# Impact of Work-Life Balance and Organizational Support on Job Burnout among Female Academics in Saudi Universities

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**Abstract**

*Purpose: The aim of this study is to investigate the impact of work-life balance and organizational support on job burnout among female academics in Saudi universities.*

*Theoretical framework: The study surveyed the most recent research to clarify the impact of work-life balance and organizational support on job burnout among female academics in Saudi universities. The main theory implies that WLB is the degree of autonomy that people have over the demands of various roles.*

*Design/methodology/approach: The study surveyed 100 female academics that were selected randomly from various universities in Saudi Arabia. They were asked to rate their responses on a five-point Likert scale, ranging from strongly disagree to strongly agree.*

*Findings: The result found that work-life balance and organizational support are crucial in reducing job burnout among female academics in universities. Employers should ensure flexible working hours, appropriate vacation time, and a supportive work environment.*

*Research, Practical & Social implications: The results are presented taking into account the relevant research as well as the practical implications female academics in Saudi universities.*

*Originality/value: The novel theoretical contribution that was made by this study is its emphasis on work-life balance and organizational support as crucial elements in reducing job burnout among female academics in universities.*

**Keywords:** *Work-life Balance; Organizational Support;Job Burnout; Female Academics;Saudi Universities; Saudi Arabia.*

## INTRODUCTION

WLB is a central factor that explains individuals' outcomes in organizations. It is an achievement of employees who successfully balance their personal life with their work life. It refers to a person's efforts to manage the balance in the 3 domains of his life, namely his company or employees, social and personal life. The concept of work-life balance emerged in the 1930s with Kellogs as the first organization to embrace it.

Recent research on the concepts of work-life balance and organizational support has never ignored their impact on the individual's job burnout. This growing interest in investigating the phenomenon of job burnout and its causes stems from the need to create a balance between the individual's internal world and job performance. In this respect, work-life balance is a multidimensional concept that has immense implications for

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employers and employees. It influences the latter's productivity, emotional well-being, and capacity to manage social life and meet family needs. Therefore, work-life balance is a problem affecting many professionals worldwide. For example, the U.S. Apollo Technical reports that 94% of service professionals in the U.S. struggle to maintain a work-life balance because they spend more than 50 hours weekly at work. Furthermore, 48% of the American workers view themselves as workaholic and they are only able to maintain a work-life when job-searching. At the global level, the International Labor Organization reports that work-life balance is a problem for the global workforce, including female academics. This international body reports that one-third of the global workforce consistently works over 48 hours weekly, with only a fifth of these workers working less than 35 hours weekly. Much significantly, these reports have shown that long working hours negatively impact workers and their ability to maintain work-life balance. With female academics getting minimal recognition despite working longer hours than their male counterparts, they feel demoralized, leading to job burnout and subsequent low achievement at work.

This phenomenon has not been investigated in the Saudi context. Therefore, the present research seeks to understand the impact of work-life balance and organizational support on job burnout among female academics in Saudi universities. The main theory implies that WLB is the degree of autonomy that people have over the demands of various roles. It is motivated by the idea that employers should ensure flexible working hours, appropriate vacation time, and a supportive work environment.The result will show the importance of work-life balance and organizational support in reducing job burnout among female academics in universities. Besides, the novel theoretical contribution of this study is represented in its emphasis on work-life balance and organizational support as crucial elements in reducing job burnout among female academics in universities.

Thus, this research will answer the following questions:

1. Does work-life balance impact job burnout among female academics in Saudi universities?

2. Does organizational support impact job burnout among female academics in Saudi universities?

Moreover, it is an endeavor to achieve the following objectives:

1. To know the impact of work-life balance on job burnout among female academics in Saudi universities.

2. To know the impact of organizational support on job burnout among female academics in Saudi universities.

Furthermore, this research is based on the following hypotheses:

H1: Work-life balance impacts job burnout among female academics in Saudi universities.

H2: Organizational support impacts job burnout among female academics in Saudi universities.

