REKINDLING THE SERVICE PROVIDER PASSION FOR WORK: THE THREE 'R' APPROACH IN DEALING WITH BURNOUT AMONG STUDENT AFFAIRS PERSONNEL IN KENYAN UNIVERSITIES

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ABSTRACT

Burnout is a state of mental, physical and emotional exhaustion resulting in job dissatisfaction, lowered productivity, absenteeism and high turnover at the workplace. Student Affairs Personnel in universities are often required to spend considerable and intense time with students facing psychological, social and physical problems coupled with feelings of frustration, anger, embarrassment, fear, and despair. Such an environment can easily lead to burnout if not checked. The purpose of this study was to establish the burnout mitigation measures applied and recommend suitable approaches that can be adopted by all Kenyan Universities.   The study was guided by Maslach's Multidimensional Theory and Holland's Theory of Career Choice. The causal – comparative study design was used. The target population was drawn from randomly selected public and private universities in Kenya.   This population constituted of personnel working in the student affairs departments who were involved with students on a daily basis to provide guidance and counseling services.   Purposive sampling was used to select 179 respondents to form the required sample for the study. A Burnout Questionnaire for Student Affairs Personnel (BQSAP) and Dean's Interview Schedule (DIS) were the instruments used for data collection. Data was analyzed descriptively by using Percentages, frequencies and means. The responses obtained during interview schedules were presented as excerpts. The findings of the study can be used to help in the creation of burnout awareness, coupled with adoption of relevant counselling models among the affected staff. The assumption is that if one is aware of the burnout level then he/she can adopt relevant interventional measures and/or coping mechanisms.

Key Words: Burnout, Student Affairs Personnel, Counselling Models

Introduction

In today's world, People tend to spend more time at the workplace than anywhere else since jobs are their lifeline. It is therefore not surprising that many professionals experience burnout. Burnout in the workplace is increasingly a critical problem for workers, employers and societies. Researchers who study burnout have demonstrated its direct and indirect costs (Adeli 2013).

Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when one feels overwhelmed and unable to meet constant demands (D'Souza 2002). Burnout reduces one's productivity and saps one's energy, leaving one feeling increasingly helpless, hopeless, cynical, and resentful. Eventually, one may feel like s/he has nothing more to give. According to D'Souza, one may be on the road to burnout if:

1. Every day is a bad day.
2. Caring work or home life seems like a total waste of energy.
3. One is exhausted all the time.
4. One spends the day on tasks that are mind-numbing, dull or overwhelming.
5. One feels like nothing one does makes a difference or is appreciated.

The negative effects of burnout spill over into every area of life—including one's home and social life and can also make an individual vulnerable to illnesses (Schaufeli & Greenglass, 2001). This study was carried out to provide a solution to burnout, a situation which is common among human service providers.

Literature Review

According to D'Souza (2002) burnout affects not only work oriented behavior but intrudes into personal lives. It shows itself by significant decrease in energy, depression like symptoms, anger and prolonged minor illnesses. It may also take the form of increased marital and family conflicts and this may not spare even the personnel in student affairs departments. There is need for such staff to feel competent and effective in their work but when such feelings are deprived, burnout sets in (Lorden, 2008) oblivious of the ever increasing students' need for services from the Student Affairs Personnel (SAP).   If such personnel cannot attend to their self care, they will not effectively provide quality care to their clients. Lorden (2008), after studying the Indiana University SAP concluded that the attrition rate in the student affairs profession was high. The researcher said that the SAP leave the profession every year because of job dissatisfaction, role ambiguity, role conflict, role orientation, stress, overload and perceived opportunities for goal attainment, professional development and career advancement. Lorden noted that there are limited opportunities for mobility within the student affairs because organizational structures in higher education are relatively flat. This means that many positions exist at entry level but the number reduces at each succeeding level forming a pyramid like structure. Lorden also noted

that most entry level positions in student affairs are quite stressful, unstable, confusing and unpredictable.

According to Fiadzo Golembiewsky, Luo, Bradbury and Rivera (2007) burnout progresses through phases. In a study that they carried out in Ghana, they concluded that poverty and disease had led to substantial incidences of advanced burnout especially in phases 6-8 (marked with withdrawal from others, behaving differently, experiencing inner emptiness and feeling low). The current study borrows a lot from Fiadzo et al. study because it also looks at burnout in terms of burnout levels. This study used   five major levels (normal, moderate, high, very high and dangerous).

