

Analysis of job burnout in people working in sports in the universities of Baghdad

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ABSTRACT

The objective of this research was to analyze job burnout in people working in sports in the universities of Baghdad. The researchers used the descriptive approach with survey method, and the sample was composed of 290 sports activity workers. The researchers defined the scale and procedures and applied them to the research sample. The data obtained were processed and interpreted to obtain conclusions. A high level of job burnout was found in the participants of this study. To solve this problem, the authors think that it would be recommendable that people working in sports in the universities of Baghdad are given the opportunity to develop their abilities and are involved in decision-making.

KEYWORDS

Job burnout; workers; sports activity

1. INTRODUCTION

Job burnout is a common modern disease. There is no area of our contemporary life that we do not see loaded with social contradictions and psychological pressures that inevitably lead, if they continue, to the tragic result of job burnout. The issue of job burnout has gained great importance among writers and researchers in developed countries during the past three decades, not only in The field of organizational behavior, but also in the field of administrative development, because it is one of the important administrative problems in our contemporary world facing workers in governmental and non-governmental organizations, and “it is considered an indication that organizations are going through a crisis that can lead them to decline and decline, and they will fail in the long run.” It has negative effects on organizations and their employees” (Al-Kalabi & Rashid, 2001; Al-Nafi’i, 2001).

During the researchers' vision of the psychological, social and professional work conditions prevailing in sports activities in Baghdad governorate, it was observed that they constitute a fertile field for the emergence of the phenomenon of job burnout, as we find that the employee may continue in

his job without change or development for a long period of up to 10 years. The performance and productivity of the department in which the workers work in the sports activity will be very low and may even be non-existent, which inevitably affects the productivity and efficiency of the administrative apparatus as a whole. Hence, it was necessary to study the phenomenon of job burnout and work to indicate its level, to what extent it reached among the workers in the activities. Therefore, the objective of this research was to analyze job burnout in people working in sports in the universities of Baghdad.

2. METHODS

2.1. Design and participants

The researchers adopted the descriptive approach with the survey method as the most appropriate approach to the nature of the current research, as the descriptive approach aims to identify the conditions and relationships between reality and appearance, and aims to collect data from members of society in an attempt to determine the current state of society in many variables.

The research community was determined by the intentional method. It was composed of workers in sports activities in the province of Baghdad, working in a total of 9 universities. The research community was 317 workers. Table 1 shows the details of the research community. The researchers chose a sample from the community of 290 workers (Table 2). Then the sample was divided into three groups for the necessities of research: the exploratory sample (n=20), the preparation sample (n=150), and the main experiment sample (n=120).

Table 1. Research community (n=317), numbers of workers in sports activities by universities

Universities	Number of workers
Middle Tech	36
Tech	38
Karkh Sciences	36
Ibn Sina	38
Baghdad	38
Al-Mustansiriya	34
Iraqi	25
The two rivers	37
Tech	35

Table 2. Details of the exploratory, preparation and experimentation samples

	Number	Percentage
Exploratory sample	20	6.90
Preparation sample	150	51.72
Experimentation sample	120	41.38
Excluded	27	-
Total sample	290	100

2.2. Procedures

The researchers adapted and validated to the context of the present study the Maslach Burnout Inventory (Maslach et al, 1981). This instrument has a total of 21 items and three dimensions. The three dimensions are: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. This instrument uses a Likert scale of five levels (strongly agree, agree, neutral, disagree, strongly disagree). A high degree of Emotional Exhaustion and Depersonalization, and a low degree of Personal Accomplishment mean that the individual suffers from burnout. The participants are classified in three categories: low level of burnout, medium level of burnout, and high level of burnout.

The validity of the scale means that its questions measure what they were set to measure, and the researchers verified the validity of the scale in two ways. First, the questionnaire was presented to a group of arbitrators specialized in sports management science and sports psychology. Small modifications were carried out in the items according to the suggestions of these experts. Second, an exploratory experiment was conducted applying the questionnaire to a sample of 20 people, in order to know its clarity and relevance, and to determine the time that the scale takes.

After this process, the final version of the questionnaire was applied, with the help of the assistant work team, to a sample of 150 workers in sports activities in the universities of the Governorate of Baghdad. After completing the implementation of the main experiment, the researchers arranged and corrected the questionnaire forms and recorded the results in preparation for analysis. Statistically, some descriptive statistics were found for the sample (Table 3).

Table 3. Descriptive characteristics of the questionnaire

Statistics	Job burnout
Mean	66.793
Media	66.000
Standard deviation	4.906
Skewness	0.253
Standard error	0.198

The psychometric characteristics of the questionnaire include the scale's ability to measure what it is intended to measure, and it also includes the scale's ability to measure the phenomenon with an acceptable degree of accuracy or with the least possible errors. Validity is one of the most important factors for identifying the quality of tests and measures. A test or measure is characterized by validity when it actually measures the trait or characteristic for which it was developed. Validity is a typical test that the researcher sets to prove the validity of the test and the homogeneity (Suleiman & Suleiman, 2016).