Based on the above hypotheses, the following research model in figure (1) is provided:

Figure 1: Proposed research model
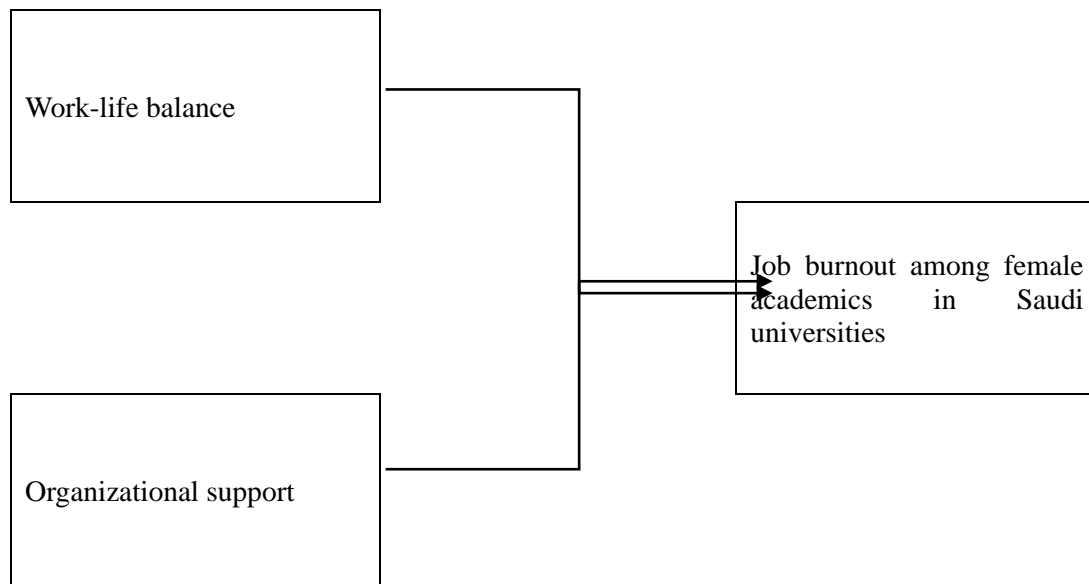


Prepared by the authors (2023).

## LITERATURE REVIEW

Job burnout is a growing problem among working adults worldwide. In this respect, reports have revealed that this problem is prevalent among employees in different institutions around the world. Previous research has revealed that Female academics, like other employees, face the problem of job burnout. This is attributed to the high expectations and demands placed on them by their employers. Moreover, female academics often face unique challenges that can lead to job burnout, such as lack of recognition for their hard work, inadequate compensation for their efforts, and gender bias in hiring practices and promotions. In this respect, Llorens et al. (2021) argue that women in academia are often overlooked, or in a sense, undervalued for their accomplishments, despite putting immense effort into achieving success within their field. Unfortunately, this feeling of not being appreciated demoralizes workers, increasing the risk of them developing feelings associated with job burnout, such as exhaustion, cynicism, and decreased motivation. This has evidently been revealed in the context of U.S. universities. For female academics in U.S. universities, recognition of peers from their department and university rarely happens because most faculty members are male and might be less likely to recognize contributions made by women.

In their study on gender bias in the corporate world, specifically in senior leadership, Allen et al. (2021) link job burnout among female academics to systematic gender bias in American society. The authors report that unfairness prevails within academic institutions based on an individual's gender, and these biases extend to job promotions. With women experiencing greater biases than men in modern workplaces, female academics face a similar fate which impedes their career progression opportunities, such as training and grant access. Working in such hostile environments increases the likelihood of female academics in U.S. universities experiencing job burnout.

McGee et al.'s (2022) study on gender pay disparities revealed that women faculty earn significantly lower salaries than male counterparts doing comparable levels of teaching research and institutional services. These differences persist even after accounting for the rank position, tenure status, and publication record of male and female faculty. This shows that gender discrimination against female faculty members is prevalent in U.S. universities. These salary discrepancies, coupled with heavy workloads, place undue

stress on female academics, making them more susceptible towards experiencing symptoms associated with job burnout. As such, organizations should strive towards maintaining fair pay standards across genders to increase overall satisfaction levels amongst educators.

Employee satisfaction and well-being are of the utmost importance in any organization. In higher education institutions, the welfare of educators goes a long way in determining the quality of education, an important aspect of development (Wei & Ye, 2022). However, job burnout is a common phenomenon in all occupations. Burnout is defined as mental, physical, and emotional exhaustion, negatively affecting an individual's ability to engage in meaningful activities (Meharunisa, 2019). Burnout often arises when the job requirements exceed the worker's capabilities, resources, and needs. The common causes of job stress in the academic field include impractical deadlines, high workloads, and pressure (Meharunisa, 2019; Lubbadeh, 2020; Alves et al., 2019).

