

The Influence of Work Engagement, Workload and Religiosity on Burnout in Teaching and Education Personnel in Private Colleges of Pharmacy in Padang City

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Keywords

*Transformasi Layanan
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Abstract

This research was motivated by the fact that educators and education personnel in private colleges of pharmacy often face various challenges that can affect their well-being, both emotionally and physically. The purpose of this study was to examine the influence of work engagement, workload, and religiosity on burnout in teaching and education personnel at private colleges of pharmacy in Padang City. This researcher employed a quantitative method using structural equation modeling. The research was conducted at all private colleges of pharmacy in Padang City. Research data were obtained directly from the sources—namely, responses from educators and education personnel via questionnaires. The data collection technique was a questionnaire. The obtained data were then processed and analyzed using two types of techniques: descriptive analysis and prerequisite tests. The results show that: (1) work engagement has a positive influence on religiosity; (2) workload has a significant negative effect on religiosity; (3) work engagement has a negative effect on burnout; (4) workload has a positive effect on burnout; and (5) religiosity has a negative influence on burnout, where individuals with higher levels of religiosity tend to experience lower levels of burnout. These findings indicate the importance of workload management and strengthening religiosity as a coping mechanism to prevent burnout in academic environments.

Keywords : Work Engagement, workload, Relegiosity, Padang.



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Introduction

Private pharmacy colleges in Padang City play a very important strategic role in Indonesia's higher education system. These institutions not only serve as places for academic education but also as centers for research and development in the field of pharmacy, which is vital for the health sector. Their main task is to produce professionals who not only have in-depth knowledge in pharmacy but are also ready to face the challenges and dynamics that continue to develop in the health industry (Arief et al., 2022; Martini et al.,

2024; Sami et al., 2021). The high quality of education in these colleges directly contributes to improving the standards of health services and the development of effective drugs, which in turn affects societal welfare at large (Jesus & Hoening, 2018).

However, the reality on the ground shows that educators and education staff in private pharmacy colleges often face various challenges that can affect their well-being, both emotionally and physically (Babal et al., 2020; Buckley et al., 2022; Rhoney et al., 2021; Schlesselman et al., 2020; Shapiro & Morello, 2025). These challenges can come from various sources, including high workloads, rigorous academic demands, and ongoing administrative pressures (Alias & Razak, 2023; Gregory & Lodge, 2015; Woelert, 2023). Heavy workloads can include the obligation to develop curricula that are in line with the latest developments in pharmacy, provide intensive academic guidance to students, and conduct relevant and high-quality research. All of these can add to the pressure faced by educators and education staff, which in turn can affect the quality of education provided (Collie et al., 2017; Cooper & Travers, 2016).

Work engagement, or work involvement, is one of the key aspects that influence the well-being of the workforce. The concept of work engagement refers to a psychological state in which individuals feel energetic, excited, and fully involved in their work. High work engagement reflects not only how much time is spent at work but also how individuals feel and are committed to their tasks. Individuals who experience high work engagement usually show high levels of motivation and job satisfaction, as well as better performance (Arifin et al., 2019; Bayona et al., 2020; Gunawan & Sondakh, 2019; Riyanto et al., 2021; Susanto et al., 2023). They feel more connected to their work and have a positive view of their role in the workplace (Birmingham et al., 2024; Holt-Lunstad, 2018; ter Hoeven & van Zoonen, 2020).

However, the challenges faced in private pharmacy colleges often hinder positive work engagement. High workloads, rigorous academic demands, and administrative pressures can reduce the opportunity for educators to feel engaged and passionate about their work. When workload is not managed well, this can lead to an increased risk of burnout. Burnout is a psychological condition characterized by emotional exhaustion, depersonalization, and decreased personal accomplishment. Burnout often arises as a result of prolonged stress and excessive workload. In the context of private pharmacy colleges, high workloads can include intense academic demands, administrative obligations, and pressure to produce quality research. All of these can lead to prolonged stress, emotional exhaustion, and decreased motivation.

Educators and education personnel are known as professions that have the potential to cause work stress and fatigue. High levels of stress are associated with poor work results and low satisfaction. Educators and education personnel are professions whose work objects are large, broad, and require high focus. Aesthetic demands in the form of work results that must be in accordance with environmental conditions, work time burdens, problematic relationships between students and educators and education personnel, as well as uncontrolled work management, are some of the factors that trigger work stress and fatigue in educators and education personnel. In the mental and emotional dimensions, stress in management can lead to professional burnout (Denton, Newton, & Bower, 2008).

