

## Unveiling Burnout: How Psychological Well-Being and Quality of Life Shape Female Lecturers' Resilience

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### ABSTRACT

Female lecturers are more vulnerable to burnout due to biological and emotional factors, as well as the dual roles they often manage. Psychological well-being (PWB) and quality of life (QOL) are critical factors that can influence the occurrence of burnout. This research aims to determine the relationship between PWB and QOL with the level of burnout syndrome among female lecturers at University of Bengkulu. This study employed an observational cross-sectional design, consisted of 86 female lecturers at the University of Bengkulu selected through stratified random sampling. The variables were assessed by using Ryff's Psychological Well-Being Scale, WHOQOL-BREF questionnaire, and Maslach Burnout Inventory Educators Survey. Data were analyzed using univariate, bivariate and multivariate analysis. The results showed that the majority of respondents were aged 36-45 years (34.9%), married (83.7%), and held a Master's degree (68.6%), have a high PWB level (86%) with good QOL (58.1%) and have a mild burnout syndrome (91.9%). The Pearson chi-square test analysis results show  $p = 0.0001$  ( $p \leq 0.05$ ) for both PWB and QOL. From the multiple linear regression analysis, it was found that both the PWB and QOL variables have a negative and significant effect on burnout syndrome among female lecturers. Each increase both PWB and QOL will reduces burnout by 0.255 (PWB) and 0.829 (QOL). With appropriate interventions, it is hoped that a healthier and more productive work environment can be created, supporting professional development and the emotional well-being of educators, especially with female lecturers.

**Keywords:** burnout syndrome, female, lecturer, psychological well-being, quality of life

Burnout syndrome has been identified as one of the greatest occupational hazards of the 21st century, with its prevalence increasing across various sectors, including higher education. According to the World Health Organization (WHO), burnout syndrome is the result of chronic workplace stress that has not been successfully managed, and it has now been included in the revised 11th International Classification of Diseases (ICD-11) as a syndrome requiring serious attention.<sup>1</sup> In the education sector, which is known for its high levels

of burnout syndrome, one study showed that nearly half a million educators in the United States left the profession due to excessive pressure.<sup>2</sup> In Indonesia, a study found that about 30.27% of 80,000 educators experience severe work-related stress.<sup>3</sup>

In the last two decades, the number of university students has increased significantly, driving competition among universities to attract prospective students. The pressure to provide high-quality teaching, manage complex administrative workloads, and meet higher research publication standards has made educators more vulnerable to burnout syndrome.<sup>4</sup> Research by Redondo-Flórez et al. (2020) shows that female lecturers are more prone to burnout compared to male lecturers. Biological, psychological, and social factors, including the dual roles of being both professionals and household managers, are the main triggers of burnout syndrome.<sup>5</sup>

Mental exhaustion, the main characteristic of burnout syndrome, can be influenced by psychological well-being. Individuals with good

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psychological well-being tend to cope with pressure better and view stress as an opportunity for growth, while those with poor well-being are more susceptible to prolonged stress.<sup>6</sup> Several studies, such as that by Suárez Martel (2021), show a significant negative correlation between psychological well-being and burnout syndrome<sup>7</sup>, although different results were found in a study in the Philippines.<sup>8</sup>

Quality of Life (QoL) is a concept that refers to the subjective and objective evaluation of life aspects that support individual happiness.<sup>9</sup> Psychological well-being is considered an important indicator of QoL, contributing to an individual's mental, emotional, and physical health and playing a role in preventing burnout syndrome.<sup>10</sup> Research shows that improving QoL can enhance individual performance and help them manage stress more effectively.<sup>11</sup>

Given the alarming trend of burnout syndrome among lecturers, this study aims to identify and understand the level of burnout syndrome in female lecturers at the University of Bengkulu and analyze the relationship between psychological well-being and quality of life as factors influencing the emergence of burnout syndrome. A better understanding of these factors is expected to provide useful insights for the development of more effective prevention and intervention strategies in educational environments.

## METHODS

This study employs an observational method with a cross-sectional study design to explore the relationship between psychological well-being, quality of life, and the level of burnout syndrome among female lecturers at the University of Bengkulu. The sample consists of female lecturers who are actively registered in eight faculties at the University of Bengkulu, selected based on predetermined inclusion and exclusion criteria. Inclusion criteria: permanent lecturers who have been teaching for at least one year at the University of Bengkulu, aged between 25-65 years, actively teaching. Exclusion criteria: Leave for more than one month before completing the questionnaire; currently on leave or study leave; receiving psychiatric treatment or taking antidepressants.

