colleague-related issues and burn out among academicians. With the information at hand, suitable preventative measures could be publicized for the benefit of academicians. Generally, the findings of this study will also redound to the benefits of many employees in different professions considering burnout is a recurring phenomenon in the workplace.

Literature Review

Sources of Work Burnout

Work-related stress or anxiety is commonly associated with work burnout. In fact, burnout among workers could also occur due to the drive for achievement but not being able to manage well the stress that comes along with it. Therefore, burnout is certainly not a badge of honor for employees as they suffer energy-depletion and exhaustion over time that can lead to poor performance and productivity in the workplace. Both, employees, and organizations desire to change this unpleasant and dysfunctional condition due to burnout (Noreen et al., 2018). In this regard, identifying the sources of burnout among individuals is of vital significance.

Casting a glance on sources of burnout among academicians, it is evident that workload is significantly connected to burnout (Kovalkova & Malkova, 2021; Mohammed et al., 2020; Noreen et al., 2018). In detail, workload is declared work overload when academicians must deal with long or unpredictable hours, too many responsibilities, work at a too rapid pace, supervising too many people and handling difficult people (Noreen et al., 2018). In addition, a study by Salahshour and Esmaili (2021) stated that the major cause of burnout among academicians is institutional demands. They pointed out that extra demands, pressures, discrimination and not given the opportunity to take part in decision making process do not only cause stress among academicians but also distract them to fulfill their main responsibility as academicians. This claim can be supported by Mohammed et al (2020) who informed burnout is noticeable in one of the aspects of workplace conflict which is value. It was accentuated that conflict of value in the workplace happens when employees' behaviour no longer matches organizational values. Furthermore, apart from workload and values in which burnout could be presented in the workplace, the study also highlighted that control, reward, community and fairness as other aspects of conflict that show significant relationship to burnout.

Strategies to Reduce Work Burnout

The negative outcomes of work burnout have promoted the call for developing strategies to reduce or prevent work burnout. Based on past literature, there are two main types of burnout strategies; the individual-level and the organization-level strategies.

In the past, many of the burnout prevention strategies focus on fixing the individuals suffering from work burnout, rather than fixing the job or workplace. According to Lubbadah (2020), intervention strategies which focus on the individual-level facilitates individuals to cope with the workplace stressor or to reduce the signs of work burnout. Some of the strategies include fostering good health and fitness, self-understanding, or self-analysis,

coping skills, change in work patterns and social support from colleagues, families and so forth (Maslach, 2017; Maslach & Goldberg, 1998). Other strategies include relaxation techniques, cognitive-behavioral techniques (CBT), and promoting a healthy lifestyle (Le Blanc & Schaufeli, 2008). Another interesting framework or approach which deals with occupational risks in the workplace was by (Quick, 1992). According to Quick (1992), there are three types of burnout prevention strategies. The first strategy focuses on to eliminate or modify worksite stressors by reducing new instances of burnout. The second prevention helps people to cope with worksite stressors by reducing the occurrence of burnout and the last prevention strategy treats people who are already suffering from burnout with the aim to reduce the residual deficits following burnout at work.

Another type of strategy; the organizational-level intervention strategies focus on overcoming or reducing organizational mismatch and stressor. Olsen et al (2019) listed down some organizational strategies to reduce burnout and improve the well-beings of employees specifically on physicians, under three different domains: culture of wellness, efficiency of practice and personal resilience. The strategies under these domains include leadership development, control and autonomy, teamwork, collegiality and community, appreciation, equity, diversity, and inclusion, electronic health record (EHR), workplace efficiency, supporting healthy lifestyle behaviors and peer support.

Past Studies on Sources of Work Burnout

The prevalence of work burnout among academicians as asserted by Ismail and Arma (2016), is increasing in developed and developing countries due to the various occupational expectations such as teaching, involving in doing research, publications, consultation and administrative work. Acknowledging this issue, many studies have been carried out in an attempt to investigate work burnout among lecturers and its contributing factors.

