

Burnout of Academic Professionals and its Impact on Work Performance

Smitha Dev^{1*}, Sreethi Nair² and Anand Dwivedi³

¹Department of General Education, Faculty of Psychology, Abu Dhabi University, Abu Dhabi 59911, United Arab Emirates

²College of Arts and Science, Dean, College of Arts and Sciences, Abu Dhabi University, Abu Dhabi 59911, United Arab Emirates

³Department of General Education, Faculty of Academic Skills, Abu Dhabi University, Abu Dhabi 59911, United Arab Emirates

ABSTRACT

The quantitative research examined how academic professionals in the Abu Dhabi-UAE internalized the phenomenon of burnout in their teaching profession. At present, the episodes of teachers' burnout is high due to the insecure job environment in line with the ongoing industry challenges. Copenhagen Burnout Inventory (CBI) was used to measure the levels of burnout among academicians. The data were analyzed using statistical techniques such as, Chi-square analysis. Results provide an understanding about how burnout impacts academicians in their work performance, and therefore, help to develop and devise techniques to control and alleviate burnout. It is essential to identify, develop and retain educators who are healthy, energized, self-motivated, mentally-stable and can creatively contribute to building the future citizens of any country.

Keywords: Burnout, client burnout, personal burnout, productivity, stress, work burnout, work performance

INTRODUCTION

The role played by academicians is paramount in the growth and development of any nation. As per COR (Conservation of Resources) theory, the academicians' commitment would be better when provided with necessary resources and having the appropriate work environment to utilize employee skills and abilities. Likewise, in the academic world, academicians are considered the 'life-line' to shape the youth

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E-mail addresses:

smitha.dev@adu.ac.ae (Smitha Dev)

sreethi.nair@adu.ac.ae (Sreethi Nair)

anand.dwivedi@adu.ac.ae (Anand Dwivedi)

* Corresponding author

mind. At present, life of academicians is quite challenging due to various forms of work pressures, both - internal and external. Academic institutions have been analyzing the factors that affect the productivity and work performance of their work force. These factors include lack of motivation, stress, work environment, nature of work, emotional intelligence, to name a few. Exhaustion at work, also known as burnout, is one such factor that significantly affects the productivity of professionals (Wright & Bonett, 1997).

To develop a perspective of the current local scenario of Abu Dhabi, United Arab Emirates (the UAE), located in the Persian Gulf, is a land of opportunities, offering a multi-cultural work environment that has become a hallmark of the present day global economy (“United Arab Emirates”, 2019). Expatriates from various parts of the world are attracted to this land with high hopes, dreams and ambitions. Majority of the companies based here, attract and retain top talents by providing them with a very attractive package that includes various perquisites. If the institutional leadership is able to nourish a healthy culture and work environment within the organization, results in having a highly productive work environment resulting in the optimized productivity of each employee and the organization in its entirety. However, if the institutional leadership is unable to keep the work related stress in academicians through proper work environment within reasonable levels, academicians are faced with various work related challenges and

if this pattern continues, their performance deteriorates with time, ultimately resulting in adverse impact on productivity. Institutional leadership, through its teacher centric policies, can be one-step in keeping work related stress under control. It should be kept in mind that majority of academicians fulfill their dreams by sacrificing their personal time and health. Situation is further aggravated if institutions do not focus on actively helping individuals shine in their roles by providing adequate professional training and development, personal development and growth opportunities to academicians. In stark contrast to this, if the institutional leadership feels that the academicians’ performance is not satisfactory, they usually fire such employees by ignoring to understand and resolve the real cause of their underperformance. This approach is a reflection of tendency to treat the symptoms. In this way, ignoring the main issue of controlling burnout and its causes remains neglected, which further aggravates the situation. This is substantiated by a study conducted on male higher education professionals based in Thailand by Kaewanuchit in 2015 on the causal relationship of occupational stress and concluded that job security had the most direct impact on the occupational stress levels (Kaewanuchit, 2015).

While burnout appears as a probable factor resulting in the decline of work performance, there is a dearth of literature on this topic in the context of the UAE. From the few studies that have been conducted, an emerging scope indicates the need

for a longitudinal study on the topic that conclusively establishes the relationship and impact of burnout and work performance of academicians specifically with respect to the UAE.

