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Factors and Recommendations Related to Job Burnout:
A Case of ABC University's Lecturers

Pengfei Yun[1], Sirichai Preudhikulpradab[2]

[1]Master of Management in Organization and Development (MMOD) Graduate School of Business and Advanced Technology Management (GS-BATM), Assumption University, Email: 961517487@qq.com
[2]Sirichai Preudhikulpradab. Lecturer and Program Director PhDHTM , Graduate School of Business and Advanced Technology Management, Assumption University of Thailand Email: sirichaiprd@au.edu

Abstract

At present, teacher job burnout has become a major problem in the field of education. Over time, many people show anxiety and boredom about work. Job burnout refers to a state of physical and mental exhaustion produced under work pressure. The research site is at ABC University with two goals: 1. To examine the current job burnout situation at ABC University. 2. To propose some suggestions for improving job burnout at ABC University. This paper adopts a mixed-research approach, mainly collecting data through an online questionnaire. Data analysis includes descriptive statistics and content analysis. The actual sample was 170 respondents from ABC University, and 127 of the 170 respondents provided their suggestions in the open-ended question section. This study analyzes the factors that affect individual job burnout from the perspective of organizational behavior and hopes to put forward some suggestions to improve the job burnout situation at ABC University and bring a win-win for both individuals and organizations. Through the analysis of closed-ended questions, this study found that four factors: workload, workplace relationship, fairness, and job meaningfulness all impacted teacher job burnout. Through the analysis of open-ended questions, this study found that teachers' job burnout can be reduced by increasing teachers' wages, reducing teachers' workload, providing teachers with a fair evaluation system, and providing teachers with more learning opportunities.

Keywords: job burnout, workload, workplace relationship, fairness, job meaningfulness

Introduction

Background

Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job and is defined by the three dimensions of exhaustion, cynicism, and inefficacy (Maslach et al., 2001).

Teacher burnout has always been a significant occupational problem worldwide (García-Carmona et al., 2018). However, in the 21st century, teacher burnout is one of the main reasons for teacher loss (Lavian, 2012).

Past research demonstrated that the more mismatched employees are with their jobs, the more likely they will experience job burnout, mainly manifested in six aspects: workload, control, reward, community, fairness, and values (Maslach et al., 2001). In addition, a recent study found a positive correlation between chronic work stress and burnout (Zaidi, 2019).

Job burnout has a huge impact on individuals and organizations. For example, job burnout can cause teachers to experience depression and sleep disorders and increase teacher absenteeism (Shin et al., 2013). Job burnout can also lead to reduced teacher-student interaction, lower job quality, and, ultimately, to the loss of teachers (Dupriez et al., 2016).

Research objectives

1. To examine the current job burnout situation at ABC University.
2. To propose some suggestions for improving job burnout at ABC University.

Research Questions

1. What is the current job burnout situation at ABC University?
2. What suggestions can be made to improve job burnout at ABC University?

Literature Review

This chapter introduces the relevant literature review used for developing research models and hypotheses of independent variables, such as workload, workplace relationship, fairness, and job meaningfulness.

Workload

The workload is allocated to workers in a specified period (Dasgupta, 2013). Starnaman and Miller (1992) define workload as a burden that exceeds human processing capacity. The workload can be defined as the number of activities a person or group must complete in a certain period under normal circumstances (Lieli and Agung., 2014). Bliese and Castro (2000) defined work overload as an interaction between the actual work demand and the psychological strain generated from the effort to meet that demand. When employees think the actual demand exceeds their ability, psychological pressure will be generated. Workload mismatch may be caused by the wrong type of work, such as when people lack the skills or inclinations needed for a certain job (Maslach et al., 2001). In addition, studies have shown that workload is significantly related to emotional exhaustion (Van Droogenbroeck et al., 2014).

Workplace Relationship

Ramjee (2018) divided workplace relationships into management flexibility, employee-colleague, and social relationships. Interactions with peers, supervisors and customers play an essential role in the everyday life of employees. (Leiter and Shaughnessy., 2006). This kind of conflict will occur when employees cannot establish positive contact with colleagues, leading to employees' frustration (Maslach et al., 2001). For example, employees may be isolated when they do not interact positively with their colleagues. Organizations that fail to establish good workplace relationships tend to have higher turnover rates (Bakotic, 2016). Poor workplace relationships may also affect employees' mental health, causing them to fail to complete their work well (Nadinloyi et al., 2013).

Fairness

Maiga and Jacobs (2007) divided fairness in the workplace into two dimensions: distributive fairness and procedural fairness. Distributive fairness refers to the perceived fairness of the budget target or budget allocated to employees, which is related to the actual results received by employees (Gilliland, 1993). Procedural fairness refers to the perceived fairness of the distribution of results (Cropanzana et al., 2007). Fairness is another workplace conflict caused by the unfair distribution of workload or remuneration, leading to emotional exhaustion (Maslach et al., 2001). American management psychologist Adams (1965) proposed the fairness theory, which holds that employees' satisfaction with income can affect their enthusiasm for work, and employees' satisfaction with income depends on a social comparison process. Employees care not only about their absolute income but also their relative

income. Unfair workload or remuneration, unfair evaluation, or promotion may lead to employees' emotional exhaustion. Lack of fairness is negatively correlated with employees' commitment and performance in the workplace (Budur, 2018). Leiter and Shaughnessy (2006) found a significant relationship between fairness and job meaning.