For instance, a study was undertaken by Faisal et al (2019) to examine workplace stress and its impact on faculty members' performance among lecturers in five public and five private universities in Pakistan. The study employed mixed method design. Ten lecturers were being interviewed and a total of 350 lecturers involved in answering the questionnaires survey. The findings from the interview have elicited six sources of stress among the respondents namely work overload, role ambiguity and role conflict, management ineffectiveness, disparity of rewards and recognition, unsupportive co-workers and lack of career development opportunities. The survey revealed the level of stress differed among lecturers whereby senior lecturers with higher posts appeared to be less stress as compared to the entrant lecturers. In addition, the survey ascertained that excessive workload and role conflict to be the two significant causing factors of stress among lecturers.

Another similar study was undertaken by Khairunesa and Palpanadan (2020) aimed at determining the stress level and its determining factors among Malaysian lecturers. This quantitative study involved a total of 609 respondents who were randomly selected from four Malaysian Public Universities. It was discovered that Malaysian lecturers experienced low level of stress. The study ascertained five major prevalent factors contributing to lecturers' stress level namely workload, work environment, networking, health, and financial factors. In addition, the study also revealed a significant relationship between lecturers' stress level and three main factors which includes the university factor, social factor and individual factor.

Another study aimed to investigate work stress issue among university lecturers was undertaken by Ismail and Arma (2016) in one randomly selected research university in Malaysia. The study assessed the prevalence of occupational

stress among academic staff in a research university and examined the correlation between stress and job factors namely career development, research, teaching and interpersonal relationship. The study utilized Depression, Anxiety and Stress Scale-21 (DASS-21) and Stress Sources Questionnaires (SSQ) which were distributed among academic staff. The finding revealed a significant correlation between teaching, research and career development with lecturers' stress level. The study also discovered that the greatest source of stress among academicians was career development with university condition and required publications for promotion being the most important contributors.

Past Studies on Strategies to Reduce Work Burnout

Work is an important part of individual's life which may satisfy the basic needs and necessities. However, the work experience can sometimes be overwhelming and resulted in work burnout. Many studies have been done to investigate the ways and strategies to reduce work burnout. A study conducted by Demerouti et al (2021), stated that intervention is essential in preventing work burnout. It is evidence that burnout is the result of high job demands and low job resources, organizations should try to redesign their workplaces and optimize job characteristics (Demerouti et al., 2021). Another study conducted by Gabriel and Aguinis (2022), discussed ways to prevent and combat burnout. Based on a review of the evidence, five recommendations and implementation guidelines were provided to help organizations prevent and combat burnout: (1) provide stress management interventions, (2) allow employees to be active crafters of their work, (3) cultivate and encourage social support, (4) engage employees in decision-making, and (5) implement high-quality performance management (Gabriel & Aguinis, 2022).

In another research done by Lubbadah (2020), there are two primary types of burnout interventions which centered on the individual and the organization. Generally, individual-level strategy is created to overcome the symptoms of work burnout that are starting to appear within a worker while organization-level intervention focuses on overcoming organizational mismatch and stressor. Gregory et al (2018) examined the changes in burnout levels among primary care providers. Four clinics received the intervention while another four served as comparisons. The intervention that took place introduced team work instead of individual work. The workload was shared with the team and the team took responsibility for the work. The aim and objective of the intervention was to reduce the workload demands on each team member. The findings of the study found that the workload intervention program resulted in a reduced emotional exhaustion and depersonalization dimension of burnout. In the same study, the author also mentioned about self-care intervention. These interventions are designed to improve an individual's ability to cope with work environments where imbalances between resources and demands exists (Gregory et al., 2018). Meldrum (2010), stated that there are documented strategies to prevent burnout: exploring personal values and choices, setting limits, spending time with family and friends, maintaining self-care thorough nutrition and exercise, adopting a healthy philosophical outlook and having a supportive partner.