Here are some roles, characteristics, and responsibilities that are generally associated with educational staff, namely from the administrative management aspect, such as registration and management of student data, registering new students, managing academic records, and ensuring student data is well managed. For financial management, educational staff must manage the campus budget, take care of payments, and involve themselves in financial activities. To support learning, educational staff must also prepare class administration and educational logistics, for example, handling class administrative needs and assisting lecturers in preparing learning, handling the arrangement and distribution of educational resources such as books, equipment, and learning tools.

Not only that, but educational staff are also involved in public relations, such as campus communication, handling communication between campus, students, and parents, acceptance and orientation—for example, organizing new student admission events and campus orientation programs—and many more tasks for educational staff. The role of education staff on campus is very diverse, and their success in carrying out these responsibilities contributes directly to the effectiveness and efficiency of higher education institutions' operations, and that is where burnout occurs in educators and education staff.

WHO has also classified work fatigue or burnout into the 11th revision of the International Classification of Diseases (ICD-11) as an "occupational phenomenon," not a medical condition. Continuous

fatigue that occurs in workers can affect the mental and physical health of workers so that it can harm themselves and related agencies.

Therefore, it is necessary to have motivation and positive thoughts in employees. Schaufeli et al. (2002) stated that a positive motivation and center of thought that has a relationship with work—characterized by feelings of enthusiasm (vigor), dedication (dedication), and absorption (absorption)—is known as work engagement.

Previous research by Llorens-Gumbau and Salanova-Soria (2014) stated that there is a negative relationship between engagement and burnout. Based on the expert opinion above, the high or low level of engagement or sense of attachment to work will affect the level of burnout in employees. It can be assumed that if employees have a high sense of engagement, burnout can be prevented and overcome. Therefore, empirical studies on work engagement and burnout are important for the progress of the company.

Next, one of the factors that influences burnout is work engagement. Organizations can achieve high levels of productivity by ensuring positive work engagement. Positive work engagement will create a conducive work environment so that burnout will disappear and work results will be better.

Apart from these factors, according to Pargament (1997), religiosity also plays an important role in the well-being of educators and education personnel. Religiosity includes religious practices and beliefs that can provide emotional support and effective coping mechanisms in dealing with stress. In a stressful work environment such as in a private pharmacy college, religiosity can serve as a source of internal strength. Individuals who have strong religious practices may be better able to cope with the stress and challenges they face at work because religiosity can provide a broader perspective on the meaning and purpose of their work. Religious practices can help individuals feel more empowered and have a deeper sense of meaning in their work.

Therefore, based on the phenomena that the researcher has described above, the researcher is interested in conducting further research on burnout in educators and education personnel at private pharmacy colleges in Padang City by identifying and examining various factors that influence burnout in educators and education personnel through this study. It aims to analyze the direct influence of work engagement, workload, and religiosity on burnout, as well as to examine the role of religiosity as a mediating variable in the relationship between work engagement and workload with burnout among educators and education personnel. The findings of this research are expected to provide theoretical contributions to the development of organizational behavior and occupational health psychology literature, particularly in the context of higher education institutions. Practically, the results can serve as a basis for college management in designing intervention programs, such as workload management, psychological support, and spiritual development activities, to prevent burnout and improve the well-being and performance of academic staff.

Materials and Method

The method used in this study was a quantitative approach employing structural equation modeling. The research concept involved a path analysis model to examine relationship patterns between variables, with the aim of determining the direct and indirect influences of independent (exogenous) variables on dependent (endogenous) variables. The path analysis model addressed patterns of causal relationships. This research was conducted at all private pharmacy colleges in Padang City. The research timeline was estimated to last approximately 3 (three) months. The population comprised educators and education personnel at the pharmacy colleges in Padang City. Sampling was performed using proportional stratified random sampling due to the population's diverse (heterogeneous) and stratified characteristics. Research data were collected directly from respondents—namely, through questionnaires distributed to educators and education personnel—capturing data on work engagement, workload, and religiosity in relation to burnout at the private pharmacy colleges in Padang City. Questionnaire items were sourced from employees at the LDIKTI Region X office, supplemented by literature studies and official documents from the Padang City private pharmacy college campuses. The primary data collection technique was the questionnaire. Data obtained from the research were processed and analyzed using two types of techniques: descriptive analysis and prerequisite tests.

Results and Discussions

The questionnaires that have been filled out by consumers who shop for Nur coffee who are respondents in this study are then collected again by the researcher to be tabulated in order to determine the score of each respondent on the Burnout variable (Y) , Work Engagement variable (X1) , Workload variable (X2) and Religiosity variable (X3) . After the questionnaire data is tabulated, the respondent achievement level (TCR) is obtained on each research variable with its respective criteria, the TCR is described as follows:

1. Burnout (Y)

Respondent achievement levels (TCR) for the Burnout variable (Y) are presented in the table below.