Job Meaningfulness

Job meaningfulness refers to the abilities of the employees to balance personal and professional goals, whereby the job gives a sense of success. The meaning of work includes personal attitudes and beliefs. In the long run, these attitudes and beliefs shape personal characteristics and ethics (Budur and Demir, 2019). Job meaningfulness is associated with the perceived value of work, whether it aligns with personal life, and when employees' perceived value does not match the values of the organization's value, they create conflicts (Maslach et al., 2001). Therefore, job meaningfulness will differ in different aspects of the job (Jiang and Wrzesniewski, 2018).

Job Burnout

The first person who proposed the concept of job burnout was Freudenberger (1974), an American psychoanalyst who pointed out that when individuals are under high pressure during work, they will show symptoms of physical fatigue, mental fatigue, and loss of self-worth, And trigger a series of negative emotional experiences.

Subsequently, Maslach et al. (2001) proposed a more rigorous concept of job burnout, that is, job burnout results when an individual consumes much psychological energy in the process of long-term work, which makes the body and mind exhausted and can lead to negative pessimism and low self-worth is. They further pointed out that job burnout can be divided into three dimensions: emotional exhaustion, depersonalization, and low personal accomplishment. The first dimension is emotional exhaustion, which refers to the individual's emotions and feelings being in an extremely tired state; thus, there is the exhaustion of emotional resources and a complete loss of work enthusiasm(Leiter and Maslach 2009). The second dimension is depersonalization, which refers to how the individual treats people around him with a negative, negative, and numb attitude and emotion, lacks sympathy for others and even treats others as inanimate objects (Maslach et al., 2001). Finally, the third dimension is a low personal accomplishment, which refers to the individual's decreasing evaluation of the meaning and value of his work decreases, his sense of self-efficacy is lost, and he often feels incapable of the job he is engaged in and cannot experience achievement in his work （Schaufeli and Salanova, 2007）.

Theoretical Framework

This section describes the theoretical framework used to construct the conceptual framework in previous studies and explains the conceptual framework concerning independent and dependent variables.
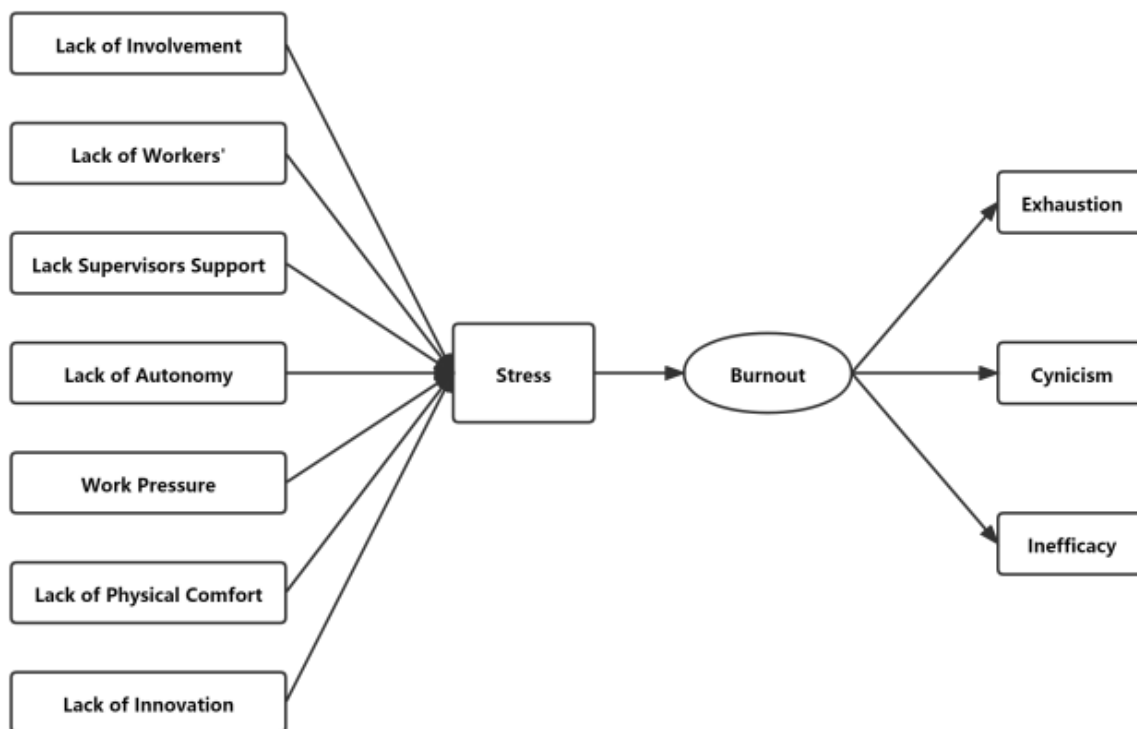
Theoretical Framework I

