



Do Demographic make a Difference to Job Burnout among University Academicians?

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ABSTRACT

The study examined the relationship between demographic variables and burnout dimensions and their effect among the academicians at universities in Pakistan. A questionnaire-based study was carried out from 265. By using statistical techniques like descriptive analysis, the result shows that the young academicians have high levels of burnout level, and revealed that there is no difference found regarding gender and marital status on the level of burnout. This study reported that age, experience and designation have a significant relationship with burnout dimensions. The study also examined implications, limitation and recommendation for future research.

Keywords: Emotional Exhaustion, Disengagement, Academicians, Demographic Variables

JEL Classifications: M000

1. INTRODUCTION

In the present-day world, a nation's progress and prosperity remain incomplete without its excellence in higher education seconded by research. Pakistan, like other developing countries have been faced with the challenge to bring the life of its citizens at par with international standards including employees' satisfaction. Education is widely identified a linchpin to support families, cultures and societies. In turn, draws its distinction through various agents that also include teachers. Their constructive roles as valued professionals contribute to the development of progressive new generation (youth), determine their career path and support them. Owing to this useful contribution to societal growth, teachers need to feel secure and perform their duties. Stressful nature of teaching in the higher education sector evidently stems from societal and national needs as socioeconomic development, science and technology, services and manufacturing industries all of them depend on the sector for the provision of human resource (Khan et al., 2014; Khan et al., 2014). The provision, in turn,

depends on development mechanism at the universities where the role of teachers and research academician serve like backbone. In Pakistan, higher education sector has made a considerable contribution in the last decade and has taken long strides with the advent of higher education commission in 2002. Due to the changes in the education sector, these become challenges for the university administration in Pakistan such as quality of education, shortage in quality teaching staff and teaching methods, skill of the academicians, infrastructures, evaluation systems, innovation and research facilities. Therefore, to achieve the following challenges this pressure the academicians. Therefore in results, it destroyed the quality of education and create stress and burnout in the academicians and affects the performance of the academicians (Khan et al., 2014).

Teaching by nature is very highly complex profession because the teacher will arrange many responsibilities and activities, which is the cause of stress and burnout (Fernet et al., 2012; Lim and Eo, 2014). In educational institutions to reduced work burden or stress

to use technological oriented strategies (Gupta, 1981). In 1999, The United States National Institute for Occupational Health and Safety, defined job stress as “the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker” (p. 6). Job stress has been defined in 2002 by the European commission, that “a pattern of emotional, cognitive, behavioral and physiological reactions to adverse and noxious aspects of work content, work organisation and work environment” (p. 7). In addition, job stress on teachers at high level affects their career decisions, performance, health problems both physical and mental and throughout job satisfaction (Jepson and Forrest, 2006). Recent literature reveals that teaching is among the stressful professions (Chaplain, 2008; Johnson et al., 2005; Klassen, 2010; Kyriacou, 2001). Research also indicates that teacher stress and job satisfaction are strongly correlated (Pelsma and Richard, 1988).

Initially, teaching profession was categorized among the “low stress occupation” (Fisher, 1994; Gillespie et al., 2001) having less workload and frequent opportunities of trips particularly foreign for study or attending conferences (Gillespie et al., 2001). However, in the recent past, many countries including United States of America, United Kingdom, Australia and New Zealand worn away many of such advantages including decline in financial incentives. Thus, it is observed that like many other professions, we see a no less significant rise in occupational stress among the teaching community (Fevre et al., 2003).

Burnout is a part of strain which has been linked to chronic, job related stressor (Maslach et al., 2001). Job related burnout is at higher level in different working sectors, that has resulted in decrease in job performance, diminishing self-esteem, decline in job satisfaction and the general tendency of employees to opt for turnover (Schwab et al., 1993). From early studies, contribution was to the conceptualization of burnout as a multi-component (emotional exhaustions, depersonalization and personal accomplishment) construct. The emotional exhaustion refers to job related demand stressor upon employee and its symptoms include increased absenteeism and withdrawal from profession. Depersonalization refers to the work related stress and it is characterized as a negative attitude towards clients, coworkers, and/or managers, and its main factors include job related failures or successes and lack of control. Diminished personal accomplishment occurs due to unmet achievement expectations and role ambiguity, and it refers to decline of employee’s feeling of competence and successful things in job.

