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Burnout among Private and Public Universities' Academic Staff: A Comparative Study

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Abstract

The aim of this study is to compare burnout experience among academic staff in public and private universities. The sample consists of (366) academic staff members at the universities. A modified version of Maslach Burnout Inventory was used. The results show that the academic staff member in public universities experience more burnout. The results reveal also that the less experience the academic staff member has, the more he experiences burnout. No differences between single and married academic staff in experiencing burnout, and no differences in experiencing burnout between Ph.D holders and Master degree holders, but younger academic staff members has experience more burnout than older academic staff.

ملخص

هدفت هذه الدراسة إلى مقارنة خيرة الاحتراق النفسي لدى أعضاء هيئة التدريس في الجامعات الخاصة والجامعات الحكومية. وتكونت العينة من (٣٦٦) عضو هيئة تدريس من الجامعات الحكومية والجامعات الخاصة. وتم استخدام مقياس ماسلاك (Maslach) للاحتراق النفسي. وأشارت نتائج الدراسة إلى أن أعضاء هيئة التدريس في الجامعات الحكومية يعانون أكثر من الاحتراق النفسي. وأن أعضاء هيئة التدريس الأقل خيرة هم أكثر عرضة للاحتراق النفسي، وكذلك فإن أعضاء هيئة التدريس الأصغر سناً كانوا أكثر عرضة للاحتراق النفسي. ولم تشر نتائج الدراسة إلى فروق في خيرة الاحتراق النفسي بين المتزوجين وغير المتزوجين، و بين حملة الدكتوراه وحملة الماجستير في الجامعات الحكومية والجامعات الخاصة.

Introduction

People in almost all jobs can experience burnout, but professionals who provide direct human services, such as teachers, nurses, doctors, and professors seem to be some of the most greatly affected.

Burnout is a concept first used by Freudenberger. He noticed that many of his volunteers would work feverishly for about a year and then quite suddenly, claiming that they couldn't handle it anymore. The volunteers used the concept "burnout" to describe their composite feelings that they experienced, which include; frustration, cynicism and depression. Others also said that they felt abused. Although those volunteers had helped many people, they now felt useless and impotent. Freudenberger adopts the term burnout and defined it as exhaustion resulting from excessive demands on energy, strength or resources (Freudenberger, 1974; 1980).

Maslach (1976), who expanded the definition to include depersonalization, also investigated the term burnout. Depersonalization occurs when people become detached from others. The process of depersonalization leads professionals to treat their clients as if they were not human. Maslach defined burnout as a syndrome of emotional exhaustion in which the helping professionals have very little concern, sympathy or respect for their clients. Professionals who experience burnout often lose their enthusiasm, their creativity and their commitment, and over time there will be a psychological detachment from their clients (Maslach, 1976). Burnout is also defined as erosion of the human spirit that results from chronic exposure to high levels of occupational stress (Cordes, 1993).

Burnout can also be defined as a reaction to prolonged and energy-depleting difficulties. Its primary symptoms include feeling drained or used up. It typically affects people who are highly conscientious and work in the helping professions, such as police officers, school teachers, social workers, nurses, university staff and other professionals (Poulin and Walter, 1993).

Professionals who experience burnout tend to show low levels of job satisfaction and high levels of absenteeism, job turnover, alcohol and drug abuse (Maslach, 1982). When professionals feel that they are not receiving the rewards that are expected for their effort in helping others, they may become frustrated, and this frustration leads to feelings of apathy and failure, which may result in physical symptoms such as high blood pressure

and ulcers, and mental symptoms such as depression and irritability (see Iverson *et al.*, 1998).

Most professionals' careers involve a great deal of contact with people, like patients, patient's families, students and other people. This interpersonal contact is emotionally charged with feeling of tension, anxiety, embarrassment, fear, or even hostility underlying the verbal exchange. This source of chronic emotional stress can lead to the development of burnout, a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment (Perlman and Hartman, 1982; Maslach & Jackson, 1982b). The three components of the syndrome will be discussed briefly:

First, emotional exhaustion refers to a depletion of one's emotional resources and the feeling that one has nothing left to give to others at a psychological level. *Second*, depersonalization or dehumanization that developed out of negative and callous attitudes about the people one works with. Depersonalization perception of others can lead to judge them as somehow deserving of their troubles. *Third*, reduced personal accomplishment refers to the perception that one's accomplishments on the job fall short of personal expectations, and thus it involves a negative self-evaluation.

