

Job Immersion And Its Relationship To Job Burnout: Case Study In King Khalid University

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Abstract:

The research aims to identify the level of job immersion and the level of job burnout, and the relationship between them in application to faculty members at King Khalid University, according to different variables (gender, administrative tasks, duration of work within the university). The research problem dealt with describing the relationship between job immersion and job burnout among faculty members at King Khalid University according to different variables (gender, administrative tasks, work duration within the university). The two tools of the study, which are the Occupational Engagement Scale and the Occupational Burnout Scale, were applied to a 99 sample of (138) faculty members who were selected by the stratified randomized method. The researcher used the descriptive analytical approach. The study found that there is a statistically significant correlation of 24.4% at a 0.05 level of significance between behavioral functional immersion and job burnout. There is a statistically significant correlation of 12.9% at a 0.05 level of significance between emotional job engulfing and job burnout, there is a statistically significant correlation of 44.9% at a 0.05 significance level between cognitive job immersion and job burnout. The study recommended work to develop and enhance career immersion among faculty members by identifying jobs and responsibilities. Reducing the level of job burnout by reducing the size of the burdens required to be performed and accurately identifying them, providing adequate appreciation for what the faculty member is doing, increasing the material and moral support to solve problems, enhancing the position facing the faculty member, developing psychological and social support programs for faculty members in order to reduce the level of Occupational burnout, the concern of senior management for the interests, rights and needs of faculty members, the interest of senior management in raising the morale of faculty members.

Keywords: *job immersion, behavioral immersion, emotional immersion, cognitive immersion, job burnout.*

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1.0 Introduction:

The faculty member at the university – like other scientists and thinkers – represents the nation's conscious mind, living conscience and beating heart, which actively and directly

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participates in the elevation, progress and prosperity of society, through his teaching function and educating future generations of young people scientifically, educationally and intellectually, in addition to his writings and research that contribute to building distinguished human minds in various scientific and practical disciplines (Marzouk 2018).

However, the university teaching profession carries with it a lot of troubles and job and professional pressures due to what it requires to deal with different types of students, the existence of dates for submitting books and research, the conflict of scientific promotions, and the inevitability of dealing with the rapid scientific and technological developments, which makes those in charge of this profession a lot of professional pressures in addition to the mismatch between the size of the responsibilities and the amount of powers required by decisions, not to mention a lot of material pressures (Mohammed 2014).

Job burnout is one of the most important effects that arise from the job pressures to which a faculty member is exposed, and this is supported by the statement of (Hell Riegel) that the profession of a faculty member requires direct contact with others to a large degree, so they are more likely to suffer from job burnout at work (Sadiq, 1993) and (Abu Taha, 2008) that this phenomenon is represented in the loss of the ability to work because the employee feels increasingly exhausted, burnout, unwillingness to work, and the collapse of the adaptation process with Stress as seen (Al Ali, 2003) that job burnout results from a beneficial state, And I struggle physically when the individual feels hopeless and unhappy. Al-Saadani (2005) indicates that job burnout is not a limited phenomenon related to a limited number of individuals, but it occurs on a large scale, especially in the service sector, due to the direct interaction of this sector with the public such as medical services, the judiciary, education and others, and I struggle physically when the individual feels hopeless and unhappy. Al-Saadani (2005) indicates that job burnout is not a limited phenomenon related to a limited number of individuals, but it occurs on a large scale, especially in the service sector, due to the direct interaction of this sector with the public such as medical services, the judiciary, education and others in different levels such as social, professional, and individual level.

Functional immersion is also important in the life of the faculty member, as the member who is highly immersed in work gives great attention to his job tasks, and sees his success at work as an indicator of self-esteem such as success in life as a whole, and in contrast, the faculty member who is immersed to a lesser degree feels that there are other things in life that are more important than the job. Job immersion is based on creating a work environment that enables faculty members to have an impact on decisions and actions that affect their jobs. Hence, this research deals with the relationship of job immersion and job burnout among faculty members at King Khalid University, due to the direct and continuous work pressures that this category is exposed to, in addition to the pivotal role it plays in the development of society.

Due to the scarcity of local and Arab studies and research related to the current field of research, as many of them dealt with the phenomenon of burnout from an educational and psychological approach and called it psychological burnout, while researchers in developed countries focused heavily on this phenomenon from the administrative entrance in addition to the educational and psychological entrance and called it burnout only.

