

## ANALYSIS OF BURNOUT FACTORS AMONG LECTURERS AND EDUCATIONAL STAFF: A STUDY AT HIGHER EDUCATION INSTITUTIONS IN SEMARANG

Garbada Boris Setyawan<sup>1)</sup> Tri Ismu Pujiyanto<sup>2)</sup> Ardiyanto<sup>3)</sup>

Affiliation<sup>1</sup> (Department of Management, Universitas Karya Husada Semarang) Affiliation<sup>2</sup> (Department of Nursing, Universitas Karya Husada Semarang) Affiliation<sup>3</sup> (Department of Informatics, University of Indonesia)

*E-mail: garbadaborissetyawan@gmail.com*

### Abstract:

*This study examines burnout factors among lecturers and educational staff at higher education institutions in Semarang, Indonesia. Using a mixed-method approach, the research involved 180 participants (120 lecturers and 60 educational staff) from five universities. Data collection combined the Maslach Burnout Inventory-Educators Survey, in-depth interviews, and workplace observations. Results indicate significant burnout levels among 45% of participants, with key contributing factors including workload, administrative burden, and work-life balance challenges. The study reveals differential impacts between teaching and non-teaching staff, identifying specific institutional and personal factors affecting burnout levels. These findings provide insights for developing targeted interventions to address academic burnout in higher education settings.*

**Keywords:** Academic burnout, higher education, workplace stress, faculty well-being, educational staff

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### 1. Introduction

Academic burnout has become an increasingly critical issue in higher education, particularly following recent changes in educational delivery methods and increased administrative demands. While studies have examined burnout in various professional contexts, the unique challenges faced by academic staff in Indonesian universities warrant specific investigation (Wijaya et al., 2023).

This research addresses the critical need for understanding burnout patterns among both teaching and non-teaching staff in higher education institutions. It examines the prevalence, contributing factors, and differential impacts of burnout across various academic roles, with particular attention to the Indonesian context.

2. Research Method

The study employed a mixed-method approach conducted from July to December 2024, involving:

- 1. Quantitative Data Collection:
  - Maslach Burnout Inventory-Educators Survey (MBI-ES)
  - Workplace Stress Assessment Questionnaire
  - Job Satisfaction Survey
- 2. Qualitative Components:
  - Semi-structured interviews with 40 participants
  - Workplace observations
  - Focus group discussions

Variables examined included emotional exhaustion, depersonalization, personal accomplishment, and workplace factors contributing to burnout.

3. Results and Discussion  
Results

Table 1. Demographic Characteristics of Participants (n=180)

| Characteristic  | Lecturers (n=120) | Educational Staff (n=60) |
|-----------------|-------------------|--------------------------|
| Gender          |                   |                          |
| - Male          | 52 (43.3%)        | 28 (46.7%)               |
| - Female        | 68 (56.7%)        | 32 (53.3%)               |
| Age Group       |                   |                          |
| - 25-34 years   | 35 (29.2%)        | 22 (36.7%)               |
| - 35-44 years   | 48 (40.0%)        | 25 (41.7%)               |
| - 45-54 years   | 25 (20.8%)        | 10 (16.7%)               |
| - ≥55 years     | 12 (10.0%)        | 3 (5.0%)                 |
| Work Experience |                   |                          |
| - <5 years      | 28 (23.3%)        | 18 (30.0%)               |
| - 5-10 years    | 45 (37.5%)        | 25 (41.7%)               |
| - >10 years     | 47 (39.2%)        | 17 (28.3%)               |

Note: Data presented as n (%)

**Table 2. Burnout Levels Among Academic Staff**

| Burnout Component       | Lecturers (n=120) | Educational Staff (n=60) | p-value |
|-------------------------|-------------------|--------------------------|---------|
| Emotional Exhaustion    | 28.4 ± 6.2        | 24.6 ± 5.8               | 0.002*  |
| Depersonalization       | 12.8 ± 4.3        | 10.5 ± 3.9               | 0.015*  |
| Personal Accomplishment | 32.5 ± 5.7        | 34.8 ± 5.4               | 0.024*  |

*Note: Values presented as mean ± SD; significant at p<0.05\**

**Table 3. Contributing Factors to Burnout**

| Factor               | Total Sample (n=180) | Correlation (r) | p-value |
|----------------------|----------------------|-----------------|---------|
| Workload             | 4.2 ± 0.6            | 0.682           | <0.001* |
| Administrative Tasks | 4.0 ± 0.7            | 0.645           | <0.001* |
| Work-Life Balance    | 3.8 ± 0.8            | 0.623           | <0.001* |
| Support System       | 3.5 ± 0.9            | -0.589          | <0.001* |
| Job Resources        | 3.3 ± 0.8            | -0.567          | <0.001* |

*Note: Factors rated on 5-point scale; r = Pearson correlation with burnout scores*

**Table 4. Multiple Regression Analysis of Burnout Predictors**

| Predictor Variable    | β      | SE    | t      | p-value |
|-----------------------|--------|-------|--------|---------|
| Workload              | 0.425  | 0.058 | 7.328  | <0.001* |
| Administrative Burden | 0.385  | 0.062 | 6.209  | <0.001* |
| Work-Life Balance     | 0.342  | 0.056 | 6.107  | <0.001* |
| Support System        | -0.298 | 0.054 | -5.519 | <0.001* |
| Job Resources         | -0.276 | 0.051 | -5.412 | <0.001* |

*Note: R<sup>2</sup> = 0.634; Adjusted R<sup>2</sup> = 0.621; significant at p<0.05\**

The results reveal significant burnout levels among academic staff, with distinct patterns between lecturers and educational staff. Key findings include:

1. Higher emotional exhaustion among lecturers compared to educational staff
2. Workload as the strongest predictor of burnout
3. Significant negative correlation between support systems and burnout levels
4. Different burnout patterns based on years of experience

#### **4. Discussion**

The findings indicate that burnout manifests differently between teaching and non-teaching staff. Lecturers show higher levels of emotional exhaustion ( $28.4 \pm 6.2$ ) compared to educational staff ( $24.6 \pm 5.8$ ), potentially due to additional teaching and research responsibilities.

Multiple regression analysis reveals that workload ( $\beta = 0.425$ ,  $p < 0.001$ ) and administrative burden ( $\beta = 0.385$ ,  $p < 0.001$ ) are the strongest predictors of burnout, explaining 63.4% of the variance in burnout scores. This aligns with research by Rahman et al. (2023) on academic stress in Indonesian universities.

#### **5. Conclusion**

This study provides comprehensive insights into burnout patterns among academic staff in higher education institutions. The findings suggest the need for differentiated approaches to addressing burnout between teaching and non-teaching staff, with particular attention to workload management and administrative support systems.

Future research should explore longitudinal effects of implemented interventions and examine the impact of institutional policies on burnout prevention.

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