

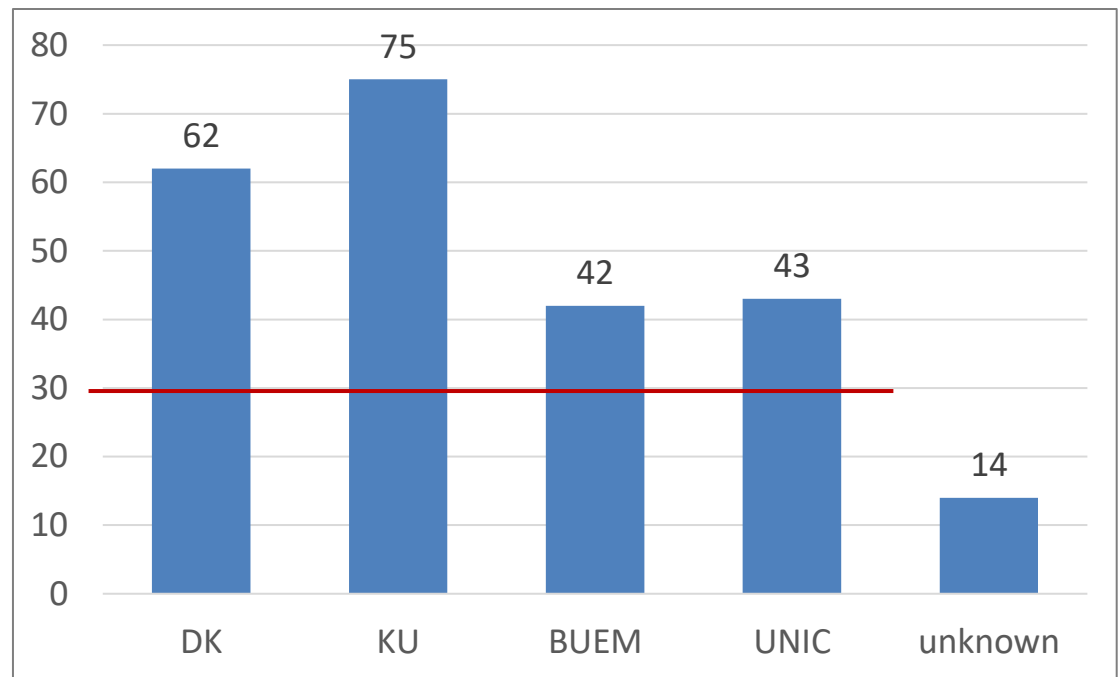
Anti-burnout puzzle for academics

Summary of primary research – questionnaire survey

Sample size

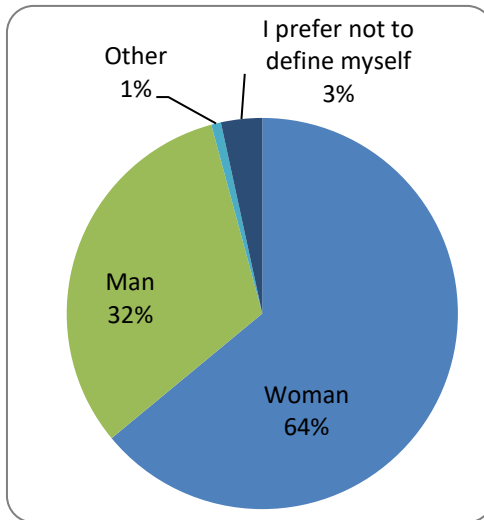
Sample size – planned: 120 (4x30)

