# Investigating the Professional Tenure on Burnout Among Academicians: A Cross-Sectional Analysis

*Akademisyenlerde Mesleki Görev Süresinin Tükenmişlik Üzerindeki Etkisinin İncelenmesi: Kesitsel Bir Analiz*

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## ABSTRACT

**Aim:** Burnout is a psychological condition resulting from prolonged exposure to workplace stress. This study investigates the relationship between burnout status and the years of professional experience among academic staff working at Pamukkale University.

**Material and Methods:** This single-center retrospective study included and investigated academic staff working at Pamukkale University between 2016 and 2017. Participants were divided into 1–9 years (Group 1, n=119) and 10+ years of professional tenure (Group 2, n=89). The demographic and work-related characteristics of the academic staff, including age, gender, weekly course load, and daily standing and seated work requirements, were recorded. Maslach Burnout Inventory (MBI) was utilized to evaluate burnout levels, and the Perceived Stress Scale was used to assess academic staff's perceived stress levels.

**Results:** The mean years of professional tenure in the academic staff were 3.73 in Group 1 and 18.74 in Group 2 (p=0.001). The mean age was 28.51 years in Group 1 and 43.55 years in Group 2 (p=0.001). When the groups' burnout state was analyzed, the emotional exhaustion and depersonalization domains of the MBI did not differ between groups (p>0.05). However, the personal accomplishment domain was significantly higher in Group 1 (p=0.001). An increase in Perceived Stress Scale score ($\beta$=0.569, p=0.001) and male gender ($\beta$=0.179, p=0.020) had an increasing effect, whereas an increase in daily sitting work time ($\beta$=-0.193, p=0.001) had a decreasing impact on MBI total score.

**Conclusions:** Reducing workloads can significantly increase the sense of personal accomplishment, especially over ten years of professional tenure. Academic staff with 1–9 years of tenure could benefit from supportive initiatives designed to avoid the complexities of academic promotion. Implementing mentoring programs may improve coping mechanisms, especially among male academic staff, who report being more vulnerable to burnout.

**Key words:** *professional burnout; universities; workload; gender*

## ÖZET

**Amaç:** Tükenmişlik, işyeri stresine uzun süre maruz kalmaktan kaynaklanan psikolojik bir durumdur. Bu çalışmanın amacı, Pamukkale Üniversitesi'ndeki akademik personelin mesleki deneyim yıllarına göre tükenmişlik durumları arasındaki ilişkiyi araştırmaktır.

**Gereç ve Yöntem:** Bu tek merkezli retrospektif çalışmaya 2016–2017 yılları arasında Pamukkale Üniversitesinde çalışan akademik personel dâhil edildi ve incelendi. Katılımcılar 1–9 yıl (Grup 1, n=119) ve 10+ yıl (Grup 2, n=89) mesleki görev sürelerine göre ayrıldı. Akademik personelin yaş, cinsiyet, ortalama mesleki görev süresi, haftalık ders yükü ve günlük ayakta ve oturarak çalışma gereklilikleri gibi demografik ve işle ilgili özellikleri kaydedildi. Akademik personelin tükenmişlik düzeylerini değerlendirmek için Maslach Tükenmişlik Envanteri (MBI) ve algılanan stres düzeylerini değerlendirmek için Algılanan Stres Ölçeği kullanıldı.

**Bulgular:** Akademik personelin ortalama mesleki görev yılı Grup 1'de 3,73 ve Grup 2'de 18,74'tü (p=0,001). Yaş ortalaması Grup 1'de 28,51 yıl, Grup 2'de 43,55 yıldı (p=0,001). Grupların tükenmişlik durumları incelendiğinde, MBI'nın duygusal tükenme ve duyarsızlaşma alanları gruplar arasında farklılık saptanmadı (p>0,05). Ancak, kişisel başarı alt başlığı Grup 1'de anlamlı şekilde daha yüksekti (p=0,001). Algılanan Stres Ölçeği puanı artışı ($\beta$=0,569, p=0,001) ve cinsiyetin erkek olması ($\beta$=0,179, p=0,020) artırıcı; günlük oturarak çalışma süresi artışı ($\beta$=-0,193, p=0,001) ise MBI toplam puanı üzerinde azaltıcı etkiye sahipti.

