

## Occupational Burnout and Work Adjustment: Its Relation to Self-Efficacy Among Academic Nursing Staff

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**Abstract:** occupational burnout is found to be common in many human services occupations and it is often used as the indicator of poor well-being or a close correlate of employees' mental and physical health.

**Aim:** The study aimed to investigate the relationship of occupational burnout and work adjustment to self-efficacy among Academic Nursing Staff at Faculty of Nursing, Menoufia University, Egypt.

**Design:** A descriptive correlation design.

**Subjects:** A convenient sample of 61 academic nursing staff was selected to carry out this study.

**Setting:** The study conducted at all the departments of Faculty of Nursing, Menoufia University.

**Tool:** Three different tools were used in this study: tool (1): occupational burnout scale, tool (2): work adjustment scale, and tool (3): self-efficacy scale.

**Results:** The majority of the study sample have moderate level of occupational burnout. However, highest percentage of them have highest level of self-efficacy and work adjustment (98.4%, 86.9%), respectively.

**Conclusion:** This study concluded that there was a negative correlation between occupational burnout and work adjustment but not significant. Also, there was no correlation between occupational burnout, self-efficacy in the current study.

**Recommendation:** In order to prevent occupational burnout among faculty staff, their occupational stress should be checked from time to time and teach them how to overcome stress to enhance stress management.

**Keywords:** Occupational Burnout, Work Adjustment, Self-Efficacy, Academic Staff.

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### I. Introduction

Burnout affects all professions, but tends to be more pervasive in human service occupations such as education. Also, it has been shown that people who are working in human jobs are more exposed to job burnout [1]. Burnout is a "negative consequence of human service work, characterized by emotional exhaustion, loss of energy, and withdrawal from work and affects workers of all types, academic and non-academic, public and private. It often begins when workers have unrealistic expectations of themselves, others and their career development. The failure to meet these expectations leads to maladaptive coping strategies, which subsequently results in chronic job stress and eventually burnout [2,3].

As mentioned by [1], occupational burnout consists of three dimensions; emotional exhaustion, depersonalization, and personal accomplishment. They defined the **first** dimension as "the tired and fatigued feeling that develops as emotional energies are drained. Educators find that they can no longer give of themselves to students as they once could if these feelings become chronic". The **second** dimension of burnout is depersonalization, which involves the progress of pessimistic attitudes and feelings towards persons for whom the work is done, to the point where they are held responsible for the subject's own problems. It reflects the indifference and negative attitudes that instructors may display towards their students. Personal Accomplishment, the **third** dimension, reflects the level of contribution that instructors feel that they are making to their students. This refers to the tendency to evaluate oneself negatively. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job [4].

Experiencing faculty burnout does not come about all of a sudden. Burnout happens in three progressive stages over a period of time, as Stress Arousal, Energy Conservation, and Exhaustion. Burnout has been shown to be moderately related to self-efficacy [5]. Self-efficacy refers to peoples' beliefs about their capabilities to perform a task successfully at designated levels [6]. It is a factor related to individuals' perceptions about their competence in carrying out the roles prescribed for them in order to achieve a set of general objectives [7].

Employees with higher self-efficacy demonstrate higher task effort, increased persistence, maximized interest, and higher tolerance for difficult tasks and can develop effective coping strategies when dealing with unpleasant things [8]. However, lack of belief in self-efficacy might result in withdrawal from the process of setting objectives and assuming responsibilities towards achieving an aim usually because of the consideration

of one's own capability as insufficient to overcome potential constraints [9]. Because of low self-efficacy, people may not develop alternative solutions to their problems, they may have stress and depression, and they may not have the willingness to face difficult tasks. [10].

Factors that motivate people engagement in their work are their interests, values, and needs. Self-efficacy is a further motivational factor that has identified as an important predictor of work adjustment. Adjustment is the degree of a person's psychological comfort with a variety of aspects of a new environment [11]. Adjustment describes how work easily someone can adapt to their working environment, which might include factors such as work content, relationship with co-workers, management style of the boss, adaptation to environment differences, working compatibility, and working regulations [12]. Many scientists believe that work adjustment is one of the most important factors that have great effect on employee success in organizations and thus increase job performance and organizational productivity [13].