The first theoretical framework, which supports the choice of this topic in this research, is entitled "Burnout Determinants and Consequences Among University Lecturers.", This study suggests that as the workload increases, so does emotional exhaustion. Value similarity plays a vital role in reducing emotional exhaustion. In addition, fairness, community, and reward directly affect college teachers' perception of values.
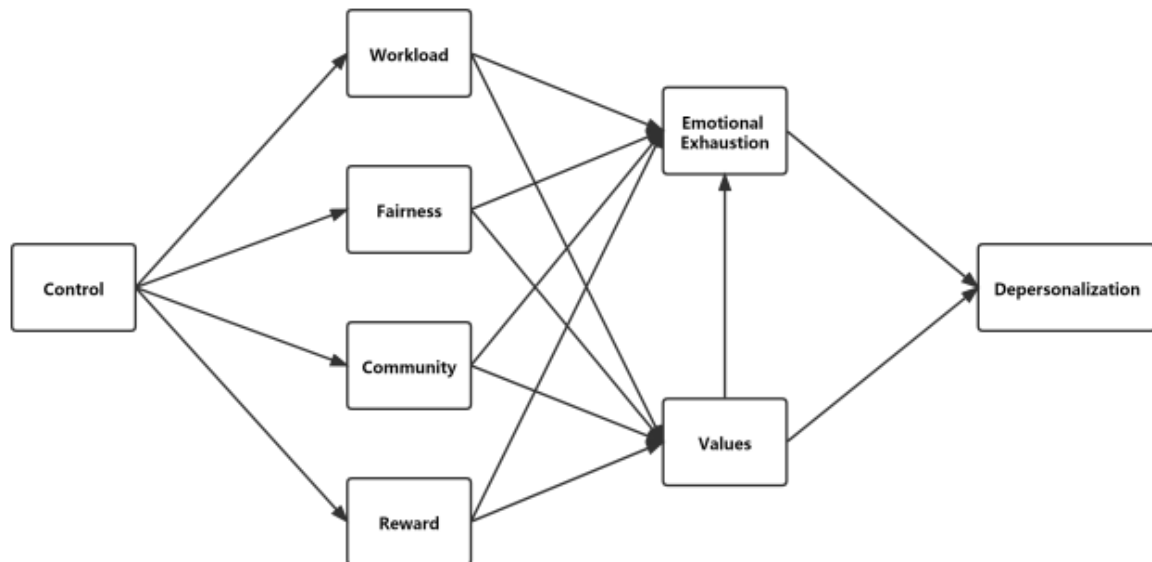
Theoretical Framework II

The second theoretical framework, which also supports the choice of topic in this research, is entitled "Egyptian Teachers' Burnout: The Role of Work Environment Characteristics and Job Stress." The study results show that lack of innovation, supervisor support, work pressure, and autonomy explain 27% of the cynicism variance. Emotional exhaustion was predicted by: a lack of workers' cohesion, lack of supervisor support, work pressure, and lack of innovation (these characteristics predict 34% of the total variance in emotional exhaustion).

Sahar, M., & Badawy, S. M. (2015). Egyptian Teachers' Burnout: The Role of Work Environment Characteristics and Job Stress. *Journal of Business and Management Sciences, 3*, 101-110. https://doi.org/10.12691/jbms-3-4-1

Theoretical Framework III

The third theoretical framework, which supports the choice of this topic in this research, is entitled "Influencing Factors of Construction Professionals' Burnout in China: A Sequential Mixed-Method Approach." We found that a low workload, role clarity, good relationships with supervisors, autonomy, and fairness of rewards are the five core conditions for construction professionals' low burnout. Furthermore, compared with construction professionals' high burnout, role clarity and good relationships with supervisors are the two unique core conditions of low burnout.
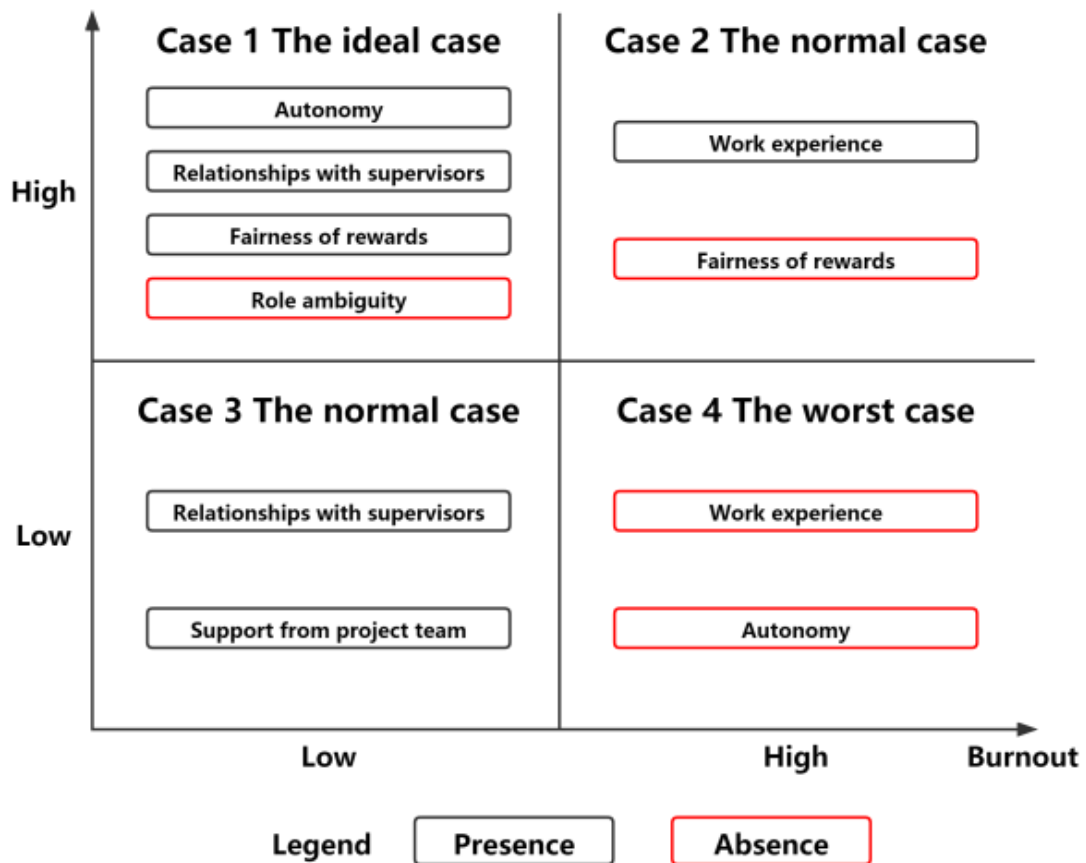
Case 1 The ideal case