**Sonuç:** İş yükünün azaltılması, özellikle on yıldan fazla görev süresi olanlarda kişisel başarı hissini önemli ölçüde artırabilir. Görev süresi 1–9 yıl arasında olan akademik personel, akademik terfinin karmaşıklığını önlemek için tasarlanan destekleyici girişimlerden faydalanabilir. Mentorluk programlarının uygulanması, özellikle tükenmişliğe karşı daha hassas olduklarını bildiren erkek akademik personel arasında başa çıkma mekanizmalarını geliştirebilir.

**Anahtar kelimeler:** *mesleki tükenmişlik; üniversiteler; iş yükü; cinsiyet*

## Introduction

Burnout, a term used to describe a type of stress response or tension, is defined as a syndrome of emotional exhaustion and cynicism about one's work in response to chronic organizational stressors[1]. According to Maslach, burnout syndrome involves a complex process of emotional exhaustion, depersonalization, and loss of personal accomplishment[2]. As burnout progresses, individuals may perceive inadequacy in performing their job responsibilities and delivering services effectively[3]. The implications of burnout syndrome can be profound, displaying attendance issues and decreased job satisfaction, ultimately leading to a decline in work-related performance[4].

Academic professionals encounter numerous career challenges, particularly in teaching, supervision, and counseling. Pursuing scientific research and the imperative to publish can further exacerbate the pressures associated with academic workloads[5]. Demirbatir and Ergür[6] assert that the levels of burnout and stress within the academic community significantly impact the quality of education, contributions to the academic discipline, and innovative capacity. A study by Watts and Robertson[7] highlighted that burnout and job-related stress levels among university academicians are comparable to those experienced by healthcare personnel. Furthermore, Holmes et al.[8] identified that the prevalence of burnout syndrome among university academics ranges between 9 and 23.8%.

Burnout is not exclusive to the latter stages of one's career; it can emerge throughout an individual's professional trajectory[9]. Work overload can potentially deplete an individual's emotional resources, leading to physical and mental exhaustion and a decline in professional efficacy[8]. Prior research has indicated that social, demographic, and work-related variables may significantly influence the experiences of academics, revealing that younger, single, and childless individuals may encounter higher levels of occupational burnout compared to their married, older, or more experienced counterparts[10,11]. While age and tenure in the profession have not been identified as significant predictors of burnout[12], a discernible relationship exists between individual characteristics, such as age and marital status, and emotional burnout[13]. The emergence of burnout syndrome may be exacerbated by increased professional tenure; therefore, further investigation is warranted to elucidate the correlation between academic workload and burnout[7]. This study investigates the relationship between burnout status and years of professional experience among academic staff at Pamukkale University.

## Material and Methods

### Study Design

This single-center retrospective study included academic staff working at Pamukkale University between 2016 and 2017, whose evaluation forms were fully completed. Muş Alparslan University Scientific Research and Publication Ethics Committee confirmed the study's ethical approval (163406–2024/10/46). Informed consent was obtained from all academic staff included in the study. The study was carried out under the principles of the Declaration of Helsinki.

### Study Sample

The inclusion criteria within the study's scope were as follows: a minimum of 6 months of employment at Pamukkale University, the ability to speak and understand the Turkish language, and a voluntary decision to participate in the study. Exclusion criteria included non-local academic staff with temporary assignments from other universities, those who had left or retired from Pamukkale University, and foreign national academics. The study population consisted of 1490 academic staff at Pamukkale University who met these criteria. Within the scope of the study, 1490 academic staff members from the different faculties were informed, and the academic staff who volunteered to participate filled out the questionnaires. 221 academic staff working at Pamukkale University participated and filled out the questionnaires. Two participants were excluded due to temporary assignments from other universities. The questionnaires of eleven participants were excluded because they were not filled out. Finally, the data of 208 academic staff whose evaluation forms were complete were analyzed. The participants were divided into two groups according to their professional tenure: Group 1 (0–9 years, n=119) and Group 2 (10+ years, n=89), as shown in the flow chart of the study (Figure 1).

