

Assessing Burnout Levels Among Staff Members At Teacher Education Institute : A Study Using The Maslach Burnout Inventory (MBI)

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Abstract

This study evaluates occupational burnout levels among staff members at the Institute of Teacher Education Kota Bharu Campus using the Maslach Burnout Inventory (MBI). Utilizing a quantitative, cross-sectional design, data were gathered from N=76 academic and administrative personnel through a structured questionnaire measuring emotional exhaustion, depersonalization, and personal accomplishment. Results indicate a moderate overall prevalence of burnout. While low levels were predominantly reported for emotional exhaustion (60.5%, n=46) and depersonalization (94.7%, n=72), a critical finding emerged in reduced personal accomplishment, where 47.4% (n=36) of staff scored in the low fulfillment category. Additionally, 39.5% (n=30) exhibited moderate-to-high emotional exhaustion. These findings highlight a significant vulnerability in employee professional self-efficacy despite stable emotional detachment levels. To mitigate workplace strain, it is recommended that institutional leadership, via the Department of Training Development, implement targeted stress management initiatives, workload optimization, and professional growth programs. Future research should incorporate longitudinal designs and expand sampling across other campuses to identify contextual predictors of academic burnout.

Keywords: *Maslach Burnout Inventory (MBI), Occupational Burnout, Personal Accomplishment, Staff Well-Being, Teacher Education Institute*

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Penilaian Tahap Kelesuan Dalam Dalangan Kakitangan Di Institut Pendidikan Guru: Kajian Menggunakan Maslach Burnout Inventory (Mbi)

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Abstrak

Kajian ini bertujuan menilai tahap kelesuan kerja dalam kalangan kakitangan di Institut Pendidikan Guru Kampus Kota Bharu (IPG KKB) menggunakan Maslach Burnout Inventory (MBI). Menerusi reka bentuk kuantitatif keratan rentas, data dikumpul daripada N = 76 pensyarah akademik serta pegawai pengurusan bagi mengukur tiga dimensi utama: keletihan emosi, penyahperibadian, dan pencapaian peribadi. Dapatan menunjukkan tahap kelesuan keseluruhan berada pada aras sederhana. Meskipun majoriti responden mencatatkan tahap rendah bagi keletihan emosi (60.5%, n=46) dan penyahperibadian (94.%, n=72), isu utama dikesan pada dimensi pencapaian peribadi, di mana 47.4% (n=36) kakitangan mengalami tahap kepuasan pencapaian yang rendah. Tambahan pula, sebanyak 39.5% (n = 30) responden menunjukkan tahap keletihan emosi sederhana hingga tinggi. Secara keseluruhannya, amalan kerja semasa berjaya mengekalkan emosi yang positif, namun penurunan efikasi sendiri profesional menjadi cabaran utama. Sehubungan itu, pihak pengurusan menerusi Jabatan Pembangunan Latihan disyorkan agar merangka program pengurusan tekanan, penyelarasan beban kerja, serta sokongan pembangunan kerjaya. Kajian lanjutan wajar memperluas pemboleh ubah dan liputan kampus bagi mengenalpasti faktor peramal kelesuan secara lebih menyeluruh.

Katakunci: Institut Pendidikan Guru, Kelesuan Kerja, Kesejahteraan Kakitangan, Maslach Burnout Inventory (MBI), Pencapaian Peribadi

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1.0 Introduction

In the 1960s, the term "burnout" was first used to define the psychological effects of drug usage on a person. But until the creation of the Maslach Burnout Inventory, a commonly used tool for measuring it, it lacked a clear description. Maslach & Jackson, (1981) defined burnout as a condition characterised by emotional exhaustion, depersonalisation and loss of a sense of personal accomplishment. Burnout also defined as "...a state of physical, emotional and mental exhaustion caused by longterm involvement in situations that are emotionally demanding" by Harrison (1999) as mention in Lackritz (2004).

In many professional contexts, including education, burnout-which is typified by depersonalisation, diminished personal accomplishment, and emotional exhaustion-has become a serious concern (Maslach et al., 1997). The danger of burnout among educators has increased due to the demanding nature of the teaching profession, growing workloads, administrative demands, and societal expectations (Agyapong et al., 2022).