Meanwhile in a different study, Ezenwaji et al. (2019) in his study, randomly selected 393 nurses from hospitals in Southeast Nigeria to take part in a cross-sectional, correlational study. Participants received questionnaires by mail, which measured work stress and burnout symptoms, respectively. Data collected were analyzed using bivariate correlations and multiple regression analyses. Findings of the study stated that, sex was significantly correlated

with work-related stress. This finding in particular implies that stress burnout management intervention needs to be gender-transformative.

Conceptual Framework

Figure 1 below shows the conceptual framework of the study. This study is replicated from the study by Kristensen, Borritz, Villadsen, and Christensen (2005). They presented three categories of burnout. The first is (A) personal-related burnout. Sometimes, a person's personality and characteristics may end of causing the person burnout. In the context of this study, the transition of work mode from face-to-face to online and back to face-to-face can take a toll on anyone. Next, the transition of work mode can make work more demanding to some and can lead to (B) work-related burnout. Some do find working in dual mode as more exhausting as job demands come for many angles-from people, online platforms. When it comes to working in dual modes, people have opposing views. One view says that people will get nothing done, the other view believes workers will be happier and more productive. Finally, colleague related. Interactions with colleague can sometimes cause colleague-related burnout at the workplace.

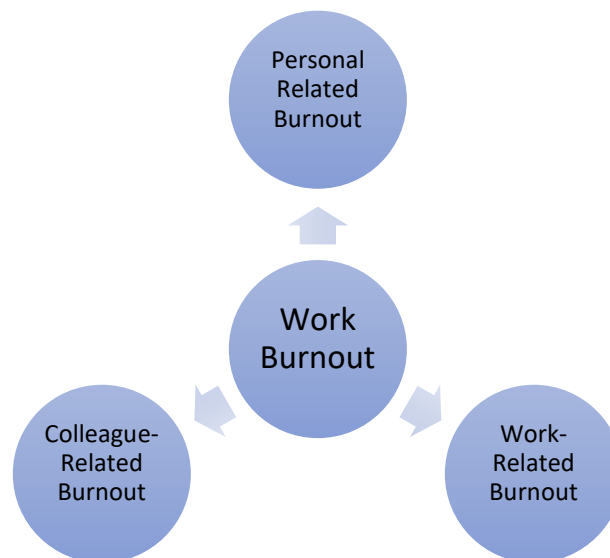


Figure 1- Conceptual Framework of the Study-Work Burnout

Methodology

This quantitative study is done to investigate the sources of work burnout among academicians from a few public as well as private universities in Malaysia. A purposive sample of 100 participants responded to the survey. The instrument in table 1, adapted from Kristensen et al (2005) is a survey with 5 Likert scales. It has 4 sections. With reference to table 1, Section A has 2 items on demographic profile. Section B has 6 items on personal related burnout. Section C has 7 items on work related burnout. Section D has 6 items on colleague related burnout.

Table 1

Distribution of Items in the Survey

Section	Type of Burnout	No of Items
B	Personal Burnout	6
C	Work-Related Burnout	7
D	Colleague-Related Burnout	6
	Total number of Items	19

Table 2

Reliability of Survey

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	19

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .919; thus, revealing a good reliability of the instrument used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

Findings for Demographic Profile

The following section discusses the respondents’ demographic profile which focuses on gender and years of service of the participants.