To verify the discriminatory ability of the items, the value of T must be a function between the results of the upper and lower group of the statistical analysis sample on each dimension (Said & Hani, 2016), and thus the degrees of each item were arranged in ascending order from the lowest degree to the highest degree. After processing the results statistically, it was found that the items are adequate because the p values are lower than the significance level of 0.05 (Table 4).

Table 4. Discriminating power of the scale

	Items	Upper levels		Lower levels		T	Error levels
		S	E	S	E		
Emotional Exhaustion							
1	I feel emotionally drained.	30.18200	0.43477	4.2439	0.21808	1.9512	0.000
2	I feel completely depleted at the end of my work day.	35.33900	0.30041	4.0976	0.21808	2.0488	0.000
3	I feel exhausted when I get up in the morning to face another day's work.	36.48600	0.38095	4.1707	0.00000	2.0000	0.000
4	Dealing with students all day makes me nervous.	33.91400	0.41906	4.2195	0.00000	2.0000	0.000
5	I feel bored and bored with my job.	32.43100	0.30041	4.0976	0.26365	2.0732	0.000
6	I get frustrated at my job.	27.014	0.44857	4.2683	0.26365	2.0732	0.000
7	I feel like I'm doing my best in my job.	36.67100	0.33129	4.1220	0.15617	2.0244	0.000
8	Dealing with students directly is a great pressure for me.	32.28400	0.40122	4.1951	0.15617	2.0244	0.000
9	I feel suffocated and near the end.	26.77600	0.46065	4.2927	0.26365	2.0732	0.000
Depersonalization							
10	I feel that I treat some categories of students as if they are lifeless inanimate objects.	25.48100	0.49878	4.4146	0.30041	2.0976	0.000
11	I have been very hard on students since I started this job.	-30.249	0.44857	4.2683	0.15617	2.0244	0.000

12	I am concerned that this work will cause me to be hardened and insensitive.	-29.247	0.49386	4.3902	0.15617	2.0244	0.000
13	I really don't care what happens to others.	-60.154	.00000	4.0000	.00000	2.0000	0.000
14	I feel like students blame me for some of their problems.	-60.154	.00000	4.0000	.00000	2.0000	0.000
Personal Accomplishment							
15	I feel that I treat some categories of students as if they are lifeless inanimate objects.	-35.032	0.21808	4.0488	0.00000	2.0000	0.000
16	I have been very hard on students since I started this job.	-50.35	0.21808	4.0488	0.00000	2.0000	0.000
17	I am concerned that this work will cause me to be hardened and insensitive.	-60.154	0.40122	4.1951	0.00000	2.0000	0.000
18	I really don't care what happens to others.	-60.154	.00000a	4.0000	.00000	2.0000	0.000
19	I feel like students blame me for some of their problems.	-14.843	0.26365	4.0732	0.00000	2.0000	0.000
20	I feel that I treat some categories of students as if they are lifeless inanimate objects.	-23.604	0.21808	4.0488	0.00000	2.0000	0.000
21	I have been very hard on students since I started this job.	-16.696	0.21808	4.0488	0.00000	2.0000	0.000

Significant at the degree of freedom 80 and below the level of significance 0.05

It can be seen from Table 4 that all items of the scale have the ability to distinguish between the upper and lower levels, so no item has been deleted from the items of the scale. Also, the researchers calculated the internal consistency of the scale by extracting the Pearson correlation coefficient between the degree of each of the scale expressions and the total score of the scale on the sample numbers. Table 5 shows the internal consistency of the scale.

Table 5. Correlation coefficient between the items and the total score of the job burnout scale

Item	Simple correlation coefficient	p	Result	Item	Simple correlation coefficient	p	Result
1	.375**	0.000	Significant	12	.230**	0.000	Significant
2	.241*	0.000	Significant	13	.386**	0.000	Significant
3	.278*	0.000	Significant	14	.376**	0.000	Significant
4	.388**	0.000	Significant	15	.400**	0.000	Significant
5	.288**	0.000	Significant	16	.250**	0.000	Significant

6	.336**	0.000	Significant	17	.296**	0.000	Significant
7	.333**	0.000	Significant	18	.334**	0.000	Significant
8	.335**	0.000	Significant	19	.339**	0.000	Significant
9	.345**	0.000	Significant	20	.280*	0.000	Significant
10	.264*	0.000	Significant	21	.250**	0.000	Significant
11	.247*	0.000	Significant				

Another method of internal consistency was used by finding the relationship of the item score with the total score of the dimension, as shown in Table 6.