Previous studies (e.g., Skaftelin et al., 2018; Zhang et al., 2020) have repeatedly shown a considerable prevalence of burnout among educational professionals. Burnout has far-reaching effects that negatively affect people's own well-being, the effectiveness of organisations, and eventually the results of students (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

The Malaysian context is no exception, with growing evidence of educator burnout (e.g., (Azeem & Nazir, 2008; Izzan Hafiza et al., 2022; Sakinah et al., 2024). With the goal of improving accessibility and quality, the Malaysian education system has undergone significant reforms (Ministry of Education Malaysia, 2013). But these adjustments have also put educators under more strain with their workloads, which has led to feelings of burnout (De Araújo Leite et al., 2019). At the same time, the problem is made worse by the sociocultural environment, which emphasises the role of teachers as community leaders and role models (Nooraini, 2016).

The role of academics in higher education has undergone a profound transformation over the past few decades. Traditionally, academics were regarded as esteemed scholars whose primary responsibility was to impart knowledge through structured lectures and established methods, earning them a revered status in society (Hamzah et al., 2025). Surprisingly, the landscape of higher education has shifted significantly due to rapid advancements in technology, globalization, and the increasing demand for high-quality education tailored to a diverse and dynamic student population.

Studies have consistently shown that teacher burnout has detrimental effects on students' performance, job satisfaction, and turnover rates (Skaftelin et al., 2018). These effects are especially concerning in the Malaysian context because of the country's goals for high standards in education (Ministry of Education Malaysia, 2013). Even though teaching is a fascinating profession, it is challenging and demanding in the modern world. In teaching, too much stress can have unfavourable effects (Mohammadpour et al., 2014). For example, a lecturer who experiences constant stress finds it difficult to enjoy their work, which results in a reduction in effort and a detrimental impact on the students.



Zhong et al., (2009) in Hamzah et al., (2025) stated that beyond teaching and research, lecturers are also expected to serve as mentors and advisors, addressing students' personal and social challenges such as mental health issues, financial stress, and family conflicts. Acting as the front line of student support places additional emotional and psychological demands on academics, often without formal recognition or adequate institutional support (Sestili et al., 2018). These increasing responsibilities, combined with mounting pressure to excel in research, publication, and institutional service, create a challenging environment that can lead to stress and burnout.

It will be beneficial to better understand job-related stress and burnout as well as to improve the working lives of college instructors if stress and burnout among them are studied. Salami (2011) stated that institutions and instructors may benefit from an understanding of the personal and environmental factors that contribute to burnout. Human resource professionals and career counsellors can more accurately predict burnout and its early manifestations by understanding the internal and environmental elements that contribute to burnout. With the use of this data, effective intervention plans that prevent burnout and improve worker and organisational wellbeing may be created. Despite the fact that stress and burnout have been extensively investigated, more study is necessary to find novel variables that may mediate the relationship between job stress and burnout.

At a university, polytechnic, or college of education, a typical lecturer works in four capacities: teaching, conducting research, meeting legal requirements, and administration as mention by Makinde & Alao (1987) in Salami, (2011). The rank of the professor determines the degree and frequency of influence from participation in any of the major categories of work activities. It is understandable that lecturers' stress and burnout are steadily rising given the growing number of tasks that employers, parents, and students are requiring of them. This has inevitably had an impact on lecturers' research responsibilities in postsecondary institutions.

Stress at work can have an impact on people's physiology and psychology, which can result in protracted depression. Workplace stress has been linked to a number of issues, including accidents, rising costs for occupational safety and health, cumulative trauma disorders, poor work performance, and social disruption (Azizah Ahmad et al., 2016)

The risk of academic teachers' burnout is related to the stress resulting from the need to accomplish achievements in three scopes of their activity: a) academic, b) teaching and c) organisational, as well as to enhance their professional competences, which results from Article 115, paragraph 1 and paragraph 2 of the Act on Higher Education and Science (Journal of Laws 2018, item 1668) (Ewa Wilczek-Rużyczka & Justyna Wszyńska-Michalec, 2023). These researchers elaborated that the performance of tasks within these three scopes of activity is subject to the periodic evaluation of the individual employed in the groups of academic, research and teaching and didactic employees, while in the latter group the scope of academic activity is not evaluated. In addition to the stress associated with the need to obtain achievements within the activities listed and subject to assessment, there are also risk factors involved in the work of academic staff, including stress associated with the performance of tasks within the assessed areas of activity.



