

**TIME MANAGEMENT BEHAVIOR, JOB DEMAND-RESOURCES
AND BURNOUT AMONG ACADEMICIANS**

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UUM
Universiti Utara Malaysia

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By

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UUM
Universiti Utara Malaysia

**Thesis Submitted To
School of Business Management,
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In Partial Fulfillment of the Requirements for the degree
(Master of Human Resource Management)**

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ABSTRACT

This study evaluated the effects of time management behavior, job demand, job resources towards Burnout. A review of the academic staff in the district to the north, Malaysia is also assessing the burnout experienced by workers in the academic fields. Respondents were 157 academic staff includes lecturers around northern Malaysia, UUM, UiTM Merbok, UniMAP and USM. The data collected were processed collectively using the Statistical Packages for Social Science (SPSS ver.20). The data were collected through the use of questionnaires and online form. Statistical techniques used were the percentages, cross tabulation, correlation, and multiple regression analysis for finding answers to research questions that formed. All three hypotheses were accepted that the value of multiple regression showed JD, JR and TMB significantly to burnout at levels not exceed 0.05. Multiple regression results also show that all these variables significantly to burnout and explain 33.6% ($r^2 = 0.336$, $F = 25,823$, $p \leq 0.05$) total variance.

The study also found that university management should take proactive steps to meet the demands of jobs and job resources, encourage employee time management behavior is observed mainly ensure that burnout does not happen in the workplace. Thus, the organization can give recognition to employees when they apply new knowledge in the workplace, provide financial resources for development and growth promoting employee participation in providing activities in the organization.

Keywords: *Burnout, Time Management Behavior, Job Demand, Job Resources*

ABSTRAK

Kajian ini menilai kesan-kesan tingkah laku pengurusan masa, permintaan kerja, sumber-sumber kerja terhadap Burnout. Kajian dalam kalangan staf akademik di sekitar daerah utara, Malaysia ini juga menilai tahap burnout yang dialami oleh para pekerja dalam golongan akademik ini. Responden terdiri daripada 157 staf akademik meliputi pensyarah-pensyarah di sekitar utara Malaysia iaitu, UUM, UiTM Merbok, UniMAP dan juga USM. Data yang dikumpulkan telah diproses secara kolektif dengan menggunakan *Statistical Packages for Social Science* (SPSS ver.20). Data-data yang telah dikumpul melalui penggunaan borang soal selidik dan borang atas talian (online form). Teknik statistik yang digunakan pula adalah secara pemeratusan, jadual silang, korelasi Pearson, dan analisis regrasi pelbagai bagi mencari jawapan untuk setiap persoalan kajian yang dibentuk. Ketiga-tiga hipotesis diterima di mana nilai regrasi pelbagai menunjukkan JD, JR dan TMB signifikan terhadap burnout pada aras tidak melebihi 0.05. Keputusan regrasi pelbagai juga menunjukkan bahawa kesemua pembolehubah ini signifikan terhadap burnout dan menjelaskan 33.6% ($r^2 = 0.336$, $F = 25.823$, $p \leq 0.05$) jumlah varians .

Implikasi kajian mendapati pengurusan universiti perlu mengambil tindakan proaktif untuk memenuhi permintaan pekerjaan dan sumber pekerjaan pekerja, menggalakkan tingkah laku pengurusan masa pekerja diperhatikan terutama memastikan burnout yang tidak berlaku di tempat kerja. Oleh itu, organisasi boleh memberi pengiktirafan kepada pekerja apabila mereka menggunakan pengetahuan baru di tempat kerja, menyediakan sumber-sumber kewangan untuk pembangunan pertumbuhan dan menggalakkan penyertaan pekerja dalam menyediakan aktiviti dalam organisasi.

Kata kunci: *Burnout, Tingkah laku Pengurusan Masa, Permintaan Kerja, Sumber-sumber kerja.*

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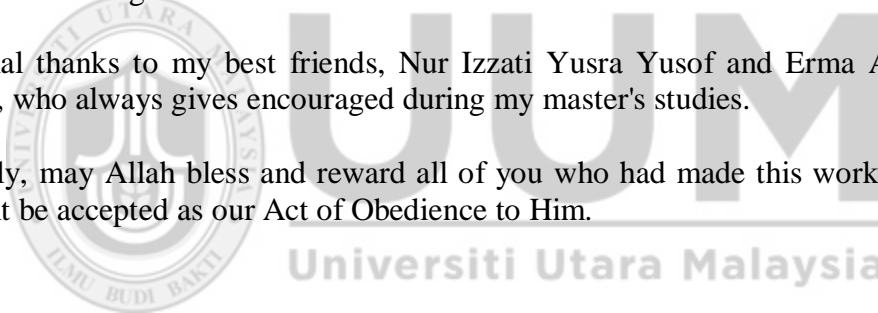


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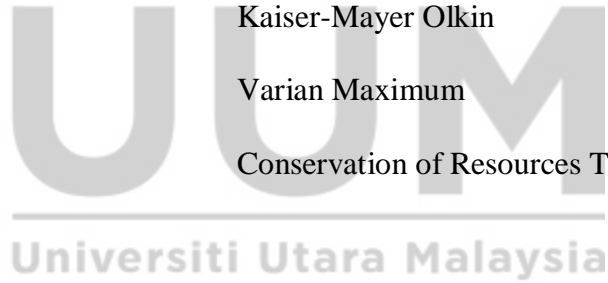
Figure 2.1 Research Framework

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List of Abbreviations

Abbreviation	Description of Abbreviation
UUM	Universiti Utara Malaysia
UiTM	Universiti Teknnologi Mara
UniMAP	Universiti Malaysia Perlis
USM	Universiti Sains Malaysia
SPSS	Statistical Package for Social Science
KMO	Kaiser-Mayer Olkin
VARIAMAX	Varian Maximum
COR	Conservation of Resources Theory



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter briefly explains about the background of education system at large, Malaysian higher education system and the effects of time management behavior and job demand, job resources on burnout that happen among academic staff. This study conducted to identify the causes of burnout among this type of educators in order to achieve Ministry of Education future's plans and strategies. Besides that this chapter also highlights the problem statement of the study, research questions, and research objectives, significance of the study, definition of key terms, scope and limitation and lastly the conclusion of the chapter research study.

1.2 Background of The Study

Education is the process to facilitating learning. It involve of knowledge, skills, values, beliefs and habits of a group of people which are transferring to other people and research. Education in large as we know easily formally divided into several stages such as preschool, primary school, secondary school. After that it will turning to higher education systems like college and university.

The scope of education sector in Malaysia is overseen by Ministry of Education and gazette in Education Act of 1996. Even education is the responsibility of federal government, each state and federal territory has their own education department to coordinate educational matter it's in territory. Same like large system of education, in Malaysia itself the education system is divided into preschool education, secondary education, post-secondary education and tertiary education. This education also involves a multilingual public school system which means a system is providing free education for all Malaysian. Besides that, Malaysia also provides private schools and flexible to parents who choosing teaching through homeschooling.

For tertiary level of education, nowadays there are 20 public universities, 37 private universities, seven foreign universities branch campuses and 414 private colleges in Malaysia (Ministry of Education, 2013). A person teaching this level of tertiary is called as tutor and lecturer. The roles of university lecturers and tutors is to prepare and deliver lectures and conduct tutorials in one or more subjects within a prescribed course of study at a university and conduct research in a particular field of knowledge (Australian Government, 2012). However, this scope of job is not just that. As lecturers they facing vary of jobs and tasks to accomplish through achieving university target and achievement. According to Syahrina Hayati and Siti Asiah (2015), they stated that in Malaysia, the Ministry of Education emphasizes on the quality and teaching effectiveness of educators so that they can produce graduates who are able to apply skills, knowledge and abilities that they have acquired through the learning.

Apart from that, there are a few scopes of job and task that usually have to be done by lecturers such as:

1. Preparing and delivering lectures, conducting tutorials, seminars and laboratory sessions
2. Preparing and marking essays, assignments and examinations
3. Advising students on academic and related matters
4. Attending departmental and faculty meetings, conferences and seminars
5. Supervising work programs of postgraduate and honors students and tutorial staff
6. Participating in setting course and degree requirements, curriculum revision and academic planning
7. Serving on council, senate, faculty and other committees and professorial boards
8. Conducting research and undertaking consultancies in a particular field of knowledge
9. Stimulating and guiding class discussions
10. Compiling bibliographies of specialized materials for reading assignments

(Sources: University Lecturers and Tutors Job Outlook, 2012).

Based on the work of the lecturers above, it is evident that academic staff has a wide variety of duties. Hence, time management is very important to avoid dumping of work. Besides, the lecturer needs should be fulfilled by the institutions to bring them

into line with the target to be achieved by the university. It also important to look into whether it can causes a burnout among the academic staff.

The profession of teaching has historically been viewed as a labor of love. Unfortunately, the realities of classroom life have made teaching a stressful occupation. Educators today are expected to cure society's ills, prepare young adults for life in a complex, technological society and accomplish both of these for salaries not commensurate with their education. As a consequence of the job conditions, many teachers are finding that their feelings about themselves, their students, and their profession are more negative than they were initially. These educators are susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes toward their students, and a loss of feelings of accomplishment on the job. Maslach and Jackson (1981) have described people experiencing these feelings as suffering from job burnout.

According to Mary McKinney (2007), true success is more than passing qualifying exams, finishing dissertation, publishing in topflight journal or getting tenure. Based on the study, the authentic of happiness may include the following components such as, a range of passions rather than an imbalanced obsession with work, attention to personal as well as professional development, intimate and mutually-supportive relationship, dedication to making scholarly and practical contribution to the world, the quest for a personal spirituality that includes compassion and curiosity and also laughter and playfulness (McKinney, 2007). All of these elements are the ways to create a meaningful life.

The most difficult part of an academic career is not producing scholarship, not teaching courses as effectively as possible, and not the service required of all faculty members. The most difficult part of a career is about time management (Nate, 2014). Through this statement above can see that time management and work overload other than teaching also give impact to an academician. Based on Barron et al (1988), generally agree that intellectual achievement takes time. Based on this statement, the researchers sees that time management practices should play a role in educational achievement (Barron, 1988; Csikzentmihayli, 1988; Gruber & Davis, 1988; Johnson-Laird, 1988; Tardiff & Sternberg, 1988; Torrance, 1988).