Sample size – realized: 236 

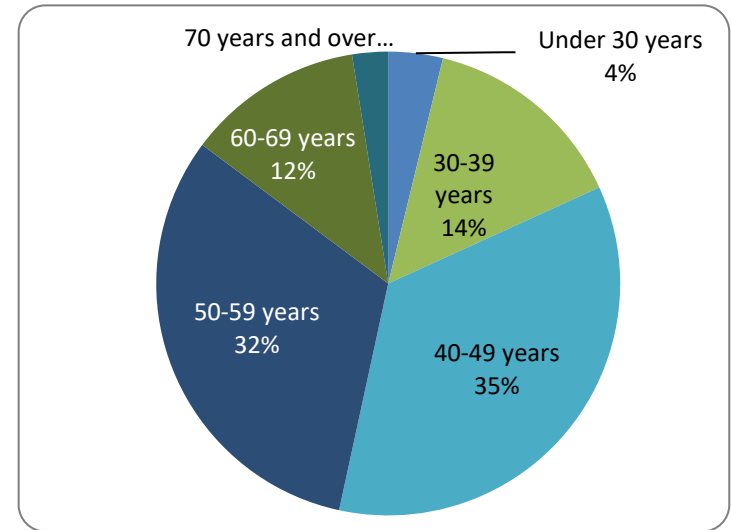


Demographic characteristics

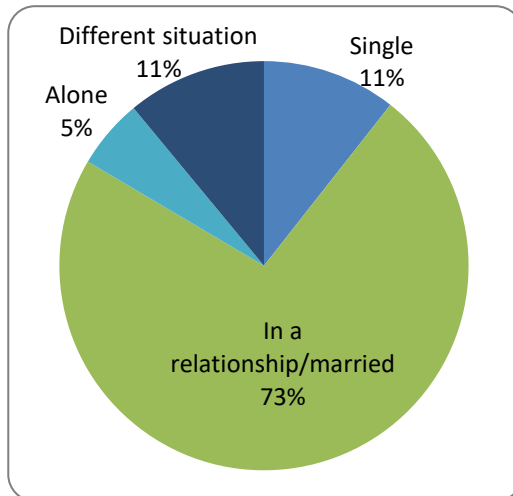
Gender



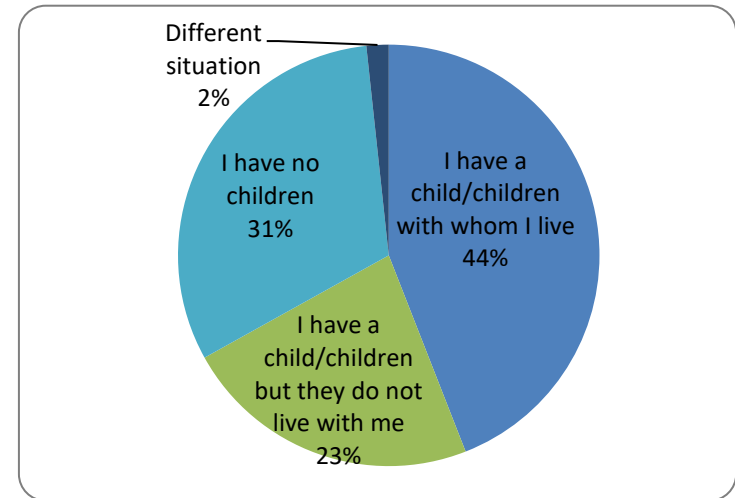
Age group



Family status

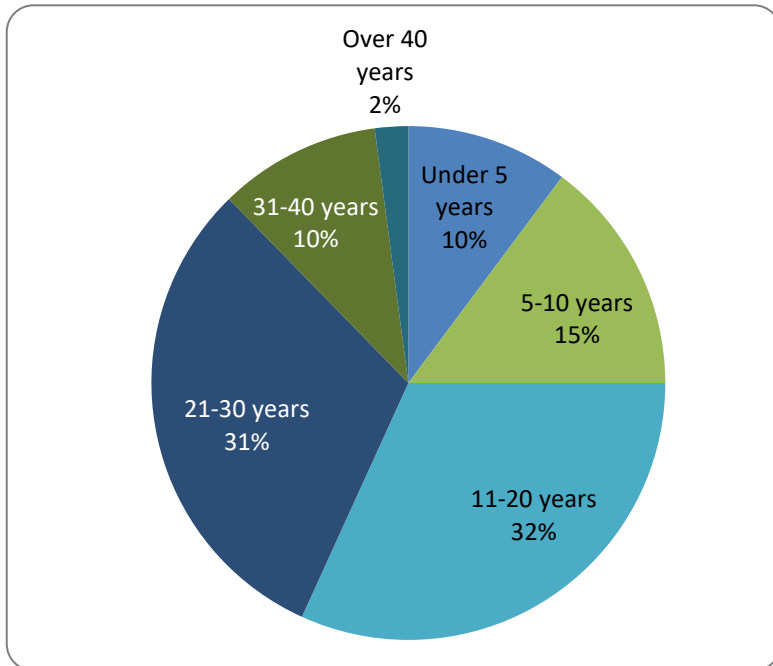


Having children

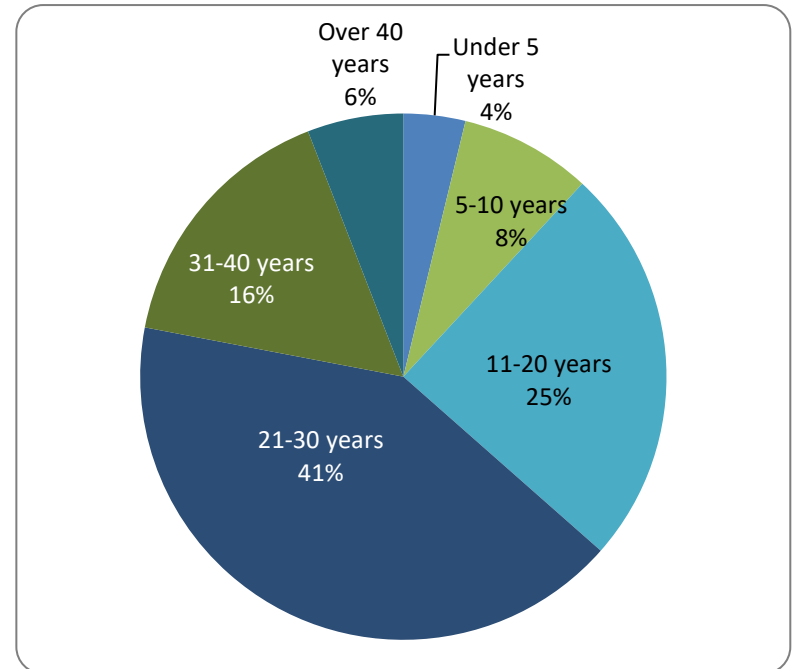


Professional experience

Internship at a university (as an academic teacher)