In the 1970s, Dr. H. J. Fruedenberger, an American psychologist, discovered that prolonged stress on the human body resulted in emotional and physical exhaustion, ultimately leading to burnout (Canter, 2001; Ulrich, 2006). According to Canter (2001), Dr. Fruedenberger was the first to use the term “burnout” to describe extreme emotional and physical exhaustion associated with the phenomenon that would later be defined as burnout. In the 1980s, 1990s, and 2000s, psychologist Dr. Christina Maslach took Fruedenberger’s work to an innovative level and applied their respective and collective theories to occupational burnout (Kalliath et al., 2000). Maslach and Schaufeli (2001) examined how complicated working conditions, failing working systems, disorganized institutions, and negative interactions with co-workers affected the motivation of employees in a variety of settings that included schools, colleges, and universities.

The researches that exist on the topic of burnout have limited the scope of their study to the verification of existence of burnout and measurement of the level of burnout (Brenninkmeijer & VanYperen, 2003; Melo & Oliver, 2012; Montero-Marin et al., 2011; Shanley & Jordan, 1999). The lack of any credible evidence of any study exploring the association between burnout and work performance of academic professionals in the UAE gave the research project an added

reason for exploring the relation between burnout and work performance in the UAE with a focus on academicians.

Locally, an environment of job insecurity is a continuous threat for all professionals that increases their already high stress levels. It is well known that stress at work, teachers’ turnover, absenteeism, increased accidents, etc. are all results of burnout. Burnout also results in lower staff morale which gets further aggravated because of line manager’s apathy. Academicians going through burnout are frequently tired, burdened with work load, fatigued and suffer from frequent health problems.

It is, therefore, imperative for organizational leaders to look for any sign of academicians’ burnout and make a conscious effort to nip it in the bud before it is too late as burnout erodes the organizational productivity. Experts unanimously agree that the onus of ensuring the mental well-being of academicians lies at the top management / leadership level.

Numerous literature exists to support the existence of burnout in professionals and concerted efforts have been made to precisely measure the level of burnout in this field. However, most researches have either focused on the existence of burnout or its impact on various factors. There is a dearth of empirical study on the impact of burnout on academicians in the UAE context. A summary of existing literature is given below.

A research on educators showed interesting results related to age, gender, work accomplishment and burnout (Dillon

& Tanner, 1995). It concluded that gender and age of faculty members had no impact on their burnout levels. Also, more senior faculty were able to cope up with burnout in a constructive way by putting in longer working hours and the negative inkling being the low sense of job accomplishments.

Evers et al. (2005) from their study of impact of burnout on teachers suggested that secondary school teachers' thinking processes prevented them from rational thinking during their work, which significantly contributed to burnout. Ali and Hamdy (2005) in their study on burnout and work outcomes from an Arabic cultural perspective concluded that burnout was negatively related to job satisfaction, whereas organizational commitment and burnout were positively related to intention to leave, and supervisory support moderated the relationships between experienced burnout and work outcomes.

Whitaker (1996) studied the impact of burnout on school principals and found that in spite of intrinsic rewards associated with the position, burnout resulted in early stepping down from the position.

Bauer et al. (2006), through their study on German High School teachers identified the aggressive and destructive behavior of students as a major contributor of teachers' burnout. Milfont et al. (2008) conducted a study on New Zealand based secondary teachers to study the impact of three sub-dimensions of burnout: personal, work-related, and client-related burnout on their work performance using the Copenhagen Burnout Inventory (CBI) by

Hobfoll (1989). The study found a negative correlation between burnout and wellbeing measures such as wellbeing index, school connection, and perceived general health which had a significant impact on their work performance.

A study conducted to explore the frequency of fully developed burnout and burnout risk on personnel at a university hospital did not find any significant association between the demographic factors of age, gender, training, work experience and marital status (Lederer et al., 2008). This was contrasted by a study on religious belief and burnout (Kovács & Kézdy, 2008). This study established negative association with religiosity and burnout. Connell et al. (2009) conducted a study to identify the level of burnout caused in physicians due to lack of control over the pace of work and duration of patients' visit. The study revealed a significant correlation between the levels of burnout and factors related duration of patients' visit and pace of work. Papastylianou et al. (2009) studied the association between burnout, role ambiguity and depression among teachers and concluded the existence of positive correlation between burnout and role ambiguity and between burnout and depression.

Unterbrink et al. (2012), studied burnout levels due to effort reward imbalance on two Germany based schools and concluded that burnouts levels could be significantly reduced through short psychological interventions in the form of support and guidance focused at developing appropriate stress controlling skills.

