

BURNOUT AMONG MUSLIM LECTURER IN MALAYSIA: SINGLE OR MARRIED BETTER?

Wan Nur Ainna Waheda Rozali¹
Ainuddin Kamaruddin¹
Nur Yani Che Hussin¹
Raja Nurul Hafizah Raja Ismail ¹

¹Faculty of Islamic Studies, Universiti Islam Pahang Sultan Ahmad Shah, Kuantan Pahang (UnIPSAS)
Corresponding Author: ainawaheda@gmail.com

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Abstract: *In January 2020, a new coronavirus epidemic began in Wuhan, China, and now is spreading globally as a pandemic in March 2020. To date, about 123,498 million cases have been reported worldwide and about 2.71 million deaths were reported. This newly discovered pandemic has majorly impacted many things such as education, the economy, and others. Because of this, academicians to be affected. Through a survey conducted online in the state of Pahang, Malaysia, this study aims to examine the level of burnout among Muslim lecturers based on marital status in Malaysia. The research used an online questionnaire administered to Muslim lecturers, specifically the Maslach Burnout Inventory in its Bahasa Melayu form. The survey was completed by 303 respondents (N=303) from public and private higher education institutions around the country. The result of the study showed that 49% of the respondents reported having moderate emotional exhaustion, whereas just 19% reported having low emotional exhaustion. In terms of depersonalization, 34% of respondents reported low levels, 52% reported moderate levels, and 14% of Muslim lecturers reported high levels. Next, based on marital status, 79% of married lecturers are at a high level compared to only 18% of single lecturers and 3% of widow or widower lecturers. In the depersonalization subscale, 79% of married lecturers are at a high level, while 17% of single lecturers are at moderate level and 3% of widow or widower lecturers are at low level. As for the third subscale in the Maslach Burnout Inventory, which is personal accomplishment, the data shows that 16% of single lecturers and 4% of widow or widower lecturers at a high level of reduced personal accomplishment. Meanwhile, the majority of married lecturers, around 81%, are found to be at a low level in terms of personal accomplishment. Hence, this study is anticipated to assist relevant authorities in planning interventions to address burnout among lecturers.*

Keywords: *Burnout, COVID-19, online learning, lecturer, muslim, Malaysia*

Introduction

Malaysia has been severely impacted by the COVID-19 epidemic, which is also affecting other countries as it spreads over the world. The majority of individuals infected with COVID-19, also known as the coronavirus, will experience mild to moderate respiratory symptoms as a result of this recently found coronavirus (WHO, 2019). The global Covid-19 pandemic has interfered with everyday human activities, like as personal instruction in educational institutions. The Malaysian government responded by ordering educational institutions to switch to online instruction by June 2020. This highlighted how important it is for lecturers, teachers, and students to become proficient in the online learning environment (Ghani et al., 2022). As we can see, a lot of people are beginning to have health issues as a result of the pandemic, particularly those working in educational settings like teachers and lecturers who have fast shifted to remote teaching and other tech-related jobs (Sipeki et al., 2022; Sokal et al., 2020).

There has been a quick pedagogical movement from traditional to online class sessions, face-to-face to virtual instruction, and webinars to seminars because social separation is crucial at this point to preserve all communities. The pandemic's effects have ushered in a period of profound technical change, with the global higher education system becoming more digitally advanced (Krishnamurthy, 2020). This phase of digital transformation gives lecturers the opportunity to grow professionally, improve their knowledge in new areas, and strike a healthy work-life balance. Online learning improves student-centeredness by allowing lecturers to adapt their instruction to the needs of their students and providing flexibility in terms of time and location for all involved. It also provides a safe way to prevent the community spread of COVID-19 without requiring face-to-face interaction (Dhawan, 2020; Sun & Chen, 2016). Studies examining the effects of COVID-19 on the welfare of lecturers have noted that disruptions in educational settings can have an impact on the quality of education provided by the university and have psychological effects for students as a whole. During the pandemic, lecturers frequently experience an increase in mental health issues such anxiety, burnout, and stress, which might lower their motivation for their work (Idris et al., 2021; Sipeki et al., 2022).

Burnout is a phenomenon that results from ongoing professional stress and has three interrelated components: diminished personal accomplishment, depersonalization, and emotional weariness (Maslach et al., 2001). A study by Mohamed et al., al (2020) found that academicians suffer from higher levels of psychological stress and burnout than non-academic employees. According to published research, marital status during prior epidemics was linked to distress and burnout (Badahdah et al., 2020; Miguel et al., 2021). Nonetheless, there is conflicting evidence in the literature about how marital status affected suffering during the COVID-19 pandemic. While some research revealed no significant connection, others argued that married status was associated with worry for family members due to distress and burnout (Fu et al., 2020; Pérez-Luño et al., 2022). Findings by Serralta et al., (2020) showed that having someone listen as spouse has a larger protective effect on the mental health of both men and women, even though getting assistance with household tasks is similarly useful. For instance, according to research by Badahdah et al., (2020), psychological distress indicators including anxiety and perceived distress were not associated with married status as a risk factor. The objectives of this study are to:

- a) Identify the level of burnout among Muslim lecturers in Malaysia in terms of emotional exhaustion, depersonalization and reduced personal accomplishment.
- b) Identify the level of burnout among Muslim lecturers in Malaysia in terms of emotional exhaustion, depersonalization and reduced personal accomplishment based on their marital

status.