Resolving burnout calls for an all-encompassing strategy. According to Skaftelin et al. (2018), this entails strengthening the networks of support available to educators, encouraging a work-life balance, and offering chances for professional growth. To lessen the possibility of educational reforms having a detrimental effect on the wellbeing of educators, policymakers must also take the larger sociocultural environment into account when creating new initiatives.

This study attempts to assess the level of burnout among employees at Teacher Education Institute Kota Bharu Campus, given the significant effects that burnout has on the education sector. This study looks at the prevalence and correlates of burnout in an effort to better understand the causes of this phenomena and to guide the creation of treatments that would lessen its detrimental impacts.

2.0 Problem Statement

Burnout among educators is a global crisis with far-reaching consequences for individuals, institutions, and societies (World Health Organization, 2019). Teacher education institutes, pivotal in shaping the future of the teaching profession, are facing increasing pressures to produce high-quality graduates while navigating complex institutional environments. Despite the critical role of these institutions in preparing educators, research on the well-being of their staff remains limited.

A growing body of evidence suggests that educators experience high levels of burnout (Mijakoski et al., 2022). While the studies indicate that burnout fluctuates between and within individuals, there is a lack of evidence concerning how burnout develops over time and whether it represents a long-term or short-term condition.

Furthermore, the specific challenges and experiences of staff at teacher education institutes have not been adequately explored. Understanding the extent of burnout among these professionals is crucial to addressing their well-being and ensuring the institution's capacity to effectively prepare future educators. This study aims to fill this research gap by assessing the level of burnout among staff at a teacher education institute.

By employing the Maslach Burnout Inventory (MBI), a widely validated measure, this research will provide valuable insights into the prevalence and nature of burnout among this critical group of professionals. Maslach and Leiter's three-dimensional model provides a comprehensive framework for understanding burnout. Emotional exhaustion involves feelings of being emotionally drained and fatigued due to prolonged overexertion. Depersonalization refers to a sense of detachment or cynicism towards one's work, colleagues, or students, often used as a coping mechanism in high-stress environments. Reduced personal accomplishment is marked by a decline in perceived competence and a lack of fulfillment in professional achievements. Together, these components capture the complex and multifaceted nature of burnout in the workplace.

The findings will inform the development of targeted interventions to mitigate burnout and create a more supportive work environment for staff at teacher education institutes.



3.0 Research Objective

The purpose of the study was to determine the level of burnout among IPG Kota Bharu Campus staff members in terms of emotional burnout, depersonalisation, and personal achievement.

3.1 Significance of the study

It's critical to assess employee fatigue in educational institutions in order to ensure workers' health by identifying those who might be in stressful situations and offering assistance and support to help them regain their mental and emotional well-being. Additionally, staff productivity can be maintained based on the information on the amount of fatigue, as excessive levels of fatigue can lead to low work productivity among staff members, which further hinders the accomplishment of educational objectives. Furthermore, preventing burnout improves student results since burned-out teachers may be less productive in their roles, which in turn affects learning and achievement for students. Based on the data about fatigue levels, the management must prioritise providing professional development activities to staff members. These activities will equip them with the necessary skills and techniques to effectively handle stress, thereby enhancing their resilience.

4.0 Research Methodology

The concepts of quantitative research drove the conception and implementation of this investigation. Purposive sampling was the chosen sample technique. Based on the goals of the study, the researcher collected data from the target population, which is the IPG KKB workers. DG grades from educational institutions were held by the 76 IPG KKB personnel that participated in this survey, including management executives and lecturers.

4.1 Instrument

Three dimensions of burnout were evaluated in IPG KKB staff members using the Maslach Burnout Inventory (MBI) (MBI-HSS; Maslach, Jackson & Schwab, 1996). The 22 items on this scale are broken down into three constructs: personal achievement (8 items), depersonalisation (5 things), and emotional burnout (9 items). While emotional burnout, depersonalisation, and personal accomplishment are the three components that make up the condition of burnout, Maslach et al. (2001) claimed that emotional burnout is the essential component. The respondent's perception of being emotionally burdened and fatigued from work is reflected in the nine items that make up the Emotional Exhaustion construct. A 7-point Likert scale, with 0 representing never and 6 representing every day, was used to ask each respondent how frequently they experienced the sensations associated with each item. A higher level of exhaustion is indicated by a higher felt fatigue score.



