

**YANGON UNIVERSITY OF ECONOMICS**  
**DEPARTMENT OF MANAGEMENT STUDIES**  
**MBA PROGRAMME**

**INFLUENCING FACTORS ON BURNOUT AND**  
**JOB SATISFACTION OF ACADEMIC STAFF IN YANGON**  
**UNIVERSITY OF ECONOMICS**

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**MBA II – 21**

**MBA 23<sup>rd</sup> BATCH**

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ACADEMIC YEAR (2017-2019)

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A thesis submitted to the Board of Examiners in partial fulfillment of the requirements for  
the degree of Master of Business Administration (MBA)

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**ACCEPTANCE**

This is to certify that the thesis entitled “**Influencing Factors on Burnout and Job Satisfaction of Academic Staff in Yangon University of Economics**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

**Board of Examiners**

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**DECEMBER , 2019**

## **ABSTRACT**

The objectives of the study are to analyze the effect of job demand and job resource factors on burnout and the effect of burnout on job satisfaction of academic staff in Yangon University of Economics. This study is conducted based on the survey with 146 numbers of academic staff in Yangon University of Economics. The structured questionnaire with five-point Likert Scale is used to collect the primary data for this study. The findings of this study show that job demand factors of role conflict, time pressure , emotional demand have positive significant effect on burnout. If school reduces some of the physical workload of teachers such as administrative works performed by the teacher and provide sufficient time for teachers to complete their tasks, it can reduce the burnout. Among the job resource factors, supervisor' support has negative significant effect and personal development has positive significant effect on burnout. From this study schools must be able to provide sufficient resources or facilities as supports to academic staff that are to reduce the burnout of academic staff. Burnout has negative significant effect on job satisfaction. This study point out that the nature of work life and working conditions are need to be improve in order to reduce the burnout of academic staff and thus increase their job satisfaction.

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# CHAPTER 1

## INTRODUCTION

The role of universities is very much important for the development of human being, higher educational institutions are responsible to provide competitive human capital to forecast and meet upcoming challenges of a country. Because of the multidimensional role of universities, they supply the lifeblood to society in various ways. So for the quality of education teachers play an important role in a learning process. Academic staff need to be emotionally involved with their profession as well as being mentally and physically balanced. To provide students a meaningful education and satisfy them in the class is not an easy job today. The basic and foremost objective behind this study is to discuss the variables of teaching stress with its negative impacts on teacher's health which may ultimately lead to a job burnout.

The job demand-resource (JD-R) model relates in different ways to positive and negative outcomes, and can be typical of specific occupations. They are used to examine the relationship between job characteristics, burnout, and job satisfaction. Job demands would be the most important antecedents of the exhaustion component of burnout, which, in turn, would predict in-role performance. In contrast, job resources were to be the most important predictors of extra-role performance, through their relationship with the disengagement component of burnout.

Teacher job satisfaction and burnout are among the most important factors contributing to the problem of teacher retention. Burnout is a variable which has been under the spotlight by the scientists during the last years. This problem can be seen in the human society and work places. Job burnout is based on continues pressures and deadly job burnout. It even can make the individuals feel like lack of energy and a need for preserving their job position. Possible causes of teacher burnout include an extreme number of responsibilities above and beyond instruction, a lack of administrative support, increasing difficult student behavior with increases in frequency and severity and so on.

Job satisfaction is indeed most crucial not only in determining the faithfulness of an employee to an organization but more importantly it is the main indicator of an individual's level of commitment and productivity in his or her profession. Among

the factors that influence job satisfaction are salary, professional development, administrative relationship and rapport. Hence, if teachers have a high level of job satisfaction, it can be assured that a more enjoyable, energetic and effective school environment can be developed which indirectly will give positive effects on the students' academic achievement. This study is aim to investigate which variables will influence the employees' job satisfaction in Yangon University of Economics.

## **1.1 Rationale of the Study**

University teachers are stressed out in such environment and can not perform their tasks efficiently. Teaching is a noble profession but under stressful conditions, it is impossible for teachers to teach students. University teachers are under heavy demands for further study and professional growth that is a stressful situation for teachers. Job demands, burnout among workers is measured in various other business sectors (especially in health and banking sector) but this effect is missing in university teachers.

Teaching within an organizational context of a university having different departments and fields of studies is a challenging job. A university employs staff with diverse personalities and varying degrees of professional skill and qualifications capable to deal with changing situations which require frequent interaction and co-operation. The environment of a university is highly demanding requiring teachers to be committed and devoted towards their profession.

When there is a lot of conflicting roles need to fulfill by an employee, when the real job tasks differ from the role expectations, when the employees need to accomplish too much tasks and the resources that provided not enough to fulfill the tasks work stress will occur. The Job Demands and Resources Model explain that employees' work conditions can be categorized into demands and resources. Job demands are physical, psychological, social organizational aspects of work that require a physical and/or psychological effort (cognitive or emotional), and are associated with certain physiological and/or psychological costs. Although these demands are not necessarily negative, they become job stressors when they require an effort and/or they require certain costs that produce negative effects: depression, anxiety or burnout. Job resources relate to social, psychological, physical and organizational aspects that reduce the associated demands and costs. Additionally,

they are functional in the attainment of job goals and stimulate personal growth and development.

Burnout caused by the stressful working life and it is a chronic emotional reaction. Burnout reduces a person's personal achievement, emotional, exhaustion and depersonalization. While burnout may be led by the long working hours, stressful working conditions, misguided work expectations and other factors. Burnout has a major effect on the organization's productivity.

## **1.2 Objectives of the Study**

The main objectives of the study are as follows:

- (1) To examine the influencing factors on burnout of academic staff at Yangon University of Economics.
- (2) To analyze the effect of burnout on job satisfaction of academic staff at Yangon University of Economics.

## **1.3 Scope and Method of the Study**

This study focuses on job demand and job resource factors, burnout and job satisfaction of academic staff working at Yangon University of Economics. In this study, analytical research method is used. To achieve objectives, both primary and secondary data are used in this study. Survey method is used to collect primary data by using questionnaires. Secondary data are collected from journals, thesis papers, textbooks, online sources, websites. Simple random sampling method is used to collect data from 146 teachers out of 233 who are currently working at non-administrative level in Yangon University of Economics. This study analyzes the burnout and job satisfaction of academic staff at Yangon University of Economics.

## **1.4 Organization of the Study**

This study is composed of five chapters. Chapter One is the introduction chapter which consists of the introduction of the study, the rationale of the study, the objectives of the study, the scope and method of the study and the organization of the study are included. Chapter Two is the theoretical background concerning the JD-R Model, burnout and job satisfaction and conceptual framework of the study. In chapter Three includes about the profile of Yangon University of Economics. Chapter

Four is the analysis of burnout causing factors and its effect on job satisfaction. Chapter Five is the conclusion chapter which includes findings and discussions, suggestions and recommendations and needs for further research of this study.

## **CHAPTER 2**

### **THEORETICAL BACKGROUND**

This chapter includes the review on the existing literatures that the researchers had performed and the definitions and details about all the independent variable (physical workload, role conflict, time pressure, work environment, autonomy, supervisor' support ,job control, job security)and the dependent variable(job satisfaction) is provided. In the literature review , all of the independent variables and the dependent variable are explained based on the relevant theoretical models and the proposed theoretical framework are developed regarding to the factors leading to job demands-resources model, burnout and job satisfaction of academic staff at Yangan University of Economics.

#### **2.1 Job Demand and Job Resource**

Job demands refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs. Examples include high work pressure, an unfavourable physical environment and irregular working hours. Although job demands are not necessarily negative, they may turn into job stressors when meeting those demands require high effort from which the employee fails to recover adequately (Meijman & Mulder, 1998).

Job resources refer to those physical, psychological, social, or organizational aspects of the job that are either/or: 1. functional in achieving work goals 2. reduce job demands and the associated physiological and psychological costs3. stimulate personal growth, learning, and development. Hence, resources are not only necessary to deal with job demands, but they also are important in their own right. This corresponds with Hackman and Oldham's (1980) job characteristics model that emphasises the motivational potential of job resources at the task level, including autonomy, feedback, and task significance. In addition, this agrees on a more general level with conservation of resources (COR) theory (Hobfoll, 2001) that states that the prime human motivation is directed towards the maintenance and accumulation of

resources. Accordingly, resources are valued in their own right or because they are means to achieve or protect other valued resources. Job resources may be located at the macro, organizational level (e.g. salary or wages, career opportunities, job security), the interpersonal level (e.g. supervisor and coworker support, team climate), the specific job position (e.g. role clarity, participation in decision making), and at the level of the task (e.g. skill variety, task identity, task significance, autonomy, and performance feedback).

## **2.2 The Job Demand–Resource Model**

The Job Demand-Resource (JD-R) model (Bakker & Demerouti, 2007; Demerouti et al., 2001) can be used to predict employee burnout and engagement, and consequently organizational performance. At the heart of the JD-R model lies the assumption that whereas every occupation may have its own causes of employee well-being, these factors can be classified in two general categories (i.e., job demands and job resources), thus constituting an overarching model that may be applied to various occupational settings, irrespective of the particular demands and resources involved.

Extensive research has provided evidence for the existence of two simultaneous processes. High job demands exhaust employees' mental and physical resources and therefore lead to the depletion of energy and to health problems. This is the health impairment process. In contrast, job resources foster employee engagement and extra-role performance. This is the motivational process.

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Importantly, several studies have shown that job resources may buffer the impact of job demands on stress-reactions. In addition, research has confirmed that job resources particularly have motivational potential when job demands are high. The JD-R model predicts organizational outcomes, such as job performance, occupational commitment, or leaving intentions, across several occupations (Schaufeli & Taris, 2014). These processes are intertwined through direct, indirect, and interaction effects, which have been investigated thoroughly (Schaufeli & Taris, 2014).



One possible reason for this increased engagement in developing the theory is that the JD-R Model is based on and combines the strengths of other well-established stress models, but extends and advances these models through its broad scope and flexibility. Apart from the fact that one of the model's unique features is that it simultaneously incorporates both positive and negative processes affecting occupational well-being, the model can address various kinds of job demands and job resources (including personal resources) and can be applied to a wide variety of occupational work settings (Schaufeli & Tauris, 2014; also Bakker & Demerouti, 2007).

### **2.2.1 Job Demand Factors**

Job demands refer to aspects of physical, social or organizations that require from employee continuous efforts, physically or mentally, and are therefore associated with certain physiological and/or psychological costs. Job demands are stressors in a situation which involves high efforts endured to achieve the expected performance level. Job demands are generally perceived to be a loss because meeting such demands requires the investment of valued resources, viewed as gains. Therefore, workers need to invest more resources to meet the demands and to protect themselves from further depletion. In this study, job demands consist of workload, role conflict, time pressure and emotional demand as the job demands of academic staff.

#### **(i) Workload**

Workload is being explained as having too many things to do in a given period of time (Conley & Woosley, 2000). Workload is often described in quantitative terms and can be considered to be excessive when the volume of work exceeds the ability of a worker to meet the demands over a specified period of time (French & Caplan, 1973). In qualitative terms, excessive workload would mean that the requirements of the work exceeds the skills, abilities and knowledge of a workers (Sauter & Murphy, 1995; French & Caplan, 1973).

Moreover, Srinivas Gudipati and Pennathur from University of Texas classified physical workload and mental workload. The physical workload is being affected by the nature of the work, training, motivational and environmental factors (Akesson et al. 2009). On the other hand, mental workload is the information

processing and control systems that connect between stimuli, rules and responses, person-task loop and the consequences brought by workload on human performance (Gopher & Donchin, 1986). Keenan & Newton (1987) found out that in workload, the time is important dimension. Workload was being categorized under role conflict because Conley & Woosley (2000) found out that resources, time and skills constraints were being categorized under role conflict. If the workload problem does not handle well might lead to job dissatisfaction, decrements of the worker performance and the rise of turnover intention (Boff, Kaufman & Thomas, 1989).

