

Addressing Organizational Burnout in Higher Education: A Systemic Approach to Faculty Well-Being and Institutional Resilience

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Abstract : Organizational burnout within higher education represents a critical challenge that jeopardizes faculty well-being and undermines academic institutions' overall effectiveness. It is imperative to explore systemic solutions to tackle this multifaceted issue rather than merely relying on individual coping strategies. This study employs a meta-synthesis of existing literature, drawing upon robust theoretical frameworks, including relational leadership, interpretivism theory, nudge theory, and the ADKAR model, to investigate and address the underlying causes of burnout in academic settings. Key findings from the analysis indicate that factors such as excessive workloads, inadequate leadership, and insufficient resources significantly exacerbate burnout, leading to diminished faculty engagement and destabilizing institutional effectiveness. By promoting a comprehensive approach to enhance organizational health, this study outlines strategies that cultivate trust, encourage constructive behavioral changes, and facilitate sustainable transformations within higher education institutions. Moreover, the study concludes by offering a strategic roadmap for academic institutions to mitigate burnout, enhance morale, foster collaboration, and ultimately develop a more resilient and supportive academic environment. The methodology utilizes a meta-synthesis of secondary data, integrating theory- and research-informed approaches to delineate evidence-based pathways for addressing pressing organizational challenges. This study emphasizes practical, actionable plans for organizational improvement and meaningful change by relying on existing literature and established frameworks to analyze progress and processes.

Keywords : higher education, organizational burnout, relational leadership, Culture of Well-Being and Engagement

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