"Burnout is inevitable when professionals must care for too many people. There is higher and higher emotional overload; like a wire that has just too much electricity, the worker emotionally disconnects" (Maslach, 1976, p20).

What Causes Burnout:

The causes of burnout lie more in job environment than in the individual, but in general the causes can trace to the six mismatches between people and their jobs as described in the following six areas (Maslach and Leiter, 1997):

First, Work Load:

Workload from the organization perspective, means productivity, and from the individual perspective, means time and energy. The compromise between the two perspectives is a fundamental challenge. That is because organizations put more pressure on workers to increase productivity, which pushes people beyond what they can tolerate. The current crisis in the work place affects the workload in three ways: work is more intense, work demands more time and work is more complex.

Second, lack of control:

The capacity to set priorities, to select approaches and to make decisions

is central to being a professional. Policies that interfere with this capacity reduce people autonomy, and their control over important dimensions of their job, and prevent them from addressing problems that they identify. Without this capacity to make relevant decisions, people can waste time doing things that do not get the job done, causing them to lose interest in their jobs.

Third, Insufficient Rewards:

The major crisis in the work environment reduces the capacity of organization to reward people in meaningful ways, such as the material rewards of money, prestige, and security. Also, loss of intrinsic reward of doing enjoyable work contributes to the experience of burnout. Thus, getting less for more work and losing joy of work increases the burnout experience.

Fourth, Breakdown of Community:

Community at work is undermined through the loss of job security and the excessive focus on short-term profit that excludes consideration of people. This atmosphere fragments the personal relationships that are fundamental components of community in an organization. It also undermines the teamwork that is seen to be increasingly central to the manufacturing, information processing and services sectors of the economy. So, the loss of community is evident in greater conflict among people, less mutual support and respect and growing sense of isolation, the sense of belonging disappears when people work separately instead of together, which will leads to burnout.

Fifth, Absence of Fairness:

A workplace is perceived to be fair when three key elements are present: trust, openness, and respect. In reality, organizations are hard pressed to maintain these three elements, because of many reasons. First of all, organizations devote their sources to short term financial performance rather than the goal of creating these elements, which are necessary to build organizational community. Second, organizations diminish open and honest communication in themselves, because the central management is often slow to release information. Finally, organizations also take actions that hurt the third element of fairness, respect for people. Because the people are having valued by the organization as things fit into the corporate plan. So, it is hard to find organizations that are open and honest communicators, often

when they are found they are not trusted cynical distrust breeds more cynicism.

Sixth, Conflicting Values:

Values influence everything about one's relationship with work, the current crisis in the job environment is a value conflict. The primary values adapted by the organization should be characterized as efficient, accurate, personal and fit to individual. However, the organization has to make trade-off among these four qualities, to get the job done and this is not an easy work.

In each organization, there are three systems of values; customer values, employee values and management values. These systems are usually in conflict. The genuine agreement on central values is difficult to attain, because there is mismatch between means and ends, missions and strategies. This conflict makes the worker suffer more burnout (see also, Maslach and Jackson, 1984).

Consequences of Burnout:

Burnout associated with negative organizational outcomes and various types of personal dysfunction. These consequences can be grouped into five categories:

- a) Physical and Emotional consequences: such as deterioration of mental health, decrease of self-esteem, depression, irritability, helplessness or anxiety (Jackson & Maslach, 1982b; Kahill, 1988). Physical health problems include fatigue, insomnia, headaches, and gastrointestinal disturbances (Kahill, 1988).
- b) Interpersonal Consequences: which include deterioration of social and family relationships, withdrawal from friends and reduced socialization, impatience and moodiness and less tolerance (Burke & Deszca, 1986; Maslach & Jackson, 1985).
- c) Attitudinal Consequences: which involve the development of negative attitudes towards clients, the job, the organization and oneself (Jackson *et al.*, 1987; leiter & Meecham, 1986).
- d) Behavioral Consequences: which include work or organizational related behaviors as well as consumption behaviors. The former one includes turnover, absenteeism, and decrease in the quality and quantity of job performance (Firth & Britton, 1989; Maslach & Jackson, 1985). The latter one includes behaviors such as smoking and drug and alcohol use.

The aim of this study:

The aim of this study is to investigate and compare burnout degree among universities' academic staff at private and public universities in Jordan.

Study questions:

- The study tries to answer the following questions:
- What is the degree of burnout among university academic staff?
 - Does the degree of burnout differs between private and public university staff?
 - Does the degree of burnout correlate with demographic variables such as age, years of experience, academic rank, education, and marital status.