- Autonomy
- Relationships with supervisors
- Fairness of rewards
- Role ambiguity

Case 2 The normal case

- Work experience
- Fairness of rewards

Case 3 The normal case

- Relationships with supervisors
- Support from project team

Case 4 The worst case

- Work experience
- Autonomy

High / Low (vertical axis)

Low / High — Burnout (horizontal axis)

Legend: Presence Absence

Conceptual Framework

The conceptual framework represents the scope of the research, derived from the theoretical framework of the literature mentioned above read.
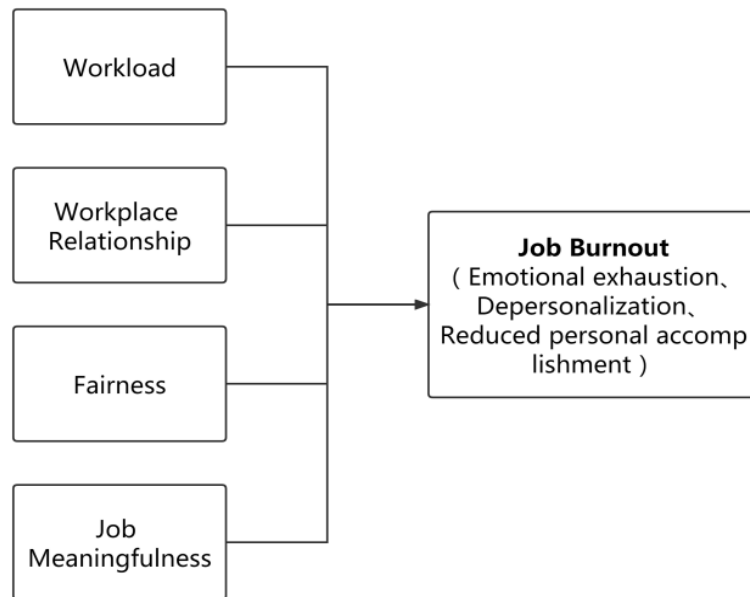
The figure shows the conceptual framework, which comprises independent and dependent variables. The independent variables include workload, workplace relationships, fairness, and job meaningfulness, while the dependent variable is job burnout. This study determines which independent variable is significantly related to job burnout.

Research Methodology

This paper adopted a mixed-research approach whereby the quantitative and qualitative data sets were collected through an online semi-structured questionnaire.

Scope of Data Analysis

The data analysis included descriptive statistics (e.g., Mean, Standard Deviation), Pearson correlation coefficient, and significance test, with the 95% confidence interval as the parameters to confirm null and alternative hypotheses.

Population and sample range

Table 1

Sample Sizes and sampling errors at 95% Confidence Level (Simple Random Sampling)

Sampling error[a] %	Sample size[b]	Sampling error	Sample Size
1.0	10 000	5.5	330
1.5	4 500	6.0	277
2.0	2 500	6.5	237
2.5	1 600	7.0	204
3.0	1 100	7.5	178
3.5	816	8.0	156
4.0	625	8.5	138
4.5	494	9.0	123
5.0	400	9.5	110
		10	100

Notes: [a] This is in fact two standard errors.

[b] This assumes a 50/50 split on the variable. These sample sizes would be smaller for more homogeneous samples (see Table 6.4).

De Vaus, D. A. (2002). Surveys in Social Research. (5th Ed), London, *Routledge*, 70-82.

According to Table 1 and the study background, 156 samples are sufficient, and a sampling error of 8% is the basic acceptable benchmark for the study.

