

THE INFLUENCE OF JOB STRESS, BURNOUT  
AND JOB SATISFACTION AMONG PRIMARY  
SCHOOL TEACHERS IN IPOH

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## DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
- (4) The word count of this research report is 26886 words.

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## LIST OF ABBREVIATIONS

IMTO	Industry, Mine and Trade Organization
MBI	Maslach Burnout Inventory
MRA	Multiple Regression Analyses
MSQ	Minnesota Satisfaction Questionnaire
NAPIMS	National Petroleum Investment Management Services
NUTP	National Union of the Teaching Profession Malaysia
SAS	Statistical Analysis System
SPSS	Statistical Package for Social Sciences
UTAR	Universiti Tunku Abdul Rahman

## PREFACE

It is compulsory to carry out research project in order to accomplish our study which is Bachelor Degree of Business Administration (Hons). The topic of the research project is “The influence of job stress, burnout and job satisfaction among primary school teachers in Ipoh”. This topic is conducted because educational industry is very crucial for policies development, international cooperation and economic run.

Nowadays, teachers in Malaysia had been reported that they are facing high level of pressure, serious burnout and job demands. Teachers with high level of stress and burnout will have insomnia and their daily lives are distracted. Besides that, high burnout level will lead to cancer or heart diseases. The research will provides some insight and better understanding of stress, burnout and job satisfaction of the primary school teachers in Ipoh town.

This research is also concerned about the level of job satisfaction among teachers. Job satisfaction will affect the emotions of teachers in classroom and students’ emotions. In short, this research project will give some help to improve the performance of teachers through the study of job stress, burnout and job satisfaction among primary school teachers.



## ABSTRACT

It is known that educational industry is important for countries development. The purpose of this research is to examine the influence of job stress, burnout and job satisfaction among primary school teachers in Ipoh. In this research, independent variables such as job stress and burnout are being discussed to determine their correlation with job satisfaction.

There are total 300 sets of questionnaire had been distributed to primary school teachers in Ipoh and total number of 240 sets had been collected. Based on the findings, all independent variable (job stress and burnout) have significant relationship with dependent variable (job satisfaction). Based on MRA results, there is negative relationship between job stress, burnout and job satisfaction.

For future study, there are few other stressful professions such as firefighter and airline pilots are recommended. Furthermore, if future studies are to focus in educational industry, they can emphasize on special education teachers such as the teachers who teach disable students.

## **CHAPTER 1: INTRODUCTION**

### **1.0 Introduction**

The topic of this research project focus on the factors contributed to job satisfaction of employees. This study is aim to investigate which independence variables will influence the employees' job satisfaction in the education industry. Although job satisfaction can be caused by several factors but burnout and stress are perceived as two most important factors. So, the independence variables that our research project focused on are stress and burnout. Furthermore, in the broad range of education industry, the focus of this research is in the primary school teachers in Perak state. The main reason we chosen this industry is because of education is one of the very important factor that help to build up a person's personality and behaviors. A person whether owned a positive personality or morale very high dependents on the education sectors.

Stress will emerge when the pressures owned by a person are out of the individual's ability to cope (diFate, 2008). When there is a lot of conflicting roles need to fulfill by an employee, when the real job tasks differ from the role expectations, when the employees need to accomplish too much tasks and the resources that provided not enough to fulfill the tasks work stress will occurs (Freeman & Coll, 1997). Burnout caused by the stressful working life and it is a chronic emotional reaction. Burnout reduced a person personal achievement, emotional exhaustion and depersonalization (Maslach & Jackson, 1981). While burnout may be lead by the long working hours, stressful working conditions, misguided work expectations and other factors.

This chapter will start up with the background of study which provides an outline of the study. Then, follow by the problem statement, research objectives and research questions. Next, continue with the hypothesis and significant of study and the chapter layout. Lastly end up with the summarize of the overall chapter.

## 1.1 Research Background

Nowadays, employees either work in private sectors or public sectors are facing a lot of stress in their jobs because they are expected to do multiple jobs. When they are required to perform multiple jobs they will face a lot of stress. Thus, it will direct lead to the decreasing in the employees' job satisfaction (Mansoor, Fida, Nasir, & Ahmad, 2011).