Methodology:

Sample:

The Sample of the study is the whole population of both universities. The final sample consists of (366) male academic staff from both Mutah University (public university) and Amman National University (private university). The instrument was delivered to almost all the academic staff in both universities. The number of academic staff who returned the instrument at Mutah University was 238 (79.3%) of the study population from Mutah university academic staff. From Amman National University, the number of academic staff who returned the instrument was 128 (73.3%) of the study population of Amman National University academic staff.

So, the percentage of respondents from the whole population study was (77.1%). Table (1) shows the distribution and the demographical characteristics of the sample.

TABLE (1): The Demographic Characteristics of the Sample

Degree	Ph.D 305 (83.3 %)	Master 61 (16.7 %)		
Marial Status	Married 343 (93.7 %)	Single 23 (6.3 %)		
Age	28-36 years 78 (21.4 %)	37-47 years 170 (46.4 %)	48years&over 118 (32.2 %)	
Experience	1-6 years 123 (33.6 %)	7-12 years 150 (41 %)	13years&over 93 (25.4 %)	
Academic Rank	Professor 30 (8.2 %)	Associate 76 (20.8 %)	Assistant 199 (54.4 %)	Lecturer 61 (16.6 %)

Instrument:

The Maslach Burnout Inventory (MBI):

A 22-item self-report questionnaire, the MBI, is a widely used measure of burnout (Maslach & Jackson, 1982a; 1986; Maslach, Jackson and Leiter, 1996). The 1996 version was used in this study (Human Services Survey). The MBI has been modified and used for the Jordanian people for many years (see Al-Rashdan, 1990; Abu-Hilal & Salameh, 1992). The Instrument has been translated into Arabic and used for the Jordanian people by several authors, some of them mentioned earlier.

The Inventory has three subscales:

- 1- Personal Accomplishment; feeling of competence and achievement, which is measured by 8 statements.
- 2- Emotional Exhaustion; feeling emotionally drained by work, which is measured by 9 statements.
- 3- Depersonalization; feeling detached and uninvolved with people, which is measured by 5 statements.

The inventory has 22 statements of job related feelings, and the respondents have to decide how they feel about their job on a scale from (0 to 6). If the respondent writes (0) before the statement, this means he never had this feeling. If he had this feeling, he has to indicate how often he feels it by writing the number (from 1 to 6), where (1) means a few times a year or less, (2) once a month or less, (3) a few times a month, (4) once a week, (5) a few times a week, and (6) indicates every day feeling. An example was given to show how to respond. The inventory has acceptable reliability with an Alpha coefficient of 0.90 for Emotional Exhaustion, 0.72 for Depersonalization and 0.86 for Personal Accomplishment for the current sample.

Previous studies:

All jobs have stressful conditions of some kind, such as heavy workloads, deadlines, and interpersonal conflicts. But workers in certain professions, for example, police work, social work, health care and university staff have added emotional burdens of working continuously in emotionally charged situations that involve feelings of anxiety, fear, embarrassment and hostility (see Schwab *et al.*, 1986). This burden makes the risk of burnout greater in these professions than in most others. The following is a summary of the studies that researchers were able to reach, internationally and locally.

Pohl (1984) conducted an investigation about burnout among heads of Physical Education Departments in Community Colleges in California, he found a significant relationship between the burnout degree and sex, years of experience, administrative job, and age.

In another study by (Hurst, 1990) who found that the degree of burnout was higher in humanity colleges than in science colleges, in a study done on community college in Colorado. These results suggested that interacting with people is more stressing than interacting with machines.

In a study by (Kalui, 1990) in Kenya done on heads of Physical Education Departments, he found that younger people, low experience people and females have a higher burnout degree than others.

It is also found that there is a positive correlation between years of experience and personal achievement as one aspect of burnout among counselors in community colleges (Kelemen, 1991).

In a study by (Ponquinette, 1992) done on college staff of arts, he found that they have low degree of burnout on depersonalization aspect and higher degree of burnout on emotional exhaustion. With respect to personal achievement, it was moderate. He also found a correlation between age and marital status and depersonalization and emotional exhaustion. The study also showed that the staff of Psychology, Political sciences, Social Sciences, and Anthropology was higher on emotional exhaustion than on other departments.

It has also been found that the staff of physical college in the University of Ontario have moderate burnout degree, age, sex and marital status has a significant relation with the emotional exhaustion (Danylchuck, 1993).

