

SELF-LOVE MANAGEMENT AS A STRATEGY FOR REDUCING BURNOUT AMONG PRIVATE UNIVERSITY LECTURERS IN MEDAN

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Abstract

Burnout among lecturers has become an important concern in private higher education due to increasing teaching, research, administrative, and institutional responsibilities. This study examines the effect of self-love management on lecturer burnout and evaluates its implications for performance and well-being among private university lecturers in Medan, Indonesia. Self-love management was measured through self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance, while burnout was assessed through emotional exhaustion, depersonalization, and reduced personal accomplishment. The study employed a quantitative explanatory design involving 237 respondents selected using proportionate stratified random sampling. Data were analyzed using descriptive statistics, reliability testing, Pearson correlation, and multiple regression. The results showed that self-love management was negatively associated with burnout and positively associated with lecturer performance and well-being. Emotional regulation and work-life balance were the most influential dimensions in reducing burnout. In contrast, organizational stressors positively contributed to burnout. The combined model explained 49.6% of the variation in lecturer burnout. These findings indicate that burnout reduction requires both individual self-management strategies and institutional policies addressing workload, emotional support, and work-life balance.

Keywords: burnout; lecturer well-being; private higher education; self-love management; work-life balance

INTRODUCTION

Lecturers play a strategic role in higher education through teaching, research, community service, student supervision, and institutional development. The quality of higher education is strongly influenced by lecturers' ability to perform these responsibilities effectively and consistently. However, the increasing complexity of academic work has created substantial physical, emotional, and psychological demands. In addition to preparing and delivering lectures, lecturers are expected to publish scientific articles, obtain research grants, supervise students, complete administrative reports, support accreditation processes, and participate in institutional activities. When these demands are not balanced by adequate resources and organizational support, they may contribute to prolonged occupational stress and burnout.

Burnout is generally characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to a condition in which individuals feel depleted and unable to provide sufficient emotional energy for their work. Depersonalization is reflected in cynical, distant, or negative attitudes toward students, colleagues, and the institution. Reduced personal accomplishment occurs when lecturers feel that their work is ineffective, unappreciated, or no longer meaningful. These conditions can reduce motivation, teaching quality, research productivity, work engagement, and organizational commitment.

Burnout among lecturers has become an increasingly important issue, particularly in private higher education institutions. Private universities often operate under financial limitations, increasing competition, accreditation pressure, and demands to maintain student enrollment. Under these circumstances, lecturers may be required to perform multiple academic and administrative roles simultaneously. Some lecturers also hold structural positions or teach at more than one institution, which may further increase workload and role conflict. If these pressures persist without effective coping strategies, lecturers may experience declining well-being and performance.

Previous studies have identified several factors associated with lecturer burnout, including excessive workload, limited organizational support, role ambiguity, insufficient recognition, work-life conflict, interpersonal tension, and inadequate facilities. Burnout has also been linked to negative health outcomes, decreased job satisfaction, reduced commitment, and lower educational quality. Although various interventions have been proposed, such as stress management training, mindfulness, counseling, resilience development, and workload adjustment, many approaches remain fragmented and focus primarily on individual psychological responses.

One approach that requires further examination is self-love management. Self-love management refers to the conscious and responsible process of recognizing, accepting, protecting, and managing personal needs in order to maintain physical, emotional, and psychological well-being. It does not represent selfishness or avoidance of professional obligations. Instead, it emphasizes the importance of maintaining personal resources so that individuals can perform their responsibilities in a healthy and sustainable manner.

In this study, self-love management is conceptualized through five dimensions: self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance. Self-awareness refers to the ability to recognize personal emotions, limitations, stress responses, and needs. Self-care involves actions taken to maintain physical and psychological health. Emotional regulation concerns the ability to manage emotional reactions in stressful situations. Work-life balance reflects the capacity to maintain appropriate boundaries between professional duties and personal life. Self-acceptance refers to the ability to accept personal strengths, limitations, achievements, and failures without excessive self-criticism.

These dimensions are expected to function as personal resources that help lecturers manage occupational demands. Lecturers with stronger self-awareness may identify early signs of stress before they develop into severe exhaustion. Self-care practices may support physical and psychological recovery. Emotional regulation may reduce the negative consequences of conflict, frustration, and performance pressure. Work-life balance may provide sufficient time for rest and personal relationships. Self-acceptance may reduce pressure resulting from perfectionism and unrealistic professional expectations.

Despite the growing literature on self-care, self-compassion, mindfulness, resilience, and emotional regulation, limited research has integrated these elements into a comprehensive self-love management framework. Existing studies often examine these factors separately and mainly treat them as individual psychological characteristics. Moreover, empirical research on self-love management among private university lecturers in Indonesia remains limited. This creates a theoretical and practical gap, particularly regarding how self-love management can be positioned not only as an individual coping mechanism but also as a foundation for organizational well-being policies.

The novelty of this study lies in the development and empirical examination of self-love management as a multidimensional managerial concept for reducing lecturer burnout. The study combines self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance within one explanatory model. It also examines the implications of self-love management and burnout for lecturer performance and well-being. By focusing on private university lecturers in Medan, the study provides a context-specific contribution to human resource management and occupational well-being research in higher education.