Sahu and Gupta (2013) observed from their study on effect of burnout on married and unmarried teachers that unmarried teachers were more vulnerable to burnout due to lack of emotional support. However, in contrast to Pines et al. (2011), this study proved that both married and unmarried teachers experienced below than average level of burnout at work. This interesting contribution in the findings of these studies can majorly be attributed to the cultural difference.

McCormack (2014) in her study on library professionals concluded that keeping stress levels low and burnout at bay in the workplace benefited both employees and the organization by enhancing the work performance. Wang et al. (2015), through their research established that higher emotional exhaustion was associated with higher job/professional efforts. Another major finding of this research was that it proved the association of low level of professional efficacy of schoolteachers with low coworker support.

Gluschkoff et al. (2016), studied the professional work life balance of primary school teachers in Finland and established that the poor recovery levels signified by low relaxation during leisure time resulted in their reduced professional effectiveness.

Thus, we see that all the above studies done with academic professionals have proved the potential impact of burnout and its dependence on various demographic variables such as marital status, age, gender, etc. This makes the current study very relevant in terms of exploring the association

between burnout and work performance of academic professionals in Abu Dhabi. Based on the previously discussed researches done in the area of burnout among teachers, the following hypotheses guided the study:

H1: The burnout levels are significantly high among academicians in Abu Dhabi (AD).

H2: Work burnout is significantly higher than personal and student burnout.

H3: There is significant association between burnout levels and work performance of AD university teachers.

H4: There is significant association between burnout levels and work performance of AD school teachers.

H5: Personal, work-related, and student-related burnout are negatively associated with the work performance of school teachers.

H6: Personal, work-related, and student-related burnout are negatively associated with the work performance of university teachers.

METHODS

The major variables in this study are burn out and work performance. Data for these variables were collected from school teachers and university teachers in Abu Dhabi. This data was analyzed using the chi-square test. A quantitative method was adopted to explore the phenomenon of burnout among academic professionals.

Sample and Participants

The population for this study consisted of university professors and secondary school teachers in the emirate of Abu Dhabi. There are 128 Schools and 16 universities in Abu Dhabi (United Arab Emirates - Education, n.d.) and out of these, 10 schools and 10 universities were randomly selected for this study from the 2 Zones (Zone-1 & Zone -2) in the city of Abu Dhabi. The participants in this study were chosen randomly. Data from both schools and universities were used for the purpose of this study. A total of 100 schoolteachers and 100 university teachers (from both private and public institutions) were included in this study. The researchers received 578 responses, and out of that, only 200 were fully completed. Many participants were reluctant to fill their annual appraisal rating and those incomplete data were excluded from the study, only 200 completed responses were used for analysis. The researchers applied non-parametric test to establish the association between variables. The sample for this study contained an equitable mix of (N=107) 53.5% males and (N=93) 46.5% females with a substantial sample portion of (N=75) 37.5% belonging to the age group in between 40-49 and (N=49) 24.5% in the 50 -59 years’ age group – overall (N=124), 62% belonging to the 40 – 59 age group. Only (N=5) 2.5% were 60 and older. (N=108) 54% of the participants were postgraduates in this study. Majority (N=71) 35.5%, of the participant’s performance was “Good’ or ‘Very good’ in their annual appraisal and (N=54) 27% were ‘excellent

in their performance. Only (N=4) 2% were in ‘need improvement’ category in their workplace. (N=140) 70% of the sample had more than 5 years of experience in their current organization and (N=60) 30% of the participants had less than 5 years of experience.

The demographic distribution of the sample can be seen in Table 1 above. The data for this study was collected at the end of Fall 2017-2018 semester. Participants took approximately 15 minutes to complete the questionnaire.

Table 1
Percentage distribution of the sample

Gender	Count	Percent
Male	107	53.5
Female	93	46.5
Age	Count	Percent
30 – 39	71	35.5
40 – 49	75	37.5
50 – 59	49	24.5
60 or older	5	2.5
Highest level of Education	Count	Percent
Degree	43	21.5
Post graduate degree	108	54.0
PhD	43	21.5
Post-Doctoral	6	3.0
Annual appraisal rating	Count	Percent
Needs improvement	4	2.0
Good	71	35.5
Very good	71	35.5
Excellent	54	27.0
Year of service in current organization	Count	Percent
Less than 5	60	30.0
More than 5 years to 10 years	87	43.5
More than 10 years to 15 years	37	18.5
More than 15 years	16	8.0