According to Johnson et al. (2019), college and university educators in the United States are confronted with an oversized workload, rigorous criteria for curricular excellence, periodic appraisals, and pressing obligations. These factors combined increase the rate of job stress among these professionals. In addition, universities across the globe are recording an increasing number of students, while the education departments are more focused on promoting teaching quality and high-quality research outputs (Huang et al., 2022). Consequently, university educators are under more pressure now than before, which is critical for their welfare and other aspects of life besides work.

Teaching in universities and other institutions of higher learning is complex and more demanding. In Karnataka, university teaching staff reports that global competition, open markets, and technological advancement make the higher education environment diverse and complex (Mayya et al., 2021). The body of knowledge has increased significantly compared to the past, adding to the demands and requirements of the university faculty staff (Li & Wang, 2021). Despite the positive impact of technology and other educational changes, the knowledge body is changing so fast, putting pressure on educators to catch up and continually upgrade their instructional approaches. Teaching in higher education institutions was previously perceived as among the most satisfying and stress-free occupations, but the situation has transformed rapidly amid the changes in the global education industry.

Instructing at institutions of higher learning requires considerable effort and involves numerous administrative tasks, draining educators' time (Bhatnagar, 2018). A study by Alboliteeh (2019) reveals that planning and delivering courses, lessons, and student guides are among the most time-consuming activities in university teachers' occupations. Also, faculty are anticipated to advance the treasury of information through publications, reviews, and community development programs, adding to the responsibility of university teachers (University Grants Commission, 2019). The diverse, demanding, and complex nature of university teachers' occupations reduces their flexibility and capacity to balance work and personal life (Mccarthy et al., 2013; Guangdong et al., 2018; Fitria& Linda, 2019; Dubey &Riasudeen, 2021; Christin et al., 2021; Jessica et al., 2022; Abdulaziz et al., 2022).

Job stress is largely shaped by university teachers' gender, among other factors. Artz et al. (2022) note that female academics are more likely to report job stress compared to their male counterparts. Over the past few decades, women's representation in the labor force, including teaching in universities and other institutions of higher learning, has increased significantly. Despite the changes in female representation in the labor force, their traditional roles as unpaid caregivers and domestic workers have remained unchanged (Kang et al., 2019; Akanji et al., 2022; Matulevicius et al., 2022). Artz et al. (2022) identify this unparallel change in the professional lifestyle and personal roles as the main

factor fueling job stress among women. Their resources, especially time, have been strained over time than men's, increasing their likelihood of job burnout.

The bulk of research on Covid-19 reflected gender differences with regard to job burnout among academics. A study by Watson et al. (2022) indicates that working from home due to the pandemic exposed academics to new challenges. The study indicates that challenges like anxiety, loneliness, and reduced social interactions affected female academics the most. In addition, balancing the increased and demanding family and domestic responsibilities exacerbated female academic burnout and job stress levels (Nash & Churchill, 2020).

Another study by Ip et al. (2020) exploring differences in career satisfaction reports that female academics have lower job satisfaction levels than their male counterparts. Although the study does not reveal the causes of these gender differences, it indicates that low career satisfaction does not hinder female participation in the labor force. Wei and Ye (2022) established that gender is a significant factor in job burnout. Focusing on college teachers in China, Wei and Ye (2022) note that female academics have a strong perception of work-life balance and work burnout. However, the researcher also found conflicting evidence on the gender difference in job burnout and work-life balance in China.

While some studies indicate no significant difference between male and female academics in their perception of job burnout, others identify a stronger perception among female academics (Wei & Ye, 2022; Franco et al., 2021). Female academics in local and private colleges report higher job burnout and dissatisfaction. These differences may be attributed to resource strain and high work-related pressure (Abdirahman et al., 2020). Teaching in universities is a complex, demanding, and fast-changing occupation. This occupation's demanding and complex nature undermines work-life balance among female academics, resulting in a high incidence of job burnout.

Dimensions of Job Burnout for Female Academics in U.S. Universities

Job burnout significantly impacts various dimensions of female academics, particularly their feelings and job performance. According to Edú-Valsania et al. (2022), job burnout manifests through physical symptoms such as fatigue or insomnia and emotional and cognitive feelings such as apathy or frustration (Wei & Ye, 2022). For female academics, job burnout causes the dullness of their feelings because they feel that a sense of life has lost vibrancy. This mainly occurs because they feel drained from managing multiple roles within their home and workplace environments.

Work pressures often overwhelm female academics, resulting in a sense of 'burnout' that leaves them mentally, physically, and spiritually depleted. This, in turn, leads to a diminished enthusiasm for any activity, whether it relates directly or indirectly to their line of work (Edú-Valsania et al., 2022). With female academics getting minimal recognition despite working longer hours than their male counterparts, they feel demoralized, leading to job burnout and subsequent low achievement at work.