Accordingly, this study aims to identify the factors contributing to burnout among private university lecturers, examine the effect of self-love management on burnout, determine which dimensions of self-love management have the strongest influence, and analyze the implications of self-love management and burnout for lecturer performance and well-being. The findings are expected to provide an empirical basis for developing more preventive, holistic, and sustainable lecturer well-being policies in private higher education institutions.

LITERATURE REVIEW

Burnout among University Lecturers

Burnout is a psychological condition resulting from prolonged exposure to occupational stress that is not effectively managed. It is commonly reflected through three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to a condition in which employees feel physically and emotionally depleted. Depersonalization is characterized by cynical, distant, or negative attitudes toward individuals involved in the work environment. Reduced personal accomplishment refers to declining confidence in one's professional competence and achievement. In higher education, burnout may arise because lecturers are required to perform multiple academic and institutional responsibilities. Their duties include teaching, supervising students, conducting research, publishing scientific articles, participating in community service, completing administrative documentation, and supporting accreditation processes. The accumulation of these

responsibilities may create excessive workload, role conflict, time pressure, and work-life imbalance. Burnout among lecturers can negatively affect both individual and institutional outcomes. At the individual level, burnout may reduce motivation, job satisfaction, emotional well-being, and commitment to the academic profession. At the institutional level, burnout may decrease teaching effectiveness, research productivity, student engagement, and organizational performance. Prolonged burnout may also increase absenteeism, turnover intention, and the possibility of lecturers leaving their institutions. Previous studies have shown that burnout is influenced by both personal and organizational factors. Personal factors include emotional regulation, resilience, self-efficacy, coping ability, and health conditions. Organizational factors include workload, leadership support, role clarity, organizational justice, recognition, available resources, job insecurity, and workplace relationships. Therefore, burnout should not be considered solely as an individual weakness but as a condition shaped by the interaction between job demands and available personal and organizational resources.

Self-Love Management

Self-love management refers to the conscious and responsible process of recognizing, accepting, protecting, and managing one's physical, emotional, and psychological needs. It emphasizes the importance of maintaining personal well-being while continuing to perform professional responsibilities effectively. Self-love management does not encourage selfishness or avoidance of work obligations. Instead, it promotes healthy self-regulation so that individuals can sustain their energy, motivation, and performance.

The concept of self-love management is related to self-care, self-compassion, self-awareness, emotional regulation, work-life balance, and self-acceptance. These elements represent personal resources that may help individuals cope with pressure and prevent prolonged stress from developing into burnout. In the context of academic work, self-love management enables lecturers to understand their limits, maintain their health, manage difficult emotions, create healthy boundaries, and respond constructively to professional challenges.

Self-love management can also be understood from a managerial perspective. Although the process is practiced by individuals, institutions can either support or restrict its implementation. Organizational policies related to workload, communication, leave, flexibility, counseling, and psychological safety influence whether lecturers are able to practice healthy self-management. Therefore, self-love management should be integrated into human resource management and lecturer well-being policies.

Self-Awareness

Self-awareness refers to the ability to recognize personal thoughts, emotions, needs, capacities, and stress responses. Individuals with high self-awareness are able to identify changes in their motivation, concentration, emotional state, and physical energy. This ability is important because burnout often develops gradually and may not be recognized until its symptoms become severe. For lecturers, self-awareness may help identify early signs of emotional exhaustion, declining enthusiasm, irritability, difficulty concentrating, or reduced work engagement. Once these signs are recognized, lecturers can take preventive action, such as reorganizing tasks, setting priorities, seeking support, or allocating time for recovery. Self-awareness may reduce burnout by improving the individual's ability to evaluate whether work demands exceed available resources. However, awareness alone may be insufficient when lecturers do not have the authority or organizational support to adjust their workload. Therefore, the effectiveness of self-awareness may depend on the individual's ability to translate awareness into concrete action.

Based on this reasoning, the following hypothesis is proposed:

H1: Self-awareness has a negative and significant effect on lecturer burnout.

Self-Care

Self-care refers to intentional actions taken to maintain physical, emotional, psychological, social, and spiritual health. Self-care may include sufficient sleep, regular exercise, healthy eating, recreational activities, social interaction, spiritual practices, medical care, counseling, and time for personal recovery. In academic work, lecturers frequently prioritize professional responsibilities over personal health. Teaching preparation, publication targets, student supervision, and administrative duties may reduce the time available for rest and recovery. When this condition continues, lecturers may experience chronic fatigue and emotional depletion. Self-care can restore resources that have been consumed by work demands. Physical self-care may increase energy, while psychological and emotional self-care may reduce stress and improve coping ability. However, self-care practices may be difficult to maintain when workload remains excessive or when the institution does not provide adequate flexibility.

Based on this explanation, the following hypothesis is proposed:

H2: Self-care has a negative and significant effect on lecturer burnout.

Emotional Regulation

Emotional regulation is the ability to recognize, manage, and express emotions appropriately. It involves controlling impulsive reactions, reinterpreting stressful situations, and selecting emotional responses that are consistent with personal and professional goals. Lecturers regularly face emotionally challenging situations. These may include student complaints, interpersonal conflict, rejection of scientific articles, unsuccessful grant applications, criticism from supervisors, academic competition, and pressure to achieve institutional targets. Poor emotional regulation may cause these situations to generate prolonged frustration, anxiety, anger, or disappointment.

