

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



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



**MASTER OF SCIENCE
UNIVERSITI UTARA MALAYSIA
APRIL 2019**

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



**School of Business
Universiti Utara Malaysia
In Fulfillment of the Requirement for the Masters of Science**

CERTIFICATION OF THESIS WORK



PERMISSION TO USE

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

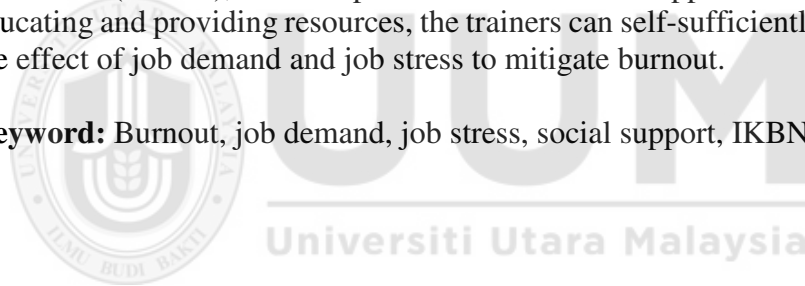
Dean of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok



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 menggunakan 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 *burnout* 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

ACKNOWLEDGEMENT

In the Name of Allah, the Most Gracious and The Most Merciful

Blessings of Allah be upon Prophet Muhammad and his household

Firstly, all praises are just for Allah as the creator of the world who blesses me to complete part of my dream. I did believe that everything I do in my life depends on His blessing. My deepest gratitude and Salawat is addressed to our beloved Prophet Muhammad SAW and his household.

I would like to express my deepest appreciation and gratitude to my supervisor, Associate Professor Dr Haji Mohd Faizal Mohd Isa that helps me to complete this research paper. He is always available whenever I ran into doubt or had a question about my research or writing. His dedication, knowledge and overwhelming support to guide me is the main reason for my research completion. His contribution and patience are highly appreciated. May Allah bless and reward him with compassion in this world and hereafter.

There is no word that could describe my gratefulness to have the support and blessing from my parents Haji Shahril Abdul Majid and Hajjah Rohani Abu Talib. I must express my sincere gratitude and indebtedness for providing me with constant love, care, and encouragement throughout my life. May Allah bless them with a place in Jannahtul Firdaus. My lovely wife, Khairunnisa Amir and my son, Ahmad Shah Jidaad. Your love, understanding and thoughtfulness provides me with strength to complete this research paper. I am forever thankful for their understanding and continues support throughout my study.

I am indebted for the kindness, encouragement, financial and moral support received from my aunts and uncle, Hajjah Rohana Abdul Majid, Haji Ahmad Kadim Abdul Majid and Hajjah Haslinda Hashim without which this journey would have been impossible.

Last but not least, my appreciations to all my friends and everyone who has helped either directly or indirectly for the completion of this research paper. May Allah fulfilled your prayers and bless them with baraqah.

TABLE OF CONTENTS

CERTIFICATION OF THESIS WORK.....	ii
ABSTRACT.....	iv
ABSTRAK.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
LIST OF ABBREVIATION.....	xiv
CHAPTER ONE INTRODUCTION.....	1
1.1 Background of the study.....	1
1.1.1 Overview of Technical And Vocational Education And Training (TVET) in Malaysia.....	6
1.1.2 Youth Skill Development Division, Malaysia’s Ministry Of Youth and Sport.....	8
1.1.3 National Youth Development Institute & National Youth High Development Institute (IKBN & IKTBN).....	9
1.2 Problem Statement.....	10
1.3 Research Questions.....	15
1.4 Research Objectives.....	15
1.5 Significance of the Study.....	16
1.6 Scope of the study.....	17
1.7 Thesis outline.....	18
CHAPTER TWO LITERATURE REVIEW.....	19
2.0 Introduction.....	19
2.1 Burnout.....	19
2.1.1 Previous Study on Burnout.....	21
2.2 Job demands.....	24
2.2.1 Previous Study on Job Demands.....	25
2.3 Job stress.....	28
2.3.1 Previous Study on Job Stress.....	29
2.4 Social Support.....	33