Table 1: Response Categories for Emotional Exhaustion, Depersonalisation and Personal Accomplishment on the Maslach Burnout Inventory-Human Services Survey

(Source: Azeem & Nazir, 2008)

No	Response Category	Emotional Exhaustion	Depersonalisation	Personnel Achievement
1	High	24 or over	9 or over	0-35
2	Moderate	14-23	3-8	36-42
3	Low	0-13	0-2	43 or over

5.0 Findings

5.1 Demographic Data

The demographic profile of the 76 participants reveals significant insights into their characteristics. The majority of the participants were female, accounting for 68.4%, while males represented 31.6%. In terms of marital status, a substantial 92.1% were married, with only 5.3% single and 2.6% widowed. Regarding academic qualifications, 68.4% of the participants held a Master's degree, whereas 31.6% had achieved a PhD level of education. The racial composition was predominantly Malay at 97.4%, with Indian participants making up 2.6%. Age distribution indicated that 31.6% of participants were aged between 51-55, followed by 26.3% in the 56-60 age range. Other age groups included 46-50 years at 23.7%, 41- 45 years at 10.5%, and 36-40 years at 7.9%. Finally, in terms of working experience, nearly half, or 47.4%, had 26 years or more, while 28.9% had between 21-25 years, and 21.1% had 16-20 years of experience, with only 2.6% having 11-15 years of experience.

5.2 Burnout Level

As illustrated in Figure 1, the descriptive analysis indicates that a clear majority of IPG KKB employees (60.5%, n=46) exhibit a low level of emotional exhaustion/burnout, suggesting that most staff effectively manage job demands and maintain work-life balance. Conversely, 28.9% (n=22) of respondents report a moderate level of burnout, representing a substantial group that may be vulnerable to progressive strain without targeted institutional interventions. Furthermore, 10.5% (n=8) of the workforce experiences high levels of emotional exhaustion. Although this severe category accounts for a minority of the sample, the combined total of moderate-to-high burnout (39.5%, n = 30) highlights a critical need for proactive workload management and structured wellbeing support systems.



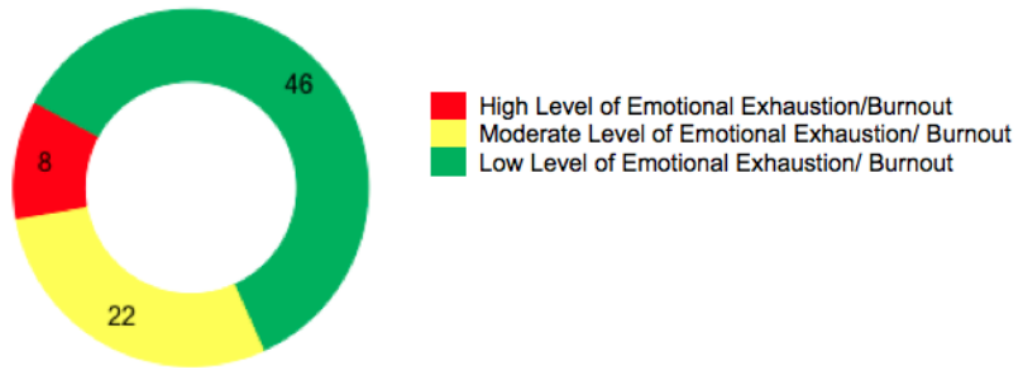


Figure 1: Number of Respondents and Percentage of Construct Levels of Emotional Exhaustion

As illustrated in Figure 2, the descriptive results for depersonalisation reflect an overwhelmingly positive baseline across the institution (N = 76). A total of 94.7% (n = 72) of participants fall into the low-level range, demonstrating that job-related stress has not compromised the emotional responsiveness or constructive attitudes of the majority of staff members toward their academic and administrative duties.