According to Malaysia Plan 10th, government has implemented more connection programmed to enable academic staff share knowledge, explore new idea to increase research quality and promote academic staff exchange. Hence, vice chancellor is responsible on university academic staff performance and their contract renewal depends on performance achieved. Low performance can cause contract not been resumed. Key performance indicator that is clear for vice chancellor was provided, including KPI for graduate marketability. With this, vice chancellor will ensure all responsible staffers towards their performance and consequently increase accountability culture in institutions to achieve the plan of developing and preserve standard human capital into the world (Malaysian Plan 10th, 2011).

Individual not be able to function effectively if it is in stressful conditions (Smith, 1993; Girdano et al, 1993) make one irrational, anxious, tense, unable to focus attention to work and failed to enjoy a sense of joy or satisfaction with the work that do. These things will prevent someone creating nature plus, what they love. There

are studies according to Fejgin et al; Pastore and Judd (1992) prove some academic workers are experiencing feelings of distress, attitude angered, depressed, or contemplating a decision to stop or retired before time because of depression.

1.3 Problem Statement

Educators among lecturers burnout could be a problem with potentially serious consequences for the teaching careers of the teachers concerned as well as for the learning outcomes of their students. The symptoms of burnout would be reduced in environments in which educators experience less job demand such as less work overload, professional growth, able to managing time, and perceived success in their career progression. In recent years, an increasing number of burnout researchers have been utilizing the conservation of resources theory in their studies. Accordingly, intervention efforts should centre on providing opportunities for individual development, perhaps through the enhancement of self beliefs. Many researchers consider burnout to be a job-related stress condition or even work-related mental health impairment (Awa, Plaumann & Walter, 2010). There have many past studies that show if workers do not manage their time well it can cause strain and it can also occur due to work load because of time management practices that are inefficient and ineffective. According to Schaap et.al (1995), the scholar stated that time management as behavior to be included as a moderator within job demands resource because time management is a method that commonly suggested and used to recover from burnout once it has been diagnosed. Other reason is because relationship between time management and various burnouts related complained

have been established in a number of time management studies (Schaap, Keijsers, Boelaars, & Vossen, 1996; Schaap et al., 1995). Peeter and Rutte (2005) in their study of time management explained burnout will be happen for employees who is low in time management behavior and might a bit for those discipline on manage the time. If the person can manage one's time it could be covered the negative effect (Peter & Rutte, 2005).

Apart from time management, job demand-resources also one of independent variable used to this study. Demerouti et al (2001) stated that burnout develops when job demands are high and job resources are limited. This is usually linked to the turnover of employees. The author state that negative working conditions lead to energy depletion and undermine employee motivation (Demerouti et al., 2001). In occupations that are not service related such as academician, the staff may experience burnout in the form of two symptoms, namely exhaustion due to high job demands, and disengagement due to limited job resources (Demerouti et al., 2001).

According to Demerouti (2001), burnout develops in presence of high job demands and low resource availability contributing to negative working environments that demotivate employees and deplete their energy. Coping with these time management behavior, job-demands and job resources has an impact on the employability of individuals. The purpose of this study is to determine what impact the relationship between independent variables on burnout of academic staff in Northern region universities. The work overload also the reason to research find out it will cause a burnout to the staff itself. The job demand control model predicts that both high work demands and low autonomy may independently cause strain (De Jonge &

Kompier, 1997; Jones & Fletcher, 1996; Payne & Fletcher, 1983; Van der Doef & Maes, 1999; Warr, 1999).

Following of the statement by Van Horn, Calje, et al (1997), usually the most dedicated academicians have the high risk to sustain burnout. However, the researcher also summarized the factors that influences the development of burnout are the increase in workload and the decrease of autonomy (Van Horn et al, 1997). Otherwise, Peeter and Rutte (2005), they study that high work demands and low autonomy do result in emotional exhaustion. Studies have shown that unfavorable job characteristics may have a profound impact on job stress and burnout. For example, research has revealed that work overload; lack of autonomy, emotional demands, low social support, and role ambiguity can all lead to feelings of exhaustion and negative, callous attitudes toward work (Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998).

This research also looks into the KPI to be achieved by academicians and guidelines to be followed in accordance with the conditions required by the Ministry of Higher Education. According to some local academics, the pressure to publish research paper, an important facet of the KPI in public universities, is creating an unhealthy intellectual culture. Based on the statement by Prof Dr P. Raveendran (The Star, 2010) from Universiti Malaya's, his highlights how many academics are finding unethical ways to "beat the system" in their bid to fulfill their KPI requirement. The issues on KPI dilemma, in some form or other, have long been implemented in public universities to measure the performance of academics. It is used not only to gauge an academic's performance but also eligibility for promotion. According to

Prof Datuk Dr Ibrahim Komoo (The Star, 2010) from UKM said, with the changing landscape of higher education, however, Malaysian universities have imposed stricter KPI targets on their staff. The targets are further prioritized as the global borders close, forcing our public universities to play catch-up with the more established top universities of the world. To achieve this it might cause work-load to the educators itself and will impact them turning to burnout. Other than requirement of achievement through KPI, academic staffs nowadays have to follow to changing of university landscape that towards business oriented. They force to align with the guideline by government especially in terms of caring for the market in the education sector where the university as a platform for further expansion in producing students who marketability.

Based on the theory adapted from Hobfoll (2001), the Conservation of Resources, burnout can occur if the resources are not fulfilled by the employee and demand for labor increases while former demand is still not met by the employer. Researchers correlate this theory to the study in which they can strengthen the independent variables affect the occurrence of burnout among academic staff in university.

1.4 Research Question

This question was adapted from an objective study conducted by researcher. These questions are based on the effects of time management behaviors and job demand-resources resources on burnout among lecturers. The author has selected the

questions that are appropriate to the research topic. Below is the research question that tries to answers on this research study.

1. What is the relationship between job demand and burnout?
2. What is the relationship between job resources and burnout?
3. What is the relationship between time management behavior and burnout?

1.5 Research Objectives

This study intends to obtain feedback on the effects of time management behavior and job demand-resources on burnout among lecturer at the university which is expected to run in circles around universities lecturers in northern Malaysia. This study also aims to achieve the objectives set by the researcher. Among the objectives to be achieved in this study are:

1. To identify the relationship between job demand on burnout among the academic staffs.
2. To examine the relationship between job resources on burnout among academic staffs.
3. To assess the relationship between time management behavior among academic staffs.

1.6 Significance of the Study

This study is important and will contribute to numerous benefits in terms of management and academic perspective. In terms of management perspective, this study may perhaps support the management team to improve lecturer performance as well as to reduce burnout among the lecturers in the future. In addition, this study can serve as a guide and reference to the management who responsible for the way to enhance lecturers' to managing time well and fulfill their job demand and resources and it will decrease the level of burnout from occurrence. It is because lecturers are the most important asset for the universities to achieve goals and objectives. University will be satisfied if their lecturers can reach the target and follow the requirement of Ministry of Higher Education of Malaysia. Thus, the findings of this study are also considered useful for human resources management because it shows the main factors that have significant effects of time management behavior and job demand resource in a positive ways.


While in terms of academic perspective this research will benefit to soothe employees to understand the cause of burnout that not just happen among academic staff but it will abroad to any others workers on the several of jobs. Besides that, the finding of this study can serve as a reference and guideline for other researchers who interested to study in this field. It is because this research helps to display the theory, support the future research, creates good ideas and also provide better understanding for students.

1.7 Scope of Study

The scope of research study on this topic is covering several important aspects especially in analyzing relationship between time management behavior and job demand-resource with dependent variable namely burnout. This study also focused to academicians in universities around Kedah, Pulau Pinang and Perlis, located in northern Malaysia. This study is to see as far as the effects from independent variable can influence the academicians especially in terms of job management and psychological through the burnout.

1.8 Definition of Key Terms

Table 1.1
Definition of Variables



Terms	Definitions
Job Demand	According to Jones and Fletcher (1996) define demands as the degree to which the environment contains stimuli that peremptorily require attention and response. Although job demands are not necessarily negative, they may turn into job stressors when meeting those demands requires high effort and is therefore associated with high costs that elicit negative responses such as depression, anxiety, or burnout.
Job Resources	Hobfoll (2002) explain that job resources refer to those physical, psychological, social, or organizational aspects of the job that either/or (1) reduce job demands and the associated physiological and psychological costs; (2) are functional in achieving work goals; (3) stimulate personal growth, learning and development. Hence, resources are not only necessary to deal with job demands and to 'get things done,' but they also are important in their own right (Hobfoll, 2002). Schaufeli and Bakker (2004) included job resources at the task level (performance feedback), the interpersonal-level (support from colleagues), and the organizational level (supervisory coaching).

Time Management Behavior	The terms can be defined as the individual's first need to determine their needs and wants and rank those to which is more importance. Then, the specific activities include setting goals to achieve the needs or wants and prioritizing the task necessary to accomplish them. The tasks of utmost importance are match to the time and resources available by planning, scheduling, and also making lists (Lakein, 1973).
Burnout	Burnout is a reference to the problem of emotional distress that exists between people with jobs and their surroundings which makes a human act.

1.8 Organization of Remaining Chapters

This research study consists of five chapters which are introduction, literature review, research methodology, analysis data and discussion and for the last chapter is conclusion and recommendation.

Chapter one: Introduction

Researcher will focus on background of the research, problem of the research, research questions, research objective, scope and limitation of the study, and followed by definition of key term and finally organizing of the upcoming next thesis chapters.

Chapter Two: Literature Review

This chapter is to discuss the details about literature review or the past review by different authors. The literature review presented about the independent variables which is effects of time management behavior and job demand-resources among

academic staffs to towards burnouts. For dependent variable, researcher focused on burnout of the academic staff.

