THE EFFECT OF PSYCHOSOCIAL FACTORS ON THE LEVEL OF BURNOUT AMONG THE TRAINERS OF IKBN AND IKTBN IN SELANGOR

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In Fulfillment of the Requirement for the Masters of Science

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ABSTRACT

The prevalence of burnout has become a significant issue in higher learning vocational institution in Malaysia. Past studies found that high risk of burnout among employee is due to high exposure to emotionally demanding work. The main characteristic of burnout is emotional exhaustion that can present among the trainers in Institut Kemahiran Belia Negara (IKBN) and Institut Kemahiran Tinggi Belia Negara (IKTBN). As such a cross-sectional study was conducted to investigate the level of burnout and the relationship between job demand, job stress and social support with burnout among the trainers of IKBN and IKTBN in Selangor. This study was applying the quantitative method by distributing questionnaires consisting of 77 items comprising instruments measuring burnout, job demand, job stress and social support to the 119 respondents from IKTBN Sepang, IKTBN Dusun Tua, IKBN Kuala Langat, and IKBN Peretak. The result shows that there is a low level of burnout among the trainers in IKBN and IKTBN Selangor. Furthermore, there is a significant relationship between job demand and job stress with burnout. However, there is no significant relationship between social support and burnout. As such, to control the effect of job demand and job stress, this study proposes for the implementation of Total Wellness and Health Promotion (TWHP), as it can provide a more holistic approach to the trainers. By educating and providing resources, the trainers can self-sufficiently able to control the effect of job demand and job stress to mitigate burnout.

Keyword: Burnout, job demand, job stress, social support, IKBN, IKTBN

ABSTRAK

Burnout telah menjadi salah satu isu yang penting di dalam institusi pengajian tinggi vokasional di Malaysia. Kajian terdahulu mendapati bahawa terdapat risiko yang tinggi dalam kalangan pekerja yang terdedah kepada kerja yang memerlukan kapasiti emosi yang tinggi. Ciri utama *burnout* adalah keletihan emosi yang terdapat dalam kalangan jurulatih di Institut Kemahiran Belia Negara (IKBN) dan Institut Kemahiran Tinggi Belia Negara (IKTBN). Suatu kajian berbentuk kajian rentas telah dijalankan untuk menyiasat tahap *burnout* dan hubungan antara bebanan kerja, tekanan kerja dan sokongan sosial dengan *burnout* dalam kalangan jurulatih IKBN dan IKTBN di Selangor. Kajian ini mengunakan kaedah kuantitatif dengan mengedarkan kajiselidik yang merangkumi 77 soalan yang terdiri daripada instrumen yang dipilih bagi mengukur *burnout*, bebanan kerja, tekanan kerja dan sokongan sosial terhadap 119 responden dari IKTBN Sepang, IKTBN Dusun Tua, IKBN Kuala Langat, dan IKBN Peretak. Hasil kajiselidik tersebut mendapati terdapat tahap *burnour* yang rendah dalam kalangan jurulatih di IKBN dan IKTBN Selangor. Selain itu, terdapat hubungan yang signifikan antara bebanan kerja dan tekanan kerja dengan *burnout*. Walau bagaimanapun, tidak terdapat hubungan yang signifikan di antara sokongan sosial dan *burnout*. Oleh itu, bagi mengawal kesan bebanan kerja dan tekanan kerja, kajian ini mencadangkan pelaksanaan program *Total Wellness and Health Promotion* (TWHP), kerana ianya dapat memberikan pendekatan yang lebih holistik kepada para jurulatih untuk mengawal *burnout*. Dengan mendidik dan menyediakan sumber yang bersesuaian, jurulatih dapat mengawal bebanan dan tekanan kerja untuk mengurangkan kesan *burnout*.

Kata kunci: Burnout, bebanan kerja, tekanan kerja, sokongan social, IKBN, IKTBN

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Blessings of Allah be upon Prophet Muhammad and his household

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PB	PERSONAL BURNOUT
WB	WORK BURNOUT
CB	CLIENT-BASED BURNOUT
JD	JOB DEMAND
JS	JOB STRESS
SS	SOCIAL SUPPORT
TWHP	TOTAL WELLNESS AND HEALTH PROMOTION
OSHMS	OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT SYSTEM
IKBN	INSTITUT KEMAHIRAN BELIA NEGARA
IKTBN	INSTITUT KEMAHIRAN TINGGI BELIA NEGARA
PL	PEGAWAI LATIHAN
PLV	PEGAWAI LATIHAN VOKASIONAL
PPL	PENOLONG PEGAWAI LATIHAN
PPLV	PENOLONG PEGAWAI LATIHAN VOKASIONAL
PBPL	PEMBANTU PEGAWAI LATIHAN
PBPLV	PEMBANTU PEGAWAI LATIHAN VOKASIONAL

CHAPTER ONE

INTRODUCTION

This chapter will discuss the following topic from the background of the study, problem statement, research question and research objective, significance of the study, the scope of the study, operational variables of the study to the organization of the study.

1.1 Background of the study

The working environment has changed tremendously during the past decades. It is currently more physically, emotionally, and mentally demanding. Due to the economy expanding both in the local and international context, the working environment will only get worse. Growing demands of the consumer in both the manufacturing and service sector have pushed the industry to become more efficient and competitive. To ensure the organization maintains its market hold, it is expected from the worker not only to work hard but also to do a multitude of tasks in their job. The excessive and unmanageable workload could be damaging to employees' health especially if the job required a persistent emotional and mental attention from the worker. This situation can be taxing to their physical and mental health. Evidence shows that consistent work stress and high work demand can contribute to burnout (Ahola, 2007).

The conventional definition of burnout is a person psychological response to persistent and chronic stress at work. They usually present through multidimensional state such as exhaustion, cynicism and reduce professional efficacy (Maslach, Schaufeli, & Leiter, 2001). As such, this setting is a perfect environment for burnout to occurs

among the employees. The syndrome of burnout among the employee, without a proper procedure to tackle and managed it can be costly to the organization. The annual financial cost of burnout to the global economy currently stands at USD 300 billion (Bretland & Thorsteinsson, 2015).

The high financial cost of burnout is due to burnout employee are more likely to have a negative productivity rate of work and a high rate of absenteeism. Low work engagements are observed from burnout employee. Burnout employees are more likely to cause an accident in the workplace and lose the capability to contribute positively to the organization compare to a healthy employee. These factors can be financially taxing not only to their respective organization, but also the economy. The topic of burnout is one of the significant and frequently researched topics in social science (Schaufeli, Leiter, & Maslach, 2009). It has caught the attention of researcher and scholar to investigate the cause and effect of burnout and most importantly on how to prevent and contain it.

The topic of burnout in the workplace is a well in-depth topic that has caught the interest of researchers. This topic has been studied since the middle of 1970 on the causes and effect of burnout. The researcher has found a relationship on how the workplace demand can result in prolonged stress for the employee (Salami, 2011). The consequences of this prolonged state of stress resulted in the state of burnout among the employee.

A significant number of studies have been done to investigate the cause of burnout. They are typically involved with psychosocial factors that are available in the

occupational setting. The common psychosocial factors that seem affecting the employees are job load, job resources, job content, social support, job stress, and job control. The psychosocial factor is involved with the method the work is completed (time to complete, process, and type of load).

There is strong evidence that links the deterioration of employee health with the exposure to psychosocial factor (Concha-Barrientos, Nelson, Fingerhut, Driscoll, & Leigh, 2005). Psychosocial factors are an issue affecting the psychological condition of the employee from the task to work environment.

There is a strong association between psychosocial factor with mental and physical health. Multiple studies show that psychosocial factor is the cause of a health-related problem, not only from a physical perspective but also from psychological (Iavicoli, Cesana, Dollard, Leka, & Sauter, 2015). Psychosocial factors play an essential role in the development of burnout in the workplace. Employees that are exposed to high psychosocial factor in their workplace are more likely to have a burnout compare to those that do not. (Fernandes & Pereira, 2016). A working environment that does not cater to the psychosocial needs of the employees is more likely to worsen the mental and physical health of the employees.

There is a growing concern in Malaysia with the importance of psychosocial hazard in the workplace. According to Tan Sri Lim Lam Thye (Geraldine, 2014) in a speech at the closing of 5th Borneo Occupational Safety and Health Conference and Exhibition, he noted that employers should consider the psychosocial risk factor as part of OSH in developing Occupational Safety and Health Management System (OSHMS). In that

speech, NIOSH chairman reminded the employer of their significant role in providing a sustainable and healthy workplace to their employee. This is to ensure not only the workplaces are free from accident-based injury but also filled with emotionally and mentally fit employee.

Five hazards usually present in the workplace, such as physical, chemical, biological, ergonomic and psychosocial but out of these five hazards, psychosocial hazard received less attention compared to other hazards. Psychosocial hazard can impact the health and wellbeing of the worker. As such it is vital for the employer to recognize the significance of this hazard in the workplace. Having recognized the importance of psychosocial hazards, NIOSH introduced Total Wellness and Health Promotion (TWHP) in 2003 to provides a framework that can be used by the industry to reduce mental illness, and other non-communicable disease resulted from the psychosocial hazard in the workplace. NIOSH efforts on tackling this issue are due to the increase in the number of mental health patient in Malaysia (National Health and Morbidity Survey, 2015).

The phenomenon of burnout is not something new in Malaysia. Numerous report and studies have been done to investigate burnout in a Malaysian setting. A research done by AIA in 2018 shows that Malaysian employer lost 73.1 days annually. This is an increase of 5.9 days of days lost compare to 2017. 50.2% of the respondent survey had at least one symptom of work-related psychological issues. A survey by the National Health and Morbidity Survey in 2017 shows that 29% of Malaysia had mental health issues. A growing trend can be observed that shows that 40% of Malaysian would suffer mental health problem in their lifetime. As such, NIOSH stressed the importance

of the management of psychosocial risk factor in the workplace to reduce the number of employees that have a mental health problem. Extended exposure to psychosocial hazard can result in severe consequences for the employee. One of the consequences of prolonged exposure to the psychosocial hazard is burnout.

There is a growing concern of burnout among the employee in Malaysia. Few studies show that doctor and nurses in Malaysia are more likely to burnout due to their high job demand, and stressful nature of their job (Lee, Medford, & Halim, 2015a). A job with high human interaction is more likely to result in burnout compare to those with minimal contact. Most of the study conducted on burnout is usually focuses on the occupation that has high interaction with humans such as doctor, nurse, psychologist, and warden. There is a growing interest to study other occupational settings with high human interaction to measure the level of burnout and source of it. The working environment with high human contact that has changed dramatically compared to a decade before is a tertiary education institution. The working environment of a tertiary education institution has changed tremendously. This is due to the fact that the number of students has increased exponentially and the job scope of the academicians is more varied compared to before.

Currently, there is an increased interest to study the phenomenon of burnout among the academician. The researcher has found a relationship between staff's mental and physical health with teaching quality and performance. When the mental and physical health of the academician is bad, the teaching quality and performance are reduced. This can affect the student directly and the university and institution indirectly. Previously, academia is considered a low-stress job compare to the teacher. However, the era where academia was considered as a low-stress job has long gone due to high

occupational demand, lack of control and increased effort to obtain research grant (Gmelch, Lovrich, & Wilke, 1984). The implication of these issues can affect the performance and productivity of the member of academia. The member of academia in Malaysia, especially in public university and institute currently are expected not only to teach but also involved with research, participation in internal committee, supervise research student and involved with the management of their respective department or faculty.

Under Malaysia's 11th Plan, there is projected to 1.5 million new jobs are excepted to be created, and 60% of these new jobs created required technical and vocational training. This condition will undoubtedly change the work dynamic of the tertiary vocational institution.

Despite the fact and numerous studies on burnout are done on a service-based occupation that has a high interaction with human such as nurse, trainer, teacher and social worker, there is interest to study the phenomenon of burnout among other occupation which in this case, the trainer from Malaysia's tertiary vocational institution.

1.1.1 Overview of Technical And Vocational Education And Training (TVET) in Malaysia

According to UNESCO, TVET can be defined as "the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economics and social life". Malaysia required 1.3 million TVET worker by 2020. In Malaysia tertiary

education system, currently, there are 21 public universities, 36 polytechnics, 102 community college and 80 higher vocational institute in Malaysia (Kementerian Pelajaran Malaysia,2018). The development of TVET in Malaysia was started 40 years ago with the establishment of IKBN Dusun Tua and ILP Kuala Lumpur. Since then, numerous vocational tertiary education was set up.

For the higher vocational institute (TVET) in Malaysia, they are usually under the administration of their respective ministry. There are four types of the vocational tertiary institute in Malaysia. The summary of the institution in Malaysia are as follow: -

I. Institut Kemahiran Belia Negara and Institut Kemahiran Tinggi Belia Negara under the purview of Ministry of Youth and Sport
II. Institut Kemahiran MARA and Kolej Kemahiran Tinggi MARA, under the purview of People's Trust Council (MARA), Ministry of Rural Development,
III. Institut Latihan Perindustrian and Pusat Latihan Teknologi Tinggi under the purview of Ministry of Human Resources
IV. Kolej Komuniti under the purview of Ministry of Higher Education.

The stated vocational institute made up the main component of Malaysia's public vocational tertiary education. Currently, vocational tertiary institution offer certificate Malaysia Skills Certificate), diploma (Malaysia Skills Diploma) and advance diploma (Malaysia Skills Advance Diploma). The vocational tertiary institution aims to produce specialized and competent worker that is strong with a practical approach. The government also impose measure to increase the attractiveness and the marketability of TVET trainees. Due to this, the number of students enrolls for TVET

tertiary education is increasing at a positive rate. To respond to this trend, the government have allocated substantial funds to develop and increase the quality of tertiary education in Malaysia. One of the public institutions that provide TVET tertiary program is under the purview of Youth Skill Development, Ministry of Youth and Sport.

1.1.2 Youth Skill Development Division, Malaysia's Ministry Of Youth and Sport

The division was upgraded from Skill Bureau to Youth Skill Development Division (BPKB) under Malaysia's Ministry of Youth. The Division was put under the purview of the Ministry's Deputy Chief Secretary (Operation) to oversee all National Youth Development Institute/National High Development Institute (IKBN/IKTBN) in all Malaysia. This institute was under the umbrella of *Institut Latihan Kementerian Belia dan Sukan* (ILKBS). The vocational institutes provide full-time training courses that focus the hands-on approach to produce a skilled student. The vocational institution also provides a short-term course at their premises for the working population. This division administrates 21 IKBN/IKTBN throughout Malaysia. The list of the IKBN/IKTBN can be referred to in Table 1.1

Table 1.1: *List of IKBN and IKTBN in Malaysia*

No	*State*	*IKBN/IKTBN*
1	Selangor	IKTBN Sepang
2		IKTBN Dusun Tua
3		IKBN Kuala Langat
4		IKBN Peretak
5		IKBN Kuala Perlis
6	Kedah	IKBN Jitra
7		IKBN Naka
8	Pulau Pinang	IKTBN Bukit Mertajam
9	Perak	IKBN Seri Iskandar
10	Negri Sembilan	IKTBN Chembong
11	Melaka	IKTBN Alor Gajah
12	Johor	IKTBN Pagoh
13		IKBN Bandar Penawar
14	Kelantan	IKTBN Bachok
15		IKBN Tanah Merah
16	Terengganu	IKBN Wakaf Tapai
17		IKBN Kemasik
18	Pahang	IKBN Pekan
19		IKBN Temerloh
20	Sabah	IKBN Kinarut
21	Sarawak	IKBN Miri

1.1.3 National Youth Development Institute & National Youth High Development Institute (IKBN & IKTBN)

There are 21 IKBN/IKTBN in Malaysia that provides vocational courses. There are varieties of courses offered by IKBN/IKTBN. The 13 main courses offered by this IKBN/IKTBN are automotive technology, marine technology, mechanical technology, civil technology, electrical technology, electronic technology, hospitality, textile technology, personnel, photography technology, information technology, sports technology and lastly oil and gas.

Most of the institution have their own workshop for the trainee to practice their skill. Since this institution focusses on a hands-on approach, the trainees are expected to participate in community work to provides their services to the public to sharpen their skills. Period of study is usually between 2 to 4 years, which the trainees can obtain the certificate to advance diploma. Therefore, there is a variety of task are expected from the trainer at IKBN and IKTBN. From teaching the trainees to the creation and development of communities' event.