2.4.1 Previous Study on Social Support.....	34
2.5 Summary	37
CHAPTER Three METHODOLOGY	38
3.0 Introduction.....	38
3.1 Research Framework.....	38
3.2 Development of Hypothesis.....	39
3.2.1 Level Of burnout	39
3.2.2 Relationship between Job Demand and Burnout	40
3.2.3 Relationship between Job Stress and Burnout	41
3.2.4 Relationship between Social Support and Burnout.....	42
3.3 Research Design.....	43
3.4 Population	44
3.5 Sample size and sampling design.....	45
3.6 Operational Definition and Measurement Instrument.....	49
3.6.1 Operational Definition and Measurement Instrument of Burnout	49
3.6.2 Operational Definition and Measurement instrument of Job Demand	51
3.6.3 Operational Definition and Measurement instrument of Job Stress	52
3.6.4 Operational Definition and Measurement instrument of Social Support..	53
3.7 Questionnaire design.....	54
3.8 Pretesting of instrument	55
3.9 Pilot study	56
3.10 Data collection procedure	57
3.11 Technique of data analysis and hypothesis testing	58
3.11.1 Data Examination.....	58
3.11.2 Descriptive Statistic	58
3.11.3 Inferential Statistic	59
3.12 Chapter Summary.....	62
CHAPTER FOUR RESULT	63
4.0 Introduction.....	63
4.1 Data screening and data coding.....	63
4.1.1 Response rate	63
4.1.2 Normality assessment.....	64
4.1.3 Linearity test.....	64
4.1.4 Multicollinearity test (Independence of Independent Variable)	65

4.1.5 Reliability test	66
4.2 Descriptive analysis	69
4.2.1 Introduction	69
4.2.2 Mean and Standard Deviation Result.....	69
4.2.3 Demographic analysis	71
4.3 Inferential analysis	74
4.3.1 Introduction	74
4.3.2 Independent Sample T-Test	74
4.3.3 Analysis Of Variance (ANOVA).....	75
4.3.4 Correlation.....	81
4.3.5 Multiple regression.....	82
4.4 Conclusion	83
CHAPTER FIVE DISCUSSION	84
5.0 Introduction	84
5.0.1 Summary of the result of the study	84
5.1 Discussion	85
5.1.1 The level of burnout among the trainers in IKBN and IKTBN Selangor .	85
5.1.2 The relationship between job demand and burnout	88
5.1.3 The relationship between job stress and burnout	90
5.1.4 The relationship between social support and burnout.....	93
5.2 Implication for researcher	95
5.2.1 Practical and managerial implication	95
5.2.2 Limitation of study and recommendation for future study	98
5.3 Conclusion	99
REFERENCE	101

LIST OF TABLES

Table 1.1: List of IKBN and IKTBN in Malaysia	9
Table 3.1: Distribution of National Youth Training Institute and numbers of trainers in the state of Selangor Darul Ehsan, Malaysia.	45
Table 3.2: Table for Determining Sample Size for a Given Population	46
Table 3.3: Proportionate sampling according to IKBN and IKTBN	47
Table 3.4: Random Number	48
Table 3.5: Original and adopted versions to measure client-based burnout (6) items	50
Table 3.6: Final version to measure burnout (19) items	50
Table 3.7: Original and adopted versions to measure Job demand (25) items.	51
Table 3.8: Original and adopted versions of instrument to measure Job Stress	53
Table 3.9: Original and adopted versions of instrument to measure Social Support.	54
Table 3.10: Result of Cronbach Alpha for Pilot Test.....	56
Table 4.1: Response rate	63
Table 4.2: Value of Skewness and Kurtosis	64
Table 4.3: Tolerance Value, Variance Inflation Factor and Condition Index.....	66
Table 4.4: Result of reliability test.....	67
Table 4.5: Item-dropped (reliability analysis).....	67
Table 4.6: Item-dropped (reliability analysis).....	68
Table 4.7: Item-dropped (reliability analysis).....	68
Table 4.8: Final Result of reliability test.....	69
Table 4.9: Mean and Standard deviation for the variables.....	71
Table 4.10: Demographic of respondents n=119	73
Table 4.11: T-test (Gender).....	75
Table 4.12: ANOVA (Burnout and Age).....	76