The five levels of burnout have the following characteristics:

1   Normal
   i.   Feeling a compulsion to prove self
   ii. Neglecting own needs for the sake of the job
2   Moderate
   i.   Experiencing inner conflicts and physical symptoms – conflicts with other people, headaches, loss of appetite, fatigue, insomnia, aches, pains
   ii. Revising one's beliefs – no time for friends, play and any form of leisure

3   High
   i.   Denying emerging problems e.g. depersonalization and cynicism instead blame it on time pressure, and work - not recognizing change in behaviour
   ii. Withdrawing from others and experiencing resentment
4   Very High
   i.   Becoming walled off – experience frustration, irritation, discouragement and sadness
   ii. Behaving differently and people get concerned
5   Dangerous
   i.   Experiencing inner emptiness – nothing is motivating. To fill the gap one engages in destructive behaviour like drugs and compulsive pornography; loss of meaning in life
   ii. Feeling low – forgetfulness, confusion, poor concentration and depressed mood.

As individuals progress through these stages gradually, slowly they approach the dangerous level unless burnout is checked. At the dangerous level they are totally burnt out and have no enthusiasm to do anything new. If such a professional offers any kind of human service, s/he is likely to do more harm than good. This explains the reason for the current study.

Burnout situation in Kenyan Universities

Like Africa, human service professionals in Kenya also experience burnout though little research has been done. There are many studies on burnout among health care providers and teaching but

none among the SAP in Kenya. One important fact about all these studies is that the burnout syndrome is real in Kenya and we cannot evade it. In trying to improve living standards, majority of the human service providers find themselves burning out (Adeli, 2013).

A cross-cultural comparative study by Kalui (2013) investigated the phenomenon of burnout and its prevalence among athletic directors in the United States and the physical education and games department chairpersons in Kenyan institutions of higher education. Results from Kalui's study indicate that those individuals prone to burnout included; the younger workers, those who worked more hours, those with fewer years in their job as well as in the general field of work, and females. Such information is quite relevant to this study because it has established that burnout in Kenya is prevalent across populations. The same views were held by Muthoni (2011) who investigated prevalence of the burnout syndrome and its effects among academic staff at the Kenya Medical Training College, Nairobi campus and found out that burnout was quite prevalent by about 65% of the academic staff.

University education is on the increase in Kenya. Currently there are over twenty two public universities in Kenya rising from one at independence and a similar number for chartered private universities (Adeli 2013). The Vice Chancellors' Committee Report (2000) noted that majority of students undergo socio-psychological changes throughout their life in the university. They therefore always need the services of the SAP. In Kenya the office of the Dean of Students is primarily concerned with students' welfare from entry to the university up to graduation. This Office maintains staffs who are expected to help students to adjust to life in the university. This therefore calls for staff working in student affairs departments to be well trained in basic principles of guidance and counselling so that they can be able to respond appropriately to students' anxieties as manifested in different ways (Vice Chancellors' Committee report 2000). The SAPs in universities are often required to spend considerable time in intense involvement with students. According to Maslach (2003), such staff-client interaction is often centered on the client's current problem (psychological, social and/or physical) and is therefore charged with feelings of anger, embarrassment, fear or despair. Working frequently with such people leads to emotional draining and this poses the risk of burnout. A study by Adeli (2013) revealed that the SAPs typically work under norms that expect them to continuously invest emotional, cognitive and even physical energy in service recipients. This situation is likely to create a process of emotional exhaustion, mental weariness and physical fatigue. This study emphasized that it would be pointless to discuss burnout without offering solutions to the problem. It is with the above in mind that carrying out a study on how to deal with burnout among Student Affairs Personnel was important.

Research Methodology

Research Design

This study adopted a causal – Comparative research design which investigates relationships among variables without trying to influence those variables and no manipulation of variables can be done (Fraenkael and Wallen (2002).

