

Burnout Determinants and Consequences Among University Lecturers

Determinantes de agotamiento y consecuencias entre profesores universitarios

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Abstract

The aim of the study is to investigate the Lecturers' burnout behaviors and consequences in public and private higher education institutions in the Kurdistan region of Iraq. Because of the economic and political problems in the region public sector employees suffered from irregular salary payments, even at about 15 months without any payment between 2014-2016. Based on the current paper aimed to search the consequences of these problems on the Lecturers. To do this a survey questionnaire organized and distributed between the two universities. In total, 170 questionnaires were them appropriate to further evaluation. As conclusion, it is noted that depersonalization is the next level of emotional exhaustion. Further, it can be said that depersonalization is a deeper psychological problem after emotional exhaustion.

Keywords: Burnout, Emotional Exhaustion, Depersonalization, Public and Private Universities, Education Sector, Kurdistan Region of Iraq.

Introduction

Because of globalization organizations are struggling to gain and satisfy loyal customers for long-term success in the market. To do this Human Resources Management (HRM)

Resumen

El objetivo del estudio es investigar los comportamientos de agotamiento de los profesores y las consecuencias en las instituciones de educación superior públicas y privadas en la región de Kurdistán en Irak. Debido a los problemas económicos y políticos en la región, los empleados del sector público sufrieron pagos salariales irregulares, incluso alrededor de 15 meses sin ningún pago entre 2014-2016. Basado en el documento actual destinado a buscar las consecuencias de estos problemas en los profesores. Para ello, un cuestionario de encuesta organizado y distribuido entre las dos universidades. En total, 170 cuestionarios fueron apropiados para una evaluación adicional. Como conclusión, se observa que la despersonalización es el siguiente nivel de agotamiento emocional. Además, se puede decir que la despersonalización es un problema psicológico más profundo después del agotamiento emocional.

Palabras clave: agotamiento, agotamiento emocional, despersonalización, universidades públicas y privadas, sector educativo, región del Kurdistán de Iraq.

practices have a vital influence on the employees' outcomes. Researchers have noted that HRM practices such as compensation, training, rewarding, performance appraisal, and

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employee involvement have a positive impact on employees' performance, motivation, and satisfaction (Stumpf et al., 2010; Alfes et al., 2013; Hassan, 2016). However, in spite of these positive practices of the firms, factors like; workload, fairness or rewarding conflicts in workplaces cause burnout problems amongst the employees (Leiter and Maslach 2009), which is in turn negatively related with employee performance and customer satisfaction (Yagil, 2006; Virgolino et al., 2017).

In this respect, burnout is an important indicator of both the individuals' performance and organizations' effectiveness. Scholars have defined some of the antecedents of burnout in the workplace as; role ambiguity and role conflict. They have also pointed out several of its consequences like; absenteeism, cynicism, intention to leave that foster some health problems like stress, mental dysfunction or exhaustion (Maslach, Schaufeli, and Leiter, 2001; Olivares et al., 2014). Further, Scholars found a positive correlation between chronic job stress and burnout (Papastylianou et al., 2009; Zaidi, 2019). The reason behind this might be role ambiguity (unclear job description), role conflict, lack of support and work overload (Shirom, 2003).

Furthermore, concerning the burnout differences according to the sectors, Schaufeli and Enzmann (1998) argued that burnout has similar effects in medicine, law enforcement, and education organizations. However, they noted that teachers have the highest level of exhaustion, while medicine has slightly suffered from inefficacy. Besides, extant literature has many empirical studies about burnout in teachers (Papastylianou et al., 2009; Huat et al., 2018; Carlotto and Câmara, 2019). Especially in public schools, the consequences of teachers' burnout are revealed as; lack of desire to teach, leaving school earlier, not attending the school activities, lack of interest in the meetings, lack of enthusiasm for spending time with students or peers, and absenteeism (Ferreira and Martinez, 2012; Serin and Balkan, 2014). Similarly, in the private sector, they leave their jobs and look for less stressful positions (Cura, 2014; Serin, 2019).