Table 4.13: ANOVA (Burnout and Job Position).....	77
Table 4.14: Post hoc test (Work Burnout and Job Position).....	78
Table 4.15: ANOVA (Burnout and Teaching Experience).....	80
Table 4.16: Post hoc test (Client-based burnout and teaching experience)	80
Table 4.17: Result of Correlation analysis.....	81
Table 4.18: Regression analysis.....	82
Table 4.19: Summary of Hypothesis.....	83



LIST OF FIGURES

Figure 1-1: Enrolment of students to IKBN and IKTBN.....	11
Figure 3-1: Research Framework.....	39
Figure 4-1: Linearity Plot.....	65
Figure 4-2: Normality Plot.....	65



LIST OF APPENDICES

Appendix A: Research questions	114
Appendix B: ANOVA (Ethnicity)	122
Appendix C: ANOVA (Qualification)	123
Appendix D: Correlation analysis (Personal, work and client-based burnout).....	124
Appendix E: Multiple regression analysis (Personal, work and client-based burnout)	125



LIST OF ABBREVIATIONS

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

The contents of
the thesis is for
internal user
only

REFERENCE

- Ahola, K. (2007). Occupational burnout and health. *Chemistry &*, 119. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/cbdv.200490137/abstract>
- Al-Dubai, S. A. R., Ganasegeran, K., Perianayagam, W., & Rampal, K. G. (2013). Emotional burnout, perceived sources of job stress, professional fulfillment, and engagement among medical residents in Malaysia. *The Scientific World Journal*. <https://doi.org/10.1155/2013/137620>
- Aziah, B. D., Rusli, B. N., Winn, T., Naing, L., & Tengku, M. A. (2004). Prevalence and risk factors of job strain among laboratory technicians in Hospital Universiti Sains Malaysia. *Singapore Medical Journal*, 45(4), 170–175.
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10(2), 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Baron, R. S., Kerr, N. L., & Miller, N. (1992). *Group process, group decision, group action. Mapping social psychology series*.
- Baruch-Feldman, C., Brondolo, E., Ben-Dayana, D., & Schwartz, J. (2002). Sources of social support and burnout, job satisfaction, and productivity. *Journal of Occupational Health Psychology*. <https://doi.org/10.1037/1076-8998.7.1.84>
- Bretland, R. J., & Thorsteinsson, E. B. (2015). Reducing workplace burnout: the relative benefits of cardiovascular and resistance exercise. *PeerJ*. <https://doi.org/10.7717/peerj.891>
- Burbeck, R. (2002). Occupational stress in consultants in accident and emergency medicine: a national survey of levels of stress at work. *Emergency Medicine*

Journal. <https://doi.org/10.1136/emj.19.3.234>

Chatterjee, S., & Yilmaz, M. (1992). A review of regression diagnostics for behavioral research. *Applied Psychological Measurement*.

<https://doi.org/10.1177/014662169201600301>

Chin, R. W. A., Chua, Y. Y., Chu, M. N., Mahadi, N. F., Yusoff, M. S. B., Wong, M. S., & Lee, Y. Y. (2016). Prevalence of burnout among Universiti Sains Malaysia medical students. *Education in Medicine Journal*.

<https://doi.org/10.5959/eimj.v8i3.454>

Concha-Barrientos, M., Nelson, D. I., Fingerhut, M., Driscoll, T., & Leigh, J. (2005). The global burden due to occupational injury. *American Journal of Industrial Medicine*.

<https://doi.org/10.1002/ajim.20226>

Cortese, C. G., Colombo, L., & Ghislieri, C. (2010). Determinants of nurses' job satisfaction: The role of work-family conflict, job demand, emotional charge and social support. *Journal of Nursing Management*, 18(1), 35–43.

<https://doi.org/10.1111/j.1365-2834.2009.01064.x>

Creedy, D. K., Sidebotham, M., Gamble, J., Pallant, J., & Fenwick, J. (2017).

Prevalence of burnout, depression, anxiety and stress in Australian midwives: A cross-sectional survey. *BMC Pregnancy and Childbirth*.

<https://doi.org/10.1186/s12884-016-1212-5>

Curran, P. J., West, S. G., & Finch, J. F. (1996). The robustness of test statistics to nonnormality and specification error in confirmatory factor analysis.