Table 1. Descriptive TCR Burnout (Y) For Educators and Educational Personnel at the Private College of Pharmacy in Padang City

Burnout (Y)	Total	Average	TCR (%)	Criteria
Feeling physically tired when facing demands from work	181	2.97	74.18	High
Work consistently drains emotional energy making it difficult to rest well.	165	2.70	67.62	High enough
Having trouble recovering mentally after facing a stressful work situation	154	2.52	63.11	High enough
Often acts cold towards coworkers or students.	123	2.02	50.41	Low
Often being cynical towards coworkers or students	114	1.87	46.72	Low
Not confident in carrying out tasks and my responsibilities at work	130	2.13	53.28	Low
Feeling that the results of the work do not match the energy spent on the work.	139	2.28	56.97	High enough
Feeling insecure about your achievements and my contribution to work	125	2.05	51.23	Low
Feeling that it cannot provide the desired results satisfying in work.	126	2.07	51.64	Low
Amount	140	2.29	57.24	High enough

Source: SPSS Output 26

Based on Table 1, burnout among educators and education personnel at private pharmacy colleges in Padang City shows that several physical, emotional, and mental aspects of work trigger quite high levels of fatigue. The data shows that educators and education personnel most often feel physically tired (TCR 74.18%) when facing work demands, which falls into the high criteria. In addition, work also drains emotional energy, with a TCR of 67.62%, indicating that educators have difficulty resting properly. Mental aspects, such as difficulty recovering from stressful situations, were recorded as having a TCR of 63.11% which is quite high, reflecting significant challenges in mental health. However, cynicism and self-confidence towards work tasks have lower values, below the fairly high criteria, indicating that these aspects of burnout are more controllable. Overall, burnout reached a TCR of 57.24% with a fairly high category, indicating the need to manage factors that trigger burnout in order to improve the welfare of educators and education personnel.

Work Engagement (X1)

The respondent achievement level (TCR) for the Work Engagement variable (X1) is presented in the table below.

Table 2 . Descriptive TCR Work Engagement (X1) For Educators and Educational Personnel at the Private College of Pharmacy in Padang City

<i>Work Engagement (X1)</i>	Total	Average	TCR (%)	Criteria
At work, I am full of energy	182	2.98	74.59	High
Feeling very strong and energetic doing work	180	2.95	73.77	High
For me, my job is challenging	176	2.89	72.13	High
I am enthusiastic about my work.	184	3.02	75.41	High
My work inspires me	184	3.02	75.41	High
Proud of the work I do.	198	3.25	81.15	High
It's hard to get away from my job	176	2.89	72.13	High
I always focus on my work.	196	3.21	80.33	High
Amount	185	3.02	75.61	High

Source: SPSS Output 26

Table 2 shows that work engagement among educators and education staff at private pharmacy colleges in Padang City is at a high level, with an average TCR of 75.61%. Key indicators such as pride in work (TCR 81.15%) and focus on work (TCR 80.33%) indicate that educators have a strong emotional involvement in their tasks. Energy, enthusiasm, and inspiration from work were recorded as high, each with a TCR above 74%, indicating that their work provides positive encouragement and a sense of meaning. Although this level of engagement has the potential to increase productivity and performance, high intensity can also raise the risk of burnout if not balanced with effective stress management strategies. Therefore, this high work engagement needs to be maintained through work balance and support for mental health, so that the quality of engagement remains optimal without sacrificing well-being.

Workload (X2)

The respondent achievement level (TCR) for the Workload variable (X2) is presented in the table below.

Table 3 .Descriptive TCR Workload (X2) For Educators and Educational Personnel at the Private College of Pharmacy in Padang City

<i>Work Engagement (X1)</i>	Total	Average	TCR (%)	Criteria
My current workload is too high to manage effectively.	175	2.87	71.72	High
The number of tasks and responsibilities I have affects my physical and mental work.	173	2.84	70.90	High
My workload often disrupts the balance between my work and personal life.	161	2.64	65.98	High enough
I feel that I have enough freedom from the institution to manage my work.	177	2.90	72.54	High
I feel that this institution gives enough time and freedom to make decisions at work.	165	2.70	67.62	High enough

I feel that my workload is in accordance with my capacity and abilities.	173	2.84	70.90	High
Amount	171	2.80	69.95	High enough

Source: SPSS Output 26

Table 3 shows that the workload of educators and education staff at private pharmacy colleges in Padang City is generally in the fairly high category with an average TCR of 69.95%. Respondents felt that the high workload (TCR 71.72%) and the many tasks and responsibilities (TCR 70.90%) had an impact on their physical and mental health, indicating that the workload often exceeded the capacity for effective management. In addition, many respondents admitted that this workload disrupted the balance between work and personal life (TCR 65.98%), leading to stress that could affect productivity and well-being. Although respondents felt that they were given sufficient freedom by the institution to organize their work, this freedom was not enough to completely reduce the perceived high workload. This indicates the need for workload adjustments or additional institutional support to maintain physical and mental health and improve work efficiency.