Today's educational system is mainly based on the teacher's performance (Pillay et al., 2005). On the one hand, teachers have to satisfy admins of the schools with the daily official works (i.e. preparing and following curriculums, a lot of paper works and using required electronic systems/devices) and on the other, they have to satisfy the students and their parents. These

factors are directly related to the teacher's feelings with the school and its admins (Celik, 2016; Serin, 2017). Scholars noted that working conditions and atmosphere in the working field are directly associated with the teachers' satisfaction, commitment and well-being, which in turn affect their passion to teach (Altun, 2017; Yildiz and Celik, 2017; Yildiz and Budur, 2019). Due to the political and economic problems since 2014 (Budur et al., 2018), the Kurdistan Region of Iraq has suffered a lot that affected especially its public sector employees' motivation and performance. In this respect, the aim of the study is to investigate the teacher's burnout behaviors and consequences in public and private higher education institutions in the Kurdistan region of Iraq. Especially, because of the fewer salary payments even at about 15 months without any payment, teachers showed some of the burnout behaviors in their governmental workplaces. Besides, there was no such case in private universities. Following these further, this study aims to investigate whether there is any difference in employee burnout between private and public universities. To do this, two of the major universities from the region were sampled; one public and one private university.

Moreover, based on our investigations there were very limited or no studies on the elaboration of the burnout of employees in higher education. From this point of view, this study has two main aims. First, to investigate the determinants of burnout in the private and public universities in the Kurdistan region of Iraq. Second is the differences of burnout level between private and public universities. Additionally, it must be known that the concept of burnout has not been studied in the region at all.

Theoretical Background

Burnout is the psychological syndrome of exhaustion, cynicism, and inefficacy, which is experienced as a result of chronic job stressors (Leiter and Maslach 2009). Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do people work of some kind". Further, Yildirim and Dinc (2019) noted the consequences of burnout as a lack of performance, absenteeism, and intention to leave the organization, and the job stressors that cause these behaviors as job conflict and role ambiguity. Furthermore, Pines (1993) defined burnout as emotional and mental exhaustion and noted the symptoms as helplessness, hopelessness and decreased enthusiasm (Shirom, 2003). Similarly, Shirom (2003) put forward that

burnout comes into consideration in the people or service-oriented organizations. According to him, burnout represents “the combination of physical fatigue, emotional exhaustion and cognitive weariness (Shirom, 2003). Finally, Maslach et al., (2001) classified burnout behaviors into three subdimensions, which are; exhaustion, depersonalization, and inefficacy (reduced personal attainment). Exhaustion is the most common symptom of burnout and refers to the stressful behaviors of individuals. Emotional exhaustion occurs when one is faced with physical fatigue and job overload (Wright and Bonett, 1997). Depersonalization involves cynical attitudes of exhausted or discouraged personality (Maslach et al. 2001). Depersonalization is a negative perception to cope with emotional stress and conclude to decreased productivity in the workplace (Wright and Bonett, 1997). Moreover, cynicism is an individual’s reluctance to increase his/her job quality. Inefficacy is the lack of personal success in his/her job-related activities. Maslach et al. (2001) stated that inefficacy emerges from exhaustion and cynicism, whereas these are the results of work overload and workplace conflict. For Shirom (1989) exhaustion is a more influential and important factor, while depersonalization and inefficacy are random indicators of burnout. Further, Maslach et al., (2001) investigations revealed that Burnout is the conclusion of chronic problems, which represent mainly in six areas in the organizations. These are; workload, control, reward, community, fairness, and values.

Workload: Starnaman and Miller (1992) defined workload as “the burden . . . exceeds the person's ability to handle it”. Further, workload refers mainly to job overload, which results because of too many demands, wrong job description, or lack of skills for required jobs. Also, the workload might occur because of too much paperwork, wrong demands or too many expectations from administrators or exaggerated paper works (Starnaman and Miller, 1992). Research has noted that workload is significantly related to the emotional exhaustion dimension of burnout among teachers (Starnaman and Miller, 1992; Van Droogenbroeck et al., 2014).

Control: Control involves the staff’s lack of authority or lack of control over the resources to fulfill their required jobs to reach objectives. Control problems in the organization result in reduced personal accomplishment (Maslach et al., 2011). Additionally, Leiter and Maslach (2003) noted that control is the extent to which individuals participate in the production process

with decisions, abilities or skills. Further, they revealed that role conflict is positively related to control problems in the firms. Finally, scholars noted that control has direct effects on other areas of work-life (i.e. workload, reward, community, fairness, and values), while it has an indirect significant effect on three dimensions of burnout (Leiter and Shaughnessy, 2006).

