





## The Relationship Between Work-Life Balance and Academic Burnout Levels of Academic Staff

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### ABSTRACT

The aim of this study is to determine the relationship between the perceptions of burnout and the work-life balance of academic staff. This research is a quantitative study using the correlational survey model. The study group consists of academic staff working in two state and two foundation universities in İstanbul, and the sampling consists of 352 academic staff. Data were collected through the Academic Burnout Scale developed by Tümkaya (2000) and the Work-Life Balance Scale developed by Apaydın (2011). Academic burnout and work-life balance levels among academic staff were analyzed according to gender and marital status variables. The arithmetic mean, standard deviation, t-test, regression analysis, and correlation analysis techniques were used to analyze the data. The findings of the study indicate that the participants experienced high levels of burnout and were able to achieve a moderate work-life balance. Academics think they can achieve work-life balance at a moderate level. There is a negative and significant relationship between academics' academic burnout and their perceptions of work-life balance in all sub-dimensions. Academics' perceptions of academic burnout are a significant predictor of their perceptions of work-life balance.

Keywords:

Burnout, work-life balance, job satisfaction, academic burnout

### 1. Introduction

Having a balanced and motivating work life has important effects on an individual's quality of life. For this reason, it is highly important to be able to achieve work-life balance and to have a balanced, peaceful work life and non-work life. Work-life balance, which is called the state of being in balance between a person's wishes and expectations about his or her job and his or her personal life expectations, is one of the crucial factors in the regulation of an individual's daily life. Intense business relationships make themselves felt deeply in all areas of working life among individuals and challenge them both physically and mentally. While these demands reveal the motivation and energy necessary for individuals to continue their business lives, on the other hand, they push the individual into a conflict within herself as they lead her to a dead end that can eliminate all positive energy. As a result of the conflicts experienced, employees may find themselves suffering from burnout syndrome. Problems arising from burnout, on the other hand, occur with negative attitudes and behaviors, such as negative reactions in attitudes and behaviors, decreased interest, anger towards co-workers, and resistance to change in work and/or the institution. In addition to negatively affecting working life, burnout syndrome also has detrimental effects both individually and organizationally. Effective teamwork and organizational activities are largely influenced by employee motivation; therefore, the feelings of the group members must be taken into consideration to maintain a prosperous working environment for everyone (De Cremer, 2006). Work-life balance is, on the other hand, an important element in increasing organizational success and performance, ensuring academic productivity, and ensuring organizational continuity. The ability

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to balance work and personal life is one of the factors that is crucial in raising academic performance today (Mwangi et al. 2017). To achieve high performance, administrators must save their academic staff from burnout and bring them to the level of academics who are satisfied with their academic and personal lives. Burnout should be avoided at all costs, and work-life balance should be prioritized. The fact that a scientific study that examines burnout and work-life balance together has not been investigated at the level of academics makes this study important. Based on this importance, this study aims to determine the burnout and work-life balance levels of academic staff working at universities.

### 1.1. Work-Life Balance

In the late twentieth century, work-life balance was not a problematic issue, as women did household chores and men did their regular work. However, as time passed, a large number of women began to enter the job market, which put pressure on the families in which both spouses worked. The fact that women have to manage both home and business lives has led to the concept of work-life balance gaining importance (Crompton, 2001). Changing living standards and increasing demands and expectations in work and family life lead employees to establish a balance between their work and family lives. Accordingly, the work life of the individual has started to affect her family life, and the family life has started to have an impact on her or his work life. When an individual's role in one area does not match his role in another area, it becomes difficult to establish a work-life balance and may cause work-family conflict (Vithanage & Arachchige, 2017). To avoid this conflict, individuals need to organize multiple roles on an equal and balanced level. In short, it is necessary to be able to balance work and non-work life. Work-life balance is defined as an individual's ability to balance work, family, and other non-work responsibilities and activities (Delecta, 2011). The macro-level model developed for work-life balance consists of many factors and relationships. There are multiple factors in every individual's life, such as family, financial status, social relationships, self-perceptions, spirituality, health, and hobbies. While the individual must allocate a certain amount of time, energy, and effort to each of these parts of life, a large part of daily time, energy, and labor can be consumed in the division of labor (Naithani, 2010). The same applies to the reverse situation. Family and other individual life activities outside of work can interrupt work and reduce the energy and motivation needed for work. Achieving work-life balance is necessary and important for every individual in working life.

Work-life balance is handled according to some theoretical foundations. According to the segmentation theory, there is no direct interaction between work and private life, and it is argued that both areas are independent of each other. In the spillover theory, it is accepted that the attitudes, behaviors, and experiences that emerge in one living area are also transferred to another living area (Dolan & Gosselin, 2000). Compensation theory argues that there is an opposite and negative relationship between work life and private life (Chacko, 1983). When individuals fail in one of the two areas and are not satisfied, they try to satisfy their attitudes and behaviors in the other area by focusing on that area. The instrumental theory states that the individual makes a conscious decision in order to achieve satisfaction in her or his private life and to improve herself in business life (Burke & Deszca, 1986). According to the role theory cited by Katz and Kahn (1977), the role model sends certain roles to interested parties and observes how they transform into behavior. Conflict theory is expressed as an unavoidable conflict arising from different reasons in the business and private lives of individuals. Crossover theory, on the other hand, argues that there can be positive developments in the work and life areas at the same time, and thus the degree of importance that the individual attaches to her work determines the direction of her or his work and private life.