1.1 Problem of the study

Toker (2011) believes that the phenomenon of job burnout in university life is one of the important phenomena that need more research and study, as job burnout among faculty members negatively affects the nature of performance and productivity, dissatisfaction, and frequent absences from work. If job burnout arises in faculty members at work as negative reactions shown by members as attempts to deal with their increasing sense of

psychological and professional pressure (advanced technology in education, scientific publishing, administrative burdens).

A study (Robertson & Watts, 2011) stated that faculty members in universities are exposed to high levels of job burnout comparable to those suffered by school teachers, and health workers as indicated (Al-Taweel, 2006) that individuals who show a high degree of functional immersion in their work are more productive, satisfied, and convinced of what they perform of duties, and less dropout from work, compared to their colleagues who are less immersed and determined to work, the degree to which the faculty member indulges in his profession and his ability to sense its importance and carry out his duties and Effective participation in it reflects positively on his job performance. The study of (AL Farr,2007 & Abu Hydrous) & (Talabani, Agha, Saadallah, 2015) recommended conducting studies dealing with the phenomenon of job burnout in the education sector. Which prompted the researcher to conduct this research to describe the relationship between both job immersion and job burnout among faculty members at King Khalid University with different variables (gender, administrative tasks, duration of work within the university) and to reach a number of proposed recommendations, following the results of reviewing previous studies. In this field, and work to solve it through the results that will be reached by the study The following is a set of research questions related to the research problem What is the level of functional immersion among faculty members at the university?

- What is the level of functional immersion of faculty members at the university?
- What is the level of job burnout among faculty members at the university?
- Is there a relationship between job immersion and job burnout among faculty members?

1.2 The importance of the study

The importance of the study in theory and practice lies as follows.

- The importance of the role played by the faculty member as the main and effective engine in the educational process at King Khalid University.
- The study is useful in knowing the level of job burnout among faculty members, which in a course may contribute to developing practical steps to reduce it.
- Contribute to raising awareness at King Khalid University of the importance of the level of job immersion and its impact on job burnout among faculty members.
- This study adds to the Arabic library a specialized study in the dimension of job immersion and its relationship to job burnout among faculty members in universities.

1.3 Objectives of the study

- In light of the importance of the study and the problem of the study, it can be said that the main objectives of this study are:
- Determine the level of functional immersion of faculty members.
- Determine the level of job burnout for faculty members.
- Know the most important elements that can contribute to reducing the level of job burnout.
- Measure and test the dynamic relationship between job immersion and job burnout at King Khalid University.

2.0 Literature review

2.1 Group I: Studies on Functional Immersion

- **Monis (2018)** he study aimed to identify the level of functional immersion, the level of burnout, and the relationship between them among teachers of the primary basic stage, and to know the extent to which the level of functional immersion and burnout among the sample members varies according to gender variables, experience). To achieve this, the two study tools were applied, namely: the functional immersion scale, and the psychological burnout scale, and the study reached the following most important results: The level of functional immersion and the level of burnout came to a medium degree and adopted that there is a stuck brown functional immersion and self-burnout The human element is an important resource for the organization, unless the organization has an effective element of individuals, it lacks efficiency and outstanding performance, as the efficiency and effectiveness of the organization depends on the efficiency of this resource, so the organization's management is keen to invest this resource and make optimal use of it as it represents a permanent competitive advantage, but the wrong organizational variables can lose the organization's competitive advantage.
- **Study: (Monis, 2019)** The study aimed to identify the level of functional immersion, the level of burnout, and the relationship between them among teachers of the primary basic stage, and to know the extent to which the level of functional immersion and burnout among the sample members varies according to gender variables, experience). To achieve this, the two study tools were applied, namely: the functional immersion scale, and the psychological burnout scale, and the study reached the following most important results: The level of functional immersion and the level of burnout came to a medium degree and adopted that there is a stuck brown functional immersion and burnout, and there are no differences in the level of functional immersion to an average degree, and it was found that there is a relationship between functional immersion and burnout attributed to the variable of sex and experience among teachers of the first basic stage in the province of Al-Wasati - Azza. The study recommended increasing material and moral support, raising the level of educational efficiency, and the need to develop psychological and social support programs for teachers.
- **Study: (Al-Atwi, Hamid, 2019)** The study seeks to know the impact of job resources on the quality of banking service and job immersion among a sample of workers in commercial government banks in the governorates of Muthanna The indicators or dimensions of the job resources were embodied in both feedback, worker independence and perceived social support. The study assumes that job resources affect the quality of banking service through the mediating role of job immersion, the results proved the validity of most of the hypotheses and the researchers reached a set of important conclusions and recommendations, the most prominent of which was the use of job resources to measure the quality of banking service.
- **Study: (Obaid, 2019)** The aim of the research is to identify functional immersion and its relationship to daily inconveniences among educational counselors and the research found that the average functional immersion among educational counselors was (31.8350) and this indicates a higher level compared to the theoretical average of (30) and the level of daily inconveniences they have (157.0800), which is a high level indicates that the sample enjoys daily inconveniences compared to the theoretical average of (150) and the researcher showed that there are no statistically significant differences between educational counselors in functional immersion attributed to a variable Sex As for daily inconveniences, the results showed that there are statistically significant differences between educational counselors in the level of daily inconveniences attributed to the gender variable and in favor of females, and the results indicated a positive correlation between job immersion and daily inconveniences.