Reward: This mismatch refers to an insufficient rewarding system that employee does (Azeem and Nazir, 2008). The rewarding problem occurs when one’s performance is not recognized or ignored in comparison to other workers (Maslach et al., 2011). Further, Cordes and Dougherty (1993) found that mistakes in rewarding cause efficacy problems by individuals in the workplace. Similarly, Leiter and Shaughnessy (2006) revealed that rewarding mismatch is significantly correlated to both cynicism and values.

Community: This conflict comes about when the positive connection is lost with co-workers and it results in frustration and weak social support (Maslach et al., 2011). Further, Leiter and Shaughnessy (2006) noted that interactions with peers, supervisors, and customers play an important role in the normal life of the employees. Therefore, this conflict has a significant impact on the private and organizational atmosphere of the staff. Consequently, they noted that the community is correlated with values.

Fairness: Fairness is another workplace conflict that occurs because of an unfair workload or payment that fosters emotional exhaustion and cynicism (Maslach et al., 2011). Further, lack of fairness perception is negatively related to employee’s commitment and performance in the workplace (Budur, 2018). Consequently, Leiter and Shaughnessy (2006) found a significant relationship between fairness and values.

Values: Values comprise the persons' attitudes and beliefs that shape personal characteristics and ethics in the long term (Budur and Demir, 2019). Value conflict in the workplace occurs when employee behaviors and organizational values do not match with each other. For instance, when an individual has to lie to fulfill the required job (Maslach et al., 2011). Further, Leiter and Shaughnessy (2006) noted that value conflict is significantly related to cynicism.

Further findings into burnout dimensions and work life areas

In addition to the aforementioned findings in this paper, the following researchers noted the connection between burnout dimensions and its consequences as;

Burke et al., (1996): burnout (disruptive students and lack of supervisor support) cause emotional and physical health problems among teachers,
 Hakanen et al., (2006): burnout cause lack of work engagement, commitment, and health problems among teachers,
 Rothmann and Essenko (2007) overload (job demands) and lack of job resources (control) have a significant impact on burnout and in turn on ill-health. Further, they found that dispositional optimism is directly related to exhaustion and cynicism but not with overload and control,
 Leiter et al., (2008) noted that the areas of work-life, namely control, reward, community, and fairness are significantly related to the value congruence among Canadian nurses,
 Maslach et al., (2011) found that teachers have the highest level of emotional exhaustion among the public sectors. They also noted because of the higher level of future expectations, younger employees have higher burnout in comparison to elders, while there is no significant difference between the genders,
 According to Cadime et al., (2016), cynicism has a significant impact on lecturer accomplishment, while exhaustion does not,
 Vesty et al., (2018): burnout is significantly related to job satisfaction, organizational productivity and turnover among Australian and New Zealand accounting academicians. Further, they noted that especially workload has the strongest impact on emotional exhaustion

followed by community and reward. As a result, accounting academicians pointed out the consequences of burnout as; high level of cynicism, stress, and exhaustion.

Model of the study

- H1 There is significant relationship between community and emotional exhaustion.
- H2 There is significant relationship between community and values.
- H3 There is significant relationship between control and community.
- H4 There is significant relationship between control and fairness.
- H5 There is significant relationship between control and reward.
- H6 There is significant relationship between control and work load.
- H7 There is significant relationship between emotional exhaustion and depersonalization.
- H8 There is significant relationship between fairness and emotional exhaustion.
- H9 There is significant relationship between fairness and values.
- H10 There is significant relationship between reward and emotional exhaustion.
- H11 There is significant relationship between reward and values.
- H12 There is significant relationship between values and depersonalization.
- H13 There is significant relationship between values and emotional exhaustion.
- H14 There is significant relationship between work load and emotional exhaustion.
- H15 There is significant relationship between work load and values.