**(ii) Role Conflict**

Role conflict has been defined as two or more sets of role expectations such that the realization of one set makes it difficult or impossible to actualize the other (Kahn, 1964). Role conflict can lead to negative job attitude and behaviors that include a decrease in job satisfaction, an increase in anxiety, a reduction of trust and confidence in the organization and damaged interpersonal relations with co-workers and supervisors (Fisher & Gitelson, 1983; Kahn, 1974). Conflict of this nature are reported to be prevalent in such occupations as human services, military and police where the division of time and the roles required at any point in time cannot always be clearly predicted (Muchinsky, 1997).

Both role conflict and role ambiguity have been shown to increase emotional exhaustion and depersonalization, while decreasing feelings of personal accomplishments (Cordes, 1993; Lee & Ashforth, 1991; Miller, Zook & Ellis, 1989). Previous research reported that stress among vocational placement coordinators was associated with high levels of role conflict (Flett & Biggs, 1992).

**(iii) Time Pressure**

Time pressure can reduce performance. The research suggests that a major factor in burnout is the problematic nature of time and time shortage (Brunetti, 2006)). This is especially the case when a variety of factors interfere with the time that is intended for teaching. Time pressure motivates people to seek closure more quickly, constrains the choice of possible decision strategies (Beach & Mitchell, 1978), and limits the search for potential solutions (Bowden, 1985). When making choices, people under time pressure focus on information relevant to negative outcomes rather than both negative and positive outcomes, focus on ruling options out

rather than in (Ben Zur&Breznitz, 1981; Wright, 1974; Zakay&Wooler, 1984), and tend to gravitate towards the elimination-by-aspects decision strategy which Tversky (1972) found to be flawed. Time pressure's effects on performance are generally attributable to the constraints it imposes on cognitive capacity (Moray, Dessouky, Kijowski, & Adapathya, 1991).

#### **(iv) Emotional Demand**

Emotional demands concern emotionally charged interactions at work (e.g., customer/colleague misbehavior; Heuven et al., 2006) that are considered to be an important source of job strain (Totterdell & Holman, 2003). Employees cannot experience positive emotions in all situations, particularly when interacting with demanding or unfriendly persons. Such interactions may elicit negative emotions, while the expression of positive emotions is expected. This experience demotion-rule dissonance can be deleterious for employee well-being (Morris & Feldman, 1996). The negative relationship between emotionally demanding conditions and employee well-being may be explained by the health impairment process of the job demands-resources (JD-R) model (Bakker & Demerouti, 2007). Accordingly, emotionally demanding conditions require energy investment that may exhaust employees' resource reservoir. When energy is depleted, job strain is likely to occur. This is in line with Baumeister, Bratslavsky, Muraven, and Tice's (1998) theory on ego depletion, which suggests that volitional acts draw on a limited portion of energy resources. Employees who amplified their positive emotions when facing emotionally charged interactions, experienced higher levels of job satisfaction (Cote & Morgan, 2002). Some studies showed that confrontation with emotional demands relates positively to work motivation (De Jonge & Dormann, 2006).

#### **2.2.2 Job Resource Factors**

Job resources refer to aspects of physical, psychological, social or work organizations that may cut down the job demands and the cost associated with physiological and psychological. Job resources may play either an intrinsic motivational role because they foster employees' growth, learning and development, or they may play an extrinsic motivational role because they are instrumental in achieving work goals. In this study, job resource consist of autonomy, supervisor's support, personal development and rewards as the job resources of academic staff.

**(i) Autonomy**

The last two decades have witnessed a growing interest in the promotion of autonomous behaviors in the field of education. Although some forms of autonomy, more clearly described as self-learning, had had an important role in language learning in non-formal educational contexts since the mid- seventies (Benson and Voller, (1997), Benson (2001), Finch (2001) for discussions on this), the emphasis now is on promoting the development of autonomous behaviors inside the school or educational context, as an accompaniment to formal educational processes. The idea is to make students life-long learners, ready to face the challenges of modern life and to continue learning beyond formal education. The following definitions represent these latest views of autonomy. Allwright (1990:12) viewed autonomy as "...a constantly changing but at any time optimal state of equilibrium between maximal self-development and human interdependence"; this definition emphasizes change, together with the key concepts of self-development, which represents our own efforts in the process, and human interdependence, to dismiss the earlier concept of autonomy as individualistic behavior. Autonomy has different and countless manifestations in different cultures (Benson,1995; Aoki and Smith, 1999; Little, 1999; Aoki, 2001) ; there is also a time dimension to it, for, as societies evolve and modernize, there are changes in communications, interactions and other domains of life.

**(ii) Supervisor's Support**

Organizational theory defined the supervisor support change the employee's level of the satisfaction in the organization (Eisenberger et al., 1986), supervisor support increase the employee's satisfaction (Griffin et al., 2001). Supervisor support is described as employees' views concerning their supervisor's value, care about their well-being (Eisenberger et al., 1986).The supervisor positive feedback force employees to job satisfaction (Levinson, 1965). Supervisor support helps employees to increase the commitment and loyalty of employees through job satisfaction (Hossain & Aktar, 2012). Supervisor support was defined as the extent to which employees believe their supervisors value their contributions, offer assistance, and care about their well- being (Kossek et al., 2011; Kottke & Sharafinski, 1988). As supervisors are agents of the organization, measuring supervisor support allows

employers to take corrective action to ensure that employees view supervisors favorably and create stronger organizational connections (Eisenberger et al., 2002).

A study conducted in the schools' teachers by Sharma & Jyoti (2006). He confirmed the relationship between supervisor support and employee's job satisfaction has a positive relationship which increases the performance of the employee and reduces the turnover in the organization. Besides that, Sharma & Jyoti (2006) conducted another study on the universities teachers to confirm results with same variables supervisor support and employees job satisfaction.

### **(iii) Professional Development**

Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change." (Avalos, 2010).

With regards to the focus and main goals of professional development, authors such as Borko (2004) and Desimone et al. (2002) conceive teacher professional development to be an essential mechanism for enhancing teachers' knowledge and instructional practices. Bringing about changes in teachers' attitudes and beliefs is, for authors like Guskey (2002), another major objective of professional development. More recently, authors such as Kazemi and Hubbard (2008) and Opfer and Peder (2011) have emphasized the need for more complex understandings, arguing that professional development has the potential to impact many aspects of teachers' professional and personal lives, impacting on teachers' knowledge, competences, and values. In this monograph, subscribe to the definition proposed by Avalos (2011), as it nicely articulates a number of relevant topics that have been discussed in recent years by researchers in the field. As captured in Avalos' definition, consider that the focus and ultimate goal of teacher professional development should be the benefit of students' learning and achievement.

#### **(iv) Rewards**

Rewards are the powerful modes for encouraging employees' for good performance. Armstrong (2006) said that pay, recognition, promotion and quality of working life, and the influence of the group with whom employees are being identified is related to perception and attitude relevant to all the above mention variables. Rewards are stimuli that are assumed to be positive events (Cameron & Pierce, 1994).

Teacher Reward Systems is defined by Decenzo (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. While academic performance according to Stephen, (2009) refers to the success that is measured by academic scores of the learners during examination, or how well a student meets standards set out by local government and the institution itself. Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Frase, 1992).

### **2.3 Burnout**

Burnout is a psychological syndrome that develops and progresses due to long-term work related stress. As defined by burnout is "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" by Maslach (1982, p. 20). Burnout was initially found in professions that involve intensive interacting with people. All human service workers can experience burnout. However, job burnout even among those in less people-oriented professions can still be a significant problem.

Burnout is a multidimensional phenomenon that has three dimensions tackling three levels of manifestation: individual stress, interpersonal interaction and self-evaluation. The first dimension in burnout is emotional exhaustion (Bakker et al., 2006; Leiter & Maslach, 1988; Maslach, et al., 2008). Emotional exhaustion consists of a feeling of not being able to give any more emotionally to the job because the

employee has nothing more to give (Maslach& Goldberg, 1998; Maslach et al., 2008; Schaufeli et al., 2002a; Schaufeli, Martínez, Marques-Pinto et al., 2002b). Emotional exhaustion is considered to be the most important of the three components. It is characterised by a lack of energy and a feeling that one's emotional resources are used up (Bakker et al., 2006). This may coexist with feelings of frustration and tension. Some think that emotional exhaustion is feelings of being emotionally over-extended and drained by one's contact with other people. This emotional exhaustion can manifest itself in physical characteristics such as waking up just as tired as when going to bed or lacking required energy to take on another task or face-to-face encounter. Emotional exhaustion was found to be a strong predictor of both work engagement and turnover intentions. When individuals experience higher levels of emotional exhaustion, they are more likely to leave their jobs, and positive correlations have also been found between emotional exhaustion and turnover intentions (Maslach et al., 2008).

The second dimension is reduced personal accomplishment or inefficacy (feelings of reduced efficacy). In burnout, people feel a diminished sense of personal accomplishment, such as the perception that they cannot perform the job adequately. The perceived reduction in performance in human service professions stems from being emotionally exhausted and depersonalising (Maslach et al., 2008). Reduced personal accomplishment is a decrease in one's perceived professional efficacy (Maslach&Leiter, 1997). In human services and customer service professions, people may feel they should not be feeling the lack of emotional energy experienced in the emotional exhaustion and cynicism phases of burnout. The emotional dissonance that occurs from believing that they should not feel the lack of emotional energy and should not be engaging in distancing leads to more stressors and emotional exhaustion, leading to fewer resources.

The third dimension in the burnout process is depersonalisation, or cynicism. (Maslach et al., 2008). Depersonalisation is an attempt to distance from the job and clients by actively ignoring the client's unique and engaging qualities. Depersonalisation can lead to dehumanisation, treating people as objects. Depersonalisation is seen as a form of coping because it distances workers from the job and clients. Human services professions require provider to care about the individuals receiving their services, or at least to display the appropriate emotions (Brotheridge& Lee, 2002; Henderson, 2001). Human service workers who

depersonalise at their job are attempting to block negative emotions, to reduce emotional exhaustion and regain resources, thus increasing energy. Cynicism was introduced as a substitute depersonalisation in non-human service fields (Leiter&Schaufeli, 1996). Cynicism is a broader construct, including interactions with co-workers (Maslach et al., 2001). Cynicism is negativism and acting selfishly or callously. Cynicism can be directed towards people, work, or situations. An example of cynicism towards people would be thinking everyone at work is fake or out to hurt you. Depersonalisation and cynicism are both types of distance coping. Distancing is a form of coping that enables people to mentally disengage from the stressful situation (Folkman&Moskowitz, 2004).

Burnout is associated with several negative aspects concerning the employee's work situation, including job dissatisfaction, absenteeism, low organizational commitment as well as the intention to leave the current job. This syndrome is also associated with poor work quality, which involves a higher probability of making mistakes, less creative when finding solutions as well as less careful and accurate when performing tasks.

## **2.4 Job Satisfaction**

Different authors have different approaches towards defining job satisfaction. According to Kula &Guler (2014), job satisfaction refers to one's cognitive, emotional and behavioural response to the job as an outcome of assessment of job attributes and job-related events. Job satisfaction is pleasant and positive emotional state of employees arising from his or her evaluation of job or job experiences (Bemana, Moradi, Ghasemi, Taghavi&Ghayoor, 2013). It emerges when an employee has positive thoughts and spirit toward his or her job and organization (Quarat-ul-ain, Khattak& Iqbal, 2013).

Moreover, job satisfaction can be a sign of one's emotional well-being or psychological health to demonstrate the behaviour that could influence the organizational functioning. It is also a significant reflection of employees' attitude towards their tasks (Abutalib&Mohdbokti, 2009). The effects and consequences of job satisfaction play a major role within the organization (Ahari, Mehrabi, Kord&Karimi, 2013). Employees who are satisfied appear to hold for the spiritually inspiring whereas employees who are dissatisfied tend to hold passive disposition



towards their employment (Vigoda, 2002). Moreover, a satisfied worker is also a productive worker. Therefore, the rise of job satisfaction leads to the increase of retention and performance improvement.