Table 6. Correlation coefficient between the items and the total score of the dimensions of the job burnout scale

Item	Simple correlation coefficient	p	Result
Emotional Exhaustion			
1	.497**	0.000	Significant
2	.475**	0.000	Significant
3	.520**	0.000	Significant
4	.474**	0.000	Significant
5	.466**	0.000	Significant
6	.397**	0.000	Significant
7	.426**	0.000	Significant
8	.499**	0.000	Significant
9	0.087	0.228	Not significant
Depersonalization			
10	.546**	0.000	Significant
11	.627**	0.000	Significant
12	.542**	0.000	Significant
13	.424**	0.000	Significant
14	.480**	0.000	Significant
Personal Accomplishment			
1	.556**	0.000	Significant

2	.563**	0.000	Significant
3	.543**	0.000	Significant
4	.417**	0.000	Significant
5	.493**	0.000	Significant
6	.531**	0.000	Significant
7	.529**	0.000	Significant

After extracting the consistency of the items in the dimensions, it was found that all the items were significant, except for item 9, which was excluded. Another method of internal consistency was used by finding the relationship of the dimensions' score with the total score of the scale, as shown in Table 7.

Table 7. Correlation coefficient between the dimensions and the total score of the job burnout scale

Dimension	Simple correlation coefficient	p	Result
Emotional Exhaustion	.737**	0.000	Significant
Depersonalization	.420**	0.000	Significant
Personal Accomplishment	.678**	0.000	Significant

The researchers extracted the stability of the scale using the method of half fractionation and Alpha Cronbach (Ibrahim, 2001). The correlation coefficient was 0.584, which represents half of the scale, and then the stability of the scale as a whole was found using the Spearman-Brown equation because of the scale number of individual items, which amounted to 0.733. The researchers extracted the stability of the Cronbach's alpha coefficient based on the data of the sample (n=150), and its value for the burnout scale was 0.690, which is a high stability coefficient that can be reliable to estimate the stability of the test. Also, this scale is characterized by objectivity because there is a correction key to the answer alternatives.

2.3. Statistical analyses

The statistical package (SPSS) version 23.0 was utilized for processing the statistical data. This research employed the following statistical methods: arithmetic mean, standard deviation, percentage, simple correlation coefficient (Pearson), adjusted standard score and T test for independent samples. For the present study, statistical significance was set at $p < 0.05$.

3. RESULTS AND DISCUSSION

Tables 8 and 9 show that there are significant differences in favor of the arithmetic mean, and this means that the sample feels job burnout, and this is what the researchers noticed through their work in sports activities, and this is due to the pressures that workers suffer from, including the lack of direct attention to them. The provision of all their needs in terms of tools and supplies would develop their work, especially if we know that sports activities are a group of activities carried out by workers and they work to organize them throughout the school season for students, and this provides the opportunity to bring out several talents.

Table 8. Arithmetic mean, standard deviation, skewness, and significance value of the burnout scale

Variable	Hypothetical mean	Mean	Standard deviation	Skewness	T	p	Result
Burnout	60	62.1083	4.81209	-.016	4.799	0.000	Significant

Table 9. Mean, standard deviation, t value, and p value for the dimensions of job burnout

Variables	Hypothetical mean	Mean	Standard deviation	T	p	Results
Emotional Exhaustion	24	25.1833	2.96757	4.368	0.000	Significant
Depersonalization	15	15.7083	2.35645	3.293	0.001	Significant
Personal Accomplishment	21	21.2167	2.48756	0.954	0.342	Significant

If we review the dimension of Emotional Exhaustion, we see that the employees have a degree of suffering from emotional and psychological stress, and the researchers attribute this to the nature of their work, which deals directly with students. In addition to the tasks entrusted to them in organizing tournaments for students, they have pressure because they have to avoid that students feel boredom and lack of innovation. “The pressure occurs only to the extent that individuals realize that the situation that the individual faces includes some threats and that they will not be able to adapt to the demands of the situation or those risks in the sense that the situation is out of control” (Grindberg & Barron, 2004).

Since the university is an open system that interacts with the environment, it becomes difficult to limit the pressures that the teacher is exposed to those that occur within the organization during working hours. When the individuals come to the organization, they bring with them their values, customs and traditions that they acquired from the society, and they also come with the life pressures that they live, which in turn affect their work pressures as well as are affected by them.

As for the second dimension, depersonalization, the researchers think that the level of the sample is also average in this dimension, because job burnout is the relationship with others such as the boss, co-workers, and students, and dealing with an excellent direct boss has a role in reducing the degree of suffering from burnout, while if the boss is weak, it will be a source of burning, as employees tend to form negative impressions about it and deal with the boss less seriously and more cynically. This will produce job dissatisfaction and job burnout (Kharabsheh & Arabiyat, 2005).

Finally, regarding the dimension Personal Accomplishment, the results are consistent with reality and what the teacher feels, as many studies confirm that the capabilities enjoyed by student activities are limited in comparison to the size of human resources and their workers, as the achievement of these workers depends on the existing tools and capabilities. Problems appear in this dimension when the employee feels a loss of personal commitment in the work relations, when the employee is constantly subjected to disciplinary sanctions from the boss, or when the employee feels that is in a ship that is sinking in the middle of the sea and is hit by waves in every direction (Cords & Dougherty, 1993).

4. CONCLUSIONS

A high level of job burnout was found in the participants of this study. To solve this problem, the authors think that it would be recommendable that people working in sports in the universities of Baghdad are given the opportunity to develop their abilities and are involved in decision-making.

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The authors declare no conflict of interest.

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