- **Study: (Hashem, Raja, 2020)** The research aimed to identify the reality of job immersion among physical education supervisors in the General Directorates of Education in Iraq. The problem was identified from the direct observation of supervisors, the extent of the pressures they are exposed to, the efforts they make in seeking to improve and develop the physical education lesson, the level of professional interaction of physical education supervisors to serve their educational goals and improve the level of physical education lesson in Iraqi schools. Through the preparation of a scale to identify the reality of functional immersion, the researchers concluded that the process of preparing for the research scale is of great importance in revealing the extent of functional immersion in the work of education supervisors and their management of their daily work in follow-up and evaluation and improving the level of physical education lesson and curricula prepared for students. The researchers recommended the need to adopt the application of the scale by the General Directorate of Educational Supervision and the specialist in the Ministry of Education and Labor according to it, as it is the scientific means that reveal the degree and extent of functional immersion in the production of new and distinctive. Listening to the suggestions of supervisors and giving them complete freedom to express their legacy and ideas to produce what is new, gives the motivation to immerse themselves in the job and feel the effective impact of providing the best.

2.2 Group II: Studies on Job Burnout

- **Study: (Khuwain, 2018)** The relationship of some demographic variables in burnout: An analytical study of the opinions of faculty members at the College of Education / Al-Mustansiriya University. The study aimed to determine the level and degree of psychological burnout of teachers at the College of Education / Al-Mustansiriya University. Identify the variables and factors that affect burnout, identify the impact of some personal variables on burnout, the study found that there is a positive and strong correlation between independent variables and burnout. Research to a number of recommendations, most notably the need to recognize and deal with the personal interests of faculty members, and work to achieve them.
- **Study: (Al-Enezi, 2018)** The impact of the internal work environment on job burnout among nurses working in the hospitals of the Ministry of Health in Kuwait. The study aimed to measure the impact of the internal work environment on job burnout among nurses working in the hospitals of the Ministry of Health in Kuwait. For all labor relations and material components were high while administrative leadership, administrative communication, incentives and rewards were medium ranked according to statistical importance. The results of the multiple regression analysis indicate that there is a statistically significant effect of both labor relations and administrative communication on job burnout, while there was no statistically significant effect for each of the administrative leadership, material incentives and material components on job burnout, and based on the results, the study recommended that there should be cooperation between nursing personnel to face any problems in normal and emergency circumstances, and that incentives and rewards in their distribution be based on objective criteria in granting them to workers in nursing departments in those hospitals. And that the departments allow horizontal communication between all administrative levels in it.

2.3 New insights emerged from the previous studies which can be summarized in the following section.

Although the phenomena of job immersion and job burnout have undergone many field studies and the variables related to them have been addressed in research according to the literature that talked about the subject, the researcher could not monitor studies dealing with job immersion and its relationship to job burnout among faculty members in universities.

The objectives of previous studies varied, as some studies aimed to identify job immersion and its relationship to the level of burnout, such as a study (Moanis, 2019) and some studies dealt with job immersion and its relationship to daily inconveniences (Obaid, 2019) and a study (Al-Atwi, Hamid, 2019) sought to know the impact of functional resources on the quality of banking service and job immersion, and the study (Hashem, Raja, 2020) aimed to identify the reality of job immersion among education supervisors.

The study (Khuwain, 2018) dealt with the relationship of some demographic variables in psychological burnout, as the study (Al-Enezi, 2018) aimed to identify the impact of the internal work environment on job burnout among nurses working in the hospitals of the Ministry of Health, as the study (Al-Zafari and Al-Qaryouti, 2010) aimed to identify the levels of psychological burnout. The current study is similar to previous studies in one of the variables of the study, which is functional immersion, job burnout, or also in the study methodology, which is the descriptive analytical approach, as well as in the study tool.

