An Assessment of Burnout and Associated Characteristics Among Midcareer Prelicensure BSN Faculty Melinda Bentjen EdD, RN Lina Bostwick, EdD, RN, CNE

Purpose

The purpose of this descriptive research study is to understand more about the pragmatic issues of education by investigating the prevalence of midcareer prelicensure BSN faculty experience of burnout.

Literature Review

- Midcareer defined by Baldwin (1984) as faculty who have worked for 10-20 years and is the most productive career stage.
- Midcareer faculty are found to have many personal & professional roles
- Workload & a lack of life balance can cause stress & emotional exhaustion
- Burnout is related to job related stressors such as workload, time, and role conflicts
- Nursing Faculty and burnout (Fong, 1990)
- Moderate degree of emotional exhaustion weekly
- Mild degree of depersonalization toward students a few time a year
- Mild feeling of decreased personal accomplishment at least monthly



Instrumentation

- Demographic Survey (17 item survey)
- MBI-ES (22 item survey) including 3 subscales:
- Emotional Exhaustion
- Depersonalization
- Personal Accomplishment

Population & Sample

- Midcareer nursing faculty who teach in a Private or Public Colleges or Universities in the Midwest, teaching between 10-20 years in didactic and/or clinical setting.
- 44 total participants/43 that completed the MBI-ES

Aims

Primary Aim:

Assess midcareer prelicensure BSN faculty's Emotional Exhaustion, Depersonalization, and Personal Accomplishment measured by Maslach's Burnout Inventory for Educators (MBI-ES).

Secondary Aim:

Explore characteristics of midcareer prelicensure BSN faculty using a demographic questionnaire.

Tertiary Aim:

Discover risk factors of burnout associated with midcareer prelicensure BSN faculty to measurements of emotional exhaustion, depersonalization, and personal accomplishment measured by Maslach's Burnout Inventory for Educators Survey (MBI-ES)

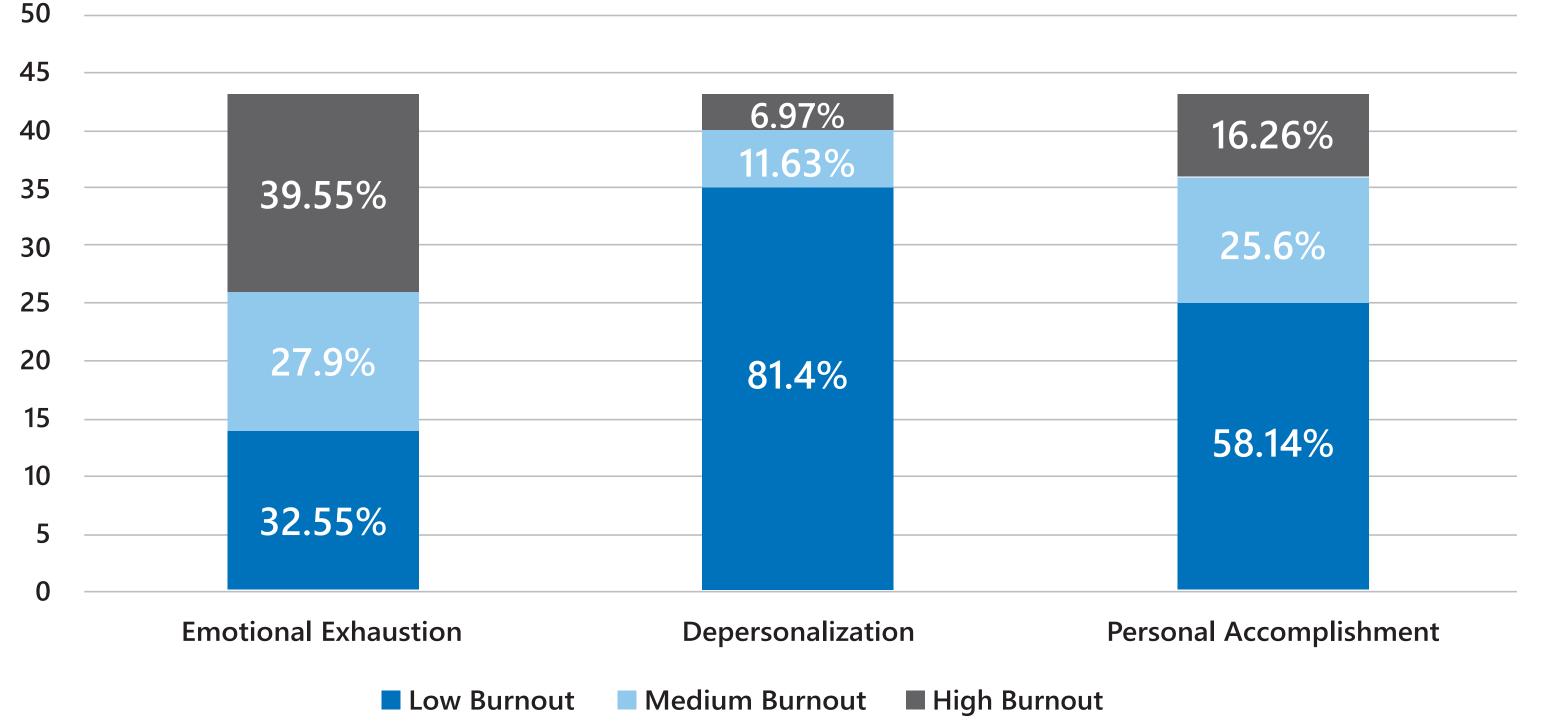




Results

Primary Aim:

Frequency of Midcareer Nursing Faculty's Burnout Level as Measured by the MBI-ES (N=44, n=43)



The majority of midcareer nursing faculty have moderate to high emotional exhaustion, low depersonalization, and have a high feeling of personal accomplishment

Subscale	Mean (SD)		T-Test	р
	Midcareer Nursing Faculty N=43	Postsecondary Teachers N=635		
Emotional Exhaustion	23.55 (12.48)	18.57 (11.95)	2.63	0.0086
epersonalization	5.46 (5.47)	5.57 (6.63)	0.096	0.92
Personal complishment	37.39 (6.21)	39.17 (6.21)	1.44	0.14

Midcareer nursing faculty have a significantly higher level of burnout based on the Emotional Exhaustion Subscale score than postsecondary teachers.

Reducing Emotional Exhaustion by Increasing Awareness Using a Support Network

Implications

Tertiary Aim:

Pearson r Correlation of Personal Accomplishment

Variable	٢	n	Sig. (2 tailed)
Emotional Exhaustion	-0.341*	43	0.025
Depersonalization	-0.265*	43	0.085
Age	0.271	43	0.271
Years as Educator	0.284	43	0.065
Credit Hours	0.372*	43	0.014
Clinical Hours	-0.061	43	0.697
Hobby Hours	0.274	43	0.075
Exercise Hours	0.406**	43	0.007

The personal accomplishment subscale directly correlates with credit hours taught and exercise hours. Those who taught more credit hours and those who excercised had an increase in personal accomplishment.

Pearson r Correlation of Emotional Exhaustion

Variable	٢	n	Sig. (2 tailed)
Depersonalization	0.723**	43	.000
Personal Accomplishment	-0.341*	43	.025
Age	-0.213	43	.170
Years as Educator	-0.07	43	.657
Credit Hours	0.042	43	.790
Clinical Hours	0.008	43	.690
Hobby Hours	-0.316*	43	.039
Exercise Hours	-0.221	43	.155

Strive for Work/Life Balance by

 Incorporating Self-Care techniques (ex. Excercise) • Encourage a balance of credit hours teaching • Using a Support Network