Materials and Procedures

To study the above objectives, standardized tool which was a modified version of Copenhagen Burnout Inventory (CBI) (Kristensen et al., 2005) was adapted and used to measure the burnout levels of teachers on a five point scale of 'To a very high degree', 'To a high degree', 'Somewhat', 'Somewhat', 'To a low degree', and 'To a very low degree'. The researchers administered this tool to "accurately measure" the variables intended to assess the burnout levels of teachers. CBI consists of three subscales, which can effectively measure the three dimensions of Personal burnout, Work-related burnout, and student related burnout. All the three scales were found to have very high reliability. The entire research was completed in two phases, the first phase included the selection of universities and schools, standardization of the tool and the pilot study, and the second phase included sampling and data analysis. The tool consisted of three parts:

- Personal burnout: Personal burnout is the degree of physical and psychological tiredness and fatigue experienced by an individual. An attempt was made to distinguish between physical and psychological fatigue. Some examples of the questions were "How tired or exhausted are you"? It was our intention to create a scale that is sensitive at "the negative end", e.g. among persons with a relatively high level of fatigue or exhaustion.
- Work-related burnout. The definition of work-related burnout as, the degree of physical and psychological exhaustion and tiredness, that was perceived by an individual as related to his/her work.
- Student-related burnout is defined as follows: The degree of physical and psychological fatigue and exhaustion that is generally perceived by the teachers as related to his/her work with students. Again: people can attribute their fatigue to factors other than their work with students (Kristensen et al., 2005).

Validity and Reliability

Standardizing the questionnaire including the validation and evaluation was a long process, which included statistical analyses and discussions with the experts and based on their input, modifications were made.

The CBI scales have concurrent validity. Copenhagen Burnout Inventory (CBI) (Kristensen et al., 2005) was given to the same sample of 25 teachers and then the modified test was administered to the same sample of 25 teachers. The coefficient of correlation between the scores of two tests was found using product moment correlation. Correlations between job average burnout levels at time 1 and 2 were 0.71 for personal burnout, 0.48 for work-related burnout, and 0.71 for student-related burnout.

Reliability

The test-retest reliability of the scale is reported to be +0.92, on a sample of 75 teachers, with a time interval of one month. The odd even reliability was found to be +0.95 after correlation for alternation, calculation on a scale of 60 students. From a strictly theoretical point of view the personal burnout scale measure the “same” phenomenon, which is supported by the experts in discussion panel.

Analysis and Interpretation

According to Table 2, 39% of the University teachers in Abu Dhabi (AD) have high burnout and 10% have Very High Burnout.

Table 2
Percentage distribution of the sample according to total burn out of university teachers

Total burn out	Count	Percent
Low	18	18.0
Moderate	33	33.0
High	39	39.0
Very high	10	10.0
Mean ± SD	52.2 ± 15.7	

Table 3
Percentage distribution of the sample according to total burn out of school teachers

Total burn out	Count	Percent
Low	3	3.0
Moderate	14	14.0
High	58	58.0
Very high	25	25.0
Mean ± SD	62.3 ± 11.5	

As shown in Table 3, 58% of the school teachers in Abu Dhabi (AD) have high burnout and 25% have Very High Burnout.

Table 4
Association between work burnout, personal and student burnout- university teachers

Personal burnout	Count	Percent
Low	3	3.0
Moderate	32	32.0
High	48	48.0
Very high	17	17.0
Mean ± SD	19.3 ± 4.5	
Work burnout	Count	Percent
Low	2	2.0
Moderate	6	6.0
High	37	37.0
Very high	55	55.0
Mean ± SD	23.7 ± 4.8	
Student burnout	Count	Percent
Low	6	6.0
Moderate	27	27.0
High	50	50.0
Very high	17	17.0
Mean ± SD	19.4 ± 4.2	

Table 5
Association between work burnout, personal and student burnout- school teachers

Personal burnout	Count	Percent
Low	21	21.0
Moderate	42	42.0
High	30	30.0
Very high	7	7.0
Mean ± SD	16.2 ± 5	
Work burnout	Count	Percent
Low	11	11.0
Moderate	33	33.0
High	21	21.0
Very high	35	35.0
Mean ± SD	20.2 ± .7	
Student burnout	Count	Percent
Low	26	26.0
Moderate	33	33.0
High	36	36.0
Very high	5	5.0
Mean ± SD	15.9 ± 5.4	

Table 4 shows an alarming level of work burnout was observed; 37% of the teachers have high work burnout and 55% have very high levels of work-related burnout. It is also observed that Work burnout is significantly higher than personal and student burnout.