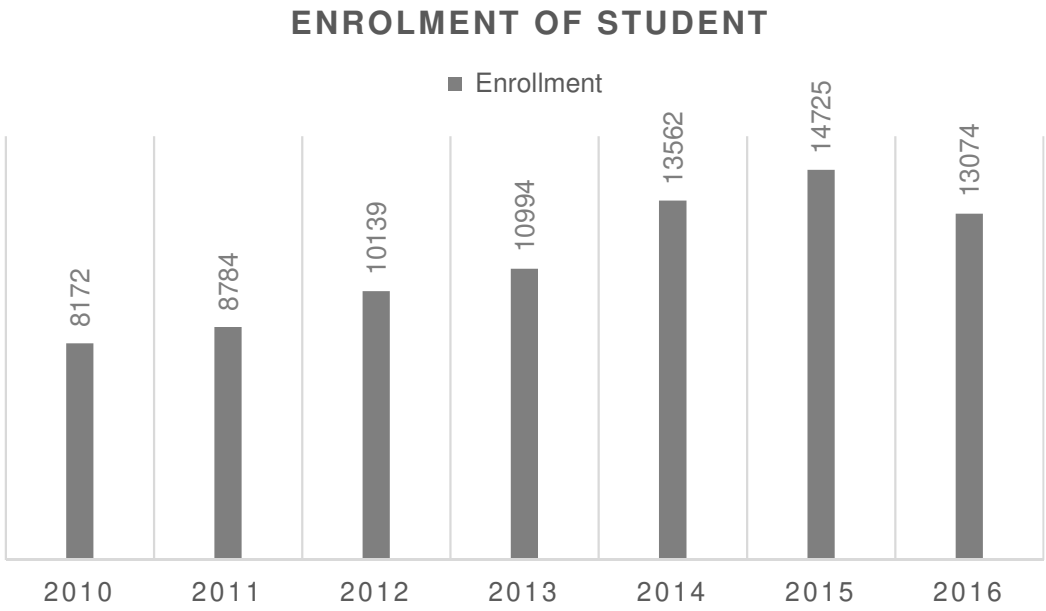
The graduates from IKBN/IKTBN can pursue their bachelor's degrees at Technical University in Malaysia such as Universiti Teknikal Malaysia Melaka (UTeM) and University Tun Hussein Onn (UTHM). Other than preparing the trainee with formal vocational education, IKBN/IKTBN also provides basic entrepreneurship training. The underlying purposes of entrepreneurship training are to ensure the trainees can support themselves through self-employment. Due to the multiple approaches of IKBN/IKTBN to education and develop their trainees, it has become the foremost choice among the youth that wants to pursuit tertiary vocational education.

1.2 Problem Statement

Multiple studies have been done on burnout in academia. By understanding the causes of burnout in academia, remedial action can be taken to ensure the member of academia can work in a healthy environment at their best condition. As such, this study keen to observe the phenomenon of burnout and the effect of the psychosocial factor on the level of burnout among the trainer in IKBN and IKTBN in Selangor.

IKBN and IKTBN provide an option to the youths that are interested in continuing to a tertiary level. Other than a public university, polytechnic and community college, IKBN and IKTBN provide technical and vocational training at a reasonable cost. Under the 11th Malaysia's plan where it is expected to create 900,000 jobs that required technical and vocational training (TVET). As such, the field of technical and vocational appear more promising to the youths that are interested in continuing their education to tertiary level. Due to this, there is an upward trend of enrollment to IKBN and IKTBN. The trend of enrolment can be observed in Figure 1.1. From 2010 till 2015, there was a positive trend of enrolment for all IKBN and IKTBN in Malaysia. Nevertheless, in 2016 there was a minor drop in enrollment. Even with the minor drop in enrolment, the numbers of student that enroll in IKBN and IKTBN in Malaysia stand at 13,000 trainees. However, by looking at the graph holistically, the upward trend will continue for the future to come.

Figure 1-1:
Enrolment of the student to IKBN and IKTBN



Without any initiative by the management to increase the number of trainers or establishing a new institution to cater to the increment number of enrollments, this can result from increased workload, stress and eventually burnout (Schaufeli et al., 2009). This increase in job demand can affect the mental, emotional, and physical condition of the academician.

For trainers in the tertiary vocational institute, they are expected to teach not only the theoretical part but also the practical and hands-on part plus organizing ad-hoc program which usually involved the local community such "Program Impak ILKBS@community". In this program, the trainers will organize with the local neighborhood organization or local religious institution, to provide community services run by the student of their respective institution. This provides a hands-on experience for the student to increase their competency and offer a venue for the student to practice their public relation skills. As such, the trainers are burden with not only educating the trainees but also involved with community work. This excessive job demand can be burdensome and stressful to the trainers if it not manageable.

Most trainees that attend IKBN and IKTBN typically come from a low socioeconomic status. This can provide a different kind of challenge to the trainer. The trainer educational backgrounds are usually English-based medium. The outcome from this situation can prove to be a major language barrier between the knowledge of the trainer and the way the trainer instructs the trainee. Not only constrict to the problem of the language barrier, but a small percentage of the trainees that attend IKBN/IKTBN is also illiterate. Compounding with numerous job demand, the challenge in teaching these trainees that are illiterate can be a major cause of job stress among the trainer. The previous study confirm that teaching is a stressful occupation (Russell, Altmaier,

& Van Velzen, 1987) and without proper support and control in their job, burnout is bound to happen (Woodhead, Northrop, & Edelstein, 2016).

Even though this study does not have any statistical information on the rate of burnout among the trainer, but from the information made privilege to this researcher shows, several trainers requested to be transferred to a different department or different ministry. The transfer usually provides changes to the task for the trainers from teaching to administrative and research work.

Other than educating and communities work, the trainer is also expected to participate in clerical and administrative work such as preparing a variety of proposal from requisition of new equipment to suggestion on the new syllabus to the management. If the management selects their proposals on new equipment, the trainer holds the responsibilities for the acceptance procedure for the said equipment. It also expected from this trainer to involved with the commission and training process, since the trainer going to teach the student with this new equipment.

The increment of job demand compounding with the increasing number of trainees in IKBN and IKTBN; this is a perfect formula for burnout to occurs. Schaufeli & Bakker, (2004) provides a basis on the interaction between job demand and burnout. He proposes that burnout is predicted by excessive job demand. A study by Watts & Robertson, (2011) on the phenomenon of burnout shows that exposure to a high number of student predicts burnout in among the teaching staff. A high number of trainees for the trainers increases the job demand that the trainers handle. It can also contribute to job stress among trainers. García-Herrero, Mariscal, Gutiérrez, & Ritzel

(2013) concludes that there is job demand is one of the factors that can contribute to job stress.

Wu, Zhu, Li, Wang, & Wang (2008) proves in their study investigating roles of job stress and burnout that it positively significantly related to burnout. As such, this study attempts to examine the interaction between job demand, job stress, social support, and burnout. A study by Dignam, Barrera, & West, (1986) on the association of social support and burnout among correctional officers shows the importance of social support in preventing burnout in the workplace. The study also shows the preventive natures of social support in reducing both job stress and burnout.

Additionally, social support is one of the resources that have been identified to help the individual to cope with demand, stress, and burnout. Empirical evidence from a study done by Baruch-Feldman, Brondolo, Ben-Dayan, & Schwart (2002) shows that social support can be used as a tool to help in preventing burnout. This study was also supported by a study done by Kahn, Schneider, Jenkins-Henkelman, & Moyle (2006), which stated that social support has a more significant role in preventive burnout among the teacher in class.

Nevertheless, the above-stated studies do not have a comprehensive look at the interaction of job demand, job stress, social support, and burnout. Instead, it just investigates either one or two factors associated with burnout. As such, this study provides an empirical basis for this study to investigate the effect of job demand, job stress, social support, and burnout holistically. As such, this study will attempt to determine the impact of psychosocial factor (job demand, job stress, and social support) on burnout among the trainer at IKBN and IKTBN in Selangor. The impact

of psychosocial factor investigated in this study can be used as the reference on how to formulate a better strategy to tackle holistically any hazard that is available in the working environment.

1.3 Research Questions

Based on the stated problem statement, this study intends to study the level of burnout and the interaction between burnout and the psychosocial factor which is job demand, job stress, and social support. As such, the researcher endeavors to answer the following research questions.

i. What is the level of burnout among the trainers at IKBN/IKTBN in Selangor?
ii. Is there any relationship between job demand and burnout?
iii. Is there any relationship between job stress and burnout?
iv. Is there any relationship between social support and burnout?

1.4 Research Objectives

Based on the problem statement stated and discussed above, the fundamental question for this study is to examine burnout among the trainers and the association of psychosocial factor (job demand, job stress, and social support) on burnout. Detailed objectives of this study are as follow,

i. To measure the level of burnout among the trainers
ii. To determine the relationship between job demand and burnout
iii. To examine the relationship between job stress and burnout
iv. To determine the relationship between social support and burnout

1.5 Significance of the Study

This study intends to highlight the phenomenon of burnout and the effect of the psychosocial factor among the trainers in the higher vocational institution. Most of the studies are usually done with the member of academia in university, but limited study has been done in tertiary level of a vocational institute. Based on this researcher knowledge and observation of a multitude of literature, it can reasonably be stated that this is the first study on burnout in IKBN and IKTBN. This study will cover all level of trainers in IKBN and IKTBN in Selangor which is the professional and support group. This data from this study can be used to benchmark the level of burnout among the trainers in the tertiary vocational institution.

The result of this study can enhance and provide analytical data for the ever-growing literature on the effect of the psychosocial factor on burnout in Malaysia. As such this study can provide an insight into the future researcher in generalizing the burnout level among academia not only in university and college but also in the tertiary vocational institute. Since the phenomenon of burnout has a major impact on the health and wellbeing of the worker, it is imperative for it to be studied so an appropriate course of action can be taken to rectify it.

The result from this study can provide an insight to the administrator and management of IKBN and IKTBN to formulate a better policy to ensure any psychosocial factor that can contribute to the causes of burnout can be mitigated and eliminate. Valuable result for this study can be used by the safety and health unit on the level of psychosocial hazard that is affecting the trainer. Furthermore, any underlying burnout factor that concealed from the internal safety analysis can be observed from the result

of this study. This study can provide an insight to the management on the importance of psychosocial factor to ensure a positive performance of the trainer. Any holistic approach to tackle the safety and health issues in IKBN & IKTBN should not only focus on physical health but also the emotional and mental health of the trainer.

1.6 Scope of the study

The impact of psychosocial factors such as job demand, job stress and social support with the level of burnout in IKBN/IKTBN in Selangor will be central to this study. The reason for this researcher to select IKBN/IKTBN in Selangor are due to the state of Selangor have the highest number of IKBN/IKTBN and the number of trainees.

The scope of this study will cover trainers from 4 IKBN/IKTBN in the state of Selangor. The selected IKBN/IKTBN are as follow:

i. Institut Kemahiran Tinggi Belia Negara Sepang, Selangor Darul Ehsan
ii. Institut Kemahiran Belia Negara Peretak, Selangor Darul Ehsan
iii. Institut Kemahiran Belia Negara Kuala Langat, Selangor Darul Ehsan
iv. Institut Kemahiran Tinggi Belia Negara Dusun Tua, Selangor Darul Ehsan

The range of the study will cover the trainer in this vocational institute. For academic staff, the following position will be cover in this study; trainer, assistant trainer, lab and workshop technician. To the best knowledge of this researcher, burnout, job demand, job stress and social support have not been researched deeply in the tertiary vocational institution. The primary interest of the researcher is to recognize the cause of burnout and the effect of the psychosocial factor on burnout in IKBN and IKTBN Selangor.

1.7 Thesis outline

The content of this thesis consists of five chapters. The first chapter comprises of a background of study, problem statement, research questions and research object, significant of the study, the scope of the study and the outline of the study. The second chapter involved the review of literature related to the variable which is burnout, job demand, job stress, and social support. The third chapter consists of the methodology applied in this research which is the formation of the research framework, hypotheses, measurement selection, sampling technique, and data collection procedure and technique. In the fourth chapter, the result of the data collection and data analysis are discussed. Lastly, in chapter five, the discussion of the finding, conclusion, and recommendation for future study are presented.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Compositions in this chapter are consist of reviewing past literature on burnout, job demand, job stress, and social support. The purposes of this chapter are to provides a better explanation of the criterion and predictor variable selected in this study

2.1 Burnout

The term burnout in the occupational setting was first coined by Freudenberger (1974) which is derived from the illegal drug scene that he observed that shows "devastating effect of chronic drug abuse". In his study, Freudenberger (1974) describe burnout as "gradual emotional depletion, loss of motivation and reduced commitment". Since then, the phenomenon of burnout has caught the attention of the researchers. The phenomenon of burnout was labelled differently before Freudenberger popularized the term "burnout" in his observation (Savicki & Cooley, 1982).

Other researchers such as Pines & Aronson, (1988) and Shirom (1989) defined burnout as physical, emotional and mental exhaustion from long term exposure to emotionally demanding work. In summary, burnout can be generally defined as a negative outcome due to chronic work-related stress.

Maslach et al. (2001) propose that the characteristic of burnout is multidimensional. She explained that the three dimensions of burnout are emotional exhaustion,

depersonalization and reduced personal accomplishment. As such, the instrument developed by Maslach which is Maslach Burnout Inventory (MBI) measures the three dimension of burnout which is emotional exhaustion, depersonalization, and reduced personal accomplishment. Currently, there are three version of the instrument which is MBI- General Survey, MBI-Human service Survey, and lastly MBI-Educator Survey.

Development on the phenomenon of burnout continues with the foundation laid by Freudenberger and Maslach. Other scholars that provide a similar definition of burnout such as Schaufeli & Greenglass (2001) stated that burnout can be defined as a consequence of a long-term emotionally demanding work commitment that resulted to physical, emotional and mental exhaustion.

Kristensen, Borritz, Villadsen, & Christensen (2005) agree with the definition provided by Schaufeli & Greenglass and emphasize their definition within the dimension fatigue and exhaustion. In their argument for the establishment of Copenhagen Burnout Inventory (CBI), burnout should be measured from the dimension of fatigue and exhaustion, and the domain and origin of fatigue and exhaustion should be categorized into personal, work and client-related burnout. They laid out the definition for each origin of burnout as per categorization; personal burnout is defined as "the degree of physical and psychological fatigue and exhaustion experienced by the person". Work-related burnout was defined as "The degree of physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work". Lastly, the definition Client-related burnout is "The degree of

physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work with clients".

Malaysian's scholar such as Henny, Anita, Hayati, & Rampal (2014) suggested that burnout is more than feeling stressed, but it is a "chronic state of being out of energy and constantly overwhelmed and exhausted, lacking the enthusiasm and passion for the job that was previously present and reduced motivation, self-worth and professional efficacy".

Over the last 40 years, burnout has been studied by the researcher to determine the cause and effect it has on human (Maslach, Schaufeli, & Leiter, 2001). Numerous studies are done to explore the issues of burnout from the causes of burnout to the impact on the individual and health (Schaufeli & Greenglass, 2001)

2.1.1 Previous Study on Burnout

The phenomenon of burnout has been studied across various professions, from nurse (Cañadas-De la Fuente et al., 2015), accountant (John & Scott, 2002), lawyer (Tsai, Huang, & Chan, 2009), and general working population (Lindblom, Linton, Dedeli, & Bryngelsson, 2006). Numerous studies have been done by scholars in the past decades to identify and understand the cause and effect of burnout in Malaysia.

One study to investigate the cause of burnout among the physician in Malaysia found that excessive job demand is the primary cause of burnout (Lee et al., 2015). The same study found that the lack of social support by family member and colleague is part of the contributing factor to burnout among the physicians.

Another study was done by Al-Dubai, Ganasegeran, Perianayagam, & Rampal (2013) to investigate the level and the cause of burnout among 205 medical residents in Malaysian general hospital and found that 36.6% of the resident experienced a high level of burnout. The study managed to conclude on their result that sixteen out of eighteen sources of job stress has a high association with burnout. Furthermore, the study found an association between social support and lower burnout level among the medical resident. The medical resident that maintain a cordial relationship with their respective supervisor had a lower level of burnout compare to those that have a terrible relationship with their supervisor.

A cross-sectional study was conducted by Chin et al. (2016) to investigate the prevalence of burnout among 425 Universiti Sains Malaysia (USM) medical student in Malaysia by utilizing the Copenhagen Burnout Inventory. The study found that 67.9% of the medical have a high level of burnout. The highest measure of burnout is from personal burnout with 81.6% of the medical student, followed by work-related burnout at 73.7% and client related burnout at 68.6%. The researcher concludes that USM medical student was susceptible to the syndrome of burnout. However, no comparative data between USM medical student with the students from the different field was provided. A systematic literature review on burnout among university teaching staff in the United Kingdom by Watts & Robertson (2011) found that staff with high contact time with the students are more likely to experience burnout. The study also examines the roles of gender and age in burnout. Females and younger staff are more likely to experience burnout compared to male and older teacher staff in university.

A cross-sectional study by Ventura, Salanova, & Llorens (2015) involving 460 school teachers in Spain concludes that there are significant roles between mental overload, social support with burnout. The researcher concludes that due to excessive job demand in the workplace can cause mental overload which in turn caused to burnout. The study provides an insight into the positive roles of social support (engagement from supervisor and colleague) on burnout.

The impact of the client on burnout was studied by Schulz, Greenley, & Brown (1995) involving 311 staff in 42 community mental health service organization in Wisconsin, United States of America found a contrary result which shows that client factor does not have a major impact on burnout. Nevertheless, the researcher found that organizational factor does correlate with burnout.

Another systematic review involving six selected literature from 5599 literature investigating the roles of job demand and burnout shows that reduction in job demand is a promising initiative to reduce burnout in the workplace (Seidler et al., 2014). The study also suggests enhancing the working condition and social climate to reduce the rate of burnout in the office. The study confirms the core definition of burnout which is exhaustion are present in all six selected literature.

Even though numerous studies of burnout have been done in university, but there is a limited study on the topic of burnout in the vocational institute. Compare to the trainer in university, the trainers in vocational institute have more contact time with the students.

For the trainers, due to their environmental factor where their exposures to the students are quite high, it is most likely that their jobs are much more emotionally demanding compare to others.

As such for this study, the operational definition of burnout will follow along with the line of emotional, physical and mental exhaustion from mentally and emotionally demanding work.

2.2 Job demands

According to Schaufeli & Bakker (2004), job demand is "physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive or emotional) effort and are therefore associated with certain physiological and/or psychological cost". Therefore, the aspects required from the human for the job are typically classified as job demand.

