

## EFFECT OF BURNOUT AMONG SENIOR NURSING STUDENTS IN KABARAK UNIVERSITY

Burnout as a progressive process of emotional exhaustion and loss of professional interest due to prolonged period of exposure to high levels of stress emerged in the 1970s. The stress arises from work situations, emerging among professionals who exercise care for others (Jamila Geri, et al., 2014). Maslach, et al. (1996), defined burnout syndrome as comprising of emotional exhaustion, disbelief, and low professional efficacy. Although most nursing students cope effectively with physical and emotional demands of nursing, but some situations nursing students become overwhelmed and develop burnout. The purpose was to assess the effect of burnout among senior nursing students at Kabarak University. A cross sectional study design was adopted. A structured questionnaire assessing characteristics of the students, Maslach's burnout inventory and perceived effects of the workload was used to collect the data. A random sample of 60 third and fourth year nursing students of Kabarak University was selected. Quantitative data was analyzed using SPSS version 22.0. The SMHS's nursing department's ethical review committee approved the proposal, and informed consent sought from participants before the data collection. Most respondents were female (65.6%) and 34.4%, aged 20-24 (90.2%). Most of the students resided off- campus (61.7%), with academic workload of 6-10 CF and not on a work study programme (91.8%). The results showed 5.0%, 33.3% and 61.7% of moderate, severe and very severe burnout, respectively. The three dimensions of burnout found to be important significantly affected were emotional exhaustion and personal accomplishments (scores between moderate and high), and low scores on depersonalization. The sentiments of the senior students about their workload were largely negative expressing that "balancing class, placement schedules, exams and balancing personal life were stressors in a nursing student's life". The key recommendation was that the semesters should be scheduled in terms of blocks of theory and clinical rotation.

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