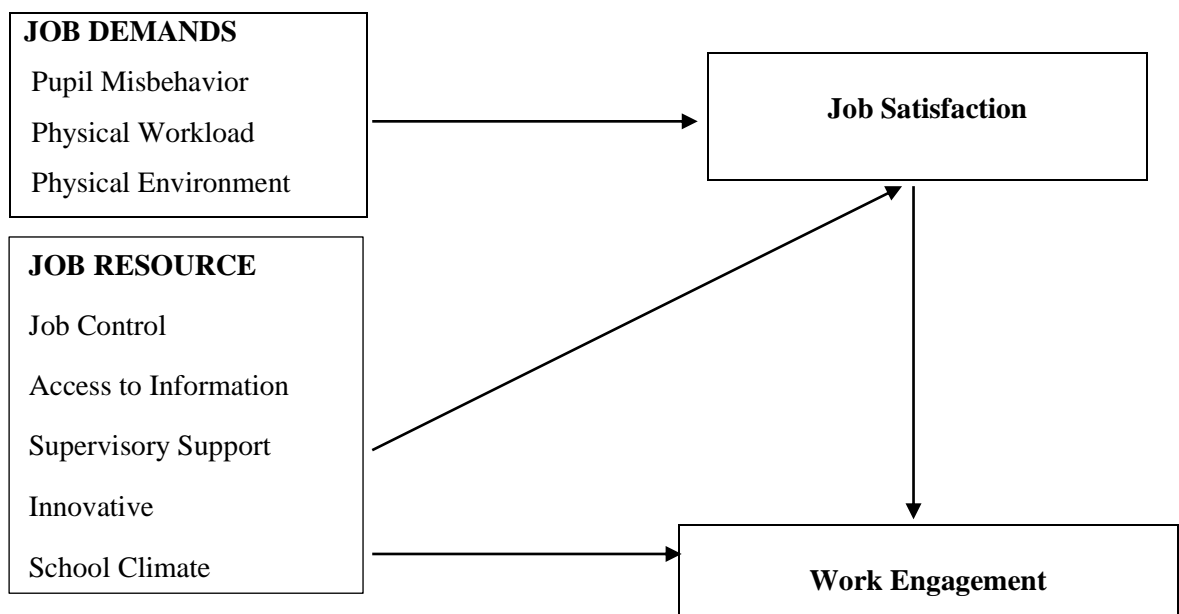
The consequences of low job satisfaction include inefficiency, leaving intention or some other disciplinary issues. The management needs to find another method that can increase employee’s satisfaction which results in more positive effects (Savas&Toprak, 2013). Organization can promote the job autonomy and employee’s participation in decision making to maximize the satisfaction among employees.

Job satisfaction serves as a guarantee that the employees will serve the customers with great admiration and enthusiasm in the service delivery industry. Once the employees are satisfied with their employment, they can enhance the service quality and fulfill the customers’ desire better. Therefore, this could help to increase the organization productivity (Krong & Lin, 2015)

## 2.5 Previous Studies

This study emphasized on previous research paper and analysis their context and to develop the conceptual model of this study. According to the study of Hakanen, Schaufeli & Ahola (2015) Job Demand-Resource Model to understand teachers’ burnout and work engagement in Malaysia.

**Figure (2.1) Conceptual Framework of Hakanen, Schaufeli & Ahola**

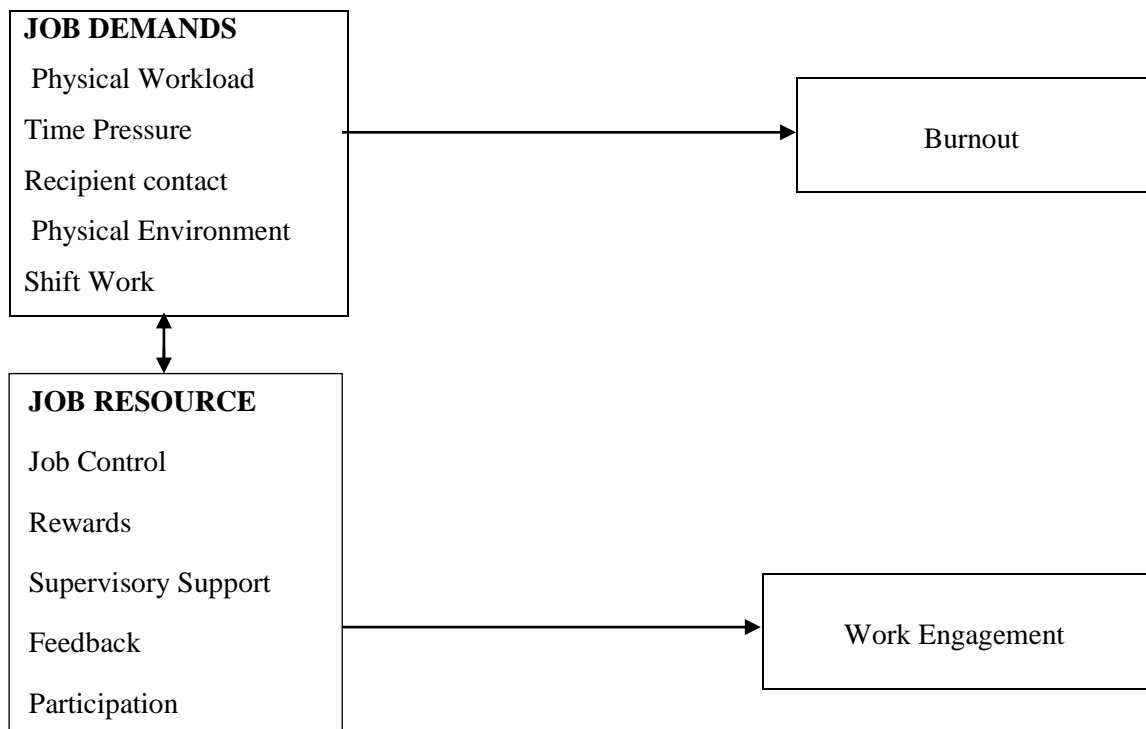


Source: Hakanen, Schaufeli & Ahola, (2015)

The conceptual framework of previous study is shown in Figure (2.1). These study found that high job resources eventually lead to work engagement by reducing burnout. In other words, when there is a lack of job resources, the work engagement of teachers would reduce because of burnout. The study has gone some way towards enhancing the understanding of why high job resources would lead to increased work engagement.

The job demands-resources model has been widely used to aid discussions on how job burnout occurs through high demands and a lack of resources. Strain occurs when the workers feel they no longer have sufficient emotional resources to handle the interpersonal stressors. In this model, job resources may play either an intrinsic motivational role because they foster employees' growth, learning and development, or they may play an extrinsic motivational role because they are instrumental in achieving work goals.

**Figure (2.2) Conceptual Framework of Demerouti, & Bakker,**



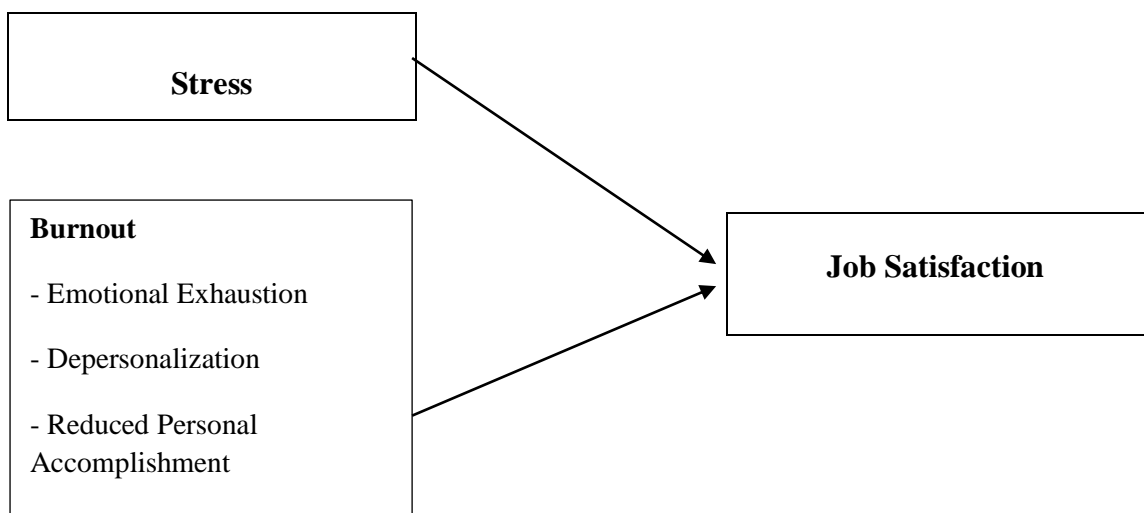
Source: Demerouti . E ,& Bakker. A. B, (2001)

According to the study of Demerouti, & Bakker, (2001) this study had two goals: to measure burnout independent of the occupational context, to test the JD-R model of burnout. The conceptual framework of previous study is shown in Figure(2.2). Finding from this study suggests that the development of burnout

symptoms is determined by a specific constellation of working conditions. When job demands are high, employee experience increased exhaustion. When job resources are lacking, we predict high level of disengagement.

According to the study of Man (2015), this study is to examine the influence of job stress, burnout and job satisfaction among primary school teachers in Ipoh. In this research, independent variables such as job stress and burnout are being discussed to determine their correlation with job satisfaction. Based on the findings, all independent variable (job stress and burnout) have significant relationship with dependent variable (job satisfaction). Based on results, there is negative relationship between job stress, burnout and job satisfaction. The conceptual framework of previous study is shown in Figure (2.3).

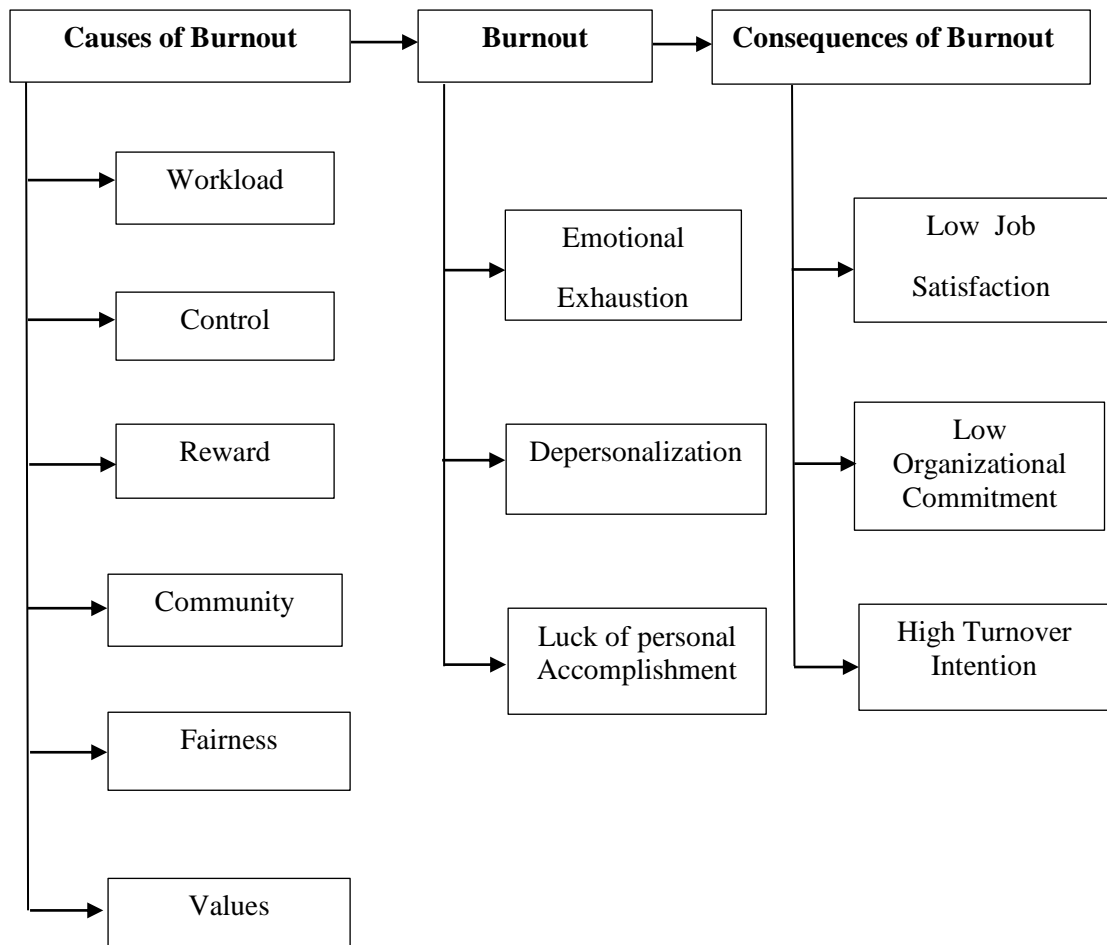
**Figure (2.3) Conceptual Framework of Man**



Source: Man.C,(2015)

Based on the results of this research, stress and burnout are significantly related to job satisfaction. When burnout and stress level increased, job satisfaction of employees will decrease. Therefore, in order to increase job satisfaction, individuals must be able cope with their stress and burnout level. The study result also indicates that a negative relationship between reduced in personal accomplishment and job satisfaction was found. The raising of employees' personal accomplishment leads to the decline of employees' job satisfaction.