Q1. Gender

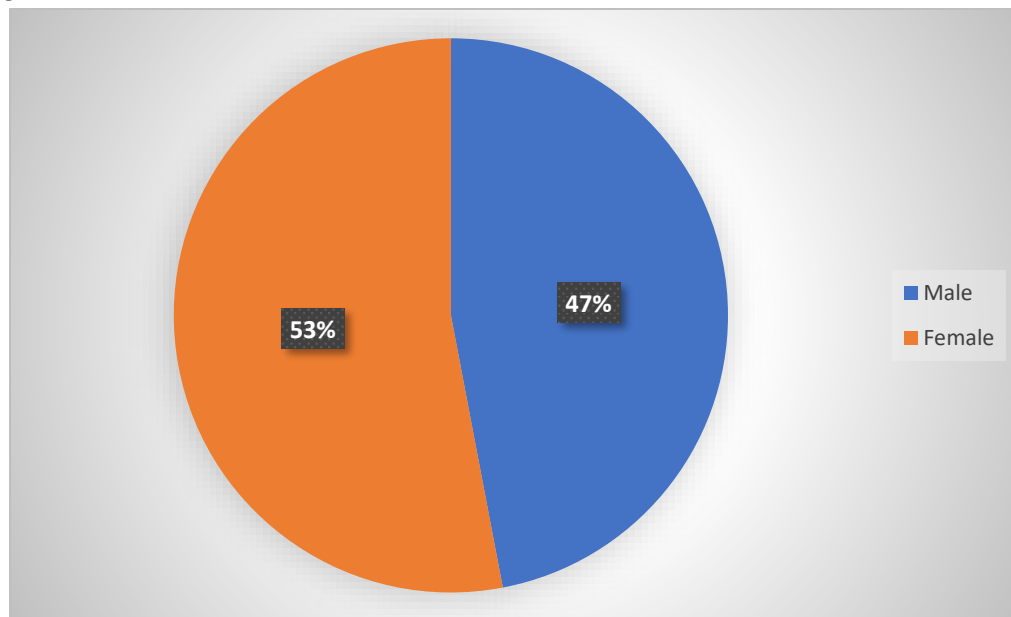


Figure 2- percentage for Gender

100 academicians from different Malaysian universities were the respondents of this study. As shown in Figure 2, overall, 47% were male and while 53% were female.

Q2 Years of Service

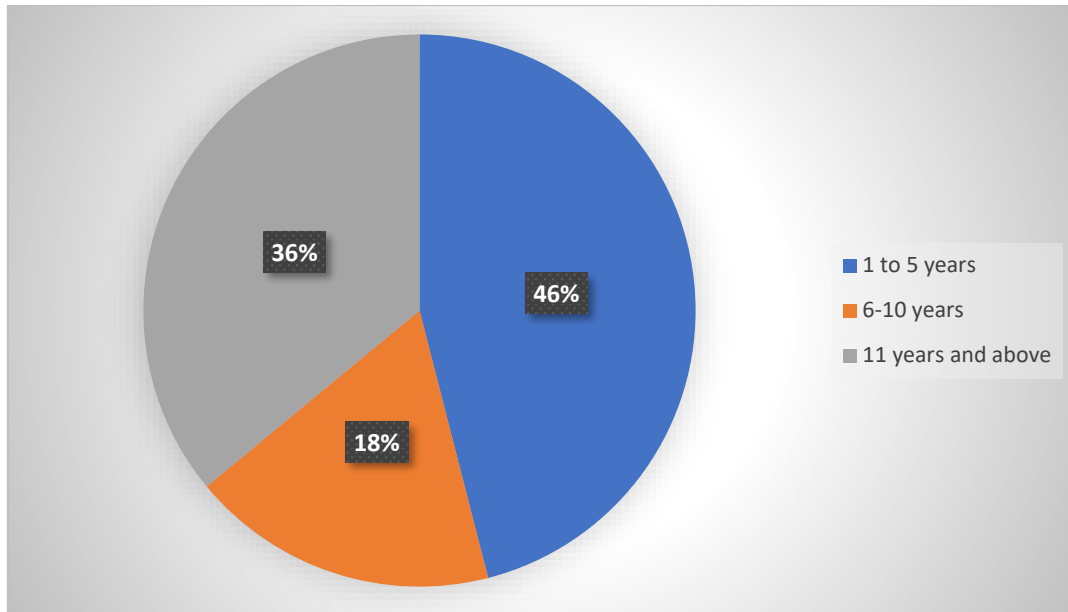


Figure 3- percentage for years of Service

Figure 3 demonstrates years of service of the 100 respondents. As stated in the table, 46% of respondents indicated that they had 1-5 years of service while another 18% indicated 6-10 years. The remaining 36% indicated 11 years and above as their years of service.