Location of the Study and study population

The study was conducted in randomly selected public and private universities in Kenya. Personnel working in the student affairs departments in the universities constituted the sample. The inclusion criteria were personnel directly involved with students on a daily basis to provide psychological, spiritual, careers or recreational services. The Deans of Students, Assistant Deans of Students, Counsellors/Psychologists, Chaplains, Sports Officers, Administrators and Career Placement Officers from the main campuses of the universities therefore constituted the sample. It should be noted that different universities have different titles for these personnel but for purposes of this study and for uniformity, the above titles were used. A total of 179 personnel qualified to participate in this study.

Sampling Procedure and Sample Size

The participating universities were randomly selected using the simple random sampling method. After getting the participating universities the researchers used purposive sampling to get the sample required for the study. Purposive sampling was used because student affairs departments in all universities had very few personnel who have the required characteristics for selection to participate in the study.

Data collection Instruments

A questionnaire and interview schedules were the data collection instruments. The questionnaire was adopted from the Maslach Burnout Inventory (MBI) which has been a widely used tool to measure workplace burnout. The MBI was then modified to fit the current study.

Interview schedules (DIS) were used to supplement quantitative analysis. Interviews were carried out with the Deans of Students only. A reliability test of the Research Instruments yielded 0.85 and according to Frankael and Wallen (2002), this measure was considered reliable and valid for the study.

Research Results

Causes of Burnout

Since it is difficult to talk about burnout mitigation without touching on its causes and effects, the following were given as the major causes of burnout among the SAPs; Inadequate staff, long working hours, too much work, crisis management, frustrations, no upward mobility, lack of support, some SAPs lack the skills to perform their duties, lack of resources and general student truancy.   The major causes according to percentages are clearly presented in the pie chat in figure 1 which brings out a clear comparison of the causes of burnout among the SAPs.
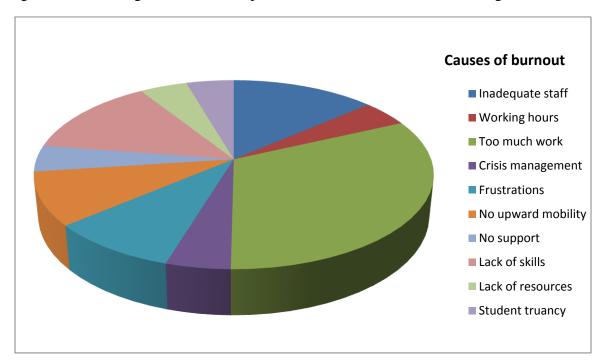

Figure 1: Causes of burnout among Student Affairs Personnel

From figure 1, the highest percentage of the SAPs (32.1%) felt that too much work was the major cause of burnout followed by inadequate staff and personnel feeling that they lack the skills to do the job (each at 13.6%). Excerpts from the Deans of Students supported the above findings. Some of the causes emanated from the nature of work in the department as elaborated in excerpt 1and 2.

Excerpt 1

> *Our department engages in high pressure jobs making us do crisis management most of the time and this wears us down.*

Excerpt 2

> *Insufficient staff, long working hours, large clientele, lack of basic resources and sometimes role confusion because of insufficient staff. Some staffs even lack the basic skills to do the assigned job. Our university has a lot of bureaucracy leading to delays and frustrations. Who cannot burn out given such? In fact my staffs have really tried.*

Excerpt 3 on the contrary gave workload as a major cause of burnout. Workload here is discussed in terms of many different duties that the SAPs needed to accomplish.

Excerpt 3

> *Students on campus know the student affairs as the only place to get help. Too many students rely on the meager staff and resources in the department. Personnel in my department are therefore jacks of all trades; they do everything that their customers (the students) put on the table- you know how students behave. In fact students feel that the Dean of Students' place has all the answers so they keep coming to us for answers to everything, I mean everything. The Dean of students place is always the first stop in times of problems. You will never see such students unless things go wrong for them then they come rushing.*

Though some causes were as a result of workload or the nature of the work in the department, some respondents felt that the SAPs had a role to play in their own burnout as given in excerpt 4.