## **II. Significance Of The Study**

The World Health Organization (WHO) considers burnout a major problem in the professional world [14]. It can occur among individuals who work with people in some capabilities. Healthcare professionals and educators are particularly affected [15] because of their relationship with large numbers of students that increased annually, staff, and administrators. Understanding teacher self-efficacy can have contributions to teachers in terms of understanding and coping with burnout. Therefore, the present study aimed to investigate the relationship of occupational burnout and work adjustment to self-efficacy among academic nursing staff in Faculty of Nursing at Menofia University.

## **III. Aim Of The Study**

The study aimed to investigate the relationship of occupational burnout and work adjustment to self-efficacy among academic nursing staff at Faculty of Nursing, Menofia University, Egypt. This aim was achieved through the following objectives:

1. Determining the level of occupational burnout among academic nursing staff.
2. Assessing the degree of work adjustment among academic nursing staff.
3. Determining level of self-efficacy among academic nursing staff.
4. Investigating the relationship between occupational burnout and work adjustment and its relation to self-efficacy among academic nursing staff.

### **3.1 Research Questions:**

1. What is the level of occupational burnout among academic nursing staff?
2. What is the degree of work adjustment for academic nursing staff?
3. What is the level of self-efficacy among academic nursing staff?
4. Is there a correlation between occupational burnout, work adjustment and self-efficacy for academic nursing staff?

## **IV. Subject And Methods**

### **4.1 Research Design**

A descriptive correlation design was used to achieve the aim of the study.

### **4.2 Research Setting**

The study was conducted at all academic nursing departments (medical and surgical, administration, pediatric, psychiatric, and community, and maternal nursing department) in the Faculty of Nursing, Menofia University, Egypt.

### **4.3 Subject**

A convenience sample of 61 academic nursing staff working in previous mentioned departments in the Faculty of Nursing, Menofia University, Egypt were included in the study during the first semester in the academic year (2014/2015).

#### **4.3.1 Inclusion Criteria**

- From all academic rank of nursing faculty staff,
- Have at least 2 years of experiences
- Ready and accepted to participate in the study.

#### **4.3.2 Exclusion Criteria**

- Have a history of chronic physical illness
- Have a history of post-traumatic stress disorder.
- Have a history of substance abuse.
- Have a history of Psychiatric disorder.

### **4.3 Tools of the Study:**

In order to fulfill the aim of the study, the following tools were used

**4.3.1 Tool (1): Occupational Burnout Scale.** It was developed by [16] and translated into Arabic and validated by [17]. It was developed to measure occupational burnout among academic staff. It consists of two parts:

a. **Part one:** included socio-demographic characteristics of the academic staff: It involved data about age, gender, Faculty Status/Academic Rank, department, and years of experience.

b. **Part two:** occupational burnout scale which consisted of (21) items divided into three dimensions: emotional exhaustion (9items), depersonalization (5items), and personal accomplishment (7items). The responses were strongly agree, agree, uncertain, disagree and strongly disagree and their scores were 5,4,3,2 and 1, respectively. The overall occupational burnout is the sum of all of the scores from each of the 21 items, which ranged from 21 to 105, in the study. Score  $\geq 84$  indicates high occupational burnout level, score (43-83) indicates moderate level of occupational burnout, and score  $\leq 42$  indicates low level of occupational burnout.

**4.3.2 Tool (2): Work Adjustment Scale:** It was developed by [18], and adopted from [19]. Originally, it was developed to assess work adjustment among teachers and then modified by second author mentioned above by modifying some words without changing the meaning of the items, so it is suitable to assess work adjustment among faculty academic staff. Also, it was modified by the researchers. It consisted of 29 items on five points rating scale ranging from 1 (strongly disagree) to 5 (strongly agree). Total score of the scale was 145. High work adjustment level scored  $\geq 87$ , while score  $< 87$  indicates low work adjustment level.

**4.3.3 Tool (3): Self-Efficacy Scale:** It was used to assess perception of self-efficacy among academic nursing staff. It was developed by [20] and modified by the researchers. It consists of 22 items on a 5 points rating scale ranging from 1 to 5; strongly disagree to strongly agree, respectively. The overall work self-efficacy is the sum of all of the scores from each of the 22 items, which ranged from 22 to 110, in the study. Score  $\geq 66$  indicates high perception level of work self-efficacy, and score  $< 66$  indicates low perception level of work self-efficacy.

#### **4.3.4 Validity of the tool:**

Data collection tools were submitted to a panel of five experts from the nursing administration and psychiatric nursing department, Faculty of Nursing to review and test face and content validity, modifications were done based on their comments.