Comparing with school teachers, high work burnout was observed with 21% of the University teachers and 35% have very high levels of work related burnout as evidenced in Table 5.

Table 6
Association between burnout levels and work performance of AD university teachers

Total burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	1	4.0	0	0.0	2	5.9	6.94	0.327
Moderate	2	8.0	8	19.5	4	11.8		
High	18	72.0	20	48.8	20	58.8		
Very high	4	16.0	13	31.7	8	23.5		

Table 7
Association between burnout levels and work performance of AD school teachers

Total burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	9	18.0	3	10.0	6	30.0	13.33*	0.038
Moderate	20	40.0	11	36.7	2	10.0		
High	20	40.0	11	36.7	8	40.0		
Very high	1	2.0	5	16.7	4	20.0		

*: - Significant at 0.05 level

As seen in Table 6, the study did not observe any significant association between the burnout level and work performance of university teachers.

However, the current study observed a significant association between the burnout level and work performance of schoolteachers as evidenced in Table 7.

Table 8 shows that personal burnout and work burnout have a significant

impact on their work performance whereas student's burnout is not affecting the work performance of school teachers.

According to Table 9 the three components of the compared burnout levels with the schoolteachers, we did not observe any significant association between the variables - personal, work-related, and student-related burnout and the work performance of university teachers.

Table 8
Comparison of personal, work and students burnout levels based on annual appraisal rating (Work performance) of school teachers

Personal burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	11	22.0	6	20.0	4	20.0	15.29*	0.018
Moderate	25	50.0	13	43.3	4	20.0		
High	13	26.0	10	33.3	7	35.0		
Very high	1	2.0	1	3.3	5	25.0		
Work burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	4	8.0	2	6.7	5	25.0	15.04*	0.020
Moderate	20	40.0	10	33.3	3	15.0		
High	14	28.0	6	20.0	1	5.0		
Very high	12	24.0	12	40.0	11	55.0		
Student burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	14	28.0	4	13.3	8	40.0	12.53	0.051
Moderate	20	40.0	12	40.0	1	5.0		
High	15	30.0	12	40.0	9	45.0		
Very high	1	2.0	2	6.7	2	10.0		

Table 9
Comparison of personal, students and work burnout levels based on annual appraisal rating for college teachers

Personal burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	0	0.0	0	0.0	3	8.8	6.8	0.339
Moderate	7	28.0	13	31.7	12	35.3		
High	13	52.0	21	51.2	14	41.2		
Very high	5	20.0	7	17.1	5	14.7		
Work burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	0	0.0	0	0.0	2	5.9	6.83	0.337
Moderate	2	8.0	2	4.9	2	5.9		
High	6	24.0	17	41.5	14	41.2		
Very high	17	68.0	22	53.7	16	47.1		
Student burnout	Needs improvement/ Good		Very good		Excellent		χ^2	p
	Count	Percent	Count	Percent	Count	Percent		
Low	3	12.0	2	4.9	1	2.9	9.3	0.158
Moderate	4	16.0	13	31.7	10	29.4		
High	17	68.0	18	43.9	15	44.1		
Very high	1	4.0	8	19.5	8	23.5		

DISCUSSION

The present results provide a strong empirical support for the variables burnout and work performance of academicians in Abu Dhabi Emirate. Overall, the current study revealed that the burnout level was high among academicians in Abu Dhabi Emirate. The study concluded that school teachers were more vulnerable to burnout than university teachers. Apparently, work burnout was significantly higher than personal and student burnout. Academicians are faced with numerous challenges including meeting the key objectives of modern education, exceeding stakeholders' expectations, optimizing the integration of technology in pedagogy and keeping the content and delivery of lessons relevant to the exceptionally higher expectations of students, also demanded by the inclusion of twenty-first century skills in the curriculum. As suspected by the researchers that association among student burnout, work performance and personal burnout were not very evident in this study. Interestingly, one of the major associations observed were work burnout and performance. Work pressure (having lots of tasks to complete), lack of motivation due to less pay, lack of appreciation from the supervisor, all these are the contributors to work burnout.

The objective of this study was to build a strong case for school and university leadership to envisage and put in place systems that keep burnout levels of academicians within reasonable levels resulting in their enhanced productivity and also to alleviate their burnout.

Analysis of sample data from demographic perspective shows a higher proportion of male academic professionals in the age range of 40 to 59 years which is a clear indication of cultural preference of students in this region as the students prefer to be taught by elderly male teachers. Another vital inference drawn is majority of academicians scoring annual evaluation rating of Good, Very Good and Excellent have five or more years of experience which suggests that experienced teachers' ability in effectively managing burnout (or the institutions needed only high achievers).