When the literature on work-life balance is examined, the most dominant theory explaining the relationship between work and family is Clark's (2000) work-family boundary theory. In the work-family boundary theory, it is aimed at explaining the complex effect between work and family life and drawing a framework to provide balance by predicting when conflict will arise. This theory, which takes its foundations from Kurt Lewin's 'Field Theory' (1938), suggests that the physical and special psychological fields are dynamic systems in interaction with each other. Clark (2000) explains how to integrate or separate fields, creating borders and border crossings based on the concept of the psychological field. Work and family life are two different areas of psychological life that should be separated from each other, and the most important factor that determines the interaction and distinguishes between these two is boundaries (Ashford et al. 2000). According to Clark (2000), there are three types of boundaries: physical, temporary, and psychological. Physical boundaries define where domain-related behavior occurs, such as at home or the workplace. Temporary boundaries create time

zones in which area-related activities, such as work hours or family time, are carried out. Psychological boundaries are rules created by individuals when thinking patterns, behavior patterns, and emotions are appropriate for one area but not for another. The person uses physical and temporal boundaries to explain rules developed to hide or rationalize psychological boundaries. At the same time, psychological boundaries explain how the individual shows the will necessary to organize her or his environment logically (Bayramoğlu, 2018).

### 1.2. Academic Burnout

Maslach (1982), who initiated the studies on burnout, brought three different dimensions to burnout: Emotional exhaustion, depersonalization, and low personal achievement. In the Maslach model, burnout syndrome begins with the tendency of individuals to show emotional exhaustion and progresses to depersonalization. After depersonalization occurs and people distance themselves from others psychologically, they realize the inconsistency between their current position and their actual expectations, feel inadequacy, and begin to perceive themselves as individuals with low personal achievements. Therefore, according to Maslach, emotional exhaustion is antecedent to depersonalization, while depersonalization is antecedent to low personal achievement. In the Golembiewski (1984) model, the burnout process begins when the detachment from functionality, which is necessary for some occupations, is replaced by dysfunctional depersonalization. Such depersonalization interferes with work-related performance, thereby affecting one's personal evaluation of achievement. Depersonalization, leading to reduced personal accomplishment, results in emotional exhaustion in chronic cases. Therefore, Golembiewski suggests depersonalization as an antecedent to reduced personal accomplishment and diminished personal accomplishment as an antecedent to emotional exhaustion.

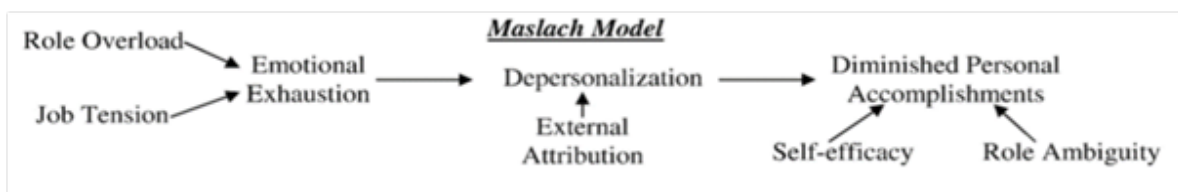


Figure 2. Maslach Model of Burnout

Leiter (1993) proposes mixed sequential and parallel development of burnout dimensions in her or his revised model. In the new model, burnout begins with exhaustion and is followed by the development of sequential depersonalization. There is a parallel development of decreased feelings of personal accomplishment that is independent of the other two dimensions, and this is due to the work environment. Therefore, while burnout in the previous model was a purely internal process when it was triggered by environmental stress, in the next model, environmental stress affects all aspects of burnout, affecting the entire burnout process.

One of the important trends in burnout research is the role of mutual social relations in the burnout process. Buunk and Schaufeli (1996) suggested that the sense of inequality in mutual social relations may be related to burnout. Schaufeli, van Dierendonck, and Van Gorp (1996) later expanded this conceptualization to include the exchange relationship of reciprocal social relations with the organization as an important factor in burnout. Van Dierendonck, Schaufeli, and Buunk (2001) suggested that the decrease in personal achievement may be the starting point of burnout, in contrast to Leiter (1993) and Maslach (1982), who define the decrease in personal achievement as the end point of the burnout process, and the Golembiewski (1984) model, which argues that burnout is a mediator between depersonalization and emotional exhaustion. Since personal achievement refers to a person's view of their current competence, it also influences their view of their future self-efficacy. Therefore, an individual with a diminished sense of personal accomplishment does not have the fundamental resources to adopt an effective coping style and eventually begins to adopt a dysfunctional strategy of distancing or depersonalization, which leads to emotional exhaustion. The most effective conclusion to be drawn from this is that the first signs of burnout will be the decline of personal success and the beginning of a cynical attitude that should be recognized in the workplace. The emergence of symptoms of emotional exhaustion means that the individual is literally on the path to burnout.