Chapter Three: Research Methodology

This chapter is to address the theoretical framework model and concept and technique behind this study. Besides that, this chapter also will identify and discuss about data collection method, research instrument, pilot test, sampling and population, statistical data analysis and administrative procedure.

Chapter Four: Findings

Next, chapter four is to discuss and analyze of the data collected and data findings. It presents a complete result of the study in varies way including form of tables, charts and will elaborate into the text. In addition, the profile respondents, goodness of the measurement, descriptive analysis and results of the hypotheses tested are also presented in this chapter.

Chapter Five: Discussion, Recommendation and Conclusion

It will be in the last chapter. It summarized according from research objective followed by the recommendation. In conclusion researcher will provide answers for research questions and the recommendations for future research.

1.9 Summary

In conclusion, chapter one is more to introduction on study conducted by researcher namely the effects of time management behavior and job demand-resources on burnout among academic staff. This study will run in northern region universities. After that, for this chapter researcher will identify background of the problem, issue on study, objective of the study, the importance of research to parties directly either involved or not and also the specific scope of this study. Next chapter is to determine the review of literature by looking into the scope of time management behavior and job demand-resources by past researchers.

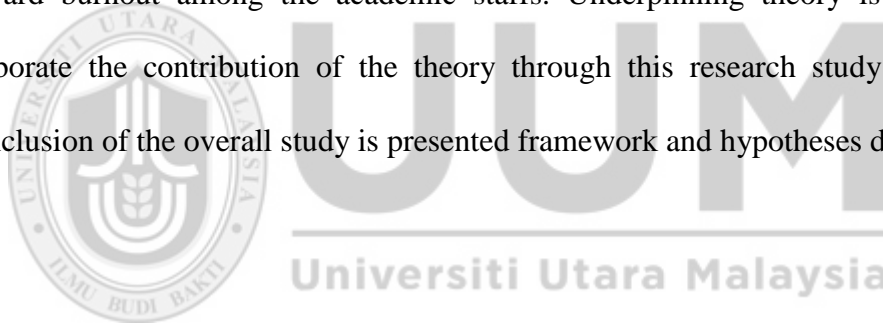


CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is to identify the definition of concepts for each variable under study earlier researcher that relevance with topic. It is start with the discussion on the burnout that commonly happens to several workers in the organizations. After that, this study will discuss about time management behaviors and job demand-resources toward burnout among the academic staffs. Underpinning theory is included to elaborate the contribution of the theory through this research study. Lastly, the conclusion of the overall study is presented framework and hypotheses development.



2.2 Concept of Burnout

Burnout is often misinterpreted as stress. Despite signs or symptoms quite similar but there were no significant differences. According to Burisch (2006), stress can triggering burnout, but it is not the main cause of burnout. Although there are employees who are experiencing stress due to work schedules, shift work or general workload, they might not suffer burnout. Furthermore, the symptoms of stress may be more physical than emotional. In fact stress, produce fairness and hyperactivity while burnout resulting in disability. If united with the emotional stress of a situation too reactive and when fused with burnout produces depression.

Burnout also features somewhat similar symptoms such as mood disorders. However, the difference remains. For example, depression may persist beyond domain of everyday life (daily work, family and leisure time). Burnout, however in the context of a more inclusive work (Maslach et al., 2001). One more somewhat concerned, is a form of harassment that is (PTSD), or known as the Post Traumatic Stress Disorder. Bumham, Goode, Rothbaum & Moss (2009) mentioned that PTSD whether caused by exposure to a traumatic event or pressure which reacts with extreme feelings of fear, helplessness and sealer of horrors. Otherwise Burnout caused by stress between individuality and emotions in a work and categorized by different reactions.

For educators, organizational conditions include those factors that are unique to the school, system in which they work. Personal characteristics are those that are unique to each individual in the organization (Jackson & Schuler, 1983; Schwab, 1983; Iwanicki, 1983).

According to Hart and Cooper (2001), burnout has become a serious matter and in 1990s it was a dramatic period in the labor market which was categorized by outsourcing, globalization, and downsizing. Based on statement by Bejerot and Aronsson (2000), a substantive increase in work pace was noted and this statement been support by other researcher that mentioned the individuals influence over their work situation decreased (Tegsjo, Hedin & Eklund, 2000). Other than that, a demanding work situation also tends to decrease time for making the right discretion. However, health care workers also already subject to the pressure of avoiding

mistakes, as well as lack of control and feedback (Maslach & Jackson, 1982). It thus means all these circumstances might cause extra harmful.

Studying academic staffs makes a sense for several reasons. Bradfield and Fones (1985), states that academic staffs from various fields all indicate that not managing their time adequately will caused in stress (Bradfield & Fones, 1985; Fimian & Fastenau, 1990; Klas, Kendall-Woodward, & Kennedy, 1985).

Burnout among educators has been described by Maslach and Jackson (1981), which means people who's experiencing the chronic feelings like emotional exhaustion and fatigue, negative attitudes toward their students, and a loss of feelings to achieve the accomplishment through the work itself. The scholars was defined burnout more widely as a chronic affective response pattern to stressful work conditions that feature high level of interpersonal contact and them conceptualized burnout as consisting of emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, Jackson & Leiter, 1996).

According to Maslach, Schaufeli and Leiter (2001), they defined these three dimensions for emotional exhaustion refers to the feeling of being emotionally over-extended, tired and fatigued. Depersonalization refers to the tendency to develop negative, cynical, callous or detached attitudes towards the people with whom one works. Third dimension is the loss of or reduced feeling of personal accomplishment derived from jobs and employees often evaluate themselves negatively.

In particular for this study about educators, it makes a sense for several reasons. According to Bradfield and Fones (1985), teachers from various types of school all indicate that not managing their time adequately causes of stress. Besides that, the problem of burnout exceptionally serious within this group of educators and therefore makes them exemplary for other profession (Bradfield & Fones 1985; Fimian & Fastenau, 1990; Klas, Kendall-Woodward & Kennedy, 1985). From the statement by Van Horn, Calje (1990), they said that the most dedicated educators have the highest risk to sustain burnout. For this group of academic staffs the most characteristic burnout dimension for them is emotional exhaustion.

However, because of the rising percentages of absence through illness and disablement people can see the causes to them burnout have received a lot of scientific attention. The factors that influence them strongly to the development of burnout, showing that among the most important factors are the increasing of workload and the decrease of autonomy. These scholars cited that work overload due to the increased responsibility of educators regarding of their social emotional development of students in class, increasing number of students and the increased amount of teaching hours as a cause of burnout (Van Horn, Calje, et al., 1997). These causes are particularly on burnout dimension of emotional exhaustion and depersonalization. The scholar also noted that the professional autonomy of academician is decreasing (Van Horn et al., 1997). According to Van Horn (1997), this cause is due to the changes in the organizational structure of schools which mean getting larger and therefore less flexible, restrictions because of a growing number of formal procedures like to follow the instruction from government which make more difficult for educators to plan their own work activities and diminished clarity about

individual responsibilities. Regarding to this situation, educators who feel restricted in their autonomy or who do not have a clear view of their responsibilities will experience more burnout in dimension of personal accomplishment. Notwithstanding, this study put and evidence according to Landsbergis et al (1988), which is burnout be as a dependent variable on this research (Landsbergis, 1988; Melamed, Kushnir, & Meir, 1991; Nijhuis & Smulders, 1996; Sonnentag, Brodbeck, Heinbokel, & Stolte, 1994).

2.3 Time Management Behaviors

Human life encompassed, controlled and covered by time. Time is very important in our daily life as a human. The sources of time are also unique. Every human who lives in this world need a time. Human have same time. Time is always around us. Malay proverb has stated that "time is gold". Also known that the time is always there and necessitated by every creature in this earth surface. A people that succeed to control time are those who can manage time well. However, when we able to manage time well, the time will give benefit to people itself and also to others.

Time management is a personal process and must be suit with style and personal condition. For managed time effectively a people should possess a strong self-identity. This method will enable people to muddle him or her desired through using the time productively (Taylor & Mackenzie, 1986). According to Webber (1972), time is something not reverts, it is constantly moving with way that is orderly and certain in stages.

According to Lakein (1973), this scholar was described time management as, person has to define what one wants to accomplish and arrange these goals in order to their relative importance. Next, they have to decide what tasks have to be fulfilled to reach these goals and these tasks have to be arranged in order of their relative importance as well. Then, one has to look at the available time and plan the tasks have been decided on by using schemes or lists which is starting with the important task. As mentioned by researchers, these schemes or lists will help to keep track of progress. Time management means setting and prioritizing goals, planning tasks, and monitoring progress (Peeter & Rutte, 2005).

According to Tifla (1989), on his study in time management say that to achieve excellence in education or in work, an individual should having high resolution and motivation also need to know how to manage time effectively. Hence, good time management brings a meaning disciplining self in deciding priority and implements whatever decision well-made. Time management is planning to using time that is effective whether on a daily basis, weekly or long-term to allow time for lecture activity, learn, recreation, personal responsibility and also time rest (Good, 1973).

The importance of time until Allah S.W.T reminds to mankind to pass the time properly like commandment Allah which means:

By (the Token of) Time (through the ages). Verily Man is in loss. Except such as have Faith, and do righteous deeds, and (join together) in the mutual teaching of Truth, and of Patience and Constancy.

(Noble Quran: 103. Surah Al-Asr. Verse 1-3)

Complying with commandment of Allah in Al 'Asr, Allah S.W.T had reminded that indeed man in loss if not clever to use time with as good as. It is visible until many people disposer time uselessly especially in doing activities that futility.

According to Korweit (1989), a time management of academicians like teachers and lecturers is in an instructor by self-control namely time usage that is effective during learning process whether in class or in office. Apart from that, he also said, if too little time used in teaching, a subject will be difficult to learn and hard to catch up. Due to this, more time used in lessons and learning, more positive impact especially in student academic achievement increase.

Then, only the efficient time management can help an academician to settle in with various needs and deadlock work that faced when they perform duty as teaching staffs in the institutions (Gordon, 1982).