In a recent study by Al-Rashdan (1995) aimed to explore the burnout among faculty members of public universities in Jordan, the study found that there is a significant difference of the degree of burnout among university staff related to the public university locations. The highest degree of burnout was among university of Mu'tah staff, then the University of Jordan and Al-Yarmouk University, respectively. It has also been found that the highest burnout degree was among assistant professors, then associate professor, lastly the professors and teaching assistants. The results showed that the highest degree of burnout was among physical education and art staff, and the lowest was among the staff of educational science colleges. The study used a modified version of Maslach Burnout Inventory.

Results:

Means and standard deviations were computed for the two groups and so the full range of scores as recommended by manual (Maslach , Jackson and leiter , 1996), table (2) shows these result.

Table (2) Means and Standard deviation (between brackets) for the two Universities for the three subscales of MBI and so the full range of scores. The demographical factors are also shown. See the text for the abbreviation.

University	EE	DP	PA	Full range of scores
Mu'tah	30.1(11.6)	9.8 (6.0)	32.3 (10.3)	72.2 (15.4)
Amman	14.7 (10.7)	4.4 (4.2)	39.7 (5.6)	58.8 (13.8)
Experience				
1 – 6	28.0 (10.7)	9.2 (5.9)	35.9 (10.1)	73.1 (15.7)
7 – 12	27.4 (13.0)	8.9 (5.6)	32.2 (8.5)	68.6 (15.7)
13 and over	16.1 (13.9)	4.6 (5.4)	37.7 (9.7)	58.4 (13.3)
Marital status				
Married	25.0 (13.8)	7.9(6.1)	35.0 (9.5)	67.9 (16.0)
Single	20.7 (6.4)	7.9 (4.8)	33.4 (11.1)	62.0 (17.6)
Academic Rank				
Prof.	30.1 (17.5)	10.0 (7.9)	28.5 (13.7)	68.6 (14.7)
Associate prof.	23.4 (13.2)	7.3 (5.9)	35.0 (10.8)	65.6 (14.3)
Assistant prof.	24.6 (13.0)	7.7 (5.8)	34.3 (8.6)	66.6 (16.0)
Lecturer	24.3 (12.9)	8.4 (5.3)	39.7 (6.3)	72.4 (18.5)
Degree				
Ph. D	25.0 (13.7)	7.9 (6.2)	33.9 (9.9)	66.8 (15.9)
Master	23.3 (12.4)	8.1 (4.7)	39.7 (6.2)	71.0 (17.0)
Age				
26 – 36	25.5 (12.8)	8.3 (5.9)	36.5 (9.0)	70.3 (18.7)
37 – 47	28.8 (12.5)	9.2 (5.8)	32.1 (9.4)	70.1 (15.6)
48 and over	18.4 (13.1)	5.8 (5.9)	37.7 (9.3)	62.0 (13.6)

With respect to the differences between the two universities' academic staff in the full range of score, one way analysis of variance (ANOVA) showed that there is a significant difference between the two universities [$F_{1,364} = 68,3$ $P= 0.001$]. Mutah staff has a higher degree of burnout as it can be seen in table (2). Also, the differences between the two universities'

academic staff on the three subscales were significant using multivariate analysis (MANOVA) [$F = 56,7, \alpha = .000$] Wilks' Lambda test. Mutah university staff has a higher score in Emotional Exhaustion (EE), Depersonalization (DP) and lower score in Personal Accomplishment (PA) than Amman National University staff.

With respect to the demographical factors the results were as follows:

- 1- Experience: ANOVA showed significant differences between the three categories of the experience on the full range of scores [$F_{2,363} = 25.6, P = .001$]. The differences between the experience category (1-6 years) and (7-12 years) and (13 –and over) were significant according to Scheffe test. The category (1-6) has a higher score, then the category (7-12) and last (13 and over). Also, MANOVA showed that there are significant differences between the three categories of the experience [$f = 12.7, p = 0.001$] according to Wilks' Lambda test. The Post-Hock Scheffe test showed that the differences between the three categories of the experience were significant. All the differences between the three categories of experience on emotional exhaustion were significant except between the category (1-6 year) and the category (7-12). The same pattern of results goes for the DP. With respect to personal accomplishment scores, only the difference between the experience categories (1-6) and (13 and over) were not significant according to Scheffe test.
- 2- Marital status: ANOVA showed no significant differences between married staff and single staff on the full range of scores [$F_{1,364} = 2.9, p = 0.087$]. MANOVA showed no significant differences between married and single staff on emotional exhaustion, depersonalization and personal accomplishment [$F = 1.9, p = 0.114$] Wilks' Lambda test.
- 3- Academic rank: The differences between the four academic ranks (professor, associate professor, assistant professor and lecturer) on the full range of scores were not significant [$F_{3,362} = 2.5, p = .058$] using ANOVA. However, MANOVA showed significant differences between the academic rank and the three subscales of the MBI [$F = 4.5, p = 0.000$] Wilks' Lambda test. The post-hock Scheffe test showed no significant differences between the academic rank and emotional exhaustion and depersonalization: However, Scheffe test showed a significant difference between the academic rank and personal accomplishment. The