Cherniss (1980) defines burnout as a change in motivation due to withdrawal from work or excessive stress and as a process in which individuals experience professional disconnection from their work in response to

the stress and tension they experience at work. In general, burnout is seen as a complex socio-psychological phenomenon characterized by a decrease in motivation and enthusiasm. Cherniss (1980) proposes a three-stage process model that includes the stages of job stress, strain, and defensive coping. In the first stage, burnout begins with the interaction of people who enter the work environment in line with their demands and resources. This interaction causes stress at work. In the second stage, efforts are made by the officials to strike a balance between these demands and resources. If such attempts fail, it leads to burnout. In the third stage, reactions to burnout can be observed as changes in attitudes and behaviors. Maslach et al. (1997) suggested that the greater the mismatch between the employee and his job, the higher the probability of burnout. There are six dimensions of work life that affect the harmony between a person and her or his job. These are workload, control, reward, community, justice, and values. When all these are considered together, it can be argued that despite the common underlying organizational stress factors, people react differently to burnout due to their personal qualities that facilitate their adaptation to the environment.

There are two basic approaches to reducing burnout: trying to change something and trying to change the organization. Programs that try to change individuals have been more prominent in both research and practice, perhaps because of the belief that burnout is caused by personal problems or the assumption that it is easier to change individuals than to change an organization (Maslach & Goldberg, 1998). These programs often attempt to develop coping skills in an individual to help cope with the stress that results in burnout. While it can be argued that reducing emotional exhaustion should lead to a reduction in depersonalization and increase perceptions of personal accomplishment, a more promising approach to reducing burnout has emerged by making changes in the employee work environment. Other programs have focused on unmet expectations and inequality in social change as potential causes of burnout. Van Dierendonck, Schaufeli, and Buunk (1998) developed a group-based intervention program focused on reducing burnout by adjusting employees' goals and expectations to fit the real work environment, and they proved effective in reducing burnout. These programs, particularly in educational settings (Burke & Richardson, 2000; Vandenberghe & Huberman, 1999), have focused on social support as a key to intervention, and there is some evidence of their effectiveness. In all these cases, efforts to reduce burnout targeted specific organizational stressors that are believed to cause burnout. This may support the belief that burnout can be reduced, but there is also a need to develop appropriate programs for its reduction with accompanying empirical evaluation evidence.

When the studies on burnout in the field of education are examined, it is seen that most of them are conducted on teachers (Okan & Yılmaz, 2017; Durak & Seferoğlu, 2017). Another occupational group that requires intense interpersonal communication in terms of the working environment and work duties and can be exposed to burnout is academic staff working at universities. Unlike other professions, being an academic is a profession where it is very difficult to clarify boundaries in terms of work-life balance. Although the academic profession seems to be a flexible and free profession, it is observed that academicians work too much outside of working hours and have to carry their work into their private lives. This can create behavioral conflict as a result of the incompatibility of the two roles (O'Laughlin & Bischoff, 2005, p. 80). The ceaseless workload of academics can jeopardize the work-life balance. While academics have a duty to give lectures, they also have a professional obligation to conduct scientific research. For this reason, their work in institutions inevitably spills over into their homes, or at least outside the workplace. Currently, this study is also carried out mainly in the home environment. The mixing of work and non-work life limits the time devoted to individual life. Although such a long-term experience may lead to a sense of balance, in some cases it can lead to a feeling of burnout, especially among young academics.

It can be observed that the importance given to the issue of work-life balance in Turkey and the number of studies on this subject (Akın, Ulukök, & Arar, 2017) have increased over time. However, the number of studies on academics' work-life balance (Bayramoğlu, 2018; Uysal & Yılmaz, 2020; Ertürk, Erdirencelebi, & Gökce, 2017) and burnout levels (Başerler & Başerler, 2019; Okray, 2018) is limited. No direct research has been found comparing academics' work-life balance and academic burnout. For this reason, it is considered important to investigate the work-life balance and burnout levels of academicians and to provide data for the necessary regulations. In this study, it is aimed to determine the relationship between work-life balance and burnout levels among academicians. For this purpose, answers to the following questions were sought:

- What is the level of academic burnout and work-life balance among the academic staff?

- Is there a significant difference between academic burnout and the work-life balance of academic staff in terms of gender and marital status?
- Is there a significant relationship between academic burnout and the work-life balance of academic staff?
- Do academics' perceptions of work-life balance significantly predict their academic burnout?

## 2. Methodology

### 2.1. Research Model

In this study, a correlational survey model was adopted since the data were collected and analyzed numerically in order to determine the relationship between academic burnout and work-life balance among academicians. The survey model is the whole of the processes that describe a past or present situation as it exists, applied for the realization of learning and the development of desired behaviors in the individual. The correlational survey model is a survey approach that aims to determine the existence of covariance between two or more variables. In the correlational survey model, it is tried to determine whether the variables change together and, if there is a change, how this happens (Karasar, 2011).

### 2.2. Study Group

The study group consists of academic staff working in two state and two foundation universities in Istanbul, and the sampling consists of 352 academic staff. Convenience sampling was adopted as the study was on a voluntary basis, and the sample was taken from a group of people who were easy to contact. Of the participants, 53.1% were female, 46.9% were male, 66.2% were married, 33.5% were single, 10.5% were research assistants, 38.9% were lecturers, 21.6% were assistant professors, 13.1% were associate professors, and 15.9% were professors.