The process in which responding to imbalance in demands and resources is known as stress (Hartig, et al. 2007; Khan et al. 2014). In this regard, teachers are more pressurized to impress their high ups, meeting targets set by the administration and attending different meetings. Overwork, insecurity in jobs, poor communication, conflict in the organizations give rise to burnout (emotional exhaustion) and stress (Moore, 2003). Similarly, in the context of Pakistan, the researcher examines job stress among the academician, which it may attribute to internal or external factors both individual and collective or organizational.

American researchers were among the first to bring the issue of burnout into limelight. The analysis of few such articles show that it was not an aberrant response of some people but agreed upon initiative in mid-1970s in United States (Freudenberger, 1974; Maslach, 1976; Ozdemir, 2006). It is less convincing to limit burnout to human services only as it equally relates to family factors (Bekker et al. 2005). Burnout is a form of exhaustion, which can be measured and approximated in relevance to a particular work (Kristensen et al. 2005). Its outcomes are the same throughout in all occupations and are known as exhaustion and avoiding emotional involvement (Schaufeli and Taris, 2005). Burnout, for instance, is used in Sweden for the identification or cause of phenomena on medical certificate (Hallsten, 2005; Shirom, 2005).

Burnout history has divided into three different phases. The first phase spanned over 1970s to mid 1980s when different types of theories on burnout were proposed following different case studies. The second phase continued from mid 1980s to the later part of 1990s. During this phase score of studies were undertaken on burnout mostly in a cross sectional design. Then comes the last phase where an increase in the quantity of longitudinal studies has been noted, with the overt finding that the effects of burnout have been of more serious consequence for staff and students (Maslach and Jackson, 1986).

Burnout is a syndrome of emotional exhaustion, depersonalization and reduced sense of personal accomplishment that may occur among individuals at work (Burke and Greenglass, 1995; Maslach and Jackson, 1981). It is actually a specific form of occupational and chronic stress. It is one of the main outcomes of work-related stress due to its exponential impact on professional colleagues (Martinussen, et al. 2007). At individual level, stress has been conceptualized involving stressor which is caused by strain, conducting negative psychological response at the same time i.e., reduced organizational commitment (Maslach and Leiter, 1997) and increased burnout. Burnout comprises of three different and separate dimensions which are emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach et al., 1996). It, then is, negative effects of role stressors. Furthermore, understand the phenomenon of burnout, it may be defined as that act of decreasing in an individual’s energy in which resources seem to be very less because of negative feelings. Generally, it is of the sum total of misfit outcomes and actuality at job and does not match with resistance or coping strategies (Schaufeli and Enzmann, 1998). Role conflict, participation in decision making and role ambiguity are main expressions of burnout among teachers (Pretorius, 1994). Three different outcomes of resistance strategy are social interaction and work, satisfaction of life and effecting health (Khan, et al. 2014; Lazarus and Folkman, 1984; Admiraal et al., 2000). Every outcome has both immediate as well as long-term results. Immediate results consist of changing school, or classroom or job, not feeling well, having bad mood, or having blood pressure problem. Long-term outcomes may include turnover from profession, feel burnout, or illness.

Earlier research undertakings reveal that lack of personal accomplishment and emotional exhaustion are kinds of strain

and that strains causes Burnout, whereas the depersonalization is most commonly used as a coping strategy (Cox et al., 1993; Lee and Ashforth, 1990). But there is no general consensus on the relationship of strain generating factors and burnout syndrome as the process of development of burnout is quite complex (Burke, 1989; Golembiewski, 1989; Lee and Ashforth, 1993; Leiter, 1993).

Burnout is one of the work-related syndromes that an individual's perception of the instability between demands and resources during the period. Burnout is characterized by detachment, apathy, and indifference in the relations, and feelings of emotional exhaustion related to less resources and without help (Ozdemir, 2006). It has caused by the combined effects of the different stressful working environment, which cross the resistance of the academicians. Therefore, the academicians burnout not only physically but also psychologically and socially. Burnout, caused by the cumulative effect of the stressful working environment, that exceeds the coping capability of the staff, is a state, which forces the employee to become introverted. In this state, the person is "burned out" not only physically but also socially and psychologically (Çam, 2001).

