

Impact of Work Burnout on Life Satisfaction and Wellbeing as Perceived by Staff Members of Shaqra University.

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Abstract: Prolonged work-related stress is a cause of burn out which affects life satisfaction and wellbeing among staff members. Study aim; to investigate impact of work Burn out on life satisfaction and well being as perceived by Staff Members of Shaqra University. Subjects; 50 staff members of adawadmi collages completed the questionnaire. Questionnaire sheet was prepared according to the study aim, maintained in Google forms and sent to staff members via their university E mail, Data was collected from October - December 2018. The study results indicated that; 56% of subjects aged from 40-49 years, 58% of them had doctorate degree and more than two thirds of them female subjects (78%). The majority of subjects had 10-15 credit hours weekly, 62% of them had administrative positions in their colleges, 52% of them sometimes feel exhausted and 36% of them feel rigid in communicating with people. Concerning families' complaints; 76% of staff members' families complain that complete work duties at home and 60% reported that staff members busy all times at home. Moderate level of burn out was manifested by 40% of subjects whom aged from 40-49 years. Regarding staff members' wellbeing; high level of wellbeing manifested by 43% of members whom aged from 40-49 years and 40% of female members. Also 70% of staff members perceived that burn out had a negative effect on their life satisfaction, 74 % of them perceive that burn out had negative impact on their well being and 76% also reported burn out affect negatively on their families' communication. Conclusion; Work burn out had a negative impact on staff members and their families as perceived by them which consequently had an effect on their life satisfaction and well being. Recommendation; staff members should maintain balance between work demands and their personal life which consequently raise staff members' satisfaction, improve their work quality and students' achievements level also all staff members should be skillful in time management and should search for recreational activities through their personal life to; satisfy them and promote ideal work achievement.

Key words; Burnout, life satisfaction and well being.

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I. Introduction:

The International labor organization has regarded teaching as a risk activity since 1981 and teachers being the world's second-largest occupational category most affected by occupational diseases. The excessive workload and collections that involve this profession, mainly in higher education are some characteristics present in the routine of these professionals, which make them more exhausting⁽¹⁾. Burnout is referred to be the disease of modern life. It is an individual experience that is specific to the work context. Burnout is a situation in which employees are emotionally exhausted, become detached from their work, and feel unable to accomplish their goals⁽²⁾. Burnout is a feeling of hopelessness and inability in carrying out job effectively. It is a psychological and physical response which arises when the employees are exposed to a stressful working environment as high expectations, inadequate resources, low compensation and individual fails to control the work-related stress effectively. It result from a chronic response to stressors present in the work environment, especially when there is excessive pressure, conflicts, few emotional rewards and recognition^(3,4).

Stress is any circumstance that places special physical and/or psychological demands on a person such that an unusual or out-of-the-ordinary response occurs which lead to burn out⁽⁵⁾. Work overload can trigger individual physical & mental exhaustion. Low professional achievement, inducing the exhaustion of the individual's emotional resources which it can lead to professional exhaustion syndrome also it associated with other psychosomatic problems⁽¹⁾. Burnout has physiological and psychological consequences in individual which lead to high levels of physical and emotional exhaustion. Chronic fatigue is the main component of burnout which characterized by a severe depletion of energy sources. Burnout increases the risk of cardiovascular diseases, damages the body's immune functions, and leads to chronic inflammation. Burnout has affective,

cognitive, motivational, and behavioral outcomes which lead to depression, helplessness, and loss of zeal which increase the individual's tendency to withdraw from friends and family ⁽⁶⁾. There is a circulatory causality between burnout and the development of reproductive disorders ⁽⁷⁾.