**Figure (2.4) Conceptual Framework of Shamila Nabi Khan**



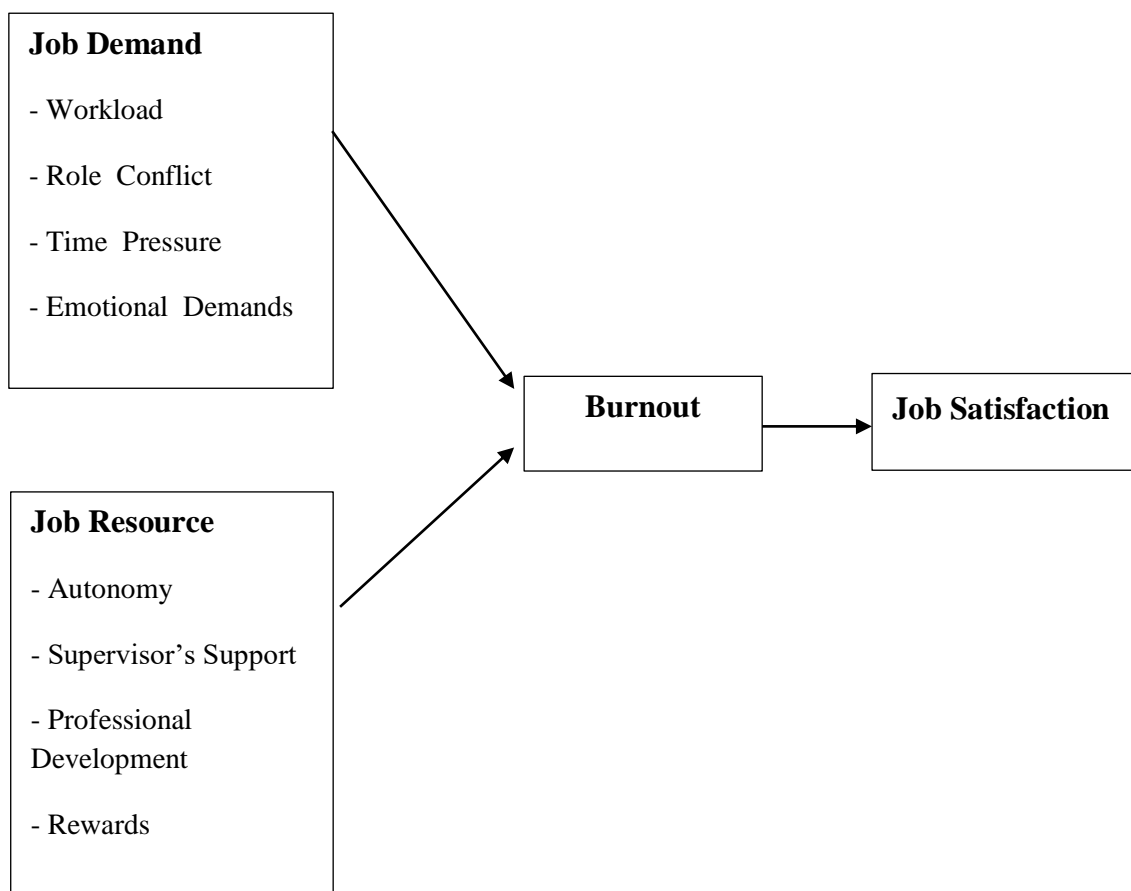
Source: Khan.S.N, (2012)

Another study of Khan (2012) examined that to explore the relationship of burnout as a three dimensional construct composed of emotional exhaustion, depersonalization and reduce personal accomplishment. The conceptual framework of previous study is shown in Figure 2.4. The causes of burnout were measured by the six areas namely workload, control, rewards, community, fairness and values. Impact of burnout on organizational consequences namely job satisfaction, organizational commitment and turnover intention were also studied. Based on results. Burnout was negatively related to job satisfaction and organizational commitment while it was found positively related to turnover intention.

## 2.4 Conceptual Framework of the Study

This study intends to analyze factors influencing burnout of academic staff in Yangon University of Economics and also analyze the effect of burnout on their job satisfaction. Firstly, the job demand-resource factors need to be analyzed. And then it identifies burnout of academic staff in Yangon University of Economics for the achievement of the job satisfaction. Figure (2.5) shows the conceptual framework of this study.

**Figure (2.5) Conceptual Framework of the Study**



Source: Own Compilation (2019)

Figure (2.5) illustrates the conceptual framework of this study. It attempts to give explanation of the variables as considered in the framework. The job demands resources model includes job demands factors and job resources factors. Job demand factors is comprised of four factors: workload, role conflict, time pressure, emotional demands. Job resource factors also comprise of four factors: autonomy, supervisor's

support, professional development, rewards. It describes how these factors effect on burnout which in turn determine the final outcome in terms of job satisfaction.

## **CHAPTER 3**

### **PROFILE OF YANGON UNIVERSITY OF ECONOMICS**

This chapter describes Profile of Yangon University of Economics. In this chapter involves profile of Yangon University of Economics and demographic profile of the respondents.

#### **3.1 Profile of Yangon University of Economics**

The Yangon University of Economics is a State University which is under the Department of Higher Education (Yangon Region, Myanmar), Ministry of Education. The University was established as a professional institute to train economist, statisticians, accountants, and management personnel, and to do research on economic, business and statistical issues related to the Myanmar Economy.

The Yangon University of Economics originated as Department of Economics under the University of Rangoon (Yangon) in 1924. In 1940, the Department of Economics began teaching Commerce as a special subject. Special courses in Statistics were given by the Department since 1953. In 1955, separate Commerce Department was established; and in 1956, a separate Statistics Department was established. Also in 1958, another Department of Economics came into being in Mandalay along with the founding of Mandalay University.

With the introduction of the new system of Education in 1964, all these departments were brought together and reorganized into present Yangon Institute of Economics. In 1988, the Department of Management Studies and Department of Applied Economics were set up. The University now has five major teaching departments, namely, Economics, Applied Economics, Statistics, Commerce, and Management Studies. The other supporting Departments of the Institute are the Myanmar Language, English, Mathematics, and Geography Departments.

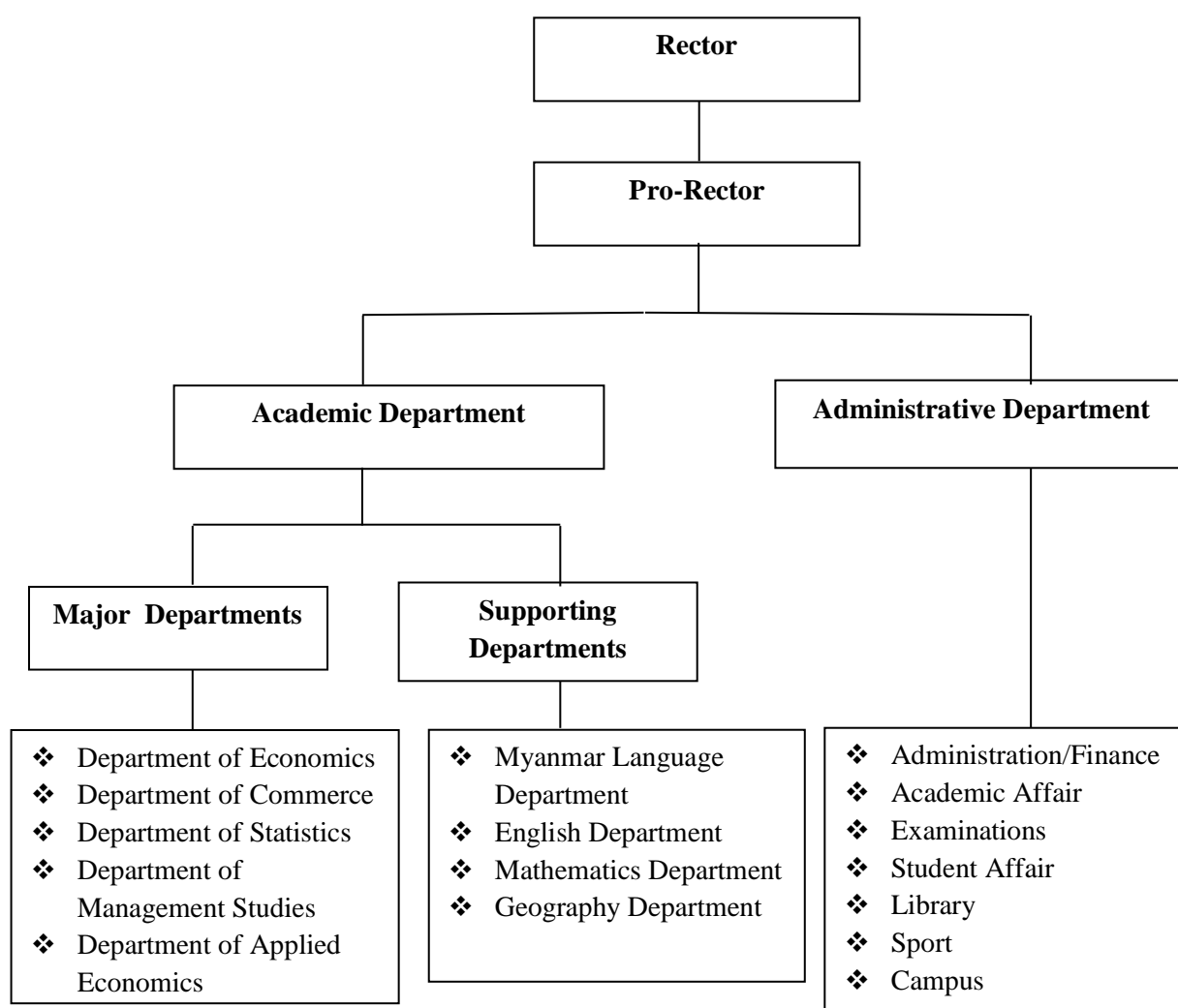
The University is organized with the Rector, Pro-Rectors and Heads of Departments forming the Administrative Board and the Academic Board. There are at present a total of 385 full-time staffs in the Institute, out of which 230 are engaged in teaching and research. The total student enrollment each year is about 8579, of which

1200 are fresh admissions. Courses in Economics, Statistics, Commerce, and Management are offered at the Bachelors, Honours, Masters and Diplomas levels. At present, the University is offering the courses for 8 bachelor degree, 9 master degrees, 11 post graduate diploma degrees and 3 doctoral degrees. The University has nurtured more than 60,000 graduates who specialized in Economics, Statistics, Commerce and Business Studies.