### 2.3. Data Collection Tools and Procedure

Data were collected with the demographic information form, Academic burnout scales, and Work-Life Balance scales in the fall semester of 2021–2022. In the demographic information form, participants' gender, academic title, and marital status were included. The data obtained were transferred to digital media and made ready for analysis with the statistical package program.

*Academic Burnout Scale:* The academic burnout scale developed by Tümkaya (2000) consists of 39 items and 4 sub-dimensions: emotional weakness, administrative support, academic performance, and academic workload. This scale cannot be evaluated as a total score. The subscales are evaluated separately, and a high score indicates a high rate of academic burnout. To establish the construct validity of the scale, factor analysis was conducted. The outcome of the factor analysis led to the formation of four distinct subscales. Together, these four subscales account for 44.9% of the total variance explained by the scale. The reliability study of scale involved calculating internal consistency coefficients, specifically Cronbach's alpha. The Academic Burnout Scale, which includes 39 items, was divided into several subscales. The internal consistency coefficients for each subscale were as follows: Emotional Weakness had a coefficient of .92, Administrative Support had .87, Academic Performance had .70, and Workload had .67. The overall internal consistency coefficient for the entire scale was determined to be .91.

*Work-Life Balance Scale:* The scale developed by Apaydın (2011) consists of 20 items and 4 sub-dimensions. Sub-dimensions were named as work-life harmony, neglecting life, making time for oneself, and life consisting of work. The Cronbach's Alpha coefficient was employed to calculate the internal consistency of both the overall Work-Life Balance scale and its individual dimensions. The total reliability coefficient of the scale was found to be .91, while the four sub-dimensions exhibited reliability coefficients of .88, .81, .77, and .79, respectively. These results indicate a strong level of internal consistency across all dimensions of the scale as well as for the scale as a whole. The construct validity of the Work-Life Balance scale was assessed through factor analysis. The analysis revealed that the total variance could be accounted for by 62.42%.

### 2.4. Data Analysis

Descriptive analysis for arithmetic mean and standard deviation values, Pearson correlation analysis to determine the relationship between two variables, and regression to determine the effect of the independent

variable(s) on the dependent variable(s). The internal consistency coefficients and skewness and kurtosis values of the scales are given in Table 1.

**Table 1.** *Internal Consistency Coefficients and Skewness-Kurtosis Values for Scales*

Variables	R	Skewness	Kurtosis
W-LB Compliance	.851	,515	-,082
W-LB Life Neglect	.864	,285	-,832
W-LB Making Time for Yourself	.644	,242	-,550
W-LB Life Consists of Work	.758	,194	-,704
W-LB General	.91	,231	-,506
AB Emotional Weakness	.902	-,314	-,762
AB Administrative Support	.886	-,309	-,139
AB Academic Performance	.646	-,445	-,131
AB Academic Workload	.560	,142	-,997
AB General	.923	,030	-,770

When Table 1 is examined, it is understood that the skewness and kurtosis values in the general and all sub-dimensions of the AB and W-LB scales are in the range of +1 and -1, and the data show a normal distribution (Tabachnick & Fidell, 2007). It is understood that the scales are suitable for collecting data according to the internal consistency coefficients (R) of the scales.

### 2.5. Ethical

The data for the study were collected in the 2020–2021 spring semester. Necessary permissions were obtained to use data collection tools applied within the scope of the research (Istanbul Sabahattin Zaim University, Date: February 26, 2021, Issue: 2021/02). Data collection tools were administered to the participants to be used in the research, and no additional information that would not be used in the research was included.

### 3. Findings

The findings regarding the academic burnout and work-life balance levels of the instructors are illustrated in Table 2.

**Table 2.** *Descriptive Analysis Results on Academic Burnout and Work-Life Balance of Academicians*

Variables	M	N	Sd
W-LB Harmony	2,39	352	,788
W-LB Life Neglect	2,97	352	,908
W-LB-Making time for oneself	2,41	352	,816
W-LB-Life consists of work	2,68	352	,955
AB-Emotional Weakness	3,50	352	,735
AB-Administrative support	3,50	352	,760
AB-Academic Performance	4,06	352	,531
AB-Academic Workload	2,81	352	,689

It can be seen from the data in Table 2 that the perceptions of the academic staff on the work-life balance harmony sub-dimension (M = 2.39) and all sub-dimensions are moderate. Considering the perceptions of academic burnout, it was seen that it was at a high level in all sub-dimensions.

The results of the t-test analysis according to the gender variable between academic burnout and work-life balance of the academic staff are shown in Table 3.