The issue of burnout was introduced to the scientific community and the public in the 1970s and acquired extensive research attention (Ozdemir, 2006). Such studies investigate burnout in the academicians relating to absenteeism, turnover, job dissatisfaction, having lower productivity and reduced organizational commitment (Cano-García et al., 2005; Maslach, 2003). Academician Burnout is related to separation from co-workers and disconnection with students. Tournaki and Powell (2005) explained in their research that academician burnout was concerned with lesser expectations of students' achievement both in special or regular education.

Both individual and organizational burnout is occurs in decreasing power, energy and resources (Wu et al., 2007). From the previous studies job burnout has negative effect for the employee well-being and as well as organization which is connected with decreased their performance during job (Bakker et al., 2004; Maslach et al., 2001) reduced in productivity and increases rates of turnover (Kim and Stoner, 2008; Nissly, et al. 2005). Burnout is a big issue among teachers (Van Horn et al., 1997). Blandford (2012) reported that teachers burnout affect the job performance as decreasing occurs in the quality of the teaching which effect the children careers. Gillespie et al. (2001) explored stress among university staff by concentrating on five key areas: Experience and level of stress; causes; consequences; moderators; and recommendations for stress reduction. The stressors identified as causing most distress were insufficient funding and resources; work overload; poor management practice; job insecurities and insufficient reward; and recognition.

1.1. Sources of Burnout in University Faculty

In the recent past two decades, many countries including United States of America, United Kingdom, Australia and New Zealand eroded (finished) many of such advantages including decline in financial incentives. Thus, it is observed that like many other professions, we see a significant rise in occupational stress among the teaching community (Fevre et al., 2003). Recent literature

reveals that the teaching is among the stressful professions (Chaplain, 2008; Johnson et al., 2005; Kyriacou, 2001; Moya-Albiol et al., 2010; Winefield et al., 2008). When teacher is in stress his personal life will be disturbed which will affect the satisfaction level. His decision power will decrease with the passage of time. In addition, job stress on teachers at higher level affects their career decisions, performance, health problems both physical and mental and throughout job satisfaction (Jepson and Forrest, 2006).

According to Altbach (1996) "For a number of years, the professoriate has been undergoing change and has been under strain almost everywhere. Fiscal problems for higher education are now evident in all of these 14 countries. In most of the nations, the somewhat unprecedented phenomenon of increasing enrolments has been allowed to supersede allocated resources. At the same time, professors in a number of countries are being asked to explore entrepreneurial - for example, in bringing research grants and contracts to their institutions" (p. 4-5).

Different stressors were identified in the literature review are workload, time pressure, education and management changes, organization structure and insufficient resources (Winefield et al., 2003; Winefield and Jarrett, 2001). As cited by Khan et al. (2014), UK study concluded that, "occupational stress in university staff is widespread and lends further support to the growing evidence that universities no longer provide the low-stress working environments they once did" (p. 54). From previous study it was concluded that academician in the university working environment was exhausted due to not fulfilling their duties, having less support and control and lack of job resources.

Different stressors like decreasing in job satisfaction, morale and ill health for academician has been reported by the studies in united kingdom and Australia like Tytherleigh et al. (2005) and Winefield et al. (2002). Role ambiguity and conflict is also related to teacher burnout (Schwab and Iwanicki, 1982) have shown that role conflict and role ambiguity were significantly related to teacher burnout. Study concluded that Organization, individual, and social-psychological factors were strongly associated with burnout (emotional exhaustion, depersonalization and personal accomplishment) which is very important and to study it all not only finds the individual factor. Some other factors of burnout in academicians are lack of social recognition, having large number of students in class, isolation, lack of resources and classroom control, fear of violence, role ambiguity, having less number of professional opportunities, and, a lack of support (Lowenstein, 1991).

2. THEORETICAL BACKGROUND

Caplan et al. (1975) reported, "stress refers to any characteristics of the job environment which pose a threat to the individual. At the other hand, strain refers to any deviation from normal responses in the person" (p. 3). Schuler (1980) observed that "stress is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important" (p. 189).