To prevent professional burnout of the university teachers, their occupational stress should be checked from time to time. Occupational stress has predicted the professional burnout of the university teachers which once again recommend the policy makers, national bodies, university administrators & teachers and researchers to work towards managing the stressors causing prolonged stress in university teachers which in turn prevent their burnout ⁽⁸⁾. Interventions for preventing or reducing burnout categorized into those directed to individuals (person-directed) and those which take a wider, organizational approach (organization directed). Person-directed interventions include psychological interventions such as cognitive behavior therapy and mindfulness groups or counseling. Organization-directed interventions include educational interventions, work scheduling changes and teamwork training ^(9,10). Life satisfaction defined as is the degree of an individual's positive evaluation about his/her whole life quality ⁽¹¹⁾. Life satisfaction is the way in which people show their emotions, feelings (moods) and how they feel about their directions and options for the future ⁽¹²⁾. Wellbeing is defined by is "the state of being comfortable, healthy, or happy." "Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.

II. Significance of the study:

Work burnout has become a prevalent epidemic in working societies that affect staff members' satisfaction and well being which significantly leads to loss of productivity, healthcare costs and load in health institution so this study aimed to investigate impact of work burn out on life satisfaction and well being as perceived by A dawadmi colleges staff member.

III. Subjects & Method:

Aim: This study aimed to investigate impact of work Burn out on life satisfaction and well being as perceived by staff members of Adawadmi colleges, Shaqra university.

Research questions:

1. Is there a correlation between level of burn out and staff members socio- demographic characteristics?
2. Is Burn out has a negative impact on staff members life satisfaction and their well being as perceived by them?

Type of the study: Cross sectional study.

Design: Descriptive design was used.

Sample: All staff members of A dawadmi colleges, Shaqra university whom accept to participate and complete the questionnaire sheet was included in the study their number was 50 members.

Setting: Adawadmi governorate, Riyadh, Saudi Arabia.

Tools:

1. Questionnaire sheet prepared by the researchers which assess socio- demographic characteristics of the studied subjects, their complaints and most family complaints.
2. Burnout Inventory scale, prepared by Maslach in 1982, ⁽¹⁴⁾: It is an introspective psychological inventory; its validity and reliability were tested by 2 professors of education. It was used to assess individual burnout. The subscales measure emotional exhaustion, depersonalization, and lack of personal accomplishment. It consists of 22 items. Responses are recorded using a Likert-type scale ranged from frequency to "never" (0) to "every day" (6) and intensity is measured from "never occurring*" (0) to "major, very strong feeling"(6). The total scale score was collected for each subject, the higher the score indicate higher level of burn out among subjects.
3. Arabic version of Life satisfaction scale prepared and its validity and reliability was tested by El Desouky, 1996 ⁽¹⁵⁾: The scale consists from 29 items which measure social appreciation, emotional stability, security and happiness among studied subjects. The response vary between exactly applied to never applied. Each response given a score as 4-0 , answer with exactly applied mean (4) and answer with never applied given (0).The total scale score was collected for each subject, the higher the score indicate higher life satisfaction among subjects.

Ethical considerations: The study was accepted by applied medical science college research ethics committee. Confidentiality of information was guaranteed for each study subject and data will be used for research purpose only.

Pilot study: A pilot study was carried out on 5 staff members to test the clarity and simplicity of the study tools. Necessary modification was done in tools and subjects whom shared in pilot study were excluded later from the main study sample.

Methods: A review of related literature was carried out to get acquainted with the various aspects of the research problem and the study tools. All subjects whom complete the questionnaire sheet only were included in the study.

IV. Statistical analysis:

The collected data were organized, tabulated and statistically analyzed using SPSS version 22 (Statistical Package for Social Studies). Statistical presentation and data analysis of the present study was conducted using , percentage distribution, chi test and Pearson correlation was used to assess correlation between socioeconomic variables, burn out level, wellbeing level and life satisfaction of the studied subjects. The level of significant was adopted at $p < 0.01$.

V. Results:

Table (1): Showed percentage distribution of socio-demographic characteristics of the studied subjects.

As demonstrated in this table ; more than half of subjects aged from 40-49 years, 58% had doctorate degree and 78% of them were female also the majority of them (94%) married and 78% of them had weekly credit teaching hours ranged between 10-15 hours. Regarding administrative position 62% from the studied subjects had administrative position in their colleges.