Findings for Personal-related burnout

This section presents data to answer research question 1: How does personal-related issues influence work burnout? The result of the analysis is presented in the form of mean as shown in the following figure.

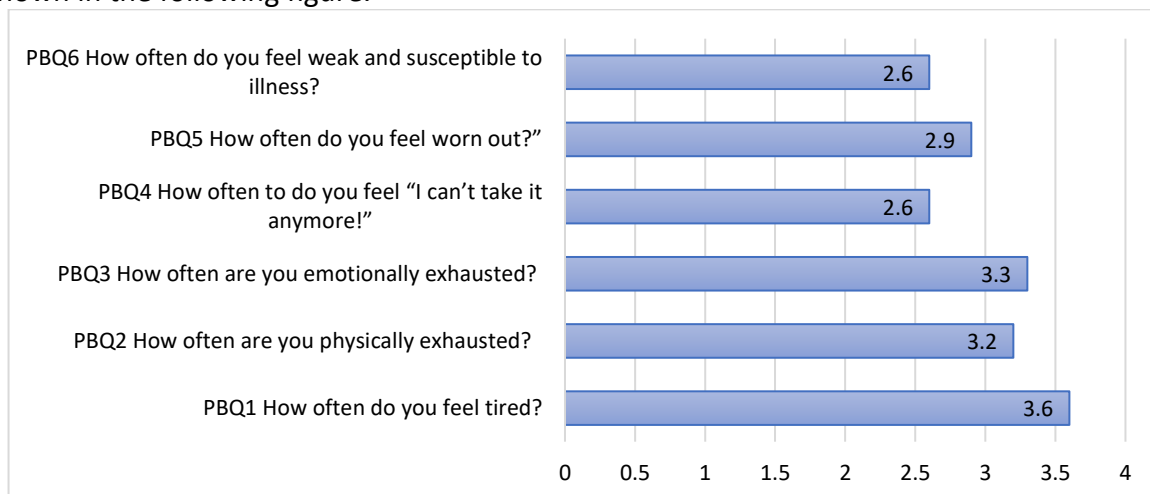


Figure 4- Mean for Personal related Burnout

Figure 4 describes the mean score for the first variable which is personal-related burnout. The highest mean score was obtained by item PBQ1 "How often do you feel tired?" with a mean value of (3.6). This is followed by item PBQ3 "How often are you emotionally exhausted?" with a mean value of (3.3) and PBQ2 "How often are you physically exhausted?" with a mean value of (3.2). On the other hand, the lowest mean score was obtained by two items which are PBQ4 "How often do you feel "I can't take it anymore!" and PBQ6 "How often

do you feel weak and susceptible to illness?” with both items obtaining a mean value of (2.6). The second lowest mean score was obtained by item PBQ5 “How often do you feel worn out?” with a mean value of (2.9). This finding is parallel to a study by Moulton et al. (2022) who investigated on work motivation and work burnout among academic and non-academic staff during the pandemic. Based on the study, the item “How often do you feel tired?” attained the highest mean while the item “How often do you feel “I can’t take it anymore!” attained the lowest mean which are like the findings of the current study. The findings from both studies signify that tiredness experienced by academicians during and post-pandemic remain as the most crucial issue when it comes to personal-related burnout.

Findings for Work related burnout

This section presents data to answer research question 2: How does work-related issues influence work burnout?