However, among all the professions, teachers are the one which report highest level of stress if compare with other occupation (McCarthy, 2009). Teachers have the responsibility to educate students become a good citizen and have to transfer their knowledge and information to students. According to the previous study done by Shirley and Kathy (2002) and Kyriacou (1989) their studies proved that teaching is a stressful job. The reason that leads to the increasing stress among all the teachers are role overload, increasing number of students, work overload and increase of the class size (Billehoj, 2007).

According to National Union of the Teaching Profession (NUTP) (The Sun, 1999), it concludes that the job stress face by teachers in Malaysia has been increased from time to time. The job stress that face by teachers in Malaysia will have influence toward their job satisfaction. Thus, it leads to teachers having the intention to withdraw from the job.

Moreover, according to Abdul (2005), he refers that teachers in Kuala Lumpur and Selangor areas are the most stressful teachers if compare with teacher in other states. Every week, all the teachers in Kuala Lumpur and Selangor will spend 74 hours in teaching and supervise students in curriculum activities. Nevertheless, due to the demand from parents towards teachers is increasing and the job requirement of Malaysia's Ministry of Education towards teachers become higher, thus, it makes the stress level in teachers also become higher.

Stress will lead to teachers with low job satisfaction. Job satisfaction is used to measure the happiness of teachers towards their needs and wants on the job task. It is an important indicator to measure the satisfaction of the teachers toward their job because it will affect the job performance of the teachers.

Job satisfaction is important in the educational industry because in “Malaysia Economic Monitor: High Performing Education” report (2013) had mentioned that, education industry play very important role in modeling and developing students to become knowledgeable person and help to increase in economic growth of the country. Student is the one who will become a future prime minister or future leader in the country. Therefore, by shaping students to become a knowledgeable and useful person, the country will have improvement and become prosperity.

However, during this few decades, the suicide rate in Malaysia keeps on increasing. According to our Health Minister Datuk Seri Liow Tiong Lai said that the rate of suicide from 2007 to 2010 was 1.3 of every 100,000 people and he anticipates that it would be higher for the following year (Sipalan, 2012). Most of the reason that people commit suicide is due to stress or depression. When there has overloaded stress face by a person and he or she is not able to cope with it, thus, individual will commit suicide in order to solve everything (Ramis, 2013).

Stress can defined as the pressure that people encounter in their work or life. It is a condition that makes a people strain to their own physical condition, their emotions and even their thought processes. Some of the research defined stress as a feeling toward about discomfort, pressure or tension (Barone, Caddy, Katell, & Roselione, 1984). However, according to Niehouse (1984) stress always refers as the “pressure (that) individual experiences in response to anything that makes an extra demand”.

## **1.2 Problem Statement**

According to the Programme for International Student Assessment (PISA) in year 2012, the report shows that Malaysia was ranked on 52<sup>nd</sup> overall out of total 65 countries. It shows that Malaysian students’ performance was worsening. Besides that, according to the Trends in International Mathematics and Science Study (TISS) survey (2012), it shows Malaysia has the worst drop among all countries for Mathematics and Science between 1999 and 2012 (Mozihim, 2014). The

decline in education standard is clear enough whether in primary, secondary or tertiary education. In short, it shows that Malaysian students' performance is getting worst during recent year.

The World Bank Report (2013) mentioned that the education standards in Malaysia is worsening although government has spent twice more than neighbouring countries in order to stand in way of Malaysia's plans to become a member of rank of developed nations. World Bank also pointed that the quality education plays an important role in a country which aims to achieve a high-income status. In addition, "Malaysia Economic Monitor: High Performing Education" report also criticized on recent Malaysian school performance ("Malaysia education system," 2014).

In addition, World Bank report also mentioned that teacher quality needs to be prioritized by Malaysia than the quantity. It also noted that the aggressively expanded of recruitment programme for educators was result to the decline of education standard in Malaysia ("World Bank", 2013). The number of teacher in Malaysia keeps increasing, however the performance of education was keep declining. The table below shows the increasing number of teacher in Malaysia.