Sampling was conducted using a stratified random sampling technique. The assessment of psychological well-being utilized the Ryff's Psychological Well-Being Scale (PGWB), which has been tested for validity and reliability using SPSS 29, with a calculated r-value ranging from 0.418 to 0.836 and a Cronbach's alpha of 0.957. Quality of life was measured with the WHOQOL-BREF, which also demonstrated validity and reliability, with r-values ranging from 0.421 to 0.832 and a Cronbach's alpha of 0.946. Burnout syndrome was assessed using the Maslach Burnout Inventory Educators Survey (MBI-ES), which showed r-values between 0.428 and 0.780, with a Cronbach's alpha of 0.915.

For data analysis, univariate will give the description of respondent characteristics, frequency distribution, percentages, means, and standard deviations; for bivariate analysis using a Pearson chi-square test to examine the relationship between psychological well-being, quality of life, and burnout syndrome and for the multivariate analysis using multiple linear regression to analyze the impact of psychological well-being and quality of life on burnout syndrome.

This study obtained ethical clearance from Medical and Health Research Ethics Committee, Faculty of Medicine and Health Science, University of Bengkulu number 162/UN30.14.9/LT/2023.

## RESULTS

The research sample consisted of female lecturers actively registered in 8 faculties at Universitas Bengkulu who met the inclusion and exclusion criteria. A comprehensive data collection was conducted on female lecturers at Universitas Bengkulu who met the inclusion criteria, followed by the selection of samples based on this data. The sampling technique used in this study is stratified random sampling. This technique is carried out by grouping the samples based on faculties, consists of Faculty of Law (8), Faculty of Economics and Business (9), Faculty of Social and Political Sciences (6), Faculty of Teacher Training and Education (21), Faculty of Mathematics and Natural Sciences (17), Faculty of Agriculture (15), Faculty of Engineering (6), Faculty of Medicine and Health Sciences (7). This study involved 86 female lecturers at the University of Bengkulu to explore the relationship

between psychological well-being, quality of life, and burnout syndrome levels. The results showed that the majority of respondents were in the high category for psychological well-being, with 74 respondents (86%) demonstrating good well-being. The dominant age group was late adulthood (36–45 years), and most respondents were married (83.7%) and held a Master's degree (68.6%).

Further analysis revealed that 88.5% of respondents in early adulthood had high psychological well-being. Marital status and education level showed similar results, with married respondents and

those with Master's and Doctoral degrees having a high percentage in this category.

Analysis using the Pearson chi-square test showed a significant relationship between psychological well-being and burnout syndrome, with  $p = 0.0001$  ( $p \leq 0.05$ ). The same result was found between quality of life and burnout syndrome, also with  $p = 0.0001$  ( $p \leq 0.05$ ). These findings underscore the importance of psychological well-being and quality of life in influencing burnout syndrome levels among female lecturers, highlighting the need for interventions that support mental health and quality of life in academic settings.

Table 1. Characteristics Respondents

	Characteristics	n (%)
Age	25-35 years	26 (30.2)
	36-45 years	30 (34.9)
	46-55 years	19 (22.1)
	56-65 years	11 (12.8)
Marital status	Married	72 (83.7)
	Unmarried	14 (16.3)
Educational background	Master's degree (S2)	59 (68.6)
	Doctoral's degree (S3)	27 (31.4)
Faculty	Faculty of Teacher Training and Education (FKIP)	21 (24.4)
	Faculty of Agriculture (FAPERTA)	15 (17.4)
	Faculty of Engineering (FT)	6 (7.0)
	Faculty of Social and Political Sciences (FISIP)	6 (7.0)
	Faculty of Law (FH)	5 (5.8)
	Faculty of Medicine and Health Sciences (FKIK)	7 (8.1)
	Faculty of Economics and Business (FEB)	9 (10.5)
	Faculty of Mathematics and Natural Sciences (FMIPA)	17 (19.8)