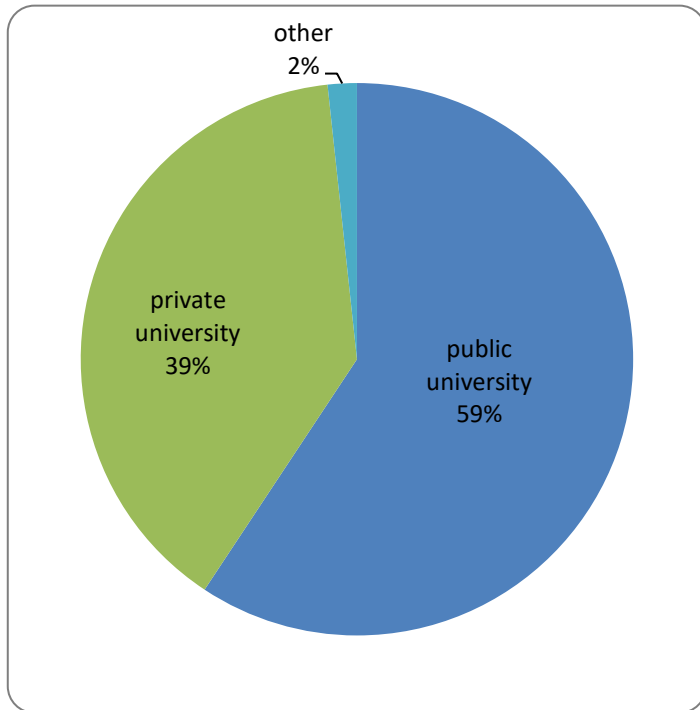


Total length of professional life

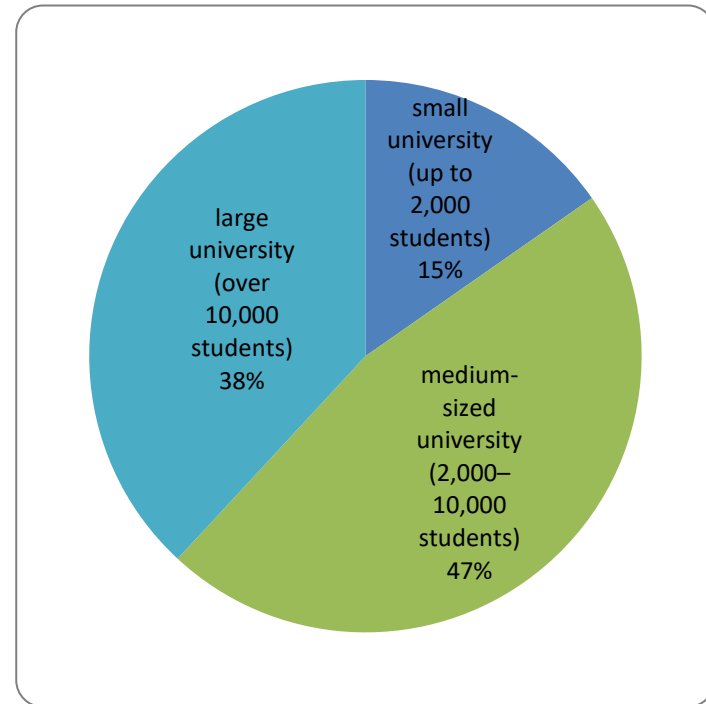


Type and size of university

Type



Size



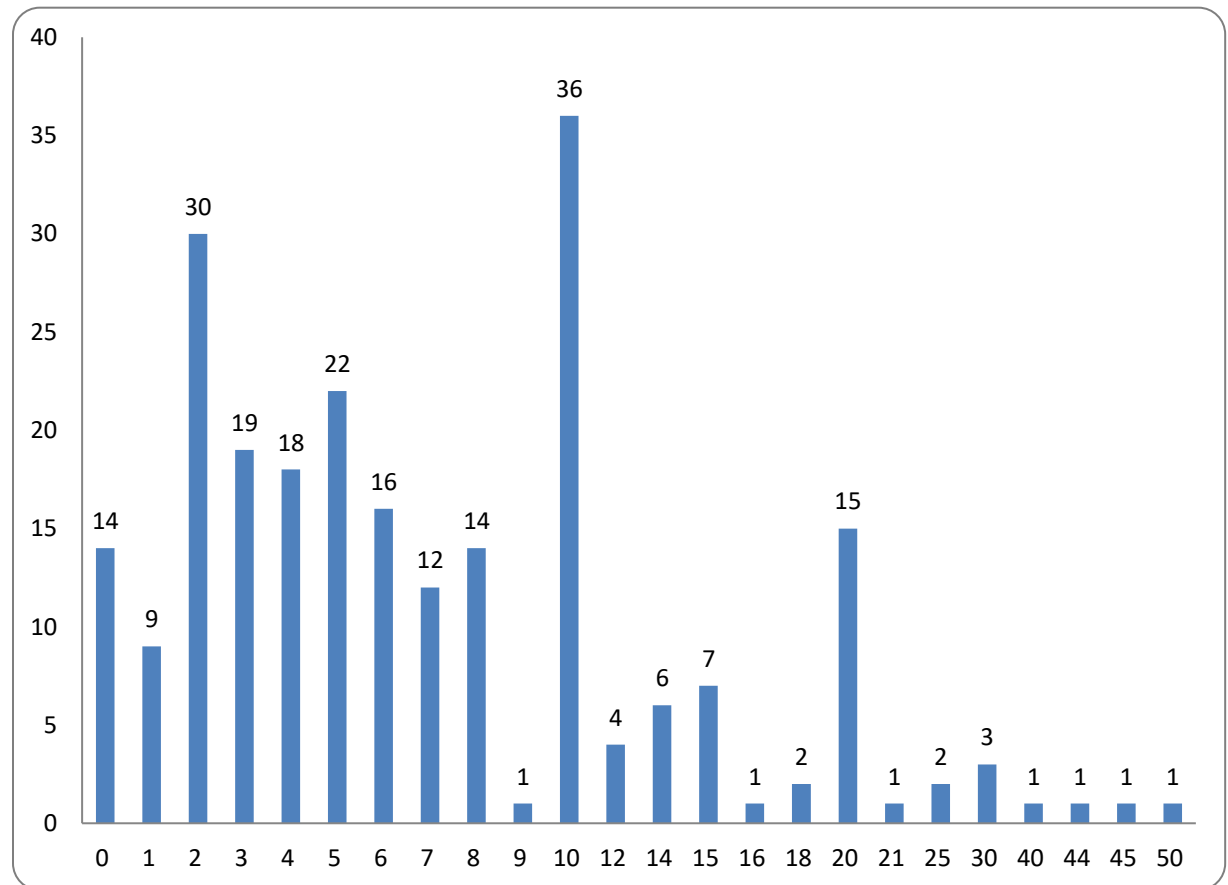
Assessing yourself and your life

| Evaluated factor | Min | Max | Median | Mean | St. dev. |
|---|-----|-----|--------|------|----------|
| Level of satisfaction with achievements in professional life | 1 | 7 | 5 | 5.3 | 1.21 |
| Level of satisfaction with achievements in personal life | 1 | 7 | 6 | 5.6 | 1.23 |
| Assessment of the material situation | 1 | 7 | 5 | 5.1 | 1.24 |
| Work-life balance assessment | 1 | 7 | 4 | 4.1 | 1.65 |
| How would you rate your professional development to date as a university teacher? | 1 | 7 | 5 | 5.0 | 1.33 |

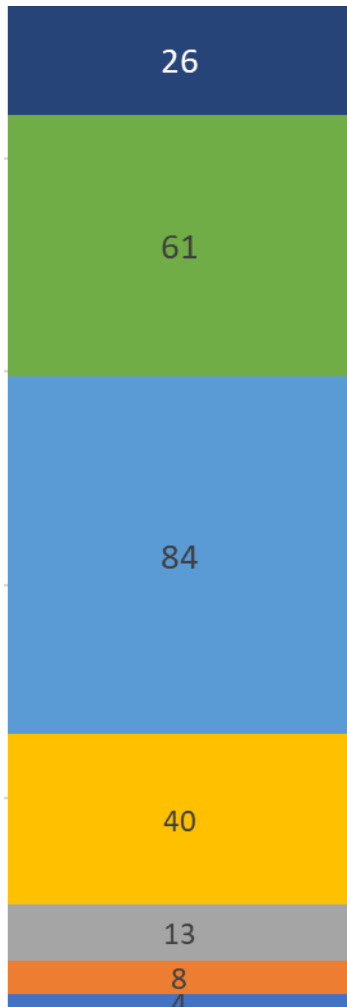
Rating scale: from 1 (Very low) to 7 (Very high)

Number of hours per week spent on activities such as hobbies (not related to professional activities)

| | |
|----------|------|
| Min | 0 |
| Max | 50 |
| Median | 6 |
| Mean | 8.0 |