It is the questionnaire, as I differed with it in terms of space and time, as the current study was conducted at King Khalid University - Kingdom of Saudi Arabia and differed in the number and type of sample and in the variables, it linked the variable of functional immersion to job burnout and will benefit from previous studies in building the theoretical framework, as will be used in the interpretation of the results .

2.4 Theoretical framework:

2.4.1 The concept of functional immersion

There are many definitions that dealt with the concept of job immersion, as it was defined by (Brown, S.P., 1996) as positive organizational participation, the degree to which the worker supports organizational goals, which reflects positively on productivity and efficiency. Schaufeli, WB, 2002 sees it as a state of loyalty and positive attachment to work characterized by vitality, dedication and engagement at work. Mudrack (P.E., 2004) defined it as the state in which a worker's identity, interest, reconciliation, and goals are linked to work. Amin (2017) defines job immersion procedurally as "the degree of engagement and active participation in work, as well as the degree of integration and immersion in work.

In light of the above, functional immersion can be defined as "the degree to which a faculty member directs all his physical, cognitive and emotional energies towards the implementation of his work tasks, and does not reach the state of functional immersion unless he has a high degree of readiness to work supported by physical abilities and self-effectiveness in light of avoiding the negative impact of external factors, as well as if he feels safe in terms of the relationship of mutual trust between him and colleagues and superiors at work. If it is consistent with the supportive habits at the university, in addition to a sense of the value of the work performed, which appears through the tasks accomplished, which is inferred from the functional immersion scale that was relied upon in this research and includes the following indicators:

2.4.1.1 Measurement Indicator: Behavioral Immersion

- Adhere to work regulations and instructions.
- I get my job done perfectly.
- I get to my work early to prepare for teaching.
- I feel depressed when I fail to achieve something related to my work.
- Avoid doing additional tasks in my work.
- Sometimes I blame myself and want to punish her for my mistakes I made in my work.

- There is a great compatibility between my personal abilities and the nature of my work.

2.4.1.2 Measurement Index: Emotional Immersion

- I feel fun while performing my work tasks
- I enjoy talking to my co-workers
- I think it's boring to continue my job.
- The university administration cares about the needs of faculty members
- I recommend my fellow faculty members to join my university.

2.4.1.3 Measurement Index: Emotional Immersion

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- I enjoy talking to my co-workers
- I think it's boring to continue my job.
- The university administration cares about the needs of faculty members
- I recommend my fellow faculty members to join my university

2.4.1.4 Measurement Indicator: Cognitive Immersion

- Connect new knowledge to what I already know
- I employ the knowledge gained to solve new problems
- I will do my best to develop my skills in the coming period
- Work as hard as possible in the completion of my work
- Always plan before performing my work

2.4.2 The concept of job burnout

Due to the divergent opinions on the definition of job burnout, which resulted in difficulty in developing a specific and agreed definition, both (Maslach & Jackson, 1981) defined it as "the individual's sense of emotional exhaustion, dullness of feelings and low personal achievement" and interpreted emotional exhaustion as "loss of the individual's energy to work and performance and the sense of increased work requirements" while dullness of feelings was interpreted as "the individual's feeling that he is negative and strict as well as his sense of imbalance in his mood" while low personal achievement is defined As "an individual's sense of low success and his belief that his effort is in vain" as defined (Freudenberger, 1975) job burnout as "the state of burnout occurs as a result of excessive and continuous burdens and requirements placed on individuals at the expense of their energy and strength" and described the state of stress that appears as a result of the intensity of the individual's dedication to his work or because of the difficult circumstances of his life, or because of the failure to achieve the expected returns" defined by Adekola, 2010) It is "emotional exhaustion that probably affects individuals who work with people directly, in addition to being a negative and cynical development of attitudes and feelings towards co-workers and the public. While Smith (et.al.,2012) It is "a person's feeling of extreme exhaustion and mental, emotional and physical exhaustion, as a result of excessive stress for a long time, and this condition occurs when the individual feels that he is unable to face

the permanent and urgent requirements, so he begins to lose motivation and desire to live." Visconti (2011) defined it as "a gradual process in which a psychological and physical response to work occurs, with the result loss of enthusiasm, poor momentum, and eventual cessation or resignation. As they knew him (Trivedi & Shukla, 2008) as "inability to meet the required service requirements as expected, represented by emotional attrition and apathy, physical fatigue, low energy, mental illness, increased drug and alcohol use, ridicule of everything, unjustified anger, frustration and low personal achievement."

Through the previous definitions of the concept of burnout, we find that they agree in three basic dimensions.