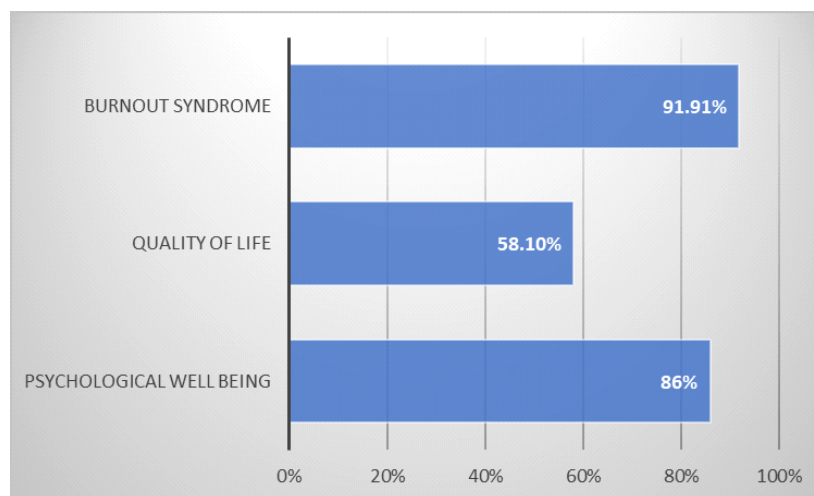


Fig 1. Frequency Distribution of Psychological Well-Being, Quality of Life, and Burnout Syndrome Levels Among Respondents

For bivariate analysis using a Pearson chi-square test to examine the relationship between psychological well-being, quality of life, with burnout syndrome can be seen at Table 2a and 2b below.

Table 2a. Correlation Test between Psychological Well-Being and Burnout Syndrome Levels Respondents

Psychological Well-Being	Burnout Syndrome								Total		P value
	No		Mild		Moderate		Severe				
	N	%	N	%	N	%	N	%	N	%	
High	1	1,4%	72	97,3%	1	1,4%	0	0%	74	100%	0.0001
Moderate	1	9,1%	7	63,6%	3	27,3%	0	0%	11	100%	
Low	0	0%	0	0%	0	0%	1	100%	1	100%	
Total	2	2,3%	79	91,9%	4	4,7%	1	1,2%	86	100%	

The Pearson chi-square test analysis results show  $p = 0.0001$  ( $p \leq 0.05$ ), indicating a significant relationship between levels of psychological well-being and burnout syndrome among respondents.

Table 2b. Correlation Test between Quality of Life and Burnout Syndrome Levels Respondents

Quality of Life	Burnout Syndrome								Total	P value
	No		Mild		Moderate		Severe			
	N	%	N	%	N	%	N	%	N	
Very Good	2	6,5%	29	93,5%	0	0%	0	0%	31	100%
Good	0	0%	48	96%	2	4%	0	0%	50	100%
Moderate	0	0%	2	50%	2	50%	0	0%	4	100%
Poor	0	0%	0	0%	0	0%	1	100%	1	100%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0%
Total	2	2,3%	79	91,9%	4	4,7%	1	1,2%	86	100%

The Pearson chi-square test analysis results show  $p = 0.0001$  ( $p \leq 0.05$ ), indicating a significant relationship between levels of quality of life and burnout syndrome among respondents. For the multivariate analysis using multiple linear regression to analyze the impact of psychological well-being and quality of life on burnout syndrome that can be seen in Table 3 below.

Table 3. The Relationship Between Psychological Well-Being and Quality of Life with Burnout Syndrome

Variable	Regression Coefficient	T Value	T tabel	Significance (p-value)	Conclusion
Constant	138.884	-	-	-	-
Psychological Well-Being	-0.255	-3.648	-1.988	0.000	Significant, partial effect
Quality of Life	-0.829	-8.030	-1.988	0.000	Significant, partial effect

From the results of the multiple linear regression analysis, it was found that both the Psychological Well-Being and Quality of Life variables have a negative and significant effect on Burnout Syndrome among female lecturers. Each increase in Psychological Well-Being reduces Burnout by 0.255, while an increase in Quality of Life decreases Burnout by 0.829.

## DISCUSSION

The results of this study indicate a significant relationship between the levels of psychological well-being and burnout syndrome among female lecturers at the University of Bengkulu, with a p-value of 0.0001 ( $p \leq 0.05$ ). These findings are consistent with previous<sup>8</sup>, which suggests that teaching staff with high levels of emotional regulation and psychological well-being experience less burnout. This indicates that psychological well-being plays an important role in reducing the risk of burnout, particularly in the context of often demanding work environments.