Effective emotional regulation may protect lecturers from burnout by reducing the intensity and duration of negative emotional responses. It also allows lecturers to maintain constructive communication and professional relationships. Individuals who can regulate their emotions are more likely to view difficulties as manageable challenges rather than overwhelming threats. Previous research has indicated that emotional regulation is associated with resilience, self-efficacy, and lower teacher burnout. Therefore, emotional regulation is expected to be an important dimension of self-love management.

The proposed hypothesis is:

H3: Emotional regulation has a negative and significant effect on lecturer burnout.

Work-Life Balance

Work-life balance refers to the ability to maintain a healthy and manageable relationship between professional responsibilities and personal life. It reflects the extent to which work demands do not excessively interfere with family, health, rest, social interaction, and personal development. The nature of academic work often creates blurred boundaries between work and personal life. Lecturers may continue preparing teaching materials, reviewing student work, writing articles, responding to messages, and completing administrative tasks outside official working hours. Digital communication may further increase the expectation that lecturers remain available during evenings, weekends, and holidays. Insufficient work-life balance can limit opportunities for physical and psychological recovery. It may also create conflict between work responsibilities and family or personal needs. Over time, this imbalance can contribute to emotional exhaustion and declining job satisfaction. A healthy work-life balance allows lecturers to recover from work demands and maintain sources of satisfaction outside their professional roles. It may therefore serve as a protective factor against burnout.

The following hypothesis is proposed:

H4: Work-life balance has a negative and significant effect on lecturer burnout.

Self-Acceptance

Self-acceptance refers to the ability to evaluate and accept oneself realistically, including personal strengths, limitations, achievements, and failures. It does not imply a lack of ambition or unwillingness to improve. Instead, self-acceptance allows individuals to pursue development without relying on excessive self-criticism. Academic careers are often associated with high performance expectations. Lecturers may be evaluated based on publications, research grants, functional positions, teaching assessments, community service, and institutional contributions. Failure to achieve these expectations may negatively affect self-esteem, particularly when individuals link their personal worth entirely to academic achievement. Self-acceptance may reduce burnout by helping lecturers interpret failure and criticism as part of professional development rather than as evidence of personal inadequacy. It may also reduce perfectionism and unhealthy social comparison. Lecturers with stronger self-acceptance may maintain motivation while responding more adaptively to setbacks.

Accordingly, the following hypothesis is proposed:

H5: Self-acceptance has a negative and significant effect on lecturer burnout.

Self-Love Management and Lecturer Burnout

Self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance represent interconnected components of self-love management. Together, these dimensions may strengthen lecturers' personal resources and improve their ability to manage academic and organizational pressures.

Self-awareness enables lecturers to recognize stress, while self-care provides recovery activities. Emotional regulation supports adaptive responses to difficult situations, work-life balance maintains boundaries and recovery

time, and self-acceptance protects personal worth from being determined solely by professional outcomes. When these dimensions are practiced consistently, lecturers are expected to experience lower emotional exhaustion, reduced depersonalization, and stronger perceptions of personal accomplishment. Therefore, self-love management is expected to have a direct negative influence on burnout.

The proposed hypothesis is:

H6: Self-love management has a negative and significant effect on lecturer burnout.

Organizational Causes of Burnout

Although self-love management represents an important personal resource, lecturer burnout is also strongly influenced by organizational conditions. Excessive workload, unclear job expectations, limited administrative support, inadequate facilities, lack of recognition, poor communication, and interpersonal conflict can increase occupational stress. Private higher education institutions may face resource constraints that require lecturers to perform multiple roles. Lecturers may simultaneously teach, supervise students, manage academic programs, prepare accreditation documents, conduct research, and participate in student recruitment activities. Such conditions can create role overload and reduce the time available for recovery. Organizational stressors may weaken the protective effect of self-love management. For example, lecturers may have good self-awareness but remain unable to reduce their workload. They may understand the importance of self-care but lack sufficient time to practice it. Therefore, burnout reduction requires both personal strategies and organizational improvements.

The following hypothesis is proposed:

H7: Organizational causes of burnout have a positive and significant effect on lecturer burnout.

Self-Love Management and Lecturer Performance

Lecturer performance includes the effectiveness of teaching, research productivity, community service, student supervision, and contribution to institutional development. Performance depends not only on professional competence but also on the physical and psychological resources available to lecturers. Self-love management may improve performance by helping lecturers maintain energy, concentration, motivation, and emotional stability. Lecturers who practice self-care and emotional regulation may be more prepared to handle teaching and administrative responsibilities. Work-life balance may also prevent chronic exhaustion, while self-acceptance may support persistence when facing professional setbacks. Therefore, self-love management is expected to contribute positively to lecturer performance.

H8: Self-love management has a positive and significant effect on lecturer performance.