Burnout is generally defined as that the insufficient resistance plan, variance of goals, and actuality at job. Freudenberger (1974) first used the term burnout among health workers. Freudenberger and Richelson (1980) identified burnout as a “state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward” (as cited in Tsigilis et al., 2004. p. 666-667). A widespread perception of burnout is that it is a “state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding” (p. 25). Burnout is a work-related syndrome that most often influences human-service professionals (Togia, 2005) p. 130. An operational definition, though, burnout is a prolonged response to chronic emotional and interpersonal stressors at work, and is defined by the three dimensions of emotional exhaustion, depersonalization and loss of a sense of personal accomplishment (Maslach et al., 2001. p. 397). Emotional exhaustion, the central dimension of burnout, is characterized by a feeling that one’s emotional resources are used up. Depersonalization refers to a cynical, callous and detached attitude toward clients, co-workers and organization. The third dimension of burnout, decreased personal accomplishment, is marked by a sense of ineffectiveness and inadequacy in relation to job performance accompanied by negative self-evaluation (Togia, 2005).

According to Cooper et al. (2001), job burnout has a long history in relation to the human service professions, and its measurement and correlates are well established. Not so in the case of emotions. Even through, as Ashforth and Humphrey (1995) suggest, “the experience of work is saturated with emotions, research has generally neglected the impact of every day emotions on organizational life” (p. 97). Currently more and more researchers conceive of burnout as a work-related strain that can emerge in any occupation, including management and technology (Leiter and Schaufeli, 1996; Maslach et al., 1993). Westman and Eden (1997) found substantial decline in burnout during vacation. Research by Etzion et al. (1998) has shown that the burnout relief experienced while the job stressors were “turned off”. The relationship between the number of hours worked and burnout depends on the extent to which work schedule meets the needs of the employers, her or his partner, and their children, if any. Organization constraint and administrative requirements may be becoming stressors that are more significant.

Environmental stressors have increased and this may cause employee burnout. Different stressors relevant to job burnout have been discussed by the previously existing literature Factors that lead to burnout have been detailed and discussed in the relevant literature such as workload, inadequate rewards, lack of personal control, working environment (Lee and Ashforth, 1996; Maslach and Leiter, 1999). In 1996, the authors Jackson et al. also find the association among job burnout with personal expectations and unmet job conditions.

According to the study, the academicians working in University are not exempt from problems linked with job burnout (Lackritz, 2004). Harrison (1999) discussed some of the indicators oaf burnout like conflicts, work pressures, rewards and accomplishment. Blix et al. (1994) reported in his study that university academicians have high level of burnout. He also reported that there is positive

relationship between job burnout with university academicians productivity, stress, number of students, time consumed in the co-circular activities and health and having a negative relationship with job satisfaction and intrinsic motivation in the academician (Lackritz, 2004).

3. RATIONALE FOR THE STUDY

From reviewing of previous literature, it was concluded that few of the research had done on job burnout and demographic variables, especially in Pakistan. There are several studies were done on stress and occupational stress in Pakistan. According to Azeem and Nazir (2008) examined the burnout dimension emotional exhaustion, and reported that there is high level exist in the academicians working in the university. The current study investigated the relationship of burnout dimensions emotional exhaustion and disengagement with demographic variables like gender, marital status, experience, designation and age.

4. OBJECTIVES OF THE STUDY

The main objective of the study is to investigate the effect of demographic variables (age, gender, marital status, teaching/research experience and designation) with job burnout dimensions, particularly emotional exhaustion and disengagement in the academicians among universities of Pakistan (Figure 1).

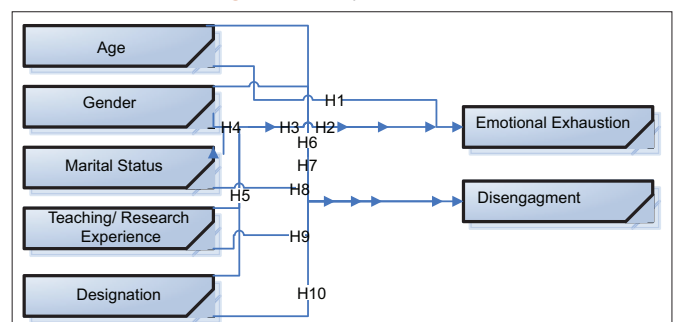
5. PURPOSE OF THE STUDY

The purpose of the current study was to investigate the relationship and effect of the demographic variables like age, gender, marital status, experiences and designations with burnout dimensions emotional exhaustion and disengagement among the university academicians in Pakistan. To achieve the objective of the study data was collected from 265 academicians’ like lecturers, assistant professor, associate professors and professors in the universities in Pakistan. The data were analyzed with the statistical tools like mean, standard deviated, correlation and multiple regression analysis with the help of SPSS version 18.0.