Time management of an academician can be used through analysis and planning. This planning is important to ensure available time can be benefited accurately and effectively. Time planning that is good can also guard against the occurrence of lesson implementation and learning that is not systematic. However, in education context and learning, the instructor of someone's time management is one of very important factors. So, the teaching process and learning can be well implemented according to standard level fixed by every university. Apart from that, time planning that is systematic is also very necessary to avoid internal pressure work.

Feather (1988) found that time management correlates negatively with psychological stress. Other scholar found that students who perceive control of time as a result of time management report significantly fewer job induced tensions (Macan, Shahani, Dipboye & Philips, 1990). However, Macan (1994) showed this will affect employees as well. From Jex and Elaqua (1999), they found that time management behavior influences psychological health of employees in a positive way. Thus, time management behavior is positively related to health variables (Adam & Jex, 1999). The review from Peeters and Rutte (2005), they stated on their research that they expect to find a negative relation between burnout and time management. According to them, burnout will be found for employees low in time management behavior and also for those who are high in time management behavior.

2.4 Job Demand-Resources

Recent studies by Mouton (2013), mentioned that the increasing in educators' workload happens due to a number of factors, such as a shortage of educators to teach high learner numbers; departmental accountability measures, curriculum and assessment requirements, and a lack of basic resources. Other than that, stress regarding classroom management is also increased because educators have to perform a variety of tasks, from secretarial and administrative to curricular, extra-curricular and pastoral duties (Department of Education 1998; Burton & Bartlett 2009).



According to Rothmann (2005), in his study on occupational stress research in South Africa states that different organizations has experience different types of job demands and job resources. This is because the environments in which employees in different organization was find themselves differ. Thus, it could be expected that the job demands and job resources as perceived by staff members of universities of technology, academics in higher education institutions, employees in the insurance industry, engineers and correctional officers will. Regarding to a researcher, this study will focused on academics staff to determine their job demand-resources on burnout itself.

Through this study, educators in South African schools for example faced a dramatic increase in workload in terms of learner number over the very past years (Naidu, 2005). However, overload is a lack of growth opportunities and low control are major predictors of exhaustion of educators (Rothmann & Jackson, 2005). Based on statement by Doyle and Hind (1998) they found that educators work long hours, even though as many as 40% of educators found their job enjoyable, motivating and rewarding. These factors were affect education on primary, secondary and tertiary level in South Africa itself (Doyle & Hind, 1998).

Rothmann (2005) stated that educators in higher education institutions in South Africa are faced by large number of students, students from a poor educational background, a lack of resources and organizational transformation which were result from mergers of many of these institutions. Other than that, in 2005, 7 billion was spend on higher education in South Africa. It is proved by 13.4% of the total education budget (Rothmann, 2005). According to Koorts (2000), resources

allocated to higher education institutions have decreased due to the competing demands of the state. However, through the statements by Nixon, Marks, Rowland and Walker (2001), they said that a premium is also placed on the professional identity of the university teacher as a researcher which is capable of attracting external funds within an increasingly competitive research culture. Other researcher suggested that such a superabundance of roles might easily to result in term of role overload which mean a particular notable stressor for the modern academic in any higher institutions.

2.4.1 Job Demand

According to Rothmann and Cilliers (2004), they have study that the nature of work is change significantly. Based on this situation we can see that the increasing of utilization of information and communication technology, the expansion of service sector, the globalization of economy, the changing structure of the workforce, the increasing flexible of work, the creation of the 24-hour economy, and also the application of new production concepts had a significant effects on the nature (Rothmann & Cilliers, 2004). This statement is supported by Turner, Barling, and Zacharatos (2002) that the nature of work has also changed from manual demands to more mental and emotional demands. However, the relationship of employment have changed drastically, to adjusting the type of work that people do, when they work, and how much work they do (Barling, 1999).

Work load may impact on employee well-being. This statement supported by two types of theoretical models. Nelson and Simmons (2003), according to the holistic model of well-being proposed by them stated that demands and resources in an organization might lead to distress for example burnout or might also eustress which is engagement. Next model is proposed by Schaufeli and Bakker (2004) has mentioned on dual-process model that job demands and resources might affect physical health, psychological well-being and organizational commitment through certain mediating factors which is burnout and work engagement. Thus, based on these two theoretical models, job demands and resources could be the strong reason of important causes of well-being at work (Demerouti, Bakker, Nachainer & Schaufeli, 2001; Schaufeli & Bakker, 2004).

Throughout the statement by Zapf, Vogt, Seifert, Mertini and Isic (1999), the determinants of well-being may differ within various working environments which means depending on the unique demands and resources that exist in the specific work context. In addition, these scholars also stated it seems that every occupation or else organization has its own specific risk factors regarding of their well-being. One example of burnout of employees in call centre is primarily caused by emotional load (Zapf, Vogt, Seifert, Mertini & Isic, 1999). However, according to De Jonge and Kompier (1997), work overload and lack of autonomy seems to be important stressors for production. For this study among the academic staffs, interaction with learners is the most important determinant of burnout (Van Horn, Schaufeli & Enzmann, 1999).

Job demands are not negative but it might lead to job stress when employees are confronted by demands which require effort when they have not recovered from stress caused by previous demands (Meijman & Mulder, 1998). Other researcher found out various influential demands and recognizes a restricted definition of job demands that are mainly quantitative in nature such as work load and time pressure (Karasek, 1979). This statement is been supports by recognizing that demanding characteristic of the working environment, work pressure, overload, emotional demands and also poor environmental conditions might lead to the impairment of health and ultimately to absenteeism (Schaufeli & Bakker, 2004; Semmer, Zapf & Duckel, 1995; Zapf et al., 1999).

2.4.2 Job Resources

For job resources, it is concern the extent to which the job offers assets or opportunities to individual employees. According to Demerouti et al., (2001) he stated that job resources refer to those physical, psychological, social or organizational aspects of the job that:

1. Reduce job demands and the associated physiological and psychological costs
2. A functional in achieving work goals
3. Stimulate personal growth, learning and development.

However, resources are not only necessary to deal with job demands and it is also important in their own right (Elsass & Veiga, 1997; Ganster & Fusilier, 1989; Hobfoll, 2001; Terry & Jimmieson, 1999). Hackmann & Oldham (1980), on their study has mentioned that resources may be placed at the level of the organization such as salary, career opportunities, and job security. For level of interpersonal and social relation the example is supervisor and co-worker support or team climate. Then, at the level of the organization of work come out with role clarity and participation in decision making and lastly for the level of the task is performance feedback, skill variety, task significance, task identity and autonomy.

2.5 Underpinning Theory

Conservation of resources (COR) theory has become one of the two leading theories of stress and trauma in the past 20 years, along with the pioneering theory of Lazarus and Folkman (1984). COR theory emphasizes objective elements of threat and loss, and common appraisals held jointly by people who share a biology and culture. This places central emphasis on objective reality and greater focus on circumstances where clear stressors are occurring, rather than a focus on personal appraisal. Although originally formulated to focus on major and traumatic stress, COR theory has also become a major theory in the field of burnout and the emerging field of positive psychology. This chapter reviews the COR theory and covers new ground by examining more closely aspects of resource gain cycles and how they might contribute to this research.

As requirement for this study, researcher choose The Conservation of Resources (COR) theory that proposed by Hobfoll (2001). According to this theory, it is a relevant theory for understanding the effects of job resources or we can identify the lack of the job itself on the employees. The central dogma of this theory's is the people strive to obtain, retain and protect the thing that make them value. Lee and Ashforth (1996) stated on their research that resources are those personal energies and characteristics, objects and conditions that are meaningful by individuals. Other than that, resources also serve as means for the attainment of other objects, personal characteristics, conditions or energies. The researchers also put an example of resources which is include social support, job enhancement opportunities, degree of participation during making a decision, being a good psychologically or else having an optimistic personality, level of autonomy and established behavior outcome juncture (Hobfoll,1989; Lee & Ashforth, 1996). Based on Hobfoll (1999), this scholar stated that the COR theory insist that personal resources affect each other and exist as a resource accumulation which mean that an expansion of one is often associated with the other one being augmented.

However, if the external environment lack of resources, individuals cannot reduce the potentially negative influence of high job demands such as overload, role ambiguity and also role conflict. With all this circumstances, they cannot achieve their work goals. In addition, employees such an educators they cannot develop themselves further in their job and organization. This theory has predicts that in such a situation, employees will experience a loss of resources or failure to gain an investment (Hobfoll, 1989; Hobfoll & Freedy, 1993).

2.6 Theoretical Framework

Based on survey from literature review carried out, researcher join conceptual framework as demonstrated at diagram following:

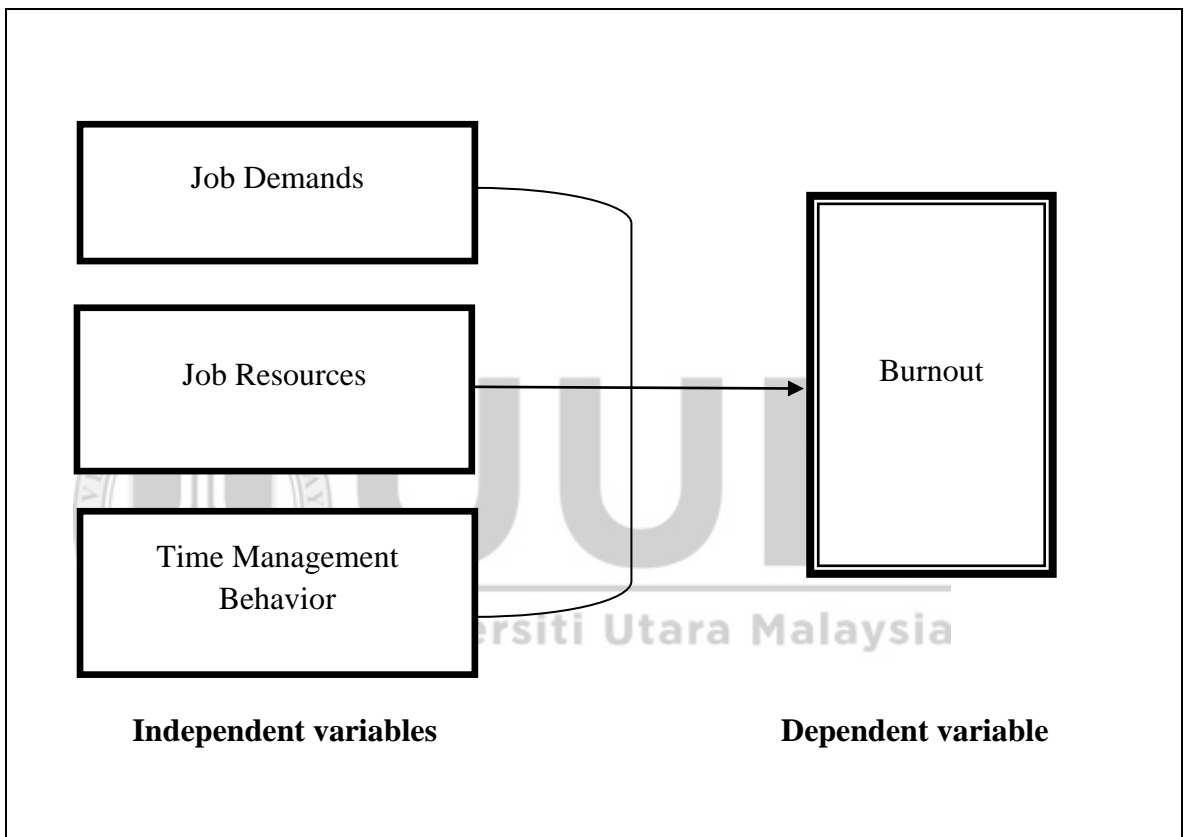


Figure 2.1
Conceptual Framework

2.7 Hypotheses Development

The following is a description of the hypotheses is developed based on theoretical framework in Figure 2.1.

Hypothesis 1: The relationship between job demands toward burnout

This hypothesis support by the statement of Karasek and Theorell (1990) that job demands are defined as psychological stressors that are present in the work environment or work load. According to De Jonge and Kompier (1997), they predict that both high work demands and low autonomy may independently cause strain.

Here is the breakdown hypothesis of this study to be studied by the job demands.

H₁: There is a positive relationship between job demands towards burnout

H₀: There is negative relationship between job demands towards burnout.

Hypothesis 2: The relationship between job resources toward burnout

This hypothesis were supported by Lee and Ashforth (1996), First, following on definition of job resources in which job resources potentially reduce job demands, Lee (1996) expect a negative relationship between demands and resources. Second, as argued before, author expects a negative relationship between burnout and engagement. Third, based on ample empirical evidence, Lee et al., (1996) hypothesize that job resources are negatively related to burnout, whereas fourth burnout is positively related to turnover intention (Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998). The theoretical rationale for the former is that lacking resources by definition increase job demands and may hence foster burnout. The positive relationship between burnout and turnover intention was demonstrated in a study that used a social exchange perspective in which both burnout and turnover intention were considered to originate from an inequitable exchange relationship with the

organization (Geurts, Schaufeli, & De Jonge, 1998). In sum: this study seeks to test the following hypotheses:

H₁: There is a positive relationship between job resources towards burnout

H₀: There is negative relationship between job resources towards burnout.

Hypothesis 3: The relationship between time management behaviors toward burnout

As hypothesized, relatively good support was found for the process model of time management (Macan, 1994). Although time management training was not found to be very effective in increasing the adoption of certain time management behaviors, individuals who did set goals and priorities and had a preference for organization perceived themselves to have greater control over their time than did persons who did not set goals and have a preference for organization. In turn, a perception of control over time was related to job satisfaction and reduced stress tensions. Thus, this study seeks to test the following hypotheses:

H₁: There is a positive relationship between time management behaviors towards burnout

H₀: There is negative relationship between time management behaviors towards burnout.

2.8 Summary

In conclusion, for the second chapter, researcher give focus on literature review from earlier researchers. Researcher describe more detailed on the effect of time management behavior and job demand-resources on burnout. Apart from that, researcher also classified the factors that contributed the effects that related to determine the causes of burnout among the academicians themselves. The next chapter will discuss on the methods used in carrying out a scientific research.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a method, way, technique and procedure that used by to analyze, detail and design a study system that wish to be carried out. This research contains methods used for study. It is need to ease researcher implementing the study. Researcher need to identify problem, obtain information, process data and consequently provide research studies that structured and systematic.

Among important things in this section is like survey design, study data sample, and other that will be explained according to structure respective. After that, in this methodology part researcher will discuss several important aspects in it. Discussion will include survey design, data gathering method, research respondent, and analysis of data method, relationship between variables, research sample selection, and also instrument study. A conclusion will follow in this end of chapter.

3.2 Measurement and Instrument of Study

3.2.1. The use of primary data

Primary data is the original data or data obtained directly from the respondents. This data will be used by researchers using survey forms in completing the process of collecting information from respondents. Survey forms distributed to the respondents in order to gather feedback from respondents.

3.3 Questionnaire Form

The academic staffs completed the questionnaire containing scales measuring job demands, job resources, time management behavior and burnout. They also answered question about their gender, age, nationality, marital status, highest academic qualification, position, type of employment and length of service in the academic field.

Job demands was measured with items adopted from S. Rothmann, K. Mostert and M. Strydom (2005) 5 items, while job resources adopt from the same author with 9 items. For job demands all items scored on a 5-point Likert scale, ranging from almost never, seldom, about half the time, often and very often which asked respondents about amount of work for example and Cronbach alpha for this scale were 0.810. Job resources scored on 5-point Likert scale, ranging from strongly disagree, disagree, moderate, agree and strongly agree and alpha for this scale is 0.814. Time management behavior was measured with items adopted from Macan's (1994) with 9 items. All items were scored on a 5-point Likert scale, ranging from

almost never, seldom, about half the time, often and very often and alpha for this scale was 0.73. Lastly burnout was measured with 13 items adopted from Ulrika E. Hallberg and Magnus Sverke (2004) using Maslach Burnout Inventory (1981) and scored on a 5-Likert scale ranging from strongly disagree, disagree, moderate, agree, strongly agree. Cronbach alpha for this scale was 0.63. This study uses a set of survey forms will be given to the lecturers who teach at universities around northern region of Malaysia. The survey also using 5-point likert scale ranging from:

Table 3.1

Likert scale

Scale	1	2	3	4	5
Meaning	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree

Table 3.2

Likert scale

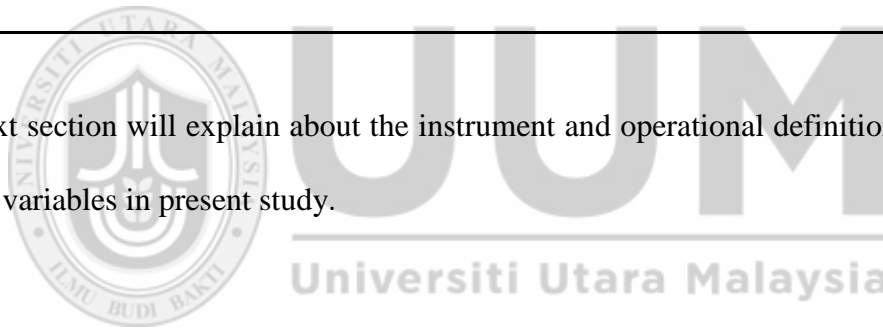
Scale	1	2	3	4	5
Meaning	Almost Never	Seldom	About Half the time	Often	Very Often

Table 3.3

Questionnaires Section

Questionnaire Section	Description
Section One	Consist of 13 questions to measure the burnout
Section Two	Consist of 5 questions to measure job demands
Section Three	Comprises of 9 questions to measure job performance
Section Four	Consist of 9 questions to measure time management behavior

Next section will explain about the instrument and operational definition to measure the variables in present study.



3.4 Dependent Variable

The following subsection will explain detail about instrument and operational definition

.

The instruments for the dependent variable used for this study were adapted from Ulrika E. Hallberg and Magnus Sverke which comprise of 13 items.

Table 3.4
Operational Definition and Items for Burnout

Variable	Operational Definition	Items
Burnout	Physical or mental collapse caused by overwork or stress. High levels or professionalism that may result in burnout. This study focused on education workers such as lecturers.	<ol style="list-style-type: none"> 1. I feel emotionally drained from my work. 2. I feel used up at the end of the work day. 3. I feel fatigued when I get up in the morning and have to face another day 4. I feel emotionally drained from my work. 5. I feel used up at the end of the work day. 6. I feel fatigued when I get up in the morning and have to face another day on the job. 7. Working with people all day is really a strain for me. 8. I feel I'm positively influencing other people's lives through my work. 9. Working directly with people puts too much stress on me. 10. I feel exhilarated after working closely with my students. (R) 11. I have accomplished many worthwhile things in job. (R) 12. In my work, I deal with emotional problems very calmly. (R) 13. I feel recipients blame me for some of their problems.

Source: Ulrika E.Hallberg and Magnus Sverke (2004)

R= Reverse Coding

3.5 Independent Variables

The following subsections reveal the instrument and the operational definition of the independent variables for this study such as job demands, job resources, and time management behavior.

3.5.1 Job Demands

The items on job demand were adopted from S. Rothmann, K. Mostert and M. Strydom.

Table 3.5
Operational Definition and Instrument for Job Demands

Variable	Operational Definition	Items
Job Demands	Physical, psychological, social and/or organizational features that are related psychological and/or psychological costs such as work overload, job insecurity, role ambiguity, role conflict.	<ol style="list-style-type: none"> 1. Do you have too much work to do? 2. Do you work under time pressure? 3. Do you have contact with difficult people in your work? 4. Are you confronted in your work with things that affect you personally? 5. Does your work put you in emotionally upsetting situations?

3.5.2 Job Resources

Job resources instruments were adopted from S. Rothmann, K. Mostert and M. Strydom

Table 3.6
Operational Definition and Instrument for Job Resources

Variable	Operational Definition	Items
Job Resources	Physical, psychological social or organizational features of a job that help achieve work goals, reduce job demands, and stimulates personal growth learning and development such as job control, access to information, performance feedback and social support.	<ol style="list-style-type: none"> 1. My job offers me opportunities for personal growth and development. 2. I can count on my colleagues when I come across difficulties in my work. 3. I can count on my supervisor when I come across difficulties. 4. I know exactly what my direct supervisor thinks of my performance. 5. I think that my organization pays good salaries. 6. I need to be more secure that I will keep my current job in the next year. 7. I think I'm paid enough for the work that I do. 8. I can live comfortably on my pay. 9. My job offers the possibility to progress financially.