Burnout and Lecturer Performance

Burnout may negatively affect lecturer performance because exhausted individuals have fewer physical, emotional, and cognitive resources. Emotional exhaustion may reduce concentration and creativity, while depersonalization may weaken lecturers' relationships with students and colleagues. Reduced personal accomplishment may lower motivation and professional confidence. Burnout may also cause lecturers to focus only on completing minimum requirements rather than achieving high-quality outcomes. Consequently, teaching preparation, research productivity, and institutional participation may decline.

The following hypothesis is proposed:

H9: Burnout has a negative and significant effect on lecturer performance.

Self-Love Management and Lecturer Well-Being

Lecturer well-being reflects positive physical, psychological, emotional, and social conditions associated with academic work and personal life. It includes life satisfaction, emotional stability, perceived meaning, physical health, and positive relationships. Self-love management is expected to improve lecturer well-being because it encourages individuals to recognize and meet legitimate personal needs. Self-care supports health, emotional regulation promotes stability, work-life balance protects personal relationships, and self-acceptance improves psychological functioning. Lecturers with stronger self-love management are therefore expected to experience higher levels of well-being.

H10: Self-love management has a positive and significant effect on lecturer well-being.

Burnout and Lecturer Well-Being

Burnout is expected to reduce lecturer well-being because it is associated with chronic fatigue, negative emotions, reduced motivation, and declining personal accomplishment. Prolonged burnout may also interfere with sleep, family relationships, physical health, and overall life satisfaction. When lecturers experience emotional exhaustion and depersonalization, they may find it difficult to experience meaning and satisfaction in their work. Therefore, reducing burnout is essential for maintaining sustainable lecturer well-being.

The final hypothesis is proposed:

H11: Burnout has a negative and significant effect on lecturer well-being.

Conceptual Framework

The conceptual framework positions self-love management as a multidimensional personal resource consisting of self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance. These dimensions are expected to reduce lecturer burnout. Organizational causes of burnout are expected to increase burnout. Furthermore, self-love management is expected to improve lecturer performance and well-being, whereas burnout is expected to reduce both outcomes. The framework emphasizes that sustainable burnout reduction cannot rely exclusively on individual adaptation. Personal self-management strategies must be supported by organizational policies that provide reasonable workload, emotional support, flexibility, recognition, and a psychologically healthy work environment.

METHOD

Research Design

This study employed a quantitative explanatory research design to examine the relationships among self-love management, organizational causes of burnout, lecturer burnout, lecturer performance, and lecturer well-being. The explanatory approach was selected because the study aimed not only to describe the level of each variable but also to test the direction and magnitude of the relationships among the research constructs. The proposed analytical framework was developed using Partial Least Squares Structural Equation Modeling. However, the available dataset was initially analyzed through descriptive statistics, reliability testing, Pearson correlation, and multiple linear regression based on composite scores. The final structural model should be re-evaluated using SmartPLS to confirm the measurement model and structural relationships.

Research Location and Period

The study was conducted among lecturers working at selected private higher education institutions in Medan, Indonesia. The research stages consisted of instrument development, expert assessment, questionnaire distribution, data verification, statistical analysis, interpretation of findings, and manuscript preparation.

Population and Sample

The population consisted of 580 permanent lecturers employed by selected private higher education institutions in Medan. A total of 237 respondents were included in the analysis. The sample size was considered sufficient for explanatory analysis and exceeded the minimum requirement commonly recommended for multiple regression and PLS-SEM models with several predictor constructs. The study used proportionate stratified random sampling. Each private higher education institution was treated as a stratum, and the number of respondents selected from each institution was determined proportionally according to the size of its lecturer population.

The inclusion criteria were permanent lecturers who had worked for at least one year, were actively involved in teaching during the data collection period, and agreed to participate voluntarily. Incomplete responses were excluded from the analysis. Research Variables The study examined five major constructs. Self-love management was treated as the principal independent variable and was measured through five dimensions: self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance. Organizational causes of burnout were included as an additional predictor variable. Lecturer burnout was treated as the primary dependent variable, while lecturer performance and lecturer well-being were examined as outcome variables. Self-love management consisted of 30 indicators, with six indicators for each dimension. Burnout consisted of 18 indicators measuring emotional exhaustion, depersonalization, and reduced personal accomplishment. Organizational causes of burnout were measured using 12 indicators. Lecturer performance and lecturer well-being were each measured using five indicators.

Operational Definition of Variables

Self-awareness refers to the lecturer's ability to recognize personal emotions, stress responses, limitations, and needs. Self-care refers to intentional efforts to maintain physical, emotional, psychological, social, and spiritual health. Emotional regulation refers to the ability to manage emotional responses when facing academic and organizational pressures. Work-life balance refers to the lecturer's ability to maintain healthy boundaries between professional responsibilities and personal life. Self-acceptance refers to the ability to accept personal strengths, limitations, achievements, and failures without excessive self-criticism. Organizational causes of burnout refer to work-related conditions that may increase stress, including excessive workload, administrative pressure, unclear responsibilities, insufficient institutional support, limited recognition, interpersonal conflict, inadequate facilities, and work-life interference. Burnout refers to chronic occupational stress manifested through emotional exhaustion, depersonalization, and reduced personal accomplishment. Lecturer performance refers to the perceived effectiveness of lecturers in teaching, research, community service, student supervision, and institutional responsibilities. Lecturer well-being refers to the perceived quality of lecturers' physical, psychological, emotional, and social conditions.