| St. dev. | 7.80 |



Knowledge about burnout



| How would you rate your knowledge of what occupational burnout is? | Count | Percentage |
|--|-------|------------|
| 7 | 7 | 11.0% |
| 6 | 6 | 25.8% |
| 5 | 5 | 35.6% |
| 4 | 4 | 16.9% |
| 3 | 3 | 5.5% |
| 2 | 2 | 3.4% |
| 1 | 1 | 1.7% |

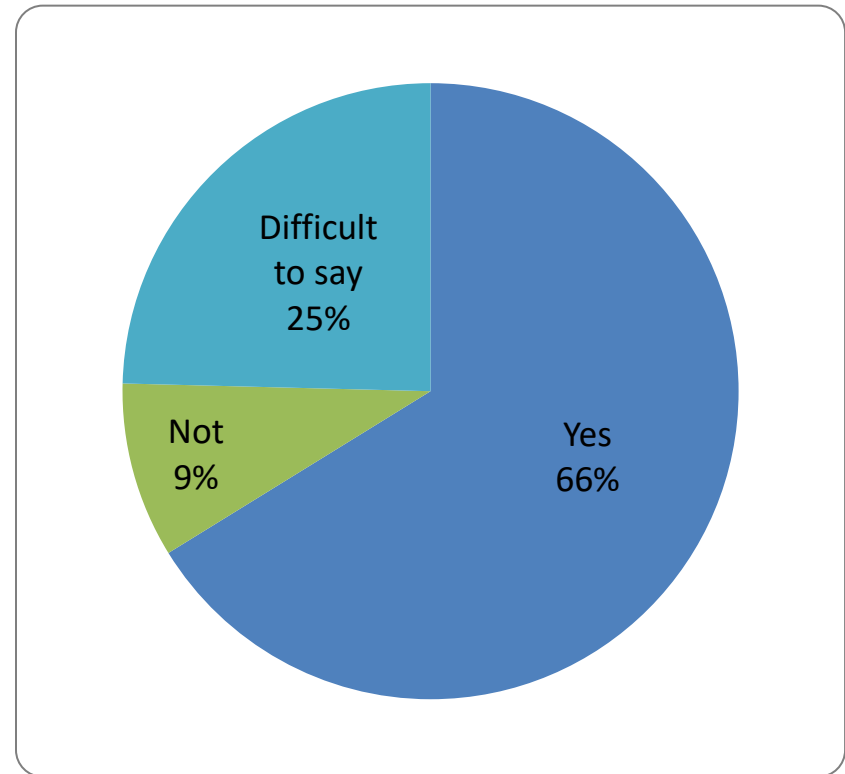
What symptoms do you associate with occupational burnout?
N=171; 72.5%

Thinking about burnout before, have you thought about such a phenomenon (as described)?
N=65; 27.5%

Rating scale: from 1 (Very weak) to 7 (Expert)

Knowledge about burnout: 1 – 4

"By occupational burnout we now understand a syndrome consisting of three co-existing areas: emotional exhaustion, depersonalization of others (now referred to as cynicism) and a reduced sense of personal achievement. It can be accompanied by disillusionment with the realities of the work environment. occupational burnout is a response to conditions of chronic stress experienced at work as a result of its rules, demands, norms and resources."