### 3.1.1 Organization Structure of Yangon University of Economics

The organization structure of Yangon University Economics is an important guide to institutional activity. Organization structure of illustrated as a Figure (3.1).

**Figure (3.1) Organization Structure of Yangon University of Economics**



Source: Yangon University of Economics (2019)



Figure (3.1) illustrates that the rector stands the top position. The rector provides academic and administrative authority. The pro-rector is second responsible person to support the rector's responsibility. There are academic department and supporting departments. Department of Economics, Department of commerce, Department of statistics, Department of management studies, Department of Applied Economics are major department of Yangon university of Economics are included in academic department. In academic Department, Professors and Heads are faculties. Under Professors and Heads, there are Associate Professors, Lecture, and Assistant Lecturers, and Tutors/Demonstrators. Supporting Department consist of Department of Myanmar, Department of English, Department of Mathematics, and Department of Geography. It also involves Department Head of students Affairs, Finance, and Staff Affairs. Division officers, Branch Officers and Staff serve in Affairs.

### **3.1.2 Vision**

The vision of Yangon University of Economics is to create the intellectually and morally developed human resource that can effectively utilize in development of national economy.

### **3.1.3 Mission**

The mission of Yangon University of Economics is

- To be an internationally recognized institution
- To enhance the development and welfare of faculty members
- To provide the educational services that can assure the quility
- To build up the required competence and skill needed in research that can be applied in the business community and the public sector
- To fullfill the interest of stakeholders and society

## **3.2 Programs Offered by Yangon University of Economics**

Programmes aim to produce dynamic business managers, administrators, statisticians, development agents who will be able to lead, foster creativity, and

innovation, and to be effective decision makers in various environments and contexts. In order to do so, these programmes are designed to meet international academic standard as well as to cope with changing environment and needs in Myanmar. Through our well established academic and multi-disciplinary courses, they are dedicated to the goals of diversity and excellence in providing quality education.

**Table (3.1) Programs offered by Yangon University of Economics**

<b>Program</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
Commerce	B.Com	M.Com / MBF	Ph.D.(Com)
Accounting	B.Act	M.Act	Ph.D.(Com)
Business Administration	BBA	MBA	Ph.D.(Com)
Development Studies	B.Dev.S	M.Dev.S	Ph.D.(Econ)
Economics	B.Econ(Eco)	M.Econ(Eco)	Ph.D.(Econ)
Public Administration	BPA	MPA	Ph.D.(Econ)
Statistics	B.Econ(Stats)	M.Econ(Stats)	Ph.D.(Stats)
Population Studies	BPS	MPS	Ph.D.(Stats)

The following postgraduate diplomas are also offered by Yangon University of Economics:

1. Diploma in Economics Studies (DES)
2. Diploma in Statistics (DS)
3. Diploma in Management & Administration (DMA)
4. Diploma in Development Studies (Dip DS)
5. Diploma in Marketing (DIM)
6. Diploma in Research Studies (DRS)

Center for Human Resources Development conducts short-term training courses, certificate and diploma programs to meet the needs of public and private sectors of the country. The followings are the diploma and certificate programs under Center for Human Resources Development:

1. Diploma in Business Studies (DBS)
2. Diploma in Financial Accounting (DFA)
3. Diploma in Management Accounting (DMAc)

4. Diploma in Business Accounting (DBAc)
5. Diploma in Secretarial Management (DSM)
6. Diploma in Banking (DB)
7. Certificate in Business Studies (CBS)
8. Certificate in Book Keeping (CBK)
9. Certificate in Business Information Studies (CBIS)
10. Certificate in Advanced Business Studies (CABS)
11. Certificate in Advanced Accounting (CAA)
12. Certificate in Computerized Accounting (CCA)
13. Certificate in ASEAN Economics Studies (CAES)

Academic staff of the Yangon University of Economics are responsibilities for all campus with the duties. Their main work is to teach and bring up the young generation of students to acquire skills and knowledge for growth and development. The Yangon University of Economics has three Campuses: Kamayut Campus, Hlaing Campus, and YwaThaGyi Campus. The Kamayut Campus, the Original Campus, located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. The Hlaing Campus is situated about one mile from the Kamayut Campus. The YwaThaGyi Campus is located 13 miles away from Kamayut Campus.

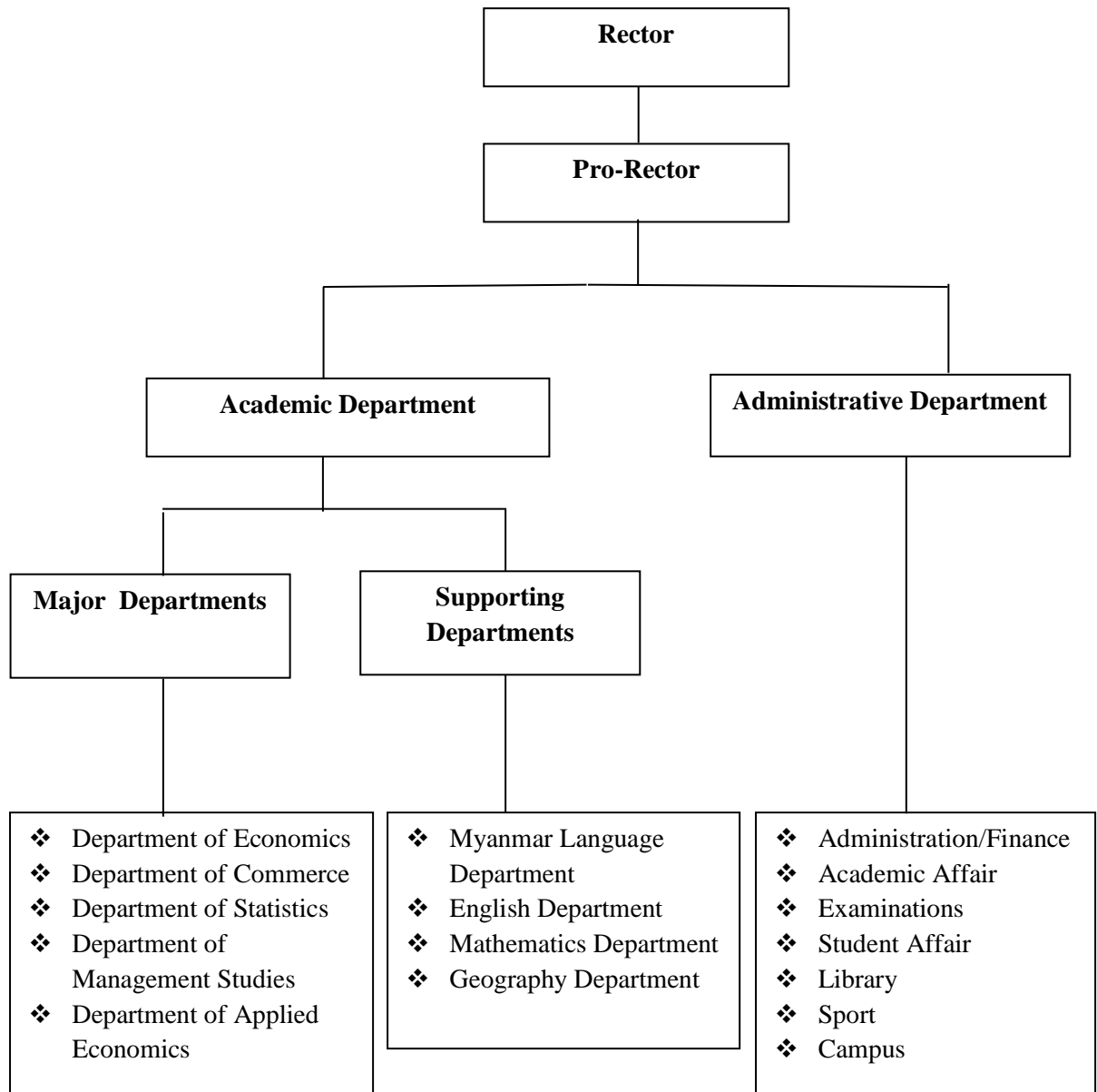
The undergraduate courses are being offered in YwaThaGyi Campus and Master courses and PhD courses are being conducting in Kamayut Campus. In Hlaing Campus, YEco has been offering the courses under the Human Resource Development (HRD) programme and has established Myanmar-India Entrepreneurship Development Center. Also in Hlaing Campus, it is going to launch Business Skills Incubation Center.

Yangon University of Economics offered academic and multi-disciplinary courses. Aside from their teaching workload, they still have more additional work to perform. Academic staff are responsibilities for testing paper works, preparation of visual aids, lesson plans, expected to come up with meaningful research, extension services, counseling students, serving to committee and attending to curricular activities, marking of examination scripts and production of results.

### 3.4 Organization Structure of Yangon University of Economics

The organization structure of Yangon University Economics is an important guide to institutional activity. Organization structure of illustrated as a Figure (3.1).

**Figure (3.1) Organization Structure of Yangon University of Economics**



Source: Yangon University of Economics (2019)

Figure (3.1) illustrates that the rector stands the top position. The rector provides academic and administrative authority. The pro-rector is second responsible person to support the rector’s responsibility. There are academic department and supporting departments. Department of Economics, Department of commerce,

Department of statistics, Department of management studies, Department of Applied Economics are major department of Yangon university of Economics are included in academic department. In academic Department, Professors and Heads are faculties. Under Professors and Heads, there are Associate Professors, Lecture, and Assistant Lecturers, and Tutors/Demonstrators. Supporting Department consist of Department of Myanmar, Department of English, Department of Mathematics, and Department of Geography. It also involves Department Head of students Affairs, Finance, and Staff Affairs. Division officers, Branch Officers and Staff serve in Affairs.

### 3.5 Profile of the Respondents

This study is carried out with an intention to understand the nature effect of job demands and job resource factors on burnout and job satisfaction of teachers at Yangon University of Economics. A set of demographic data of respondents have been examined and presented in this section. The study is made on 146 respondents. The profile of selected respondents for this study is shown in Table(3.2)

**Table (3.2) Demographic Profile of the Respondents**

No.	Demographic Characteristics	No. of Respondents	Percentage (%)
	<b>Total</b>	<b>146</b>	<b>100%</b>
<b>1.</b>	<b>Gender</b>		
	Male	5	3
	Female	141	97
<b>2.</b>	<b>Age (Years)</b>		
	Below 25 & 25	3	2
	26 – 35	38	26
	36 – 45	57	39
	46 – 55	35	24
	More than 55	13	9
<b>3.</b>	<b>Marital Status</b>		
	Single	64	44
	Married	82	56

<b>No.</b>	<b>Demographic Characteristics</b>	<b>No. of Respondents</b>	<b>Percentage (%)</b>
<b>4.</b>	<b>Education</b>		
	Master's Degree	123	84
	Doctoral Degree	23	16
<b>5.</b>	<b>Position</b>		
	Associate Professor	9	6
	Lecturer	74	51
	Assistance Lecturer	38	26
	Tutor	25	17
<b>6.</b>	<b>Department</b>		
	Economics	22	15
	Commerce	26	18
	Statistics	27	18
	Management Studies	23	16
	Applied Economics	21	14
	Myanmar Language	5	3
	English	7	5
	Mathematics	10	8
	Geography	5	3
<b>7.</b>	<b>Working Experience</b>		
	Up to 5 years	23	16
	06 – 10 years	37	25
	11 – 15 years	57	39
	Above 15 years	29	20

Source: Survey Data (2019)

The total respondents comprised of 146 academic staff from the Yangon University of Economics. Of these, male respondents constituted 3 percent and female respondents constituted 97 percent. Therefore, study shows female respondents are more than male respondents.

The age of respondents for 39% of academic staff are between 36 and 45 years, 26% of academic staff are 26 and 35, 24% of respondents are between 46 and 55. In addition, 2% of respondents are below 25 and 25 and the last 5% are between 41 and 46. According to the above factors, most of respondents in Yangon University of Economics are those who are age of between 36 – 45 years.