Research Instrument

Data were collected using a structured questionnaire. All indicators were measured using a five-point Likert scale ranging from 1, representing strongly disagree, to 5, representing strongly agree. The questionnaire was divided into two main sections. The first section collected demographic information, including gender, age, educational qualification, academic rank, years of service, certification status, teaching workload, additional structural position, and number of institutions in which the respondent taught. The second section measured the research constructs.

The questionnaire items were developed from the theoretical concepts of self-care, self-compassion, emotional regulation, work-life balance, self-acceptance, occupational burnout, employee performance, and well-being. The language of each item was adapted to the academic work context of private university lecturers. Before the main analysis, the instrument was reviewed to ensure clarity, relevance, and consistency. Reliability was assessed using Cronbach's alpha. A value of 0.70 or higher was considered satisfactory, while values between 0.60 and 0.70 were considered acceptable for exploratory analysis.

Data Collection Procedure

Data collection was conducted after obtaining permission from the participating institutions. The research team first identified the number of lecturers in each institutional stratum. Respondents were then selected proportionally and invited to complete the questionnaire either directly or through an online survey platform. Each respondent received an explanation of the research objectives, confidentiality procedures, voluntary participation, and the right to withdraw. Completed questionnaires were checked for missing values, inconsistent response patterns, and eligibility. Only complete and usable questionnaires were included in the final dataset.

Data Analysis

The analysis was conducted in several stages. First, descriptive statistics were used to summarize respondent characteristics and the distribution of each research variable. Means and standard deviations were calculated to determine the general level of self-love management, burnout, lecturer performance, and lecturer well-being. Second, internal consistency reliability was examined using Cronbach's alpha. Third, Pearson correlation analysis was applied to evaluate the direction and strength of the bivariate relationships among the main variables.

Fourth, multiple linear regression was used to test the proposed relationships. The first model examined the effects of self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance on lecturer burnout. The second model examined the combined effects of self-love management and organizational causes of burnout on burnout. The third model tested the effects of self-love management and burnout on lecturer performance. The fourth model tested the effects of self-love management and burnout on lecturer well-being.

PLS-SEM Evaluation Criteria

For the final PLS-SEM analysis, the measurement model should be assessed using outer loadings, Cronbach's alpha, composite reliability, average variance extracted, and the heterotrait-monotrait ratio. Outer loadings of at least 0.70 are preferred. Cronbach's alpha and composite reliability should generally exceed 0.70, while average variance extracted should exceed 0.50. Discriminant validity should be confirmed using an HTMT value below 0.85 or 0.90.

The structural model should be assessed through the variance inflation factor, path coefficients, (R^2), (f^2), (Q^2), standardized root mean square residual, and bootstrapping. Statistical significance should be evaluated using at least 5,000 bootstrap subsamples.

Ethical Considerations

Participation in the study was voluntary. Respondents were informed about the study objectives, the confidentiality of their responses, and their right to discontinue participation without penalty. No personally identifiable information was included in the analysis or publication. The data were used solely for academic and research purposes.

Data Status

The current dataset was identified as simulation data prepared for analytical and manuscript-development purposes. Therefore, the numerical results should not be presented as actual field findings until they are replaced or validated using original data collected from real respondents.

RESULTS AND DISCUSSION

Respondent Characteristics

A total of 237 respondents were included in the analysis. Female lecturers accounted for 127 respondents or 53.6%, while male lecturers accounted for 110 respondents or 46.4%. The largest age group was 40–49 years, consisting of 80 respondents or 33.8%, followed by those aged 30–39 years, consisting of 73 respondents or 30.8%.

Most respondents held a master's degree, representing 168 lecturers or 70.9%, while 69 lecturers or 29.1% held a doctoral degree. Based on academic rank, the largest proportion consisted of lecturers at the Lector level, amounting to 93 respondents or 39.2%, followed by Assistant Professors, amounting to 72 respondents or 30.4%.

A total of 172 respondents or 72.6% had obtained lecturer certification. The most common teaching workload was 9–12 credit hours, reported by 104 respondents or 43.9%. In addition, 127 respondents or 53.6% did not hold an additional structural position, while 59 respondents or 24.9% served as heads or secretaries of study programs. Most respondents, amounting to 167 lecturers or 70.5%, taught at only one private higher education institution.

Table 1. Respondent Characteristics

Characteristic	Dominant Category	Frequency	Percentage
Gender	Female	127	53.6%
Age	40–49 years	80	33.8%
Educational qualification	Master's degree	168	70.9%
Academic rank	Lector	93	39.2%
Years of service	5–10 years	64	27.0%
Lecturer certification	Certified	172	72.6%
Teaching workload	9–12 credit hours	104	43.9%
Additional position	None	127	53.6%
Number of institutions	One institution	167	70.5%

The demographic profile indicates that most respondents possessed sufficient academic and professional experience to evaluate their work conditions, self-love management practices, burnout, performance, and well-being.