differences were between the professor and lecturer and the other three academic ranks, and between associate and lecturer and finally between assistant and lecturer, but there is no significant difference between associate and assistant professor. The order of personal accomplishment scores were lecturer, associate, assistant then professor.

- 4- Degree: One way analysis of variance (ANOVA) showed no significant differences between the full range of scores and the degree; Ph.D and Master [$F_{1,364} = 3.44, p = .064$]. However, MANOVA showed significant differences between the staff degree and the three subscales of MBI [$F = 8.2, p = 0.000$] Hotelling's Trace test. As it can be seen from the means, Ph.D holders have higher score on the emotional exhaustion and lower scores on the depersonalization and personal accomplishment.
- 5- Age: ANOVA showed significant differences between the three categories of age and the full range of score [$F_{2,363} = 10.89, P = 0.000$]. Scheffe test showed that the differences between three categories of age were significant except the differences between (37-47) and (26-36). The age group (48 and over) has the lowest score, whereas the other two groups have the highest score. Relatedly, MANOVA showed significant differences between the three categories of age and the three subscales of the MBI [$F = 9.4, P = 0.000$] Wilks' Lambda test. Post-hock test Scheffe showed that the differences between the three age groups were significant except between group (26-36) and group (37-47) on the emotional exhaustion subscale. The same pattern of Scheffe test result goes for the Depersonalization subscale. With respect to personal accomplishment subscale, Scheffe test showed that the differences between the three age groups were significant, except between the age group (26-36) and (48 and over).

Discussion:

The results showed that Mutah university academic staff members have higher degree of burnout than Amman National University Academic staff, which means the academic staff of the public university experienced more burnout than the academic staff of private university. Also, Mutah academic staff members have higher degree of emotional exhaustion and depersonalization and lower degree of personal accomplishment. According to the test manual, this means that Mutah academic staff members have little concern and less sympathy towards their students, and have negative attitudes towards them. The lower score on personal accomplishment means that Mutah academic staff evaluate, themselves negatively and that they

achieve less from their work (see Maslach, Jackson and Leiter, 1996, p. 9). The overall result can be interpreted as that Mutah academic staff members have higher work load, have insufficient rewards, do not participate in decisions related to them, and may suffer from lack of fairness, as these factors lead to more burnout. This interpretation has been documented through some researchers (see Shoqeirah, Hawamdeh and Kassasbeh). Also, Maslach (1987) concluded, from different studies on burnout experience, that job hazards can lead to; less enthusiasm about work, create negative attitudes towards clients and oneself, more psychological and physical illness, breakdown of trust, and less ability to scientific work.

Other factors may include that Mutah University is far away from the capital and other academic centers. Whereas Amman National University is located near to the capital and all other academic centers, that enable the academic staff to contact easily other academic centers.

This result, which indicated that Mutah academic staff members have higher burnout, has also been indicated when compared with other public universities (Al-Rashdan, 1990). On the other hand, comparing the means of Mutah academic staff with those of American normative sample, the emotional exhaustion and the depersonalization of Mutah academic staff was higher than those of the normative data, and the personal accomplishment was lower for the Mutah academic staff than in the normative data (Maslach, Jackson and Lieter, 1996, p.8). Whereas Amman academic staff has lower emotional exhaustion and depersonalization and higher personal accomplishment. This indicates that Mutah academic staff has higher score on emotional exhaustion and depersonalization and lower score in personal accomplishment than the American normative data and Amman National University academic staff. All these, indicate that Mutah academic staff experienced more burnout.