6. METHODOLOGY

A cross sectional survey was conducted with self-administrated questionnaire. The study was carried out in December 2013 to

Figure 1: Study framework



April 2014. Closed ended questionnaire was used with five Likert rating scale was used for the question's response.

6.1. Participants and Procedure

The demographic details of present study respondents are given in Table 1. In the study, so much difference was found in gender: Where 90.1% are male and 9.8% are females. About marital status married respondents are 71.3% and single respondents were 28.7% in the study. Regarding experience wise, 3.3% were in the experience of <1, 52.83% were more than 1 and less than experience of 3 years, 29.81% were having experience 4-6, 6% of 7-10 and 21% were having experience more than 10 years experience. Concerning age of the study respondents, 4.5% were more than 40 years, 10% were between 36 and 40 years, 43% were between 31 and 35 years, 17% were between 26 and 30 and 22% were <30 years. The academicians response rates due to designation wise are as follows: Professors were 4.5%, associate professors were 10.9%, assistant professors were 26.8%, and lecturers were 57.73%.

6.2. Measures

Burnout has measured by the two main factors including emotional exhaustion and disengagement from the model of burnout invented by Demerouti et al. (2001). The researcher shall employ Oldenburg Burnout Inventory (OLDI), which is an alternative inventory to Maslach burnout inventory (MBI) (Demerouti et al., 2010). OLDI consists of 16 items and having some negative and positive questions, in which eight items are of emotional exhaustion and 8 items are of disengagement. The reliability values reported are 0.82 and 0.83 of Cronbach's alpha (Demerouti et al., 2001; Demerouti et al., 2003). Bakker et al. (2004) reported reliability of 0.75 and 0.81 Cronbach's alpha.

The study questionnaire consists of two sections. In the first section, it consists of demographic sections having gender,

Table 1: Characteristics of the respondents

Characteristics	Number of the respondents (n)	Percentage
Gender		
Male	239	90.1
Female	26	9.8
Marital status		
Single	76	28.7
Married	189	71.3
Experience		
<1 year	9	3.3
From 1 to 3	140	52.83
From 4 to 6	79	29.81
From 7 to 10	16	6.0
More then 10	21	7.9
Age		
Above 40	12	4.5
36-40	29	10.0
31-35	116	43.0
26-30	47	17.0
<25	61	22.0
Designation		
Professors	12	4.5
Associate professors	29	10.9
Assistant professors	71	26.8
Lecturers	153	57.73

age, experience, marital status and designations. The study also concluded both the reliability and validity of the instrument and finds the ANOVA and *t*-test for the Burnout dimensions emotional exhaustion and disengagement with demographic variables.

7. RESULTS AND DISCUSSIONS

From previous literature, it has been concluded that a high level of burnout exists when emotional exhaustion and disengagement are high. Table 2 declared the level of burnout has not being perceived by both genders, which is contradiction to the studies (Acker, 2003; Lackritz, 2004; Watts and Robertson, 2011) where they mentioned that female have significant effect in emotional exhaustion as compared to male. The result was also supported by some studies (Evers et al., 2002; Hastings and Bham, 2003). Similarly, the level of burnout in the academicians' age wise is shown in the Table 2. The result indicated that emotional exhaustion is slightly moderate in the age more than 40 years, and high in the age under 40 years in the academicians. In the same way, levels of burnout of the respondent's marital status are shown in the Table 2. It is also clear that the both single and married academicians have no significant effect on the level of emotional exhaustion. The results of the study was contradicted with the results of studies (De Heus and Diekstra, 1999). From the data maximum teaching/research, experience shows high level of burnout. Thus, result revealed that there is a high level of emotional exhaustion having the experience of 10 years or below 10 and having a slightly moderates level in more than 10 years in the academicians. The level of burnout severely affected with academician designation. Therefore, Table 2 shows that the academicians like professors, and associate professors have moderate level of emotional exhaustion, while a high level of emotional exhaustion were found in the position of assistant professors and lecturers.