Table1.1: Total Number of Teacher in Malaysia

Year	Total number of Teacher in Malaysia
2012	412720
2013	416056
2014	420854

Source: Educational Planning and Research Division

Teacher is playing important role education industry since they are the one to transfer the intellectual and knowledge to the student. Teachers are able to affect the teaching-learning outcomes positively or negatively because they are the person who to affect the quality of education and determine the quality of instructional delivery. Therefore, teachers play a critical role in solving the issue above by improving the Malaysian students' performance.

However, teaching profession often face a problem which related to job satisfaction of teacher. Teaching is considered as a 'high stress' profession (Kyriacou, 2001). According to president of National Union of The Teaching Profession (NUTP), Ismail Nihat claimed that level of stress among teachers in Malaysia keep increasing and become worrying because of teachers' workload increase which result from too many changes that they need to face (Sapidin, 2005). According to Fairbrother and Warn (2003), there is a negative relationship between occupational stress and job satisfaction. Terry, Nielson, and Perchard (1993) mentioned that the high level of stress will result to low level of job satisfaction.

Burnout usually found in human service professionals which including teachers. Balkin, White, and Bodey (2003) mentioned that burnout will result to a lower quality of teaching, absenteeism among staff and early departure from the profession. According Talachi and Gorji (2013), there is a negative relationship between burnout and job satisfaction.

The job satisfaction of teacher has a significant effect on their job commitment, productivity and capabilities to perform. If the teachers receive great satisfaction from their job, it will be largely contribute to the effective program of education and help Malaysia to achieve vision 2020 (Abdullah, Uli, & Salahudin, 2007).

Panda and Mohanty (2003) mentioned that teachers' instructional performance play an important role in students' learning and academic achievement. Low job satisfaction of teachers may influence their instructional performance and hence the influence the students learning and academic achievements. Therefore, the influence of job stress and burnout on teachers' job satisfaction in Malaysia is worth to study.

Besides that, there are various study are examining the job satisfaction among primary school teachers in Malaysia based on different factors. For example, Abdullah and Hui (2014) was indicated that a small but significant positive relationship between communication satisfaction and teachers' job satisfaction in Malaysian primary school. Mat Din (2014) was conducted a study to examine the effects of principal's leadership style on teachers' job satisfaction. Besides that, Singh (2005) study aims to examine the teacher background characteristic, work

condition and compensations affected the level of job satisfaction among primary school teachers in Seremban.

Based on our best knowledge, there is no study examines on the influence of job stress and burnout on job satisfaction among primary school teachers in Malaysia. Therefore, a research gap has existed.

## **1.3 Research Objectives**

### **1.3.1 General Objective**

The main objective is to study the factors contributed to job satisfaction of primary school teachers in Ipoh, Malaysia. It also helps to identify ways to improve job satisfaction.

### **1.3.2 Specific Objective**

1. To study whether there is a significant relationship between stress and job satisfaction.
2. To study whether there is a significant relationship between burnout and job satisfaction.
  - a) To study whether there is a significant relationship between emotional exhaustion and job satisfaction.
  - b) To study whether there is a significant relationship between depersonalization and job satisfaction.
  - c) To study whether there is a significant relationship between reduced in personal accomplishment and job satisfaction.
3. a) To study whether stress, and burnout (emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction.

- b) To study whether stress and overall burnout significantly explain the variance in job satisfaction.

## 1.4 Research Questions

1. Does stress have a significant relationship with job satisfaction?
2. Does burnout have a significant relationship with job satisfaction?
  - a. Does emotional exhaustion have a significant relationship with job satisfaction?
  - b. Does depersonalization have a significant relationship with job satisfaction?
  - c. Does reduced in personal accomplishment have a significant relationship with job satisfaction?
3. (a) Do stress and burnout (emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction?  
(b) Do stress and overall burnout significantly explain the variance in job satisfaction?

## 1.5 Hypotheses of the Study

### *Hypotheses 1*

H<sub>0</sub>: There is no significant relationship between stress and job satisfaction.

H<sub>1</sub>: There is a significant relationship between stress and job satisfaction.

### *Hypotheses 2*

H<sub>0</sub>: There is no significant relationship between burnout and job satisfaction.

H<sub>1</sub>: There is a significant relationship between burnout and job satisfaction.