The results showed, with respect to the full range of scores, that the category of experience (1-6 years) has higher score and then the category (7-12 years) and last the category (13 years and over). This result was supported also by Pohl (1984) and Kalui (1990) who found a relation between experience and burnout degree. This could be explained by; that the less experienced academic staff has the more burnout they experience. This may be because this category has so many job demands and more responsibilities to meet, and have to adapt to the university environment and regulations. Whereas the other categories have less burnout, may be because

that they are somehow more adapted to the job environment. This result is consistent with the results of other studies, that found that there is a relationship between experience and burnout (Singer, 1986). This experience category (1-6 years) has also higher emotional exhaustion than the other two categories. The category (13 years and over) has the lowest emotional exhaustion and depersonalization. This means that academic staff in the first category is suffering more emotional exhaustion, so they have little concern and sympathy towards their students, and they have negative attitudes towards their students compared to the third category of experience as indicated by their higher score on depersonalization. This result is congruenced with other results of Adams study (Adams, 1988). However, the third category of experience has less emotional exhaustion and depersonalization and higher personal accomplishment. This could be explained by that this category with more experience, is more adapted to the university environment and its regulations and that they have achieved more through their work, and they have positive attitudes towards their students and evaluated themselves positively. The results showed that the more experienced the academic staff the more they have personal accomplishment, which is supported by the findings of Kelemen (1991) and Russell *et al.*, (1987).

The overall results showed that there were no significant differences between married and single academic staff members on the full range of scores and on the three subscales of the MBI. Although, married academic staff members have higher emotional exhaustion score than single academic staff members. These results are different from other findings, which found positive relation between married and single academic staff in depersonalization and emotional exhaustion (Ponquinette, 1992, Maslach and Jackson, 1985). Married academic staff experience less emotional exhaustion than single academic staff. However, these results are consistent with results of Gaines and Jarmier (1983) which found no relation between married and single academic staff and any burnout components.

With respect to the academic rank, there were no significant differences between them on the full range of scores. Also, there were no significant differences between academic rank on emotional exhaustion and depersonalization. But there were significant differences between the academic rank and personal accomplishment. The lecturers have more personal accomplishment, which means that they achieve much from their job. Professors feel that they achieve less from their job, and the associate

professor and assistant professor achieve the same from their job, but higher than the professor and lower than the lecturer. This could mean that although professors have achieved a lot but they feel that they are not satisfied from what their achievements, and also may be because they have more responsibilities than others. Whereas lecturers may feel that they achieve something by teaching at the university, and also they may have higher motivation towards work. Other studies found that assistant professors higher burnout degree than associate professors, professor and lecturer (Al-Rashdan, 1990).

The results showed that there were no significant differences between Ph.D holders and Master holders on the full range of scores. This result is consistent with findings of other studies that there is no relationship between burnout and qualifications (Adams, 1988). However, Ph.D holders have more emotional exhaustion than Master holders, and lower depersonalization and personal accomplishment. Accordingly, the Ph.D holders have negative attitudes towards their students and feel that they have less sympathy and concern towards them, in the same time they feel that they achieve less from their job, but they still treat their students as humans as indicated by their lower score in depersonalization.

With respect to age, the results showed that the three age groups were different on the full range of scores. The age groups (26-36 years) and (37-47 years) have the highest score, which means that these two groups experienced more burnout. Whereas the age group (48 years and over) experienced less burnout. This, however, is supported by studies, which found that younger academic staff has experienced more burnout (Danylchuk, 1993; Pohl, 1984, Maslach and Jackson, 1985). The age group (37-47 years) has the highest score on emotional exhaustion, then the age group (26-36 years), and the age group (48 years and over) has the lowest on emotional exhaustion. The same results were found with respect to DP. Also, the age groups (48 years and over) has the lowest score on personal accomplishment, then the age groups (26-36 years) and (37-47 years) which have the same results. It can be noticed that the age group (48 years and over) has experienced less burnout because they have less emotional exhaustion and depersonalization and higher personal accomplishment. This in part is supported by previous studies which found positive relationship between age and burnout (Danylchuck, 1993). However, inconsistent with other results, which found positive relation between age and

depersonalization and emotional exhaustion (Ponququette, 1992; Gold, 1985), younger academic staff experienced emotional exhaustion and depersonalization more than older academic staff.

Recommendations:

One possible application of these findings lies in aiming at intervention programs to academic staff members who are at risk of burnout. It is important for the university administration to take an action to solve problems that lead to burnout, such as lack of fairness, insufficient rewards, work overload and so on. An important area of future research concerning designing and carefully evaluating the effect of social support, coping, and self-esteem in addition to intervention programs.

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