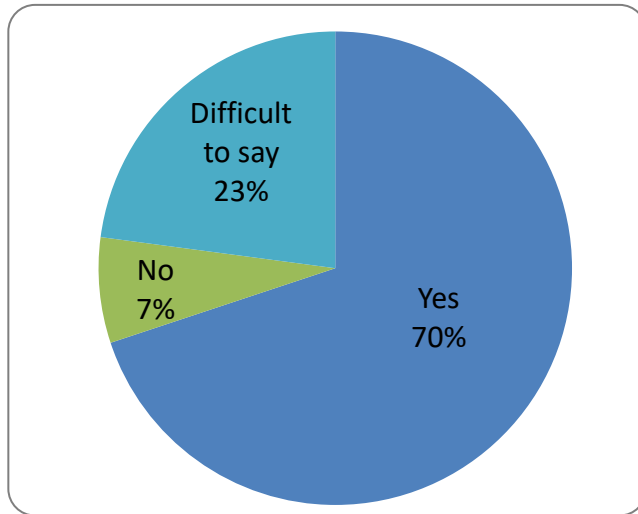
Knowledge about burnout: 5 – 7



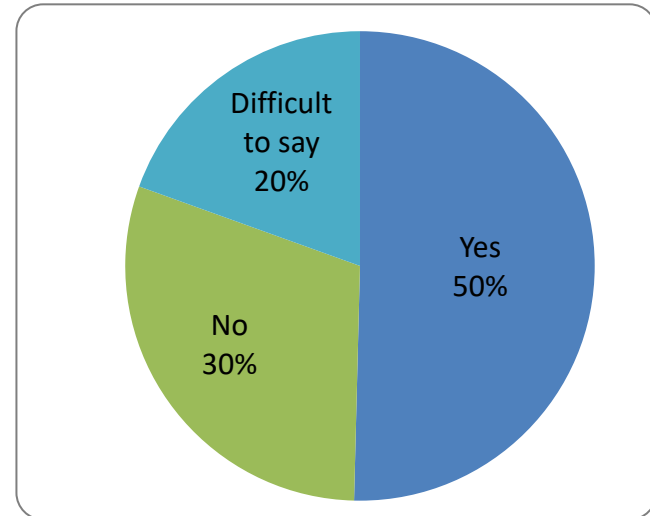
Other: lack of control and influence on the tasks performer, lack of satisfaction with the tasks performer, stress

Assessment of the scale of the OB phenomenon

Do you notice burnout among your colleagues – university teachers?



Do you notice burnout in yourself?

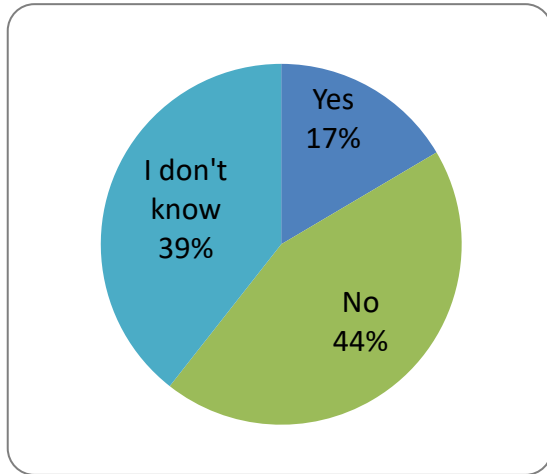


| Evaluated factor | Min | Max | Median | Mean | St. dev. |
|--|-----|-----|--------|------|----------|
| How serious is the problem of occupational burnout among university teachers at YOUR UNIVERSITY? | 1 | 7 | 5 | 4.8 | 1.62 |
| How serious is the problem of occupational burnout among university teachers in YOUR COUNTRY? | 1 | 7 | 5 | 5.1 | 1.32 |

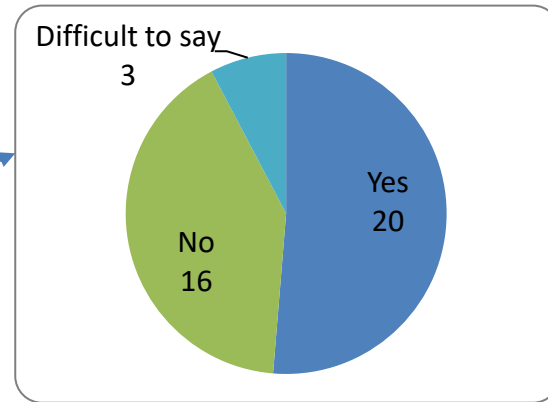
Rating scale: from 1 (Not serious at all) to 7 (Very serious problem)

University activities in prevention in coping with OB

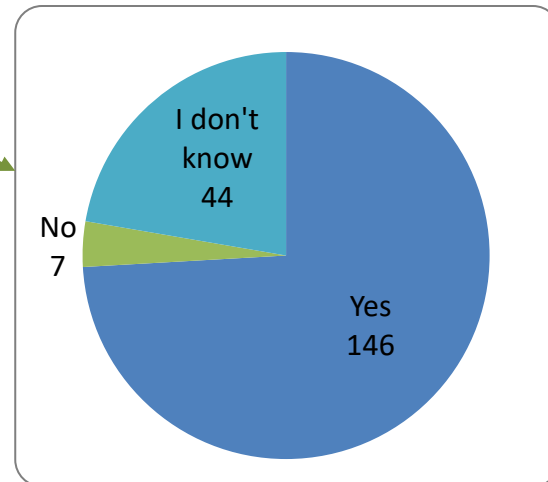
Does your university undertake any occupational burnout prevention activities among employees?