In contrast, the data reveals minimal variance at the higher severity thresholds. Exactly 2.6% (n=2) of employees demonstrated moderate depersonalisation, and an identical 2.6% (n=2) met the criteria for high depersonalisation. Combined, only 5.3% (n=4) of the surveyed population exhibits signs of professional detachment or cynicism. When evaluated alongside emotional exhaustion metrics, these findings indicate that while workload fatigue may affect a subset of staff, it has not broadly translated into widespread alienation or coldness toward peers and students. Nonetheless, early monitoring and discrete counseling resources remain advisable to prevent these few cases from escalating into long-term professional disengagement.



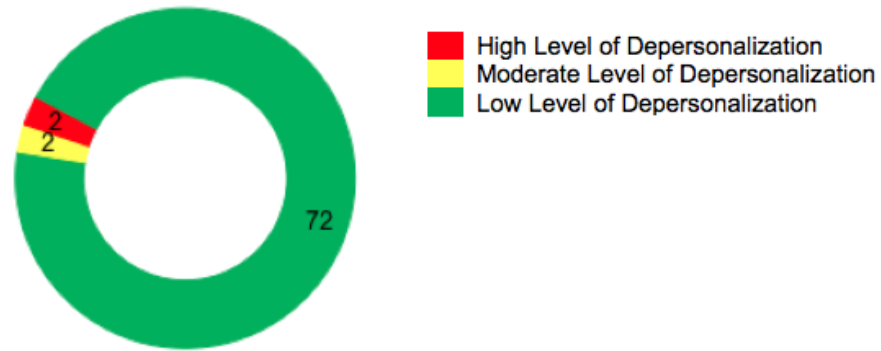


Figure 2: Number of Respondents and Percentage of Depersonalization Construct Level

Results for the personal accomplishment dimension present a more concerning picture than the previous constructs (Figure 3). Nearly half of the respondents (47.4%, n=36) fell into the low category, pointing to a widespread diminished sense of competence and fulfillment in their daily roles. Meanwhile, 21.1% (n=16) scored in the moderate range, leaving only 31.6% (n=24) experiencing a high level of personal achievement. This pronounced skew toward lower self-efficacy highlights a major organizational vulnerability. Unlike emotional exhaustion or depersonalisation, reduced personal accomplishment directly impacts employee morale, suggesting an urgent need for institutional recognition, professional growth opportunities, and clearer avenues for career efficacy.

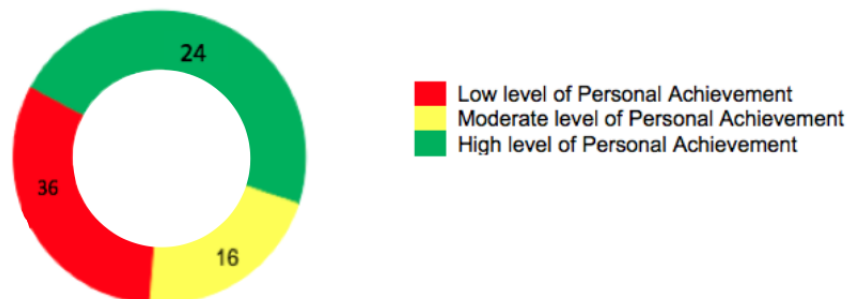


Figure 3: Number of Respondents and Percentage of Personal Achievement Construct Level



6.0 Discussion

The data analysis of the IPG KKB employees reveals a mixed landscape regarding employee well-being and job satisfaction. The findings indicate that while a majority of employees are managing their work demands effectively, there are significant concerns that must be addressed to foster a healthier workplace environment. Firstly, it is encouraging to note that 60.5% of employees report a low level of burnout, suggesting that a substantial majority are coping well with their job responsibilities. However, the fact that 29% of employees experience moderate burnout indicates a pressing need for intervention. This moderate level of burnout can lead to decreased productivity, increased absenteeism, and a decline in overall job satisfaction. It would be prudent for management to implement strategies aimed at reducing workload and enhancing support systems to prevent the escalation of burnout among these employees.

Moreover, the 8% of employees who report feeling severely exhausted presents a critical concern. Although this percentage appears small, it represents individuals who may be at risk for serious mental health issues. Addressing the needs of these employees through targeted wellness programs, flexible working arrangements, or access to mental health resources should be a priority. Proactive measures can help mitigate the risk of burnout and support employees in maintaining a healthy work-life balance. The analysis also highlights a positive trend regarding depersonalization, with 94.8% of employees reporting low levels. This suggests that the majority of staff maintain a compassionate approach towards their colleagues and students, which is essential in fostering a supportive educational environment.