Excerpt 4

> *Some staffs lack the skills of handling students. Some on the other hand are given jobs they cannot handle because they lack the qualifications. Others are just frustrated because of no upward mobility. This burnout disease is a complex issue. Some of us work both day and night making us to have very little time for family.*

Excerpt 5

> *Ours is a Christian institution so burnout levels are high among my staff whenever we have truancy cases among students or when a student goes against the core values of our institution. We are very keen on even how our students dress. When disciplinary issues are there, we are also involved and this emotionally drains us.*

Effects of Burnout on Student Affairs Personnel

The respondents were asked to discuss the effects of burnout on their lives and depersonalization featured as a major effect. Depersonalization here was taken to mean that the SAP show no

Concern for their clients (in this case the students) and this was noted quite easily in their conversations with students. One respondent said, 'I have noted a don't care attitude in my staff when they are burning out". Another respondent talking about depersonalization said, "You just get it from the way they handle students. They are rough and harsh to them". The effects of burnout in student affairs personnel in both public and private universities are summarised in Table 1.

Table 1: Effects of Burnout in Student Affairs Departments

Cause	Percentage (%)
Low production	5.6
Moody	16.7
Complain a lot	11.1
Absenteeism	16.7
Too Emotional	5.6
Make mistakes/Accidents	11.1
Poor decision making	5.6
Depersonalization	22.0
No interest in job	5.6
Total	100.0

The major effect of burnout was depersonalization. Whereas 22% of the SAPs were depersonalized only 5.6% felt that burnout led to low job production or made them too emotional with poor decision making skills. Worse still, burnout resulted in making the SAPs have no interest in the job they once loved. This study agreed with Moore (2000) given that both studies established that burnout affects both the organization and the individual. Teachers who suffered burnout according to Moore's study absented themselves as a form of escape from a stressful and unpleasant work situation.   This study established that burnout indeed affected the SAPs because 22% reported being depersonalized, 16.7% became moody quite often, another 16.7% absented themselves among other effects like lack of interest in the work they once loved, and having many complaints and sometimes accidents that would have been avoided if one was keen.

Excerpts from the Dean of Student's interviews also tended to agree with the above results. The excerpts bring out the idea that it was not only the individual who was affected by burnout but the organization as well.

Excerpt 1

Whenever my staff burn out like during this period of admission, you just notice it in their work output. The output is low and the staffs themselves appear gloomy throughout making it even more difficult for you to ask anything. Some of them appear tired even as early as 8a.m. and such keep complaining throughout the day. Such never see anything good in the department. Working with such members is very difficult. You would rather give them an off day to be far from you. It is however worse when I burn out, I only notice it at times when I realize that nobody has come to my office the whole day. Staffs literally avoid me.

Excerpt 2

Burnout affects my staff by making them wear long frustrated faces which sometimes scare off their clients. You will just notice that they are burning out when you hear charged conversations or when they ask for sick off or look for any excuse to be away. Some would want to go for the funeral ceremony of every village mate who dies.

A serious effect of burnout is on poor decision making practices and poor interpersonal relationships as noted in excerpt 3 and 4.

Excerpt 3

Oh! Burnout is bad. Staffs make very stupid mistakes and they do not notice at all. At one time a member made a very stupid decision that it almost sparked off a strike on campus. I had to give that staff some off to rest because a whole week prior to the day, the member had been too busy with students. The decision would have sparked off fire and caused many of us our jobs. Burnout is bad. It is a disease and it is worse when it affects half of the staff. The problem is that it can be contagious.

Excerpt 4

When they are burning out it is the time when everything and everyone –even me becomes bad. Such staffs can just stay away and switch off their phones. They develop a don't care attitude. Sometimes they just sit and gossip yet they know that there is work to be done. They wait for you to tell them so that they react, at such times they are very reactive. I have sometimes heard some during such times complain that I'm frustrating them. You know blame is a cause of all problems we have. They hardly take responsibility when they are burning out instead they become 'blame specialists'.

Another effect of burnout is the fact that the attrition rate for high cadre staff is very high. Such staffs prefer to teach instead of serving in the Dean's office and so whenever they get a teaching opportunity, they gladly leave the department.