### Outcome Evaluations

The demographic characteristics of the academic staff, containing a range of variables such as mean years of professional experience, academic title, departmental affiliation, age, body mass index (BMI), gender, marital status, weekly course load, daily standing and seated
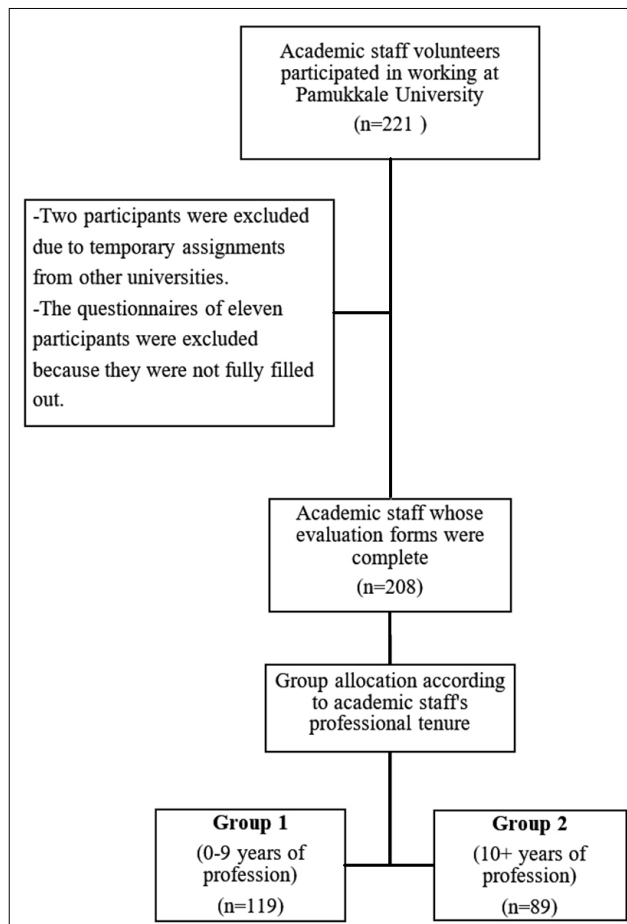
**Figure 1.** Flow chart of the study.

work requirements (in hours), and engagement in regular physical exercise were recorded. In addition, the study utilized the Maslach Burnout Inventory (MBI) to evaluate burnout levels and the Perceived Stress Scale to assess participants' perceived stress levels.

### Maslach Burnout Inventory

The MBI is a 5-point Likert scale with 22 items: never, very rarely, sometimes, most of the time, and always. The MBI consists of three sub-dimensions. These are emotional exhaustion, depersonalization, and personal accomplishment. The emotional exhaustion subscale defines feeling exhausted and overwhelmed by one's job or work and consists of 8 items. The depersonalization subscale establishes the person's behavior towards those he/she serves in an emotionally deprived way, without considering that individuals are unique beings, and consists of 6 items. The personal achievement subscale defines feelings of competence and success in working with people and consists of 8 items. Burnout in the individual is characterized by high emotional exhaustion and

depersonalization, with low-level personal accomplishment[14]. The group's burnout levels were defined as low, medium and high according to an earlier study design[15].

### Perceived Stress Scale

The Perceived Stress Scale consists of 14 items and is designed to measure the extent to which certain situations in an individual's life are perceived as stressful. Participants rate each item on a 5-point Likert-type scale ranging from never (0) to very often (4). The 7 items with positive statements are reverse-scored. The lowest score that can be obtained from the Perceived Stress Scale is 0, and the highest score is 56[16].