Table (2): Demonstrate percentage distribution of the staff members' main complaints.

Regarding Studied subjects main complains' as clear from table 2; 40 % of them always feeling tired at morning, 52% of them sometimes feel exhausted, 36 % of them sometimes feel rigid when dealing with people and about half of them (48%) always feel happy after finishing their work before leaving their colleges.

Table (3): Represent staff members' families complaints.

As shown from table 3 staff members families complain that; 76 % of them complete their work duties at home which result in about one third of them also never spend enough time with their families and 60% of them busy all times at home.

Table (4): Denotes Person correlation of burn out level and socio-demographic characteristics of subjects.

As clear from this table, moderate level of burn out was manifested by 40% of the staff members aged from 40-49 years, 46% of female members and 34% of staff member with doctorate degree regarding high level of burn out was manifested by 40% of members with administrative position and there was a statistically significant difference.

Table (5) Person correlation of wellbeing level and social characteristics of subjects.

From table (5) High level of wellbeing was manifested by 43% of staff members aged from 40-49 years, 40% of female members and 42% of staff members hold administrative position had moderate level of well being with significance difference was found.

Table (6) Person correlation of life satisfaction and social characteristics of subjects.

Moderate level of life satisfaction was manifested by 44% of female subjects with doctorate degree and 48% of the staff members with administrative position. As demonstrated from table (6)

Figure (1): Negative impact of burn out as perceived by staff members.

This figure reflect that; 70% of subjects perceived that burn out had a negative impact on their life satisfaction ,74% had negative impact in their wellbeing, also 76% perceive work burn out had a negative effect on their family communication and burn out consuming home time was perceived by 80% from studied subjects.

Table (1): Socio-demographic characteristics of the studied subjects.

Variables	No=50	%
1. Age in years:		
• 30-39.	12	24.0
• 40-49.	28	56.0*
• 50-	10	20.0
2. Education:		
• Master degree.	21	42.0
• Doctorate degree.	29	58.0*
3. Sex:		
• Male.	11	22.0
• Female.	39	78.0*
4. College :		
• Applied medical science	24	48.0
• Pharmacy.	2	4.0
• Science college	11	22.0
• Engineering.	1	2.0
• Community	7	14.0
• Educational college	5	10.0
5. Social state:		
• Married	47	94.0*
• Widow	2	4.0
• Without wife	1	2.0
6. Weekly credit teaching hours:		
• <10.	2	4.0
• 10-15.	39	78.0*
• >15	9	18.0
7. Administrative position:		
• Had.	31	62.0*
• Not had.	19	38.0

Table (2): Distribution of the staff members' main complaints.

Variables	No	%
1. Feeling tired at morning:		
• Never.	2	4.0
• Rarely.	10	20.0
• Sometimes.	12	24.0
• Usually.	6	12.0
• Always.	20	40.0*
2. Feeling exhausted:		
• Never.	6	12.0
• Rarely.	6	12.0
• Sometimes.	26	52.0*
• Usually.	10	20.0
• Always.	2	4.0
3. Feel burn out from work pressure:		
• Never.	5	10.0
• Rarely.	10	20.0
• Sometimes.	8	16.0
• Usually.	12	24.0
• Always.	15	30.0
4. Feel rigid in communicating with people:		
• Never.	6	12.0
• Rarely.	16	32.0
• Sometimes.	18	36.0*
• Usually.	7	14.0
• Always.	3	6.0
5. Feel happy after finish work at college :		
• Never.	4	8.0
• Rarely.	3	6.0
• Sometimes.	2	4.0
• Usually.	17	34.0
• Always.	24	48.0*

Table (3) Staff members' families complaints.