Burnout Mitigation

More than half of the respondents 90(60.4%) found the burnout mitigation measures applied by their institutions to be in-effective. It should be noted that most of the reasons given for the ineffectiveness of the methods were linked more to the workplace environment. Among the issues making the methods to be ineffective were; Heavy workload, Inadequate personnel, Roles not defined and Personal and work conflicts. Given the burnout situation in Kenyan public and private universities, the major objective of this study was to establish how Burnout among the SAPs can be mitigated. In the current study among the recommendations reported to help reduce burnout, 11.4% said that they plan not to mix work and family, 26.8% planned to interact more with friends and family and 33.4% planned for better time management practices. This like in Burke and Greenglass's (2001) study suggests that there was some evidence that burnout had a negative spillover effect on people's life at home.   The SAPs also made several recommendations on how to minimize and mitigate burnout in their departments. The SAP were responding to a question which asked them to state how the institution can help them to deal with burnout. A summary of the responses was as presented in figure 2.
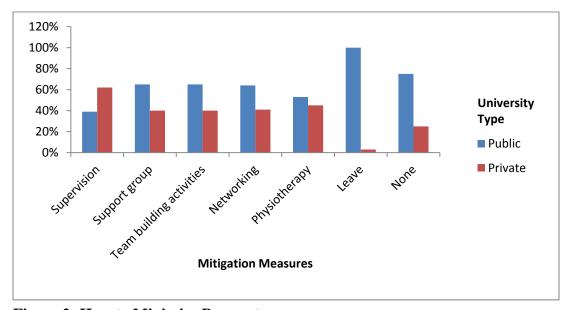

Figure 2: How to Minimize Burnout

Several recommendations were suggested to help minimize burnout. It is worth noting that though the percentages varied in public and private universities, the SAPs had similar suggestions. This therefore means that a similar model for burnout can be developed and it will work in both public and private universities in Kenya. An interesting issue from figure 2 was that whereas majority of the SAPs in public universities suggested leave as a mitigation measure, less than 10% of the SAPs in private universities recommended it, they instead were in favour of supervision. This is an area worth investing to establish why that was so. The SAPs generally

recommended supervision, support groups, leave, team building activities, conferences and networking as some of the methods they felt would help reduce burnout. Looking at all the five methods suggested, they touch on the interpersonal dimension implying that any mitigation measures ought to be keen on the interpersonal strategies. The three 'R' approach therefore was an important approach in discussing burnout mitigation among the SAPs.

Dealing with burnout - the three "R" approach

Respondents were asked to come up with their own individual plans, departmental and institutional methods to mitigate or minimize burnout. Several methods were suggested.   The methods will be discussed in relation to the three" R" Approach, (Recognize, Reverse and Resilience) discussed in the following section.

Recognize

This entails Watching out for the warning signs of burnout. It is a moment-to-moment awareness of one's burnout experiences without judgment of oneself (Davis & Hayes 2012). According to Davis and Hayes, being aware of the burnout level has the following benefits; Stress and anxiety reduction, decreases negative thoughts, lessens emotional reactivity and Relationship satisfaction**.n**Recognition also promotes Empathy, Compassion, development of effective counseling skills, improves self- efficacy and better quality of life. In the current study, several proposals were made concerning how the SAP can recognize their burnout with majority proposing self awareness talks, stress management techniques and workshops/seminars. The assumption is that if one is aware of the burnout level then he/she can adopt relevant interventional measures and/or coping mechanisms. It should be noted that the SAPs gave more than one proposal and as such the percentages do not add to 100%. Table 2 gives a summary of the methods proposed to recognize burnout among the SAPs in Kenyan Universities. This study therefore agrees with Maslach and Leiter (2005) that a good understanding of burnout is essential to keeping the flame of compassion and dedication burning brightly if not then one will not have the desire to be there for the clients.

Table 2: Methods of Burnout Recognition

Recommendation	Percentage (%)
Team building	42.3
Paid supervision	32.9
Social groups	36.2
Networking	40.8
Counselling	18.2
Self awareness talks	75.3
Personal Development	22.2
Stress Management techniques	58.1
Workshops/seminars	62.9

The results in table 2 were in agreement with the excerpts from the Dean's interviews.

Excerpt 1

I personally feel that regular meetings with staff just to vent out are very important. Others can be activities like retreats, regular personal development talks and stress management activities. Though we try but it is difficult to get all staffs together.

Excerpt 2

Any activity including sports, physical exercises, good diet and team building activities are important. We have gone out and had team building activities and I have seen that it leads to cohesiveness in my department.