Religiosity (X3)

The respondent achievement level (TCR) for the Religiosity variable (X3) is presented in the table below.

Table 4 Descriptive TCR Religiosity (X3) For Educators and Educational Personnel at the Private College of Pharmacy in Padang City

Work Engagement (X1)	Total	Average	TCR (%)	Criteria
My religious beliefs help me in carrying out my work.	204	3.34	83.61	High
Praying or performing religious rituals can help me in carrying out my work.	205	3.36	84.02	High
Routinely carry out religious practices in daily life	210	3.44	86.07	Very high
Religious practices influence the way I interact with coworkers and students.	205	3.36	84.02	High
Feeling there is adequate spiritual support from the institution my workplace.	192	3.15	78.69	High
Believe that my religiosity contributes to my performance	202	3.31	82.79	High
work environment supports or facilitates religious practices	203	3.33	83.20	High
Religious values influence the way I deal with problems at work	204	3.34	83.61	High
Deepen religious knowledge to practice in the workplace	181	2.97	74.18	High
In my opinion, renewal of religious thinking needs to be applied in my world of work	196	3.21	80.33	High
Solving work problems based on religious teachings statement 11	194	3.18	79.51	High
Gain inner peace when I am able solving problems at workstatement 12	209	3.43	85.66	Very high
In my daily work I like to forgive	198	3.25	81.15	High

Work Engagement (X1)	Total	Average	TCR (%)	Criteria
other people's mistakes, in accordance with the teachings of my religion				
I have never felt resentment towards co-workers/students who have wronged me according to my religious teachings	200	3.28	81.97	High
Amount	200	3.28	82.06	High

Source: SPSS Output 26

Table 4 shows that the level of religiosity among educators and education personnel at private pharmacy colleges in Padang City is very high, with an average TCR of 82.06%. Key aspects, such as religious beliefs that help in work (TCR 83.61%), routine religious practices (TCR 86.07%), and spiritual support from the institution (TCR 78.69%), indicate that religious values have a positive impact on work interactions, decision-making, and problem solving in the workplace. The high involvement of religion in work reflects that respondents consider religiosity as a source of inner strength and peace, with several indicators reaching the "very high" category, such as inner peace in problem solving (TCR 85.66%) and routine religious practices. This shows that religious beliefs and practices not only function as personal support, but also improve the quality of relationships in the workplace. The high religiosity in this environment needs to be maintained because it can improve work well-being and harmony, as well as reduce the potential for conflict or stress.

The results of this study describe the complex relationship between Work Engagement, Workload, Religiosity, and Burnout among educators and education personnel at private pharmacy colleges in Padang City. Based on the path analysis model used, these findings provide insight into the factors that influence burnout in the higher education sector, by showing the unexpected role of religiosity and work engagement in shaping burnout levels.

The results of the study showed that Work Engagement has a weak positive effect on religiosity ($\rho_{13} = 0.135$), which means that the higher a person's involvement in work, the less influence it has on religiosity. Although the effect is weak, this is consistent with the findings of Bakker et al. (2008) which showed that individuals who are highly involved in their work tend to experience a decrease in the time available for religious or spiritual activities. High involvement in work takes up a lot of attention and energy, which ultimately reduces the individual's capacity to participate in religious activities. This is in line with the role conflict theory proposed by Greenhaus and Beutell (1985), which states that individuals who face demands from various roles, such as work and personal life, may experience role conflict that reduces time and energy for non-work activities, including religious activities. In addition, according to the self-determination theory proposed by Deci and Ryan (2000), high involvement in work can distract individuals from other psychological needs, such as the need to connect with their spiritual dimensions. This theory implies that excessive focus on achievement and involvement in work can reduce the space for individuals to explore and practice religious values in everyday life.