Usually, there are four categorized of job demand which is quantitative demand (the amount of work, time required to finish the work), cogitative demand (mental capacity required to complete the work), emotional demand (psychological endurance needed to complete the work) and lastly physical demand (effort exert by musculoskeletal to complete the work) (Houtman, 2007). Every job feature involved with these four aspects of job demand.Job demands are also referred to as "events precipitated by the organization's characteristics that create tension and are bothersome to employees" (Nerin, Tucker, & Bordia, 2016). In the same report by Nerin et al. (2016), job demands can be further elaborate into seven types which is role overload, role

ambiguity, role conflict, cognitive demand, emotional demand, and lastly group task and group relationship conflict.

Other definition of job demand can refer in the document of ISO 10075, the Ergonomic Principles related to mental workload. The standard defines that there are four main sources of job demand which is task requirement, work requirement, social factor and lastly organizational factor. Increase in job demands has been observed to be the leading cause of burnout among the employee in the workplace (Maslach et al., 2001).

2.2.1 Previous Study on Job Demands

An earlier study on job demand is done by Karasek (1979) and Demerouti, Bakker, Nachreiner, & Schaufeli (2001). Karasek developed job demand-control model, and Demrouti developed job demand-resource model. Both models can be used to predict the wellbeing of the employee in the workplace.

In a multi-sample study on 1698 respondents from four independent occupational sample focuses on the effect of job demand with burnout and engagement concluded that there is a strong relationship between job demand and high level of burnout and low level of engagement (Schaufeli & Bakker, 2004).In a study involving 367 Dutch nurses from 118 intensive care units, investigating the interaction of job demand on burnout confirmed that a work condition with high job demand and low job resources could lead to burnout (Rijk, Blanc, Schaufeli, & Jonge, 1998). The researcher found that nurse with high emotional exhaustion due to burnout are lower in active coping at the workplace.

Sweeney & Summers (2002) conducted a longitudinal study involving public accountant to predict the interaction between job demand and burnout. The result of the study shows that job demand does not predict burnout. The accountant does not affect greatly from the heavy job demand that can lead to burnout. The researcher concludes that due to high job demand threshold of the employee that produced this result.

A study conducted on 1012 academician in higher learning institute shows that high job demand and low job resource can produce the highest level of burnout (Bakker, Demerouti, & Euwema, 2005). The same study concludes that high job demand can increase emotional and mental exhaustion, but with appropriate resources in place can buffer the impact of burnout. Lack of interaction between the nurses and patient in this study helps reduce the rate of burnout in this study.

Meta-analytical investigation on job demand and resources and burnout among 186,440 samples found that heavy job demand can impair the mental and emotional state of the worker which can positively relate to burnout (Nahrgang, Morgeson, & Hofmann, 2011). The study also concludes that the amount and level of job demand without enough resources would be positively related to burnout.

In a study regarding job demand and home demand and its interaction with burnout concerning the public population in Dutch, the researcher concludes based on empirical data collected that there is a direct effect between job demand and burnout, and indirect effect between home demand and burnout (Peeters, Montgomery, Bakker,

& Schaufeli, 2005). The study found that gender interacts differently with job demand and home demand on burnout. Female are more affected by job demand compare to male, and male is more affected by home demand compare to female.

Cortese, Colombo, & Ghislieri (2010) survey involving 351 professional nurses found that there is a significant negative relationship between job demand and job satisfaction. However, with supportive management, the effect of job demand can buffer the rate of job satisfaction among the nurses. This study also confirmed that reduced job satisfaction due to job demand could predict absenteeism if organizational support is not available.

A study involving 201 telecom managers on the interaction of job demand, burnout, work engagement, and sickness absenteeism found that increase in job demand can predict burnout, and the increase of job demand and low work engagement can predict burnout and increase of sickness absenteeism (Hu, Schaufeli, & Taris, 2017). Burnout also associated strongly and positively with more extended sickness absence in this case.

In 2016, a longitudinal study to investigate the effect the changes of exposure to job demand can predict burnout and engagement among 172 nurses and 273 police in China found that decrease exposure of job demand resulted to lower level of burnout and high level of work engagement among the nurses and police (Hu et al., 2017). The study also found that low-level exposure to job demand correlates positively to a healthy employee and job satisfaction.

In their study to investigate the role of job demand and interpersonal relationship at work and the effect of burnout among 1878 senior teacher by using structural equation modeling, Van Droogenbroeck, Spruyt, & Vanroelen (2014) found that both teachings related and non-teaching related workload correlates positively with burnout. The study also shows with job autonomy for the senior teacher can buffer the symptom of burnout.

A cross-sectional study to investigate the risk factors of job strain among 84 laboratory technicians in Hospital University Sains Malaysia (HUSM) found that high job demand and low decision latitude is the primary causes of high job strain (Aziah, Rusli, Winn, Naing, & Tengku, 2004). The study concludes that high job strain resulted from excessive job demand can lead to burnout.

This study attempts to investigate the relationship between job demand and burnout. Multiple studies have shown that job demand affects significantly positive with burnout. As such this study attempts to confirm that observation.

2.3 Job stress

According to Motowidlo, Packard, & Manning (1986) stress can be described as "unpleasant emotional experience associated with elements of fear, dread, anxiety, irritation, annoyance, anger, sadness, grief, and depression" . Job stress is the unpleasant emotional experience originated from work associated with negative emotional implication.

Health and Safety Executive (2013) stated that job stress is adverse reaction people have to excessive work pressures or job demand placed upon them. As such job stress can occur when the human-perceived that there is a disparity between their capabilities and task at hand.

Rao & Chandraiah (2012) defined job stress as "harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands". Fundamentally, job stress is a negative consequence that affects the physical and mental of the employee due to job demand exceed the capabilities of the worker.

Job stress can happen due to a multitude of reasons, but it usually made worse when a worker received little to no support from their surroundings. If the worker loses control of their job, job stress can become worse. The consequences of job stress can result in low motivation, absenteeism, low engagement, deterioration of health and burnout (Fernandes & Pereira, 2016).

2.3.1 Previous Study on Job Stress

In a study to investigate causes and consequence of job stress among 104 nurses in Pennsylvania found that, the causes of job stress are due to a high amount of job load, obstinate and difficult patient, negligent colleague and difficulties with the supervisor. The main consequences of job stress are low job performance, the experience of anxiety, deterioration of health condition and loss of concentration (Motowidlo et al., 1986)

A study in Hong Kong was conducted among the 101 employees of a newly acquired TV company. Occupational stress indication was adapted and used to investigate the sources of stress and the physical and mental health of the worker. The study indicates that job stress negatively affects the job satisfaction of the worker, and it relates positively to the mental and physical health of the worker. (Siu, Cooper, & Donald, 1997).

Guglielmi & Tatrow (1998) researched in examining pass literature on job stress, burnout and health among teachers found that job stress correlates strongly with burnout and poor health in the teachers. However, the researcher notes that there is no reliable causal link between job stress and burnout and poor health.

In a study conducted to investigate the level of stress among the consultant doctor in accident and emergency medicine in the United Kingdom by using postal survey, the researcher derived a conclusion that 44.4% of the respondent have a high level of stress and 18% of the respondent were depressed. In the investigation on the level of stress, the researcher managed to identify the causes of stress such as long work hours, lack of staff, and lack of recognition. The study concludes that accident and emergency consultant doctor have a higher level of stress compare to another group doctor (Burbeck, 2002).

Research by Montgomery & Rupp (2005) exploring the causes and effects of stress in teacher found that there is burnout potential for the teachers due to the adverse effect of stress that produces a negative emotional response as a coping mechanism. The study also concludes that there is a moderate correlation between job stress, job satisfaction, and burnout.

Research to investigate the relationship between job stress and burnout among the doctor in China was completed in 2007. The survey involved 543 doctors from three provincial hospitals in China. The research used a revised version of the Occupational Stress inventory to investigate job stress and Maslach Burnout Inventory-General Survey (MBI-G) to measure burnout. The research concludes that job stress is significantly positively related to burnout and social support and positive work environment is a buffer to job stress that can lead to burnout (Wu et al., 2008).

A study to investigate the cause of burnout among university professors in Spain based on the statistical analyses found that job stress, life event, work experience, personality, and life event can correlate significantly with burnout (Otero-López, Mariño, & Bolaño, 2008). The study involved 813 university professors also shows that job stress affects the psychological state of the professor compare to other factors which resulted in burnout. The study provides similar insight into their understanding of how the interaction of job stress with burnout.

Another study by Ilić, Arandjelović, Jovanović, & Nešić (2017) to investigate the relationship of stress, individual factor, and burnout involving 88 doctors and 80 nurses in emergency medicals services in Serbia found that the level of personal, work and client related burnout is high for both doctor and nurses. The study also found that there is a strong correlation between job demand, stress, individual factor, and burnout. Detail analysis shows that work burnout is strongly correlated with social support, cognitive stress, and work responsibility.

In Malaysia context, numerous studies have been done to study the effect of job stress in Malaysian workplace. The effect of job stress on the performance, productivity, and engagement of the employee has long being the interests to the local scholar. Based on a study involved the public university employee in Malaysia to investigate job stress by utilizing Occupational Stress Index concludes that the level of stress is minimal and the main factor that affecting the level of job stress is workplace environment (Othman, Lamin, & Othman, 2014).

Another study involved the physician in Malaysia found that dissatisfaction with work-life balance and long working hour as the primary factor that causing job stress. The study implied that prolonged state of job stress could result in burnout among the physician.(Lee, Medford, & Halim 2015) This study attempts to confirm the relationship between job stress and burnout. Other studies show that job stress affects significantly positive with burnout. As such this study attempts to confirm the significant positive relationship of job stress and burnout in the Malaysian context.

2.4 Social Support

Social support plays a vital role in buffering the impact of burnout. Many studies done to investigate the effect of social support and burnout shows that social support is an effective coping strategy in the face of job demand, job stress and burnout. Social support can be defined as "the function and quality of social relationships, such as perceived availability of help, or support received"(Schwarzer & Schulz, 2013). It can also be referred to as a soothing experience received by an individual from friends, family, colleague, supervisor, and organization. (Baron, Kerr, & Miller, 1992)

Social support can be deemed as "resources provided by others as coping assistance that may come from the exchange of resources or personality traits"(Schwarzer, Knoll, & Rieckmann, 2004). There are several types of social support have been studies such as instrumental, tangible, informational, and lastly emotional. Instrumental social support denotes for social support that can come in term solving the problem, while tangible refer to help by providing material support such as goods and money. Informational social support can be received by providing advice and consultation, and emotional, social support means providing comforting assurance and prayers.

Social supports are usually categorized into two distinct groups which are passive and active social support (Schwarzer et al., 2004). Active social support is support received by the people, and passive social support is the perceived available support. Therefore, the impact of social support received by the people can directly influence their health and behavior in the workplace.

2.4.1 Previous Study on Social Support

Interest on the impact of social support in the workplace has been on the rise since it first emerged in the early 1970s. A study by Russell et al. (1987) investigating job-related stress, social support and burnout involving 600 public school teachers in the United States of America (USA) found that lack of support by the supervisor, reassurance of worth and reliable colleague to be a strong predictor of burnout. Recognition of teacher's ability is a good buffer from work-related burnout. The study note that younger teachers are more affected by job-related stress and more prone to burnout compare to an older teacher.

Scholar investigates the impact of social support in the workplace and finds it to be a significant factor that can affect the work environment. A study was conducted involved 331 professional chaplains in the USA was done in 2011. Based on statistical analysis, it was found that social support received and social support perceived available to the chaplains have a negative relationship with burnout. (Galek, Flannelly, Greene, & Kudler, 2011). The study shows that support rendered by supervisor and family member were significantly effective in buffering burnout.

Another study to investigate the impact of social support on burnout, job satisfaction and productivity of 211 transport enforcement agents in the USA found that social support is significantly positively related with job satisfaction and productivity, while negatively related with burnout (Baruch-Feldman et al., 2002). An observation made in this study shows that family support was significantly related to burnout, while supervisor support was significantly related to job satisfaction and productivity.

A structural equation analysis was applied to investigate the role of social support and coping strategy on job stress in their study (Kitaoka-Higashiguchi et al., 2003). The principal respondents for this study were 663 managers in the manufacturing industry in Japan. The result from the studies shows that there is a significant negative relationship between depression and social support and a significant positive correlation between social support and job demand. A coping strategy is found to have a direct positive effect on depression and job stress. The study also found that coping strategy precede the effect of social support in the interaction with job stress. The study found a negative interaction between social support on the antecedent of burnout.

Fiorilli et al. (2015) study involving 140 Italian and 135 Swiss teachers to investigate the effect of emotional intensity and social support on burnout found that emotional intensity among the teacher can predict the symptom of burnout among the teachers. The study shows that a lack of social support relates significantly with the central dimension of burnout which is emotional exhaustion.

A cross-sectional study to investigate the roles of social support and burnout among long-term nursing staff was done in 2014. The study involved 250 nursing staff in a long-term care facility in the USA found that social support was associated negatively with emotional exhaustion; one of the dimensions of burnout (Woodhead et al., 2016). The study also shows the predictive nature of social support on the symptom of burnout. With the constant availability of social support, the onset of burnout is unlikely. Perceived social support has shown consistently related to good mental and

emotional health. Perceived social support also proves to be a useful buffer to job stress and eventually burnout. (Lakey & Orehek, 2011).

Leung & Lee (2006) conducting an observation involving 379 teachers in Hong Kong to investigate the impact of social support on intention to quit and burnout. The result shows that support received by the supervisor is significantly negatively related to intention to quit and burnout.

Another study involving university professor in Spain to explore the contributing and mitigating factor of burnout was done in 2008. Otero-López et al. (2008) conclude that social support either rendered by the family member, peers and supervisor have a predictive role in the manifestation of burnout. Lack of social support found to be the main risk factor to emotional exhaustion, an essential dimension of burnout.

As such, social support provides is an indicator of the phenomenon of burnout in the workplace. Based on the best researcher's knowledge, no study has been done to investigate the predictive nature of social support on burnout in Malaysia's higher vocational institute. This study attempts to find whether social support has a significantly negative relationship with burnout.

2.5 Summary

The information laid out in this chapter is the definition and past studies on burnout, job demand, job stress, and social support. The explanation of variables shows the predictive relationship between these variables. In the next chapter, which is chapter 3, research framework, and methodology used to conduct the study are explained.

CHAPTER THREE

METHODOLOGY

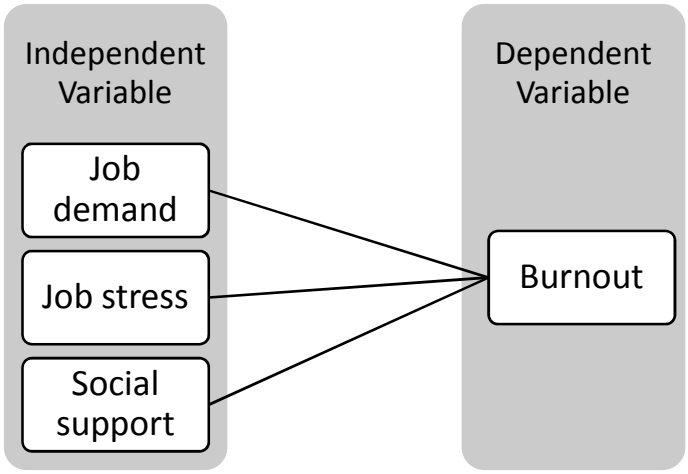
3.0 Introduction

In this chapter, the methodology of the research will be discussed in detail. Firstly, the research framework is presented; secondly, the research hypothesis is formulated from the in-depth discussion on the literature review in chapter 2. This chapter also discussed multiple aspects of the methodology such as research design, population, and sampling technique, power analysis, operational definition and measurement of a variable, designing of the questionnaire, pretesting the questionnaire, pilot testing, instrument for collecting data, data analysis technique, hypothesis testing summary of chapter three

3.1 Research Framework

The relationship between the dependent and independent variable in this study can be observed in figure 3.1. This study examined the effect of psychosocial factors namely job demand, job stress and social support on the level of burnout among the trainer of IKBN/IKTBN in Selangor. As such, the dependent variable for this study is burnout, and the independent variables are job demand, job stress, and social support.

Figure 3-1: *Research Framework*



3.2 Development of Hypothesis

By using previous studies, literature, and data, the hypotheses for this study are developed and discussed. The discussions below are used for the development of the hypotheses.

3.2.1 Level Of burnout

A study was done in 2003 to investigate the prevalence of burnout among the university faculty show that more than half of the respondent measured a high level of burnout (Lackritz, 2004). The result of that study shows that there is a significant difference in the level of burnout between male and female faculty member. Level of burnout shows to highly correlate with the number of students and time spent with the student.

In 2009, a research was made to investigate the level of burnout among English 184 language teacher in Malaysia, with the result that demonstrates that high level of burnout was observed among the teacher in Malaysia (Mukundan & Khandehroo, 2010).

Another study done to investigate the level of burnout among the nurses in the tertiary hospital in Malaysia shows that 61.9% of the respondent has a high level of personal burnout. The study also finds that the level of burnout is highly correlated with working experience, work stress, and job satisfaction.

As such, based on the finding from the literature stated above, on the level of burnout among the occupations with high contact time with the client, the researcher hypothesized as follow: -

H1: There is a high level of burnout among the trainer in IKBN and IKTBN Selangor

3.2.2 Relationship between Job Demand and Burnout

Based on the research done by Otero-López, Mariño, & Bolaño (2008) to investigate the predictor of burnout among 813 University professor, the researcher finds that the impact of job demand can predict the manifestation of burnout. Another study was done to investigate the phenomenon of burnout among English language teacher in Malaysian school. One hundred eighty-four participants were selected for this study to investigate the relationship between job demand and burnout. The result of the study shows that there is a positive and significant relationship between job demand and burnout (Mukundan & Khandehroo, 2010).