Reverse

Reversing involves undoing the burnout damage by managing stress and seeking support (Adeli 2013). If one is indeed experiencing burnout it can be reversed using appropriate methods. Many times people use wrong methods of managing burnout and they end up being quite frustrated when nothing works. Since 100% of the respondents agreed that burnout was evident among the SAPs, they also agreed that burnout needed to be minimized. Minimization of burnout according to the plans was to be done at both individual as well as departmental level. This is the most important stage in burnout minimization and several methods were discussed in reversing the effects of burnout. Key among them were; Employing more staff, Staff having off days, Retreats, Institutions having a clear policy, promotions, appreciation and rewards for the SAPs , time management, dean's barazas, sports ,support from management, avoiding crisis management, equipping the department, job specifications and exchange programs. The findings agree with Ren and Hodge (2007) who argued that burnout affects the individual and the organization.   This suggests that, any plans to minimize burnout must address both individual and organizational interventions. Excerpts from the Deans explain this further.

Excerpt 1

This session has really shed light on the serious effects of burnout. I hope to create an awareness of burnout among my staff. I'm now more enlightened. I will then let them take responsibility of the various methods they can personally use to minimize burnout like exercises, eating healthy, and sharing their issues whenever they feel pressured by work. On my part I plan to listen to them, appreciate them whenever necessary, take them for retreats and have more seminars for skills enhancement.

Excerpt 2

I hope to notice and appreciate my staff. Though I do it but probably constant consultation with them will work. On their own, I will encourage them to have more relaxation moments, watch or participate in field games or do some work that they enjoy. It works because though I'm a dean but I also enjoy sports and traveling with students, cheering them as they compete and even being in the gym with them just helps me relax and even know them more, this revives me a lot. They should also not carry office work back home. Those who can do some part time teaching should be encouraged to do so but again the load should not be too much, probably just one course and with small numbers.

Excerpt 3 on the other hand brought out the idea that each university should play a pivotal role in helping the SAPs to minimize their burnout levels. This view was based on the fact that the SAP's burnout was as a result of their working in the institution. This therefore calls for the university to take responsibility of the SAP's welfare.

Excerpt 3

We are university employees and I might look mean but the university should strongly come in and help us. The management should hire more staff; give us better facilities because even office space alone can be a motivation. They can also think of giving the Student Affairs a vehicle to offer quick services during emergencies. Some of my staffs have been mark timing in one salary scale for too long; I do not know what the management can do concerning such. For some salary is such a motivating factor. Management should also consider having regular supervisions for my staff especially my counselors. This is because the cases that my counselors handle are emotionally draining and are likely to cause them burnout. The university should look for ways to appreciate that we play a very important role in this institution. The best they can do for us is not always to blame us when things go wrong but they should appreciate us also. We are the backbone of this institution.

Excerpt 4

The best method is what we call the Dean's 'baraza' where members once in a month are allowed to vent out without getting annoyed. They hit at anybody including me   then we address the issues one by one. This is a form of debriefing and it has really worked for us in this department.

Most of the respondents said that the Student Affairs Departments in all institutions of higher learning are actually the nerve centre of each institution. All student issues both academic, social and economic land in this department. The respondents felt that given the weight that this department carries, it is important for each university to fully support it. Majority (77%) of the respondents agreed that indeed the institutions support them but there was need to go a notch

higher especially in equipping the departments. It is worth noting that in institutions which were well equipped both structurally as well as in terms of human service, there were less incidences of burnout. Majority of the Deans interviewed felt that if the following can be put in place, burnout might be minimized; part time teaching (10.4%), upward mobility (17.2%), process imprests fast (10.4%) and training and re-training of staff (10.4%). Some of the respondents suggested a kind of sabbatical leave for staff. One of them said, "*Have the student affairs staff go for an exchange program to another university for between one to three months. This will rejuvenate them as well as allow them to learn and even exchange ideas. This can even make them appreciate their work place*".

The study findings agreed with a study by Jones (2009) which established that there will always be emotional wellbeing of employees when there is a strong social support and positive supervision from the employer. Emphasis should therefore be laid upon quality rather than quantity of work. The interview schedule excerpts seem to agree with the above views as discussed in the following section.