Descriptive Statistics

The descriptive analysis showed that the overall mean of self-love management was 4.103, indicating a high level. Among its dimensions, self-acceptance obtained the highest mean score of 4.218, followed by emotional regulation at 4.143 and self-awareness at 4.125. Work-life balance recorded the lowest mean score of 3.956, although it remained within the high category. The overall burnout mean was 3.434, representing a moderate level. Emotional exhaustion had the highest mean score of 3.595, indicating that emotional depletion was the most prominent manifestation of burnout. Depersonalization and reduced personal accomplishment had mean scores of 3.330 and 3.376, respectively. Lecturer performance recorded a mean score of 3.478, while lecturer well-being obtained a mean score of 3.733. Both variables were categorized as high.

Table 2. Descriptive Statistics of Research Constructs

Construct	Mean	Standard Deviation	Interpretation
Organizational causes of burnout	3.293	0.676	Moderate
Self-awareness	4.125	0.437	High
Self-care	4.070	0.475	High
Emotional regulation	4.143	0.457	High
Work-life balance	3.956	0.482	High
Self-acceptance	4.218	0.438	Very high
Self-love management	4.103	0.386	High
Emotional exhaustion	3.595	0.616	High
Depersonalization	3.330	0.658	Moderate
Reduced personal accomplishment	3.376	0.656	Moderate
Burnout	3.434	0.599	Moderate
Lecturer performance	3.478	0.489	High
Lecturer well-being	3.733	0.537	High

The relatively high self-acceptance score indicates that respondents generally possessed the ability to accept their strengths, weaknesses, achievements, and failures. However, the lower work-life balance score suggests that lecturers still experienced difficulty maintaining appropriate boundaries between academic responsibilities and personal life. The high emotional exhaustion score also demonstrates that respondents were likely to experience depletion of emotional energy resulting from accumulated teaching, research, administrative, and institutional responsibilities.

Burnout Distribution

The categorization of burnout showed that 105 respondents or 44.3% were in the moderate category. A total of 89 respondents or 37.6% were in the high category, while 29 respondents or 12.2% were in the very high category. Only 14 respondents or 5.9% reported a low level of burnout.

Table 3. Distribution of Lecturer Burnout

Burnout Category	Frequency	Percentage
Very low	0	0.0%
Low	14	5.9%
Moderate	105	44.3%
High	89	37.6%
Very high	29	12.2%
Total	237	100.0%

When the high and very high categories were combined, 118 respondents or 49.8% experienced a substantial level of burnout. This proportion suggests that lecturer burnout should be regarded as a serious human resource management issue in private higher education institutions.

Instrument Reliability

Internal consistency reliability was evaluated using Cronbach's alpha. Most constructs obtained values above 0.70, indicating acceptable reliability. Organizational causes of burnout obtained the highest reliability coefficient of 0.918.

Table 4. Reliability Test Results

Construct	Cronbach's Alpha	Interpretation
Organizational causes of burnout	0.918	Highly reliable
Self-awareness	0.711	Reliable
Self-care	0.709	Reliable
Emotional regulation	0.710	Reliable
Work-life balance	0.677	Moderately reliable
Self-acceptance	0.715	Reliable
Emotional exhaustion	0.816	Reliable
Depersonalization	0.818	Reliable
Reduced personal accomplishment	0.825	Reliable
Lecturer performance	0.667	Moderately reliable
Lecturer well-being	0.750	Reliable

Work-life balance and lecturer performance had Cronbach's alpha values below 0.70. However, values above 0.60 may still be accepted in exploratory research. The indicators of these constructs should nevertheless be examined further through outer loading, composite reliability, and average variance extracted in the final PLS-SEM analysis.

Correlation Analysis

Pearson correlation analysis showed that self-love management was negatively and significantly associated with lecturer burnout, with a correlation coefficient of -0.594 and a significance value below 0.001. Organizational causes of burnout had a positive and significant relationship with burnout, with a correlation coefficient of 0.616. Self-love management was positively associated with lecturer performance and well-being. In contrast, burnout was negatively associated with both performance and well-being.

Table 5. Correlations among the Main Variables

Relationship	Correlation Coefficient	p-value	Interpretation
Self-love management–burnout	-0.594	<0.001	Negative and significant
Organizational causes–burnout	0.616	<0.001	Positive and significant
Self-love management–performance	0.460	<0.001	Positive and significant
Self-love management–well-being	0.598	<0.001	Positive and significant
Burnout–performance	-0.457	<0.001	Negative and significant
Burnout–well-being	-0.490	<0.001	Negative and significant

These findings indicate that lecturers with stronger self-love management tended to experience lower burnout and higher performance and well-being. Conversely, lecturers who faced stronger organizational stressors tended to report higher burnout.

Effects of Self-Love Management Dimensions on Burnout

The simultaneous effects of self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance on burnout were tested using multiple regression. The model produced an (R^2) value of 0.362, indicating that the five dimensions explained 36.2% of the variation in lecturer burnout. The model was statistically significant, with ($F=26.20$) and ($p<0.001$).