Families complaints	No=50	%
1. Staff member complete their work duties at home:		
• Never.	12	24.0
• Yes.	38	76.0*
2. Spend enough time with family:		
• Never.	16	32.0*
• Rarely.	5	10.0
• Sometimes.	3	6.0
• Usually.	13	26.0
• Always.	13	26.0
3. Staff member busy all times:		
• Yes.	30	60.0*
• No.	20	40.0

Table (4): Person correlation of burn out and subjects' socio-demographic characteristics.

Social characteristics	Burn out level			X	P
	High	Moderate	Mild		
1. Age:					
• 30-39	4.0	12.0	8.0	11.680	.002
• 40-49	16.0	40.0*	0.0		
• 50 -	12.0	8.0	0.0		
2. Sex:					
• Male	8.0	14.0	0.0	19.260	.000
• Female	24.0	46.0*	8.0		
3. Educational level:					
• Master degree.	16.0	26.0	0.0	20.320	.001
• Doctorate degree.	16.0	34.0*	8.0		
4. Administrative position.					
• Had.	40.0 *	22.0	0.0	21.05	.000
• Not had	10.0	10.0	18.0		

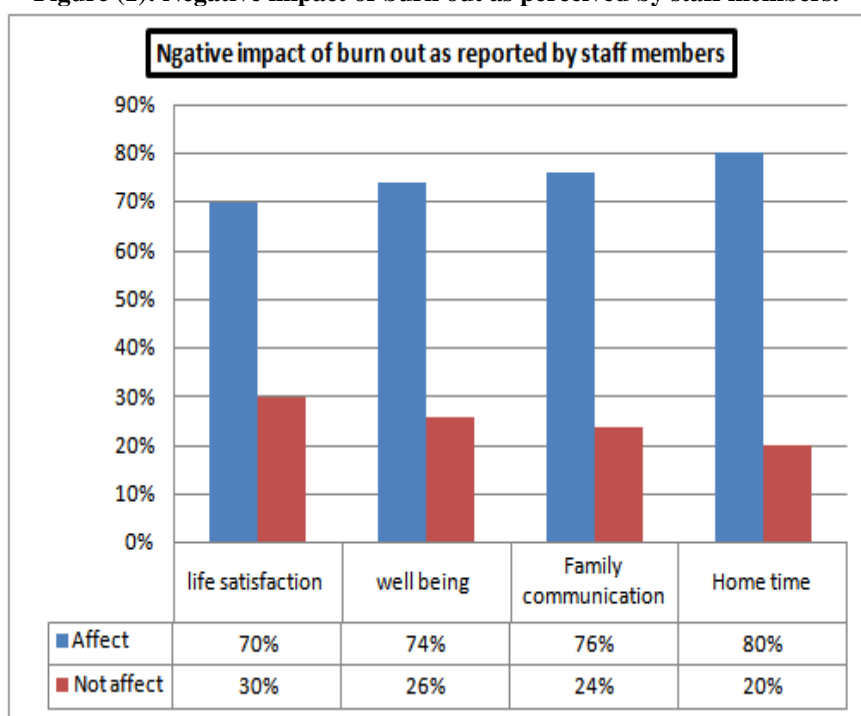
Table (5) Person correlation of wellbeing level and social characteristics of subjects.

Social characteristics	Well being			X	P
	High	Moderate	Low		
1. Age in years:					
• 30-39	10.0	12.0	2.0	11.680	.003
• 40-49	43.0*	11.0	2.0		
• 50-	14.0	5.0	1.0		
2. Sex:					
• Male	18.0	3.0	1.0	15.680	.000
• Female	40.0*	35.0	3.0		
3. Educational level:					
• Master degree.	22.0	17.0	3.0	1.280	.000
• Doctorate degree.	36.0*	21.0	1.0		
4. Administrative position.					
• Had.	16.0	42.0*	4.0	20.13	.002
• Not had.	22.0	16.0	0.0		

Table (6) Person correlation of life satisfaction and social characteristics of subjects.