*Hypotheses 2 (a)*

H<sub>0</sub>: There is no significant relationship between emotional exhaustion and job satisfaction.

H<sub>1</sub>: There is a significant relationship between emotional exhaustion and job satisfaction.

*Hypotheses 2 (b)*

H<sub>0</sub>: There is no significant relationship between depersonalization and job satisfaction.

H<sub>1</sub>: There is a significant relationship between depersonalization and job satisfaction.

*Hypotheses 2 (c)*

H<sub>0</sub>: There is no significant relationship between reduced in personal accomplishment and job satisfaction.

H<sub>1</sub>: There is a significant relationship between reduced in personal accomplishment and job satisfaction.

*Hypotheses 3(a)*

H<sub>0</sub>: Stress and burnout (emotional exhaustion, depersonalization, personal accomplishment) do not significantly explain the variance in job satisfaction.

H<sub>1</sub>: Stress and burnout (emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction.

*Hypotheses 3(b)*

H<sub>0</sub>: Stress and overall burnout do not significantly explain the variance in job satisfaction.

H<sub>1</sub>: Stress and overall burnout significantly explain the variance in job satisfaction.

## 1.6 Significance of the Study

The major purpose of this study is to provide a better understanding and insight to the stress, burnout and job satisfaction level of the teaching profession. This study will look into government primary school teachers in Ipoh town.

Several media reports have indicated that teachers in Malaysia are facing high stress level and job demands. According to the news reported by National Union of the Teaching Profession of Malaysia (“Teachers under huge”, 2012), teachers in Malaysia are facing huge pressure to deliver in classes. Teachers are reportedly facing insomnia and stress and this had led to serious distraction and unable to focus in daily lives. It was also reported that young teachers nowadays are suffering from serious burnout and many had diagnosed with serious illnesses such as cancer and heart diseases (“NUTP links illness”, 2006). This study will be able to provide some statistics of the current teachers’ stress level in Ipoh.

This research will study the relationship between job stress, burnout and job satisfaction. The relationship among these variables must be identified in order to seek for solutions to increase job satisfaction. Despite job satisfaction can be caused by many factors, stress and burnout should be considered as more important elements as they will affect the emotions and mentality of individuals. Many past researches have studied on the characteristics of jobs, or stress and job satisfaction, or burnout with satisfaction. This research will provide a new perspective to look into stress, burnout and job satisfaction together. This research will also highlight some stress and burnout issues among teachers to schools and helps in increasing their satisfaction.

It is significant to have high level of job satisfaction among teachers. According to Bishay (1996), teachers are one of the most important groups of professionals in a country and improvement on their motivation and satisfaction will benefit students and other teachers. They are not merely educators, but also served as role model to the younger generations. Teachers tend to be more effective when they are satisfied with the job (Bishay, 1996). Higher level of job satisfaction will also inversely affect the turnover rate of staffs (Lambert & Hogan, 2009).

This research will look into education industry and emphasize on teachers. Education has always been among the top priorities of policies development and international cooperation. Besides being the universal right, education has been perceived as the major factor of economic run (Aiglepierre & Wagner, 2013). On the other hand, Becker, Goetz, Morger, and Ranelluci (2014) have stated that the emotions and behaviour of teachers will have a significant impact on students' emotions and the climate in classroom. This research will provide a study on the teacher job satisfaction and job satisfaction among teachers will definitely affect the emotions of these educators. Therefore, this research will be able to reflect some predictions on the classroom climate and students' emotions.

All in all, this research will be able to provide some help in enhancing performance of teachers through the study of stress, burnout and job satisfaction among teachers.

## **1.7 Chapter Layout**

This research has five chapters, which are introduction, literature review, research methodology, research results, discussion and conclusions.

### Chapter 1: Introduction.

Introduction chapter provides an overview of the whole study. Problems and objectives of the research are identified and justified. We also developed the research questions and hypotheses. Besides that, we will highlight the importance and contributions of our research.

### Chapter 2: Literature Review

In this chapter, we will review and study and summarize on established journals articles and other publications which are related with our topic. We will then further show relevant theoretical frameworks and models. After this, we will develop our own conceptual framework which to show the relationships between our variables.