Table 3 declared the level of burnout indicators being perceived by both genders, where slightly moderates in the disengagement

Table 2: Emotional exhaustion score of the respondent according demographic characteristics

Characteristics	N	Mean	SD	Significant
Emotional exhaustion				
Male	239	3.27	0.602	0.501
Female	26	3.36	0.628	
>40	12	2.92	0.602	0.002
36-40	29	2.96	0.595	
31-35	116	3.29	0.619	
26-30	47	3.40	0.578	
<25	61	3.40	0.524	
Single	76	3.40	0.594	0.059
Married	189	3.24	0.603	
<1	9	3.48	0.704	0.001
1-3	140	3.36	0.546	
4-6	79	3.31	0.636	
7-10	16	3.05	0.521	
>10	21	2.82	0.652	
Professor	12	2.93	0.802	0.001
Associate Professor	29	2.96	0.512	
Assistant Professor	71	3.30	0.624	
Lecturer	153	3.37	0.566	

SD: Standard deviation

dimension. Similarly, the impact of gender on the level of burnout dimension disengagement there is no such effect were found. The study results were parallel to the results of the studies like Tuettemann and Punch (1992), Jacobsson et al. (2001) Evers et al., (2002), Hastings and Bham (2003), while contradicted with the study results that found that high level of disengagement was found in male as compared to female academicians (Anderson and Iwanicki, 1984; Lau et al., 2005). In addition, disengagement was slightly moderate after 31 years old and having high level of disengagement in the age of 30 and below. Similarly, levels of burnout of the respondent's marital status are shown in the Table 3. However, on the other side, insignificant results were found in the level of disengagement on marital status. It was clear from the data that maximum teaching/research experience shows a high level of burnout. Table 3 shows the level of burnout of the teaching/research experiences, where the level of disengagement is high in academicians having an experience of <1 year and slightly moderates having experience more than 1 year. The level of burnout severely affected with academician designation. Table 3 shows that the level of disengagement is slightly moderated in academicians.

In the results, Table 4 shows the difference in means for the two dimensions of burnout by age wise. Therefore the *F*-test value in

Table 3: Disengagement score of the respondent according demographic characteristics

Characteristics	N	Mean	SD	Significant
Disengagement				
Male	239	2.92	0.585	0.989
Female	26	2.91	0.602	
>40	12	2.79	0.635	0.029
36-40	29	2.81	0.504	
31-35	116	2.82	0.626	
26-30	47	3.02	0.537	
<25	61	3.08	0.528	
Single	76	3.00	0.574	0.128
Married	189	2.88	0.588	
<1	9	3.30	0.429	0.066
1-3	140	2.94	0.571	
4-6	79	2.92	0.609	
7-10	16	2.77	0.529	
>10	21	2.68	0.613	
Professor	12	2.71	0.667	0.479
Associate Professor	29	2.84	0.549	
Assistant Professor	71	2.91	0.595	
Lecturer	153	2.95	0.582	

SD: Standard deviation

Table 4: One-way ANOVA and age of the burnout by academic titles

Position	Sum of squares	df	Mean square	F	Significant
Emotional exhaustion					
Between groups	6.166	4	1.542	4.455	0.002
Within groups	89.961	260	0.346		
Total	96.127	264			
Disengagement					
Between groups	3.661	4	0.915	2.741	0.029
Within groups	86.831	260	0.334		
Total	90.492	264			

Table 4 shows that, emotional exhaustion was significant at $P < 0.05$ level where ($F [4, 260] = 4.455, P = 0.002; \text{Eta-Squared} = 0.0641$), for disengagement the *F* value was ($F [4, 260] = 2.741, P = 0.029; \text{Eta-Squared} = 0.0404$).

From ANOVA analysis Table 5 show through the experiences of the academicians that, the mean scores of emotional exhaustion were significant at $P < 0.05$ level ($F [4, 260] = 4.740, P = 0.001; \text{Eta-Squared} = 0.067$), while the mean scores for burnout dimension disengagement was significant at $P < 0.05$ level ($F [4, 260] = 2.237, P = 0.066; \text{Eta-Squared} = 0.033$).

Lastly, the Table 6, ANOVA analysis of burnout dimensions and designation wise shows that, the mean scores for emotional exhaustion was significant at $P < 0.05$ level ($F [1, 263] = 5.561, P = 0.001; \text{Eta-Squared} = 0.067$), while the mean scores for disengagement was significant at $P < 0.05$ level ($F [1, 263] = 0.829, P = 0.479; \text{Eta-Squared} = 0.009$).

