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An investigation the factors affecting MIS student burnout in technical-vocational college

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Abstract

Management information system (MIS) students are one of the most important information system (IS) employee sources. However, the determinants of student's burnout for MIS major students have received little attentions, despite their importance as indicator in predicting professional burnout and their working intention after their graduation and becoming IS professionals. This study explores the antecedents of student burnout for MIS major at technical-vocational college. Self-efficacy, social support, and sex-role were considered as antecedents to MIS student burnout. A questionnaire method by self-administered technique was used in this study. Multiple regression analysis was used to analyze the hypotheses. Statistical results displayed that MIS students with social support, self-efficacy and femininity have predictive power over student burnout. MIS students with social support and masculinity also have predictive power over self-efficacy.

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1. Introduction

Burnout is a syndrome of emotional exhaustion, depersonalization, and diminished personal accomplishment that occur among people-helping professions who do people work (Firth, Micntee, Mckown, & Britton, 1985; Golembiewski, Sun, Lin, &

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Boudreau, 1995; Jackson, Schwab, & Schuler, 1986; Lahoz & Mason, 1989; Schwab & Iwanicki, 1982). On the other hand, burnout is a negative state of physical, emotional, and mental exhaustion that is accompanied by a deep sense of failure from work. Maslach et al. (1981, 1996) developed the Maslach burnout inventory (MBI), to assess these three aspects of burnout, that is becoming widely used and has known psychometric properties (Maslach & Jackson, 1984). For each of these subscales, separate scores are provided for the frequency and intensity of feelings. These two dimensions have shown to be highly correlated when used with education related issues (Iwanicki & Schwab, 1981), hence, only the intensity dimension was assessed for this study.

Prior research indicated that college students have the middle to upper levels on burnout (Pines, Aronson, & Kafry, 1981). Existing research displays that if burnout results from expecting the environment to offer no valuable rewards or opportunities, then students and their teachers may burn out (Meier & Schmeck, 1985). Meier and Schmeck (1985) in their research they also pointed out that burnout students often lacked caring and are bored by the routine in classes. From prior research, the syndrome of student burnout is similar to people-helping employees. Student burnout can lead to higher absenteeism, lower motivation to do required course work, higher percentage drop out at college and so on (Ramist, 1981). Hence, in this study we define student burnout as “students in the learning process because of course stress, course load or other psychological factors cause a state of emotional exhaustion, a tendency of depersonalization, and a feeling of low personal accomplishment.”

Understanding the factors that influence people burnout has been a popular topic of psychological and neighboring disciplines’ research in the last few decades. Organizations and researchers found that burned-out employees reported, for instance, an increase in turnover, absenteeism, reduction in productivity, and decrease in human consideration (Cordes & Dougherty, 1993). Researchers provided empirical evidence of the internal or external factors that influence employee burnout in people-helping professionals such as social workers, nurses, probation officers, ministers, policemen, librarians, and poverty lawyers (Cherniss, 1980; Firth et al., 1985; Maslach, 1982; Schaufeli, Maslach, & Marek, 1993; Shirom, 1989). Information system (IS) professional’s burnout has been a problem area that has been investigated. Research evidence of Sethi et al. showed that burnout has related with IS professionals (Sethi, Barrier, & King, 1999). Management information system (MIS) students are one of the most important IS employee sources. If MIS students have a high burnout in their school learning periods, they are likely to be a high IS burnout professionals in their future working career. Gold, Bachelor, and Michael’s (1989) research supported that students’ burnout in teacher-training programs was an indicator in predicting teacher burnout and their working proficiency after graduation. The study of Pines et al. (1981) compared the burnout between university students and people-helping professionals and found that students had higher burnout than people-helping professionals. We, thus, infer if MIS students have a high burnout during their school education and training, then after they graduated, they have a greater

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