Scope of the Research Instrument

The questionnaire consists of three parts, including a total of 23 questions:

The first part consists of questions about the basic information of the respondents (demographics), mainly including the interviewee's gender, age, education level, working years, monthly income, and weekly working hours.

The second part consists of closed-ended questions, mainly relating to the four influencing factors of teacher burnout and the three symptoms of job burnout, using the five-level Likert scale (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly agree) let the respondent answer.

The third part consists of open-ended questions, mainly asking the respondents' suggestions for reducing teacher burnout.

To ensure the validity and reliability of the questionnaire content, three experts holding Ph.Ds. were invited to score the Item Objective Congruence (IOC) of the initial design of the questionnaire.

Table 2

The result of Item Objective Congruence (IOC) and Reliability Testing (Cronbach Alpha)

Variable	No of Question	Questions	IOC	Cronbach's alpha
Workload (IV)	3	Q7-Q9	1.00,1.00,0.67	0.723
Workplace relationship (IV)	3	Q10-Q12	1.00,1.00,1.00	0.819
Fairness (IV)	3	Q13-Q15	1.00,1.00,1.00	0.827
Job meaningfulness (IV)	3	Q16-Q18	1.00,1.00,1.00	0.901
Job burnout (DV)	3	Q19-Q21	1.00,1.00,1.00	0.848

According to the empirical education journals and international standard statistic criteria, Cronbach's alpha acceptability value is around 0.7; reaching 0.8 or greater is better (Cortina, 1993). In Table 2, Cronbach's alpha for the factors ranged from 0.723 to 0.901, which exceeded the acceptable value of 0.7; this indicates that all items in each factor were reliable and consistently reflected the relevant concept.

Analysis of the Basic Situation of Respondents

Table 3

Frequency and Percentage of Respondents' gender

Gender	Frequency	Percent
Male	91	53.53%
Female	79	46.47%

As seen from the table, most of the respondents were men, 91 people, accounting for 53.53%. On the other hand, there are fewer women among the interviewees, 79 people, accounting for 46.47%.

Table 4

Frequency and Percentage of Respondents' age

Age	Frequency	Percent
23-33 years	115	67.65%
34-44 years	44	25.89%

45-55 years	10	5.88%
>55 years	1	0.58%

As can be seen from the table:

Most of the respondents were 23-33 years old, with 115 people accounting for 67.65%. There are 44 people aged 34-44, accounting for 25.89%. There are ten people aged 45-55, accounting for 5.88%. Only one person over 55 years old, accounting for 0.58%.

Table 5

Frequency and Percentage of Respondents' education level

Educational Level	Frequency	Percent
Bachelor's degree	38	22.35%
Master's degree	123	72.36%
Doctorate	9	5.29%

As can be seen from the table, the respondents have a bachelor's degree or above, and most have a master's degree. There are 123 people with a Master's degree, accounting for 72.36%. Respondents with a bachelor's degree number 38 people, accounting for 22.35%. Only nine respondents had a doctoral degree, accounting for 5.29%.

Table 6

Frequency and Percentage of Respondents' year of service

Year of service	Frequency	Percent
<3 years	24	14.11%
3-7 years	126	74.11%
8-12 years	15	8.82%
>12 years	5	2.94%

As can be seen from the table:

Most of the interviewees have worked for 3-7 years, with 126 people, accounting for 74.11%. While, there are twenty-four employees with less than three years of work, accounting for 14.11%. Fifteen people with 8-12 years working life, accounting for 8.82%. Only five people have worked for more than 12 years, accounting for 2.94%.

Table 7

Respondents' monthly income

Monthly income	Frequency	Percent

<￥3000	12	7.05%
￥3000-5000	29	17.06%
￥5001-10000	115	67.65%
>￥10001	14	8.23%

As can be seen from the table, most of the interviewees have a monthly income between 5001-10000 yuan, with 115 people accounting for 67.65%. Only 12 people with a monthly income of less than 300 yuan, accounting for 7.05%. Twenty-nine people with a monthly income of 3000-5000 yuan, accounting for 17.06%. Fourteen people with a monthly income of more than 1,0001 yuan, accounting for 8.23%.

Table 8

Frequency and Percentage of Respondents' weekly working hours

Working hours per week	Frequency	Percent
<20 hours	13	7.64%
20-40 hours	62	36.47%
41-60 hours	83	48.82%
>60 hours	12	7.05%

As can be seen from the table, the respondents work 41-60 hours per week, with 83 people, accounting for 48.82%, followed by respondents who work 20-40 hours a week, representing 62 people or 36.47%. Next, only 13 people work less than 20 hours a week, accounting for 7.64, and lastly, only 12 people work more than 60 hours a week, accounting for 7.05%.

Descriptive Analysis of Variables

Table 9

Descriptive Analysis of Workload

Question of Workload	n	Mean	Std.Deviation
Q.1 My working hours are not long in a week.	170	2.49	0.732
Q.2 The current job requirements will not make me feel too much work pressure.	170	2.52	0.723

Q.3 I solve the current work problems, leveraging my job skills to overcome them.	170	3.20	0.796
Valid N/Total Mean and Std.Deviation	170	2.74	0.750

As can be seen from the table, the average of the three questions about workload is between 2.49-3.20; most interviewees are dissatisfied with their current workload. They believe that the current workload is relatively large, which will bring them tremendous work pressure.