3.5.3 Time Management Behavior

The instruments of time management behavior were adopted from Bruce K. Britton and Abraham Tesser (1991).

Table 3.7

Operational Definition and Instruments of Time Management Behavior

Variable	Operational Definition	Items
Time Management Behavior	The key to time management knows ourselves, as we can't manage time, all we can manage is our own behavior (Macan, 1994).	<ol style="list-style-type: none"> 1. I make a list of the things I have to do each day. 2. I plan my day before I start it. 3. I make a schedule of the activities I have to do on work days. 4. I have a clear idea of what I want to accomplish during the next week. 5. I often find myself doing things which interfere with my office-work simply because I hate to say "No" to people. 6. I feel I am in charge of my own time, by and large. 7. During an average class day I spend more time with personal grooming than doing office work. 8. I believe that there is room for improvement in the way I manage my time. 9. I am still working on my job at the night before a major work is due.



3.6 Research Design

The purpose of this research is to examine the effects of time management behavior, job demand-resources among academic staff as there are many ways to impact employees on burnout. The research is to measure how time management behavior, job demands, job resources effects to burnout. This study is a quantitative research design. A quantitative research design involves mostly numerical data (Chua, 2012). In addition, by using quantitative study; the data collected is analyzed using descriptive statistical and inferential statistics. Besides, according to Chua (2012), quantitative methods enable one to “answer questions 32 about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena”. A cross-sectional study was chosen for this study. According to Cavana, Delahaye and Sekaran (2001), cross-sectional study allows the researcher to integrate related literature, pilot study, and the actual survey as main procedure to obtain data for this study. Based on Sekaran and Bougie (2009), they mentioned that data obtain from cross-sectional study is less biased and more accurate. In addition, due to the time constraint and limited time given to collect the data, cross-sectional is more applicable rather than a longitudinal study. Although longitudinal study will provide the cause-effect results, it takes longer to obtain the results. Thus, longitudinal study is not applicable in this study. The data for this study is collected through self-administered questionnaires. In addition, the researchers also used the method of questionnaire form online and send email personally to the respondents. The same as for regular distribution, through online researcher also attach the respondent that the detail is confidential and only for academic purposes only. Using of this form online, a percentage to gets feedback from respondents was high and

fast. As for maintaining the ethical guidelines to prevent sensitive issue from arising during the data collection, a cover letter is include to stressed that the individual responses would be treated as confidential.

3.7 Population and Sample

The population consists of all academic staffs who work with universities around northern region of Malaysia. After survey, researcher chooses UUM, UniMap, USM and UiTM Merbok as respondents to accomplish the actual study. There are many faculties in ones university and the researcher seek for approval to conduct the study to the universities mentioned earlier. However, is not easy to get permission from universities management. Through online form questionnaire, finally actual data were gathered. Thus, the sample for this study according from academic staff directories provided in universities website. The population at UUM comprise of 1,198 academic staffs (UUM Registrar, 2014) while the number of lecturers at UniMAP were 82, UiTM Merbok were 306 (UiTM Kedah Websites, 2015) and the number of lecturers at USM were 1,479 (USM Websites, 2015). The total of aim respondents were 3,062. According to table of sample size by Krejcie and Morgan (1970), based on this population, the sample should follow is 346 number of respondents. In order to increase the response rate, the researcher decides to use 400 as the sample size of this study.

3.8 Data Sampling Methods

The sampling method used was the scientific sampling. In this method can be divided into four parts, namely simple and systematic random sampling, stratified random sampling (STARTA), cluster random sampling and random sampling aims. The study will be undertaken using a random sampling method. Simple random sampling is a reference to the assumption that every element of respondents has an equal opportunity to be selected as no selection bias. Each respondent has the same opportunity to make a choice. Researchers have a complete list of templates population and each sample will be selected at random.

3.9 Pilot Test

A pilot test is conducted before to the actual survey forms distributed. A pilot study was conducted prior to the 40 lecturers who teach in the Matriculation College of Changlun, Kedah. This study is intended to ensure the validity of the questions posed to respondents. A study is also intended to get some feedback on the questions raised. In addition, a pilot study enabled researchers to identify flaws in the instrument and subsequently fix it so as not to affect the results.

According to Najib Abdul Ghafar (2003) he stated that the pilot sample size should not be done on a scale that is too large. It is sufficient to use only small scale of around 15 to 20 people. Through this pilot test was conducted, the researcher will able to detect weaknesses in question in order to achieve the desired objectives. Test

the reliability of the survey questions were analyzed using Cronbach Alpha test. If the value of Cronbach Alpha is more than 0.6 then shows high reliability to run a survey (Mohd Majid, 1994).

Reliability analyses were carried out on items for each of the variables in this pilot study. Based on the analysis, the results showed that all the items were reliable. This is because all of the items were above 0.70. According to Sekaran and Bougie (2009), the acceptable Cronbach Alpha values are 0.70 and above and those above the range of 0.80 is considered good and reliable. The reliability results showed that the Cronbach Alpha's value for each variable as illustrated in the Table 3.8. Due to its reliability, the instrument is valid and can be proceed to the actual data collection process.

Table 3.8

The result of Reliability Analysis

Variables	Number of Items	Cronbach Alpha's
INDEPENDENT VARIABLES		
Job Demands	5	0.810
Job Resources	9	0.814
Time Management Behavior	9	0.73
DEPENDENT VARIABLE		
Burnout	12	0.63

3.10 Procedures for Data Collection

The primary data used in this study. The use of data obtained directly from the respondents. This data will be used by researchers using survey forms in completing the process of collecting information from respondents. Survey forms distributed to the respondents in order to gather feedback from respondents

The study by the survey is more suitable to be used in collecting data in the field of education (Isaac & Michael, 1982). In addition, the survey methods are also very useful because it can provide a little general description of the research population. Data can also be obtained in a timely manner (Zimkud, 1997).

The researchers also sought permission from the management of the universities before starting the collection data. Researcher has also enlisted the help of administration from the universities to distribute the survey. Lecturers were also given time for a few days to fill in this survey. Time given for researcher understands these busy of lecturers.

3.11 Data Analysis Techniques

Based on the table 3.9 indicates that all data that has been obtained will be analyzed using quantitative methods in achieving the objectives that have been set.

This study will be analyzing using SPSS 20.0. A researcher uses this software because it is easy for researcher to analyze data accurately and save time. Data were

analyzed will be presented with the help of diagrams, graphs and charts to facilitate understanding of the survey results.

Descriptive statistics will be used by researchers to compile and interpret the information used (Pilot & Birch, 1997). This statistic is a method that will be used to take a raw material and in summarized and processed into a form that is easier and simpler (in UTM Research, 2005).

Table 3.9

Data Analysis Technique

Item	Method Used
Objective 1	
Identify the relationship between time management behaviors toward burnout among lecturers.	Pearson correlation
	Multiple Regression
Objective 2	
Examine the relationship between job demand-resources toward burnout among lecturers.	Pearson correlation
	Multiple Regression
Objective 3	
Assess the independent variable which influences burnout among lecturers.	Pearson Correlation
	Multiple regression

The study will also use the frequency distribution to determine the number and percentage of respondents who gave feedback. This method will also be used to

measure the characteristics of the respondents' background or personal information will be collected through survey forms will be distributed.

Apart from the method of cross data (cross tabulation) will also be used to determine the frequency difference between male and female lecturers. In this method, only a few parts only to be tested by the method of intersecting data. Among the parts to be tested is the frequency of length of service in academic field and position.

In addition, in order to achieve the first two objectives, namely identifying the relationship between time management behaviors and job demand-resources against burnout is using correlation methods. Correlation method is to look at the links or relationships between two variables. In this method can determine the relationship or link between one variable with other variables. Correlation method will be measured by the level of significance and the correlation coefficient r classification according to Nugroho (2005) as the following table:

Table 3.10
Table of significance for the research variables

N	100
The level of significance	* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Table 3.11

Table interpretation of the Pearson correlation coefficient –r

The correlation coefficient	Relationship Interpretation
0.00 to 0.20	Very Poor Relationship
0.21 to 0.40	Poor Relationship
0.41 to 0.70	Strong Relationship
0.71 to 0.90	Very Strong Relationship
1.00	Perfect

(Sources: Nugroho, 2005)

In order to achieve the second objective, namely, identifying the independent variables affecting the burnout among lecturers, researchers will use multiple regression method. Multiple regressions will be used in determining the most dominant factor among the variables used in this study. Regression analysis was conducted to see the effect of each independent variable with dependent variable which of burnout.

The first step in reading the regression of this variety is the correlation coefficient (R) must be obtained in multiple regression. This coefficient is a development of a measurement between each of the variables that influence the value of the dependent variable and independent. Rated R for each of the approaches -1 or 1 has a strong influence. Negative value shows an inverse relationship and a positive value is otherwise. If R value is 0 indicates no relationship between these variables other variables. R value obtained from the description whether the relationship between variables is equal to the hypothesis that the test or not.

3.12 Summary

In conclusion, for chapter three, researcher chooses a method that will be used to carry out the study. This part of methodology chapter has explained steps that will be implemented to do in the research study. Every step that discussed will facilitate researcher to conduct research and in same time give a lead and guide to researcher to resolve this study. The next chapter will discuss about the findings of analysis through the data collection.



CHAPTER FOUR

FINDINGS

4.1 Introduction

In this chapter, the results of the study are obtained using factor analysis, descriptive statistics (frequencies and percentage), reliability analysis, and inferential analysis (Pearson Correlation and Multi-Regression). The analysis began with the factor analysis and followed with an examination of reliability. Further, descriptive analysis were used to analyze the respondents' demographic information such as gender, age, marital status, highest academic qualification, position, type of employment, and length of services in the academic field. The analysis continued with the inferential analysis to determine the relationship between independent variables (job demand, job resources, and time management behavior) and burnout as the dependent variable.