Social Characteristics	Life satisfaction			X	P
	High	Moderate	Low		
1. Age in years: • 30-39 • 40-49 • 50 -	2.0 6.0 8.0	16.0 36.0 12.0	6.0 14.0 0.0	31.29	.000
2. Sex: • Male • Female	18.0 16.0	2.0 44.0*	2.0 18.0	30.08	.000
3. Educational level: • Master degree. • Doctorate degree	8.0 8.0	20.0 44.0*	14.0 6.0	21.43	.000
4. Administrative position. • Had. • Not had.	10.0 20.0	48.0* 16.0	4.0 2.0	18.67	.000

Figure (1): Negative impact of burn out as perceived by staff members.



VI. Discussion:

Academics professionals, are subjected to high levels of job-related stress (Salimzadeh, et. al; 2017) (16). Job-related stress adversely impact staff members well-being level and making them vulnerable to psychological distress, negative emotions and burnout so this study aimed to investigate impact of work Burn out on life satisfaction and well being as perceived by staff members of Adawadmi colleges, Shaqra university. Study results in table 2 reflected that 40% of staff members feeling tired at morning, 52% feel tired due to dealing with people and 48% always feel happy after finish work at their colleges. Regarding Blix, et. al., in 2006 (17), agree with the above mentioned finding and reported there was a burnout, stress related health problems, lowered work productivity, inability to cope with work stress among studied subjects and job change consideration among university teachers should be conducted to manage also Bezuidenhout in 2018 (18), in the same line of the study and reported staff, especially in academic positions, experience increased time pressure,

work overload, and concomitant increased levels of stress, which may lead to ill health and reduced commitment over the long term, if not addressed or not managed.

Regarding staff members' families' complaints in table 3 about home time 76 % from the staff member complete their work requirements at home, about one third of them never spend enough time with their families and 60 % of staff members busy all times. Kinman & Jones in 2001⁽¹⁹⁾, support the above mentioned results and decelerate majority of the academic staff involved in both teaching and research tended to report longer working hours. Unsurprisingly, a high level of conflict between work and home life was reported by the majority of them, and was the strongest predictor of psychological distress boundaries between work and negative impact of work-life conflict on health and family-life has been widely demonstrated. Regarding Kinman & Jones in 2004⁽²⁰⁾ study reported that majority of respondents' work demands tended to spill over into the home domain both physically (e.g. working at home during evenings and weekends), and psychologically (e.g. preoccupation with work problems, difficulties in sleeping, and irritability with family and friends due to work pressure).

Study results in table four indicated moderate level of burn out was manifested by 40% of staff members aged from 40-49 years, 46% of female members, 34% of staff member with doctorate degree and 40% of staff members whom had administrative position in their colleges suffer from high level of burn out so the first research question was answered and there is a positive correlation between level of burn out and staff members socio-demographic characteristics. This finding supported with Reddy and Poornima in 2012⁽⁹⁾; whom found 74% of the university teachers are experiencing moderate and high levels of occupational stress and 86 % of them have professional burnout also El-Amin in 2015⁽²¹⁾ support the above motioned results and found high burn out level among married female academic staff at universities in Khartoum state and Langade, et. al., in 2016⁽²²⁾ found high levels of burnout among medical practitioners. Regarding Embriaco, et. al., in 2007⁽²³⁾, are in the same line with the above mentioned finding and shows a high prevalence of burnout among females as compared to the males also Dagar and Mathur in 2016⁽²⁴⁾ support the above mentioned results and found higher mean score of burn out among female school teachers in the same line of the above mentioned results Kanta Rao in 2010⁽²⁵⁾ found the majority of the study university teachers experience moderate and high levels of occupational stress due to stress.