The outcome of this study revealed the association between university teachers' work performance and burnout levels was not significant, however, very significant association between the two was observed in school teachers. This difference can be attributed to parity in remuneration of school and university teachers as getting a fair day's pay for fair day's work helps massively with feelings of self-worth. It is important to note at this point that university teachers' remuneration package is aligned to the guidelines of various international accreditation bodies and the Ministry of Higher Education and Scientific Research of the UAE whereas remuneration package of school teachers lacks standardization and varies on the basis of multiple factors and this results in their higher burnout levels especially among private school teachers. This suggests that special attention is warranted from school authorities to identify the major contributors to teachers' burnout and initiate remedial action to bring down the burnout levels.

Another interesting outcome observed was that burnout levels were higher among teachers having very good annual evaluation and that among excellent performers being relatively lower. According to Nair et al. (2016), academic leaders having higher levels of emotional intelligence are excellent performer in their roles, an inference can be drawn here that excellent performers are able to perform exceptionally well because of their higher emotional intelligence that plays a key role in having a relatively lower burnout that ultimately results in their increased productivity.

CONCLUSIONS

Thus, it can be concluded that the impact of burnout is more profound as it has a direct bearing on the learning, development and advancement of students which symbolizes future of nations, cultures and civilizations.

The outcome of this research has opened up opportunities for educationalist and HR practitioners to develop effective teachers' training programs to prevent burnout so as to cultivate emotionally stable balanced and progressive teaching community that is the most crucial factor in education, development and transformation of our future generations.

It has also been observed that in many cases the real reason for the employees' underperformance is the disparity in their work life balance and burnout. This study has established that it is equally applicable to school and university teachers in the UAE as Burnout also results in their lower morale, fatigue, frequent health problems,

increased absenteeism and reduced concern for the clients (i.e. students in this case) which further gets aggravated if ignored by organizational leadership. The findings of this study strongly suggest the organizational leadership to adopt a policy framework that results in having an environment which reduces the employees' burnout levels related to work and the nature of their interactions with their clients (students in our case) also tend to be healthier and lasting. Chong et al. (2015) in an attempt to investigate the relationship between teachers' perceptions of the school principal's leadership and their job satisfaction, found a significant positive relationship between the perceived leadership of the school principal and job satisfaction among the teaching staff. The research findings underline the importance of developing the leadership of principals in public schools to enhance the commitment and job satisfaction of the teaching staff thereby resulting in overall improvement in the institutions' performance.

Highlighting the importance of organizational policy-making in the retention and organizational commitment of lecturers, a noteworthy finding from Rathakrishnan et al. (2016) recommended that factors such as compensation satisfaction, job autonomy, KPI achievability, and job satisfaction could be effectively tackled through focused strategies. This highlights the importance of institutional policy framework in achieving a higher commitment of lecturers.

To sum up, findings of Sayadi (2016) aptly highlighted the importance of leadership intervention in effectively

containing burnout in school teachers and resulting in significantly higher job satisfaction, organizational commitment and value commitment in terms of higher work commitment.

Strengths and Weaknesses of the study:
The main strength of this study is that it is the first study conducted in the Abu Dhabi with a complete focus on the teaching community. One weakness of this study can be due to the fact that the sample size could have bigger. Also, the results of teachers' burnout could be compared, analyzed and ultimately benchmarked with other industries. To sum up, a longitudinal study encompassing multiple industries can go a long way in validating the findings of this study. The study also suggests the below recommendations to focus on building healthy academic communities across the UAE:

- Introduce a mental health day for teachers. Institutions should take initiative to organize programs to create awareness about different mental health issues to improve their mental health.
- Engage an industrial psychologist either full time or part time as consultant in every institution to avoid any conflict between the employer and employee and help them to solve their personal or professional problems quickly and efficiently.
- Management should ensure that special care is taken to eliminate the toxic work atmosphere and identify

individuals who contribute to this toxic culture and act upon them, since this culture does not promote creativity and ownership among employees.

- Create ethics committee which can be approached in cases of challenges and create a policy where jobs are secured/ guaranteed for performing employees.

The findings of this study strongly suggest the organizational leadership to adopt a policy framework that results in having an environment which reduces the employees' burnout levels related to work, and the nature of their interactions with their clients (students in our case) also tend to be healthier and lasting.

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