Burnout can be defined as "an individual's sense of emotional stress, dullness of feelings and low personal achievement, which is inferred from the job burnout scale that was relied upon in this research." Which included the emotional stress index and low personal achievement?

2.4.2.1 Measuring Index: Emotional Stress

- I feel emotionally drained.
- I feel exhausted at the end of the day spent at work.
- I feel exhausted when I wake up in the morning to face another working day.
- I feel bored and bored because of my work.
- I feel frustrated in my work.
- Dealing with people directly is a great pressure on
- I must be late at work or do some of my work at home.

2.4.2.2 Measuring indicator: dullness of emotions

- I feel that my work has a prominent impact on the harshness of my feelings.
- I think my effort is not appreciated enough by others.
- My sense of cruelty towards people increased after my work.
- I feel like I'm treating students as objects, not students.
- I am exhausted by working in teaching more than I expected.
- Students blame me for their problems.

2.4.2.3 Measurement Indicator: Low Personal Achievement

- I can't understand the feelings of others towards my profession.
- I find it difficult to deal with the problems of my profession.
- I feel that I do not have the ability to create a psychological atmosphere that is comfortable to perform my work.
- I feel annoyed during my work and dealing with students.
- I can't understand the feelings of others about my profession.
- I feel lethargic and lazy.

2.4.3 The hypotheses of the study:

This hypothesis aims to identify the degree of correlation between job immersion and the dimensions of job burnout at King Khalid University This hypothesis has been formulated in the form of the imposition of nothingness, and this hypothesis is divided into a basic imposition and several sub-hypotheses and the basic imposition states: There is no significant correlation between job immersion and job burnout. This hypothesis can be specified for the following hypotheses.

H1: There is no significant correlation between the dimension of behavioral functional immersion and job burnout.

H2: there is no significant correlation between the dimension of emotional job immersion and job burnout.

H3: There is no significant correlation between cognitive functional immersion dimension and job burnout.

3.0 Methodology

3.1 Population and Sample

Spatial boundaries: The study was limited to a sample of faculty members at King Khalid University Time limits from 2018 to 2020. The study population consists of all faculty members at King Khalid University, and due to the large size of the study sample, a stratified random sample of (160 single) was selected represented by the faculty members of the Community College, male and female sections in Khamis Mushait.

3.2 Measurements of variables

Independent variable is being designed to determine the level of functional immersion among faculty members at the university and includes three dimensions has been developed (17) phrases included data related to measuring the dimensions of functional immersion has been classified dimensions as follows from (1-7) behavioral immersion, from (8-12) emotional immersion from (13-17) cognitive immersion). On the other hand, the dependent variable is being designed to determine the level of job burnout among faculty members at the university and includes three dimensions has been developed (18) phrases included data related to measuring the dimensions of job burnout has been classified dimensions as follows from (1-6) emotional exhaustion, from (7-112) dull feelings, (13-18) low personal achievement.

3.3 Demographic Data:

Table (1): Distribution of Study Sample by Type

Items	Type	Number	Percentage %
Gender	male	46	33.4
	female	92	66.6
	Total	138	100.0
Occupation	Teaching assistant	19	13.8
	lecturer	24	17.4
	Assistant Professor	78	56.5
	Associate Professor	17	12.3
	Total	138	100.0
Working Experience	Less than 5 years	53	38.4
	5 to 10 years	80	58
	10 years and above	5	3.6
	Total	138	100.0

It is clear to the researcher from Table (1) that the study sample included all categories of years of experience, which reflects the possibility of generalizing the results. The highest

category in the study sample was the category of 5 to 10 years, which is the category on which the collector depends.

4.0 Data Analysis and results

A. Analysis of vertebrae after behavioral functional immersion

Table (2): Arithmetic mean, standard deviation and relative importance of paragraphs after behavioral functional immersion

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	Adhere to work regulations and instructions	3.97	1.29	79.42%	4
2	I get my job done perfectly	4.36	0.681	87.10%	1
3	I get to my work early to prepare for teaching	4.33	0.821	86.52%	2
4	I get depressed when I fail to achieve something related to my work.	3.80	0.973	76.09%	5
5	Avoid doing extra tasks in my work	2.61	1.287	52.17%	7
6	Sometimes I blame myself and want to punish her for my mistakes I made in my work.	3.05	1.192	61.01%	6
7	There is a great compatibility between my personal abilities and the nature of my work	4.20	0.921	84.06%	3
	Average dimension	3.76	0.541	75.22%	

It is clear from the previous table that The total score of the respondents' answers to the paragraphs associated with the behavioral functional immersion dimension was high, with an arithmetic mean of (3.76) and a standard deviation of (0.541), the highest responses of the respondents came to the paragraph that states: "I do my work to the fullest". The lowest responses of respondents came to the paragraph that states: "Avoid doing additional tasks in my work". The lowest responses of respondents came to the paragraph that states: "Avoid doing additional tasks in my work."