Another study done to investigate burnout among Malaysian physician support the finding of the previous study by confirming that excessive job demand is the key predictor of burnout (Lee et al., 2015a)

Based on the stated finding and consistent with previous literature revealed how job demand can predict burnout, the following hypothesis was proposed:

H2: There is a significant relationship between job demand and burnout

3.2.3 Relationship between Job Stress and Burnout

Few studies can be observed to identify the relationship between job stress and burnout. In 2010, a study to investigate the relationship of job stress and burnout was done on 340 university lecturers in Kenya. The result of this study shows that job stress is significantly and positively correlated with burnout (Salami, 2011). Another study that can be observed in regard to the relationship between job stress and burnout is a study done in 2016 among 168 doctor and nurses. This study concludes that job stress is one of the main predictors of burnout other than job demand, workplace environment and individual personality (Ilić et al., 2017).

As such the researcher hypothesize based on the previous literature and studies that revealed the relationship of job stress and burnout, the following hypothesis was proposed:

H3: There is a significant relationship between job stress and burnout

3.2.4 Relationship between Social Support and Burnout

A study done in 2006 among 379 Chinese teachers find that the support received by the teachers from their surrounding (family, supervisor, and colleague) can reduce the level of burnout(Leung & Lee, 2006). The study also showed the diminishing level of burnout among the teacher that received social support from their supervisor. This provides an insight into the negative relationship between social support and burnout.

Another study that provides a similar observation to the previous study is completed in 2008 which involved 813 university professors. The result of this study confirmed the significant relationship between social support and burnout (Otero-López et al., 2008). Social support received by the university professor correlated negatively with burnout.

Thus, from the above discussion on the previous study on the relationship between social support and burnout, the following hypothesis is proposed:

H4: There is a significant relationship between social support and burnout

3.3 Research Design

This study would like to measure the level of burnout among the trainers in IKBN/IKTBN. Other than measuring the level of burnout on the trainers, this study assesses the direct relationship between job demand, job stress, and social support with burnout.

The quantitative research design was adopted in this study to test and observe the relationship between independent variable and dependent variable. The reasoning for selecting quantitative research design is due to its ability to examine the relationship between multiple variables by using the statistical technique in the selected population.

By applying quantitative research design, the researcher able to collects a large number of samples which can be normalized for the entire population (Sekaran & Bougie, 2013). With quantitative research design, the researcher applied a more reliable, valid and consistence instrument that can be applied in this setting. In this researched few questionnaire-based instruments are selected and distributed to the selected respondent based on applied sampling technique.

This study is conducted in the natural environment of the institution with negligible interference from the researcher. Researching their natural and usual environment provide a high external validity environment that can result in robust, relevant and comprehensive finding.

In this study, the unit of analysis is individual which is the IKBN/IKTBN trainers. Primary data for this research is collected from the staff through the distribution of questionnaires. For this research, it takes one month to distribute and collect the questionnaire from the selected sample.

To summarize, the time horizon of this study is a cross-sectional study with the data collection are constrain to one point in time. The reason cross-sectional was selected as the time horizon is due the simplicity and more economical compared to the longitudinal study. Other than that, it allows for the data collection to be done in a brief period.

3.4 Population

A population can be defined as the entire group of research subject (Yin, Zhang, & Wang, 2004). It can be the people, events, cases, and an object which can be studied by the researcher. This study will focus on the trainers of IKBN/IKTBN the state of Selangor. The reason these institutions are selected is due to the high combined number of students located in this state compare to other states. Based on the information obtained from the Youth Skill Development Division, Ministry of Youth and Sport, there are four vocational institutes under their purview in the state of Selangor.

The 4- higher learning vocational institution are IKTBN Sepang, IKTBN Dusun Tua, IKBN Kuala Langat, and IKBN Peretak. The total population for this study is 196 for the trainer. Table 3.1 shows the total number of trainers from the four vocational institutions

Table 3.1: *Distribution of National Youth Training Institute and numbers of trainers in the state of Selangor Darul Ehsan, Malaysia.*

Name of Institution	Location	Population
Institut Kemahiran Tinggi Belia Negara Sepang	Selangor	43
Institut Kemahiran Tinggi Belia Negara Dusun Tua	Selangor	80
Institut Kemahiran Belia Negara Kuala Langat	Selangor	32
Institut Kemahiran Belia Negara Peretak	Selangor	41
Grand Total		**196**

Source: obtained from the websites of IKTBN Sepang, IKTBN Dusun Tua, IKBN Kuala Langat, and IKBN Peretak

3.5 Sample size and sampling design

Based on the population identified, the sample size is selected. The sample size is a subgroup in population (Sekaran & Bougie, 2013). It is important to determine the sample size in order to create the representativeness of the sample for generalizability (Walliman, 2010).To lessen the over-all rate of a simple mistake, a suitable and designated sample size is required. For this study, in order to determine an appropriate number of sample size, the Krejcie & Morgan, (1970) sample criterion was adapted for this study. Based on table 3.2, the population is 196 and the sample size selected is 127.

Table 3.2: Table for Determining Sample Size for a Given Population

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

To select the respondent from the sample size, an appropriate sampling technique were selected. Generally, there are two categories of sampling method which in probability and non-probability sampling technique. Probity sampling technique consists of simple random sampling and complex probability sampling. While non-probability sampling consists of purposive and convenience sampling technique. In this study, a complex probability sampling was chosen in order to select the sample from the population. To be specific, a proportionate random sampling method was selected. In proportionate random sampling, each sample size was selected proportionately from each IKBN/IKTBN. To get a proportionate sample from each IKBN/IKTBN, the following formula was used.

$$\frac{Population\ in\ each\ IKBN\ \&\ IKTBN\ in\ Selangor}{Total\ Population\ in\ IKBN\ \&\ IKTBN\ in\ Selangor} \times Total\ Sampling\ size$$

Example of the usage of this formula by using IKTBN Sepang is as follow:$\frac{43}{196} \times 127$, which resulted in a sampling size of 28 respondent from IKTBN Sepang. The same formula was applied to every selected IKBN/IKTBN to get a proportionate sample size for this study. Table 3.3 shows the proportionate sample size that was calculated for this study.

Table 3.3: *Proportionate sampling according to IKBN and IKTBN*

Name of Institution	Population	Proportionate sampling
IKTBN Sepang	43	28
IKTBN Dusun Tua	80	21
IKBN Kuala Langat	32	52
IKBN Peretak	41	27
Grand Total	**196**	**127**

After calculating the proportionate sample size, to distribute the questionnaire randomly, it was necessary to utilize a random number table. To use the random number table, the list of names for the respondents in each IKBN and IKTBN was acquired. The list of names was assigned a number in descending order. After that, the following random number table was used to select the respondents. The table of the random number was generated by using Microsoft Excel.

The procedure for selecting the respondent is by selecting the first three digits listed in table 3.4. Based on the table below, the first three digits of the random number table is 015, which correspondent to number 15 from the list of IKBN and IKBNT personnel. The next respondents are also selected using the same method. If the number is too large and is not correspondent with the list of IKBN and IKTBN personnel, the number in the following row of the same column is used instead. The process is repeated until the numbers of respondents selected are the same as the required sample size.

Table 3.4: *Random Number*

Random Numbers
01572 74138 03382 89092 58520 23677 28208 67729 22608 31413 58116 51448 18336 44230
93105 93364 45703 62129 86292 40362 78151 38226 84560 18999 68797 19404 41026 29276
64525 32222 76015 44635 65334 76679 69202 91633 24340 52775 67470 70270 88428 33953
23936 80547 84156 46771 58925 95905 11523 91228 52112 42903 43971 40767 50380 21540
34617 48503 80288 31817 30344 61320 41835 47175 31153 79219 35021 94173 90160 55316
33290 72811 54248 36494 63197 83087 49975 49312 24745 25004 77342 93769 17931 72002
09791 69865 16200 50639 73879 51043 46107 34358 69606 63861 07655 76274 96973 08318
00841 23272 55980 57857 99109 01909 20068 65593 29017 85628 15795 78410 90564 27545
43162 22868 83751 74542 75611 72406 82019 53180 39699 53584 11927 63457 35426 66402
73474 78815 62793 10859 66661 25813 95241 86955 64929 04450 85887 68134 94837 14727
81615 80951 56384 30085 82424 25408 49571 77083 41430 74947 47839 55721 05518 82683
77747 65997 01246 95501 39294 81356 28613 39958 32481 54911 61061 89496 30749 33549
51707 70674 60657 17268 47435 83492 22204 59184 48244 27949 88833 06182 07250 04046
13659 84819 71338 85224 43567 68538 67065 98041 05114 10454 94432 42498 71743 57452
26881 92037 96569 36090 90969 99773 26476 46366 86696 12591 88024 61725 14063 57048
54652 08723 73070 06586 79479 87360 37158 87765 09386 97637 32885 27140 70933 12995
60252 45039 37562 59993 92701 21136 62388 38630 56789 02314 92296 48907 52516 15131
53843 64266 79883 59589 20472 37821 38890 35685 45298 89901 02977 16863 75206 00178
98705 29681 36753 42094 72210 65543 32430 58325 07200 07459 59797 76224 00386 54457
92246 52320 98655 33094 82892 33499 55120 43371 78619 46316 90110 58729 79428 90773
83296 05727 38435 66870 81565 84364 02523 48048 38030 94641 98250 60865 73019 10000
25617 05323 66206 56997 58066 54861 64474 35635 48712 62597 94382 45912 44439 75415
55929 61270 45248 93314 49116 08268 04254 69411 47384 86905 68342 50589 77292 97182
64070 63406 38839 39098 91437 07863 32026 86096 23885 83960 30294 64734 87973 65138
60202 48452 83701 77956 21749 90369 11068 22413 14936 37367 70074 71951 13204 16004
34162 79687 43112 99723 29890 92505 04659 41639 57257 36962 97846 88637 89705 86501
96114 67274 53793 67679 26022 77551 49521 80496 87569 92909 76887 24953 80756 39907
09336 01050 79024 18545 99982 82228 08931 28821 95709 95046 70479 44180 96518 39503
63665 91178 55525 89041 61934 69815 19613 96778 91841 80092 15340 09595 53389 95450
42707 54052 46575 69006 75156 03591 44843 47643 65802 84769 74751 31362 61529 97587
36298 73279 62338 42044 02927 20276 21345 18140 27753 98914 85433 99318 57661 82633
81160 12136 19208 24549 08527 56593 85837 71547 40975 06132 10663 50184 05063 13868
40571 60461 00791 26685 02118 75819 28158 71142 68747 22817 87164 20681 93573 01455
51252 01859 23481 11731 46980 41235 85028 27090 74347 59134 51657 74088 06795 35230

3.6 Operational Definition and Measurement Instrument

The measurement adapted for this study and their respective operational definition is discussed in this subsection. The structure of this subsection will start with the dependent variable and followed by the independent variable.

3.6.1 Operational Definition and Measurement Instrument of Burnout

In this study, the operational definition for burnout is emotional, physical and mental exhaustion from chronic exposure to highly demanding work. (Pines & Aronson, 1998; Shirom, 1993)

The instrument for measuring burnout is the adapted version of the Copenhagen Burnout Inventory (CBI) that was developed by Kristensen, Borritz, Villadsen, & Christensen, (2005). The adapted 19-items has shown a high degree of reliability, validity, and consistency to be used to measure burnout. The previous study using the CBI has shown high internal reliability with Cronbach alphas of .79 – .89 (Caterina Fiorilli et al., 2015). A 5-point Likert scale is used for this study with a range of 1 = Never/To a very low degree, to 5 = always/To a very high degree. The researcher select 5-point Likert scale are due to high reliabilities from the previous study(Lissitz & Green, 1975; McKelvie, 1978) and to replicate the result from previous studies. From the 19-items used for this study, 6-items were altered to fit the setting for this study. The original and adapted version of the instrument is shown in table 3.5. The final version of the instrument used in this study is shown in table 3.6.

Table 3.5:*Original and adopted versions to measure client-based burnout (6) items*

Original Version (Kristensen et al., 2005)	Adapted Version
Do you find it hard to work with clients?	Do you find it hard to work with students?
Do you find it frustrating to work with clients?	Do you find it frustrating to work with students?
Does it drain your energy to work with clients?	Does it drain your energy to work with students?
Do you feel that you give more than you get back when you work with clients?	Do you feel that you give more than you get back when you work with students?
Are you tired of working with clients?	Are you tired of working with students?
Do you sometimes wonder how long you will be able to continue working with clients?	Do you sometimes wonder how long you will be able to continue working with students?

Table 3.6:*Final version to measure burnout (19) items*

Variable	Definition	Items (19)	Authors
Burnout	Emotional, physical and mental exhaustion from chronic exposure to highly demanding work	**Personal burnout** How often do you feel tired How often are you physically exhausted? How often are you emotionally exhausted? How often do you think: "I can't take it anymore"? How often do you feel worn out? How often do you feel weak and susceptible to illness? **Work-related burnout** Is your work emotionally exhausting? Do you feel burnt out because of your work? Do your work frustrate you? Do you feel worn out at the end of the working day? Are you exhausted in the morning at the thought of another day at work? Do you feel that every working hour is tiring for you? Do you have enough energy for family and friends during leisure time? **Client-related burnout** Do you find it hard to work with student? Do you find it frustrating to work with the student? Does it drain your energy to work with student? Do you feel that you give more than you get back when you work with student? Are you tired of working with student? Do you sometimes wonder how long you will be able to continue working with student?	Kristensen, Borritz, Villadsen, & Christensen, (2005)

3.6.2 Operational Definition and Measurement instrument of Job Demand

In this study, the operational definition of Job demand is the occupational aspect involving mental, emotional and quantitative effort associated with psychological cost. The instrument for measuring Occupational demand was adopted from (Veldhoven & Meijman, 1998). The adopted 23-items has shown a high degree of reliability with Cronbach's alpha value of .86-.89. Even though the level of reliability is excellent, the researcher will put the instrument to test through a pilot study due to a different setting. A 5-point Likert scales are used for this study with a range of 1 = Never, to 5 = Always. The display of both original and adopted version of 25-items are shown in table 3.7.

Table 3.7: Original and adopted versions to measure Job demand (25) items.

Variable	Definition	Items (25)	Authors
Job demand	Occupational aspect involving mental, emotional and quantitative effort associated with the psychological capacity	Do you have to work very fast? Do you have too much work to do? Do you have to work extra hard in order to complete something? Do you work under time pressure? Do you have to hurry? Can you do your work with ease? Do you find that you are behind in your work activities? Do you find that you do not have enough work? Do you have problems with the work pace? Do you have problems with the work pressure? Would you prefer a calmer work pace? Does your work demand a lot of concentration? Do you have to work with a lot of precision? Do you have to be attentive to many things at the same time? Does your work require continual thought? Do you have to give continuous attention to your work? Do you have to remember many things in your work? Does your work require a great deal of carefulness?	(Veldhoven & Meijman, 1998)

	Does your work demand a lot from you emotionally?
	Are you confronted with things that affect you personally in your work?
	Do others call on you personally in your work?
	Do you feel personally attacked or threatened in your work?
	Do you have contact with difficult student in your work?
	In your work, do you have to be able to convince or persuade people?
	Does your work put you in emotionally upsetting situation?

3.6.3 Operational Definition and Measurement instrument of Job Stress

In this study, the operational definition of Job stress is unpleasant emotional experience associated job when there is a conflict between job demand and human abilities.

The instrument for measuring Occupational Stress was adapted from McLean(1979). The adapted 18-items has shown a high degree of reliability with Cronbach's alpha value of 0.95 (Noriah, 1994). A 5-point Likert scale is used for this study with a range of 1 = Never, to 5 = Always. Even though the level of reliability is excellent, the researcher put the instrument to test through a pilot study due to the different setting of the study. The display of both original and adopted version of 18-items are shown in table 3.8.

Table 3.8: Original and adopted versions of instrument to measure Job Stress

Variable	Definition	Items (18)	Authors
Job Stress	Unpleasant emotional experience associated with job when there is a conflict between job demand and the human abilities	Do you dread going to work?	(McLean, 1979)
		Are you bored with your job?	
		Do you ever feel that you choose the wrong career?	
		Do you get irritable and lose your temper easily?	
		Do you take tranquilizer to help you get through the day	
		Do you feel that your colleagues are laughing at you behind your back?	
		Do you suspect that your subordinates of plotting against you?	
		Do you suspect that your subordinate of wasting their time when you are not at the office to supervise them?	
		Do you suspect that your Supervisor/Head of Department/Head of Division is out to get you?	
		Do you feel that your work is not appreciated?	
		Do you feel that the promotion system in your organization is grossly unfair?	
		Do you find yourself resisting attempts to bring in changes at work?	
		Do you feel trapped in your job?	
		Do you find yourself resisting attempts to bring in changes at work?	
		Do you ever feel like resigning from job and starting a new life in a completely different environment?	
		Do you suffer quite severe bouts of depression?	
		Do you ever find yourself shouting at people on television who express view which you strongly disagree?	
		Do you feel isolated and alone in the world?	
		Do you ever contemplate suicide?	

3.6.4 Operational Definition and Measurement instrument of Social Support

For this study, the operational definition of Social Support is active and passive intangible resources provided by others as a coping mechanism.