### Statistical Analysis

The IBM Statistical Package for Social Sciences (SPSS) version 27 (IBM, Armonk, NY, USA) program was used to analyze the data obtained statistically. Continuous variables are expressed as mean ± standard deviation, and categorical variables as numbers and percentages. The Kolmogorov-Smirnov test was used to test the normality of the variables analyzed. The Pearson Chi-square test was used to analyze categorical data. The Independent samples $t$-test was used to determine differences between groups for data fitting the normal distribution and the Mann-Whitney U test for data not fitting the normal distribution. Linear regression analysis was used to determine the factors influencing the burnout score of the academic staff. For all statistics, $p \leq 0.05$ was accepted as significant, and all results were expressed with 95% confidence intervals.

## Results

The comparison of the groups' demographic data is presented in Table 1. The mean age was 28.51±3.10 years in the Group 1 and 43.55±7.26 years in the Group 2 (p=0.001). The BMI was 23.75±3.46 kg/m² in Group 1 and 25.68±4.26 kg/m² in Group 2 (p=0.001). Of the academic staff in Group 1, 47 (39.5%) were married, 70 (58.8%) were single, and 2 (1.7%) were divorced, whereas in Group 2, 75 (84.3%) were married, 8 (9%) single and 6 (6.7%) divorced (p=0.001).

Group 1 consisted of 4 lecturers (3.4%), 108 research assistants (90.8%), 6 doctor lecturers (5%), and 1 associate professor (0.8%). The academic staff's institutes were 35 (29.4%) in the School of Medicine, 21 (17.6%) were Faculty of Dentistry, 17 (14.3%) were Faculty of Physiotherapy and Rehabilitation, 14 (11.8%)

**Table 1.** *The demographic characteristics of the groups*

|  | Group 1 (n=119) | Group 2 (n=89) | t | p |
|---|---|---|---|---|
|  | Mean ± SD | Mean ± SD |  |  |
| Age (year) | 28.51 ± 3.10 | 43.55 ± 7.26 | t=-18.312 | **0.001** |
| BMI (kg/m²) | 23.75 ± 3.46 | 25.68 ± 4.26 | t=-3.598 | **0.001** |
|  | **n (%)** | **n (%)** | **χ²** |  |
| **Gender** |  |  |  |  |
| Female | 50 (42) | 47 (52.8) | 2.383 | 0.123 |
| Male | 69 (58) | 42 (47.2) |  |  |
| **Marital status** |  |  |  |  |
| Married | 47 (39.5) | 75 (84.3) | 54.515 | **0.001** |
| Single | 70 (58.8) | 8 (9) |  |  |
| Divorced | 2 (1.7) | 6 (6.7) |  |  |
| **Regular exercise** |  |  |  |  |
| Yes | 58 (48.7) | 61 (51.3) | 1.413 | 0.235 |
| No | 36 (40.4) | 53 (59.6) |  |  |
| **Smoking** |  |  |  |  |
| Yes | 21 (17.6) | 19 (21.3) | 0.449 | 0.503 |
| No | 98 (82.4) | 70 (78.7) |  |  |

SD: Standard deviation; BMI: Body mass index; kg: kilogram; m: meter
t: Student t-test

**Table 2.** *Work-related characteristics, burnout state, and the perceived stress level comparison of the groups*

|  |  | Group 1 (n=119) | Group 2 (n=89) | t/z | p |
|---|---|---|---|---|---|
|  |  | Mean ± SD | Mean ± SD |  |  |
| Years in profession |  | 3.73 ± 2.31 | 18.74 ± 7.54 | t=-18.140 | **0.001** |
| Weekly course (hour) |  | 1.71 ± 4.75 | 19.60 ± 10.46 | z=-11.145 | **0.001** |
| Daily seated working (hour) |  | 6.12 ± 2.35 | 4.82 ± 2.11 | t=4.127 | **0.001** |
| Daily standing working (hour) |  | 2.28 ± 1.86 | 3.78 ± 2.10 | t=-5.423 | **0.001** |
| Perceived stress scale |  | 25.49 ± 7.30 | 24.61 ± 7.62 | t=0.841 | 0.401 |
| **Maslach Burnout Inventory** | Emotional exhaustion | 10.39 ± 5.13 | 9.88 ± 6.32 | t=0.623 | 0.534 |
|  | Depersonalization | 7.46 ± 3.54 | 6.95 ± 3.07 | t=1.078 | 0.282 |
|  | Personal accomplishment | 12.31 ± 4.08 | 9.73 ± 3.46 | t=4.818 | **0.001** |
|  | Total score | 30.11 ± 8.78 | 26.57 ± 9.53 | t=2.270 | **0.006** |
|  |  | **n (%)** | **n (%)** | **χ²** |  |
| **Burnout state** |  |  |  |  |  |
|  | Low | 62 (52.1) | 67 (75.3) |  |  |
|  | Medium | 54 (45.4) | 20 (22.5) | 11.937 | **0.003** |
|  | High | 3 (2.5) | 2 (2.2) |  |  |