The effectiveness and efficiency of any business are shaped by employees' motivation and capacity to meet organizational objectives. In institutions of higher learning, the teaching staff's performance reflects knowledge creation and performance among students. Their productivity is vital for the quality of the future labor force and professionals. Basak&Akter's (2022) study in Bangladesh shows that dissatisfied employees make businesses dysfunctional and undermine financial performance. Dissatisfied employees lose their allegiance to their employers, making it hard for managers to get them to behave in a particular manner. Meharunisa (2019) established that job stress, which is prevalent among university teachers, is reflected in their performance.

In the first stages, job stress affects one's performance, whereby the effects increase as burnout develops, affecting the staff's work-life balance. According to Meharunisa's

(2019) study on job burnout in Indian universities, a significant portion of participants reported that job stress undermined their ability to maintain their performance to the institutional performance. In addition, job burnout was associated with more time spent planning for improvements, personal conflicts with family members, and an inability to concentrate when teaching students (Zábrodská et al., 2018). These factors undermined the female faculty's responsibilities as instructors in universities.

The implications of job burnout on performance are also shaped by its effects on female academics' physical and mental health. Health is integral to workers' productivity and capacity to meet professional and personal goals. The signs and symptoms of job burnout complicate female academics' capacity to perform their responsibilities (Thomas et al., 2019). Thomas et al. (2019) note that the most prevalent symptoms of job stress among female nurse faculty include chronic exhaustion, poor concentration, and inability to do the job. The article highlights that most female faculty are overwhelmed by job burnout and the multiple and complex responsibilities associated with their occupation resulting in poor performance. In addition, job burnout also undermines academics' mental health. Urbina-Garcia (2020) established that the diverse responsibilities and the demanding nature of university teachers contribute to high-stress levels. A study by Clark et al. (2020) established that women report greater stress levels and job burnout when boundaries between work and home are blurred. In Australia, Nash & Churchill's (2020) research indicated that while flexible working hour's arrangements exist, the complex and immense work responsibilities undermined their effectiveness. Most Australian female academics reported handling most of their work roles during their time. Dubas-Jakóbczyk et al. (2020) indicate that most Polish female faculties report stressful working conditions as the prevailing cause of job stress and the reason for transfer to regions with a more conducive work environment. These mental effects of job stress greatly undermine performance among academics. Aldossari& Chaudhry (2021) and Bourgeault et al. (2019) confirm that poor mental outcomes due to job burnout among academics are prevalent among women.

The situation was further complicated by the unprecedented changes in university education triggered by the effect of a pandemic, alongside other factors, including gender imbalance in domestic responsibilities and unpaid caregiving obligations (Ochnik et al., 2021; Lizhi et al., 2021). For instance, Yildirim and Eslen-Ziya (2020) established that the implication of the Covid-19 pandemic on academics was gender-disproportionate, with the most adverse effect reported among female academics. The study revealed that the pandemic caused a high influex of traditional female domestic roles such as childcare, house chores, and home-schooling to their children (Yildirim and Eslen-Ziya, 2020; Aldossari& Chaudhry, 2021). Consequently, female academics found balancing their family responsibilities with work difficult and emotionally exhausting, undermining their capacity to maintain institutional standards (Aldossari& Chaudhry, 2021). Before the pandemic, female academics' high-stress levels associated with their work-life balance undermined their performance (Sharma et al., 2019; Lakshmypriya, et al., 2022; Manikandan, 2022). High mental exhaustion among female academics was associated with high absenteeism rates, presenteeism, and unproductiveness at work (Aboagye et al., 2019; Sharma et al., 2019). Most of the productive time is spent coping with the adverse effect of job burnout on physical and mental health instead of being productive.

Workers demonstrate a universal desire for workplaces that contribute positively to the realization of a healthy work-life balance. In Bangladesh, Basak&Akter (2022) highlights that organizations play a fundamental role in promoting workers to realize a work-life balance. The authors point out that organizations are perceived as attractive to employees when they have established organizational culture emphasizing family support and employees' psychological well-being. A study by McCutcheon & Morrison (2018) revealed that women academics have a lower work-life balance than their male counterparts, mainly due to the structuring of the academic environment.