Excerpt 1

The university should fully support the department since it is the nerve center of every university. The department should be equipped since we work all through sometimes weekends and after 5pm when offices are closed. The university should also process imp rests fast because this is a real disease in our university. I think bureaucracies should be stopped and crisis management should be avoided. Here you are, you plan for a trip with students quite early, at the last minute you are told that the imp rest has not been signed or the money is not there and such like excuses. When students go on rampage because of that, you end up being blamed. Now in such a case, is it the university management or the Student Affairs Department to be blamed? If you keep working under such circumstances don't you burn out?

Excerpt 2 brings in another view which featured a lot during the interview discussions. This excerpt brought out the idea that the SAPs are willing to exchange ideas with others in similar institutions in form of holding yearly conferences specifically for student affairs departments.

Excerpt 2

The university should facilitate a yearly conference specifically for student affairs. At least one can meet and discuss with like minded people. We have a national one for the counselors but some of my staffs have never attended a conference. The conference can involve students, parents, the SAP and other stake holders. Such a conference can bridge the gap of misunderstanding between the players. It will also help in a better understanding of the workings of the student affairs department.

Resilience

Resilience is defined as an attitude that enables the individual to examine, enhance and utilize the strengths, characteristics and other resources available to him/ her. It is an individual's response and methods used to allow them to successfully navigate through an event perceived to be stressful (Neenan, 2010). Resiliency is the ability to overcome challenges of all kinds and bounce back stronger, wiser, and more personally powerful. It's important because this is what we need to do when faced with life's inevitable difficulties. Adeli (2013) adds that resilience implies building oneself up to cope with stress by taking care of the physical and emotional health. How the SAP view burnout and stress strongly affects how they succeed, and this is one of the most important reasons that having a resilient mindset is so important.

As noted earlier, burnout can worsen one's physical and mental health so it is important to build that resilience to stress by taking care of our bodies.   The following were suggested in this study as suitable methods for building resilience; a healthy diet(22%), proper amounts of sleep(45%), physical exercise(63%), Case Reduction(22%), Assertive training(76%), Referral(42%), No mixing work and family(60%), Spiritual support(51%), Coping skills(87%) , Consultation and delegation(41%). Looking at the percentages, majority of the SAPs have the desire to build resilience so as to serve the students better. The suggestions from this study to some extent agree with Davis and Haye (2012) suggestions. According to Davis and Haye, the following are suggested as burnout prevention tips:

1. Start the day with a relaxing ritual.
2. Adopt healthy eating, exercising, and sleeping habits.
3. Set boundaries by saying "no" to requests on your time just do what you can.
4. Take a daily break from technology.
5. Nourish your creative side.
6. Learn how to manage stress.
7. Get support.
8. Slow down.

Findings of the current study also agreed with recommendations by Schaufeli and Backker (2001) on various ways of minimizing burnout. Schaufeli's study like in this study suggests Employee Assistance Programmes, stress management training, and individual problem based coping, appraisal based coping and social support

Discussion

This study revealed that burnout occurs when too many people lean too heavily upon an individual. According to Adeli (2013), the causes of burnout among the SAPs can be divided into two main areas as highlighted below.

Work-related causes of burnout

1. Feeling like they have little or no control over their work
2. Lack of recognition or rewards for good work
3. Unclear or overly demanding job expectations
4. Doing work that's monotonous or unchallenging
5. Working in a chaotic or high-pressure environment

Personal / Lifestyle causes of burnout

1. Working too much, without enough time for relaxing and socializing
2. Being expected to be too many things to too many people
3. Taking on too many responsibilities, without enough help from others
4. Not getting enough sleep
5. Lack of close, supportive relationships
6. Perfectionistic tendencies; nothing is ever good enough
7. Pessimistic view of yourself and the world
8. The need to be in control; reluctance to delegate to others
9. High-achieving, Type A personality