8. CONCLUSION AND RECOMMENDATIONS

The level of burnout in the university academicians in the study is average but not low. From the study results it was clear that there is significant difference exist in the both of burnout dimensions emotional exhaustion and disengagement along with the demographic variables except gender and marital status. In such way, it was concluded that the higher education institutions in Pakistan providing equal opportunity in career development and doing their work in the universities to both gender and marital status, therefore the results of the study indicated that there is no such difference were found whether the academicians are male or female married or single. On the other side, as the age of the

Table 5: One-way ANOVA and experience of the burnout by academic titles

Position	Sum of squares	df	Mean square	F	Significant
Emotional exhaustion					
Between groups	6.533	4	1.633	4.740	0.001
Within groups	89.594	260	0.345		
Total	96.127	264			
Disengagement					
Between groups	0.794	4	0.753	2.237	0.066
Within groups	87.482	260	0.336		
Total	90.492	264			

Table 6: One-way ANOVA and designation of the burnout by academic titles

Position	Sum of squares	df	Mean square	F	Significant
Emotional exhaustion					
Between groups	5.775	1	1.925	5.561	0.001
Within groups	90.352	263	0.346		
Total	96.127	264			
Disengagement					
Between groups	0.854	1	0.285	0.829	0.479
Within groups	89.638	263	0.343		
Total	90.492	264			

academicians are increasing the level of burnout is decreasing, and is the reverse process between age and level of burnout. Therefore, the results of the study concluded that there is negative relationship between age and both emotional exhaustion and disengagement among the academicians. Furthermore, it is also revealed that there is a high level of burnout exists in the young academicians as compared to old academicians. Moreover, from the results of the study it has been concluded that through designation wise the burnout exist mostly in lecturers because they are more energetic and want to make their family life and as well their professional careers. Therefore, it was concluded that as the position of the academicians was upgraded the level of emotional exhaustion and disengagement of the academicians were high. For instance, in the study lecturers have high level of burnout as compared to other designation of academicians' particularly assistant professors, associate professors and professors in Pakistan. Similarly, from the study, in 1993, Jackson also found the significant difference among the pharmacy academicians through designation wise. In agricultural academicians the author reported that there is moderate level of emotional exhaustion and low level of depersonalization (Croom, 2003). While another studies in 2008 suggested that there is moderate level of emotional exhaustion and disengagement in the university academicians (Arđıç and Polatci, 2008).

Beside the other demographic variables like age, designation and experience has significant relationship with burnout dimensions like emotional exhaustion and depersonalization. As the experience of the academicians increase, the burnout level has been decreased and vice versa. In simple words, it was concluded that experience has an inverse relationship with both burnout dimensions like emotional exhaustion and disengagement.

Therefore, it was concluded from the results, that burnout has been an essential issue in the teaching. In teaching, it affects the performance, productivity of the academicians, turnover, absenteeism and stress. The burnout of academicians also suffered the other stakeholders of the organizations like students, because the future of the students was suffered from the changing in academicians and courses with time by time. These types of studies will help the administrators and as well as the policy makers to enhance the quality of education within the selected area and then further implemented in the country like Pakistan. Many studies were done in the other countries but very few studies were conducted on the burnout in academicians.

As every study has their own limitations, so this study has also some limitations like the study is cross sectional. Therefore, it has been recommended that if this study was done as a longitudinal so results will be more explained. Secondly, this study was done in Pakistan so the research suggested that if this study will conduct in the other countries Pakistan then the results can be compared. The study used the OLDI for the burnout measures so it is recommended that used some other instruments like MBI (Maslach and Jackson, 1981), or Copenhagen inventory (Kristensen et al. 2005).

This study will be useful in the future for the administrators of the universities and for provincials and federal administrators and

policy maker. It will decrease the level of burnout and provide such kind of facilities, which associated, with decreasing of burnout in the academic academicians.

From the previous all discussions, it was concluded that teaching is a very difficult profession instead of another profession. It has very complex and highly stressful profession. If the stress of this profession was not decreased according to give the relax and fruitful environment, then it affects academicians and the whole society both directly and indirectly. In addition, it affects the productivity of the academicians, quality of teaching and student achievement and futures. Therefore, it has been revealed from all aforementioned results and discussion of the study, that decrease the burnout level among the academicians in the organization is required by both the administration and policy level and make some organizational level interventions. For such steps, the university educations needs to enhanced work on the satisfaction of the academicians and provide a clear and unambiguous structures of the job and also did not need criticism instead of cultural openness and understanding.

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