The instrument to measure Social Support was adopted Zimet, Dahlem, Zimet, & Farley, (1988). The adapted 9-items has shown a high degree of reliability with Cronbach's alpha value of .725. A 5-point Likert scale is used for this study with a range of 1 = Strongly Disagree, to 5 = Strongly Agree Even though the level of

reliability is acceptable, the researcher put the instrument to the test through pilot study due to the different setting. The display of adopted version of 9-items is shown in table 3.9.

Table 3.9:Original and adopted versions of instrument to measure Social Support

Variable	Operational Definition	Items (9)	Authors
Social Support	Active and passive intangible resources provided by others as a coping mechanism	I regularly spend time with my co-worker outside of work hour I always discuss important personal problems with my co-worker My supervisor is not willing to listen to my job-related problems My supervisor can be relied on when things get tough in my job My supervisor really tries to help me My family does not show a lot of concern in my job My family gives helpful advices to me in completing the job My friends can share the joys and sorrow with me I can talk about my problems with my friends	(Zimet et al., 1988)

3.7 Questionnaire design

The language medium for this questionnaire is in English and Malay language due to the respondent selected are involved qualified government officer who is working as a trainer in the vocational institute. A copy of 10 pages questionnaire will be distributed to the selected sample size.

There are two sections inside the question. The first section contains the demographic information of the respondent. In this part, gender, ethnicity, marital status, highest academic qualification, non-communicable diseases status, age, length of service in

IKBN/IKTBN and teaching experience are queried. The demographic information is needed to determine the characteristic of the sample and to ensure fair generalization to the whole population of the organization.

The second section consists of instruments to measure burnout, job demand, job stress and lastly social support. There are four subsections in the second section. The first subsection attempts to measure burnout. In this subsection there are 19-questions. The following subsection is Job demand with 25-questions, Job stress with 19-questions and lastly Social support with 9-questions.

3.8 Pretesting of instrument

Before the actual distribution of the survey questions, the initially drafted questionnaires are pre-tested by interviewing the expert to examine the questionnaire to identify the ambiguity of the question. This is to ensure the questionnaire are clear and can reach the aim of the study. To ensure this, three expert which includes an English lecturer from a private college, and two senior officers from Ministry of Youth and Sport scrutinize the instrument used to ensure the validity of its wording, format, clarity, simplicity, and ambiguity of the questions (Yaghmaei, 2003). A simple interview was administered to the three experts to extract valuable suggestion and recommendation for the questionnaires. The experts recommend adding more data such as certification that is related to the trainers for highest academic qualification into the demographic sector and change one question to fit contemporaries setting such as from television to mass media. One expert provides valuable insight into the English-to-Malays translation. All the suggestion and recommendation by the expert based on the set criteria are incorporated into the survey instrument accordingly.

3.9 Pilot study

In order to ensure the validity and reliability of the questionnaire, a pilot study is conducted (Flynn, Schroeder, & Sakakibara, 1994). To determine the reliability and consistency of the instrument, a pilot test is necessary. A pilot study was conducted on 15 trainers of Institut Latihan Perindustrian (ILP) to establish internal consistency, reliability and to ensure the objective of the study are accomplished. The selection of 15 trainers from ILP are due the trainer is from the same group from the selected sample size but located in a different institution. The questionnaire was distributed randomly by using an online platform for these 15 trainers. The researcher managed to acquire 12 responds from the selected 15 trainers with a return rate of 80%. The result of the pilot study can be observed in table 3.10 below.

Table 3.10: *Result of Cronbach Alpha for Pilot Test*

Latent Variables	**No of Items**	**No of Deleted Items**	**Cronbach Alpha**
Burnout	19	-	0.892
Job Demand	25	-	0.917
Job Stress	18	-	0.767
Social Support	9	-	0.702

Based on the results of the pilot test, it shows that the internal consistency of the latent variables is within the range of 0.7 and >0.90 (Sekaran & Bougie, 2013). Thus, shows that the instrument selected have reliable internal consistency. None of the items in the questionnaire are omitted for this study.

3.10 Data collection procedure

In order to receive permission to collect data and list of names and contact information of the trainers at the respective IKBN and IKTBN, a letter was sent to the IKBN and IKTBN located in the state of Selangor (Institut Kemahiran Tinggi Belia Negara Sepang, Institut Kemahiran Tinggi Belia Negara Dusun Tua, Institut Kemahiran Belia Negara Kuala Langat and Institut Kemahiran Tinggi Negara Peretak). A letter of authorization was obtained from the Othman Yeop Abdullah Graduate School of Business (OYAGB) to request from respective IKBN and KTBN for their permission, cooperation, and assistance in data collection. The researcher distributed the questionnaire in January 2019. The researcher provides written assurance to the respondent inside the questionnaire to guarantee that information provided through the questionnaire will be handled with utmost care and confidentiality. Each potential respondent selected in this study were given 15-20 minutes to complete the questionnaire. The interaction between the researcher and respondents were between 30 to 35 minutes.

The researcher distributed the questionnaire through self-administered and using the internet-based platform. The reason self-administered is selected for distributing the questionnaire are due to high response rate that can be achieved from this. Selection of internet-based platform is due to easy accessibility and convenience for the respondent to respond to the questionnaire. For internet-based platform, the researcher used Google® Forms for distributing the questionnaire.

3.11 Technique of data analysis and hypothesis testing

For this study, all the data collected were analyzed using IBM SPSS version 23 for Microsoft® Windows. The program selected were used for descriptive statistical analysis in this study. The collected data was screened, examined and validated before data entry.

3.11.1 Data Examination

Data examination are done to ensure the data entry accuracy, outliers and distributional properties of the collected questionnaires. The reason for data examination is to ensure the integrity of the data collected before any data analysis can be started. Data examination check the collected questionnaire are within the range provided by the researcher. Irregularity in the answer provided by the respondents are usually the result of human error as such any missing value from the answered questionnaire was omitted from data analysis. After ensuring there are no irregularities in the collected questionnaires, assessment of outlier is done. Subsequently, normality and multicollinearity test is administered

3.11.2 Descriptive Statistic

Descriptive analysis provides a method to summarize the raw data collected from the respondent into a more informative form (Zikmund, Babin, Carr, & Griffin, 2013). By summarizing the data, it is more convenient to express the data in easy to digest information such as table and graph. The basic operation of the descriptive statistical tool was to explain the characteristic of the sample, to verify any error in variable regarding the assumption of the underlying inferential statistics and to explore the

specific research questions. This study used descriptive analysis to describe the characteristic of the study.

As such, frequency, the measure of central tendency, the measure of dispersion (standard deviation, range) and analysis of the shape of the probability distribution (skewness and kurtosis) was used in this study. The measure of central tendency consisting of three methods which are the mean, mode, and median. Mean can be described as the arithmetic average and mode as the value that frequently occurs. Only mean is used for analyzing the data. The result from the mean analysis is used to measure the level of burnout among the trainers in IKBN and IKTBN Selangor. The above-stated measures are used jointly with data cleaning, data preparation, examine outlier, normality test, and data transformation.

According to Sekaran & Bougie, (2013), in order to observe the interaction of the variables, a descriptive analysis should be conducted. The result of a descriptive study allowed the researcher to select the right technique of data analysis and hypothesis testing.

3.11.3 Inferential Statistic

In this study, the inferential statistic is used to analyze the data collected from the sample size to explain and deduce the case about the selected sample size.

3.11.3.1 Independent Sample T-Test

To investigate the difference of burnout between two independent groups such as gender, the researcher utilized Independent Sample T-test. This test compares the computed means of male and female to investigate whether there are any significant differences between them. The researcher applied this test into all dimension of

burnout; personal, work and client-based. The variance is considered significant if the p-value is less than .01.

3.11.3.2 Analysis of Variance

ANOVA or analysis of variance is used to compare the means of two or more independent groups. This test is used to investigate whether there are any significant differences between associated means of the variance. The researcher utilized this test to examine the differences in all dimension of burnout between age, job position, and teaching experience. The variance is considered significant if the p-value is less than .01.

3.11.3.3 Correlation Analysis

The correlational analysis is a statistical tool that can be used to determine the direction, strength, and significance of the relationship between variables (Sekaran & Bougie, 2016). The result from correlation analysis can determine the relationship between the dependent variable and independent variable. The relationship between variable can be observed from the correlation coefficient number. If the coefficient is nearly +1 or -1, there is a relationship between variables, and there is no relationship if the coefficient is near to zero (Cohen's ,1988). The significance of the variable depends on the probability value (p-value). A small p-value, usually ≤ 0.05 indicates that the relationship between the variable is strong (Sekaran & Bougie, 2016). The direction of the relationship can be determined by the direction the variable moves. If the variable moves in the same direction, it is a positive correlation, while if the variable move in the opposite direction, it is a negative correlation. This can be observed from the result of correlational analysis by observing the correlational

coefficient. The correlational coefficient with a positive number has a positive relationship, and coefficient with a negative number has a negative relationship.

Therefore, to test the hypothesis of this study which is to determine the relationship between dependent variable (burnout) and independent variable (job demand, job stress, and social support), the correlational analysis was utilized.

3.11.3.4 Multiple Regression Analysis

The differences between correlational analysis and multiple regression analysis are that correlational analysis investigates the relationship between one dependent variable with another independent variable at one time, while multiple regression investigates the relationship between multiple independent variables (predictor) with one dependent (criterion) variable (Olive, 2005).

Multiple regression analysis is a statistical tool to calculate and assess the importance of each independent variable in the prediction of the dependent variable. This information was observed from the multiple regression coefficient. Other than that, it can be used to predict the dependent variable from the independent variable. (Illowsky & Dean, 2013). Therefore, the reason this study utilized multi-regression analysis is to investigate the predictive power of the independent variable (Job demand, Job Stress, and Social Support) in explaining the dependent variable (Burnout).

3.12 Chapter Summary

In this chapter, the researcher described the research methodology adopted for this research. Within this chapter, the researcher identifies the population, selection of sample size, selection of respondents, construction, and testing of the questionnaire, and finally, the type of analysis done on the data collected to achieve the objective of the research. The results of data analysis for this research are reported in chapter 4.

CHAPTER FOUR

RESULT

4.0 Introduction

In this chapter, the results of the study are presented. The chapter starts by reporting the response rate and the demographics of the respondents. After that, the data are undergoing data screening and data coding process. Once the data is screened and coded, the descriptive and inferential analysis was done on the data. The last part of this chapter is comprising of summaries of hypothesis testing and conclusion.

4.1 Data screening and data coding

4.1.1 Response rate

For this study, the questionnaires were dispersed to 132 trainers in IKBN and IKTBN in Selangor. Table 4.1 shows that from 132 questionnaires dispersed, and only 119 was managed to be collected by the researcher. All 119 returned questionnaires were usable, hence 90.15% response rate. This can be due to various reason such as time limitation and work schedule conflict.

Table 4.1:*Response rate*

Response	Frequency/Rate
Number of distributed questionnaires	132
Total returned questionnaires	119
Useable and completed questionnaires	119
Response rate	90.15%

4.1.2 Normality assessment

For normality assessment, the researcher utilized descriptive statistic tools to measure Skewness and Kurtosis. Curran, West, & Finch, (1996) stated that the parameter of skewness is less than 2 and Kurtosis less than 7. Kline, (2011) argues that the value of Skewness (>3) and Kurtosis (>10) may indicate a problem and values (>20) may indicate more serious issues. As such based on the observation in table 4.2, the range of skewness of the variable is -.741 to .929 and the range of Kurtosis of the variables is -.382 to .676. By applying the parameter for the value of Skewness and Kurtosis adopted from Kline, (2011), the result of normality test shows that both Skewness and Kurtosis are within the satisfactory range of less than 2 and not greater than 10.

Table 4.2: *Value of Skewness and Kurtosis*

	Skewness	**Std. Error**	**Kurtosis**	**Std. Error**
Burnout	0.295	0.222	-0.382	0.44
Job Demand	-0.234	0.222	0.562	0.44
Job Stress	0.929	0.222	-0.175	0.44
Social Support	-0.741	0.222	0.676	0.44

4.1.3 Linearity test

In order to assess the linearity of the data, the researcher observed the normal plot diagram. The result of the linearity test is shown in figure 4.1. Achieving perfect normality of distribution is difficult. As such, there is a suggestion among scholar that the data may either be above or below the diagonal lines, without affecting the observed value. As such, the observable residual is treated as normal. Plot from figure 4.1 shows that the linearity test is acceptable and can be utilized for further analyzation.

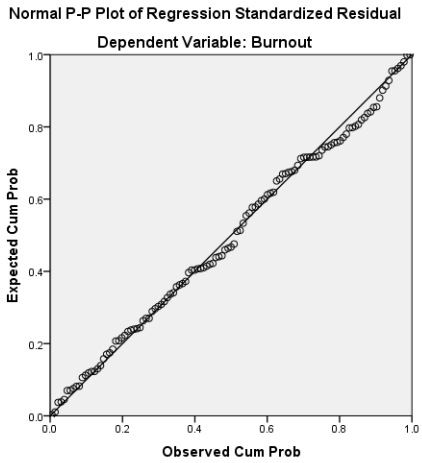


Figure 4-1: *Linearity Plot*

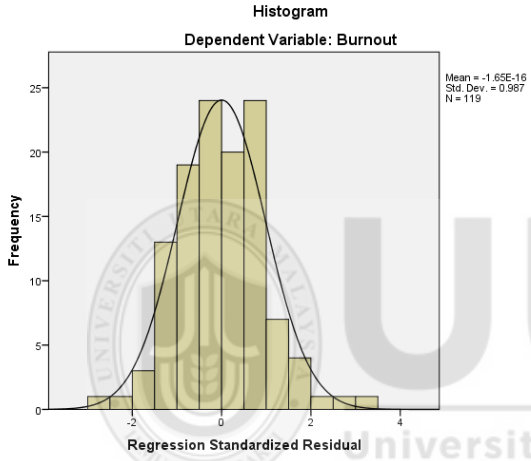


Figure 4-2: *Normality Plot*

4.1.4 Multicollinearity test (Independence of Independent Variable)

Multicollinearity test is conducted to investigate either the independent variables are highly correlated with each other. If the correlation between two independent variables is equal to 1 or -1, it is impossible to calculate the regression coefficients(Chatterjee & Yilmaz, 1992; Hair, Black, Babin, & Anderson, 2010). As such, the multicollinearity test is essential in this study to ensure that the IVs are not correlated with each other and further analysis can be done to test the hypothesis of this study. Multicollinearity test starts by analysing the Tolerance value, Variance Inflated Factor (VIF) and condition index. Hair et al., (2010) said that if the value of VIF is greater

than 4, the value of Tolerance is less than 0.20 and the value of condition index is less than 30, there is multicollinearity between the independent variables. The observation made on table 4.3, show that their value of Tolerance, VIF and condition index are set within the parameter that demonstrations no multicollinearity between the independent variables in this study.

Table 4.3: *Tolerance Value, Variance Inflation Factor and Condition Index*

Independent Variables	Tolerance	VIF	Condition Index
Job demand	.781	1.281	6.178
Job Stress	.777	1.287	13.923
Social Support	.992	1.008	21.332

4.1.5 Reliability test

Reliability test measures the degree of the selected assessment instrument to produce a stable and consistent result among the varied measurement of the variables (Hair et al., 2010). By utilizing the reliability test, the internal consistency of the items in the instruments is observable (Sekaran & Bougie, 2013). As such, his study utilized Cronbach's Coefficient Alpha to test the reliability of the selected instrument. The range of acceptable value of Cronbach's Coefficient Alpha is between 0.50 to 0.70 (Hair et al., 2010).

Nevertheless, P. Kline, (1976) argues that the range of acceptable Cronbach's Coefficient Alpha is between 0.70 to 0.90. As such, this study follows the recommendation P.Kline by only accepting the Cronbach's Coefficient Alpha value with a range of 0.70 to 0.90. Based on table 4.4, the range of Cronbach's Coefficient Alpha is between 0.482 to 0.930. Three instruments passed the reliability test by passing the threshold of 0.70 (Burnout 0.930, Job demand 0.905, and Job Stress 0.902).

The instrument selected for social support does not meet the requirement of the selected threshold of Cronbach's Coefficient Alpha.

Table 4.4: *Result of reliability test*

Variables	No of items	Cronbach's Alpha (α)
Burnout	19	0.930
Job demand	25	0.905
Job stress	18	0.902
Social Support	9	0.482

As such, the researcher dropped the item in the instrument to increase the Cronbach's Coefficient Alpha value. Based on table 4.5, the item that will increase Cronbach's Coefficient Alpha value if dropped is item SS6, with a value of 0.573. As such the item are dropped in the next reliability test.

Table 4.5: *Item-dropped (reliability analysis)*

Item Reliability Statistics

Cronbach's Alpha (α): 0.482	**If item dropped**
Social Support	**Cronbach's α**
SS1	0.454
SS2	0.418
SS3	0.563
SS4	0.390
SS5	0.408
SS6	0.573
SS7	0.433
SS8	0.377
SS9	0.365

Even by dropping Item SS6 from the reliability test, the value of Cronbach's Coefficient Alpha is 0.573 which is still not within the set parameter of 0.70. As such, additional item needs to be dropped. Based on table 4.6, the item that will increase Cronbach's Coefficient Alpha value if dropped is item SS3, with a value of 0.670. As such the item are dropped in the next reliability test.

Table 4.6: *Item-dropped (reliability analysis)*

Item Reliability Statistics

Cronbach's Alpha (α): 0.573	**If item dropped**
Social Support	**Cronbach's α**
SS1	0.565
SS2	0.549
SS3	0.670
SS4	0.513
SS5	0.523
SS7	0.522
SS8	0.462
SS9	0.465

After dropping Item SS3 from the reliability test, the value of Cronbach's Coefficient Alpha is 0.670 which is still not within the set parameter of 0.70. As such, additional item needs to be dropped. Based on table 4.7, the item that will increase Cronbach's Coefficient Alpha value if dropped is item SS1, with a value of 0.700. As such the item are omitted in the next reliability test.