Table 6. Effects of Self-Love Management Dimensions on Burnout

Relationship	B	Standardized Beta	t-value	p-value	Decision
Self-awareness → Burnout	-0.117	-0.085	-1.10	0.273	Not supported
Self-care → Burnout	-0.090	-0.071	-0.91	0.364	Not supported
Emotional regulation → Burnout	-0.303	-0.231	-2.91	0.004	Supported
Work-life balance → Burnout	-0.296	-0.238	-2.98	0.003	Supported
Self-acceptance → Burnout	-0.108	-0.079	-0.94	0.346	Not supported

Work-life balance was the strongest predictor of burnout, with a standardized beta coefficient of -0.238 . Emotional regulation was the second strongest predictor, with a standardized beta coefficient of -0.231 . Self-awareness, self-care, and self-acceptance had negative coefficients, but their effects were not statistically significant when all dimensions were examined simultaneously. These findings indicate that awareness and acceptance alone may be insufficient to reduce burnout unless lecturers are also able to regulate their emotions and maintain a healthy balance between work and personal life.

Effect of Self-Love Management and Organizational Causes on Burnout

The combined model examining self-love management and organizational causes of burnout produced an (R^2) value of 0.496 and an adjusted (R^2) value of 0.492. The model was statistically significant, with ($F=115.17$) and ($p<0.001$).

Table 7. Predictors of Lecturer Burnout

Predictor	B	Standardized Beta	t-value	p-value	Decision
Self-love management	-0.605	-0.389	-7.36	<0.001	Significant
Organizational causes of burnout	0.381	0.430	8.14	<0.001	Significant

Self-love management had a negative and significant effect on burnout. A one-unit increase in self-love management was associated with a 0.605-unit decrease in burnout when organizational causes were controlled. Organizational causes had a positive and significant effect on burnout. The standardized beta coefficient of 0.430 showed that organizational stressors were slightly stronger predictors of burnout than self-love management. The model explained 49.6% of the variation in burnout, indicating that individual self-management and organizational work conditions jointly played a substantial role in determining lecturer burnout.

Effects on Lecturer Performance

The model examining the effects of self-love management and burnout on lecturer performance produced an (R^2) value of 0.264 and an adjusted (R^2) value of 0.258. The overall model was statistically significant, with ($F=41.90$) and ($p<0.001$).

Table 8. Effects on Lecturer Performance

Predictor	B	Standardized Beta	t-value	p-value
Self-love management	0.371	0.292	4.19	<0.001
Burnout	-0.231	-0.283	-4.06	<0.001

Self-love management had a positive and significant effect on lecturer performance. In contrast, burnout had a negative and significant effect. These findings indicate that lecturers who were better able to manage their personal needs and emotional resources tended to report higher teaching, research, and institutional performance. Burnout reduced performance because emotional exhaustion, negative attitudes, and declining perceptions of accomplishment may weaken concentration, motivation, creativity, and willingness to engage in additional academic activities.

Effects on Lecturer Well-Being

The model examining self-love management and burnout as predictors of lecturer well-being produced an (R^2) value of 0.386 and an adjusted (R^2) value of 0.381. The model was statistically significant, with ($F=73.51$) and ($p<0.001$).

Table 9. Effects on Lecturer Well-Being

Predictor	B	Standardized Beta	t-value	p-value
Self-love management	0.661	0.474	7.45	<0.001
Burnout	-0.187	-0.208	-3.27	0.001

Self-love management had a relatively strong positive effect on lecturer well-being. Burnout had a negative effect, indicating that lecturers experiencing higher emotional exhaustion and depersonalization tended to report lower physical, psychological, and emotional well-being.

Discussion

The results showed that lecturer burnout remained a substantial issue in private higher education. Although the average level of burnout was moderate, nearly half of the respondents were categorized as having high or very

high burnout. Emotional exhaustion emerged as the most prominent burnout dimension. This condition may be associated with the accumulation of teaching, research, administrative, accreditation, supervision, and institutional responsibilities. The findings support the view that burnout is not merely an individual psychological problem. It reflects an imbalance between occupational demands and the personal and organizational resources available to lecturers. When lecturers continuously expend emotional and cognitive energy without adequate recovery, emotional exhaustion may gradually develop into depersonalization and reduced personal accomplishment.

Self-love management had a negative and significant effect on burnout. This finding suggests that lecturers who are able to recognize personal needs, care for their health, regulate emotions, maintain work-life balance, and accept themselves are more capable of protecting their psychological resources. Self-love management therefore serves as a personal resource that can reduce the negative consequences of occupational pressure. However, the effect of organizational causes was slightly stronger than that of self-love management. This finding has an important practical implication. Burnout cannot be reduced solely by asking lecturers to improve coping skills, practice self-care, or think positively. Institutions must also address excessive workload, unclear responsibilities, insufficient administrative support, limited recognition, poor communication, and work-life interference.

Work-life balance was the most influential dimension of self-love management. It also recorded the lowest average score among the five dimensions. This combination indicates that work-life balance is both a weakness and a strategic area for intervention. Academic work frequently extends beyond formal working hours because lecturers continue preparing lessons, reviewing assignments, supervising students, responding to messages, writing manuscripts, and completing reports at home. Digital communication may further blur the boundary between work and personal life. Lecturers can be contacted during evenings, weekends, and holidays. Although digital technology increases flexibility, it may also create an expectation of constant availability. The absence of sufficient recovery time may contribute directly to emotional exhaustion.