The work environments in most universities are shaped to support the needs and life courses of male academics as opposed to that of female academics. Carr et al. (2018) established that male academics dominate most universities' faculties in the United States and other developed countries. Although such disparities have reduced significantly in most developed countries like the United States, Canada, and the United Kingdom, they are still an issue in eastern countries like China, the United Arab Emirates, and Asian countries (Franco et al., 2021). McCutcheon & Morrison's (2018) analysis of work-family conflict among women faculty cited the customary notions of masculinity found in many workplaces lead people towards favouring employment above family as the main factors undermining work-life balance among female faculty members. Basak&Akter (2022) highlights some aspects of a conducive organizational culture for promoting work-life balance. They outline that a flexible workplace culture goes a long way in promoting work-life balance among employees. Organizations adopting this kind of workplace culture are considerate of employees' family and personal life needs, which are independent of professional needs.

Franco et al. (2021) note that organizational support strategies, such as encouraging academics to take breaks and flexible policies wrapped around the employees' professional and family needs (Basak&Akter, 2022), have positive effects on the academics' job satisfaction. Family-friendly organizational policies have been established to reduce academics' experiences of family-work conflicts and promote their capacity to meet professional responsibilities (Hammer, 2021; Baral, 2019; SolísGarcía et al., 2021). Hammer (2021) indicates that providing employee support effectively minimizes the negative effects on their performance outcomes and job-related stress amid the effects of the Covid-19 pandemic.

According to SolísGarcía et al. (2021), Bataineh (2019), and Jais&Suat (2022), organizations have a significant role in promoting their employee's happiness. Employees with a peaceful, professional life are more empowered to address issues in their personal life. In a study exploring the predictors of family-work conflicts in India, situational factors significantly shape work-life balance among workers (Baral, 2019). Baral concludes that organizational assistance is crucial to helping workers address the situational factors affecting their well-being (Tuğsal&Ülgen, 2017; Fayyazi&Aslani, 2015; Tavassoli&Sunyer, 2020; Oludayo&Ojo, 2020; Tavassoli&Sunyer, 2020; Xu & Yang, 2021; Akter et al., 2022; Jessica et al., 2022). Universities should be more involved in creating environments that cater to the needs of female academics to reduce the existing gender disparity in work-life balance.

Employees' view of the company's aid in managing their job and personal life largely influences their likelihood and willingness to use the available resources. According to Franco et al. (2021), the perception of social support in the organization is more critical than the formal presence of family-friendly policies. Makori et al. (2019) point out that individuals personify organizations by attributing human-like characteristics. The perceived organizational support encompasses the overall perceptions of staff concerning how significantly their companies are backing them, which makes them concerned with their welfare and socio-emotional needs.

Establishing family-friendly policies in an organization is an effective but insufficient measure to promote work-life balance among female academics. Franco et al. (2021) establish that organizations with family-friendly policies that are not perceived as trustworthy by the employees are less successful in promoting work-life balance among their employees nor reducing job burnout. Among female academics, work-life balance requires the transformation of the work environment in the universities to accommodate their socioeconomic needs alongside the establishment of supportive policies.

Research has evidently showed that establishing sensitive organizational culture can mitigate job burnout among female academics. Job stress arises when an individual's

work-related responsibilities overshadow or curtail the fulfillment of their socio-emotional needs. Naseem et al. (2020) highlight some experiences of female academics in their professional life, where the majority point toward a lack of sufficient time for family and other personal responsibilities. Among the single parents and unmarried female academics, who report the worst job stress (Naseem et al., 2020), lack of social support is the commonly cited aspect affecting their welfare (Trzebiatowski&del Carmen Triana, 2018). Consequently, institutions of higher learning should establish a support system to promote female academics' work-life balance (Welmilla, 2020). Such a support system is the organization's culture, which influences the behavior and interactions among the organizational staff. Universities should adopt a people-centric organizational culture, allowing faculty members to support their colleagues. An organization's culture gives employees the perception of organizational support, leveraging their performance and efficiency in balancing work and life.

Research evidence indicates that female academics suffer from poor work-life balance. While personal factors determine employees' work-life balance, situational factors are an integral factor to consider among female academics (Baral, 2019). The common situational factors undermining female academics' work-life balance include male-oriented working environments, overwhelming professional responsibilities, and inflexible organizational policies in most universities (Fernández-Suárez et al., 2021). This problem can be mitigated by establishing family and social-emotional-friendly policies in the institutions of higher learning.