Table 10

Descriptive Analysis of Workplace relationship

Question of Workplace relationship	n	Mean	Std.Deviation
Q.1 I can get along well with my colleagues/co-workers, including other business counterparts (e.g., customers).	170	4.02	0.661
Q.2 My direct supervisor or team leaders listen to my opinions.	170	3.73	0.642
Q.3 My students openly discuss or consult with me when they face some problems without feeling reluctant to reach out to me.	170	4.05	0.633
Valid N/Total Mean and Std.Deviation	170	3.93	0.645

As can be seen from the table, the average of the three questions about workplace relations is between 3.73-4.05; this shows that most of the interviewees have a relatively harmonious relationship with colleagues, leaders, and students.

Table 11

Descriptive Analysis of Fairness

Question of Fairness	n	Mean	Std.Deviation
Q.1 The current workload is reasonably manageable for me.	170	3.27	0.941

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Q.2 The current salary is relatively equitable to my job role.	170	2.95	1.04
Q.3 The current job promotion system is transparent.	170	3.23	1.05
Valid N/Total Mean and Std.Deviation	170	3.15	1.01

As can be seen from the table, the average mean of the three questions about fairness is between 2.95 and 3.27; this shows that most interviewees believe that they have been treated more or less unfairly.

Table 12

Descriptive Analysis of Job meaningfulness

Question of Job meaningfulness	n	Mean	Std.Deviation
Q.1 I can accomplish my life goal while serving this organization.	170	3.55	0.857
Q.2 Whatever I do for this organization is worthwhile.	170	3.63	0.916
Q.3 The current job gives me a great sense of success.	170	3.51	0.918
Valid N/Total Mean and Std.Deviation	170	3.56	0.897

As can be seen from the table, the average mean of the three questions about the meaningfulness of work is between 3.51-3.63; this shows that most interviewees believe that the work they do is meaningful and can bring a particular value to themselves, and they are more willing to contribute to the organization.

Table 13

Descriptive Analysis of Job burnout

Question of Job burnout	N	Mean	Std.Deviation
Q.1 I am full of enthusiasm for work	170	3.57	0.954

Q.2 I will not be bored and impatient with my current job	170	3.56	0.890
Q.3 The current organization values my talents very much	170	3.50	0.899
Valid N/Total Mean and Std.Deviation	170	3.54	0.914

As can be seen from the table, the average mean of the three symptoms of job burnout is between 3.50-3.57; this shows that most of the interviewees have not yet experienced job burnout, and currently, only a small part of the interviewees may have job burnout.

Table 14

Significance Test Analysis

Independent variables	P-value
Workload	<.001
Workplace relationship	<.001
Fairness	<.001
Job meaningfulness	<.001

As can be seen from the table:

The P-Value of workload is <.001, so workload and job burnout are significantly correlated.

The P-Value of workplace relationships is <.001, so workplace relationships and job burnout are significantly correlated.

The P-Value of fairness is <.001, so fairness and job burnout are significantly correlated.

The P-Value of job meaningfulness is <.001, so job meaningfulness and job burnout are significantly correlated.

Table 15

Pearson Correlation Coefficient Analysis

Independent variables	Pearson correlation results (R)
Workload	0.304***
Workplace relationship	0.388***
Fairness	0.548***
Job meaningfulness	0.642***

As can be seen from the table, the Pearson correlation coefficients of the independent and dependent variables are both positive, which means that the independent and dependent variables are positively correlated. First, the Pearson correlation coefficient of job meaningfulness and job burnout is> 0.6, indicating a strong positive correlation between job meaningfulness and job burnout. Secondly, the Pearson correlation coefficients of fairness and

job burnout are> 0.5, indicating that fairness and job burnout have a relatively strong positive correlation.

Table 16

Research Hypotheses

Hypotheses	Statistical Hypotheses	Pearson Correlation (R)	Level of Significance	Result
H1o	Workload has no significant relationship with Job Burnout.	0.304***	<.001	Rejected H1o
H1a	Workload has a significant relationship with Job Burnout.			
H2o	Workplace relationship has no significant relationship with Job Burnout.	0.388***	<.001	Rejected H2o
H2a	Workplace relationship has a significant relationship with Job Burnout.			
H3o	Fairness has no significant relationship with Job Burnout.	0.548***	<.001	Rejected H3o
H3a	Fairness has a significant relationship with Job Burnout.			
H4o	Job meaningfulness has no significant relationship with Job Burnout.	0.642***	<.001	Rejected H4o
H4a	Job meaningfulness has a significant relationship with Job Burnout.			

Correlation is significant at the 0.05 level

Open-ended Question Analysis Results

Of the 170 interviewees, 127 offered suggestions when asked how the organization should prevent employee burnout. The respondents' answers were analyzed and integrated, and the following are the summary of the qualitative feedback from the respondents:

Question 1: What should the current workplace continue doing to reduce job burnout?
Five themes emerged upon the contents analysis as follows:
Theme 1: Teacher salaries and benefits (30).
Theme 2: Workload reduction and flexible working hours (21).
Theme 3: Teacher's training and learning opportunities (19).
Theme 4: Job promotion and transparent, fair evaluation system (17).