As can be seen from Table 3, it is understood that female academics (M = 2.31) think that they are in a better situation in terms of work-life balance harmony, neglecting life (Female-M = 2.85; Male-M = 3.10), allocating time for themselves (Female-M = 2.34; Male-M = 2.50), and having the perception that life consists of work (Female-M = 2.52, Male-M = 2.87) than male academics (M = 2.47). It is seen that female academics experience more burnout than male academics in terms of perception of emotional weakness related to academic burnout (Female-M = 3.52, Male-M = 3.48), administrative support (Female-M = 3.57, Male-M = 3.41), academic performance (Female-M = 4.14, Male-M = 3.96), and workload (Female-M = 2.88, Male-M = 2.74). While women are seen as more successful in terms of work-life balance, it is possible to say that men are in a better situation

than women in terms of academic burnout. On the other hand, there is a statistically significant difference only in emotional weakness according to gender in terms of both work-life balance and academic burnout.

**Table 3.** Results of t-test Analysis by Gender Variable

	Variables	Gender	N	M	Sd	t	df	p	Difference
Work-Life Balance	Harmony	Female	187	2,31	,729	-1,991	350	,04	-,166
		Male	165	2,47	,843				
	Neglecting life	Female	187	2,85	,917	-2,653	350	,00	-,255
		Male	165	3,10	,880				
	Making time for oneself	Female	187	2,34	,824	-1,869	350	,06	-,162
		Male	165	2,50	,802				
Life consists of work	Female	187	2,52	1,020	-3,514	350	,00	-,352	
	Male	165	2,87	,840					
Academic Burnout	Emotional weakness	Female	187	3,52	,731	,545	350	,58	,042
		Male	165	3,48	,741				
	Administrative support	Female	187	3,57	,753	1,937	350	,05	,156
		Male	165	3,41	,761				
	Academic performance	Female	187	4,14	,525	3,156	350	,00	,176
		Male	165	3,96	,524				
Academic Workload	Female	187	2,88	,669	1,784	350	,07	,130	
	Male	165	2,74	,707					

The results of the t-test analysis according to the marital status variable of academic burnout and work-life balances of the academic staff are presented in Table 4.

**Table 4.** T-test Analysis of Marital Status Variable

	Variables	Marital status	N	M	Sd	t	df	p	Difference
Work-Life Balance	Harmony	Married	233	2,42	,779	1,440	349	,15	,127
		Single	118	2,30	,794				
	Neglecting life	Married	233	3,09	,878	3,676	349	,00	,371
		Single	118	2,72	,921				
	Making time for oneself	Married	233	2,42	,789	,253	349	,80	,023
		Single	118	2,40	,875				
Life consists of work	Married	233	2,77	,970	2,285	349	,02	,244	
	Single	118	2,52	,903					
Academic Burnout	Emotional weakness	Married	233	3,53	,680	,737	349	,46	,061
		Single	118	3,47	,831				
	Administrative support	Married	233	3,44	,726	-1,991	349	,04	-,170
		Single	118	3,61	,817				
	Academic performance	Married	233	4,07	,507	,610	349	,54	,036
		Single	118	4,03	,579				
Academic Workload	Married	233	2,72	,662	-3,667	349	,00	-,281	
	Single	118	3,00	,708					

When Table 4 is examined, it is seen that married academicians can provide work-life balance at a relatively lower level in harmony (Married-M = 2.42, Single-M = 2.30), neglecting life (Married-M = 3.09, Single-M = 2.72), making time for oneself (Married-M = 2.42, Single-M = 2.40), and perception that life consists of work (Married-M = 2.77, Single-M = 2.52) compared to single academicians. However, there is a significant difference in the perception of neglect of life (t = 3.676, p =.00) and the fact that life consists of work (t = 2.285, p =.02), and married academics consider themselves more successful compared to single academics.

What is noteworthy in terms of academic burnout is that there is a significant difference in terms of administrative support (Married-M = 3.44, Single-M = 3.61; t = -1.991, p =.00) and workload (Married-M = 2.72, Single-M = 3.00; t = 3.667, p =.03), and it is understood that married staff experience academic burnout at a lower level than single students.

The results of the Pearson correlation analysis regarding the relationship between academic burnout and the work-life balance of academic staff are shown in Table 5.

**Table 5.** *Pearson Correlation Analysis of the Relationship Between Academic Staff's Perceptions of Work-Life Balance and Academic Burnout*

Variables	Work-Life Balance					
	Harmony	Neglecting life	Making time for oneself	Life consists of work		
Academic Burnout	Emotional weakness	r	-.609**	-.667**	-.591**	-.470**
		p	,000	,000	,000	,000
	Administrative support	r	-.384**	-.482**	-.505**	-.320**
		p	,000	,000	,000	,000
	Academic performance	r	-.465**	-.257**	-.374**	-.154**
		p	,000	,000	,000	,004
Academic Workload	r	-.285**	-.438**	-.318**	-.332**	
	p	,000	,000	,000	,000	

\*\*Correlation is significant at the 0.01 level (2-tailed). N = 352

When the data in Table 5 are examined in detail, it is seen that there is a significant inverse relationship between academicians' perceptions of work-life balance and their perceptions of academic burnout in all sub-scales. It is understood that the highest relationship is between emotional weakness and neglecting life ( $r = -.667$ ), and the lowest relationship is between academic performance and a life consisting of work ( $r = -.154$ ).

The results of the regression analysis regarding the prediction of academic staff's perception of emotional weakness are presented in Table 6.