Despite the significant role of the workplace in promoting work-life balance, most organizations, especially universities, treat this issue as personal (Asiedu-Appiah &Zoogah, 2019; Nayak& Sharma, 2018). These organizations must provide employees with safe and conducive working environments, promoting their overall welfare. Examples of such policies include leave requirements for female academics, integration of family-friendly policies that allow professionals always to value their families above their careers, and policies facilitating friendly and supportive top-down interactions at the workplace (Geevarghese& Devi, 2018; Chaudhuri et al., 2020; Nayak& Pandey, 2021). The availability of supportive resources will promote female academics' flexibility between their professional and personal demands.

Furthermore, providing facilities and resources to carry out work well, financial incentives suitable for workload, and allowing remote work in uncontrollable family circumstances can further reduce job burnout (Almeida, et al., 2019). Another research suggested that addressing emotional exhaustion, dullness of human feelings, and low personal achievement can help reduce job burnout among female academics in universities (Rencher, 2018).

## METHOD

### Study Design

The study used a descriptive research design for achieving its objectives. It used a quantitative approach for analyzing the impact of work-life balance and organizational support on job burnout among female academics in Saudi universities. The rationale for using this research design is based on its effectiveness for concluding effective and quantifiable results, as established in previous researches.

### Study population and Sample

The population of the current study involves all female academics in Saudi universities. Participants of the study involved 100 female academics from various universities in Saudi Arabia. Moreover, the selection of the participants is done through the random sampling technique.

Research Instruments

A questionnaire survey was designed and distributed to a random sample of 100 female academics from various universitiesis in Saudi Arabia. Its design is based on a three-point Likert scale that ranges from disagree to agree. The survey included five sections which measure different dimensions of job burnout among female academics. Section 1 measures the impact of work-life balance on the burnout level of female academics, section 2 measures the extent to which universities support academics in reducing job burnout, sections 3, 4, and 5 measure the three dimensions of job burnout: emotional exhaustion, dullness of human feelings, and low personal achievement, respectively.

## RESULTS AND DISCUSSION

Results

The analysis and comparison of results necessitated the use of the Statistical Package for Social Sciences (SPSS). In this respect, arithmetic means and standard deviations of the results related to each question and the section as a whole are ultimately calculated. Besides, the Three-Point Likert Scale is followed in determining the degree of agreement of the participants on the survey statements for each section. The values of the arithmetic means are used to measure the extent to which the participants agree on the statements of the survey. This is further shown in Table No. (1).

Table No. (1): The values of the arithmetic means of the Likert Three-Point Scale

| Weighted Mean | Level |
|---|---|
| 1 | Disagree |
| 2 | Undecided |
| 3 | Agree |

Prepared by the authors (2023).

Therefore, the scale for each question ranges from 1 to 3, with 1 being "Disagree" and 3 being "Agree". The mean for each section is the average score of all the questions in that section. In this respect, standard deviation measures the amount of variability or spread in the responses (Barros & Hirakata, 2019).

| Section | Mean | Std. Dev | Disagree | Undecided | Agree |
|---|---|---|---|---|---|
| Impact of work–life balance on the burnout levels. | 3.90 | 1.23 | 14.71% | 11.71% | 73.57% |
| Extent to which universities support academics regarding reducing the level of job burnout. | 2.73 | 1.11 | 42.44% | 30.11% | 27.44% |
| First dimension of job burnout (emotional exhaustion). | 3.38 | 1.09 | 22.57% | 28.43% | 49.00% |
| Second dimension of job burnout (dullness of human feelings). | 2.73 | 1.09 | 40.80% | 38.20% | 21.00% |

| The third dimension of job burnout (low personal achievement). | 3.59 | 1.24 | 23.00% | 9.80% | 67.20% |
|---|---|---|---|---|---|

Prepared by the authors (2023).

Figure 2 below further shows the percentage distribution of the participants' responses to each section of the survey.