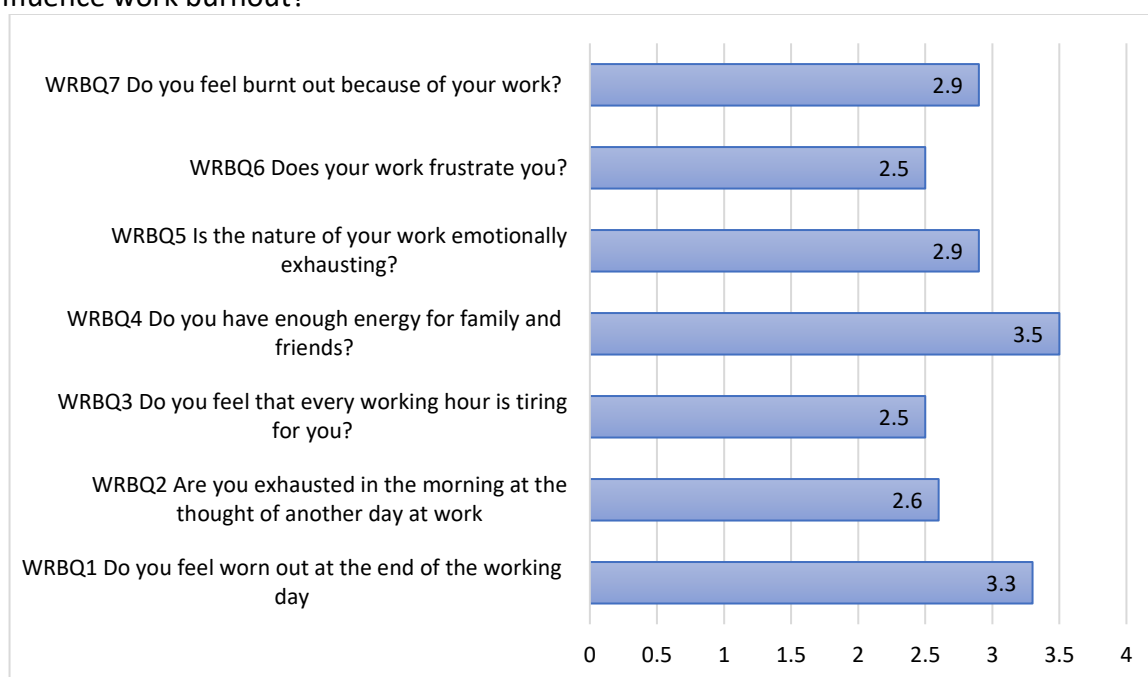


Figure 5- Mean for Work related Burnout

Figure 5 tabulated the mean for work related burnout (WRB) among respondents. As can be seen, the highest WRB is in statement four which indicates that respondents have enough energy for family and friends with (3.5) followed by statement 1 with (3.3) which states that respondents feel worn out at the end of working day. Statement five and seven tailed next with (2.9) mean score which dictate that the nature of the respondents’ work is emotionally exhausting for them and that they feel burnt out because of their work. Statement 2 came next with (2.6) mean value which states that respondents were exhausted in the morning at the thought of another day at work. Statement three and six recorded the least mean value with both rated (2.5) mean value, which conjecture that respondents’ work frustrate them and that they feel that every working hour is tiring for them. From the findings above, it can be conjectured that lecturers agreed to have experienced burnout, and this can be stipulated as they felt worn out at the end of their working day. They also believed that the nature of their work nature is emotionally exhausting for them. However, despite the tiresome and frustration they felt with regards to their work, they still managed to have energy for their family and friends.

Findings for Colleague Related Burnout

This section presents data to answer research question 3: How does colleague-related issues influence work burnout?

