



# BURNOUT AND WORKPLACE CONFLICTS: A FACULTY'S PERSPECTIVE FROM SANTIAGO CITY HIGHER EDUCATION INSTITUTIONS

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## ABSTRACT

*Background* Job burnout happens when a person is unable to satisfy constant job demands, is emotionally exhausted, or feels overwhelmed. Several factors contribute to burnout, including job-related stress, a heavy workload, an uncomfortable work environment, and insufficient organizational support. The study sought to understand educator views on burnout and workplace problems, as well as their relationship to demographic characteristics.

*Method:* The study utilized a descriptive cross-sectional quantitative research design to determine the perspective of 183 full-time faculty on burnout and workplace conflicts at Higher Education Institutions of Santiago City.

*Findings:* The study found out that faculty somewhat disagrees with the perceptions on burnout and workplace conflicts in terms of burnout syndrome, workplace conflicts, and burnout due to conflicts. Furthermore, results revealed that there is a significant relationship between the three categories and sex

*Recommendation:* The study encouraged increasing pleasant connections between faculty and clients and students, as well as encouraging collaboration and teamwork when assigning duties. Also, appropriately manage the workload, prioritize duties, and recognize and appreciate the achievements of educators.

**KEYWORDS:** Burnout, Employees, Perspective, Workplace Conflicts

## 1. INTRODUCTION

Burnout is a clinical word that refers to the physical, emotional, and mental weariness caused by chronic stress [1]. Job burnout happens when a person is unable to satisfy constant job demands, is emotionally exhausted, or feels overwhelmed. Several factors contribute to burnout, including job-related stress, a heavy workload, an uncomfortable work environment, and insufficient organizational support. People are under increasing strain from society, work, and life as civilization evolves and life pressures increase. Job burnout is now regarded as an issue and illness in the modern society [2]. It has several harmful repercussions, especially for instructors. For example, while it serves as a bridge between these two constructions, it causes job expectations to lead to poor health in teachers and a lack of resources to contribute to poor management among educators. High levels of job burnout have also been connected to other negative work outcomes, such as absenteeism and plans to leave the job [3]. Some specialists believe that depression and other problems may contribute to burnout. Researchers have found that individual variables such as personality traits and family circumstances influence who develops job burnout [4]. Burnout hinders personal and societal functioning. This deterioration in work quality, as well as physical and psychological health, can be costly and have an impact on the individual worker. Interventions can be adopted

at both the organizational and human levels to reduce burnout and increase engagement at work. Burnout's emphasis on social aspects, the syndrome's strong scientific foundation, and its distinct links to the workplace all have a distinctive and profound impact on people's health and well-being [5].

Work disputes are one of many organizational characteristics that are the largest risk factors for burnout, contrary to some studies' assertions [6], which think that organizational form and hierarchy have minimal influence on burnout development. One of the primary causes of burnout has been identified as a community, which represents employees' interactions with other individuals in the organization and, in the context of burnout, includes elements such as a lack of support and unresolved issues. Many organizations are increasingly committed to building and preserving workplace harmony, looking for strategies to create a satisfied employee in the future who is aligned with the organization and its aims. This pressing issue affects all managerial functions, from organizational design to leadership styles, but conflict, while appearing contradictory, is also regarded as a persistent fact of change that can lead to organizational effectiveness and is a sign of organizational health [7]. Workplace conflict can take many forms, including interpersonal conflicts, legally controlled complaints and



disciplinary and industrial disputes. The majority of these confrontations can be classified as conflicts over rights or interests [8]. Furthermore, several studies corroborate the link between conflict and burnout and highlight the need of conflict resolution in mitigating burnout's detrimental impacts [9]. However, it remains unclear what distinguishes burnout, workplace difficulties, and burnout caused by them among modern employees. The ongoing transition may result in extra strains owing to inequity, greater workloads, and pressures, particularly if the change is not viewed as an improvement over the current procedure [10]. The study's main purpose was to identify the perspective on burnout and workplace conflicts of faculty of Higher Education Institutions (HEI) in Santiago City and how it relates to demographic variables.

### 1.1. Research Hypothesis

There is no significant relationship between burnout and workplace conflicts and Age and Sex.

### 1.2. Literature Review

Employees in schools, especially teachers and support staff, are more prone to experience burnout and workplace conflict as schools become increasingly stressful settings [11]. Teachers and support workers in schools face daily stressors such as severe workloads, low pay, a lack of administrative support, and a lack of autonomy. These elements can cause feelings of fatigue, disconnection, and a lessened sense of accomplishment. According to a recent National Education Association report, 45% of teachers feel burned out. Burnout is primarily caused by a lack of support from school administration. Teachers and support personnel typically face a lack of assistance at work and have limited resources to deal with highly stressful situations. As a result, people may begin to feel isolated and lose interest in performing out their roles [12]. Furthermore, the COVID-19 pandemic has exacerbated matters by requiring teachers and support personnel to adopt hybrid and remote learning methods, often with no guidance or training. Employees at schools have cited feelings of overwork and burnout as a result, leading to higher turnover rates [13]. Conflicts at work are another issue for school staff. Conflicts among coworkers, a lack of administrative assistance, and challenging student behavior can all contribute to a toxic work environment. Communication breakdown is one of the leading reasons of workplace conflict in schools. Teachers and support personnel may have different priorities and objectives, resulting in misunderstandings and disputes. Furthermore, inadequate communication by the school administration might cause employee confusion and conflict. Conflicts can also arise when teachers and support workers feel unappreciated or devalued. Employee dissatisfaction and conflict with coworkers might arise when they believe their contributions are undervalued [14]. Conflicts at work and burnout are important school issues that have an impact on professional happiness and, eventually, student progress. To solve these issues, school administrators must prioritise employee support and communication. This involves offering stress-management options, maintaining open lines of communication, and acknowledging employees'

contributions. Addressing burnout and workplace conflicts can help schools enhance the work environment for employees as well as the learning environment for students.