The married respondents constituted 56% of respondents and single respondents constituted 44 % of respondents. This study shows married academic staff are more than single academic staff. Education level of the respondents are comprised 84% of respondents had got Master's degree and 16 % of respondents had got the doctoral degree. According to the country's formal education system, people who at this job must complete the master's degree.

Position of the respondents are comprised 6% are Associate Professor, 51% are Lecturers, 26% are Assistant Lecturers and 17 %are Tutors. This reflects the hierarchy of organization structure in this University. Most of respondents are Lecturers. Concerning the year of experience, 16% of respondents are up to 5-year experience, 25 % of respondents are between 6 and 10-years' work experience, 39% of respondents are between 11years and 15 years and 20% of respondents are more than 15 years' work experience. The study shows the majority groups of respondents are with 11-15 years of total experiences.

## CHAPTER 4

### ANALYSIS OF INFLUENCING FACTORS ON BURNOUT AND JOB SATISFACTION OF ACADEMIC STAFF

This chapter presents analysis of job demand resources model, burnout and job satisfaction of academic staff. In order to conceptual framework, the primary data are collected using the questionnaire set for this study 146 academic staff are collected and their answers used for the regression analysis of influencing factors on burnout and job satisfaction.

#### 4.1 Perception of Academic Staff on Job Demand Factors

There are four factors which can measure the job demand factors of academic staff at Yangon University of Economics. These four factors are workload, role conflict, time pressure and emotional demand. Regarding these four factors, respondents are asked to rate their level of agreement on each statement and then the mean value is calculated. The overall mean value of the job demand factors were presented in Table (4.1).

One of each dimension include the four assessment questions. In the structured questionnaire ,5 points Likert Scale( 5=strongly agree, 4=agree, 3=neither disagree nor agree , 2= disagree , 1= strongly disagree) is used in order to find out the degree of influencing factors on burnout.

**Table (4.1) Perception of Academic Staff on Job Demand Factors**

No.	Statements	Mean Value	Standard Deviation
	<b>Workload</b>		
1.	Do many things at the same time.	3.31	0.71
2.	Giving continuous attention to my work.	3.58	0.64
3.	Work hard for a long time	3.69	0.46
4.	Increase workload more than last year.	3.79	0.56
	<b>Overall Mean</b>	<b>3.60</b>	



No.	Statements	Mean Value	Standard Deviation
<b>Role Conflict</b>			
1.	Enough polices or guidelines for working.	3.31	0.77
2.	Very vague instructions or regulations.	3.37	0.83
3.	Incompatible requests	3.42	0.88
4.	Don't know exactly responsibilities	2.93	0.91
<b>Overall Mean</b>		<b>3.36</b>	
<b>Time Pressure</b>			
1.	Working under time pressure.	3.31	0.88
2.	Not enough time to do task.	3.08	0.72
3.	Work extra hard to reach a deadline.	3.20	0.90
4.	Work at speed	3.42	0.75
<b>Overall Mean</b>		<b>3.25</b>	
<b>Emotional Demand</b>			
1.	Working emotionally upsetting situations.	3.26	0.66
2.	Good facial expression.	3.17	0.79
3.	Contact with difficult people	3.00	0.95
4.	Personally attack.	3.31	0.80
<b>Overall Mean</b>		<b>3.18</b>	

Source: Survey Data(2019)

Table (4.1) describes the mean score of individual factors for job demand factors of academic staff. These mean score are ranged from 3.18 to 3.60. The mean value 3.60 for personal workload, 3.36 for role conflict, 3.25 for time pressure and 3.18 for emotional demand are respectively. According to the overall mean value, workload has the highest mean value. Among of these workload statements, academic staff at Yangon University of Economics are strongly believed that workload has been increased than last year. It can be seen clearly in common sense that extra workload is directly effect on burnout.

Role conflict has the second highest mean value in all of these job demand factors. The mean value of role conflict ranged from 2.93 to 3.42. The overall mean value of role conflict was 3.36. In this study, the highest mean score is that receive incompatible requests from two or more people. It can be said that academic staff agreed upon which they have received more than one request at the same time.

The mean value of time pressure is 3.25. Most of the respondents are slightly disagree for working under time pressure. According to these results, Yangon University of Economics provides enough time to do work for academic staff. The public university and also government staffs have already fixed working hours.

The mean value of the emotional demand was the lowest value at all of these job demand factors. The mean value of emotional demand is 3.18. Academic staff are good relationship with each other therefore they are sharing their workload to their team member. Most of the respondents are agree that contact with together difficult people to do work.

#### 4.2 Perception of Academic Staff on Job Resource Factors

There are four factors which can measure the job resource factors of academic staff at Yangon University of Economics. These four factors are autonomy, supervisor’s support, personal development and rewards. Regarding these four factors, respondents are asked to rate their level of agreement on each statement and then the mean value is calculated. The overall mean value of the job resource factors were presented in Table (4.2).

**Table (4.2) Perception of Academic Staff on Job Resource Factors**

No.	Statements	Mean Value	Standard Deviation
	<b>Autonomy</b>		
1.	Control over how to work	3.05	0.76
2.	Flexibility in the execution of job.	3.60	0.57
3.	Participate in decision-making	3.02	0.93
4.	Chance of say about what happens on job	3.29	0.83
	<b>Overall Mean</b>	<b>3.24</b>	

No.	Statements	Mean Value	Standard Deviation
<b>Supervisor's Support</b>			
1.	Consideration for problems and desires	3.52	0.64
2.	Valued by supervisor.	3.74	0.58
3.	Supervisor influence to solve problems.	3.57	0.65
4.	Provide sufficient information on the result	3.60	0.63
<b>Overall Mean</b>		<b>3.67</b>	
<b>Personal Development</b>			
1.	Opportunity to develop for strong points.	3.72	0.54
2.	Develop myself sufficiently .	3.67	0.57
3.	Offers the possibility to learn new things .	3.85	0.62
4.	Opportunity to participate variety of tasks.	3.61	0.75
<b>Overall Mean</b>		<b>3.72</b>	
<b>Rewards</b>			
1.	Recognition for doing good performance.	3.70	0.56
2.	Opportunity of getting accommodation.	3.33	0.75
3.	Ferry service to go to job.	3.91	0.64
4.	Promotion based on working experiences.	3.64	0.76
<b>Overall Mean</b>		<b>3.65</b>	

Source: Survey Data (2019)

Table (4.2) describes the mean score of individual factors for job resource factors of academic staff. These mean score are ranged from 3.24 to 3.72. The mean value 3.24 for personal autonomy, 3.65 for rewards , 3.67 for supervisor's support and 3.72 for personal development are respectively. According to the overall mean value, personal development has the highest mean value. The mean value of personal development ranged from 3.61 to 3.85 Among of these statements, academic staff at Yangon University of economics are strongly believed that they have been offered the possibility to learn new things. It can be said that academic staff are usually offered by development programs to learn the new things.

Supervisor's support has the second highest mean value in all of these job resource factors. The mean value of supervisor's support ranged from 3.52 to 3.74. The overall mean value of supervisor's support was 3.67. In this study, the highest mean score is that they feel valued from their supervisors .It can be said that academic staff agreed upon which they have received the feeling of support and timely feedback from supervisor on how well the teacher is performing their jobs.

The mean value of rewards ranged from 3.33 to 3.91.The overall mean value of rewards is 3.65. Most of the respondents are agree for getting rewards. According to these results, Yangon University of Economics provides effective rewards for academic staff.

The mean value of the autonomy was the lowest value at all of these job resource factors. The mean value of autonomy ranged from 3.02 to 3.60. The overall mean value of autonomy is 3.24.Among of these statements, respondents agreed that Academic staff have flexibility in the execution of their job.

#### **4.3 Burnout of Academic Staff**

Researchers and scholars argued that there are three factors to measure burnout of employees. Those factors are the emotional exhaustion, personal accomplishment and depersonalization. Employee's burnout imposed negative impact on organizational performance. Having the high burnout level employee can reduce the organization's performance. There are twelve questions used to investigate the burnout level of academic staff in Yangon University of Economics. Regarding these four factors. respondents are asked to rate their level of agreement on each statement and then the mean value is calculated. The overall mean value of the burnout was presented in Table (4.3).

**Table (4.3) Burnout of Academic Staff**

<b>No.</b>	<b>Statements</b>	<b>Mean Value</b>	<b>Standard Deviation</b>
1.	Exhausted at the end of the workday.	3.42	0.93
2.	Too hard working	3.44	0.82
3.	Emotionally drained from workplace.	3.23	0.94
4.	Working with people is really a great stress	3.14	0.96

No.	Statements	Mean Value	Standard Deviation
5.	Accomplished many meaningful things .	3.86	0.53
6.	Create a relaxed atmosphere with students.	3.95	0.49
7.	Emotional problems very calmly.	3.41	0.69
8.	Feel energized.	3.88	0.45
9.	Don't care what happens to some students.	2.96	0.92
10.	Insensitive toward people	3.26	0.84
11.	Students blame for their problems.	2.63	0.95
12.	Hardening emotionally.	2.74	0.83
	<b>Overall Mean</b>	<b>3.19</b>	

Source: Survey Data (2019)

Table (4.3) describes the mean score of burnout for academic staff. The overall mean score are ranged from 3.89 to 3.78. The mean value 3.78 for reduce personal accomplishment is the highest mean score for burnout. Respondents are strongly agree that they feel high emotional exhaustion such as fatigue, anxiety and tension, lack energy and are less resilient in their work. A high level of emotional exhaustion is negatively associated with low levels of job satisfaction.

The second dominance mean value for burnout is the 3.31. The mean value of rewards ranged from 3.14 to 3.44. The score of reduce personal accomplishment so it can be indicates that the employees are less competence about their achievement .Academic staff agreed that the raising of employees' personal accomplishment leads to the decline of employees' job satisfaction.

The mean value of the depersonalization was the lowest value at all of these burnout. The mean value of depersonalization ranged from 2.63 to 3.26. The overall mean value of depersonalization is 2.89. It can be said that academic staff disagree upon depersonalization which lead to dehumanization, treating people as objects. When the depersonalization increases, the job satisfaction will decrease.

#### 4.4 Job Satisfaction of Academic Staff

The following Table (4.4) shows the mean value of job satisfaction of academic staff .The ten questions are constructed to measure the job satisfaction. In the structured questionnaire ,5 points Likert Scale( 5=strongly agree, 4=agree, 3=neither disagree nor agree , 2= disagree , 1= strongly disagree) is used in order to find out the degree of influencing factors on burnout.

**Table (4.4) Job Satisfaction of Academic Staff**

No.	Statements	Mean Value	Standard Deviation
1.	Boss handles workers.	3.61	0.60
2.	Feeling of accomplishment	3.66	0.49
3.	Salary	2.89	0.75
4.	Chance to do different things	3.23	0.68
5.	Improving working conditions	3.34	0.74
6.	Comfortable working conditions	3.19	0.74
7.	Interesting work.	4.26	0.64
8.	Co-workers get along with each others.	3.58	0.66
9.	Chance to do something using own abilities.	3.68	0.56
10.	Chance to try own methods	3.43	0.78
	<b>Mean Value of Job Satisfaction</b>	<b>3.49</b>	

Source: Survey Data (2019)

According to Table(4.4),the mean value of job satisfaction ranged from 2.89 to 4.26. The overall mean value of job satisfaction is 3.49. The highest mean value is statement 7 that is teaching is very interesting work. The mean value for these statement is agreed 4.26. Actually, job satisfaction is an emotional or internal feeling. Teaching job are the basic of their integrity such as goodwill, hobby, kindness, empathy and so on.

And then the lowest mean value is statement 3 that is pay and the amount of work they do. The mean value for these statement is agreed 2.89.For these statements,

respondents agree that academic staffs are not receiving the attractive and sufficient salary and facilities to work. Most academic staff are not dropping out the job because of the good relationship with their working environment. Above the factors are explored that academic staff satisfy because they are fixed their work.