#### **4.3.5 Reliability of the tool:**

The tools were tested to reliability by measuring their internal consistency using Cronbach's alpha coefficient method. This turned to be ( $\alpha = 0.89$ ) for occupational burnout tool; ( $\alpha = 0.90$ ) for work adjustment tool, and ( $\alpha = 0.92$ ) for self-efficacy tool. This indicates a high degree of reliability for the study tools.

### **4.4 Procedure**

- An administrative approval was obtained from Dean of the faculty of nursing, Menofia University after explaining the purpose of the study to conduct the study and collect the necessary data.
- The questionnaire used in this study was administered by the researcher.
- Ethical consideration: the staff members were informed about the purpose of the study, encouraged and gave full informed verbal consent to participate. Staff members were informed about the privacy of their information. The study was voluntary, and harmless. Anonymous and confidentiality of responses would be respected and they have the full right to refuse to participate in the study at any time and they informed that the data would be used only for scientific purpose.
- A Pilot study was carried out on 10% of the total of the study subject test the clarity, feasibility, consistency of the study tool, and time needed for data collection. No modifications were needed as revealed from the pilot study. The sample of pilot study was excluded from the total sample to assure the stability of the results.
- Data collection. The study was carried out in the period from January 2015 to February 2015 over a period of two months. The researchers collected the data 2 days per week at the morning.

### **4.5 Statistical analysis:**

The collected data were coded and fed to statistical software SPSS version 20. Qualitative data were analyzed in terms of frequencies and percentages. Quantitative data were analyzed using means and standard deviations. Pearson's correlation test was used to measure relationship between occupational burnout, work adjustment and self-efficacy.

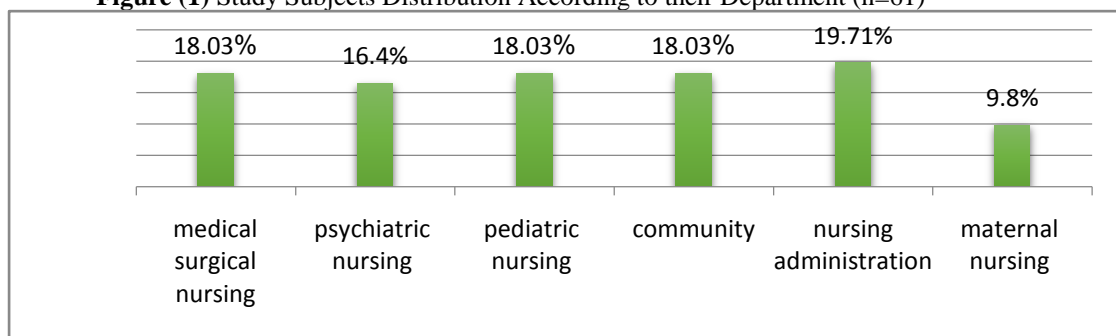
**V. Results**

**Table (1)** Study Subjects Distribution According to Soci-Demographic Data (n=61)

characteristic	No.	%
<b>Age:</b>		
<30	18	29.5
30-50	40	65.6
≥50	3	4.9
<b>Mean ±SD</b>	32.9±7.6	
<b>Years of experience</b>		
< 5	17	27.9
5-10	20	32.8
≥10	24	39.3
<b>Mean ±SD</b>	8.2±5.01	

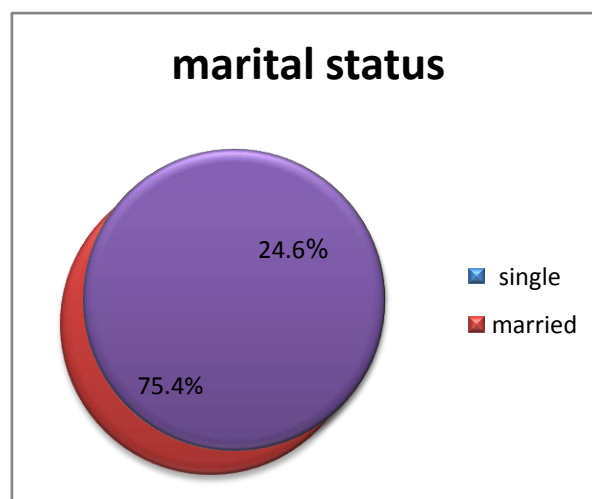
Table (1): Shows distribution of the study sample according to their age and years of experiences. The highest percentage of the study sample have age between 30-50 yrs old and years of experience equal or more than 10 years with Mean ±SD; 32.9±7.6, 8.2±5.01, respectively.