SD: Standard deviation
t: Student t-test; z: Mann-Whitney U test

were Engineering Faculty, 11 (9.2%) were Faculty of Economics and Administrative Sciences, 8 (6.7%) were Faculty of Education, 5 (4.2%) were Faculty of Science and Literature, 5 (4.2%) were Faculty of Divinity, 2 (1.7%) were Faculty of Sport Sciences, and 1 (0.8%) were Faculty of Health Sciences.

Group 2 consisted of 20 lecturers (22.5%), 8 research assistants (9%), 22 doctor lecturers (24.7%), 26 associate professors (29.2%), and 13 professors (14.6%). The academic staff's institutes were 19 (21.3%) in the School of Medicine, 15 (16.9%) were Faculty of Economics and Administrative Sciences, 13 (14.6%) were Faculty

of Science and Literature, 10 (11.27%) were Faculty of Sport Sciences, 8 (9%) were School of Foreign Languages, 7 (7.9%) were Faculty of Physiotherapy and Rehabilitation, 5 (5.6%) were Faculty of Education, 4 (4.5%) were Faculty of Dentistry, 3 (3.4%) were Faculty of Technology, 3 (3.4%) were Faculty of Health Sciences, and 2 (2.2%) were Faculty of Divinity.

The comparison of the groups' work-related characteristics, burnout state, and perceived stress level were presented in Table 2. The mean years of profession in the academic staff was 3.73±2.31 in Group 1 and 18.74±7.54 in Group 2 (p=0.001). The mean weekly course hours in the academic staff were 1.71±4.75 in Group 1 and 19.60±10.46 in Group 2 (p=0.001). Daily seated work in the academic staff was 6.12±2.35 in Group 1 and 4.82±2.11 in Group 2 (p=0.001). Daily standing working in the academic staff was 2.28±1.86 in the Group 1 and 3.78±2.10 in the Group 2 (p=0.001). Perceived stress scores did not differ between groups as the scores were 25.49±7.30 in the Group 1 and 24.61±7.62 in the Group 2 (p=0.401). When the groups' burnout state was analyzed, the emotional exhaustion subscale scores were 10.39±5.13 in Group 1 and 9.88±6.32 in Group 2 (p=0.534). The depersonalization subscale scores were 7.46±3.54 in the Group 1 and 6.95±3.07 in the Group 2 (p=0.282). Personal accomplishment subscale scores, however, were significantly higher in Group 1 as 12.31±4.08 and 9.73±3.46 in Group 2 (p=0.001). Total MBI scores were 30.11±8.78 in the Group 1 and 26.57±9.53 in the Group 2 (p=0.006). The group's burnout states of academic staff were 62 (52.1%) were low level, 54 (45.4%) were medium level, and 3 (2.5%) were high level of burnout in Group 1 whereas 67 (75.3%) were low level, 20 (22.5%) were medium level, and 2 (2.2%) were high level of burnout (p=0.003).

The linear regression analysis revealed that variables such as gender, mean years of profession, Perceived Stress Scale score, weekly course hours, daily standing and seated work status (in hours) were significantly effective in predicting the total score of the MBI ($\Delta R^2$=41.8, p<0.001). In examining the influence of these variables on the MBI total score, it was determined that the Perceived Stress Scale score, gender (male), and daily seated work hours had significant effects (p<0.05). Conversely, the remaining variables did not show a significant impact (p>0.05). When comparing the magnitude of statistically significant variables related to the MBI total score, the following results were observed: Perceived Stress Scale score ($\beta$=0.569, p=0.001), daily seated work hours ($\beta$=-0.193, p=0.001), and gender (male) ($\beta$=0.179, p=0.020). The results of the linear regression analysis indicated that increases in Perceived Stress Scale score and male gender contributed positively to the total score of the MBI. However, the increase in the daily seated work hours had a decreasing effect.