**Table 6.** *Regression Analysis of the Prediction of AB Emotional Weakness*

Model	M	Unstd. Coeffic		Std. Coeffic.	R	R <sup>2</sup>	Adj R <sup>2</sup>	t	p	CI	VIF	
		B	SE	Beta								
1	Constant	5,112	,100					51,047	,00	1,000		
	Neglecting life	2,97	-,540	,032	-,667	,667	,445	-,443	-16,743	,00	6,702	1,000
2	Constant	5,398	,101					53,582	,00	1,000		
	Neglecting life	2,97	-,383	,037	-,473			-10,450	,00	7,578	1,493	
	Harmony	2,39	-,315	,042	-,337	,722	,521	,518	-7,452	,00	8,774	1,493
3	Constant	5,507	,101					54,664	,00	1,000		
	Making time for oneself	2,41	-,278	,042	-,343			-6,574	,00	8,310	2,102	
	Neglecting life	2,97	-,288	,041	-,309	,741	,549	,545	-6,952	,00	8,738	1,522
	Harmony	2,39	-,200	,043	-,223				-4,618	,00	11,535	1,792

Dependent Variable: AB Emotional weakness (M = 3,50).

When Table 6 is examined, three models emerge as a result of hierarchical regression analysis. In the first model, it is seen that the work-life balance and neglecting life sub-scale alone explains approximately 44% (Adj.R<sup>2</sup> =.443;  $\beta = -.667$ ) of the variance related to the perception of emotional weakness in terms of academic burnout. In the second model, it is seen that the sub-dimensions of work-life balance ( $\beta = -.473$ ) and harmony ( $\beta = -.337$ ) explain approximately 52% (Adj.R<sup>2</sup> =.518) of the variance of the perception of emotional weakness. In the third model, it is understood that making time for oneself ( $\beta = -.343$ ), neglecting life ( $\beta = -.309$ ), and harmony ( $\beta = -.223$ ) sub-dimensions explain approximately 54% (Adj.R<sup>2</sup> =.545) of the variance of the perception of emotional weakness.

The results of the regression analysis regarding the prediction of the perception of administrative support among the academicians are given in Table 7.



**Table 7.** Regression Analysis for Predicting AB Administrative Support

Model	M	Unstd. Coeffic.		Std. Coeffic.	R	R <sup>2</sup>	Adj R <sup>2</sup>	t	p	CI	VIF		
		B	Std. Err.	Beta									
1		4,638	,110					42,278	,00	1,000			
		Neglecting life	2,97	-,470	,043	-,505	,505	,255	,253	-10,936	,00	6,097	1,00
		Sabit		4,906	,123					40,011	,00	1,000	
2		Neglecting life	2,97	-,308	,055	-,330				-5,543	,00	7,325	1,75
		Making time for oneself	2,41	-,222	,050	-,266	,543	,295	,291	-4,457	,00	9,657	1,75
		Constant		5,000	,129					38,634	,00	1,000	
3		Making time for oneself	2,41	-,291	,056	-,312				-5,219	,00	8,310	1,79
		Neglecting life	2,97	-,175	,054	-,209	,552	,304	,298	-3,220	,00	8,738	2,10
		Life consists of work	2,68	-,115	,053	-,119				-2,163	,03	11,535	1,52

Dependent Variable: AB Administrative support (M = 3,50).

When Table 7 is examined, three models emerge as a result of hierarchical regression analysis. In the first model, it is seen that the variance in academicians' perception of administrative support in terms of academic burnout explains approximately 25% ( $\beta = -.505$ ; Adj. R<sup>2</sup> = .253) of the neglecting life sub-scale of work-life balance. In the second model, it is seen that the sub-dimensions of work-life balance, neglecting life ( $\beta = -.330$ ), and making time for oneself ( $\beta = -.266$ ) explain approximately 29% ( $\beta = -.266$ ; Adj. R<sup>2</sup> = .291) of the variance of perception of academic support. In the third model, it is understood that making time for oneself ( $\beta = -.312$ ; Adj. R<sup>2</sup> = .298), neglecting life ( $\beta = -.209$ ), and life consisting of work ( $\beta = -.119$ ).

The results of the regression analysis regarding the prediction of the academic performance perceptions of the academicians are shown in Table 8.

**Table 8.** Regression Analysis on the Prediction of Academic Performance

Model	M	Unstd. Coeffic.		Std. Coeffic.	R	R <sup>2</sup>	Adj R <sup>2</sup>	t	p	CI	VIF		
		B	Std. Err.	Beta									
1		4,810	,080					59,893	,00	1,000			
		Harmony	2,39	-,313	,032	-,465	,465	,216	,214	-9,817	,00	6,235	1,000
		Sabit		4,978	,090					55,360	,00	1,000	
2		Harmony	2,39	-,250	,035	-,371	,498	,248	,244	-7,086	,00	7,313	1,272
		Making time for oneself	2,41	-,132	,034	-,202				-3,864	,00	7,609	1,272
		Constant		4,902	,093					52,957	,00	1,000	
3		Harmony	2,39	-,279	,036	-,414				-7,693	,00	7,903	1,372
		Making time for oneself	2,41	-,173	,036	-,266	,516	,266	,260	-4,737	,00	8,653	1,491
		Life consists of work	2,68	,091	,031	,163				2,948	,00	8,764	1,454

Dependent variable: AB Academic performance (M=4,06).