4.2 Respondent's Demographic Information

The respondents' demographic information's as shown in Table 4.1. Based on the table, the female respondents are largely involved in this study whereby they accounted for the 94 respondents (59.9%), while male 63 respondents (40.1%). Thus, for nationality most respondent were from Malaysia 149 respondents (94.9%) and the rest of 8 respondents (5.1%) is from others countries such as, 4 respondents from

India, 1 respondent from Korea, 3 respondents from Indonesia and another 1 respondent from Cambodia. In addition, the result also shows that the dominant age category involved in this study were between 36 to 40 years old with a total 50 respondents (31.8%). As for marital status, most of the respondents participated in this study were married is 131 (83.4%). The result also show that 7 respondents (4.5%) have at least Bachelor Degree, 71 respondents (45.2%) have Master Degree, while 79 respondents (50.3%) have Doctoral Degree as their highest academic achievement. In terms of position, the highest respondent contribute to this study is Lecturer were 68 respondents (43.3%), followed by Senior Lecturer 64 respondents (40.8%), Associate Professor 12 respondents (7.6%), Tutor 8 respondents (5.1%) and Professor have three respondents (1.9%). Only two respondents (1.3%) position as Language Teacher. In terms of type of employment as lecturers, most of the respondents work as permanent 133 respondents (84.7%), while 24 respondents (15.3%) working as contract. Besides that, in terms of length of service in academic field, mostly 37 respondents had been working between 12 to 15 years (23.6%). Then 32 respondents (20.4%) had been working between 8 to 11 years, 21 respondents (13.4%) working less than 3 years, followed by 20 respondent working 4 to 7 years and 19 respondents (12.1%) had working 16 to 19 years. Only 11 respondents (7.0%) participated as respondents had been working between 20 to 23 years, for 24 to 27 years, 8 respondents had been working between the years (5.1%), while only 4 respondents working between 28 to 31 years. Only 5 respondents (3.2%) participated in this study working more than 32 years.

Table 4.1

Respondents Demographic Information

Demographic characteristics		Frequency	Percentage (%)
Gender	Male	63	40.1
	Female	94	59.9
Age	20 to 25 years old	3	1.9
	26 to 30 years old	12	7.6
	31 to 35 years old	26	16.6
	36 to 40 years old	50	31.8
	41 to 45 years old	26	16.6
	46 to 50 years old	13	8.3
	51 to 55 years old	13	8.3
	56 to 60 years old	8	5.1
	61 and above	6	3.8
Nationality	Malaysian	149	94.9
	Others	8	5.1
Marital Status	Single	24	15.3
	Married	131	83.4
	Divorced/Separated/Widowed	2	1.3
Highest Academic Qualification	Bachelor Degree	7	4.5
	Master Degree	71	45.2
	Doctoral Degree	79	50.3
Position	Tutor	8	5.1
	Lecturer	68	43.3
	Senior Lecturer	64	40.8
	Associate Professor	12	7.6
	Professor	3	1.9
	Others	2	1.3
Type of Employment	Permanent	133	84.7
	Contract	24	15.3
Length of service in academic field	Less than 3 years	21	13.4
	4 to 7 years	20	12.7
	8 to 11 years	32	20.4
	12 to 15 years	37	23.6
	16 to 19 years	19	12.1
	20 to 23 years	11	7.0
	24 to 27 years	8	5.1
	28 to 31 years	4	2.5
	More than 32 years	5	3.2
Total	157	100	

4.3 Data Screening

After key-in data in SPSS, the next step is called data screening. This data screening is made to determine whether the instrument used will achieve the level of accuracy of the data input. The instrument were adapted from Ulrika E.Hallberg and Magnus Sverke and three items are reverse code and the items were, “*I feel exhilarated after working closely with my students, I have accomplish many worthwhile things in job and in my work, I deal with emotional problem very calmly*”

4.4 Validity of the Measure: Exploratory Factor Analysis

The purpose of factor analysis is to categorize the suitable items for each dimension of independent variables, namely job demands, job resources, and time management behavior in order to know the sampling adequacy. Thus, the Keiser-Mayer Olkin (KMO) test was used in this study. From the analysis result, the reliability test for independent variables and dependent variable were conducted. The Cronbach Alpha results were used to measure the consistency and reliability of the items. The redundant and invalid items in the same factor were eliminated and were not be used for further analysis. The results of Factor Analysis were discussed as follows:

Before the factor analysis were performed, burnout variable consist of 13 items, job demands consist of 5 items, job resources consist of 9 items, and time management behavior consist of 9 items. The rotated component matrix of 36 items with four factors was loaded at different factors which first determine job demands and job

resources at 0.20 in order to get the adequacy valid items for further analysis. After that time management behavior and burnout was loaded at also 0.20 to force get the valid data. The rotation of 36 items of factors affecting burnout produced four factors namely burnout (Factor 1), job demands (Factor 2), job resources (Factor 3), and time management behavior (Factor 4). 11 items were eliminated (B5, B7, B8, B9, B11, B12, B13, TMB5, TMB7, TMB8, TMB9) from further analysis due to cross loading. Table 4.2 and 4.4 illustrates the rotated component matrix and Table 4.3 and 4.5 indicates the percentage of variance for factor 1, 2, 3, and 4.

Table 4.2

Summary of Exploratory Factor Analysis Result of Burnout

	Rotated Component Matrix	
	Factor Loading	
	F1	F2
B1	.690	
B2	.667	
B3	.590	
B4	.604	
B6	.571	
B10	.311	
TMB1		.826
TMB2		.809
TMB3		.860
TMB4		.766
TMB6		.397

***Note: B= Burnout, TMB= Time Management Behavior**

Table 4.3

The percentage of variance for factor 1, 2

Factors	KMO	Number of Items	Percentage of variance %
Factor 1: Burnout	.719	6	13.14
Factor 2: Time Management Behavior	.719	5	19.66
Total		11	

Table 4.4

Summary of Exploratory Factor Analysis Result of Burnout

	Rotated Component Matrix	
	Factor Loading	
	F3	F4
JD1	.639	
JD2	.735	
JD3	.726	
JD4	.729	
JD5	.769	
JR1		.529
JR2		.667
JR3		.725
JR4		.585
JR5		.775
JR6		.383
JR7		.760
JR8		.628
JR9		.655

***Note: JD=Job Demand, JR=Job Resources**

Table 4.5

The percentage of variance for factor 3, 4

Factors	KMO	Number of Items	Percentage of variance %
Factor 3: Job Demand	.715	5	17.78
Factor 4: Job Resources	.715	9	28.78
Total		14	

4.5 Reliability Analysis

According to Collis, Jill and Hussey, Roger (2009), reliability refers to no difference in the results if the study were repeated. In other words, if other researchers using questionnaire distributed to respondents in other places, it's still going to get the same results. Next, to find out whether the instruments used are reliable or not, the researchers conducted a reliability test using Cronbach Alpha. A reliability analysis was carried out on items for each of the variables. Based on the analysis, the results showed that all the items were reliable. This is because all of the items were range above 0.60. The acceptable Cronbach Alpha values according to Sekaran and Bougie (2009) is 0.60 and above and those above the range of 0.80 is considered good and reliable. The Cronbach Alpha possesses by job demand is 0.77, job resources reveals 0.81, while time management behavior show 0.83. Hence, the reliability results showed that the Cronbach Alpha's value for each variable as illustrated in Table 4.6.

Table 4.6

The result of Reliability Analysis

Variables	Number of Items	Cronbach Alpha's
INDEPENDENT VARIABLES		
Job Demands	5	0.776
Job Resources	9	0.818
Time Management Behavior	5	0.836
DEPENDENT VARIABLE		
Burnout	6	0.742

4.6 Correlation Analysis

This section presents the result of Pearson Correlation Statistical analysis conducted to identify the relationship between the independent variables (job demands, job resources, time management behavior) and dependent variable, burnout. This section also reveals the hypothesis testing in this study. As presented in Table 4.7, there was significant and positive relationship between job demands with burnout. However, job resources and time management resources had negative relationship with burnout but still considered significant. The highest variable that correlate with burnout is job demands ($r = .518^{**}$, $n = 157$, $p \leq 0.05$), followed with time management behavior ($r = -.308^{**}$, $n = 157$, $p \leq 0.05$), and resource ($r = -.163^*$, $n = 157$, $p \leq 0.05$). Even though all these variables has significant and correlated with burnout, the correlations are considered as low. According to the Chua (2012) correlation as there are many reasons that contribute to this matter, while job resource and time management behavior correlate with burnout but considered negative correlation.

The mean and standard deviation values were also presented in the table. The respondents' from 157 academic staff have provided the following mean and standard deviation results as shown in Table 4.7. Based on the result, independent variable three; time management behavior, has the highest mean among the three independent variables, which is 3.82, followed by job resources, which are 3.55 and job demands which is 3.23. The mean for the dependent variable, burnout is 2.58.

The analysis also shown that time management behavior has the highest standard deviation among the three independent variables (0.72), followed by job demands (0.69), and job resources (0.66). For burnout, the standard deviation is (0.65).

Table 4.7
Correlation and Descriptive Statistics

Variables	Mean	Std Deviation	1	2	3
1. Burnout	2.58	.65	1		
2. Job Demands	3.23	.69	.518**	1	
3. Job Resources	3.55	.66	-.308**	-.162*	1
4. Time Management Behavior	3.82	.72	-.163*	.053	.291**

** p< 0.001 (1 – tailed) , n = 157

4.7 Multiple Regression Analysis on the Variables

Hence, the results of these analyses were presented in Table 4.8 respectively.

Table 4.8 shows the multiple regression results of job demands, job resources and time management behavior on burnout. The result of the regression revealed that the variables; job demands, job resources and time management behavior jointly explained 33.6% ($r^2 = 0.336$, $F = 25.823$, $p \leq 0.05$) variance related to the burnout. Besides, job demands being the most significant variables that influence burnout with ($\beta = 0.494$, $p \leq 0.05$), followed by job resources ($\beta = -0.189$, $p \leq 0.05$), and time management behavior ($\beta = -0.135$, $p \leq 0.05$).