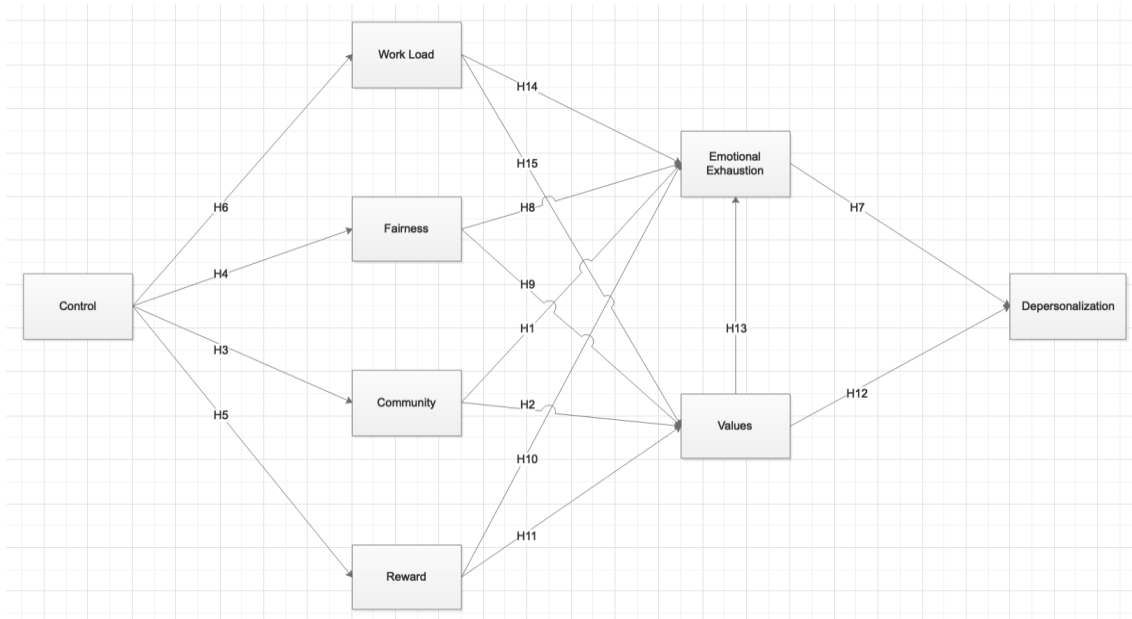


Figure 1. Model of the study

Research method

Participants

This research aimed to investigate the impact of the work environment on the burnout of employees in public and private universities. The study was conducted in the Kurdistan Region of Iraq. Thus, we have selected one public and one private university in the region to conduct the study. The universities were pioneers in the region and English was the education language of both universities. Data was collected conducting survey questionnaires that were distributed to academic and administrative staff at the universities. We have distributed 150 hard copies of the questionnaire to each university. In total, 170 questionnaires were returned back after filling them appropriately. 79 of the returned questionnaires were from the public university, while 91 were from the private.

Most of the employees were full time and only 9 percent were part-time lecturers. Based on gender, 67 percent were males and 33 percent were the female staff. Among the participants, 59 percent were academic staff and 19 percent were the administrative staff. The remaining percentage was head of the department, dean, and senior management.

Most of the staff (75 percent) were new and had experiences between 1 and 5 years. Given in Table 1, 25 percent of the staff had a Ph.D. degree, 39 percent had a master’s degree, and the remaining percentage had a bachelor’s degree. Lastly, the average age of the staff in the universities was between 26 and 35 that represents 46 percent of the sample. Secondly, 36- and 45-years old staff represented 37 percent of the sampled population. The remaining details can be observed in Table 1.

Table 1. Demographic details

Age					Experience in Organization				
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent	
18-25	8	4.7	4.8	4.8	1-5 Years	125	73.1	75.3	75.3
26-35	76	44.4	45.5	50.3	6-10	31	18.1	18.7	94.0
36-45	62	36.3	37.1	87.4	11-15	9	5.3	5.4	99.4
46-55	11	6.4	6.6	94.0	16+	1	0.6	0.6	100.0
56+	10	5.8	6.0	100.0	Total	166	97.1	100.0	
Total	167	97.7	100.0		Missing	5	2.9		
Missing	4	2.3				171	100.0		

		171	100.0							
Gender				Experience in Position						
		Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	113	66.1	66.9	66.9	1-5 Years	150	87.7	90.9	90.9
	Female	56	32.7	33.1	100.0	6-10	10	5.8	6.1	97.0
	Total	169	98.8	100.0		11-15	4	2.3	2.4	99.4
Missing	2	1.2			16+	1	0.6	0.6	100.0	
		171	100.0			Total	165	96.5	100.0	
						Missing	6	3.5		
							171	100.0		
Qualification				Status						
		Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
	Bachelor	59	34.5	35.5	35.5	Full Time	149	87.1	88.7	88.7
	Master's Degree	64	37.4	38.6	74.1	Part Time	15	8.8	8.9	97.6
	Ph.D. Degree	42	24.6	25.3	99.4	Total	168	98.2	100.0	
	Total	166	97.1	100.0		Missing	3	1.8		
Missing	5	2.9				171	100.0			
		171	100.0							
Position										
		Frequency	Percent	Valid Percent	Cumulative Percent					
	Senior Management	12	7.0	7.2	7.2					
	Dean	4	2.3	2.4	9.6					
	Head of Department	21	12.3	12.7	22.3					
	Academic Staff	97	56.7	58.4	80.7					
	Administrative Staff	32	18.7	19.3	100.0					
	Total	166	97.1	100.0						
Missing	5	2.9								
		171	100.0							