**Figure (1)** Study Subjects Distribution According to their Department (n=61)



The figure (1): Displays distribution of the study subjects according to department. The majority of the study sample (19.70%) were from nursing administration department and the lowest percentage (9.8%) were from maternal nursing department.

**Figure (2)** Study Subjects Distribution According to Marital Status (n=61)



The figure (2): Illustrates distribution of the study subjects according to their marital status. As shown in the figure, the majority of the study sample were married (75.4%). While (24.6%) of the study subjects was single.

**Figure ( 3) Study Subjects Distribution According to Academic Level (n=61)**

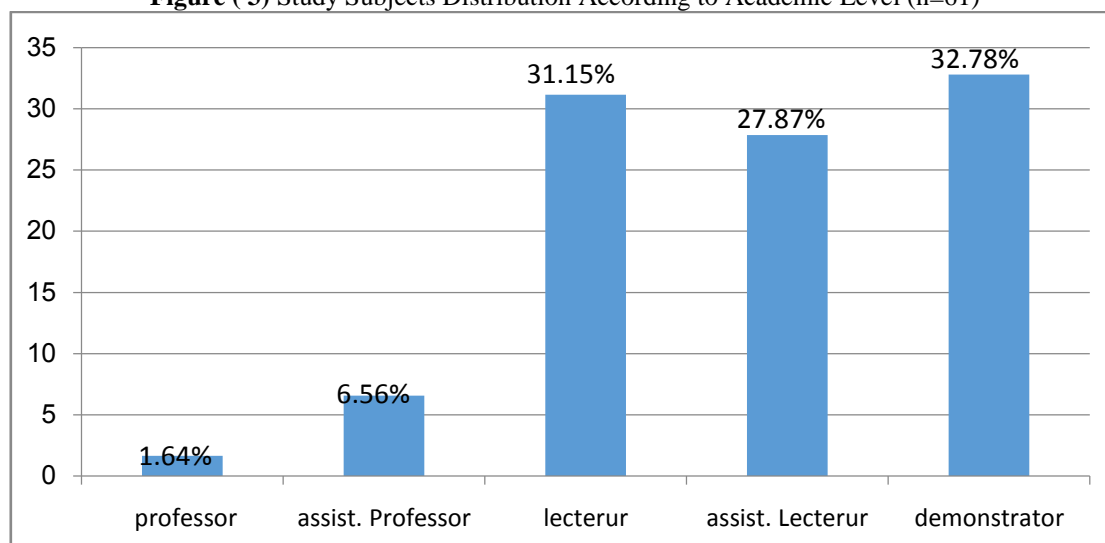


Figure (3): Highlights on distribution of the study subjects according to their academic rank. The majority of the study subjects (32.78) were demonstrator and lecturer. While the lowest number (1.64%) was professor.

**Table (2) Occupational Burnout Level As Perceived By Academic Nursing Staff (n=61)**

Occupational Burnout level	No.	%	T	P
High ( $\geq 84$ )	15	24.6		
Moderate (43-83)	46	75.4		
Low ( $\leq 42$ )	0	0		
<b>Mean <math>\pm</math>SD</b>	74.7 $\pm$ 10.6		55.08	0.001**

Table (2): Shows burnout level as perceived by nursing academic staff. It clarified that three fourth of the study subjects (75.4%) have moderate level of burnout. Therefore, there were statistical significant differences among nursing academic staff regarding their perception of burnout.

**Table (3) Mean Scores of The Three Domains of Occupational Burnout Among Academic Nursing Staff (n=61).**

Domain	mean	$\pm$ SD	T	p
Emotional exhaustion	34.13	5.5	84.8	0.001**
Depersonalization	16.05	3.9	32.4	0.001**
Personal accomplishment	24.51	4.5	42.5	0.001**

Table (3): Illustrates mean scores of the burnout domains among nursing academic staff. As noticed from the table, the Mean $\pm$ SD were (34.13 $\pm$ 5.5) for emotional exhaustion, (16.05 $\pm$ 3.9) for depersonalization, and (24.51 $\pm$ 4.5) for personal accomplishment. The results indicates that all domains of burnout among nursing academic staff were found to be on moderate level. Additionally, there were a statistical significant differences among mean scores of the burnout domains among nursing academic staff in this study.