Psychological Methods. <https://doi.org/10.1037/1082-989X.1.1.16>

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3),

499–512. <https://doi.org/10.1037/0021-9010.86.3.499>

Dignam, J. T., Barrera, M., & West, S. G. (1986). Occupational stress, social support, and burnout among correctional officers. *American Journal of Community Psychology*. <https://doi.org/10.1007/BF00911820>

Edward, K., & Hercelinskyj, G. (Julie). (2007). Burnout in the caring nurse: learning resilient behaviours. *British Journal of Nursing*, 16(4), 240–242. <https://doi.org/10.12968/bjon.2007.16.4.22987>

Fernandes, C., & Pereira, A. (2016). Exposure to psychosocial risk factors in the context of work: a systematic review. *Revista de Saúde Pública*, 50(0). <https://doi.org/10.1590/S1518-8787.2016050006129>

Fiorilli, C., De Stasio, S., Benevene, P., Iezzi, D. F., Pepe, A., & Albanese, O. (2015). Copenhagen Burnout Inventory (CBI): A validation study in an Italian teacher group. *TPM - Testing, Psychometrics, Methodology in Applied Psychology*, 22(4), 537–551. <https://doi.org/10.4473/TPM22.4.7>

Fiorilli, C., Gabola, P., Pepe, A., Meylan, N., Curchod-Ruedi, D., Albanese, O., & Doudin, P. A. (2015). The effect of teachers' emotional intensity and social support on burnout syndrome. A comparison between Italy and Switzerland. *Revue Européenne de Psychologie Appliquée*. <https://doi.org/10.1080/10615800701742461>

Flynn, B. B., Schroeder, R. G., & Sakakibara, S. (1994). A framework for quality management research and an associated measurement instrument. *Journal of Operations Management*, 11(4), 339–366. [https://doi.org/10.1016/S0272-6963\(97\)90004-8](https://doi.org/10.1016/S0272-6963(97)90004-8)

Freimann, T., & Merisalu, E. (2015). Work-related psychosocial risk factors and

mental health problems amongst nurses at a university hospital in Estonia: A cross-sectional study. *Scandinavian Journal of Public Health*, 43(5), 447–452.
<https://doi.org/10.1177/1403494815579477>

Freudenberger, H. J. (1974). Staff Burn-Out. *Journal of Social Issues*.
<https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>

Galek, K., Flannelly, K. J., Greene, P. B., & Kudler, T. (2011). Burnout, secondary traumatic stress, and social support. *Pastoral Psychology*.
<https://doi.org/10.1007/s11089-011-0346-7>

García-Herrero, S., Mariscal, M. A., Gutiérrez, J. M., & Ritzel, D. O. (2013). Using Bayesian networks to analyze occupational stress caused by work demands: Preventing stress through social support. *Accident Analysis and Prevention*.
<https://doi.org/10.1016/j.aap.2013.04.009>

Geraldine, A. (2014). Occupational safety and health should take into account psychosocial risks factors: Niosh chairman. Retrieved March 22, 2018, from <https://www.nst.com.my/news/nation/2017/11/303284/occupational-safety-and-health-should-take-account-psychosocial-risks>

Guglielmi, R. S., & Tatrow, K. (1998). Occupational stress, burnout, and health in teachers: a methodological and theoretical analysis. *Review of Educational Research*. <https://doi.org/10.3102/00346543068001061>

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis (7th Edition)*. Vectors. <https://doi.org/10.1016/j.ijpharm.2011.02.019>

Health and Safety Executive. (2013). Workplace health, safety and welfare. *Regulation*. <https://doi.org/10.1177/0961203314555539>

Henny, J., Anita, A. R., Hayati, K. S., & Rampal, L. (2014). Prevalence of burnout and

its associated factors among faculty academicians. *Malaysian Journal of Medicine and Health Sciences*.

Houtman, I. (2007). Work-related stress. Retrieved from www.eurofound.europa.eu

Hu, Q., Schaufeli, W. B., & Taris, T. W. (2017). How are changes in exposure to job demands and job resources related to burnout and engagement? A longitudinal study among Chinese nurses and police officers. *Stress and Health, 33*(5), 631–644. <https://doi.org/10.1002/smi.2750>

Iavicoli, S., Cesana, G., Dollard, M., Leka, S., & Sauter, S. L. (2015). Psychosocial factors and workers' health and safety. *BioMed Research, 2015*. Retrieved from <http://downloads.hindawi.com/journals/bmri/aip/628749.pdf>

Ilić, I., Arandjelović, M., Jovanović, J., & Nešić, M. (2017). Relationships of work-related psychosocial risks, stress, individual factors and burnout – Questionnaire survey among emergency physicians and nurses. *Medycyna Pracy, 68*(2), 167–178. <https://doi.org/10.13075/mp.5893.00516>

Illowsky, B., & Dean, S. (2013). *Introductory statistics*. Houston, Texas: Rice University.