Measures

Firstly, burnout was measured by areas of the work-life scale of Leiter & Maslach (2004). The scale measures the areas of the work environment; how convenient it is or not. Areas of work environment have been measured by those scholars as; workload (five items), control (four items), reward (four items), community (five items), fairness (six items), values (four items).

Secondly, we have used the burnout scale of Maslach Burnout Inventory-General Scale (Schaufeli et al. 1996). The scale contained emotional exhaustion (nine items) and depersonalization (five items). We have used 5 rated Likert's scale where 1 meant "never happens" and 5 meant "always happens".

Procedures

We have used the partial least squares method for testing the hypotheses. To be sure, about the validity and the reliability of the questionnaire, we did internal consistency, discriminant, and convergent validity tests.

Partial least squares approach

Validity and reliability

This method is generally used in case the sample size is relatively small. Yet, a minimum of 70 numbers of data is required to be able to use this method Igberia, Guimares, and Davis, 1995. In this study, we have collected 171 data that is well enough for the reflective latent variables. Initially, we have tested the internal consistency of the constructs.

The factor loading of each item under the concerning construct must be 0.5 so that they can be recognized as very significant. Secondly, Cronbach's Alpha and composite reliability values should not be below 0.7 for sufficient reliability for each group of items. Lastly, the average variance extracted (AVE) must be above 0.5 for each latent variable. If those three standards are achieved, it can be concluded that internal consistency is reached (Igberia, Guimares, and Davis, 1995).

After the initial analysis, it was observed that not all the items held sufficient quality values of internal consistency. Especially item 6, 7, 8, and 9 from emotional exhaustion construct, item 1, 3, and 5 from the depersonalization construct, item 3 and 4 from the rewarding construct, item 5 from

the community construct, and item 5 and 6 from the fairness constructs held unacceptable values due to the fact that they were reversed questions. They could not increase their factor loading although they have been inversed, therefore, eliminated for further analysis.

After eliminating those items, we have repeated the procedures from the beginning. As a result, it was observed that all items under the concerning latent variable held sufficient factor loading. Secondly, Cronbach's Alpha and composite reliability for each construct were above 0.7 thresholds. Lastly, the average variance extracted (AVE) were all above 0.5. Hence, we have reached the internal consistency of the dimensions. (see Table 2)

Table 2. Internal Consistency

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Control	C1	0.836	0.719	0.842	0.640
	C2	0.727			
	C3	0.833			
Community	CM1	0.701	0.814	0.878	0.644
	CM2	0.809			
	CM3	0.868			
	CM4	0.823			
Depersonalization	DP2	0.871	0.734	0.882	0.789
	DP3	0.906			
	EE1	0.729			
Emotional Exhaustion	EE2	0.652	0.778	0.849	0.531
	EE3	0.808			
	EE4	0.645			
	EE5	0.794			
	F1	0.767			
Fairness	F2	0.840	0.804	0.872	0.630
	F3	0.760			
	F4	0.805			
	RW1	0.845			
Rewarding	RW2	0.911	0.709	0.871	0.772
	V1	0.794			
	V2	0.720			
	V3	0.833			
	V4	0.840			
Values	WL1	0.836	0.813	0.875	0.638
	WL2	0.648			
	WL3	0.870			
Workload	WL2	0.648	0.719	0.831	0.625
	WL3	0.870			

Also, discriminant validity has been tested to prove that there are sufficient distances between each latent variable. Fornel and Larker (1981) suggested that discriminant validity is achieved when the square root of the average variance extracted for each construct is above the values

of correlations between each dimension. Given in Table 3, bold numbers represent the square root of average variance extracted and others represent the correlation values between variables.