Figure 2: Percentage distribution
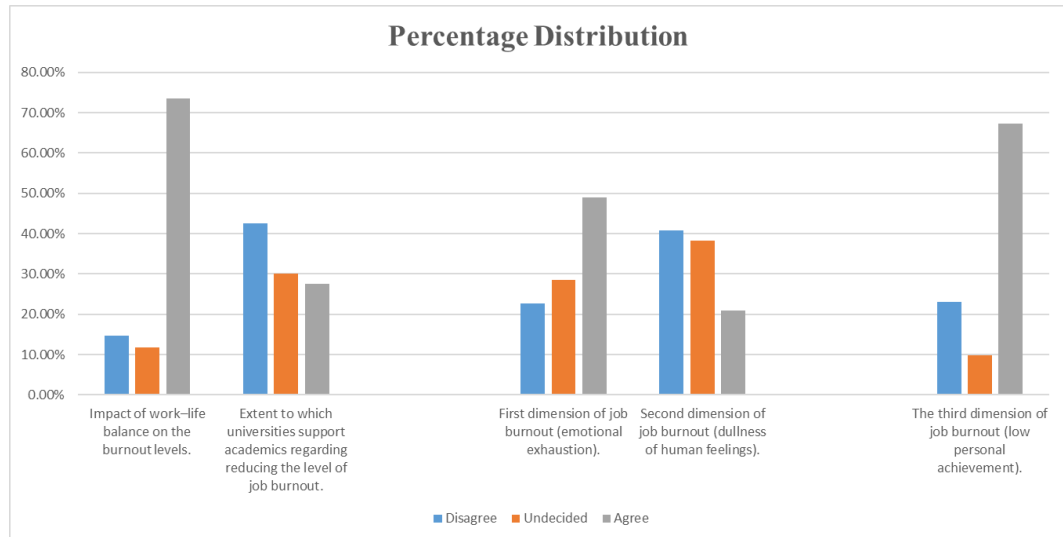


Prepared by the authors (2023).

Results Related To The First Question:

The first section of the survey (Impact of work–life balance on the burnout levels) was designed to provide an answer to the first question of the current study. The participants' responses to the questions included in this section got the arithmetic mean 3.90 with a standard deviation 1.23. Moreover, the analysis revealed that 73.57% agreed that work–life balance has an impact on the burnout levels, 14.71% of the responses disagreed, while 11.71% expressed a moderate view. This result reflects the participants' awareness of the impact of work–life balance on the burnout levels.

Results Related To The Second Question:

The second section of the survey (Extent to which universities support academics regarding reducing the level of job burnout) was designed to give an answer to the second question of the present study. The participants' responses to the questions included in this section got the arithmetic mean 2.73 with a standard deviation 1.11. Furthermore, the analysis reflected that 42.44% of the responses were categorized as 'Disagree', 30.11% 'Undecided', while 27.44% 'Agree'. These values evidently reveal that the universities do not provide the necessary support for their female academics, and this has ultimately increased their level of job burnout.

The third, fourth and fifth sections of the survey included questions that seek to provide answers to the impact of work-life balance and organizational support on each of the three dimensions of job burnout; emotional exhaustion, dullness of human feelings and low personal achievement. The participants' responses to the third section, related to the dimension of job burnout (emotional exhaustion) revealed their agreement that work-life balance and organizational support impact their emotional exhaustion. The analysis revealed that the responses got the mean 3.38, with a standard deviation 1.09.

Furthermore, 49.00% of the participants agree on this point, 28.43% 'undecided', while 22.57% disagreed.

Besides, the participants' responses to the fourth section, related to the dimension of job burnout (dullness of human feelings) revealed their disagreement on the view that work-life balance and organizational support impact the dullness of human feelings. The analysis revealed that the responses got the mean 2.73, with a standard deviation 1.09. Furthermore, 40.80% of the participants disagreed on this point, 21.00% 'undecided', while 38.20% agreed.

The participants' responses to the fifth section, related to the dimension of job burnout (low personal achievement) revealed their agreement on the view that work-life balance and organizational support impact their personal achievement. The analysis revealed that the responses got the mean 3.95, with a standard deviation 1.24. Furthermore, 67.20% of the participants agreed on this point, 9.80% 'undecided', while 23.00% agreed.

## DISCUSSION

Section 1: Impact of Work-Life Balance on Job Burnout

The analysis revealed that 73.57% agreed that work–life balance has an impact on the burnout levels, 14.71% of the responses disagreed, while 11.71% expressed a moderate view. This result reflects the participants' awareness of the impact of work–life balance on the burnout levels. It agrees with Barros and Hirakata (2019) who concluded that work-life balance has a significant impact on the burnout level of female academics. Participants who reported fixed working hours with no flexibility, long working hours, taking work home, and inadequate vacation time had higher burnout levels. Additionally, those who reported feeling stressed and exhausted, having work pressures affecting family relationships, and not having enough time for personal activities also had higher burnout levels.