Only job demand having the significant and positive value, is used in explaining the ($\beta=0.494$). Job resources and time management behavior was found have a significant value and negatively relationship with burnout with a β value of -0.189 for job resources and β value of -0.135 for time management behavior. Each variable tested showed different significant and beta values, but when tested as one construct of burnout and the overall relationship with burnout were significant, .000.

Table 4.8

Multiple Regression Result of Job Demands, Job Resources and Time Management Behavior on Burnout

Variables Entered	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	2.187	.364		6.001	.000
Job Demands	.467	.063	.494	7.364	.000
Job Resources	-.184	.068	-.189	-2.692	.008
Time Management Behavior	-.121	.062	-.135	-1.944	.054
R Square = 0.336					
F = 25.823					
R = 0.580					

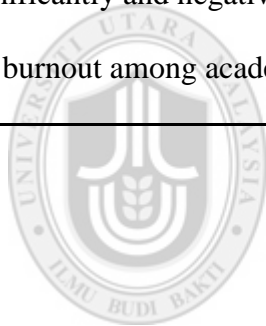
*p < 0.05

Table 4.9 shows the summary of the hypothesis testing in this study. The hypotheses were proposed earlier in Chapter 2. After the results were obtained, whereby the significant level, $p < 0.05$, it has made all proposed hypothesis is accepted. It reveals that job demands were significantly and positively influence the effects on burnout among the academic staff. Hence, job resources and time management behavior were significantly and negatively influence the effect on burnout among academic staffs.

Table 4.9

Summary of Hypothesis Testing

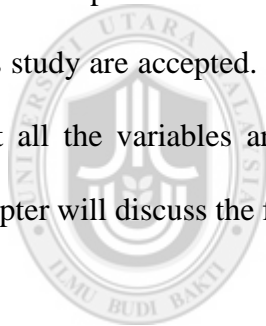
Hypothesis Statements	Finding
<p>H1: Job Demands significantly and positively influence the burnout among academic staffs.</p>	<p>Accepted</p>
<p>H2: Job Resources is significantly and negatively influence the burnout among academic staffs.</p>	<p>Accepted</p>
<p>H3: Time Management Behavior is significantly and negatively influences the burnout among academic staffs.</p>	<p>Accepted</p>



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4.8 Summary

For the conclusion, chapter four presented the analysis results of the study. Five types of statistical analysis were conducted in this study. The first analysis performed is the factor analysis. The second analysis conducted were the reliability analysis on each variable and followed by descriptive analysis. The purpose of descriptive analysis is to look into the respondents' demographic information. The fourth analyses were used are two main statistical analyses namely Correlation and Regression analyses. As a summary, the results of the study showed that the effect of job demands, job resources, and time management behavior demonstrate significant relationship burnout. The results also indicated that, the three hypothesis proposed in this study are accepted. Moreover, the multi regression results are also able to prove that all the variables are affected significantly related towards burnout. The next chapter will discuss the findings, provide recommendations, and make conclusion.



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CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

Chapter 5 will present the discussion of the research findings. As for that purpose, the finding is categorized into four sections. The first section is regarding the discussion of each variable with the dependent variable, second is research implication, third is recommendation and fourth is the limitation of the study followed by conclusion at the end of the chapter.

This study was conducted to examine whether job demand, job resources and time management behavior influence the burnout among academicians at universities in Northern region. The specific objectives are (i) to identify the relationship between job demands on burnout among academic staffs, (ii) to examine the relationship between job resources on burnout among academic staffs and (iii) to assess the relationship between time management behaviors on burnout among academic staffs.

Next, the following section will discuss about the findings on this study.

5.2 Relationship between job demands and burnout

The first research objective for this study is to examine the effect of job demand on burnout. Based on the regression result at Table 4.7, there is a significant and positive relationship between job demands and burnout and ($\beta = 0.494, p \leq 0.05$). Therefore, job demand does influence burnout. These findings demonstrate that the result from Landsbergies et al., (2001), which reported that job demand positively and significantly influenced burnout. The study found that the main effect of job demand on burnout among educators have significant and positive relationships.

A plausible reason to this is, job demand is significant on burnout and play roles as the big impact to occurrence the burnout especially among the academician that involved in this study. From the findings, female lecturers are the larger respondents in this study compared to male lecturers.

Basically, in the academic field the population predominantly female population. Due to the nature, demands on job especially those are women are high and if management cannot fulfill their needs, it will easier to cause burnout to them. In addition, female employees, especially those were married has many responsible through jobs and family.

In line with these circumstances, they have to believe in their capabilities' and try to overcome the obstacles that could affect their job and their life, as so the burnout will be decreased. Rothmann (2005), found academics in higher education's were facing problem on demanding of job such as work load especially those women workers.

5.3 Relationship between job resources and burnout

The results show that there is a significant and negative relationship between job resources and burnout ($\beta = -0.189$, $p \leq 0.05$) and the significant is at the 0.05 level. This means that if the respondents have adequate job resources, it is less likely for them to experience burnout.

The findings were supported to a study conducted by Penn (1988); Whitehead (1986); Newcomb et.al. (1986); Arenawati (2002); Naseem (2005); and Nazlinda (2005) that show negative relationship between burnout and job satisfaction in terms of promotion in employment resources.

According to Schaufeli and Bakker (2004), in their study among academic staff at South Africa, which stated that job resources could be regarded as important causes of well-being (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Job resources also plays an important role in workplace because it involve on physical, psychological, social or organizational aspects of the job that will help to reduce job demands, to achieve work goals and stimulate personal growth (Hobfoll, 2004).

However, a concrete reasons that job resources causes not affected burnout is, if referred to findings on demographic study, the result indicated that 43.3% from total respondents hold the position as a lecturer and 84.7% were permanent staffs. It can be summarized here that respondent for the study don't have problem towards job resources, feel satisfied with the achievement by them in academic

career besides get finance that is strong and stable from university based on respective positions.

5.4 Relationship between time management behavior and burnout

The results show that there is a significant and negative relationship between time management behavior and burnout ($\beta = -0.135$, $p \leq 0.05$). Based on the findings, a career as an academician especially as lecturers let them to have credibility in managing time well. This result supported by Hasomi and Sarikhani (2010) that reported time management behavior of the Azad University academician has significantly and negatively relationship with burnout. Demographic factors indicate the lecturer in this study have systematic schedule and good on arranging a time to take care of a job. This study found a negative relationship is revealed when time management behavior is well managed; it is the low rate of occurrence the burnout.

A plausible reason to this because people who have great ability in managing time experience less general stress and job stress and consequently less burnout. People with the ability to manage time are able to manage their time wisely between activities and allocate more time to works with higher priorities. Time management could include influencing or stimulating others to finish their work in time or to organize their work in a way that it supports one's own work. Also, engaging in time management behavior can be annoying for others if they do not work in a similar way. Pakseresht (2013) in her literature review part for her thesis research found that based on a few researchers finding, proper managing time is the only way to ensure

wise use of time, but setting time in a good way is the only way to be effective and productive in order to achieve working goals. However, time is a job stressor factor and time management behavior has a high positively and significant effect on stress and burnout reduction (Malek & Ara, 2009). The proximal outcomes time estimation and spending time on high priority tasks were positively affected. Francis-Smythe and Robertson (1999) concluded that participants who perceived themselves as practicing time management behaviors estimated the expected time durations more accurately than those who did not, but tended to underestimate time in passing. The authors emphasized the role of motivation, as they found that more motivated respondents had better results in planning.

5.5 Implication of Research Finding

This study offers several important theoretical and practical implications based on the findings.

5.5.1 Theoretical Implications & Practical Implication

This study provides additional empirical evidence in the burnout literature by providing interesting finding on the influence of academic staff's job demand-resources and time management behavior. The researcher had used one theory to understand the link of theoretical paradigm and variables of the study which is Conservation of Resources (COR) theory to contribute additional empirical evidence in this study. Theory applied in this study have been discussed and found to be

instrumental in determining the success of the determining the burnout of the lecturers as discussed by Lazarus and Folkman (1984), job demand and job resources for understanding the effects on burnout among employees. The findings of this study are considered to have made significant contribution to the educator sectors mainly for lecturers and human resource management at the universities institutions.

For the practical implication, this study proves that the adequate time management behavior and job resources help to reduce the occurrence of symptoms of burnout among educators. This is found in the current studies to be true, where there is a negative relationship of job resources and also time management behavior but still have significantly with burnout. For instance, according to Lee and Ashforth (1996) stated that resources are those personal energies and characteristics, objects and conditions are that meaningful by individuals.

Conservation of Resources may also prove helpful to academic staff and HR department for understanding the nature and dynamics of working in academic field. HR can determine whether the academic staff satisfied on their job. By looking at that, it will help to improved universities system and reducing the possibilities of burnout.

5.6 Research Limitation

There is a couple of limitation worth noted in this study. Firstly, the result of this study could not be generalized to a larger population, due to the fact that the sample

was limited to academic staff from Universities in Northern region of Peninsular Malaysia. Additionally, the factors to understand and explain burnout are limited to time management behavior and job demand-resources.

5.7 Suggestion for Future Research

Future research may focus on the expansion of the sample size. By used a larger population, not only in the Northern region but also entirely Malaysia. Furthermore, various populations of academic staffs from different continents who are working in Malaysia universities or region should be included, to further verify the findings of this study.

Lastly, there may be other variables that can explain the remaining variance of educator's burnout. Future studies should incorporate predictors such as job satisfaction, retention and job engagement to determine the relationship with burnout of educators.

5.8 Summary

In conclusion, the present study focused on investigating the effects of burnout by looking at time management behavior and job demand-resources. The findings of this study revealed that the independent variables namely job demand, have positive and significant relationship with the burnout among academic staffs. Furthermore, regarding of academic staff time management behavior and job resources is significant other is negatively related to burnout. This study indicated that all the proposed objective were answered and adds to understanding of academic staffs job demands on burnout may offers many avenues for future investigating.



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