## Discussion

This investigation reveals that burnout levels, specifically in personal exhaustion and depersonalization, are comparable across both groups, with the 1–9 years of professional staff demonstrating a higher sense of personal accomplishment. Additionally, a medium level of burnout was more prevalent among academic staff with 10+ years of experience. In contrast, a low level of burnout was predominantly observed in the group with 1–9 years of experience. Interestingly, perceived stress scores did not differ significantly across the groups, suggesting a potential disconnect between objective workload and subjective stress experiences. The regression analysis identified three significant factors

**Table 3.** Factors (variables) affecting Maslach Burnout Inventory total score

|  | $\Delta R^2$ | F | ß | t | p value |
|---|---|---|---|---|---|
|  | 0.418 | 25.755 |  |  | **<0.001** |
| Perceived stress scale score |  |  | 0.569 | 10.583 | **0.001** |
| Gender (male) |  |  | 0.179 | 3.328 | **0.001** |
| Weekly course hours |  |  | -0.107 | -1.467 | 0.144 |
| Mean years of profession |  |  | -0.126 | -1.855 | 0.065 |
| Daily standing work |  |  | -0.160 | -1.843 | 0.067 |
| Daily seated work |  |  | -0.193 | -2.348 | **0.020** |

p value: Linear regression analysis results, $\Delta R^2$: Additional variance rate, F: Model significance test, ß: Regression coefficient, t: t test statistics

affecting burnout: higher perceived stress scores and being male are linked to increased burnout, while increased daily seated work hours are associated with lower burnout levels.

Burnout is conceptualized as a psychological syndrome that arises from prolonged exposure to chronic interpersonal stressors within the workplace[17]. The implications of elevated burnout levels are significant, manifesting as lowered motivation, diminished job satisfaction, and an escalation in turnover rates, thereby contributing to a challenging organizational environment[18]. Prior research has identified several factors that influence burnout among academic staff, including the male gender, high-stress levels, physical job requirements, excessive workloads, inadequate job structure, and the lack of formal mentoring[19–23]. In a study conducted by El Mouedden et al.[1], the burnout levels among academic staff were assessed, revealing that 28.9% experienced low levels of burnout, 24.2% reported moderate levels, and a significant 46.9% indicated high levels of burnout. In this study, academic staff with 10+ years of profession exhibited higher weekly teaching hours and more daily standing work, while 1–9 years of academic staff reported greater daily seated work. However, both groups had similar male/female gender distributions and perceived stress levels. Our findings corroborate these previous studies, demonstrating that male gender, elevated stress levels, and increased work demands predict heightened burnout scores among academic staff. Furthermore, our analysis of academic staff with varying lengths of professional tenure revealed that those with 1–9 years of experience reported burnout levels of 52.1% at low, 45.4% at medium, and 2.5% at high levels. Conversely, those with 10 or more years of experience exhibited burnout levels of 75.3% at low, 22.5% at medium, and 2.2% at high levels. Our research indicates that male academic staff tend to experience higher levels of burnout than their female counterparts, likely due to workplace stressors and the physical demands of their roles.