The findings of this study agree with Deary, Stephen, Iverson, Roderich Walsh & Janet, (2002) who fully supported teamwork as the best way to recognize and minimize burnout. The findings suggest that simply recognizing that one is burning out is very important because it may serve a buffering role for the SAPs when burnout levels are high.   In recognizing and mitigating burnout, Halbeslen (2006) suggested intrapersonal, interpersonal, organizational and inter-organizational strategies because according to him, burnout can only be recognized and minimized if the individual, the organization and others are involved. The argument is that the most crucial component of a burnout coping technique begins at the individual level in which the SAPs should be aware of and sensitive to their manifestations of burnout. They need to notice their own unique reactions which signal the onset of burnout states, and then they can expect to develop appropriate and effective interventions to alleviate burnout. Under the interpersonal strategies, the researchers suggest creation of support groups, networking, support from supervisors and good preparation and orientation for a job. Like in a study by Stockward and Jovorek(2003), the findings in this study agreed that developing effective team working with clear group and individual objectives, and allowing individuals to meet regularly and value skills of individual members is an effective primary intervention. The scholars suggest that the teams can address factors necessary to promote the wellbeing of team members such as ensuring that work was distributed evenly, giving practical and emotional support and developing a culture of recognition of burnout problems that can be tackled sooner than later.

Findings of this study have revealed that even if the SAPs are not naturally resilient they can learn to develop a resilient mindset and attitude by being aware of their burnout levels, and having an understanding that burnout is part of life of a human service provider and all they need is to remain open, flexible, and willing to adapt to change. The study findings agree with Werner (2004) that resilience makes one to have an internal locus of control, social connections and strong problem solving skills.

Conclusions

Burnout is an undeniable sign that something important in one's life is not working. From this study it is concluded that burnout is experienced in the Student Affairs Departments in both public and private Universities in Kenya. The three "R" approach can be an appropriate way of handling burnout. It is therefore concluded from this study that Burnout is prevalent in both Public and Private Universities. All the SAPs experience some level of burnout ranging from the normal to the dangerous levels. It should be addressed at individual, collective and institutional levels. The descriptive results indicated that very little was being done to mitigate burnout in both Public and Private Universities in Kenya, not even creation of Burnout awareness. This means that majority of the SAPs were not aware of their burnout symptoms and therefore did very little to manage their own burnout yet burnout is a reality and cannot be ignored. Findings from this study indicate that burnout mitigation and minimization using the three 'R' approach is therefore necessary in both public and private universities in Kenya.

Recommendations

Based on the findings of this study, an integrated model for burnout minimization is recommended in figure 3. The proposed model acknowledges that there are unique institutional and individual characteristics though some of these characteristics are similar across institutions. Such antecedents can lead individuals to experience stress and eventually burnout. The model suggests that when burnout sets in, different psychological interventions (Intrapersonal, Interpersonal, Organizational and Inter-organizational) should be used to help the SAPs enjoy working in the student affairs department. When this is done, both the individual and the organization benefit. This model acknowledges that though burnout is inevitable in the student affairs departments, the shorter process can help minimize it and save the institutions of monies spend on sickness resulting from burnout. The model serves as a reminder to the SAPs that they need to stay focused and healthy to avoid burnout.
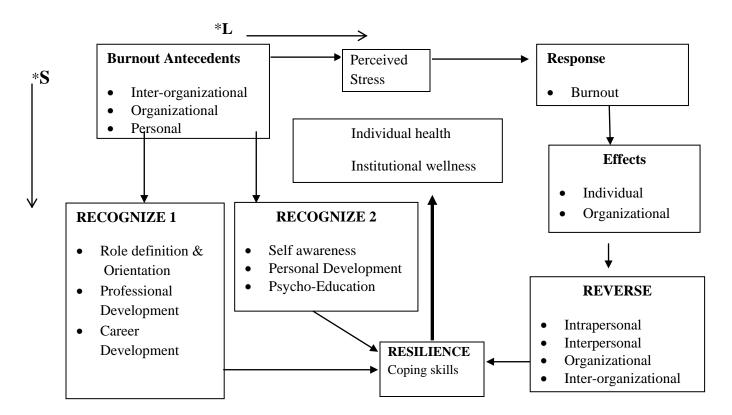
Figure 3: An Integrated Burnout Model

Source: Adeli (2013)   *S- Shorter process for dealing with Burnout
                                          * L-Longer Process for dealing with Burnout

Suggestions for further research

1. This study has suggested an integrated model as an appropriate mitigation measure for burnout given its integrative approach. An experimental study should be carried out to test the applicability of this model.
2. A longitudinal study should be done to establish moments on the university calendar when burnout levels are high so as to work towards preparing of the staff well, way before the stressful period. With universities operating on a tri-semester basis it would be wise to establish the best methods of preparing the SAPs.

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