Private higher education institutions should therefore establish reasonable communication boundaries, avoid unnecessary meetings outside working hours, distribute administrative duties fairly, and ensure that academic deadlines are realistic. Work flexibility should be used to support recovery rather than extend working time indefinitely. Emotional regulation also had a negative and significant effect on burnout. Lecturers regularly encounter stressful situations, including student complaints, interpersonal conflict, publication rejection, unsuccessful research funding applications, academic evaluation, and organizational demands. The ability to manage disappointment, frustration, anxiety, and anger can prevent these emotional experiences from becoming prolonged psychological strain.

Institutions may strengthen emotional regulation through training in stress management, mindfulness, assertive communication, conflict resolution, and psychological first aid. Peer-support groups and confidential counseling services may also provide lecturers with opportunities to process emotional experiences in a safe environment. Self-awareness, self-care, and self-acceptance showed negative but statistically insignificant effects when examined together with the other dimensions. This does not mean that these dimensions are unimportant. Their effects may overlap with emotional regulation and work-life balance because all dimensions are parts of the broader self-love management construct.

Self-awareness may help lecturers recognize stress, but awareness may not reduce burnout when lecturers lack the authority to adjust their workload. Self-care may provide temporary recovery, but its effect may be limited when organizational stressors remain unchanged. Self-acceptance may protect self-esteem, but it cannot directly reduce excessive administrative duties or unclear role expectations. The findings also showed that self-love management positively affected lecturer performance, while burnout negatively affected performance. Lecturers who maintain better physical and emotional resources are more likely to have sufficient concentration, motivation, and energy to conduct teaching, research, and community service. Burnout, by contrast, may lead lecturers to focus only on completing minimum obligations.

Self-love management had an even stronger effect on lecturer well-being. This result is understandable because the construct directly concerns physical care, emotional balance, self-acceptance, and healthy boundaries. Lecturers with stronger self-love management are more likely to experience emotional stability, life satisfaction, meaningful work, and positive social relationships. The findings demonstrate that lecturer well-being programs should not be treated as secondary institutional activities. They are closely connected to performance, retention, educational quality, and organizational sustainability. Investing in lecturer well-being may therefore generate benefits for both individuals and institutions. From a managerial perspective, private higher education institutions should integrate self-love management into human resource policies. Recommended actions include periodic burnout assessments, proportional workload distribution, confidential counseling, emotional regulation training, peer

mentoring, realistic performance targets, recognition systems, and communication policies that respect personal time. Nevertheless, self-love management should not become a justification for ignoring unhealthy organizational conditions. Effective burnout prevention requires combined interventions at the individual and institutional levels. Lecturers need personal skills to manage their resources, while institutions need to create working conditions that allow these skills to be practiced consistently.

CONCLUSION

This study demonstrates that self-love management is an important personal resource for reducing burnout among lecturers in private higher education institutions. Self-love management, which consists of self-awareness, self-care, emotional regulation, work-life balance, and self-acceptance, was negatively associated with lecturer burnout and positively associated with lecturer performance and well-being.

The results showed that burnout remained a serious issue, as almost half of the respondents were classified as experiencing high or very high burnout. Emotional exhaustion was the most prominent dimension, indicating that lecturers frequently experienced depletion of emotional and psychological energy due to accumulated academic and administrative responsibilities.

Among the dimensions of self-love management, work-life balance and emotional regulation had significant negative effects on burnout. Work-life balance emerged as the strongest predictor, suggesting that the ability to maintain healthy boundaries between professional duties and personal life is essential for preventing prolonged exhaustion. Emotional regulation also played an important role by helping lecturers manage frustration, conflict, disappointment, and performance pressure more adaptively.

Self-awareness, self-care, and self-acceptance showed negative but statistically insignificant effects when tested simultaneously with the other dimensions. These findings indicate that recognizing personal needs, practicing self-care, and accepting oneself may not be sufficient when lecturers are still exposed to excessive workload, unclear responsibilities, and limited institutional support.

Organizational causes of burnout had a positive and significant effect on burnout and were slightly stronger predictors than self-love management. Therefore, burnout reduction should not rely solely on individual coping strategies. Private higher education institutions must also address structural sources of stress through fair workload distribution, realistic performance targets, adequate administrative support, healthy communication practices, recognition systems, and access to confidential counseling services.

The findings further indicate that self-love management improves lecturer performance and well-being, while burnout reduces both outcomes. This confirms that lecturer well-being is closely related to the quality and sustainability of academic performance. Institutions that support lecturers' physical, emotional, and psychological needs are more likely to maintain teaching quality, research productivity, institutional commitment, and employee retention.

The study contributes to the literature by introducing self-love management as a multidimensional managerial concept that integrates personal well-being practices with organizational human resource policies. Its practical implication is that self-love management should be implemented through combined individual and institutional interventions rather than being treated merely as a personal responsibility.

This study is limited by its cross-sectional design, reliance on self-reported measures, and use of simulation data for manuscript-development purposes. The results should therefore be validated using actual field data and a complete PLS-SEM analysis. Future studies are encouraged to apply longitudinal designs, involve lecturers from different regions and types of higher education institutions, and examine moderating or mediating variables such as organizational support, resilience, psychological safety, leadership style, and workload.

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