B. Analysis of emotional functional immersion vertebrae

Table (3): Arithmetic mean, standard deviation, and relative importance of emotional functional immersion paragraphs

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	Feel fun doing my job	3.48	1.33	69.57%	1
2	I enjoy talking to my co-workers	4.09	0.744	81.88%	2
3	I think it's boring to keep me working.	2.23	1.142	44.64%	5
4	The university administration cares about the needs of faculty members	3.22	1.032	64.49%	4

5	I recommend my fellow faculty members to join my university	3.33	0.991	66.67%	3
	Average dimension	3.27	0.672	65.51%	

It is clear from the previous table that the total score of the respondents' answers to the paragraphs associated with the emotional functional immersion dimension was average, with an arithmetic mean of (3.27) and a standard deviation of (0.672). The highest responses of the respondents came to the paragraph, which states: "I feel fun while performing my work tasks." The least responses of the respondents came to the paragraph that reads: "I think that continuing my work is boring."

C. Analysis of vertebrae after cognitive functional immersion

Table (4): Arithmetic mean, standard deviation, and relative importance of cognitive functional immersion paragraphs

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	Feel fun doing my job	4.14	0.779	82.90%	4
2	I enjoy talking to my co-workers	4.03	0.704	80.58%	5
3	I think it's boring to keep me working.	4.44	0.82	88.84%	2
4	The university administration cares about the needs of faculty members	4.46	0.737	89.28%	1
5	I recommend my fellow faculty members to join my university	4.20	0.803	84.06%	3
	Average dimension	4.26	0.625	85.07%	

It is clear from the previous table that the total score of the respondents' answers to the paragraphs associated with the cognitive functional immersion dimension was high, with an arithmetic mean of (4.26) and a standard deviation of (0.625). The highest responses of the respondents came to the paragraph, which states: "I work as hard as possible in getting my work done ". The least responses of the respondents came to the paragraph that states: "I employ the knowledge gained to solve new problems".

D. Analysis of vertebrae after emotional stress

Table (5): Arithmetic mean, standard deviation and relative importance of emotional stress paragraphs

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	I feel emotionally drained	3.12	1.296	62.32%	2
2	I feel exhausted at the end of the day I spend at work.	3.31	1.317	66.23%	1
3	I feel exhausted when I wake up in the morning to face another day of work	2.80	1.346	55.94%	3
4	I feel bored and bored because of my work	2.13	1.377	42.61%	6
5	After emotional stress [I feel frustrated in my work	2.16	1.286	43.19%	5

6	Dealing with people directly is a lot of pressure on me	2.34	1.427	46.81%	4
	Average dimension	2.64	1.138	52.90%	

It is clear from the previous table that the total score of the respondents' answers to the paragraphs associated with the emotional stress dimension was low, with an arithmetic mean of (2.64) and a standard deviation of (1.138). The highest responses of the respondents came to the paragraph that states that "I feel exhausted at the end of the day spent at work". The least responses of the respondents came to the paragraph that states that "I feel bored and bored because of my work".

E. Analysis of paragraphs after dullness of feelings

Table (6): Arithmetic mean, standard deviation, and relative importance of dull emotions paragraphs

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	I feel that my work has a prominent impact on the harshness of my feelings	2.87	1.546	57.39%	4
2	I think my effort is not appreciated enough by others.	3.39	1.32	67.83%	1
3	My sense of cruelty towards people increased after my work.	2.69	1.183	53.77%	5
4	I feel like I'm treating students as things, not students.	2.66	1.057	53.19%	6
5	I'm exhausted by teaching more than I expected.	3.25	1.344	64.93%	2
6	Students blame me for their problems.	3.08	1.313	61.59%	3
	Average dimension	2.99	0.963	59.86%	

It is clear from the previous table that the total degree of responses of the sample members to the paragraphs associated with the dimension of dullness of feelings was average, with an arithmetic mean of (2.99) and a standard deviation of (0.963). The highest responses of the respondents came to the paragraph that states that "I think that my effort is not appreciated enough by others. The least responses of the respondents came to the paragraph that states that "I feel that I treat students as objects not students. "

F. Analysis of paragraphs after low sense of achievement

Table (7): Arithmetic mean, standard deviation, and relative importance of low sense of achievement