Methodology

A survey comprising 303 Muslim lecturers working in Malaysian higher education institutions was carried out utilising a questionnaire instrument. Part A and Part B of the online survey were administered through the use of Google Forms. Demographic information such as gender, age, state, degree of education, teaching experience, and kind of school was included in Part A. The Maslach Burnout Inventory, which had 22 items and was divided down into three subsections (i) emotional exhaustion, ii) depersonalization, and iii) reduced personal accomplishment, was found in Part B. The procedure of gathering the data took around two months. Based on score readings as described by Maslach (1996) in the following table, the data were divided into three levels: low, moderate, and high, to evaluate the respondents' degrees of emotional exhaustion, depersonalization, and reduced personal accomplishment:

Table 1: Level of subsections in Maslach Burnout Inventory

Level	Low	Moderate	High
Emotional Exhaustion	0 to 16	17 to 26	27 above
Depersonalization	0 to 8	9 to 13	14 above
Reduced Personal Accomplishment	37 above	31 to 36	0 to 30

Findings

The percentages of depersonalization, emotional exhaustion, and personal accomplishments among Muslim lecturer in Malaysia during the COVID-19 pandemic are shown in Table 2. First, according to the data, 32% of all respondents reported feeling extremely emotionally exhausted. According to Maslach's (1996) burnout subscale scores, 49% of the respondents reported having moderate emotional exhaustion, whereas just 19% reported having low emotional exhaustion. In terms of depersonalization, 34% of respondents reported low levels, 52% reported moderate levels, and 14% of Muslim lecturer reported high levels. In terms of the subscale measuring personal accomplishment, a mere 1% of participants went into the high personal accomplishment category, while approximately 20% fell into the moderate category. The majority of Muslim lecturers, or 79% of them, were found to be at a low level.

Table 2: Percentage of Emotional Exhaustion, Depersonalization, and Personal Accomplishment among Muslim Lecturer during the COVID-19 Pandemic in Malaysia.

	Emotional Exhaustion (%)	Depersonalization (%)	Personal Accomplishment (%)
High	19	34	1
Moderate	49	52	20
Low	32	14	79

Table 3 below shows the percentage of emotional exhaustion, depersonalization, and personal accomplishment among Muslim lecturer during the COVID-19 pandemic in Malaysia based on marital status. Data from the survey indicates that, in terms of emotional exhaustion, 79% of married lecturers are at a high level compared to only 18% of single lecturers and 3% of widow or widower lecturers. In the depersonalization subscale, 79% of married lecturers are at a high level, while 17% of single lecturers are at moderate level and 3% of widow or widower lecturers are at low level. As for the third subscale in the Maslach Burnout Inventory, which is personal accomplishment, the data shows that 16% of single lecturers and 4% of widow or widower

lecturers at a high level of reduced personal accomplishment. Meanwhile, the majority of married lecturers, around 81%, are found to be at a low level in terms of personal accomplishment.

Table 3: Percentage of Emotional Exhaustion, Depersonalization, and Personal Accomplishment among Muslim Lecturer Based on Marital Status during the COVID-19 Pandemic in Malaysia.

Marital Status	Emotional Exhaustion (%)	Depersonalization (%)	Personal Accomplishment (%)
Single	18	17	16
Married	79	79	81
Widow/Widower	3	3	4

Discussion And Conclusion

From the above data, descriptive analysis shows that level of burnout in terms emotional exhaustion, depersonalization and reduced of personal accomplishment among Muslim lecturer in Malaysia during COVID-19 pandemic was quite severe and should not be taken lightly. This is because of education changes from face to face to online learning that happens during the outbreak of COVID-19 that affected around the globe and resulted in retrenchment and so on. Most of married lecturers have high level of burnout in terms of emotional exhaustion and depersonalization that other status. Due to this scenario, the spouses will feel exhausted and fatigue due to working excessively and facing social pressures that they are not able to keep up or cope with. Exhaustion will turn into burnout due to facing such pressures constantly and failing to fulfill the emotional requirements associated with them. When the spouses experience burnout, they will experience difficulty in dealing with others at work and home (Alsawalqa, 2019). In the term of personal accomplishment, single and widow or widower lecturers have a high level of reduced personal accomplishment. In the context of work or a professional setting, reduced personal accomplishment refers to a person's feeling of job-related fulfilment or achievement that has decreased. A person may notice a decrease in their perceived ability and effectiveness at work when they have less personal accomplishment. This may show up as a reduced feeling of accomplishment or unhappiness despite their best efforts. It could cause one to feel inadequate, frustrated, or disconnected from their work responsibilities (Bakker & Demerouti, 2017; Demerouti et al., 2004; Döbler et al., 2022).

It is suggested that future studies should focus more on treatments rather than just questionnaires. This strategy would help to resolve the highlighted problem in an effective way. The frequency of burnout shows relationships with stress or depression, with variations in their correlates, particularly with considering marital status. Thorough investigation of these differences is necessary to enable the development of improved intervention plans and focused support services for this particular population. To sum up, the information obtained from this study highlights how important it is to create a strong psychological support network for Malaysians, with a focus on the education sector, especially for lecturers.

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