Have you used the occupational burnout prevention activities at your university? N=39



Should the university take such prevention activities? N=197



What specific prevention activities does your university undertake?

Work schedule and flexibility

- Four-day work week
- Remote working option
- Flexible working hours

Psychological support and wellness

- Consultations with a psychologist
- Study leave, health leave
- Sports, cultural, and wellness activities
- Meetings with the work-life balance team
- Research on working conditions
- Motivational reward system

Training and professional development

- Training/workshops/seminars on stress, conflict resolution, dealing with problems during classes, communication
- Implementation and promotion of the wellbeing concept among employees
- HR campaigns
- Lectures on professional burnout
- Motivational workshops

Integration and social support

- Integration events
- Support from supervisors
- Autonomy
- Regular evaluation of work results/motivation/problems at work
- Regular motivational trips
- Regular outdoor activities
- Support center for teachers

Additional benefits

- Access to the gym
- University ball, holiday and New Year's toast
- Ability to create your own job position and related professional duties
- Motivation system for undertaking professional tasks
- High rates, higher than at a public university
- No non-teaching duties

What specific prevention activities does your university should take? Areas

Work schedule and flexibility

Support for scientific research

Training and professional development

Psychological, mentoring-coaching, and wellness support

Creating a supportive environment

Reducing workload and organizational tasks

Promoting mental health

Institutional solutions

Reducing bureaucracy

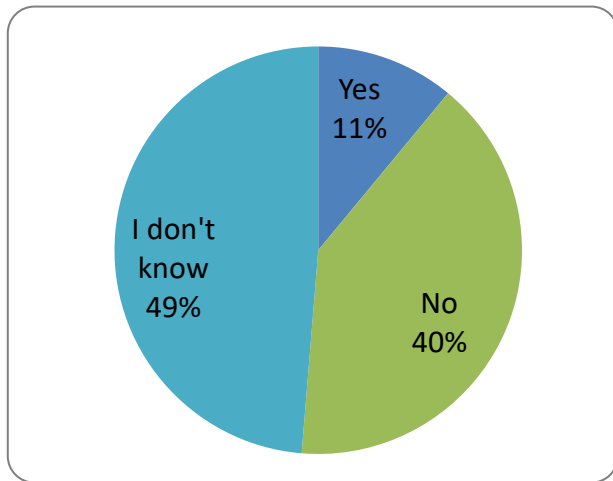
Promoting and supporting WLB

Stress management

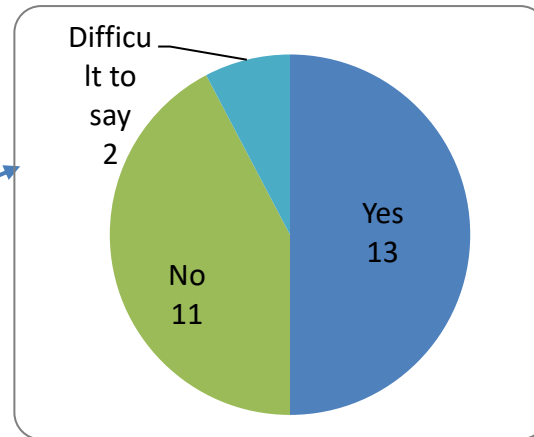
Personalized support

University activities to cope with the effects of OB

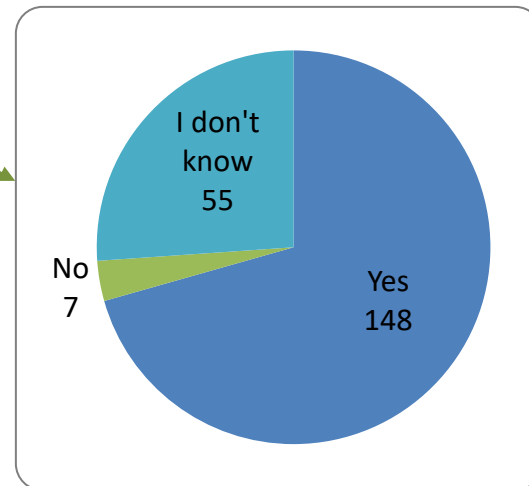
Does your university take any action to cope with the effects of occupational burnout among employees?



Have you used such activities undertaken by your university to counteract or deal with the effects of occupational burnout? N=26