Kahn, J. H., Schneider, K. T., Jenkins-Henkelman, T. M., & Moyle, L. L. (2006). Emotional social support and job burnout among high-school teachers: Is it all due to dispositional affectivity? *Journal of Organizational Behavior*. <https://doi.org/10.1002/job.397>

Karasek, R. A. (1979). Job demands, job decision latitude, and mental strain: implications for job redesign. *Administrative Science Quarterly*. <https://doi.org/10.2307/2392498>

Kitaoka-Higashiguchi, K., Nakagawa, H., Morikawa, Y., Ishizaki, M., Miura, K.,

- Naruse, Y., ... Sukigara, M. (2003). Social support and individual styles of coping in the Japanese workplace: An occupational stress model by structural equation analysis. *Stress and Health*. <https://doi.org/10.1002/smi.953>
- Kline, P. (1976). The handbook of psychological testing (2nd ed.). *The Handbook of Psychological Testing (2nd Ed.)*. [https://doi.org/10.1016/S0191-8869\(96\)90047-1](https://doi.org/10.1016/S0191-8869(96)90047-1)
- Kline, R. B. (2011). *TXTBK - Principles and Practice of Structural Equation Modeling. Analysis*. <https://doi.org/10.1038/156278a0>
- Krejcie, R. V, & Morgan, D. W. (1970). Determining sample size for research activities. *Education and Psychological Measurement*, 30, 607–610. <https://doi.org/10.1177/001316447003000308>
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work and Stress*, 19(3), 192–207. <https://doi.org/10.1080/02678370500297720>
- Lackritz, J. R. (2004). Exploring burnout among university faculty: Incidence, performance, and demographic issues. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2004.07.002>
- Lakey, B., & Orehek, E. (2011). Relational regulation theory: a new approach to explain the link between perceived social support and mental health. *Psychological Review*. <https://doi.org/10.1037/a0023477>
- Lee, Y. Y., Medford, A. R. L., & Halim, A. S. (2015a). Burnout in physicians. *Journal of the Royal College of Physicians of Edinburgh*, 45(2), 104–107. <https://doi.org/10.4997/JRCPE.2015.203>
- Lee, Y. Y., Medford, A. R. L., & Halim, A. S. (2015b). Burnout in physicians. *Journal*

of the Royal College of Physicians of Edinburgh.

<https://doi.org/10.4997/JRCPE.2015.203>

Leung, D. Y. P., & Lee, W. W. S. (2006). Predicting intention to quit among Chinese teachers: Differential predictability of the components of burnout. *Anxiety, Stress and Coping, 19*(2), 129–141. <https://doi.org/10.1080/10615800600565476>

Lindblom, K., Linton, S., Dedeli, C., & Bryngelsson, I.-L. (2006). Burnout in the working population. *International Journal of Behavioral Medicine, 13*(1), 51–59.

Lissitz, R. W., & Green, S. B. (1975). Effect of the number of scale points on reliability: A Monte Carlo approach. *Journal of Applied Psychology*. <https://doi.org/10.1037/h0076268>

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annu. Rev. Psychol, 52*, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>

McKelvie, S. J. (1978). Graphics rating scales ? How many categories? *British Journal of Psychology*. <https://doi.org/10.1111/j.2044-8295.1978.tb01647.x>

McLean, A. A. (1979). *Work stress*. Addison-Wesley Longman, Incorporated. Retrieved from <https://books.google.com.my/books?id=CNSRAAAIAAJ>

Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education, 28*(3), 458–486.

Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress. Its causes and consequences for job performance. *Journal of Applied Psychology*. <https://doi.org/10.1037/0021-9010.71.4.618>

Muhammad, N. M. N., Jantan, M., & Taib, F. M. (2009). Environmental scanning and

- investment decision quality: Information processing perspective. *Management Research News*. <https://doi.org/10.1108/01409170911006885>
- Mukundan, J., & Khandehroo, K. (2010). Burnout among english language teachers in Malaysia. *Contemporary Issues in Education Research (CIER)*, 3(1), 71. <https://doi.org/10.19030/cier.v3i1.163>
- Nahrgang, J. D., Morgeson, F. P., & Hofmann, D. A. (2011). Safety at work: a meta-analytic investigation of the link between job demands, job resources, burnout, engagement, and safety outcomes. *Journal of Applied Psychology*, 96(1), 71–94. <https://doi.org/10.1037/a0021484>
- Nerin, J., Tucker, M., & Bordia, P. (2016). *An assessment of psychosocial hazards in the workplace*. Queensland.
- Nyssen, A. S., Hansez, I., Baele, P., Lamy, M., & De Keyser, V. (2003). Occupational stress and burnout in anaesthesia, 90(0372541), 333–337. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med4&NEWS=N&AN=12594147>
- Olive, D. J. (2005). Introduction to regression analysis. *Technometrics*. <https://doi.org/10.1198/tech.2005.s257>
- Otero-López, J. M., Mariño, M. J. S., & Bolaño, C. C. (2008). An integrating approach to the study of burnout in university professors. *Psicothema*. <https://doi.org/10.1016/j.paid.2013.05.005>
- Othman, C. N., Lamin, R. A. C., & Othman, N. (2014). Occupational stress index of Malaysian university workplace. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2014.10.101>
- Peeters, M. C. W., Montgomery, A. J., Bakker, A. B., & Schaufeli, W. B. (2005).

- Balancing work and home: How job and home demands are related to burnout. *International Journal of Stress Management*, 12(1), 43–61. <https://doi.org/10.1037/1072-5245.12.1.43>
- Pillay, H., Goddard, R., & Wilss, L. (2005). Well-being, burnout and competence: Implications for teachers. *Australian Journal of Teacher Education*, 30(2), 22–33. <https://doi.org/10.14221/ajte.2005v30n2.3>
- Pines, A., & Aronson, E. (1998). *Career burnout: Causes and cures. Career burnout: Causes and cures*. New York, NY, US: Free Press.
- Rao, J., & Chandraiah, K. (2012). Occupational stress, mental health and coping among information technology professionals. *Indian Journal of Occupational and Environmental Medicine*. <https://doi.org/10.4103/0019-5278.99686>
- Rijk, A. E., Blanc, P. M. Le, Schaufeli, W. B., & Jonge, J. (1998). Active coping and need for control as moderators of the job demand-control model: Effects on burnout. *Journal of Occupational and Organizational Psychology*, 71(1), 1–18. <https://doi.org/10.1111/j.2044-8325.1998.tb00658.x>
- Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of Applied Psychology*. <https://doi.org/10.1037/0021-9010.72.2.269>
- Saijo, Y., Yoshioka, E., Kawanishi, Y., Nakagi, Y., Itoh, T., & Yoshida, T. (2016). Relationships of job demand, job control, and social support on intention to leave and depressive symptoms in Japanese nurses. *Ind Health*, 54(1), 32–41. <https://doi.org/10.2486/indhealth.2015-0083>
- Salami, S. O. (2011). Job stress and burnout among lecturers: Personality and social support as moderators. *Asian Social Science*, 7(5), 110–121.

<https://doi.org/10.5539/ass.v7n5p110>

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>

Schaufeli, W. B., & Greenglass, E. R. (2001). Introduction to special issue on burnout and health. *Psychology & Health*, 16(5), 501–510. <https://doi.org/10.1080/08870440108405523>

Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204–220. <https://doi.org/10.1108/13620430910966406>

Schulz, R., Greenley, J. R. ., & Brown, R. (1995). Organization, management , and client effects on staff burnout. *Journal of Health and Social Behaviour*, 36, 333–345.

Schwarzer, R., Knoll, N., & Rieckmann, N. (2004). Social support. in French, K. Vedhara, A. A. Kaptein, & J. Weinman (Eds.) (Second Edi, pp. 158–181). West Sussex: Blackwell Publishing Ltd.

Schwarzer, R., & Schulz, U. (2013). Berlin social support scales (BSSS). *Measurement Instrument Database for the Social Science*.