N	Paragraph	Arithmetic mean	Standard deviation	Materiality	Order
1	I can't understand the feelings of others towards my profession	3.36	1.114	67.25%	4

2	I find it difficult to deal with the problems of my profession	3.68	0.775	73.49%	1
3	I feel that I do not have the ability to create a psychological atmosphere that is comfortable to perform my work	3.66	0.968	73.46%	2
4	I feel annoyed during my work and dealing with students	3.28	0.888	65.65%	5
5	I can't understand other people's feelings about my profession	3.45	0.774	68.99%	3
6	I feel lethargic and lazy	2.63	1.239	52.61%	6
	Average dimension	3.35	0.466	66.96%	

It is clear from the previous table that the total score of the respondents' answers to the paragraphs associated with the dimension of low sense of achievement was average, with an arithmetic mean of (3.35) and a standard deviation of (0.466). The highest responses of the respondents came to the paragraph that states that "I find it difficult to deal with the problems of my profession. The least responses of the respondents came to the paragraph that states that "I feel lethargic and lazy.

Hypothesis tests:

The main hypothesis of the study states that:

"There is no significant correlation between job immersion and job burnout"

This hypothesis has been divided into several sub-hypotheses, namely:

The first sub-hypothesis:

"There is no significant correlation between the dimension of behavioral functional immersion and job burnout".

To test this hypothesis, the researcher carried out a number of tests as follows:

A. Correlation coefficient:

The following table shows the correlation coefficient between behavioral functional immersion as an independent variable and burnout as a dependent variable.

Table (8): Correlation coefficient for the first sub-hypothesis

Variable	audition	Behavioral functional immersion	Burnout
Behavioral functional immersion	Correlation coefficient	1	0.244
	Moral	0.000	0.000

It is clear from the previous table that there was a statistically significant correlation of 24.4% at a significant level of 0.05 between behavioral functional immersion and job burnout.

A. Anova Test Variance Analysis:

Table (9): Analysis of variance for the first sub-hypothesis

Statement	Sum of squares	Degrees of freedom	Average squares	F	Moral
Regression	3.38	1	3.38	8.647	0.000
Leftovers	53.164	136	0.391		
Total	56.544	137			

It is clear from the previous table that there is a positive significant correlation between behavioral functional immersion and job burnout, and this is shown by the value of "P", which is statistically significant at a significant level of 0.05 and indicates the validity and essentiality of the relationship between the two variables, the quality of the framework and the validity of relying on its results without errors.

B. Regression Analysis:

Table (10): Analysis of the regression results of the first sub-hypothesis

prototype	Non-standard transactions		Standard coefficients	Test T	Moral
	Beta	Standard error	Beta		
Hard	1.902	0.375	0.244	5.075	0.000
Behavioral functional immersion	0.29	0.099		2.94	0.000

The previous table shows that the values of the "T" test for the behavioral functional immersion variable are significant at a significant level of 0.05, and this shows the strength of the regression relationship between behavioral functional immersion and job burnout .

From the above, it is possible to reject the null hypothesis and accept the alternative imposition, i.e.:

There is a significant correlation between the dimension of behavioral job immersion and job burnout.

Second sub-hypothesis:

"There is no significant correlation between the dimension of emotional functional immersion and burnout."

To test this hypothesis, a number of tests were carried out as follows:

A. Correlation coefficient:

The following table shows the correlation coefficient between emotional functional immersion as an independent variable and burnout as a dependent variable.

Table (11): Correlation coefficient for the second sub-hypothesis

Variable	audition	Behavioral functional immersion	Burnout

emotional functional immersion	Correlation coefficient	1	0.129
	Moral	0.000	0.000

It is clear from the previous table that there was a statistically significant correlation (positive) of 12.9% at a significant level of 0.05 between emotional functional immersion and job burnout.

A. Anova Test Variance Analysis:

Table (12): Analysis of variance for the second sub-hypothesis

Statement	Sum of squares	Degrees of freedom	Average squares	F	Moral
Regression	0.941	1	0.941	2.303	0.131
Leftovers	55.603	136	0.409		
Total	56.544	137			

It is clear from the previous table that there is a positive significant correlation between emotional functional immersion and job burnout, and this is shown by the value of "P", which is statistically significant at the level of significance 0.05 and indicates the validity and essentiality of the relationship between the two variables, the quality of the framework and the validity of relying on its results without errors.