Of the 86 respondents, one individual with low psychological well-being also showed a severe level of burnout syndrome, illustrating that individuals with poor psychological well-being are more vulnerable to emotional exhaustion and work-related stress. Good adjustment to the work environment can help lecturers cope with existing challenges, including academic and personal demands that often involve multitasking.

The ability to adapt to the environment and job demands, along with increased social interaction among lecturers, also proves to contribute positively to psychological well-being. Through activities outside of working hours, lecturers can build better relationships, which in turn refresh their minds and reduce stress. Aspects of self-acceptance and personal growth also play a crucial role in mitigating burnout. Lecturers with high self-acceptance tend to feel valuable and possess strong self-confidence, which is important for completing tasks. Conversely, individuals with low personal growth often struggle to face academic challenges, which can exacerbate symptoms of burnout.<sup>12</sup>

The research findings also indicate a significant relationship between quality of life and burnout



syndrome, with a p-value of 0.0001 ( $p \leq 0.05$ ). The lower the quality of life experienced by an individual, the more severe the level of burnout they face. Good quality of life can enhance an individual's positive performance in coping with stress, thereby helping to manage pressure more effectively. The lower the quality of life experienced by an individual, the more severe the level of burnout they face. This finding aligns with Sugara's (2020) research, which emphasizes that good quality of life contributes to the reduction of burnout.<sup>11</sup>

Quality of life encompasses various dimensions, such as physical health, psychological well-being, environment, and social relationships, all of which influence emotional exhaustion levels. Research by Vachon et al. (2019) reveals that emotional exhaustion shows a strong negative association with quality of life.<sup>13</sup> When individuals feel emotionally drained, they tend to have a negative view of themselves, ultimately diminishing their life satisfaction.<sup>14</sup>

Furthermore, good quality of life can enhance positive individual performance in facing stress, helping them manage pressure more effectively.<sup>11</sup> By understanding that psychological well-being and quality of life influence each other, educational institutions can design more effective support programs to improve lecturers' well-being, which, in turn, can reduce the risk of burnout. Psychological well-being is also considered an indicator of an individual's quality of life, which is an important concept due to its contribution to mental, emotional, cognitive, and physical health. It is related to structures that involve emotional processes, which are connected to the prevention of burnout syndrome.<sup>15</sup> The multiple linear regression analysis to examine the relationship between psychological well-being and quality of life with the level of burnout syndrome among female lecturers at the University of Bengkulu showed a significance of  $<0.005$ . This indicates a relationship between psychological well-being and quality of life simultaneously with the level of burnout syndrome among female lecturers at the University of Bengkulu. This suggests that the higher the levels of psychological well-being and quality of life, the lower the level of burnout syndrome experienced by the lecturers.

The study includes a criterion that participants must have been teaching for at least one year at

the University of Bengkulu, which ensures that all respondents have sufficient experience to provide reliable data regarding burnout, psychological well-being, and quality of life. However, the length of time as a lecturer was not specifically analyzed as a variable in this study because the inclusion criterion itself ensures that all participants have at least one year of teaching experience, which may be seen as an adequate baseline. By setting this minimum threshold, the study aims to control for the possible confounding effects of inexperience, focusing on female lecturers who have had enough time to experience the stresses and demands of their role. The researchers might have assumed that this one-year minimum teaching experience would suffice for the respondents to exhibit a stable and comparable level of burnout, PWB, and QOL. Furthermore, the variables of PWB and QOL could be more directly tied to psychological and emotional factors that impact burnout, rather than the length of teaching experience itself.

The results of this study show a significant negative relationship between Psychological Well-Being and Quality of Life with Burnout Syndrome among female lecturers. In other words, the higher the levels of psychological well-being and quality of life, the lower the level of burnout experienced. Overall, the results of this study underscore the importance of managing psychological well-being and quality of life as strategies to prevent burnout syndrome among female lecturers. With appropriate interventions, it is hoped that a healthier and more productive work environment can be created, supporting the professional development and emotional well-being of lecturers.

## CONCLUSION

The importance of managing psychological well-being and quality of life as a strategy to prevent burnout syndrome among female faculty is crucial. With appropriate interventions, it is hoped that a healthier and more productive work environment can be created, supporting professional development and the emotional well-being of educators.

## Funds

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