### Chapter 3: Research Methodology

This chapter will describe how our research is carried out. It shows how data are being collected, how samples are designed and how we analysed our collected data. It highlights the data gathering process.

#### Chapter 4: Research Results

In chapter 4, we will show the results of research and the pattern of the result. However, the result will not be discussed.

#### Chapter 5: Discussion and Conclusion

In this final chapter, we will discuss on results previously generated. This chapter will also provide the implications, limitations and recommendations for the study.

## **1.8 Conclusion**

In conclusion, the objective and the research topic will be clearly stated and briefly explain in this chapter. It stated that the objective of our research is to study the factors contributed to job satisfaction of employees and also the ways to improve the job satisfaction. Besides that, problem statements that included in this chapter had proved that this research is importance and worth to study. The problem statement stated that although Malaysia's government has spent twice more than neighboring countries in education, the education standards were worse. Like in year 2012, the report shows that Malaysia was ranked on 52<sup>nd</sup> overall out of total 65 countries. It proved that the performance of Malaysia was worsening. By the research objectives, hypothesis and significant of study, the readers will have a better understanding and the basic theory of our topic.

In the following chapter, the established journals articles that related with our topic will be study and summarize. In that chapter, the topic will be summarize in more details and will further explain about it.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter starts with the reviews of dependent variable (Job Satisfaction), and then followed by the independent variables (Stress and Burnout). The relationship between stress, burnout and job satisfaction are explained based on support from the literatures. Then, this chapter continues with theoretical framework and hypotheses development. The final part of chapter two is chapter summary.

### **2.1 Review of Literature**

#### **2.1.1 Dependent Variable: Job Satisfaction**

##### *Definitions and Theories*

The study on job satisfaction has always been a big interest to social scientists. According to Kalleberg (1977), stated that evidence has shown that degree of satisfaction towards the work is linked to the quality of a person's life outside work role itself. The author also stated that study of job satisfaction is motivated to improve the quality of employees' working experience in order to improve the functions of organizations and productivity.

Job satisfaction means "how much people feel positive about their job and the different of their job" (Spector, Dwyer, & Jex, 1988). According to Chruden and Sherman (1972), job satisfaction is the feelings of workers toward the job, co-workers, the work itself and the working environment. Buitendach and Rothmann (2009) described job satisfaction as the emotional reaction or individual's affective towards the job. Employees are said to experience job satisfaction when they are offered rewards and opportunities or chances by the working environment and their experience,

capacities and personal values can be integrated into the working environment.

Judge, Hulin, and Dalal (2009) defined job satisfaction as multidimensional psychological responses towards the job which consist of evaluative and emotional elements. They described job satisfaction in plural form to involve satisfaction of specific job aspects. Mofoluwake and Oluremi (2013) definition of job satisfaction is the attitude of employees towards job. Byars and Rue (2004) said that there are five main components of job satisfaction, which are the attitude towards the working condition and work group, attitude towards the monetary benefits of company and the company itself, and the attitude towards company's management.

There are many models which study job satisfaction but the Two Factors Theory by Herzberg is the ancestor of all (Pedrycz, Russo, & Succi, 2010). According to the theory, presence of motivators, such as the chances of promotions, recognition from supervisors, and makes more money will affect job satisfaction. On the other hand, hygiene factors, such as money, working condition and policies of the company will results in decrease of job satisfaction.

Hackman and Oldham (Pedrycz et al., 2010) suggested the Job Characteristics Model. This model stated that job satisfaction is determined by five job characteristics, which are skill variety, task identity, task significance, autonomy and feedback from the job. Skill variety is the different types of talents and skills and their complexity in doing the job. Task identity is how the job involves a whole and identifiable task. Task significance is how important is the job and its impact on others. Autonomy is the power and authority granted on the individual when doing the job. Feedback from the job refers to the availability of information on the job performance. For example, if an individual is given chance to apply their talents and skills in job,

### ***Antecedents and Consequences***

According to Locke (1968), there are several components and aspects of satisfaction of job. They are the work itself, the pay, recognitions and promotions, the working conditions, benefits brought by the job, co-workers, management of company, the company and supervision. These few aspects can be categorized into two main dimensions: extrinsic and intrinsic. Intrinsic refers to the variety and autonomy of the job, together with other elements which related to the tasks or jobs. On the other hand, satisfaction towards pay, colleagues and the working environment, and other aspects which do not directly relate to the job, are known as extrinsic motivators.