The level of depersonalization among IPG KKB employee is low. This aligns with findings from Izan Hafiza et al., (2022) and Zainuddin & Muhamad, (2021), who reported low levels of depersonalization in their respective studies. The interactive work environment and two-way communication foster positive relationships, and lecturers consistently demonstrate care and empathy towards others. This suggests that lecturers maintain a positive outlook and avoid cynicism. However, the presence of 2.6% of employees experiencing moderate to high levels of depersonalization warrants attention. This group may be showing signs of cynicism or emotional detachment, which can negatively impact team dynamics and student interactions. Regular check-ins and support initiatives can help address these issues, ensuring that all employees feel valued and connected to their work.

Regarding personal achievement, the data indicates that 47.3% of employees fall into the low satisfaction category. This is concerning as low job satisfaction can correlate with higher turnover rates and lower organizational commitment. Understanding the underlying factors contributing to this low sense of accomplishment is vital. Management should consider conducting focus groups or surveys to explore employee perceptions and identify areas for improvement.

On a positive note, the 31.6% of employees who report a high level of personal achievement suggests that there is a segment of the workforce that feels fulfilled in their roles. Recognizing and sharing the success stories of these employees can serve as motivation for those who are struggling. Furthermore, the 21.1% of employees in the moderate achievement range should be encouraged and supported to enhance their engagement and motivation, fostering a culture of continuous improvement.



In conclusion, while the overall data suggests that many IPG KKB employees are managing their workloads effectively and maintaining a compassionate approach to their work, there are critical areas that require attention. Addressing moderate burnout, supporting employees experiencing depersonalization, and enhancing job satisfaction through targeted initiatives will be essential in ensuring a sustainable and positive work environment. By prioritizing employee well-being, IPGM KKB can foster a culture of engagement and satisfaction that ultimately contributes to the success of both employees and students.

The empirical evaluation of burnout constructs among IPG Kota Bharu Campus (IPG KKB) personnel offers a comprehensive profile of academic and administrative well-being, revealing a complex workplace environment characterized by notable emotional resilience alongside emerging vulnerabilities in professional efficacy. Assessing occupational burnout within teacher education institutes is particularly critical, as these organizations serve as the cornerstone for preparing future educators and maintaining national instructional standards. The overall baseline findings indicate that the majority of IPG KKB staff manage their day-to-day work demands effectively, preserving positive interpersonal connections with students and colleagues. However, a granular examination of the three core subscales measured by the Maslach Burnout Inventory (MBI); Emotional Exhaustion, Depersonalisation, and Personal Accomplishment, highlights clear institutional divides that warrant strategic management intervention.

Regarding the Emotional Exhaustion dimension, the descriptive data reveals that a solid majority of respondents (60.5%, $n = 46$) experience low levels of burnout. This finding suggests that a significant portion of the workforce possesses adequate personal coping strategies, adaptive capacity, and baseline resilience to meet operational expectations. Despite this encouraging majority, the cumulative proportion of personnel reporting moderate (28.9%, $n = 22$) and high (10.5%, $n = 8$) emotional exhaustion totals 39.5% ($n = 30$) of the sample. This sizable subgroup reflects underlying psychological strain that aligns with findings by Sakinah et al. (2024) and Agyapong et al. (2022), who observed that expanding administrative burdens, curriculum revisions, and societal expectations in modern educational contexts frequently compound stress among tertiary educators. While staff with moderate exhaustion represent an at-risk group vulnerable to progressive depletion, the 10.5% experiencing severe exhaustion requires immediate institutional attention to prevent chronic fatigue, heightened absenteeism, and reduced teaching effectiveness.