Table 4.7:*Item-dropped (reliability analysis)*

Item Reliability Statistics

Cronbach's Alpha (α): 0.670	**If item dropped**
Social Support	**Cronbach's α**
SS1	0.700
SS2	0.677
SS4	0.629
SS5	0.625
SS7	0.643
SS8	0.568
SS9	0.589

By observing table 4.7, by dropping item SS1, the reliability test for Social Support instrument produce a Cronbach's Coefficient Alpha of 0.700, which is within the set parameter of 0.70. As such, no further dropping is done. The final result of the reliability test can be observed in table 4.8 with a range of 0.700 to 0.930.

Table 4.8: *Final Result of reliability test*

Variables	No of items	Item Dropped	Cronbach's Alpha (α)
Burnout	19	0	0.930
Job demand	25	0	0.905
Job stress	18	0	0.902
Social Support	9	3	0.700

4.2 Descriptive analysis

4.2.1 Introduction

The descriptive analysis involved to investigate the result of mean, standard deviation and the analyzation of demographic data. For hypothesis testing concerning the level of burnout, the result of mean is used. The analyzation of demographic data involved in frequency analysis.

4.2.2 Mean and Standard Deviation Result

Descriptive analysis of mean and standard deviation is to explore the latent variable used in this study. In this study, the independent variable was measured using five-point Likert scale represented by 1= Never/Strongly Disagree, and 1=Always/Strongly and the dependent variable 0= Never/To a very low degree/Strongly Disagree, and 10=Always/To a very high degree/Strongly Agree.

For the convenience to understand the result of the analysis, the researcher adapted the Creedy, Sidebotham, Gamble, Pallant, & Fenwick, (2017) score interpretation for the level of burnout where the score less than 50 is low level of burnout, 50 to 74 for moderate level of burnout, 75-99 for high level of burnout and lastly 100 for severe level of burnout. For the independent variable, the researcher adapted Muhammad, Jantan, & Taib, (2009) score interpretation which they suggested three levels of score,

low, moderate and high-level scores. For the low-level score, the score is less than 2.33, medium level score with a range of 2.33 to 3.67 and lastly, any scores above 3.67 are considered high-level scores.

Since there are three dimensions of burnout in CBI, which is personal, work and client-related burnout, the researcher will investigate the level of burnout by dimension. Based on the result in table 4.9, for personal burnout, the mean score is the highest with 45.83 with a standard deviation of 8.493. The score put personal burnout for the respondent at a low level of burnout. The second dimension of burnout which is work burnout have a mean score of 34.45 with a standard deviation of 9.963. This show that the respondent has a low level of work burnout. Lastly, for the client (student)-related burnout, the mean score is 29.76 with a standard deviation of 9.765. As such, the respondent has a low level of the client (student)-related burnout. Nevertheless, the overall score of burnouts in this study is 36.57. Based on the result of all dimension of burnout by following the scoring by Creedy et al., (2017), it can be concluded that the trainers in IKBN and IKTB in Selangor has a low level of burnout.

For other variables, the interpretation of the mean and standard deviation of the variables in this study can be observed from table 4.9. The range of mean of all variables in this study is from 1.709 to 3.263. For Job demand, the mean value is 3.166 and a standard deviation value of 0.636. This show that the respondent has a moderate level of job demand at IKBN and IKTBN. For Job stress, the mean score is 1.709 and standard deviation of 0.300. This show that the trainers experience a low level of Job

stress. Social support has a mean score and standard deviation of 3.263 and 0.478. This proves that the trainers received a moderate amount of social support in the workplace.

Table 4.9: *Mean and Standard deviation for the variables*

Variables	No. of Items	Mean	Standard Deviation
Burnout (overall)	19	36.57	11.20
Personal Burnout	6	45.83	8.493
Work Burnout	7	34.45	9.963
Client (student) – related Burnout	6	29.76	9.765
Job Demand	25	3.166	0.636
Job Stress	18	1.709	0.300
Social Support	6	3.263	0.478

4.2.3 Demographic analysis

In this section, the socio-demographics of the respondents can be observed in table 4.10. From 119 respondents, 54 (45.40%) were female and 65 (54.60) males. Majority of the respondent's ethnicity were Malay with 113 (95.00%), follows by Indian and Bumiputera Sabah with 3 (2.50%) respondents in each group. The age group of the respondents was divided into four categories, 20-29 with 6 respondents (5%), 30-39 with 71(59.70%) respondents, 40-49 with 39 (26.90%) respondents and lastly above 50 with 10 (8.40%). A large portion of the respondents are married, 102 (85.70%) respondents follow by singles, 15 respondents (12.60%) and lastly, divorced two respondents (1.70%).

In term of job position, the highest number of respondents have a post of Penolong Pegawai Latihan Vokasional at 43 (36.1%) respondents, follows by Penolong Pegawai Latihan at 27 (22.70%) respondents, Pegawai Latihan at 16 (13.40%) respondents, Pegawai Latihan Vokasional at 14 (11.80%) respondents, Pembantu Pegawai Latihan Vokasional at 12 (10.10%) respondents and lastly Pembantu Pegawai Latihan at 7 (5.90%) respondents. The respondents teaching experience are categorized into four

categories which are 1-5 years, 6-10 years, 11-15 years and more than 15 years. The number of respondents with teaching experience of 1-5 years is 19 (16.00%) respondents, 6-10 years is 34 (28.60%) respondents, 11-15 years is 35 (29.40%) respondents, and 28 (23.50%) of respondents with more than 15 years of experience.

Table 4.10: *Demographic of respondents n=119*

	Item	Frequency	Total	Percentage
Gender	Female	54	119	45.40%
	Male	65	119	54.60%
Ethnicity	Bumiputera Sabah	3	119	2.50%
	Indian	3	119	2.50%
	Malay	113	119	95.00%
Marital status?	Divorced	2	119	1.70%
	Married	102	119	85.70%
	Single	15	119	12.60%
Highest academic qualification	SPM	1	119	0.80%
	Certificate	21	119	17.60%
	Diploma	48	119	40.30%
	Bachelor's Degree	39	119	32.80%
	Master's Degree	9	119	7.60%
	Philosophical Doctor (PhD)	1	119	0.80%
NCD Status	Diabetes	6	119	5.00%
	Heart Condition	1	119	0.80%
	High Cholesterol	3	119	2.50%
	High Blood Pressure	8	119	6.70%
	High Blood Pressure; Diabetes	4	119	3.40%
	High Blood Pressure; Diabetes; High Cholesterol	3	119	2.50%
	None	94	119	79.00%
Age Group	20-29 years old	6	119	5.00%
	30-39 years old	71	119	59.70%
	40-49 years old	32	119	26.90%
	more than 50 years old	10	119	8.40%
Teaching experience in IKBN & IKTBN	1-5 years	19	119	16.00%
	6-10 years	46	119	38.70%
	11-15 years	32	119	26.90%
	more than 15 years	22	119	18.50%
Teaching experience	1-5 years	22	119	18.50%
	6-10 years	34	119	28.60%
	11-15 years	35	119	29.40%
	more than 15 years	28	119	23.50%
Job Position	Pegawai Latihan	16	119	13.40%
	Pegawai Latihan Vokasional	14	119	11.80%
	Pembantu Pegawai Latihan	7	119	5.90%
	Pembantu Pegawai Latihan Vokasional	12	119	10.10%
	Penolong Pegawai Latihan	27	119	22.70%
	Penolong Pegawai Latihan Vokasional	43	119	36.10%

4.3 Inferential analysis

4.3.1 Introduction

In this section, the inferential analysis is done on the data. The analysis involved is Independent sample T-Test, Analysis of Variance (ANOVA), correlation and multiple regression. The result of hypothesis testing can be observed from correlation analysis.

4.3.2 Independent Sample T-Test

In-depth investigations are done in the dimension burnout are due to there is a significant difference between the dimension of burnout.

4.3.2.1 Gender (Personal, work, client-based burnout)

Since there is a two-sub population for this category, the independent sample t-test was applied to investigate whether there are any significant differences between the two-sub population. For this analysis, the three dimensions of burnout as per CBI were investigated. Based on independence t-test result in table 4.11, the t-value for personal burnout is 1.892 with a significant level of more than 0.01. As such, there is no difference in personal burnout between male and female trainer in IKBN and IKTBN Selangor. For Work burnout, the t-value is 2.956 with a significant level of less than 0.01, as such there is differences in work burnout between gender and work burnout. Client (student)-based burnout have a t-value of 0.832 with significant level more than 0.01. This shows that there are no differences between the client (student)-based burnout and gender.

The result from independent sample t-test shows that from the three dimensions of burnout in CBI, there is a significant difference between gender and work burnout in this study.

Table 4.11: *T-test (Gender)*

	N	mean	SD	DF	t	p
Personal Burnout						
Male	65	105.6	110.4	117	1.829	0.070
Female	54	294.9	105.6			
Work burnout						
Male	65	210.4	123.7	117	2.956	0.004
Female	54	278.2	125.5			
Client-based burnout						
Male	65	170.8	112	117	0.832	0.407
Female	54	188	112			

4.3.3 Analysis Of Variance (ANOVA)

Analysis of Variance test is applied to the demographic variables such as age, job position and teaching experience with the three dimensions of burnout such as personal burnout, work burnout and client (student)-based burnout as per according to CBI.

4.3.3.1 Age

ANOVA analysis was applied to the variable of age, to investigate either the is significant differences between age and all dimension of burnout as laid out in CBI. Variables with a p-value less than 0.01 are considered within the significance level. The result of ANOVA analysis between age and dimensions of burnout can be observed in table 4.12. The result for ANOVA analysis between all dimension of burnout and ages (20-29, 30-39, 40-49 and more than 50 years all) produce an F- value of 0.210,0.587 and 1.058 with the range of p-value between 0.370-0.889. As such,

there are no significant differences between age and the three dimensions of burnout; therefore no further analysis is done.

Table 4.12: *ANOVA (Burnout and Age)*

Variable	N	mean	SD	DF	F	p
Personal Burnout						
20-29 Years old	6	304.2	142.7			
30-39 Years old	71	272.9	104.2	DF=3	.210	.889
40-49 Years old	32	270.3	112.4			
more than 50 years old	10	287.5	128.7			
Work Burnout						
20-29 Years old	6	279.2	132.7	DF=3	.587	.624
30-39 Years old	71	248.9	130.7			
40-49 Years old	32	226.6	128.7			
more than 50 years old	10	210.0	119.1			
Client-based Burnout						
20-29 Years old	6	175.0	98.7			
30-39 Years old	71	193.0	108.6	DF=3	1.058	.370
40-49 Years old	32	157.8	123.0			
more than 50 years old	10	145.0	105.3			

4.3.3.2 Job Position

ANOVA test was applied to the variable of the job position and all three dimensions of burnout to investigate the significant differences between them. The result from the ANOVA test can be seen in table 4.13. Based on the ANOVA test, the F-value for personal burnout is 3.028 with a significant level of more than 0.01. As such, there are no significant differences in personal burnout between all job position among the trainer in IKBN and IKTBN Selangor. For work burnout, the F-value is 4.189 with a significant value less than 0.01, thus show that there are significant differences between work burnout and job position among the respondents. For the last dimension of burnout, Client (student)-based burnout; the F-value is 2.195 with significant level 0.060. With a significant level of more than 0.01, it proves that there are no significant

differences between the client (student)-based burnout and job position among the trainers in this study.

The result from the ANOVA test shows that from the three dimensions of burnout in CBI, there is a significant difference between job position and work burnout in this study. Therefore, a post-hoc test is applied to investigate which group have statistically significant differences. From table 4.14, there is a significant difference for the job position and work burnout between pegawai latihan and penolong pegawai latihan vokasional (Mean $_{PL}$ – Mean $_{PPLV}$: 122.71, p-value: 0.009).

Table 4.13: *ANOVA (Burnout and Job Position)*

Variable	N	mean	SD	DF	F	p
Personal Burnout						
Pegawai Latihan	16	314.1	107.6	DF=5	3.028	.013
Pegawai Latihan Vokasional	14	291.1	109.0			
Pembantu Pegawai Latihan	7	353.6	161.7			
Pembantu Pegawai Latihan Vokasional	12	270.8	94.7			
Penolong Pegawai Latihan	27	295.4	94.1			
Penolong Pegawai Latihan Vokasional	43	230.8	101.2			
Work Burnout						
Pegawai Latihan	16	304.7	125.6	DF=5	4.189	.002
Pegawai Latihan Vokasional	14	260.7	105.5			
Pembantu Pegawai Latihan	7	325.0	128.3			
Pembantu Pegawai Latihan Vokasional	12	220.8	101.0			
Penolong Pegawai Latihan	27	275.0	143.9			
Penolong Pegawai Latihan Vokasional	43	182.0	111.0			
Client-based Burnout						
Pegawai Latihan	16	215.6	122.1	DF=5	2.195	.060
Pegawai Latihan Vokasional	14	153.6	75.2			
Pembantu Pegawai Latihan	7	175.0	94.7			
Pembantu Pegawai Latihan Vokasional	12	172.9	119.9			
Penolong Pegawai Latihan	27	224.1	114.0			
Penolong Pegawai Latihan Vokasional	43	146.5	109.6			

Table 4.14: *Post hoc test (Work Burnout and Job Position)*

Job position		Mean Difference (I-J)	p	99% Confidence Interval Lower Bound	Upper Bound
Pegawai Latihan	Pegawai Latihan Vokasional	43.973	.919	-108.55	196.50
	Pembantu Pegawai Latihan	-20.313	.999	-209.18	168.56
	Pembantu Pegawai Latihan Vokasional	83.854	.459	-75.31	243.02
	Penolong Pegawai Latihan	29.688	.971	-101.81	161.18
	Penolong Pegawai Latihan Vokasional	122.711*	.009	.66	244.76
Pegawai Latihan Vokasional	Pegawai Latihan	-43.973	.919	-196.50	108.55
	Pembantu Pegawai Latihan	-64.286	.859	-257.22	128.65
	Pembantu Pegawai Latihan Vokasional	39.881	.959	-124.08	203.84
	Penolong Pegawai Latihan	-14.286	.999	-151.55	122.98
	Penolong Pegawai Latihan Vokasional	78.738	.285	-49.51	206.99
Pembantu Pegawai Latihan	Pegawai Latihan	20.313	.999	-168.56	209.18
	Pegawai Latihan Vokasional	64.286	.859	-128.65	257.22
	Pembantu Pegawai Latihan Vokasional	104.167	.462	-94.05	302.39
	Penolong Pegawai Latihan	50.000	.925	-126.77	226.77
	Penolong Pegawai Latihan Vokasional	143.023	.049	-26.85	312.89
Pembantu Pegawai Latihan Vokasional	Pegawai Latihan	-83.854	.459	-243.02	75.31
	Pegawai Latihan Vokasional	-39.881	.959	-203.84	124.08
	Pembantu Pegawai Latihan	-104.167	.462	-302.39	94.05
	Penolong Pegawai Latihan	-54.167	.789	-198.77	90.43
	Penolong Pegawai Latihan Vokasional	38.857	.922	-97.22	174.93
Penolong Pegawai Latihan	Pegawai Latihan	-29.688	.971	-161.18	101.81
	Pegawai Latihan Vokasional	14.286	.999	-122.98	151.55
	Pembantu Pegawai Latihan	-50.000	.925	-226.77	126.77
	Pembantu Pegawai Latihan Vokasional	54.167	.789	-90.43	198.77
	Penolong Pegawai Latihan Vokasional	93.023	.026	-9.32	195.36
Penolong Pegawai Latihan Vokasional	Pegawai Latihan	-122.711*	.009	-244.76	-.66
	Pegawai Latihan Vokasional	-78.738	.285	-206.99	49.51
	Pembantu Pegawai Latihan	-143.023	.049	-312.89	26.85
	Pembantu Pegawai Latihan Vokasional	-38.857	.922	-174.93	97.22
	Penolong Pegawai Latihan	-93.023	.026	-195.36	9.32

4.3.3.3 Teaching experience

In order to investigate the differences of three dimension of burnout and teaching experience of the trainers in IKBN and IKTBN Selangor, an ANOVA test was applied to the data. The variable is considered a significant difference if the p-value is less than 0.01. This is the criterion set for this analysis. The result from the ANOVA test can be observed in table 4.15. Based on the analysis for personal burnout, with F-value of 2.215 with a significant level of 0.090. There are no significant differences between teaching experience and personal burnout. For the Work burnout, with F-value of 2.215 and p-value of 0.049, by applying the same parametric standard set earlier, there are no significant differences between teaching experience and burnout. Lastly for client-based burnout, with F-value of 4.284 and p-value of 0.007, it can be observed that there are significant differences between teaching experience and client-based burnout

The result from the ANOVA test shows that from the three dimensions of burnout in CBI and teaching experience, there is a significant difference between teaching experience and client-based burnout in this study. Therefore, a post-hoc test is applied to investigate which group have statistically significant differences. From table 4.16, there is a significant difference for teaching experience and client-based burnout between trainer with teaching experience between 6 – 10 years and 11 – 15 years (Mean 6-10y-mean 11-15y: 69.769, p-value: 0.040) plus 6-10 years and more than 15 years (Mean 6-10y-mean 15y: 75.055, p-value: 0.040).