Mullins (as cited in Mofuluwake et al.) stated that job satisfaction is affected by individual, social, environment, organizational and cultural factors. Individual factor is the demographic factors of employees such as marital status, age, education and personalities. Social factor is the relationship between employee and his colleagues and group norms. Environment factors are the technical, economic and social influences. Organizational factor refers to the structure, policies, and management styles of the company. Cultural factors are the values and beliefs of employees.

Coughlan, Moolman, and Haarhoff (2014) explained job satisfaction as “holistic achievement of internal, external and individual job satisfaction”. According to Drafke (2009), job satisfaction can be determined by three different dimensions, which are external (i.e. working environment), internal (i.e. workload and physical work) and individual (i.e. employees’ friends and families).

Studies have shown the direct relationship between job satisfaction and several external variables. For example, Bartram and Casimir (2007) have found that trust in leadership is important to ensure employees’ satisfaction. Chou and Robert (2008) discovered that support from supervisors is important. Berger and Brownell (2009) stated that the company procedures and policies are very important to employees’ satisfaction.

Historically, several explanations were suggested for the differences in degree of job satisfaction in employees (Kalleberg, 1977). The differences were caused by the different individuals' personalities and different nature of jobs, such as organizational structure in terms of size and span of control; economic factors, chances of being promoted and working hours.

Badri, Mohaidat, Ferrandino, and Mourad (2012) have studied on job satisfaction among teachers. It was stated that school teachers have lower and decreased job satisfaction and they experienced burnout. It was said that teachers' job satisfaction are influenced by demands of the jobs, the control they have on the working environment, type of school, tenure and competency, culture of the organization and demographic factors such as gender and age.

In a research done by Pedrycz et al. (2010) which study job satisfaction among software developers, one factor that determined job satisfaction is work environment, such as: the furniture arrangements in office, layout of office, noise etc. Relocating employees in an open office from traditional offices will lower the job satisfaction level due to the open physical environment. A study by Mannaro, Melis, and Marchesi (2004) showed that when the working environment is more comfortable, there is greater job satisfaction. The result of this research also shows that communication and the sustainability of work are the main factors of job satisfaction in developers. Communication and interaction among employees increases job satisfaction. Job satisfaction is also increased by work sustainability. Stress-free, a high level of task significance and sustainable workload increase job satisfaction.

Lent and Brown (2006) developed another model on job satisfaction. This model indicates five elements: Personality or affective traits, participation in goal-oriented activities, working environment or conditions, self-efficacy expectations and the support and obstacles from environment. An individual is likely to satisfy with the job when these conditions present. Firstly, the individual is able and competent to carry out the work tasks or achieving the working goals and objectives. Secondly, their working



conditions are favourable. Thirdly, individual sees himself in the progress of attaining personal working goals. Fourthly, there is support received for self efficacy and working goals. Lastly, they have traits and characteristics that allow them to “experience positive affect in life situations”.

In a study by Green and Heywood (2007), they studied the relationship between job satisfaction and performance pay. Performance pay includes bonuses, profit sharing. It was stated that performance pay can lead to reduction in job satisfaction based on several reasons. For example, some evaluations on performance pay are too subjective. The measures of such performance pay are not really related to the profit of the firm in actual. Next, performance pay sometimes disallows better optimization but requires increased working effort thus reducing job satisfaction. Profit sharing and group schemes which initially designed to change the norms in workplace increase peer pressure at the same time while they increase effort and profits of company. Peer pressure can be very serious and lower job satisfaction. Besides that, employees may experience reduced satisfaction due to the rise in earnings risk which correlated with the performance pay schemes. However, those employees who received bonuses and profit sharing may have higher level of overall job satisfaction as compare to those who did not receive.