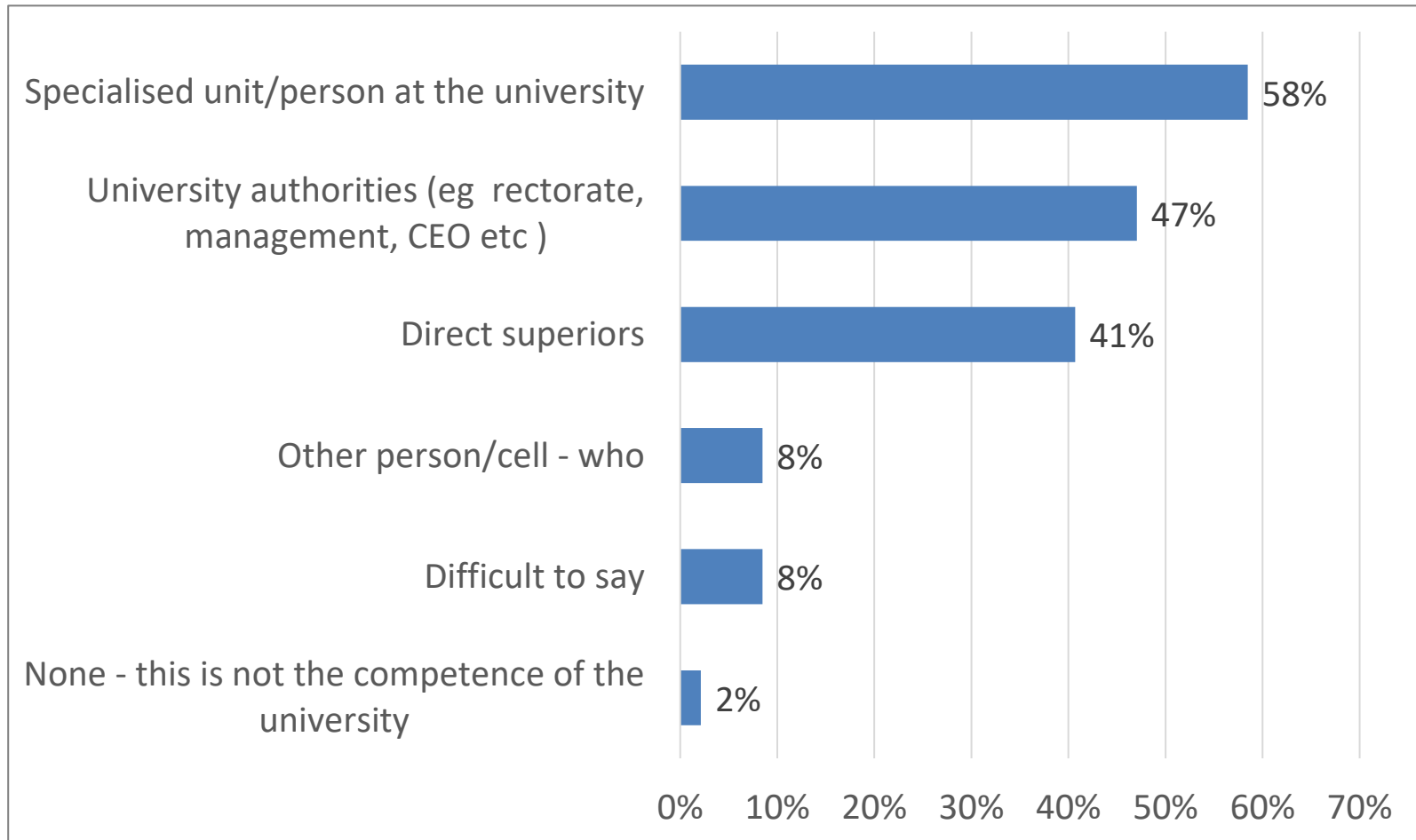
Should the university take such activities? N=210



What specific prevention activities does your university undertake?

- ❖ Psychological/therapeutic support
- ❖ Campaign "Hey, are you okay?"
- ❖ Lecture: Stress Management and Burnout Prevention Strategies
- ❖ Opportunity for self-development, participation in various projects, training, professional development
- ❖ Bonuses for successes
- ❖ Public praise - congratulatory letters, etc.
- ❖ Considering and, if possible, implementing employees' suggestions
- ❖ Various forms of support for employees in the work environment and outside of work
- ❖ Seminars, integration meetings, training, mentoring
- ❖ Organization of integration meetings outside the workplace
- ❖ Maintaining a good atmosphere and friendly relations

Who within your university should be responsible for the prevention of occupational burnout among academic staff?



Interest in the proposals for activities planned by the Project

Changing attitudes towards life - building attitudes based on stoicism: living in harmony with the world, not paying attention to what is beyond our control, gaining experience and deepening knowledge, continuous work on ourselves as self-improvement.

Enriching knowledge of professional burnout: how to recognise occupational burnout, stress and its symptoms and effects; possibilities for prevention and early self-diagnosis; possibility of diagnosis in others (colleagues).

Building psycho-physical resilience, a change of perspective and the ability to select activities appropriate to one's needs: resilience diagnosis, preference assessment, exploration and development of hobbies, including body and mind training, contact with nature (e.g. forest bathing), sports bridge, volunteering at selected aid sites. In general, activities to gain a new perspective on the surrounding reality.

Rating scale: from 1 (Not at all interesting) to 7 (Very interesting)

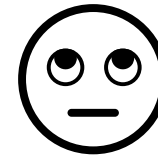
To what extent do you find each of these prevention directions interesting?

| Evaluated factor | Min | Max | Median | Mean | St. dev. |
|-------------------------------------|-----|-----|--------|------|----------|
| Changing attitudes towards life | 1 | 7 | 5 | 5.0 | 1.67 |
| Enriching knowledge | 1 | 7 | 6 | 5.4 | 1.57 |
| Building psycho-physical resilience | 1 | 7 | 6 | 5.7 | 1.43 |

Rating scale: from 1 (Not at all interesting) to 7 (Very interesting)

Comments on the proposals presented

Yes: 46



- ✓ All the proposals are very interesting and give new perspectives on life.
- ✓ Very necessary solutions - especially those that show how to take care of oneself and build resilience.
- ✓ Great ideas, good initiatives.
- ✓ Creating natural attitudes and restoring life values.
- ✓ I consider the proposals useful for rectors, senates, and teachers.
- ✓ The proposed measures form a comprehensive framework to prevent burnout among university teachers, considering awareness, resilience, and mindset.
- ✓ The approach of stoicism is interesting.