Theme 5: Good working environment (23).

Question 2: What are the top three areas that the current workplace must improve or develop? What activities should the current workplace come up with to ensure employees feel a good balance for workload, fairness, work relationship, and job meaningfulness?

Four themes emerged upon the contents analysis as follows:

Theme 1: Salary and employee benefits (37).

Theme 2: Fairness, sense of belonging to the organization, and personal accomplishment (20).

Theme 3: Reasonable workload reduction, transparency, honor appraisal, and appropriate humanistic care (24).

Theme 4: The workplace relationship and opportunities for personal development (16).

Table 17

Comparison of quantitative and qualitative results

Quantitative Findings			Qualitative Findings	
Rank	Factors	Pearson correlation (R)	Themes	Frequency
1	Job meaningfulness	0.642	Teacher salaries and benefits.	26%
2	Fairness	0.548	Fair evaluation system and good working environment.	23.3%
3	Workplace relationship	0.388	Workload reduction and flexible working hours.	17.5%
4	Workload	0.304	Teacher training and learning opportunities.	13.6%

It can be seen from Table 17 that:

Quantitative research results show that the correlation coefficient between job significance and job burnout is 0.642, ranking first. Judging from the qualitative research results, the topic most discussed by respondents was the increase in salary and benefits.

Quantitative research results show that the correlation coefficient between fairness and job burnout is 0.548, ranking second. The second most popular topic in qualitative research is a fair evaluation system and a good working environment.

Quantitative research results show that the correlation coefficient between workplace relationships and job burnout is 0.388, ranking third. The third most popular topic in the qualitative study was workload reduction and flexible working hours.

Quantitative research results show that the correlation coefficient between workload and job burnout is 0.304, ranking fourth. The fourth most popular topic in qualitative research was teacher training and learning opportunities.

Discussion, Conclusion, and Recommendation

Discussion

Workload

Through the Pearson correlation coefficient analysis of workload and job burnout, I found that the correlation coefficient between workload and job burnout is 0.304, which shows that although workload and job burnout have a specific correlation, the degree of correlation is not high. From the interviewees' perspective, the workload is not the decisive factor for job burnout. However, this does not mean the interviewees think their workload is not high. On the contrary, through a descriptive analysis of the workload, the average value is between 2.49-3.20, which means that the interviewees generally think the workload is too large. The main reason is focusing on working hours and job requirements.

Some scholars have found a significant positive correlation between workload and job burnout (Starmand and Miller, 1992; Van Droogenbroeck et al., 2014). Moreover, the workload is too light or heavy, which is not conducive to mobilizing teachers' enthusiasm. When the workload is light, it will reduce the teacher's recognition of the work's value and the teacher's goal. Conversely, when the workload is too heavy, it will seriously reduce the teacher's expectation of completing it, reducing the incentive effect. In addition, when the workload is too heavy, it will cause teachers to be overstressed, exhausted, and lose their enthusiasm for work, resulting in job burnout. Therefore, schools must improve the management of teachers' workload. Firstly, the teachers' workload must be weighted, and each teacher's physical and psychological endurance must be fully considered. Use modern science and technology to measure statistics, management, and teacher work. In formulating teachers' workload, we must also fully consider fairness and impartiality, avoid egalitarianism, and implement the principle of distribution according to work. The workload is differentiated according to the teaching difficulty of different courses and the required preparation time. At the same time, schools should appropriately reduce the work requirements of teachers. Meetings unrelated to teaching can be reduced or canceled according to the situation, providing teachers with more resource support, appropriately increasing teachers' salaries and security levels, and giving teachers more autonomy.

Workplace Relationship

Through a descriptive analysis of the workplace relationship and job burnout, I found that the average value is between 3.73-4.05, which is a relatively high value, indicating that most respondents are relatively satisfied with their workplace relationship. So, This shows that most interviewees can have a more positive relationship with colleagues, leaders, and students and get along well with each other.

Through the Pearson correlation analysis of the workplace relationship and job burnout, the correlation coefficient obtained is 0.388, indicating that the degree of correlation between the workplace relationship and job burnout is not high for the interviewee. Therefore, for the interviewee, The workplace relationship has little effect on job burnout. However, through regression analysis of workplace relationships and job burnout, it is found that it is significantly positively correlated.

Fairness

Through a descriptive analysis of fairness, the average value is between 2.95-3.27. This is a relatively medium level, indicating that many respondents believe they have received unfair treatment in schools, such as unfair workload or remuneration, evaluation, or promotion. In addition, the correlation coefficient obtained from the Pearson correlation analysis of fairness and job burnout is 0.548, which shows that equity and job burnout are highly correlated.

American psychologist Adams published the fairness theory in 1965, theorizing that people's work enthusiasm is related to the actual amount of personal remuneration and more closely related to whether people feel fair in the distribution of remuneration. People will always consciously or unconsciously compare their labor costs and remuneration with others and make judgments about fairness. The sense of fairness directly affects the work motivation and behavior of employees.