Table 4.15: *ANOVA (Burnout and Teaching Experience)*

Variable	N	mean	SD	DF	F	p
Personal Burnout						
1-5 years	22	283.0	105.6			
6-10 years	35	305.1	117.7	DF=3	2.215	.090
11-15 years	34	239.3	94.6			
more than 15 years	28	276.8	111.8			
Work Burnout						
1-5 years	22	267.0	131.9	DF=3	2.692	.049
6-10 years	35	280.9	135.7			
11-15 years	34	206.4	115.4			
more than 15 years	28	216.1	121.8			
Client-based Burnout						
1-5 years	22	214.8	114.9			
6-10 years	35	147.1	90.1	DF=3	4.285	.007
11-15 years	34	216.9	112.9			
more than 15 years	28	142.9	115.4			

Table 4.16: *Post hoc test (Client-based burnout and teaching experience)*

				99% Confidence Interval	
(I) Teaching experience (categories)		Mean Difference (I-J)	p	Lower Bound	Upper Bound
1-5 years	6-10 years	-2.139	1.000	-95.93	91.65
	11-15 years	67.630	.102	-25.63	160.89
	more than 15 years	71.916	.094	-25.74	169.57
6-10 years	1-5 years	2.139	1.000	-91.65	95.93
	11-15 years	69.769	.040	-12.77	152.31
	more than 15 years	74.055	.040	-13.42	161.53
11-15 years	1-5 years	-67.630	.102	-160.89	25.63
	6-10 years	-69.769	.040	-152.31	12.77
	more than 15 years	4.286	.999	-82.62	91.19
more than 15 years	1-5 years	-71.916	.094	-169.57	25.74
	6-10 years	-74.055	.040	-161.53	13.42
	11-15 years	-4.286	.999	-91.19	82.62

4.3.4 Correlation

Since there are no significant differences between the dimension of burnout such as personal, work-based and client-based burnout, the analysis of correlation and multiple regression will focus on the overall aspect of burnout. The researcher applied Pearson's correlation analysis to investigate the correlation between the variables. The result of the analysis can be seen in table 4.18. The correlation between variables is considered significant at a P-value of 0.05. The result of Pearson's correlation analysis shows that the range of Pearson r-value range from -.014 to .720 with p-value ranging from .001 to .883. Burnout correlates positively with job demand and job stress with r-value of .561 and .720 with a p-value of .001. This show that burnout correlates strongly with job demand and job stress. There is no correlation between burnout and social support. The result of correlation shows that there is a moderate correlation between job demand and job stress.

Table 4.17: *Result of Correlation analysis*

		Burnout	**Job Demand**	**Job Stress**	**Social Support**
Burnout	Pearson's r	—			
	p-value	—			
Job Demand	Pearson's r	0.561***	—		
	p-value	< .001	—		
Job Stress	Pearson's r	0.720***	0.466***	—	
	p-value	< .001	< .001	—	
Social Support	Pearson's r	-0.145	0.014	-0.073	—
	p-value	0.115	0.883	0.431	—

* p < .05, ** p < .01, *** p < .001

4.3.5 Multiple regression

The purpose of multiple regression analysis is to get a clear idea from multiple data in order to response to the research question and testing research hypothesis. The result of multiple regression analysis can be observed in table 4.19. The researcher used multiple regression to test H1, H2, and H3. The analysis shows that R-square (R^2) was .595 with adjacent R-square (R^2) of .584 and F-value of 56.298 for job demand, job stress, and social support. This show that the combined independent variables can explain 59.5% of the variance in burnout among the trainer in IKBN and IKTBN in Selangor. The results also demonstrate that there is a significant predictor of job demand ($\beta = 6.799$, ($p < 0.01$) and job stress ($\beta = 14.215$, ($p < 0.01$) on burnout. There is no significant prediction of social support ($\beta = -7.990$, ($p > 0.01$) on burnout. The test also shows that job stress ($\beta = 14.215$, ($p < 0.01$) has a higher beta value compare to job demand ($\beta = 6.799$, ($p < 0.01$)

Table 4.18: *Regression analysis*

	Unstandardized Coefficients		**Standardized Coefficients**	**t-Value**	**p**
	B	Std Error	Beta		
(Constant)	-72.151	157.893		-.457	.649
Job demand	6.799	1.546	.295	4.399	.000
Job Stress	14.215	1.667	.574	8.530	.000
Social Support	-7.990	4.425	-.108	-1.805	.074
R^2 .595		Adj R^2 .584	F= 56.298	Sig. = .000	DF = 3

Table 4.19: *Summary of Hypothesis*

Hypothesis	Outcome
H^1: There is a high level of burnout among the trainer	Not Supported
H^2: There is a significant relationship between job demand and burnout	Supported
H^3: There is a significant relationship between job stress and burnout	Supported
H^4: There is a significant relationship between social support and burnout	Not Supported

4.4 Conclusion

This chapter provides insights on the demographic's profiles of the 119 respondents, the result of the reliability test, level of burnout, independent sample t-test, ANOVA, Pearson's correlation analysis, and multiple regression analysis. The results of the data analyzation give answers to the research hypothesis. It shows that Job Demand and Job Stress were significantly related to Burnout and Social Support does not have a significant relationship with burnout.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

In this chapter, the outcomes and result of the research to investigate the level of burnout among the trainers in IKBN and IKTBN Selangor and its relationship with job burnout, job stress, and social support were summarized and discussed. This chapter summarized the finding and

5.0.1 Summary of the result of the study

This study intended to investigate the level of burnout among the trainer in IKBN and IKTBN in Selangor. The result shows that the trainers in IKBN and IKTBN Selangor has a low level of burnout among them. The analyzation also shows that there is a significant difference between gender and job and work burnout. Other than that, the researcher also observed that there is a significant difference between teaching experience and client-based burnout. This study also attempts to explore the relationship between burnout, job demand, job stress, and social support. Based on the data collection and data analyzation, the results show that burnout has a significant relationship with job demand and job stress. However, there is no significant relationship between burnout and social support.

Nowadays, the phenomenon of burnout is quite common in the current workplace. It is especially prevalent in the occupation that has high contact with the client such as medical, education and social service industries. As such this study attempt to examine the level of burnout among the trainers and the relationship of burnout with job

demand, job stress, and social support in IKBN and IKTBN Selangor. The independent variable selected for this study is job demand, job stress, and social support, while the dependent variable for this study is burnout. Based on the selected variable, four hypotheses were developed to identify the level of burnout and examine the relationship between job demand, job stress, social support, and burnout.

5.1 Discussion

5.1.1 The level of burnout among the trainers in IKBN and IKTBN Selangor

Hypothesis 1:

H^1: There is a high level of burnout among the trainer in IKBN and IKTBN Selangor

From table 4.9, it can be observed that the overall burnout score for this study is 36.57 while the respecting score for each of the dimension in burnout such as personal, work and client-based are 45.83, 34.45 and 29.76. Based on the results, it shows that there is a low level of burnout among the trainers in IKBN and IKTBN in Selangor. Therefore, the hypothesis is not supported. The result is consistent with previous literature that observed a low-level of burnout among the trainers (Watts & Robertson, 2011). A study conducted by Zamini, Zamini, & Barzegary (2011) also observed a similar result where the level of burnout is low among the trainers.

Observation can be made from table 4.9, that the highest score of burnouts in this study is from personal burnout, followed by work burnout and lastly client-based burnout. This shows that the trainer in IKBN and IKTBN Selangor is most affected by personal burnout rather than work and client-based burnout.

Based on the result of this study, it can be observed that the score for personal burnout is the highest. This can be concluded that the source of psychological exhaustion for the trainers that can lead to burnout are originated from the home environment rather than the work environment. The researcher deduced that this could be due to the marital status for the majority (85.7%) of the respondents in this study are married compare to divorcee (1.7%) and single (12.6%). The married employees are more exposed to home environment issues such as spouse and children-related issues, time-schedule-related issues and are more prone to financial issues compare to other marital status.

This study also investigates whether there are any significant differences between the demographic and the dimensions of burnout. Based on table 4.11, it can be observed that there is a significant difference between gender and work burnout. This show that work burnout occurs at a different level between male and female trainers in IKBN and IKTBN Selangor. There is no significant difference between gender for personal and client-based burnout. This follows the trend of the previous study that shows that female employees are more prone to burnout compare to male regarding the perceived work originated burnout(Kristensen et al., 2005). This show that this study is consistent with past studies on the differences in the impact of burnout between genders.

The result of the investigation on the demographic factor of age in table 4.12 shows that there are no variances between age and all dimension of burnout. However, for a job position, the result from table 4.14 shows that there is a significant variance between job position and work burnout. This is most likely due to each position has a

different job scope, job specification and load that resulted in a significant variance of burnout between job position and work burnout. The result of this study is consistent with the previous study that shows job position play the roles in the level of burnout perceived by the respondents (Lackritz, 2004).

The last observation on the differences in the demographic factor and all dimension of burnout is teaching experience. The result from table 4.16, shows that there is a significant difference between teaching experience and client-based burnout. Trainers with more teaching experience are more likely able to manage and handle the student and job demand more effectively compare to inexperienced trainers. An experienced trainer is more familiarize with teaching technique that can help them in educating the trainees and execute their task without issues.

Familiarity with the student also helps the trainer to manage their personal expectation on the student. This helps to reduce the impact of client-based burnout on the trainers. The experienced trainers are less likely to have a high level of client-based burnout compare to an inexperienced trainer. This trend follows past study done by the previous researcher that show working experience is one of the mitigating factors to the prevalence of burnout (Mukundan & Khandehroo, 2010).

5.1.2 The relationship between job demand and burnout

H^2: There is a significant relationship between job demand and burnout

Based on the result of data analyzation to investigate the relationship between job demand and burnout in table 4.18, it can be observed the result for multiple regression analysis for job demand is .295; t-value of 4.399; with a p-value of .000. The result proves that this hypothesis is supported.

There is a positive relationship between job demand and burnout; as such if the load and quantity of job demand increase, the prevalence of burnout will increase. This result is consistent with earlier literature between job demand and burnout (Pillay, Goddard, & Wilss, 2005; Rijk et al., 1998; Saijo et al., 2016; Suriani, 2010; Tsai, Huang, & Chan, 2009). A study by Lee, Medford, & Halim (2015) shows that increases in job demand can increase the occurrence of burnout among the worker. This shows that high job demand is one of the main reasons for burnout to occurs in the workplace. Therefore, it is vital that the job demand received by the employee is manageable and controllable by the employee to ensure that the prevalence of burnout can be restricted to a minimum.

Based on table 4.9, there is a moderate level of job demand among the trainers of IKBN and IKTBN in Selangor. An excessive level of job demand can lead to deterioration of health, poor work quality, increase the level of job stress and burnout. The respondent in this study has a moderate level of job demand due to numerous task that was expected from them. From the core job of teaching, the trainers in IKBN and IKTBN are expected to organized event with the local communities to provides a platform for

the trainees. The trainers involved with the day-to-day operation of the workshop and lab to ensure it is in optimum condition and operable by the trainees.

In some cases where the trainee is illiterate, it becomes the responsibility of the trainers to set up an additional class and teaches the trainees on how to read and write. Other than that, the trainers are required to prepare proposals to acquire new tools and machine that will be used to teach the trainees. The researcher deduces this is the factor that shows why job demand correlates significantly with burnout in this study.

Additionally, the trainers are tasked to ensure the trainees at IKBN and IKTBN received the latest knowledge and know-how that is related to the industries, the trainers involved with the formulation of the class syllabus that is parallel to the National Occupational Skill Standard (NOSS). The final formulation of the class syllabus will be submitted together with the procurement proposal to the ILKBS for final deliberation. This task will be done by the trainers on top of their main duties of teaching and educating the trainees.

Between three dimensions of burnout, the client-based burnout has the lowest score, and as such, it can be perceived that the trainer's interaction with the trainees as part of their job demand has a minimal impact on the trainer. However, the work burnout score is slightly higher (34.45); therefore, the trainer's non-trainees related task such as administrative and clerical work affects the level of burnout among the trainers greatly compare to the task that involving trainees.

Due to the positive relationship between job demand and burnout, an increase in job demand resulted in incrementing level of burnout among the trainers. However, the study shows that trainers have a moderate level of job demand. Even though the job demand is moderate, the burnout level and job stress level are low. This shows that the trainers are equipped with the right knowledge and competent to accomplish the tasked given to them. The researched deduce this from the demographic information which shows that 99.2% of the respondents in this study hold an appropriate qualification for their job. Nevertheless, excessive job demand should be avoided even if the majority of the trainers is competent, and this is to ensure the level of burnout among the trainers is at a manageable level.

5.1.3 The relationship between job stress and burnout

H^3: There is a significant relationship between job stress and burnout

Correlation analysis in chapter 4 shows that there is a significant relationship between job stress and burnout. From table 4.18, the result of multiple regression analysis for job stress is .574; t-value of 8.530; with a p-value of .000. Since the coefficient value is positive, it translated to a positive relationship between job stress and job demand. The result support hypothesis 3 made by the researcher. A strong prediction of job stress on burnout shows the importance of this factor to be taken into consideration in any initiative to prevent and managed burnout. As the direction of the relationship is positive, it can be deduced that increment in job stress among the trainers can result in an increasing score for burnout. The outcome from this study is consistent with previous study on job stress and burnout (Edward & Hercelinskyj, 2007; Freimann &

Merisalu, 2015; Lindblom, Linton, Dedeli, & Bryngelsson, 2006; Nyssen, Hansez, Baele, Lamy, & De Keyser, 2003; Tang Chia Urn, 2015; Watts & Robertson, 2011).

This study observed the significant impact of job stress on burnout. Trainers with a high level of job stress tend to show the symptom of burnout. Job stress usually happens when trainers are unable to cope with job demand and responsibilities. This can happen due to mismatch skill and ability, time pressure and lack of support from superior and colleague. Excessive job stress or job-induced can affect the quality of work, behavior, motivation and most importantly can result in burnout.

As such, it is imperative for the management of ILKBS to take appropriate action such as formulating policy and implementing a program to curb and minimize the level of job stress among the trainers.

Based on table 4.9, it can be observed that the trainers have a low level of job stress in this study. In this study, the majority (99.2%) of the trainers have the appropriate educational background to teach and work in the higher vocational institution. This show the trainers have the appropriate skills and ability to cope and fulfilled their job demand and responsibility hence low level of job stress. Other than that, more than 80% of the trainers have at least six years of teaching experience, as such the researcher concludes that the trainers are familiarized and competent with their work which resulted to the low level of job stress.

The most common impact of job stress is usually the prevalence of non-communicable diseases among the worker. Due to the low level of job stress among the trainers, this study observed that 79% of the respondent does not have NCD, even though more than 90% of the respondent age is above 30 years old, the age range where the prevalence of NCD is more common. Healthy workers are less likely to be affected by job stress compare to an unhealthy worker.

This can be due to a variety of physical activities that the trainers involved at IKBN and IKTBN. Other than the stated task, the trainers also involved with sports activities with the trainees. Every morning, the trainers and trainees will participate in morning exercise before the beginning of the class. After class finished in the evening, the routine sport program involved not only the trainees but also the trainer will take place. It is proven that physical exercise and activity can reduce the level of stress. The researcher deduces that due to a high level of physical activities in IKBN and IKTBN, it helps the trainers to cope and manage their job-related stress.

5.1.4 The relationship between social support and burnout

H^4: There is a significant relationship between social support and burnout

From table 4.18, it can be observed the result of multiple regression analysis that there is no significant relationship between social support and burnout. The result of multiple regression analysis for Social Support is -.108; t-value of -1.805; with a p-value of .074. Social support shows to correlate negatively with burnout. Therefore, the outcome of data analysis does not support this hypothesis. The result of this study is not consistent with the results from the previous study on the relationship between social support and burnout. (Baruch-Feldman et al., 2002; Leung & Lee, 2006; Otero-López et al., 2008; Van Droogenbroeck et al., 2014).

This shows that any changes in social support received by the trainers will not affect the level of burnout in IKBN and IKTBN Selangor. Previous studies show that lack of social support received by the employee can lead to burnout, which shows a negative relationship between social support and burnout. The explanation of this negative relationship is when the amount of social support is high, the level of burnout will become low, or when the amount of social support is low, the level of burnout will increase. While this study confirms the negative relationship between social support and burnout, the strength of the relationship is weak.

Based on table 4.9, perceived social support received by the trainers is at moderate level. However, this study concludes that social support does not influence burnout significantly compare to other factors. The researcher deduces that due to the main

sources of burnout among the trainers in IKBN and IKTBN originated from home, any perceived social support received at the workplace does not has any impact on the level of burnout in this study.

The possible reason for this outcome can be due to several factors such as the demographics of the respondents in this study. In this study, most of the respondent is male at 54.6% compared to female. The past study that shows a significant relationship between social support and burnout usually consist of female majority respondents (Baruch-Feldman et al., 2002; Henny et al., 2014). The stated studies also show that social support affects the female employee more significantly compare to the male employee regarding the interaction with burnout.

Further observable differences that can produce this result can be due to excessive responsibility and job demand received by the trainers, that an appropriate amount of social support cannot mitigate the occurrence of burnout among the trainer. Other factors such as personality can also affect the impact of social support on burnout. A pessimist employee is more likely to burnouts compare to those that have a more positive outlook on life which shows the cause of burnout are not only due to organizational, and home factor but can also be due to personal dimension. As such, this study does report that the highest score of burnouts is personal burnout. Hence the insignificance correlation between social support and burnout.