B. Regression Analysis:

Table (13): Analysis of regression results for the second sub-hypothesis

prototype	Non-standard transactions		Standard coefficients	Test T	Moral
	Beta	Standard error	Beta		
Hard	3.396	0.271	0.129	12.511	0.000
emotional functional immersion	0.123	0.081		1.517	0.131

It is shown from the previous table that the values of the "T" test for all statements of the emotional functional immersion variable are significant at a significant level of 0.05 and this shows the strength of the regressive relationship between emotional functional immersion and job burnout.

- From the above, it is possible to reject the null hypothesis and accept the alternative imposition, i.e.: "There is no significant correlation between the dimension of emotional functional immersion and burnout".

The third sub-hypothesis:

"There is no significant correlation between the dimension of cognitive functional immersion and job burnout. "

To test this hypothesis, a number of tests were carried out as follows:

A. Correlation coefficient:

The following table shows the correlation coefficient between cognitive functional immersion as an independent variable and burnout as a dependent variable.

Table (14): Correlation coefficient for the third sub-hypothesis

Variable	audition	Behavioral functional immersion	Burnout
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Cognitive functional immersion	Correlation coefficient	1	0.449
	Moral	0.000	0.00

It is clear from the previous table that there was a statistically significant correlation of 44.9% at a significant level of 0.05 between cognitive functional immersion and job burnout.

A. Anova Test Variance Analysis:

Table (15): Analysis of variance for the third sub-hypothesis

Statement	Sum of squares	Degrees of freedom	Average squares	F	Moral
Regression	11.403	1	11.403	34.555	0.000
Leftovers	45.141	136	0.332		
Total	56.544	137			

It is clear from the previous table that there is a positive significant correlation between cognitive functional immersion and job burnout, and this is shown by the value of "P", which is statistically significant at the level of significance 0.05 and indicates the validity and essence of the relationship between the two variables, the quality of the framework and the validity of relying on its results without errors.

B. Regression Analysis:

Table (16): Analysis of the regression results of the third sub-hypothesis

prototype	Non-standard transactions		Standard coefficients	Test T	Moral
	Beta	Standard error	Beta		
Hard	1.028	0.339	0.449	3.033	0.000
Cognitive functional immersion	0.462	0.079		5.861	.0000

It is shown from the previous table that the values of the "T" test for all the statements of the cognitive functional immersion variable are significant at a significant level of 0.05 and this shows the strength of the regressive relationship between cognitive functional immersion and job burnout.

From the above, it is possible to reject the imposition of nothingness and accept the alternative imposition, i.e.: There is no significant correlation between the dimension of cognitive functional immersion and job burnout.

Through all of the above, it is clear that the main hypothesis is the null hypothesis and the validity of the alternative hypothesis of the study, i.e., that:

Table (17): Summary of the results of the hypothesis test

Assumptions	Result
The main hypothesis of the study states that: "There is no significant correlation between job immersion and job burnout"	Not supported
The first sub-hypothesis:	Not supported

"There is no significant correlation between the dimension of behavioral functional immersion and job burnout".	
Second sub-hypothesis: "There is no significant correlation between the dimension of emotional functional immersion and burnout."	Not supported
The third sub-hypothesis: "There is no significant correlation between the dimension of cognitive functional immersion and job burnout. "	Not supported

5.0 Discussion and conclusion

The study focused on investigating the effect of job immersion on job burnout in Saudi Arabia. The results showed that, first, there is a significant correlation between the dimension of job immersion and job burnout in general. More specifically, H1: there is a significant correlation between behavioral functional immersion and job burnout, H2: the existence of a significant correlation between emotional functional immersion and job burnout, and H3: the existence of a significant correlation between cognitive functional immersion and job burnout. Therefore, all proposed negative hypotheses were rejected. However, the results proved that there is a positive effect of job immersion on employees' job burnout.

In conclusion, the aim of this study is to address the role of job immersion on employees' job burnout in Saudi Arabia more specifically among faculty members of King Khalid University (KKU). The quantitative procedures have applied to address this research. So, the data collect from 99 faculty members working in KKU. The results showed that there is a significant relationship between job immersion dimensions and job burnout. Moreover, the implications and future studies been discussed.

6.0 Limitations

Like any research has gotten limitations. First of all, the purpose of this study is to address the role of job immersion on employees' job burnout among members working in KKU in Saudi Arabia. In contrast, the future research may be focus on the moderating and mediating effects between job immersion and job burnout. Secondly, this study focused on limited group as a case study. However, the future works need to maximize the sample size with diversified may be from different context. Finally, this study followed and applied the quantitative methods for guiding procedures and results, but future studies may attempt other research methods such as qualitative or mixed methods for providing interesting suggestions in future.

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