When Table 8 was examined, three models emerged as a result of hierarchical regression analysis. In the first model, it is seen that the variance in academic performance perception in terms of academic burnout explains approximately 21% (Adj. R<sup>2</sup> = .214;  $\beta = -.465$ ) of the work-life balance harmony sub-dimension alone. In the second model, it is seen that work-life balance harmony ( $\beta = -.371$ ) and making time for oneself ( $\beta = -.202$ ) sub-dimensions explain approximately 24% (Adj. R<sup>2</sup> = .244) of the variance of perception of academic support. In the third model, it is understood that the sub-dimensions of harmony ( $\beta = -.414$ ), neglecting life ( $\beta = -.266$ ), and life consisting of work ( $\beta = .163$ ) explain approximately 26% (Adj. R<sup>2</sup> = .260) of the variance in the perception of administrative support.

The results of the regression analysis regarding the prediction of the academic workload perception of the academic staff are presented in Table 9.

**Table 9.** Regression Analysis for Predicting Academic Workload

Model	M	Unstd. Coeffic.		Std. Coeffic.	R	R <sup>2</sup>	Adj R <sup>2</sup>	t	p	CI	VIF
		B	Std. Err.	Beta							
1	Constant	3,805	,113		,438	,191	,189	33,578	,00	1,000	
	Neglecting life	2,97	-,332	,036				-9,104	,00	6,702	1,000

Dependent variable: AB Academic Workload (M=2,81).

When Table 9 was examined, one model emerged as a result of hierarchical regression analysis. According to this model, it is seen that the work-life balance neglecting life sub-scale alone explains approximately 19% (Adj. R<sup>2</sup> = .189;  $\beta$  = -.438) of the variance related to academics' perception of academic workload.

#### 4. Conclusion and Discussion

In this study, the relationship between academic burnout and the work-life balance of academicians was examined in terms of gender and marital status variables. Academic burnout perceptions among academic staff are high in all sub-dimensions. In a similar study (Blix et al., 1994), it was reported that academicians experience moderate burnout. Since many related studies (Doyle & Hind, 1998; Van Emmerik, 2002; Lackritz, 2004; Watts & Robertson, 2011) have reported that academicians experience significant burnout, burnout among academicians in Turkey seems to be a result of professional life. In a study, it was reported that the majority of employees have a good work-life balance and low levels of burnout (Devi & Nagini, 2013).

In the perception of emotional weakness related to academic burnout, it is seen that female academics experience more burnout in terms of administrative support, academic performance, and workload than male academics. This finding is consistent with the results of research by Brown et al. (1986) and Richard & Krieshok (1989). In both studies, it was observed that female academic staff experienced more stress than male academic staff. Similar studies have emphasized that women experience high levels of emotional burnout because they are considered to be more vulnerable in some respects (Maslach & Jackson 1993; Grayson & Alvarez 2008; Purvanova & Muros 2010). Unlike the results of this research, Doyle and Hind (1998) revealed that there was no significant difference between men and women in any burnout sub-scales.

Significant differences were found between married and single academic staff in terms of both academic burnout and work-life balance. Married academics perceive themselves as more successful than single academics in neglecting life and in the perception that life consists of work. However, Sorensen and McKim (2014) stated that marital status did not make a significant difference in maintaining a work-life balance. The remarkable point in terms of academic burnout is that married staff stated that they experienced lower levels of academic burnout compared to single staff in terms of administrative support and workload. According to Maslach, marital status has a strong effect on burnout. Maslach et al. asserted that unmarried people, especially men, experienced higher burnout than married men and women. Maslach also emphasizes that individuals who have never been married tend to experience higher burnout than individuals who are married, widowed, or divorced (Maslach et al., 2001).

When the results of the study are considered in terms of work-life balance, the perceptions of the academic staff's work-life balance were found to be moderate in all sub-dimensions. In a similar study (Noor, 2011), in accordance with the present results of this study, academicians' achievements in maintaining work-life balance were generally found to be moderate. Perceptions of work-life balance among academic staff are generally moderate in all sub-dimensions.

It is implied that female academicians are in a better position than male academicians in terms of work-life balance harmony, neglecting life, making time for oneself, and perceiving that life consists of work. In a similar study (Martin, 2000), it is suggested that gender issues may be effective in causing burnout due to emotional problems. In another study (Sorensen & McKim, 2014), it was found that female teachers achieved a higher work-life balance than male teachers. Contrary to the results of this research, in many studies, women find themselves more unsuccessful than men in terms of work-life balance. Richard and Krieshok (1989) determined that as the level of academic titles conferred on women increases, the level of tension increases in the same way. One of the reasons for the increased tension among female teachers may be that there are fewer role models in the family environment and more role conflict as they try to balance roles at work and home

(Blix et al., 1994). In line with the results of these studies, Zappert and Weinstein (1985) found that women are more concerned about home responsibilities at work and work responsibilities at home than men. This difference also shows that there are some difficulties with role boundaries.