Seidler, A., Thinschmidt, M., Deckert, S., Then, F., Hegewald, J., Nieuwenhuijsen, K., & Riedel-Heller, S. G. (2014). The role of psychosocial working conditions on burnout and its core component emotional exhaustion – a systematic review. *Journal of Occupational Medicine and Toxicology*, 9(10), 1–13. <https://doi.org/10.1186/1745-6673-9-10>

Sekaran, U., & Bougie, R. (2013). Research methods for business. In *Research*

methods for business (p. 436). <https://doi.org/10.1017/CBO9781107415324.004>

Sekaran, U., & Bougie, R. (2016). *Research methods for business: a skill building approach*. John Wiley & Sons.

Shirom, A. (1993). Burnout in work organizations. in *professional burnout: Recent developments in theory and research*. (pp. 25–48).

Siu, O. I. L., Cooper, G. L., & Donald, I. (1997). Occupational stress, job satisfaction and mental health among employees of an acquired TV company in Hong Kong. *Stress Medicine*. [https://doi.org/10.1002/\(SICI\)1099-1700\(199704\)13:2<99::AID-SMI723>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1099-1700(199704)13:2<99::AID-SMI723>3.0.CO;2-I)

Suriani, M. (2010). *The Relationship between Intrinsic Motivation, Job Demand and Burnout*. Universiti Utara Malaysia. Retrieved from <http://etd.uum.edu.my/2241/>

Sweeney, J. T., & Summers, S. L. (2002). The effect of the busy season workload on public accountants' job burnout. *Behavioral Research in Accounting*, 14, 223–245.

Tang Chia Urn. (2015). The influence of job stress, burnout and job satisfaction among primary school teachers in Ipoh. *Statewide Agricultural Land Use Baseline 2015*, 1(March). <https://doi.org/10.1017/CBO9781107415324.004>

Tsai, F. J., Huang, W. L., & Chan, C. C. (2009). Occupational stress and burnout of lawyers. *Journal of Occupational Health*, 51(5), 443–450. <https://doi.org/10.1539/joh.L8179>

Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education*, 43(October), 99–109. <https://doi.org/10.1016/j.tate.2014.07.005>

- Veldhoven, M., & Meijman, T. F. (1998, January 1). Questionnaire on the Experience and Evaluation of Work – QEEW (see QEEW2.0 for new version).
- Ventura, M., Salanova, M., & Llorens, S. (2015). Professional self-efficacy as a predictor of burnout and engagement: The role of challenge and hindrance demands. *Journal of Psychology: Interdisciplinary and Applied*.
<https://doi.org/10.1080/00223980.2013.876380>
- Walliman, N. (2010). *Research methods: the basics*. Routledge. Routledge.
<https://doi.org/10.4324/9780203836071>
- Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, 53(1), 33–50.
<https://doi.org/10.1080/00131881.2011.552235>
- Woodhead, E. L., Northrop, L., & Edelstein, B. (2016). Stress, social support, and burnout among long-term care nursing staff. *Journal of Applied Gerontology*.
<https://doi.org/10.1177/0733464814542465>
- Wu, S., Zhu, W., Li, H., Wang, Z., & Wang, M. (2008). Relationship between job burnout and occupational stress among doctors in China. *Stress and Health*.
<https://doi.org/10.1002/smi.1169>
- Yaghmaei, F. (2003). Content validity and its estimation. *Journal of Medical Education*, 3(1), 25–27. <https://doi.org/10.22037/JME.V3I1.870>
- Yin, X., Zhang, J., & Wang, X. (2004). Sequential injection analysis system for the determination of arsenic by hydride generation atomic absorption spectrometry. In *Fenxi Huaxue* (Vol. 32, pp. 1365–1367).
<https://doi.org/10.1017/CBO9781107415324.004>
- Zamini, S., Zamini, S., & Barzegary, L. (2011). The relationship between

organizational culture and job burnout among the professors and employees in the University of Tabriz. In *Procedia - Social and Behavioral Sciences*.
<https://doi.org/10.1016/j.sbspro.2011.10.381>

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods*. South-Western Publishing.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2



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.
Email: asrazin@msn.com
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 weak 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			



UUM
Universiti Utara Malaysia

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