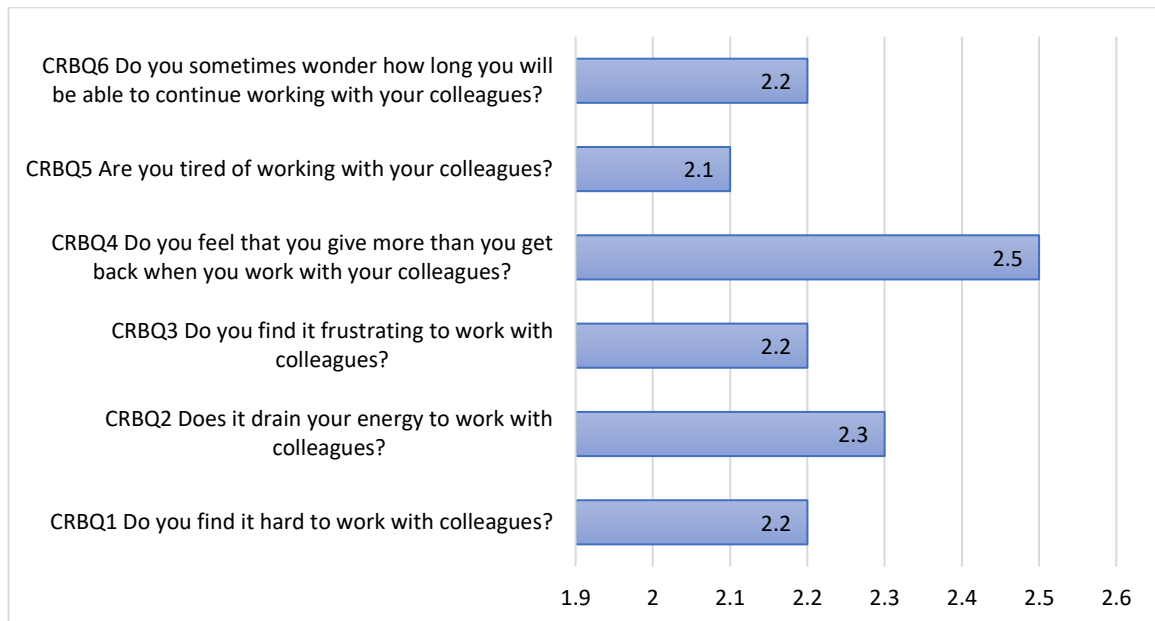


Figure 6- Mean for Colleague related Burnout

Figure 6 presents the mean score for colleague related burnout. As shown in the figure, statement Q4 “Do you feel that you give more than you get back when you work with your colleagues?” rated the highest mean value (2.5), followed by Q2 which states that “Does it drain your energy to work with colleagues?” with a mean score of (2.3). Three statements share the same mean score (2.2), and they are “Do you find it hard to work with colleagues?”, “Do you find it frustrating to work with colleagues?” and “Do you sometimes wonder how long you will be able to continue working with your colleagues?”. The lowest mean score rated is (2.1) with the item “Are you tired of working with your colleagues?”.

Findings for relationship across variables

This section presents data to answer research question 4: Is there a relationship between the variables?

To determine if there is a significant association in the mean scores between personal, work and colleague related burnout, data is analyzed using SPSS for correlations. Results are presented separately in table 3, 4 and 5 below.

Table 3

*Correlation between WORK vs PERSONAL***Correlations**

		TOTALWORK	TOTALPERSONAL
TOTALWORK	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	100	100
TOTALPERSONAL	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between work and personal related burnout. Correlation analysis shows that there is a high significant association between work and personal related burnout ($r=.804^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between work and personal related burnout.

Table 4

*Correlation between WORK vs COLLEAGUE***Correlations**

		TOTALWORK	TOTALCOLLEAGUE
TOTALWORK	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.003
	N	100	100
TOTALCOLLEAGUE	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.003	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between work and colleague related burnout. Correlation analysis shows that there is a low significant association between work and colleague related burnout ($r=.296^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between work and colleague related burnout.

Table 5

*Correlation between COLLEAGUE vs PERSONAL***Correlations**

		TOTALCOLLEAGUE	TOTALPERSONAL
TOTALCOLLEAGUE	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	100	100
TOTALPERSONAL	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between colleague and personal related burnout. Correlation analysis shows that there is a low significant association between colleague and personal related burnout ($r=.365^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between colleague and personal related burnout.