In sharp contrast to emotional strain, the Depersonalisation subscale yielded overwhelmingly positive outcomes, with 94.7% ($n = 72$) of participants falling into the low severity category. Within the MBI framework, depersonalisation measures the onset of unfeeling, cynical, or excessively detached responses toward service recipients and co-workers. The exceptionally low prevalence of depersonalisation at IPG KKB mirrors local empirical findings by Izan Hafiza et al. (2022) and Zainuddin and Muhamad (2021), who similarly identified low cynicism scores among educators across Malaysian tertiary institutions. This high level of social engagement indicates that the institutional culture within IPG KKB fosters strong collegial relationships, active two-way communication, and a sustained empathetic commitment toward student-teachers. Nevertheless, the 5.3% ($n = 4$) of staff who met the criteria for moderate (2.6%, $n = 2$) and high (2.6%, $n = 2$) depersonalisation must not be ignored. Even isolated instances of professional detachment can



quietly erode team dynamics and compromise the qualitative standard of academic delivery if left unmonitored.

The most critical and alarming finding of this investigation lies in the Personal Accomplishment subconstruct, where nearly half of the sample (47.4%, $n = 36$) recorded low scores, accompanied by 21.1% ($n = 16$) in the moderate tier. Because the Personal Accomplishment scale is inversely scored, low values reflect a pronounced loss of professional self-efficacy, diminished job satisfaction, and a pervasive belief that one's daily efforts lack institutional value. This stark divergence, where staff maintain high interpersonal empathy (low depersonalisation) yet suffer from low professional fulfillment points directly to structural and organizational bottlenecks rather than interpersonal friction. As highlighted by Salami (2011), tertiary educators tasked with balancing heavy administrative routines alongside teaching and research often experience role frustration, which systematically dilutes their perceived career success and personal growth.

When evaluated holistically, the data demonstrates that burnout at IPG KKB does not manifest as widespread cynicism or total emotional collapse, but primarily as a crisis of professional fulfillment and emerging workload fatigue. The high baseline of empathy and low depersonalisation indicates that the human foundation of the institute remains remarkably healthy, providing a strong cultural baseline for institutional growth. However, failing to address the low sense of accomplishment among nearly 50% of the staff risks eroding long-term organizational commitment, lowering productivity, and ultimately affecting the quality of teacher training programs. Institutional leadership must recognize that high emotional dedication cannot indefinitely compensate for structural inefficiencies and unrewarded administrative workloads.

To translate these empirical insights into meaningful organizational change, management must implement structured, targeted interventions spearheaded by the Department of Training Development. Immediate priority should be given to workload optimization, including the streamlining or automation of repetitive administrative tasks to alleviate emotional weariness. Furthermore, to directly counter the severe deficit in personal accomplishment, the institute should establish transparent career advancement pathways, enhance professional recognition systems, and offer targeted skill-building workshops that reinforce academic self-efficacy. By proactively pairing stress management resources with structural job enhancements, IPG KKB can cultivate a supportive, highly fulfilling work environment that safeguards staff well-being and sustains institutional excellence.

7.0 Conclusion

In conclusion, the assessment of burnout constructs at IPG Kota Bharu Campus reflects a workforce that is emotionally committed yet professionally strained. Based on the MBI statistics, the majority of employees effectively navigate workplace demands while maintaining high empathy and low cynicism (94.7% low depersonalisation). However, the critical takeaway rests in the personal accomplishment subconstruct, where nearly half of the personnel (47.4%) experience diminished fulfillment, alongside 39.5% facing heightened emotional exhaustion.

These results underscore that occupational burnout at the institute is not driven by interpersonal detachment, but rather by structural factors that hinder professional growth and efficacy.



Consequently, proactive interventions are essential to safeguard staff well-being and maintain long-term institutional productivity. It is recommended that campus leadership, through the Department of Training Development, implement structured stress mitigation initiatives focused on workflow efficiency, balanced task allocation, and enhanced professional recognition.

To build upon these findings, future studies should extend the research scope to include other teacher education campuses nationwide. Incorporating broader demographic and organizational variables will yield more conclusive insights into the root causes of academic burnout, guiding the development of evidence-based intervention programs across the Malaysian higher education sector.

8.0 Acknowledgements

The researcher would like to thank all IPG Kota Bharu Campus staff who participated in this research. The findings of this study will be used by the Training Development Department to create a stress management program that will make all staff less stressed and more cheerful, healthy and effective. A balanced existence where staff have enough time for work, relationships, and fun and can develop the flexibility you need to overcome obstacles is the main objective of this.

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