There was a significant inverse relationship between academicians' perceptions of work-life balance and their perceptions of academic burnout in all dimensions. A moderately reverse relationship was found between emotional weakness and neglecting life, and a low-level reverse relationship was found between the perceptions of academic performance and life consisting of work. Based on these results, it has been determined that while experiencing emotional burnout affects the neglect of their lives, the perception that life consists of work affects academic performance at a low level inversely. Similarly, in a study conducted by Arif and Farooqi (2014), it was determined that the work-life balance of employees affects their satisfaction and their commitment to the organization.

Three models emerged as a result of hierarchical regression analysis for the prediction of emotional weakness. In the first model, the neglect dimension of work-life balance alone explains about 44% of the variance in academics' perceptions of academic burnout and emotional weakness. In the second model, it was determined that the sub-dimensions of work-life balance, neglect, and harmony explained about 52% of the variance of the perception of emotional weakness, and in the third model, the sub-dimensions of making time for oneself, neglecting life, and harmony explained about 55% of the variance of the perception of emotional weakness. Based on these results, it is understood that neglecting life, harmony, and making time for oneself are important predictors of emotional weakness.

When the regression analysis for the prediction of academic burnout and administrative support was examined, three models emerged as a result of the hierarchical regression analysis. In the first model, the neglecting life sub-scale of academicians' work-life balance explains about 54% of the variance in the perception of administrative support in terms of academic burnout. In the second model, work-life balance, neglecting life, and making time for oneself sub-dimensions explain approximately 35% of the variance in the perception of academic support; in the third model, making time for oneself, neglecting life, and life consists of work sub-dimensions explain approximately 35% of the variance in the perception of administrative support; in the fourth model, work-life balance, neglecting life, making time for oneself, life consists of work, and harmony sub-dimensions explain approximately 36% of the variance in the perception of administrative support. According to these results, academics' work-life balance, neglecting life, making time for oneself, and life consisting of work and harmony sub-dimensions are important predictors of academic support perception.

Three models emerged as a result of hierarchical regression analysis regarding the prediction of academic performance. In the first model, the work-life balance harmony sub-dimension of academics alone explains approximately 47% of the variance of academic performance perception in terms of academic burnout; in the second model, the work-life balance harmony and making time for oneself sub-dimensions explain approximately 50% of the variance of academic support perception; and in the third model, the adjustment, making time for oneself, neglecting life, and life consists of work sub-dimensions explain approximately 52% of the variance of administrative support perception. According to these results, the perceptions of academicians about harmony, making time for oneself, neglecting life, and having a life consisting of work are important predictors of academic support perception. As a result of the hierarchical regression analysis for the prediction of academic workload, one model emerged. According to this model, neglecting the life sub-scale of academicians' work-life balance explains about 44% of the variance related to the perception of academic workload in terms of academic burnout.

Curun and Özkılıç (2016) report that academics' practices of procedural justice, interactional justice, distributive justice, avoidant, facilitating, and conciliatory conflict resolution styles are significant predictors of their emotional burnout. For the depersonalization sub-dimension, interaction justice, avoidant, facilitative, and challenging conflict resolution styles were found to be significant predictors, while for the personal accomplishment sub-dimension, facilitative, avoidant, and confrontational conflict resolution styles were found to be significant predictors.

Okray (2018), in his study compiled from the studies on academicians' burnout, reports that Dinç, Bitlisli, Çetinceli, and Aydın (2013) found that some personality traits such as extraversion, neuroticism, or conscientiousness among personality types are related to burnout. Magnano, Paolillo, and Barrano (2015)

reported that personality traits are one of the main factors affecting burnout along with other organizational factors, and in addition, they found that there is a significant interaction between emotional intelligence and burnout. According to Okray (2018), Kahya (2015) reported that organizational silence increases as burnout increases; Curun and Özkılıççı (2016) reported that organizational justice perception decreases as burnout increases; Karapınar, Camgöz, and Ekmekci (2016) reported that burnout decreases organizational trust; Gün and Baskan (2017) reported that burnout increases organizational cynicism, and Çankır (2017) reported that burnout negatively affects organizational citizenship.

When these reported findings and the findings obtained with this study are compared, it is understood that there are many factors affecting the burnout of academicians, and this study contributes to the field with the findings that academicians' perceptions of work-life balance also significantly affect burnout. The most important conclusion to be drawn from this research is that academicians have problems in terms of work-life balance; their academic burnout is remarkably high, and their perception of work-life balance seriously affects their perception of academic burnout.

## 5. Recommendations

Since there is a significant interaction between the perception of work-life balance and burnout, precautions can be taken to prevent burnout, such as flexible working conditions that can balance work and life conditions, the distance between home and workplace in terms of transportation, and providing a more favorable environment for academic studies. This research was conducted only to determine the work-life balance levels of academicians. Studies can be conducted between the burnout level and the work-life balance level of administrative and technical personnel working at universities. This study also sheds light on the relationship between academic burnout and work-life balance with different demographic characteristics. The relationships between academic burnout, work-life balance, and different variables such as motivation, job satisfaction, life satisfaction, and work engagement can be investigated. In addition, the relationship between work-life balance and academic burnout can also be investigated in terms of mediating variables.

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