Conclusion*Summary of Findings and Discussions*

As stated in the finding, firstly, personal related issues do influence work burnout among academicians amidst post-pandemic. This finding is similar to the study by Mohamed et al. (2021) who points out personal related burnout cause high level of stress among academicians. However, it is interesting to discover that though academicians feel tired and exhausted physically and mentally, they have no intention to quit despite how they feel. Besides, even though they feel worn out, there is no remarkable finding to claim they are falling ill due to burnout.

Secondly, based on the finding, work-related burnout among academicians also signifies moderate level of stress. Respondents demonstrate positive attitude in terms of being able to spend time with family and friends despite the modest stress due to work-related issue. It is evident that they experience burn out, worn out, exhaustion and frustration due to work but not at very critical level. However, the finding contrasts with the discovery by (Airwan and Arumungam, 2020). The study shows work related issues led to more organizational stress and emphasized on the importance of good working environment and facilities for teachers.

Finally, from the finding it is evident that academicians experience much lower level of stress regarding colleague related burnout. There is no feeling of overwhelming stress among respondents when it comes to finding it hard, energy draining, frustrating or tiring working with colleagues. The finding is remarkable to claim respondents most likely have a positive relationship with coworkers and therefore this aspect is not the main contributor of stress in them. Interestingly, Faisal et al (2019) based on their similar discovery with the current study on colleague related burnout explains it could be because of the circumstance where university academicians have more interaction with students compared to their coworkers.

In fact, less or no stress with coworkers is fundamental in the workplace as individuals will be able to maximize their potential to perform at work. As discussed by Salahshour and Ismaeli (2021), the university should be a conducive place for academicians to help one another in meeting organizational goals rather than being the source of problem or challenges for one another. Furthermore, lessening challenges for academics at workplace, psychological harmony, understanding and trust among academics at university were also emphasized by the researchers.

Overall, the finding of the study offers insights on understanding the relationship across the variables as well. There is a strong positive relationship between work and personal related burnout whereas the relationship between work and colleague related burnout has a weak positive relationship. Similarly, colleague and personal related burnout also shows a weak positive relationship.

Pedagogical Implications and Suggestions for Future Research

As work burnout is still rampant among university academicians amidst post pandemic, it is significant to recognize the factors to overcome the problem and prevent long term suffering. Addressing this issue has its contribution in maintaining the integrity of universities as well. The current study investigated the relationship between the types of burnouts and work burnout among university academicians. Firstly, based on the findings it can be learned that though all participants of the study experienced different types of burnouts, they were not adversely affected by them. In terms of work burnout due to personal related issues and work-related issues, the findings indicate that the participants experienced moderate level of work burnout. Conversely, colleague related issues show much lower level of stress among the respondents.

The obtained result of the current study has contributed to the literature. It is evident that employees can experience work burnout in any circumstances no matter during or post pandemic. Therefore, it cannot be assumed that individuals would not suffer work-related stress in the absence of covid-19. Moreover, even with flexible working arrangement that has been widely implemented since the pandemic, individuals can suffer burnout. Hence, controlling this issue is critical for individuals and organizations. For individuals, recognizing burnout and overcoming it would improve self-esteem and health in general whereas for organizations, when burnout issue is kept under control consistently, improved job commitment that enhances employees' performance and productivity can be observed.

Bearing in mind the limitations of this study, for future research it is recommended that similar research to be done on a larger sample and focus on gender differences too. Additionally, as the current study is based on quantitative approach, mixed research method by including in depth interviews with academicians is recommended to better understand burnout from their perspectives. Future researchers can also adopt different framework relevant to burnout among employees to identify other possible contributing factors (Antoniou et al., 2013) because such intervention could be resourceful to develop burnout coping strategies in the future (Kamtsios & Lolis, 2016) and at the same time assist organizations to make improvement (Faisal et al., 2019).

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