5.2 Implication for researcher

This study provides additional insight to the researcher on the phenomenon and factors affecting burnout among the trainers in IKBN and IKTBN Selangor. The result from this study can provide valuable practical insight into the interaction of burnout among trainers of IKBN and IKTBN Selangor. The researcher discussion on the practical and managerial implication of this study is discussed below.

5.2.1 Practical and managerial implication

A multitude of the previous study shows that there is an interaction between job demand, job stress, and social support on burnout. The result from this study confirmed with the previous study except for the relationship between social support and burnout.

Regarding the level of burnout among the trainers of IKBN and IKTBN Selangor, even though the score for personal burnout is less than 50, a preventive measure should be taken by the management of IKBN, IKTBN, and ILKBS to reduce the level of personal burnout among the trainers. The researcher deduces that the cause of personal burnout is originated from the home environment. As such any factor involving home environment that originated from work should be addressed accordingly. One such factor that originated from work but involving home environment is different location between spouses among the trainer. There are still trainers that live separately from their spouses due to the work location factor. Due to the availability of IKBN and IKTBN in every state of Malaysia, the management can relocate trainer to IKBN or IKTBN that is nearer to their spouses as a precaution to reduce the score of personal burnouts.

Regarding work burnout, if cost permits it, an appropriate work delegation should be implemented by the management of IKBN, IKTBN, and ILKBS parallel to initiative done by the Ministry of Education for the teacher. The work delegation initiative is done where the clerical and administrative job of the trainers can be delegated to the clerical staff, and the trainer can focus on their core task which is the educating-related job. This will help the trainers not to be overburden by a multitude of task at hand. Scheduling and job rotation can be into practice to ensure the trainers can focus on tasks that are allocated to them.

Total Wellness and Health Promotion (TWHP) program can be implemented to ensure a more holistic approach can be taken to engage the trainer to ensure the level of burnout and job stress can be controlled to an acceptable level. TWHP is an initiative that combined the effort of the management, workers, and society at large to improve the welfare, physical, emotional and mental health of the employee. TWHP consist of integrating approach to improving the health condition of the worker by educating the employee, skill development and most importantly provides a supportive working and social environment.

The management can organize short training and seminar to help with the personal aspect of the trainers such as religious, financial and motivational seminar and training program. This can educate the trainers on the personal aspect of their life, thus reducing the rate of personal burnout among them. This training and seminar will educate the trainers on the sign and symptom of burnout, so prompt action can be taken to ensure the condition of the trainers will not deteriorate.

The researcher recommends that annual medical check-up to be administered to the trainers to help detect any earliest sign and symptom of a physical, emotional and psychological health problem so that it can be treated at an earliest possible. This will help the management to reduce cost related to the health problem and increase the productivity of the workforce. Even though the level of burnout and job stress is low, the management can focus on the preventive approach to ensure the trainers is mentally, emotionally and physically healthy.

Result of this study provides an empirical evidence for National Institute of Safety and Health (NIOSH) to demonstrate to the industry on the importance of psychosocial hazards and burnout in the workplace. Due to high financial cost of burnout either directly or indirectly, NIOSH should promote the important of mental and psychological health to the industry. As of now, there is no proper guidelines on psychosocial factors and burnout, therefore the result from this study can be used as a baseline to formulate the guideline on prevention and management of psychosocial issues and burnout.

5.2.2 Limitation of study and recommendation for future study

There are a few limitations of this study that the researcher would like to admit. The limitation of the study can be used by the future researcher to improve on the future study on the phenomenon of burnout. Based on previous literature, this study attempts to investigate the level of burnout of the trainers, the interaction between job demand, job stress, social support and burnout among the trainers in IKBN and IKTBN Selangor. The limitations of this study are as follows:

1. The data collected was from the trainers of IKBN and IKTBN Selangor. A more comprehensive and extensive data collection from all trainers in IKBN and IKTBN can provide more valuable insight and generalization on the topics of this study among the trainers in IKBN and IKTBN in Malaysia.
2. Due to the cross-sectional nature of this study, the researcher cannot investigate whether there are any changes in the level of burnout when the ages of trainers are progressing. A longitudinal study will provide an insight into this factor. It can also determine any time-related factor that can be affecting the trainers with burnout.
3. An additional variable such as work-home interaction, job resources, and individual personality should be selected for in-depth study on burnout. This can provide an insight into the multitude factor that can contribute to burnout among the workforce.

5.3 Conclusion

The main objective of this study was to determine the level of burnout among the trainers, the relationship between job demand, job stress, social support and burnout among the trainers of IKBN and IKTBN Selangor. This study involving four IKBN and IKTBN location in Selangor, namely IKTBN Sepang, IKBN Peretak, IKTBN Dusun Tua and IKBN Kuala Langat.

This cross-sectional study utilizing quantitative method was carried by distributing questionnaires to the respondents. The questionnaire consists of 77 items comprising demographic questions and instrument to measure burnout, job demand, job stress, and social support. The sample size involved in this study was 119 trainers from the selected IKBN and IKTBN. The results from the collected questionnaire were compiled, screened and coded before statistical analysis was run on it. Reliability testing was done to ensure the reliability of the selected instrument. This is to ensure it is free from casual error.

Other statistical analyses used in this research are the analysis of assumptions regarding normality, linearity, and multicollinearity. The results of the analysis demonstrated that the assumption was accurate. Further analysis such as multiple regression was run to test the hypothesis of this study. The result of this study shows the relationship between job demand, job stress, social support, and burnout. Consequently, it is established that two of the hypotheses was supported which is the relationship between burnout and job demand and job stress. However, another two

hypotheses are not supported which is the level of burnout among the trainers and the correlation between social support and burnout.

In a practical view, this study provides an insight into the management and researcher regarding the burnout among the trainers of IKBN and IKTBN in Selangor. This study provides the recommendation to stakeholder to ensure the level of burnout remain low and preventive action that can be taken to manage burnout.

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APPENDICES

Appendix A: Research questions

UNIVERSITY UTARA MALAYSIA

06100 UUM SINTOK, KEDAH DARUL AMAN

MALAYSIA

Dear Valued Respondent

I am currently conducting a study for my research paper on " The Effect of Psychosocial Factors On The Level of Burnout Among The Trainers at IKBN and IKTBN Selangor. I would like to assure you, the respondent, that the information collected from this survey will be used for academic purposes, as a requirement for Master of Science Occupational Safety and Health Management at Universiti Utara Malaysia.

I hope you can spend 15 to 20 minutes of your time in answering this survey. All answer will be kept strictly confidential.

Your cooperation in completing this survey is much appreciated.

Thank you and Best regard

Ahmad Shah Razin Shahril (822425)

Master's degree Candidate,
Othman Yeop Abdullah Graduate School of Business,
University Utara Malaysia,
06100 UUM Sintok,
Kedah, Malaysia.
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Contact No: 012-4375328

Section A:(Demographic)

Please tick (✓) the appropriate answer

1.Gender

☐ Male

☐ Female

2.Ethnicity

☐ Malay

☐ Chinese

☐ Indian

☐ Others

3.Marital status

☐ Single

☐ Married

☐ Windowed

☐ Divorced

4.Highest academic qualification

☐ SPM

☐ Diploma

☐ Bachelor's Degree

☐ Master's Degree

☐ PhD degree

5.Do you have any of these diseases (You can select more than one answer)

☐ High Blood Pressure

☐ Heard Condition

☐ Diabetes

☐ None

6.Age _____ years old

7.Length of service in IKBN/IKTBN _____ years

8.Teaching experiences _____ years

9.What is your job position?

☐ Pegawai Latihan Vokasional

☐ Penolong Pegawai Latihan Vokasional

☐ Pembantu Pegawai Latihan Vokasional

☐ Pegawai Latihan

☐ Penolong Pegawai Latihan

☐ Pembantu Pegawai Latihan

Section B: Burnout

Instruction: Please **circle** the number that corresponds to your answer based on the following scale:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

Personal Burnout						
No	Item	N	S	ST	O	A
1	How often do you feel tired?	1	2	3	4	5
2	How often are you physically exhausted?	1	2	3	4	5
3	How often do you think “I can’t take it anymore”?	1	2	3	4	5
4	How often do you feel worn out?	1	2	3	4	5
5	How often do you feel week and susceptible to illness	1	2	3	4	5

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

Work-related Burnout						
No	Item	N	S	ST	O	A
1	Is your work emotionally exhausting?	1	2	3	4	5
2	Do you feel burnt out because of your work?	1	2	3	4	5
3	Do your work frustrate you?	1	2	3	4	5
4	Do you feel worn out at the end of the working day?	1	2	3	4	5
5	Are you exhausted in the morning at the thought of another day at work?	1	2	3	4	5
6	Do you feel that every working hour is tiring for you?	1	2	3	4	5
7	Do you have enough energy for family and friends during leisure time?	1	2	3	4	5

Client-related Burnout						
No	Item	N	S	ST	O	A
1	Do you find it hard to work with students?	1	2	3	4	5
2	Do you find it frustrating to work with the students?	1	2	3	4	5
3	Does it drain your energy to work with students?	1	2	3	4	5
4	Do you feel that you give more than you get back when you work with students?	1	2	3	4	5
5	Are you tired of working with students	1	2	3	4	5
6	Do you sometimes wonder how long you will be able to continue working with students?	1	2	3	4	5

Section C: Job Demand

Instruction: Please **circle** the number that corresponds to your answer based on the following scale:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

No	Item	SD	D	N	A	SA
1	I know what is exactly expected of me in my work	1	2	3	4	5
2	I am clear on what responsibility of my job are	1	2	3	4	5
3	I am certain of the criteria for evaluating my actual performance	1	2	3	4	5
4	I received enough information to carry out my job effectively	1	2	3	4	5
5	I certain about how much authority I have in carrying out my duties	1	2	3	4	5
6	I am clear of flow charts and procedures that related with my job	1	2	3	4	5
7	I know exactly how my job should be done base on the available method	1	2	3	4	5
8	I have enough time to finish my work	1	2	3	4	5
9	I have to go against a rule of policy in order to carry out an assignment	1	2	3	4	5
10	I have a hard time satisfying the conflicting demands of customer, administrator and parents	1	2	3	4	5
11	I received conflicting demands from two or more individuals or group in the workplace	1	2	3	4	5
12	I am given related duties without adequate resources and material to carry them out	1	2	3	4	5
13	There is a difference between the way my superior thinks things should be done and the way I think they should be done	1	2	3	4	5
14	I have my own way in order to accomplish my work	1	2	3	4	5
15	I have received an assignment that parallel with my previous training and ability	1	2	3	4	5
16	I am not sure whether my supervisor will accept or not what I have done in my job	1	2	3	4	5

Section D: Job Stress

Instruction: Please **circle** the number that corresponds to your answer based on the following scale:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

No	Item	N	S	ST	O	A
1	Do you dread going to work?	1	2	3	4	5
2	Are you bored with your job?	1	2	3	4	5
3	Do you ever feel that you choose the wrong career?	1	2	3	4	5
4	Do you get irritable and lose your temper easily?	1	2	3	4	5
5	Do you take tranquiliser to help you get through the day	1	2	3	4	5
6	Do you feel that your colleagues are laughing at you behind your back?	1	2	3	4	5
7	Do you suspect that your subordinates of plotting against you?	1	2	3	4	5
8	Do you suspect that your subordinate of wasting their time when you are not at the office to supervise them?	1	2	3	4	5
9	Do you suspect that your Supervisor/Head of Department/Head of Division is out to get you?	1	2	3	4	5
10	Do you feel that your work is not appreciated?	1	2	3	4	5
11	Do you feel that the promotion system in your organization is grossly unfair?	1	2	3	4	5
12	Do you find yourself resisting attempts to bring in changes at work?	1	2	3	4	5
13	Do you feel trapped in your job?	1	2	3	4	5
14	Do you find yourself resisting attempts to bring in changes at work?	1	2	3	4	5
15	Do you ever feel like resigning from job and starting a new life in a completely different environment?	1	2	3	4	5
16	Do you suffer quite severe bouts of depression?	1	2	3	4	5
17	Do you ever find yourself shouting at people on television who express views with which you strongly disagree?	1	2	3	4	5
18	Do you feel isolated and alone in the world?	1	2	3	4	5
19	Do you contemplate suicide?	1	2	3	4	5

Section E: Social Support

Instruction: Please **circle** the number that corresponds to your answer based on the following scale:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

No	Item	SD	D	N	A	SA
1	I regularly spend time with my co-worker outside of work hour	1	2	3	4	5
2	I always discuss important personal problems with my co-worker	1	2	3	4	5
3	My supervisor is not willing to listen to my job-related problems	1	2	3	4	5
4	My supervisor can be relied on when things get tough in my job	1	2	3	4	5
5	My supervisor really tries to help me	1	2	3	4	5
6	My family does not show a lot of concern in my job	1	2	3	4	5
7	My family gives helpful advices to me in completing the job	1	2	3	4	5
8	My friends can share the joys and sorrow with me	1	2	3	4	5
9	I can talk about my problems with my friends	1	2	3	4	5

Appendix B:ANOVA (Ethnicity)

Variable	N	mean	SD	DF	F	p
Personal Burnout						
Bumiputera Sabah	3	358.3	112.73	DF=2	1.518	0.224
Indian	3	341.7	38.19			
Malay	113	271.0	109.61			
Work Burnout						
Bumiputera Sabah	3	350.0	75.00	DF=2	1.188	0.309
Indian	3	208.3	125.83			
Malay	113	239.2	129.30			
Client-based Burnout						
Bumiputera Sabah	3	275.0	108.97	DF=2	1.587	.209
Indian	3	116.7	38.19			
Malay	113	177.7	112.47			

Appendix C:ANOVA (Qualification)

Variable	N	mean	SD	DF	F	p
Personal Burnout						
SPM	1	500.0				
Certificate (SPM, SKM, ST,Etc.)	21	283.3	114.11			
Diploma	48	241.1	103.21	DF=5	2.809	0.020
Bachelor's Degree	39	300.6	106.30			
Master's Degree	9	283.3	89.27			
Philosophical Doctor (PhD)	1	425.0				
Work Burnout						
SPM	1	425.0				
Certificate (SPM, SKM, ST,Etc.)	21	231.0	119.1			
Diploma	48	201.6	123.6	DF=5	2.440	0.039
Bachelor's Degree	39	277.6	128.9			
Master's Degree	9	288.9	128.2			
Philosophical Doctor (PhD)	1	425.0				
Client-based Burnout						
SPM	1	350.0				
Certificate (SPM, SKM, ST,Etc.)	21	175.0	106.4			
Diploma	48	160.9	112.3	DF=5	0.978	.434
Bachelor's Degree	39	193.6	115.4			
Master's Degree	9	202.8	110.0			
Philosophical Doctor (PhD)	1	125.0				

Appendix D: Correlation analysis (Personal, work and client-based burnout)

		Personal Burnout	Job Demand	Job Stress	Social Support
Personal Burnout	Pearson's r	—			
	p-value	—			
Job Demand	Pearson's r	0.473***	—		
	p-value	< .001	—		
Job Stress	Pearson's r	0.534***	0.466***	—	
	p-value	< .001	< .001	—	
Social Support	Pearson's r	-0.183*	0.014	-0.073	—
	p-value	0.046	0.883	0.431	—

* p < .05, ** p < .01, *** p < .001

		Work Burnout	Job Demand	Job Stress	Social Support
Work Burnout	Pearson's r	—			
	p-value	—			
Job Demand	Pearson's r	0.491***	—		
	p-value	< .001	—		
Job Stress	Pearson's r	0.664***	0.466***	—	
	p-value	< .001	< .001	—	
Social Support	Pearson's r	-0.082	0.014	-0.073	—
	p-value	0.376	0.883	0.431	—

* p < .05, ** p < .01, *** p < .001

		Client Burnout	Job Demand	Job Stress	Social Support
Client Burnout	Pearson's r	—			
	p-value	—			
Job Demand	Pearson's r	0.493***	—		
	p-value	< .001	—		
Job Stress	Pearson's r	0.662***	0.466***	—	
	p-value	< .001	< .001	—	
Social Support	Pearson's r	-0.120	0.014	-0.073	—
	p-value	0.193	0.883	0.431	—

* p < .05, ** p < .01, *** p < .001

Appendix E: Multiple regression analysis (Personal, work and client-based burnout)

	Unstandardized Coefficients		Standardized Coefficients	t-Value	p
	B	Std Error	Beta		
(Constant)	86.47	70.793		1.221	.224
Job demand	2.456	.693	.296	3.543	.001
Job Stress	3.432	.747	.384	4.594	.000
Social Support	-4.269	1.984	-.159	-2.152	.034
R^2 .458		Adj R^2 .472	F= 36.144	Sig. = .000	DF = 3

Dependent variable: Personal burnout

	Unstandardized Coefficients		Standardized Coefficients	t-Value	p
	B	Std Error	Beta		
(Constant)	-81.650	75.592		-1.080	.282
Job demand	2.290	.740	.234	3.094	.002
Job Stress	5.802	.798	.552	7.272	.000
Social Support	-1.413	2.119	-.045	-.667	.506
R^2 .485		Adj R^2 .472	F= 36.144	Sig. = .000	DF = 3

Dependent variable: Work burnout

	Unstandardized Coefficients		Standardized Coefficients	t-Value	p
	B	Std Error	Beta		
(Constant)	-76.968	65.578		-1.174	.243
Job demand	2.054	.642	.241	3.199	.002
Job Stress	4.981	.692	.544	7.196	.000
Social Support	-2.307	1.838	-.084	-1.255	.212
R^2 .489		Adj R^2 .476	F= 36.747	Sig. = .000	DF = 3

Dependent variable: Client-based burnout