**Table (4) Mean Scores of Work Adjustment Levels Among Academic Nursing Staff (n=61).**

Work adjustment level	No.	%	T	P
High ( $\geq 87$ )	53	86.9		
Low ( $< 87$ )	8	13.1		
<b>Mean <math>\pm</math>SD</b>	94.6 $\pm$ 8.4		78.9	0.001**

Table (4): Demonstrates mean scores of work adjustment levels among nursing academic staff. As shown in the table, the majority of the study sample have higher level of work adjustment. Also, there was a statistical significant difference among nursing academic staff regarding their work adjustment level.

**Table (5) Study Subjects Distribution According to Perception Level of Self-Efficacy (n=61)**

Self efficacy perception level	No.	%	T	P
High ( $\geq 66$ )	60	98.4		
Low ( $< 66$ )	1	1.6		
<b>Mean <math>\pm</math>SD</b>	94.6 $\pm$ 8.4		81.4	0.001**

Table (5): Shows mean scores of Self efficacy levels among nursing academic staff. The highest percentage of the study sample have higher perception level of self efficacy. As indicated from the table, there was a statistical significant difference between nursing academic staff regarding their perception level of self efficacy.

**Table (6)** Correlation Between Occupational Burnout, Self-Efficacy and Work Adjustment Among Academic Nursing staff (n= 61).

	Occupational burnout		Work adjustment		Self efficacy	
	r	p	R	p	r	p
Occupational Burnout	1	—	-0.042	.7	.2	.07
Work adjustment	-0.042	.7	1	—	.2	.05
Self efficacy	.2	.07	.2	.05	1	—

Table (6): Clarify the correlation among perception of occupational burnout, self-efficacy, and work adjustment among academic nursing staff. In this study, there was a negative correlation between occupational burnout and work adjustment but not significant. Moreover, The table indicates that there was no correlation between occupational burnout and self-efficacy in this study.

## VI. Discussion

Education is one of the most important institutional organization of a nation [21]. Research reveals that burned out among human service professionals, including teachers have had and perhaps are still having a hard time [22]. Burnout develops as a result of chronic stress in the work environment, when job requirements and workers’ perceived abilities do not match [3]. Burnout is found to be common in a number of human services occupations and it is often used as the indicator of poor well-being.

Recent meta-analyses showed that burnout was associated with work-related factors such as work hours or work setting [23], and social support from co-workers [24]. Beyond the environmental contributors to burnout, individual and self-regulatory factors that serve as relevant resources in facilitating coping are also important to consider. These self-regulatory variables include locus of control, optimism, and self-efficacy [25]. There has been a large number of studies of burnout in the corporate and teaching sectors over the last decade, but academic burnout among university faculties is an area which still needs to be studied further. Therefore, the study was design to investigate the relationship between the occupational burnout and work adjustment to self-efficacy among nursing academic staff.

The present results revealed that three quarter of the study subjects have a moderate level of occupational burnout. In the same time, regarding academic level, the majority of the study subjects were demonstrator and assistant lecturer. This might be explained by the fact that professors and associated professors have tenured positions while other academics as instructors and assistant lecturer have a specific period of time for promoted. If they exceeded this period, they will be excluded from the work. In addition, they have extra clinical teaching hours and days and daily student's evaluation, plus their post graduate studies. All these make them overloaded and stressed. Similarly, the present study finding supported by the finding of the study conducted by [26] who reported stress, personality and social support were correlated with burnout dimensions.

This finding is conformal with many previous studies conducted by [27,28] who explained their finding by the fact that there are certain issues in the lecturers’ job that cause them more concern, stress and eventually burnout. Workload, time pressure, working conditions, inadequate facilities and students’ misbehaviour are examples of issues in the lecturers’ job that served as sources of stress. Empirical evidence have shown that, teachers experiencing more stress were burned out [28]. Additionally, the study finding conducted by [29] revealed that 20 % of all faculty members feeling the highest levels of burnout at the public university.