#### **4.5 Analysis of Influencing Factors on Burnout**

In this section, there are two main factors which can measure the burnout level of academic staff which are job demand factors and job resource factors. The first one is to analyze the effect of job demand factors on burnout of academic staff. The second is to analyze the effect of job demand factors on burnout of academic staff in Yangon University of Economics.

##### **4.5.1 Effect of Job Demand Factors on Burnout of Academic Staff**

Multiple regression analysis is used to test the effect of job demand factors on burnout of academic staff in Yangon University of Economics. The whole fitness of the regression model is shown by its adjusted R square which give more accurate information about the share of variation in the dependent variable explained by the variation in the dependent variables. In this study, the adjusted R square, F-value and t-value from SPSS output have been used to interpret the results of multiple regression analysis. In regression analysis, four dimensions of job demand factors(workload, role conflict , time pressure, emotional demand) were regarded as independent variables and burnout as dependent variable. The result of SPSS output analyzing the effect of job demand factors on burnout of academic staff was shown in Table (4.5).

As shown in Table (4.5), the specified model used to explain the variables supposed to effect of Job demand is considered lightly strong the value of R is around 20%.The value of F test, the overall significance of the models came out highly significant at 1% level. According to this analysis, workload and burnout of academic staff are negatively related. Some individuals thrive under period of high workload while others fail under period of low workload. If they can get extremely low workload, their capabilities are underutilized and they feel emotional exhaustion that increase burnout. This study point out that academic staff be given enough workload to reduce burnout.

**Table (4.5) Effect of Job Demand Factors on Burnout of Academic Staff**

Model	Unstandardized Coefficients		t	Sig	VIF
	B	Std. Error			
(Constant) Burnout	2.325	.408	5.705	.000	
Work load	-.187*	.105	-1.787	.076	1.052
Role conflict	.136**	.059	2.305	.023	1.513
Time pressure	.131**	.059	2.209	.029	1.232
Emotional Demand	.208***	.073	2.859	.005	1.292
R Square	.240				
Adjusted R Square	.216				
F Value	9.874***				

Source: Survey Data (2019)

Notes: \*\*\* Significant at 1% level, \*\*Significant at 5% level, \* Significant at 10% level

As expected, emotional demand have positively significant effect on burnout level of academic staff. The emotional demand has the positive signs and coefficients with highly significant at 5% level. It means that one unit of fulfilling the emotional demand that can lead to the burnout level of academic staff. Emotional demand is the key driver for rise the academic staff burnout .Most of the respondents in this study perceived themselves as emotionally attached by their collages. In addition, academic staff has many achievements that can lead to their emotional demand which lead to rise the burnout of academic staff.

#### **4.5.2 Effect of Job Resource Factors on Burnout of Academic Staff**

Multiple regression analysis is used to test the effect of job resource factors on burnout of academic staff in Yangon University of Economics. In regression analysis, four dimensions of job resource factors (autonomy, supervisor's support, personal development, rewards) were regarded as independent variables and burnout as dependent variable. The result of SPSS output analyzing the effect of job resources factors on burnout of academic staff was shown in Table(4.6)

As shown in Table (4.6), R square and adjusted R square are around 10%, considered as lightly strong. The value of F test, the overall significance of the models, turned out highly significant at 1% level. Among all of these variables, supervisor support have a negative significant effect on burnout of academic staff. The unit increase in supervisor support will lead to reduce -.255% the burnout level of



academic staff. On the other hand, personal development has the positive significant effect on burnout of academic staff. The unit increase in personal development that will lead to increase almost .346% the burnout of academic staff.

**Table (4.6) Effect of Job Resource Factors on Burnout of Academic Staff**

Model	Unstandardized Coefficients		t	Sig	VIF
	B	Std. Error			
(Constant) Burnout	3.210	.453	7.083	.000	
Supervisor Support	-.255***	.082	-3.111	.002	1.297
Autonomy	-.010	.087	-.111	.912	1.287
Personal Development	.346***	.083	4.163	.000	1.392
Reward	-.081	.084	-.961	.339	1.156
R Square	.146				
Adjusted R Square	.119				
F Value	5.339***				

Source: Survey Data (2019)

Notes: \*\*\* Significant at 1% level, \*\*Significant at 5% level, \* Significant at 10% level

As shown in Table (4.6), R square and adjusted R square are around 10%, considered as lightly strong. The value of F test, the overall significance of the models, turned out highly significant at 1% level. Among all of these variables, supervisor support have a negative significant effect on burnout of academic staff. The unit increase in supervisor support will lead to reduce -.255% the burnout level of academic staff. On the other hand, personal development has the positive significant effect on burnout of academic staff. The unit increase in personal development that will lead to increase almost .346% the burnout of academic staff.

According to the scholars point of view, job resource and employee burnout are negative relationship. Although the relationship of supervisor's support and employee burnout are negative relationship. The analysis found that supervisor support affect the individual abilities of academic staff Most of the respondents perceived their burnout is reduced if they had the well treatment of supervisor.

Next, personal development and burnout of academic staff are positive relationship in this study. Academic staff can get many opportunities for their personal development. Respondents try to achieve this achievements without play or

rest that mention the sacrifice their life of quality. In this field, academic staff achieve their personal development through very stressful commitment for this achievement. If they can not do to get this achievement, they feel a sense of low personal accomplishment. This is portrayed by a feeling of failure both in their personal life and at the place of work. Therefore, supporting personal development programs increase personal skills of academic staff , but it make to increase their burnout.

#### 4.5.3 Effect of Job Demand and Job Resource Factors on Burnout of Academic Staff

Multiple regression analysis is used to test the effect of job demand and job resource factors on burnout of academic staff in Yangon University of Economics. Among these two factors, which factors have more significant impact on burnout of academic staff. In regression analysis, job demand factors and job resource factors were regarded as independent variables and burnout as dependent variable. The result of SPSS output analyzing the effect of job resources factors on burnout of academic staff is shown in Table (4.7)

According to the result of regression analysis, R square and adjusted R square are round about 20% that is lightly strong. The value of F test, the overall significance of the models, turned out highly significant at 1% level. Job Demand have the positive significant effect with burnout of academic staff in Yangon University of Economics. The unit increase in job demand that may increase the .486 in burnout.

**Table (4.7) Effect of Job Demand Factors and Job Resource Factors on Burnout of Academic Staff**

Model	Unstandardized Coefficients		t	Sig	VIF
	B	Std. Error			
(Constant) Burnout	1.484	.485	3.062	.003	
Job Demand	.486***	.092	5.266	.000	1.010
Job Resource	.024	.114	.213	.832	1.010
R Square	.182				
Adjusted R Square	.169				
F Value	14.143***				

Source: Survey Data (2019)

Notes: \*\*\* Significant at 1% level, \*\*Significant at 5% level, \* Significant at 10% level

This study pointed out job demand and burnout are positive relationship in workplace. If the academic staff of Yangon University of Economics faced the serious demand on their job, their burnout level can increase in their workplace. Academic staff in Yangon University of Economics owe to follow not only their University rules but also Ministry policies. In this academic year, Ministry of Education laid down the one campus two system policy for every university in nation that may be more workload, more pressure on academic staff in Yangon University of Economics. There is no sufficient number of academic staff in Yangon University of Economics that more workload can be burden for existing academic staff in Yangon University of Economics.

#### 4.6 Analysis on Effect of Burnout on Job Satisfaction of Academic Staff

Multiple regression analysis is used to test the impact of independent variables on the dependent variable. In regression analysis, independent variable is burnout. Dependent variable in this analysis is job satisfaction of academic staff. The result of analysis output analyzing the effect of burnout on job satisfaction of academic staff was shown in Table(4.8).

**Table (4.8)Effect of Burnout on Job Satisfaction of Academic Staff**

Model	Unstandardized Coefficients		T	Sig	VIF
	B	Std. Error			
(Constant) Job Satisfaction	3.983	.240	16.622	.000	
Burnout	-.155**	.075	-2.078	.040	1.000
R Square			.033		
Adjusted R Square			.025		
F Value			4.320***		

Source: Survey Data (2019)

Notes: \*\*\* Significant at 1% level, \*\*Significant at 5% level, \* Significant at 10% level

As shown in Table (4.8), R square and adjusted R square are around 20% considered as lightly strong. The value of F test, the overall significance of the

models, turned out highly significant at 5% level. This study pointed out burnout and job satisfaction are negative relationship in workplace.

According to this analysis, the job satisfaction level of respondents in this study is reduced by their reduce personal accomplishment and depersonalization. Their job satisfaction level is based on the fail of personal accomplishment and sense of depersonalization. Academic staff try to achieve their personal accomplishment that will lead to increase their burnout level because of stressful commitment. Respondents in this study perceived they are isolate in work field because of their collages. If the academic staff of Yangon University of Economics face the serious burnout on their job, their job satisfaction can decrease in their workplace.

## CHAPTER 5

### CONCLUSION

This chapter is composed with three parts: findings and discussions, suggestions and recommendation, and need for further research. This study points out the influencing factors on burnout of academic staff and to analyze the effect of burnout on job satisfaction of academic staff at Yangon University of Economics.

#### 5.1 Findings and Discussions

This study explores job satisfaction of academic staff at Yangon University of Economics. Yangon University of Economics has over 283 academic staffs whose are providing teaching services such as Diploma, Bachelor, Master, Ph.D programs. This study is thoroughly done by collecting structured questionnaires to 146 academic staffs whose are teaching service providers. After that regression analysis is used in seeking to determine the effect of influencing factor on burnout and effect of burnout on job satisfaction.

There are two main objectives in this study. The first is to identify influencing factors on burnout of academic staff at Yangon University of Economics. To achievement the first objective of the study, it explored the effect of job demand and job resources factors on academic staffs. In the job demand factors, four main dimensions namely: workload ,role conflict , time pressure ,emotional demand. These job demand factors are measured by using five point likert scale. Among the job demand factors, the highest mean value is workload. Before the analysis of influencing job demand factors on burnout, it explored the burnout of academic staff. The highest mean value of job demand factors (workload) said that the extra workload is directly effect on burnout. The more workload , the burnout level of academic staff will increase. After the analysis on the influencing the job demand factors on burnout of academic staff it is found that emotional demand is positively influencing on the burnout of academic staff. The relationship between emotional demand and burnout is significant. Most of the respondents in this study perceived themselves as emotionally attached by their collages. In addition, academic staff has many achievements that can

lead to their emotional demand which lead to rise the burnout level of academic staff. Academic staff Yangon University of Economics are with the additional demands on time outside work which impinges on family and personal life. The most of academic staff carry over official duties to the home which also result to work/ family conflict. When the home front is affected, the academic staff is insecure and on the verge of burnout. When there is a normal workload, there is the tendency that academic staff would achieve, but when the workload is much or excess in quantity and quality there is the likelihood that may not perform well. All of the academic staff describe their workload as heavy and that at certain peak periods when their workload exceeds their capacity to manage, their teaching effectiveness and efficiency are negatively affected. In fact according to them, excess workload leading to stress causes lack of concentration which in turn affects level of performance.

Next the job resource factors, four main dimensions are namely: autonomy, supervisor's support, personal development, rewards. These job demand factors are measured by using five point likert scale. Among the job resources factors, the highest mean value is personal development. Before the analysis of influencing job resource factors on burnout, it explored the burnout of academic staff. After the analysis on the influencing the job resources factors on burnout of academic staff it is found that personal development is positively influencing on the burnout of academic staff and supervisor's support is negatively effect on the burnout academic staff. The relationship between supervisor's support and burnout is negative relationship, personal development and burnout is positive relationship. If academic staff have the well treatment of their supervisor, their burnout level will reduce. In other hand, academic staff try to get the many achievements without play or rest that mention sacrifice their life that their personal development through very stressful commitment for this achievement. Therefore, the results showed in this study that emotional demand, supervisor's support and personal development influence on burnout of academic staff.