Section 2: Organizational Support for Reducing Job Burnout

The analysis reflected that 42.44% of the responses were categorized as 'Disagree', 30.11% 'Undecided', while 27.44% 'Agree'. These values evidently reveal that the universities do not provide the necessary support for their female academics, and this has ultimately increased their level of job burnout. This result agrees with Davatzikos et al. (2018) that organizational support is crucial in reducing job burnout among female academics. Participants who reported having a good working environment, facilities and resources to carry out work well, emergency family support, financial incentives suitable for workload, and flexible working hours had lower burnout levels. Furthermore, participants who reported the ability to work remotely in the case of uncontrollable family circumstances, encouraging expression of opinions, and the ability to participate in decisions related to job specialization and duties also had lower burnout levels.

Section 3: Emotional Exhaustion

The participants' responses to the third section, related to the dimension of job burnout (emotional exhaustion) revealed their agreement that work-life balance and organizational support impact their emotional exhaustion. The analysis revealed that the responses got the mean 3.38, with a standard deviation 1.09. Furthermore, 49.00% of the participants agree on this point, 28.43%      'undecided', while 22.57% disagreed. This result agrees with Kline (2018) who stresses that emotional exhaustion is a significant dimension of job burnout among female academics. Participants who reported feeling emotionally drained, frustrated, and unmotivated had higher burnout levels. Furthermore, those who reported considering quitting their job if they found another one had higher burnout levels.

Section 4: Dullness of Human Feelings

The participants' responses to the fourth section, related to the dimension of job burnout (dullness of human feelings) revealed their disagreement on the view that work-life balance and organizational support impact the dullness of human feelings. The analysis revealed that the responses got the mean 2.73, with a standard deviation 1.09. Furthermore, 40.80% of the participants disagreed on this point, 21.00% 'undecided', while 38.20% agreed. Moreover, participants who reported feeling that they deal with people at work devoid of emotion, based on personal interests, and becoming crueler to others had higher burnout levels. This result disagreed with Rencher (2018) who emphasized the impact of organizational support on the burnout levels of female academics.

Section 5: Low Personal Achievement

The participants' responses to the fifth section, related to the dimension of job burnout (low personal achievement) revealed their agreement on the view that work-life balance and organizational support impact their personal achievement. The analysis revealed that the responses got the mean 3.95, with a standard deviation 1.24. Furthermore, 67.20% of the participants agreed on this point, 9.80% 'undecided', while 23.00% agreed. Moreover, participants who reported feeling inefficient in dealing with work and student problems, not receiving appropriate appreciation, and lacking energy to accomplish and develop their job had higher burnout levels. This result agrees with Rencher (2018) who found a correlation between job burnout and low levels of personal achievement.

Generally, there is a positive correlation between Section 1 and Section 3, indicating that higher levels of work-life balance and organizational support may be associated with higher levels of job satisfaction. Section 1 has a negative correlation with Section 4, suggesting that higher levels of work-life balance and organizational support may lead to lower levels of job burnout (Tabachnick&Fidell, 2019). There is a positive correlation between Section 1 and Section 5, indicating that higher levels of work-life balance and organizational support may be associated with lower levels of job burnout.

Section 2 has a negative correlation with Section 3, indicating that higher levels of job burnout may be associated with lower levels of job satisfaction. There is a positive correlation between Section 2 and Section 4, suggesting that higher levels of job burnout may be associated with higher levels of emotional exhaustion (Stevens, 2018). Section 2 has a negative correlation with Section 5, indicating that higher levels of job burnout may be associated with lower levels of personal accomplishment.

## CONCLUSIONS

Job burnout is a prevalent issue affecting many across all industries, particularly those who are expected to perform highly demanding roles. Female academics in Saudi Arabia are no exception and experience job burnout at rates higher than other occupations. The result related to the first question "Does work-life balance impact job burnout among female academics in Saudi universities?" reveals the importance of work-life balance for reducing the level of job burnout among the study participants. Moreover, the result related to the second question "Does organizational support impact job burnout among female academics in Saudi universities?" reflects that organizational support is necessary for reducing the level of job burnout among the study sample members.

In this respect, the results of this survey suggest that work-life balance and organizational support are crucial in reducing job burnout among female academics in the Saudi universities. Therefore, employers should ensure flexible working hours, appropriate vacation time, and a supportive work environment. (Carlson & McNutt, 2018). Moreover,

universities should work on reducing job burnout levels and promoting work-life balance among female academics.

Since this study is limited to the effect of work-life balance and organizational support in reducing job burnout among female academics in the Saudi universities, it is suggested that further studies be carried out on the effect of work-life balance and organizational support among employees of other institutions and organizations in Saudi Arabia.

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