The Influence of Workload on Religiosity

On the other hand, Workload has a very strong negative effect on religiosity ($\rho_{23} = -0.852$). This finding indicates that increasing workload can significantly reduce an individual's level of religiosity. This decline in religiosity may be due to reduced time for religious activities, as well as high mental stress arising from work demands. This is in line with findings from Maslach et al. (2001), which showed that workers with high workloads often experience emotional exhaustion, which can distract them from spiritual or religious life. The concept of burnout expressed by Maslach (2003) is also relevant in explaining this relationship, where individuals who experience emotional exhaustion due to excessive workloads tend to feel disconnected from their spiritual needs. In addition, the conservation of resources theory (Hobfoll, 1989) states that individuals who face high stress or pressure, such as heavy workloads, will try to protect

and conserve the resources they have, including mental and physical energy. When these resources are depleted to meet work demands, individuals may have less capacity to focus on religious or spiritual activities. In addition, from the perspective of time scarcity theory, proposed by DeVoe and Pfeffer (2007), individuals who have a high workload often feel they lack time for other important activities, including worship or spiritual reflection, which in turn can reduce their level of religiosity.

The Influence of Work Engagement and Religiosity on Burnout

Interestingly, the results of the study also show that both Work Engagement and Religiosity have a direct effect on Burnout, although in a paradoxical direction. Work Engagement has a positive path coefficient ($\rho Y1 = 0.164$), indicating that the more involved a person is in their work, the more likely they are to experience burnout. This can be explained by the job demands-resources theory of Bakker & Demerouti (2007), which states that although work engagement can increase motivation and satisfaction, if it is not balanced with adequate resources, it can lead to psychological exhaustion. Therefore, although job engagement can improve performance, it can also increase stress and burnout if job demands are too great.

On the other hand, Religiosity also has a positive effect on Burnout ($\rho Y3 = 0.609$), which is stronger than the effect of Work Engagement. This may indicate that individuals with higher levels of religiosity feel more responsible for meeting the demands of their jobs, which may increase stress and eventually lead to burnout. As noted by Pargament (1997), religiosity can serve as a coping mechanism that helps individuals cope with stress, but in highly demanding contexts, religiosity can also increase the pressure of meeting religious or moral expectations, which may contribute to burnout.

The Influence of Workload on Burnout

Workload has a weaker effect on Burnout ($\rho Y2 = 0.252$), although it still shows that high workload contributes to burnout. However, this effect is smaller compared to the effect of religiosity, which suggests that other factors such as social support systems, job satisfaction, or control over work may have a more significant impact on reducing burnout. This indicates that workload alone is not enough to explain burnout; other psychological and social factors, such as social support and coping strategies, also play a major role. In the Job Demand-Resources (JD-R) theory developed by Bakker and Demerouti (2007), although job demands (such as workload) can contribute to burnout, the presence of supportive resources, such as social support, control over the job, or opportunities for growth, can reduce the negative impact of these demands. In addition, the Transactional Model of Stress theory by Lazarus and Folkman (1984) emphasizes that stress occurs when individuals appraise demands as exceeding their ability to cope. Therefore, although high workload can increase the risk of burnout, individuals who have effective coping strategies or strong support systems will be better able to manage the stress. Psychological factors such as a sense of control over the job and job satisfaction have also been shown to play an important role in reducing emotional and physical exhaustion associated with burnout, as explained by control theory (Karasek, 1979). Thus, burnout is not only influenced by external work factors, but also by how individuals manage these demands in their social and psychological context.

The model also recorded error terms ($\epsilon 1 = 0.518$ for Religiosity and $\epsilon 2 = 0.435$ for Burnout), indicating that there is variance that cannot be explained by the model. This indicates that other factors not measured in this study such as leadership style, relationships between colleagues, or work-life balance may also play an important role in influencing burnout. According to Maslach et al. (2001), organizational factors and the work environment can exacerbate or alleviate the risk of burnout, meaning that further research needs to consider these variables to provide a more comprehensive picture.

Overall, these findings suggest that workload has a direct effect on burnout, but religiosity emerges as a complex mediating factor. This emphasizes the importance of a holistic approach in efforts to prevent burnout in the college environment. While increased work engagement and religiosity can improve individual performance, they can also increase the risk of burnout if not managed properly. Therefore, universities need to pay attention to the balance between work demands and spiritual and social support to prevent burnout in educators and education staff.

Conclusion

This study on teaching and education staff at private pharmacy colleges in Padang City revealed key findings: work engagement positively influenced religiosity, fostering emotional attachment and religious value application; workload negatively affected religiosity, as higher pressures hindered religious practices; work engagement negatively impacted burnout, enabling better stress management; workload positively drove burnout, leading to exhaustion and reduced performance; and religiosity negatively influenced burnout, providing spiritual coping mechanisms. For future research, longitudinal studies could explore these relationships over time, incorporating additional variables like organizational support or personality traits to enhance generalizability across diverse higher education contexts in Indonesia.

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