When you think that your income and expenditure ratios are equal, you will feel that you have been treated fairly, and you will feel comfortable and work hard. However, when they think their income and expenditure ratio is too low, they will feel they have been mistreated. The more significant the ratio difference, the stronger this feeling will be. They will develop frustration and hatred so they will experience job burnout. People tend to overestimate the contribution of their job roles and thus expect the reward to equalize with performance and efforts, resulting in perceived unfairness. Therefore, leaders should guide employees to make comparisons correctly, see the strengths of others, recognize their shortcomings, and choose comparison benchmarks objectively and fairly.

Whether the leadership behavior is fair will directly affect the employees' choice of perception and behavior. Therefore, organizational leaders and managers must treat every employee equally, handle everything reasonably, and avoid unfair management behaviors caused by emotional factors.

Regarding the distribution of remuneration, the incentive effect of the competition mechanism is used correctly, and fairness is reflected by reasonably widening the distribution gap.

Avoid using a single evaluation model for scientific research and teaching to evaluate all teachers. At the same time, a fair evaluation and promotion mechanism is established so that the evaluation and promotion mechanism can be transparently and intuitively presented in front of everyone and subject to public supervision.

Job Meaningfulness

Through the descriptive analysis of job meaningfulness, the average value is between 3.51-3.63, which shows that most interviewees' goals are consistent with the school's goals. They believe they can achieve their goals while serving the current organization, and the current job can give them a sense of accomplishment.

Nevertheless, from the Pearson correlation analysis of job meaningfulness and job burnout, the correlation coefficient between job meaning and job burnout is 0.642. It can be seen that the correlation between job meaningfulness and job burnout is the highest among the

four variables, which shows that job meaningfulness has the highest impact on job burnout for the interviewees.

"Knowledge employees" are the main body of the teaching staff. They have a strong desire to learn and hope to get more education and training opportunities. However, many schools provide few training opportunities, which causes employees to be unable to support the school goals, resulting in job burnout. College teachers are the largest group of senior intellectuals in all industries. Many people pursue higher levels of self-realization. However, many professionals have some ideas but lack the necessary resources and are inconsistent with their inner expectations. Therefore, they think it is difficult for their current job to exert their talents and obtain achievements that match their abilities, and the job will become more and more negative, resulting in job burnout and eventually having to quit.

First, schools should regularly carry out diversified training activities to enable teachers to broaden their knowledge horizons update teaching methods and teaching skills so that teachers themselves can be improved; and at the same time, they should strive to combine the latest teaching concepts and teaching practices to keep pace with the times.

Secondly, school administrators should adhere to the people-oriented management thought so that the teacher's personal development goals and the university's development goals are closely integrated to stimulate teachers' enthusiasm, creativity, and initiative. Under the premise of clarifying the school's goals and their functions, they will give full play to the talents of each teacher so that the majority of teachers can work happily and actively complete their respective missions so that teachers are full of confidence in the development of the school and the manifestation of personal values. In fulfilling the mission, one will be developed and promoted, forming a virtuous circle and satisfying the long-term interests of the school and teachers' personal development.

In addition, schools can use care, encouragement, praise, and other methods to make teachers feel valued and consciously integrate personal goals with organizational goals to form a sense of professional responsibility for selfless dedication.

Conclusion

This research aims to determine the factors that affect job burnout, including workload, workplace relationships, fairness, and job meaning, and propose a series of OD interventions for different influencing factors. Based on Pearson correlation analysis and Significance test, the study found that workload (P-value＜0.001), workplace relationship (P-value＜0.001), fairness (P-value＜0.001), and job meaningfulness (P-value＜0.001) were all significantly related to job burnout. Among them, job meaningfulness has the highest correlation with job burnout. ABC University needs to fully consider each teacher's physical and psychological endurance, allocate the workload for each teacher more reasonably, and give teachers more resource support and work autonomy. ABC University needs to improve its current salary distribution system and establish a more open and transparent evaluation and promotion mechanism. ABC University must continue to adhere to the people-oriented management philosophy, closely integrate the teachers' personal development goals with the university's development goals, and regularly carry out diversified training activities to enable teachers to

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continuously improve and advance with the times, forming a virtuous circle to satisfy the school and teachers long-term benefits of personal development.

Recommendation

For long-term development, an organization must adhere to the people-oriented management philosophy. First, when assigning workload, it must fully consider the actual situation of each employee, arrange tasks reasonably, and provide employees with more resource support. Secondly, the salary distribution system and the evaluation and promotion mechanism must be fair and just so that every employee's treatment is fair. Finally, the organization should closely integrate the organizational goals with employees' personal development goals, design diversified training and development content for each employee, give full play to each employee's talents, and let each employee's value that s/he gets in from the organization reflect.

Limitations and Future Research

The study only selected ABC University as the survey site, so it may not fully reflect the overall situation of university teachers. Secondly, the location of this research is in China, and the selected interviewees are all Chinese. Therefore, the research results may only reflect the situation of Chinese interviewees.

I hope that in the future, more researchers from other countries can conduct more in-depth research on job burnout to discover whether the factors that affect people's job burnout are different under different cultural backgrounds.

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