However, there is a scarcity of empirical research on disputes that take affective states and emotions into consideration. Despite the ongoing interest in disputes in organizational and, specifically, school environments [15], conflict as a process with origins and outcomes is rarely explored from an integrated perspective. This indicates that there has not been a full empirical research of conflict as a process that encompasses a variety of conflict origins, eliciting emotions, making decisions about conflict strategy management, and conflict outcomes. As a result, the study intends to provide more information on the extent to which burnout and workplace conflicts have impacted school staff.

## 2. METHODOLOGY

### 2.1 Research Design

The study used a descriptive cross-sectional research design.

### 2.2 Study Site and Participants

There were 183 full-time faculty of Higher Education Institutions of Santiago City who participated in the study and were identified using a raosoft sampling calculator.

### 2.3 Research Instrument

This study used an adapted survey questionnaire developed by Aukštikalnytė (2021) to examine characteristics related to burnout and workplace conflicts. The variables were added to understand how participants view these characteristics. The Cronbach alpha coefficient was used to determine the questionnaire's reliability. The overall survey value is 0.941, with specific components of burnout symptoms, conflicts, and burnout caused by conflicts at 0.831, 0.715, and 0.920, respectively.

The instrument utilised in this investigation consisted of two parts. The first section is on the respondents' characteristics, such as age and sex. The second section addresses topics about burnout and workplace problems from the standpoint of faculty. The questionnaire contains 26 items separated into three categories: burnout syndrome, workplace conflicts, and burnout due to conflicts. A seven-point Likert scale was used.

### 2.4 Data Analysis.

A suitable statistical tool was applied, with the assistance of an SPSS. Chi-square was used to test the association, whereas frequency, percentage, and mean were utilized to answer descriptive questions.



### 3. RESULTS

**Table 1. Demographic Profile of the Respondents**

Profile	f	%
Sex		
Female	108	59.07
Male	75	40.93
Age		
18 – 25 years old	22	12.02
26 – 35 years old	83	45.36
36 – 45 years old	40	21.86
46 – 55 years old	25	13.66
56 years old and above	13	7.10

Table 1 shows that the majority of respondents were Female (59.07%) and 26-35 years old (45.36%).

**Table 2. Perceptions of Faculty on burnout and workplace conflicts**

Categories	M	Verbal Interpretation
Burnout Syndrome	3.05	Somewhat Disagree
Workplace Conflicts	3.20	Somewhat Disagree
Burnout due to conflicts	2.99	Somewhat Disagree
<b>Grand Mean</b>	<b>3.08</b>	<b>Somewhat Disagree</b>

Table 2 shows the perception of faculty to burnout and workplace conflicts with overall mean of 3.08 indicating somewhat disagree likewise in all 3 categories. For the faculty's perspective they don't feel physical and emotionally exhausted and able to resolve conflicts with colleagues and clients

**Table 3. Test of Relationship Between Burnout and Workplace Conflict to Sex**

Burnout and workplace conflict	Chi value	df	p-value
Burnout Syndrome	88.40	6	0.001
Workplace Conflicts	76.61	6	0.001
Burnout due to conflicts	102.25	6	0.001

In table 3, significant associations were revealed with burnout and workplace conflict factors such as Burnout Syndrome, Workplace Conflicts, and Burnout due to conflicts as confirmed by the p-values of  $0.001 < 0.05$  level of significance. Overall results imply that there is a significant relationship between burnout and workplace conflict to Sex.

**Table 4. Test of Relationship Between Burnout and Workplace Conflict to Age**

Burnout and workplace conflict	Chi value	df	p-value
Burnout Syndrome	37.61	24	0.85
Workplace Conflicts	57.17	24	0.705
Burnout due to conflicts	73.55	24	0.520

The table 4 shows the test of the relationship between burnout and workplace conflict and age. It simply shows that there is no significant association of the variables.

### 3. CONCLUSION

The findings revealed and concluded that the majority of the respondents investigated were female and aged between 26 and 35. Full-time professors have differing perspectives on burnout and workplace conflict in terms of burnout syndrome, conflicts at work, and burnout caused by conflict. It was also discovered that burnout and job conflict are significantly related to sex.

#### 3.1 Recommendations

It is recommended that all full-time faculty to maintain and promote a positive work environment. This entails building an environment that promotes transparency, respect, and cooperation. Promote positive interactions between staff and clients, and encourage collaboration and teamwork when assigning assignments. Furthermore, address issues quickly and properly to prevent problems from recurring. To maintain a healthy work-life balance, set clear boundaries between your personal and professional lives. Make self-care a priority by getting adequate relaxation, exercise, and sleep. To effectively manage a workload, prioritize duties, and organize projects, seek advice and support from coworkers, mentors, or superiors.

It is recommended that school administrators conduct regular evaluations of staff satisfaction. Regular meetings or surveys can help identify potential sources of conflict and assess employee happiness. Plan team-building exercises to strengthen employee relationships and foster cooperation and togetherness. Recognize and respect school staff members' efforts and contributions by implementing recognition programs that highlight both individual and collective achievements. Provide opportunities for ongoing professional development to reduce burnout and workplace conflict.

Lastly, Future researchers might focus on long-term study to track how workplace conflict and fatigue change. Examine how these components, such as contextual and cultural features, change as an employee progresses through their career. Examine and assess the efficacy of certain interventions or cures aimed at reducing workplace conflict and burnout. Examine burnout and workplace conflict experiences at the elementary, high school, and college levels to identify specific concerns at each. Combining observations, interviews, and surveys will provide a more in-depth insight.

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