Table 3. Discriminant validity

	Mean	S.D.	1	2	3	4	5	6	7	8
Community	3.58	0.86	0.803							
Control	3.41	0.83	0.442	0.800						
Depersonalization	1.78	1.37	-0.048	-0.098	0.888					
Emotional Exhaustion	2.35	1.33	-0.036	-0.134	0.547	0.729				
Fairness	2.87	0.92	0.467	0.505	-0.037	-0.126	0.794			
Reward	3.37	1.02	0.407	0.406	-0.15	-0.234	0.434	0.879		
Values	3.29	0.87	0.479	0.464	-0.131	-0.191	0.665	0.511	0.798	
Work Load	2.90	0.75	-0.163	-0.192	0.272	0.424	-0.25	-0.323	-0.168	0.791

Based on Table 3, for each latent variable, it was observed that the square root of the average variance extracted was above the correlations among the constructs. Therefore, we achieved the discriminant validity of the questionnaire.

Testing the hypotheses

Given in Table 4, it can be seen that not all hypotheses were accepted. Based on the results, it was observed that values affected the

emotional exhaustion significantly and negatively while workload did positively. It means that when the employees share the values of the universities, their emotional exhaustion changes inversely. In contrast, when the employees' workloads are high, emotional exhaustion also increases positively. It was observed that community, fairness, and rewarding didn't impact the emotional exhaustion directly.

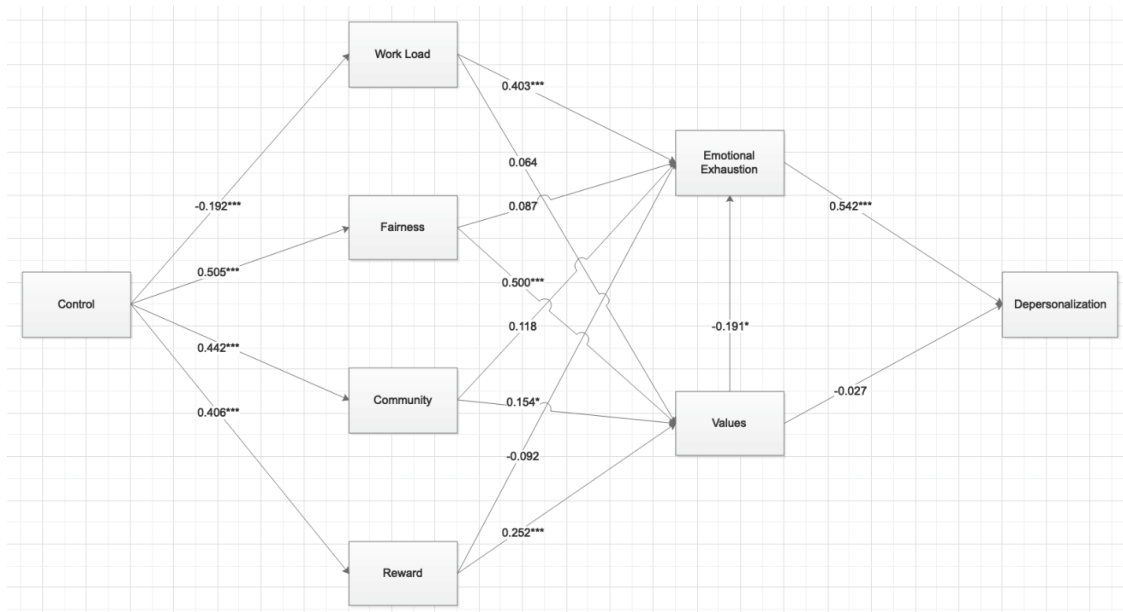
Table 4. Results of hypothesis

Hypothesis	Path	Estimate	t statistics	P Values	significance
H1	Community -> Emotional Exhaustion	0.118	1.322	0.187	No
H2	Community -> Values	0.154	2.350	0.019	Yes*
H3	Control -> Community	0.442	5.545	0.000	Yes***
H4	Control -> Fairness	0.505	8.217	0.000	Yes***
H5	Control -> Reward	0.406	4.744	0.000	Yes***
H6	Control -> Work Load	-0.192	1.980	0.048	Yes***
H7	Emotional Exhaustion -> Depersonalization	0.542	8.028	0.000	Yes***
H8	Fairness -> Emotional Exhaustion	0.087	0.797	0.426	No
H9	Fairness -> Values	0.500	8.945	0.000	Yes***
H10	Reward-> Emotional Exhaustion	-0.092	1.011	0.313	No
H11	Reward-> Values	0.252	3.789	0.000	Yes***
H12	Values -> Depersonalization	-0.027	0.383	0.702	No
H13	Values -> Emotional Exhaustion	-0.191	1.984	0.045	Yes*
H14	Work Load -> Emotional Exhaustion	0.403	5.883	0.000	Yes***
H15	Work Load -> Values	0.064	1.207	0.228	No