Emotional exhaustion can stem from various sources, including prolonged stress, overwhelming responsibilities, and a lack of adequate support systems. Individuals experiencing emotional exhaustion often exhibit a noticeable decline in energy levels and may feel persistently fatigued[24]. This state of emotional depletion can lead to heightened sensitivity and an increased intolerance for social interactions, making it challenging to engage with others. As a result, they may withdraw from social situations, feeling overwhelmed by the demands of personal or professional relationships[25]. Recent research has indicated that burnout levels among academic staff tend to be relatively low to moderate across various university faculties[26,27]. These studies indicate that while academic roles are demanding, supportive colleagues, collaborative initiatives, and a sense of fulfillment help alleviate burnout among faculty members. Our results on the emotional exhaustion domain of the MBI demonstrated that groups have comparable scores, which suggests this outcome stems from similar workloads from environmental factors, coping mechanisms, and potential expectations of academic promotions. Those affected might find it difficult to concentrate or feel detached, exacerbating feelings of isolation and frustration. To cope with emotional exhaustion, it is essential to prioritize self-care, establish boundaries, and seek support, whether through professional help or by confiding in trusted friends and family. Recognizing the signs of emotional exhaustion and taking proactive steps can foster recovery and improve the overall well-being of the academic staff.

Depersonalization is a dimension of burnout that leads individuals to interact with others in a callous, detached, and emotionally hardened manner, resulting in negativity, irritability, and loss of idealism[28]. Those experiencing depersonalization may display negative or inappropriate behaviors, behaving unemotionally and carelessly toward people with interactions. This may lead to a vicious circle by affecting the perception of stress and burnout levels of the people interacting in the work environment[25]. Sağlam et al.[27] reported significant differences between academicians' depersonalization levels regarding their years of teaching experience. Kassim et al.[5] investigated academicians and found that the mean depersonalization score was 7.53 on the MBI. El Mouedden et al.[1] found that the mean depersonalization score was 9.87 on the professional burnout scale in academic staff, 28.9% were at a low level of burnout, 24.2% were moderate, and 46.9% indicated a high level of burnout. Our study findings of the academic staff on the depersonalization domain of the MBI was 7.46 in the 1–9 years group, whereas 6.95 in the 10+ years, without superiority to each other. Our finding showed lower scores in the depersonalization domain in both groups and suggests that the years of the profession may not be influencing the effect on the depersonalization domain. Other possible reasons for similar outcomes are the possible similar workload from environmental factors and coping mechanisms.

In addition, both samples include a wide range of disciplines, and the academic staff could develop coping mechanisms to struggle with burnout.

Previous research has highlighted the personal accomplishment domain of the MBI, reporting a mean score of 34.99, with 36.6% of participants exhibiting a high level of perceived lack of personal accomplishment[1]. Watts and Robertson[7] conducted a comprehensive analysis and determined that the normative value for educators and medical professionals in the personal accomplishment domain of the MBI was 33.54. Furthermore, an earlier study defined a low score in the personal accomplishment domain as equal to or less than 16, positing that higher scores correlate with an enhanced perception of personal accomplishment[1]. Additionally, research by Sağlam et al.[27] revealed an inverse relationship between years of teaching experience and personal accomplishment, whereby increased tenure correlated with diminished feelings of accomplishment. Our findings align with Sağlam et al.'s[27] findings, demonstrating that both cohorts under investigation exhibited significant deficiencies in personal accomplishment. Notably, academic staff with over 10 years of professional tenure reported lower personal accomplishment levels than their counterparts with 1 to 9 years of tenure. This finding suggests that new academic staff's ambitious desire for advancement may unexpectedly lead them to underestimate their achievement. This suggests that striving for promotion in the academic world may create pressure on individuals and negatively affect their subjective perception of success.

This study had several limitations. First, non-work-related stressors, chronic diseases, psychiatric history, and the socioeconomic status of the academic staff were not evaluated. Second, we did not assess potential problems with the institution or faculty management, possibly related to burnout syndrome. Lastly, the study could not assess physical activity levels, although this factor may affect physical and mental well-being.

## Conclusion

This study elucidates that reducing course load and, consequently, heavy workloads can significantly enhance the sense of personal accomplishment among academic staff, particularly those with over ten years of professional tenure. In contrast, early-career academic staff may greatly benefit from structured supportive initiatives designed to assist them in navigating the complexities and pressures associated with academic promotion. Implementing mentorship programs and targeted professional development opportunities can improve coping mechanisms, especially among male academic staff, who have reported a heightened vulnerability to burnout. Future research should examine the longitudinal effects of workplace interventions on burnout, investigate discipline-specific stressors, and explore the role of organizational culture in triggering burnout.

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