Agree with the above mentioned results Abouserie in 1996⁽²⁶⁾ found that 74.1 % of the university teaching staff was moderately stressed, and 10.4 percent severely stressed due to work burn out with respect to Akinmayowa & Kadiri findings in 2014⁽²⁷⁾ revealed stress among academic staff and significant difference was observed in the level of stress among academic staff with respect to marital status also Kinman & Wray, in 2013⁽²⁸⁾ reported; nearly three-quarters of the sample agreed or strongly agreed with the statement 'I find my job stressful'. More than half indicated that their general level of stress was high or very high, and more than one third said they often or always experienced levels of stress. Regarding Watts and Robertson in 2011⁽²⁹⁾ in their review highlighted levels of burnout amongst university teaching staff 'at risk' groups such as healthcare professionals also the majority of the teaching staff suffer from work burn out.

In relation to wellbeing level and social characteristics of the studied subjects in table 5; high level of well being were manifested by 43% of staff members aged from 40-49 years, by 40% of female members, 36% from staff members with doctorate degree and 42% of staff members whom hold administrative position had moderate level of wellbeing, As demonstrated in table 6 regarding life satisfaction and social characteristics of studied subjects; moderate level of life satisfaction was manifested by 44% of female subjects with doctorate degree and 48% from staff members whom hold administrative position. This finding supported by Bell, et. al., in (2012);⁽³⁰⁾ whom mentioned feelings of anxiety, and being internally threatened by work, were more strongly associated with academics' work-life balance and work-life conflict than were time and pressure demands and added. The study results demonstrated a harmful influence of anxiety-related job stress on wellbeing of a Australian Academics and Perceived job threat-type stress among academics was also a significant predictor and associated with poorer wellbeing and increased ill-being in the same line with the above mentioned results Evans, in 2018⁽³¹⁾ mentioned exhaustion, burnout, chronic stress, frustration, and disengagement impact 60% of workers, differentially women, those in high-pressure services jobs also Lizano, in 2015⁽³²⁾ review provides evidence that job burnout poses a risk to well-being of human service workers. The evidence points to the dangers of emotional exhaustion. Any efforts made in workforce management strategies that aim to protect the well-being of human service workers should seek to protect workers against emotional exhaustion

The majority of staff members perceived burn out had negative impact on them as clear from figure one; 70% from them perceived that work burn out had a negative impact on their life satisfaction and 74% perceive that burn out affect their wellbeing also 76% perceived that burn out had a negative effect on their family communication and 80% reported that work burn out had a negative impact on their home time so the second research hypothesis was accepted and the majority of university staff members perceive that work burn out affect their life satisfaction and their wellbeing. Salimzadeh et al. in 2017⁽¹⁶⁾ support the above mentioned

results and concluded that job-related stress and specific types of experiences adversely impact academics' psychological well-being by making them vulnerable to psychological distress, negative emotions, depression, and burnout. Implications for improving psychological well-being among academics are addressed. In accordance with the above mentioned results; Al-Asadi, et al., in 2018⁽³³⁾ found a significant negative correlation between job satisfaction and burnout in teachers also the results of the study which conducted by Mendieta & Cosano-Rivas in 2011⁽³⁴⁾, in the same line of the above mentioned results and revealed a negative influence of burnout on workplace support, job satisfaction and life satisfaction and the positive influence of workplace support on job satisfaction.

VII. Conclusion:

From the study results it was clear that work burn out had a negative impact on the staff members and their families as perceived by them which consequently had an effect on their life satisfaction, well being and their work productivity also.

Limitation: The most important limitation is sample size only 50 staff members whom complete the questionnaire and willing to participate in the study.

Recommendations:

1. Each staff members should be aware about burn out syndrome and identify the manifestations of the syndrome to apply early intervention to manage their burn out.
2. The university should develop mechanisms to detect the stressors causing strain in university teachers to reduce professional burnout among staff members and staff members also are responsible about maintaining balance between workload demands and their personal life which improve their; life quality, well being and satisfaction.
3. All staff members should be aware about burn out and apply suitable intervention for managing their burn out and improve their work quality.

Conflict of interest:

The authors have no conflict of interest to declare.

Authors' contributions:

Authors were responsible for the study conduction. They approved the final draft and are responsible for the study content.

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