The second objective is to analyze the effect of burnout on job satisfaction of academic staff at Yangon University of Economics. To achievement the second objective of the study, it explored the effect of burnout on job satisfaction of academic staff. According to the analysis, job satisfaction of academic staff is reduced by their reduce personal accomplishment and depersonalization. Academic staff try to achieve

their personal accomplishment that will lead to increase their burnout level because of stressful commitment. This study point out that there was significant relationship between burnout and job satisfaction. It can be said that variables of burnout and job satisfaction are negatively related to the nature of job and working conditions to reduce the burnout level of academic staff and thus increase their job satisfaction.

## **5.2 Suggestions and Recommendations**

This study show that there was positive relationship between job demands and burnout. In an attempt to cope with that would result in burnout. When academic staff are consistently laden with a heavy workload, this would deplete the teachers' energy which then leads to burnout. The findings of this study are consistent with other research which have also found that job demands is positively related to burnout. Hence to effectively reduce burnout, it is suggested that the school reduces some of the physical workload of teachers such as administrative works performed by the teacher and provide sufficient time for teachers to complete their tasks.

The finding point out that job resources have a negative significant effect on burnout, indicating that low job resources will lead to burnout. Academic staff would experience burnout when they are not provided with sufficient resources such as autonomy, supervisor's support , personal development and rewards. These findings suggest several courses of action for management of university. Academic staff must be empowered to make decisions that concern their tasks (autonomy). Supervisor must provide support and timely feedback on how well the teacher is performing their jobs (supervisory support). When academic staff have such resources, their burnout level will be reduced and they will engage to the schools and students.

Based on the results of this study, burnout is significantly related to job satisfaction. When burnout increased, job satisfaction of employees will decrease. Therefore, in order to increase job satisfaction, individuals must be able cope with their burnout level. According to results of this research, burnout is negatively related to job satisfaction. Therefore, the management of school must find ways to helps teachers to cope with burnout to ensure job satisfaction among academic staff. Firstly, management must perform consultation with academic staff on teaching issues, such as the development of co-curriculum and teaching plans. Secondly, schools must be

able to provide sufficient resources or facilities as supports to academic staff. Thirdly, job expectations and job roles must be communicated clearly to avoid conflicts and ambiguity. Fourthly, communication between teachers and management must be open so that there is a platform for feedback and support. Lastly, management must provide and encourages activities on developing professional identity for academic staff.

Academic staff should learn to manage their own emotions. There are few strategies to help academic staff to cope with burnout. They can seek for chances to go overseas for educational development. Every week, academic staff can spend one hour or more to do something they like to relax themselves. Whenever academic staff are facing problems or bad feelings, they should discuss with others instead of keeping it with themselves. Academic staff should also realize their own weaknesses and limitations and have a healthy life style at home.

In conclusion, the administration of university, Ministry of Education, the teacher union and academic staff themselves must all cooperate in order to reduce burnout level so that job satisfaction can be achieved. With higher job satisfaction, academic staff will be able to perform better thus improving the education quality in Myanmar.

### **5.3 Needs for Further Research**

This section will attempt to explain the requirements of the further studies and limitations of the current study. The study revolves around limited in sampling issues. The further research should be conduct using a larger sample to present more concrete analysis of data. The further study can be more complete if the analysis can be conducted in other University. Furthermore, public university of different geographic location in Myanmar also should be conducted to know burnout and job satisfaction of academic staff. The relationship between burnout and job satisfaction of non-academic staff in both public and private sector organizations can be done for further studies the obvious complement to this study is to conduct burnout and job satisfaction of academic staff in Yangon University of Economics. Therefore further studies should focus burnout and job satisfaction not only based on government service organizations but also on business organization.





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## Appendix A

Dear Respondent,

I am a MBA student from Yangon University of Economics. As part of MBA courses, I am doing a thesis for my graduation. The title of my study is “Influencing Factors on Burnout and Job Satisfaction of Academic Staff at Yangon University of Economics” To help conduct the study, you have been identified as a key respondent and therefore, your participation and cooperation will be heartily appreciated.

### Section A

#### Demographic Factors

1.Name of Department \_\_\_\_\_

2.Age: (Years)

Below 25 & 25

46-55

26-35

More than 55

36-45

3.Gender:

Male

Female

4. Marital Status

Single

Married

5.Highest Level of Education

Bachelor's Degree

Master's Degree

Doctoral Degree

Others: \_\_\_\_\_

6. What is your level of position in this University?

Professor

Lecturer

Associate Professor

Assistant Lecturer

Senior Lecturer

Tutor

7. How many years have you working experience? \_\_\_\_\_

8. Average teaching hours per week: \_\_\_\_\_



## **Section B**

### **Job Demand-Resource Factors**

Please use the rating scale below to describe how accurately each statement. Please read each statement carefully and then choose the relevant answer that corresponds to your reply.

Direction: please tick the “ 1- strongly disagree, 2 – Disagree, 3- Neutral,4 – Agree, 5- Strongly Agree.

### **Job Demand Factors**

No		1	2	3	4	5
	<b>Workload</b>					
1.	I have to do attentive to many things at the same time.					
2.	I have to give continuous attention to my work.					
3.	I work had for a long time when I work.					
4.	My current workload has been increased than last year.					
	.					
	<b>Role Conflict</b>					
1.	I do not have enough polices or guidelines to refer to when I do my work.					
2.	I am working under very vague instructions or regulations.					
3.	I receive incompatible requests from two or more people					

4.	I don't know exactly what my responsibilities are.					
	<b>Time Pressure</b>					
1.	I work under time pressure.					
2.	There is not enough time to deal with my task that must be done.					
3.	I have to work extra hard in order to reach a deadline.					
4.	I have to work at speed.					
	<b>Emotional Demand</b>					
1.	My work put me in emotionally upsetting situations.					
2.	Regardless of what is on my mind ,I make a good facial expression.					
3.	I have contact with difficult people in my work.					
4.	Others call on me personally in my work.					

## Job Resource Factors

No.		1	2	3	4	5
	<b>Autonomy</b>					
1.	I have control over how my work is carried out.					
2.	I have flexibility in the execution of my job.					
3.	I can participate in decision-making regarding my work.					
4.	I have a lot of say about what happens on my job					
	<b>Supervisor's Support</b>					
1.	My supervisor shows consideration for my problems and desires regarding my work.					
2.	I feel valued by my supervisor.					
3.	My supervisor uses his/her influence to help me solve problems at work.					
4.	My supervisor provide sufficient information on the result of my work.					
	<b>Personal Development</b>					
1.	In my work ,I have the opportunity to develop my strong points.					
2.	In my work,I can develop myself sufficiently .					
3.	My work offers me the possibility to learn new things .					
4.	I have the opportunity to participatein a variety of tasks.					
	<b>Rewards</b>					
1.	I get recognition for doing good					

	performance.					
2.	I get the opportunity of getting accomodiation.					
3.	I can get the ferry service to go to my job.					
.4.	I can get the promotion based on my working experiences.					

**Section C**

**Burnout**

Please use the rating scale below to describe how accurately each statement. Please read each statement carefully and then choose the relevant answer that corresponds to your reply.

Direction: please tick the “ 1- strongly disagree, 2 – Disagree, 3- Neutral,4 – Agree, 5- Strongly Agree.

No.		1	2	3	4	5
	<b>Burnout : Emotional Exhaustion</b>					
1.	I feel exhausted at the end of the workday.					
2.	I feel I’m working too hard from my job.					
3.	I feel emotionally drained from my work.					
4.	Working with people all day is really a great stress for me.					
	<b>Burnout: Personal Accomplishment</b>					
1.	I have accomplished many meaningful things in this job.					

2.	I can easily create a relaxed atmosphere with my students.					
3.	I deal with emotional problems very calmly.					
4.	When I work, I usually feel energized.					
	<b>Burnout: Depersonalization</b>					
1.	I don't really care what happens to some students.					
2.	I've become more insensitive toward people since I took this job.					
3.	I feel students blame me for their problems.					
4.	I worry this job is hardening me emotionally.					

**Section D**

**Job Satisfaction**

This section is seeking your opinion on your current job satisfaction level. Please indicate how satisfied you feel about the following aspects of job. Please use the rating scale below to describe how accurately each statement. Please read each statement carefully and then choose the relevant answer that corresponds to your reply.

Direction: please tick the “ 1- strongly dissatisfy, 2 – Dissatisfy, 3- Neutral, 4 – Satisfy , 5- Strongly Satisfy.

No.		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The way my boss handles his/her workers.					
2.	The feeling of accomplishment I get from the job.					
3.	My pay and the amount of work I do.					
4.	The chance to do different things from time to time.					

5.	Working conditions in my school can be improved.					
6.	Working conditions in my school are comfortable.					
7.	Teaching is very interesting work.					
8.	The way my co-workers get along with each others.					
9.	The chance to do something that makes use of m abilities.					
10.	The chance to try my own methods of doing the job.					

*Thank you very much for your participation*

*Your time and opinion are greatly appreciated.*

## Appendix B

### Effect of Job Demand Factors on Burnout of Academic Staff

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.490 <sup>a</sup>	.240	.216	.35209	.240	9.874	.000	1.428

a. Predictors: (Constant), EDMean, TPMean, WorkloadMEAN, RCMean

b. Dependent Variable: burnout mean

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.896	4	1.224	9.874	.000 <sup>b</sup>
	Residual	15.496	125	.124		
	Total	20.392	129			

a. Dependent Variable: burnout mean

b. Predictors: (Constant), EDMean, TPMean, WorkloadMEAN, RCMean

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta			VIF
(Constant)	2.325	.408		5.705	.000	
1 WorkloadMEAN	-.187	.105	-.143	-1.787	.076	1.052
RCMean	.136	.059	.221	2.305	.023	1.513
TPMean	.131	.059	.191	2.209	.029	1.232
EDMean	.208	.073	.253	2.859	.005	1.292

a. Dependent Variable: burnout mean

## Effect of Job Resource Factors on Burnout of Academic Staff

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.382 <sup>a</sup>	.146	.119	.37328	.146	5.339	.001	1.338

a. Predictors: (Constant), RewardMean, SSMean, AutonomyMean, PDMean

b. Dependent Variable: burnout mean

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.975	4	.744	5.339	.001 <sup>b</sup>
	Residual	17.417	125	.139		
	Total	20.392	129			

a. Dependent Variable: burnout mean

b. Predictors: (Constant), RewardMean, SSMean, AutonomyMean, PDMean

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.210	.453		7.083	.000		
	SSMean	-.255	.082	-.293	-3.111	.002	.771	1.297
	AutonomyMean	-.010	.087	-.010	-.111	.912	.777	1.287
	PDMean	.346	.083	.406	4.163	.000	.718	1.392
	RewardMean	-.081	.084	-.085	-.961	.339	.865	1.156

a. Dependent Variable: burnout mean



## Effect of Job Demand and Job Resource Factors on Burnout of Academic Staff

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.427 <sup>a</sup>	.182	.169	.36238	.182	14.143	.000	1.385

a. Predictors: (Constant), JSMean, JDMean

b. Dependent Variable: burnoutmean

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.715	2	1.857	14.143	.000 <sup>b</sup>
	Residual	16.678	127	.131		
	Total	20.392	129			

a. Dependent Variable: burnoutmean

b. Predictors: (Constant), JSMean, JDMean

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.484	.485		3.062	.003		
	JDMean	.486	.092	.425	5.266	.000	.990	1.010
	JSMean	.024	.114	.017	.213	.832	.990	1.010

a. Dependent Variable: burnoutmean

## Effect of Burnout on Job Satisfaction of Academic Staff

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.181 <sup>a</sup>	.033	.025	.33706	.033	4.320	.040	2.027

a. Predictors: (Constant), burnoutmean

b. Dependent Variable: JobsfMean

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.491	1	.491	4.320	.040 <sup>b</sup>
	Residual	14.542	128	.114		
	Total	15.033	129			

a. Dependent Variable: JobsfMean

b. Predictors: (Constant), burnoutmean

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.983	.240		16.622	.000		
	burnoutmean	-.155	.075	-.181	-2.078	.040	1.000	1.000

a. Dependent Variable: JobsfMean