- ✓ "...continuous work on oneself..." - more work!
- ✓ The system lacks money - forest baths won't solve this.
- ✓ The problem lies in the system - these proposals won't change much.
- ✓ Some proposals are not sufficiently internally consistent.
- ✓ Stoicism won't help when you have to get up at 4 AM on a Sunday :-)
- ✓ The solution should stem from workload reduction, not from "internal" changes.
- ✓ There are so many duties at work that there is no time for these forms of prevention.

Comments on the proposals presented

Additional proposals



- ✓ For proposal 3 - mindfulness, yoga, meditation.
- ✓ A personal trainer who can help adjust physical activity to the body's capabilities.
- ✓ Mentoring/psychologist for those diagnosing this problem in themselves.
- ✓ More public discussions and creating an impact on policymakers.
- ✓ Activities that help relieve stress.
- ✓ Regaining the sense of cooperation with people, showing the workplace as important, giving a different perspective through volunteering.
- ✓ Concrete actions are needed to improve work-life balance.

How much would you like to participate in them?

| Evaluated factor | Min | Max | Median | Mean | St. dev. |
|-------------------------------------|-----|-----|--------|------------|----------|
| Changing attitudes towards life | 1 | 7 | 5 | 4.8 | 2.01 |
| Enriching knowledge | 1 | 7 | 6 | 5.1 | 1.86 |
| Building psycho-physical resilience | 1 | 7 | 6 | 5.5 | 1.78 |

Rating scale: from 1 (Definitely not) to 7 (Definitely yes)

Comments

Yes: 26

- ✓ All the proposed activities are highly relevant and beneficial to the prevention of burnout among university staff. They seem helpful for the long-term.
- ✓ I have hobbies and a successful life (including business) outside the university. This makes the university's management methods and organizational culture even more frustrating.
- ✓ I have knowledge and resources in this area, so I don't necessarily need to participate.
- ✓ I don't believe in the effectiveness of such training. I perceive them as a waste of time and an additional burden.
- ✓ Yes, but identifying the problem must trigger an internal university procedure that supports the employee, sometimes against the short-term convenience of the university.
- ✓ I would prefer a short guide in PDF format or a podcast, possibly a short video recording.
- ✓ The organizational system and interpersonal relationships need to be changed.

Differences in ratings based on selected characteristics of respondents

Characteristics of respondents (independent variable):

- ✓ Gender: woman, man
- ✓ Type of university: public, private
- ✓ Size of university: small, medium, large
- ✓ Age group: under 30 years, 30-39 years, 40-49 years, 50-59 years, 60-69 years, 70 years and over
- ✓ Country of work (Poland, Slovakia, Cyprus)

Assessed issues (dependent variable):

- ✓ Satisfaction and situation
- ✓ Burnout of colleagues
- ✓ Own burnout
- ✓ Project proposal evaluation
- ✓ Interest in project proposals

Methods used

- ✓ t-Student test for independent groups (preceded by Levene's test for homogeneity of variances)
 - independent variable – 2 categories
- ✓ one-way analysis of variance (ANOVA), post hoc Tukey test (for multiple comparisons and to identify the pairs characterised by different means)
 - independent variable – more than 2 categories
- ✓ Chi-square test
 - dependent variable measured on a nominal scale

A threshold p-value of 0.05 was assumed in the analyses, below which it was concluded that there were significant differences

Gender (W vs. M)

✓ Satisfaction and situation



✓ Burnout of colleagues



✓ Own burnout



✓ Project proposals evaluation

- Changing attitudes towards life: **W>M**
- Enriching knowledge: **W>M**
- Building psycho-physical resilience: **W=M**

✓ Interest in project proposals

- Changing attitudes towards life: **W>M**
- Enriching knowledge: **W>M**
- Building psycho-physical resilience: **W>M**

Type of University (PU vs. PR)

✓ Satisfaction and situation



✓ Burnout of colleagues



✓ Own burnout

YES  NO $PU < PR$? $PU > PR$

✓ Project proposals evaluation



✓ Interest in project proposals



Size of University (S, M, L)

✓ Satisfaction and situation



✓ Burnout of colleagues



✓ Own burnout



✓ Project proposals evaluation



✓ Interest in project proposals



Age groups (<30, 30-39, 40-49, 50-59, 60-69, 70+)

✓ Satisfaction and situation

- Level of satisfaction with achievements in professional life

<30 ↓ 50+ ↑

- Level of satisfaction with achievements in personal life

<30 ↓ 70+ ↑

- Assessment of the material situation



- Work-life balance assessment

<30 ↓ 40-49 ↓ 50-59 ↓ 70+ ↑

- Professional development to date as a university teacher

<30 ↓ 50+ ↑

30-39 ↓ 60+ ↑

40-49 ↓ 50+ ↑

Age groups (<30, 30-39, 40-49, 50-59, 60-69, 70+)

✓ **Burnout of colleagues**



✓ **Own burnout**



✓ **Project proposals evaluation**



✓ **Interest in project proposals**



Country (PL, SK, CY)

✓ Satisfaction and situation

- Level of satisfaction with achievements in professional life



- Level of satisfaction with achievements in personal life



- Assessment of the material situation



- Work-life balance assessment

PL ↓ CY ↑

- Professional development to date as a university teacher



Country (PL, SK, CY)


✓ Burnout of colleagues




✓ Own burnout

YES **CY**↑ NO **CY**↓ ? **SK**↓

✓ Project proposals evaluation

- Changing attitudes towards life: **PL<CY**
- Enriching knowledge: **PL<CY**
- Building psycho-physical resilience: 

✓ Interest in project proposals

- Changing attitudes towards life: **PL<CY**
- Enriching knowledge: **PL<CY**
- Building psycho-physical resilience: 

Anti-burnout puzzle for academics



Thank you for your
attention