Moreover, it was observed that depersonalization has been affected mainly by emotional exhaustion. Besides, there was no direct impact of values on the depersonalization. Based on the results of the model, it was revealed that values at the universities were affected by community, fairness, and rewarding while workload had no significant impact on the perception of values. It

shows that academic and administrative staff share the values of the organization if there is a family atmosphere in their work area, the managers act fairly to each academic or administrative staff and recognize when they achieve goals or do something for the benefit of the university. (see figure 2)

Figure 2. Results of the Hypothesis



Also, it was observed that control is an important dimension for academic and administrative staff on their perceptions about community, fairness, workload, and rewarding. Based on the results of hypotheses, control affects the fairness, community, and rewarding perceptions positively while it affects workload perception negatively. In other words, when academic and administrative staff have control over their job, they perceive university fairer, as family, and rewarding organization. In contrast, their perception of how hard they are working is decreasing.

With these results, it was revealed that H2, H3, H4, H5, H6, H7, H9, H11, H13, and H14 were accepted, while H1, H8, H10, H12, and H15 were rejected.

Discussion

Scholars have suggested that workload (Starmand and Miller, 1992; Van Droogenbroeck et al., 2014) is significantly and positively related to the burnout. The current study found similar

suggestions to those authors. We have found that emotional exhaustion increases, as well as workload burden, increases on academic or administrative staff. Additionally, we have found that values similarity with the organization is inversely related to the emotional exhaustion. Besides, we couldn't find any direct relation between rewarding, community, fairness, and emotional exhaustion. It is suggested that those dimensions increase the perception of values' similarity and values impact the emotional exhaustion.

Leiter and Saughnessy (2006) have suggested that control has a direct relation with workload, rewarding, community, fairness and values. The findings of the current study match with those findings of the authors. We have found that when an academic or administrative staff has control over their job or duty, they feel more as a family in the university, share values, feels fairness of the management, and feel recognized by the administration.

Leiter and Saughnessy (2006) have found that rewarding, community, control, and fairness are directly proportional to the values. Similarly, we have found that control significantly affects community, rewarding, and fairness. Secondly, fairness, community, and rewarding affects values. Hence, we can suggest that control affects the values over fairness, community, and rewarding constructs.

Lastly, we have found that emotional exhaustion directly affects depersonalization. Besides, values do not have any direct relation with depersonalization. This shows that depersonalization is a consequence of emotional exhaustion. However, when the values are not the same as the organization, it does not directly impact depersonalization but initially affects emotional exhaustion. After the emotional exhaustion occurs, it starts effecting depersonalization indirectly.

Conclusion

The current study aimed to investigate the impact of the work-life area on emotional exhaustion and depersonalization. The results reveal that depersonalization is the next level of emotional exhaustion. Further, it can be said that depersonalization is a deeper psychological problem after emotional exhaustion occurs.

When emotional exhaustion is elaborated, it was found that values and workload play an important role in that. When the workload is increasing, the emotional exhaustion is also increasing. It is known that lecturers, especially in public universities, work part-time in different universities, too. According to this result, it is suggested to the administration of the public universities that they should limit the number of hours lecturers work in their universities and part-time. It must be limited to some maximum numbers for the precaution of emotional exhaustion. Researchers must investigate the optimum number of hours for the academic and administrative staff and revise the schedules for them.

It was found that values similarity plays an important role to reduce emotional exhaustion. Moreover, values are affected by fairness, community, and rewarding direct effect the perception of values at universities. Therefore, the administration of the universities should improve rewarding processes and procedures to recognize the positive attempts from the academic and administrative staff for the benefits of the universities. Secondly, they need to behave

fairly to every academic and administrative staff and not making favoritism among them.

Lastly, to create a fair atmosphere and family environment, the administration should give some autonomy to the academic and administrative staff for their works, include them in the decision-making processes actively so that they will feel they have control over their jobs and duties.

Limitations and suggestions for future research

This study is limited with the two universities from the region. Further, questionnaire has been applied only in English language, which could be done in Kurdish and in Arabic languages in the future at governmental universities as well. Because of that next studies might increase the number of the universities and respondents. Besides, the consequences of the economic and politic problems could be investigated in different sectors in this respect.

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