On the same line Concerning burnout, (Glasheen et. al., 2011) stated that clinician faculty educators may be at significant risk for burnout since many are practicing clinicians and researchers and are expected to simultaneously handle the pressures associated with multiple roles [30]. In addition, Schaufeli & Baker’s research results (2004) also indicate that bureaucratic organizational culture caused negative reactions, dissatisfaction, and psychological pressures that in the long time lead to occupational burnout [31]

In the present study, the occupational burnout measured in three subscales: emotional exhaustion, depersonalization, and personal accomplishment. Nursing academic staff have a moderate level of emotional exhaustion, and depersonalization. In same time, they have a moderate level of personal accomplishment. There were a statistical significant differences between mean scores of the burnout domains among nursing academic staff in this study. An explanation for this finding is that all study subject in the present study were female, and (75.4%) of them was married and they are moderate emotionally exhausted because they have to after their home and children and also manager their job as well.

This result is congruent with [32] who found that the majority of the university teachers experience moderate level of professional burnout due to emotional exhaustion (68.38%), depersonalization(66.07%), personal accomplishment (64.82 %). On the other hand, the findings of the present study are congruent with a

Turkey study conducted by [33], who found that academic personnel reported moderate levels of emotional exhaustion and depersonalization, but high level of reduced personal accomplishment in one public university.

Concerning work adjustment, the current study revealed that the majority of the study sample have higher level of work adjustment. There was a statistical significant difference between nursing academic staff regarding their work adjustment level. The finding may be attributed to participative management of administrators, good relationship and cooperation with co-workers, good supervision from supervisors on master thesis and doctoral dissertation. Work adjustment is achieved when both internal and external indicators are satisfied. Work satisfaction is the internal indicator while the observation from a supervisor and a co-worker is the standard of external satisfaction.

Regarding self-efficacy belief, the current study revealed that the highest percentage of the study sample have higher level of self-efficacy. Additionally, there was a statistical significant difference between nursing academic staff regarding their self-efficacy level. Once individuals have obtained a higher degree, they feel that they have acquired the necessary skills and knowledge to work effectively within their chosen field. This can be reasoned by the fact that most of the faculty staff attend workshops for promotion which promote their essential skills. Additionally, many workshops done on several department concerning new trends on the field.

One of the frustrating results of the current study was related to relationship between burnout, work adjustment and self-efficacy. There was no significant correlation between burnout and self-efficacy in this present study. But there was a negative correlation between burnout and work adjustment but not significant. This result is in accordance with [34] who found that the results of multiple regression analysis revealed that occupational adjustment can predict 56.9 % of the variance psychological empowerment and 49.6% of the variance job burnout. Accordingly, there was a positive relationship between occupational adjustment and psychological empowerment and a negative relationship with occupational burnout.

Besides this, the current study was incongruent with finding of the study conducted by [35] who found a negative relationship between Self efficacy and Burnout. Furthermore, Self-efficacy was negatively correlated with emotional exhaustion and depersonalization while positively correlated with personal accomplishment. They attributed the finding to the reason that the individuals having low self efficacy have not much control of their behaviour and actions. They are more vulnerable to Burnout. In addition, this current finding was in reverse with that reported by [36] who revealed in his study conducted in Spain that teachers with a higher self-efficacy were less stressed and more motivated and satisfied in their profession.

Moreover, Friedman (2003) worked on Burnout and Self-efficacy in teaching and investigated the association between perceived Self efficacy and Burnout among 322 teachers. It was found that perceived sense of Self efficacy was inversely correlated with perceived Burnout: the lower the sense of Self efficacy more was perceived Burnout [37].

## **VII. Conclusion**

The current study concluded that the academic nursing staff have a moderate level of burnout, and high level of work adjustment, and self-efficacy. There was a negative correlation between burnout and work adjustment but not significant. Also, there was no correlation between burnout, self-efficacy in the current study.

## **VIII. Recommendation**

Based on the findings of the current study, the following recommendations are suggested:

On the management of faculty level:

1. In order to reducing occupational burnout among faculty staff, human resource management of university can take advantage of work counselling in occupational adjustment method to enhance psychological empowerment.
2. In order to prevent occupational burnout among faculty staff, their occupational stress should be checked from time to time and teach them how to overcome stress to enhance stress management.
3. The university members should be motivated to set goals and should be supported to achieve the goal.
4. To facilitate faculty adjustment to their environment through improving the environment in a way that encourages them to be creative and to have fewer rules imposed on them.
5. The head of the department should be motivated to support the teachers adequately in their teaching and research activities in order to reduce burnout.

On the Research Level

1. This study must be applied on a large sample to give more accurate results.
2. The study should be replicated on the effect of burnout among nursing academic staff on another variables such as productivity, job performance, and student academic level.
3. Further studies should be done on work or professional adjustment and factors that might affect it because research done on it was little.

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