Shim and Jo (2014) studied on the determinants of satisfaction among police officers. There are basically two categories of the determinants, which are work-related and demographic variables. Work-related factors, for example, job security and autonomy, are more impactful than demographic factors, like age, ethnic and gender. Job satisfaction is important because dissatisfaction will destroy the profession of values which are required to achieve objectives. Job satisfaction will also influence turnover rate and absenteeism. The results of Shim and Jo's study showed that demographic variables did not influence police officers' satisfaction significantly. On the other hand, supervisors' supports have the biggest influence on satisfaction, followed by co-workers' supports, job security, financial support and organizations' support.

In a study by Liu and White (2011) on job satisfaction among staffs of hospital pharmacy, it was stated that the main job satisfaction determinants are the intrinsic elements of the job, which refer to the work itself and the ways of performing the job. Gender, education, working experience, the hospital's location did not influence job satisfaction significantly. Increase in job satisfaction is significant as it improves job performance, whereas a decrease in job satisfaction may causes difficulties in retain and attract staff.

Yashoglu, Karagulle, and Baran (2013) conducted a study which studied on the relationship between job satisfaction, job insecurity and stress. Job satisfaction is defined as the affective reaction towards the job, or a pleasurable state of emotion which arises from the appraisal of the job. Job satisfaction is said to be important and crucial due to it powerful impact and affect on the effectiveness of the organizations and the wellbeing of individuals. The study indicates that job satisfaction is related to the performance, commitment and cohesion of organizations positively. Studies had shown that stress and satisfaction has been negatively related to each other. This means that job satisfaction is lessening by greater role stress. Yashoglu et al. (2013) had found that one determinant of job satisfaction is role security. Lower job satisfaction occurs when there is job insecurity. Satisfaction of job, job insecurity and job stress are directly related to each other.

One of the widely used and well validated instruments to measure job satisfaction is MSQ (Minnesota Satisfaction Questionnaire). This questionnaire was developed by the University of Minnesota in order to measure satisfaction of employees toward the work in 1977. One feature of MSQ is that it measures two main components, the intrinsic and extrinsic job satisfaction. It has been used in many studies and has been reliable and valid (Shim & Jo, 2014). For example, this MSQ was used in study of Shim and Jo (2014) among police officers and Liu and White's (2011) study among pharmacy's staffs. In a study by Buitendach et al. (2009) which tested the validation of MSQ among several selected organizations of South Africa, the results showed that the questionnaire showed

“construct equivalence”. The analysis of reliability showed the MSQ and its two subscales (intrinsic and extrinsic) are reliable and “sufficiently internally consistent”.

According to Michaels and Spector (1982), low level in job satisfaction can increase employees' intention to turnover and resulted in an increase in turnover rate. Job satisfaction is also negatively related to absenteeism, withdrawal from the job whereas it is associated to rewards and training positively (Autry & Daugherty, 2003). In a study by Yang (2010), job satisfaction is an important contributor to individuals' commitment to their organizations. Low level of job satisfaction will cause reluctance in employees to approach superiors.

### **2.1.2 1<sup>st</sup> Independent Variable: Stress**

#### ***Definitions***

Stress can be defined as emotional, physical and mental response to the transformation or diverse demands (Lazarus, 1991). On the other hand, Cohen, Kamarck, and Mermelstein (1983) defined stress as a process when the environment demands change and it will bring the result to a person in disease.

Moreover, stress also can be defined as a “psychological and physical response of the body whenever someone must adapt to the changing conditions” (Lazarus, 1991). Lazarus categorized stress into four types which are eustress, distress, hyperstress and hypostress. Eustress is a positive type of stress that will increase a person's behavior such as increases in creativity and job satisfaction, while distress is a negative type of stress that will lead to a person make some changes in a routine. Besides, hyperstress will happen once when a person is pushed that they can handle. Lastly, is about hypostress. Hypostress can be defined as a stress that a person will encounter when they are feelings uninspired and restlessness (Lazarus, 1991).

According to National Institute for Occupational Safety and Health (1999), job stress occurs when the employees' qualifications and resources do not match the requirement of the job and the stress also can be stated as the harmful physical and emotional reaction. Job stress will harm an individual's health and also cause injury.

Chronic stress is the stress that will influence an individual in every aspect, such as intrapersonal and interpersonal functioning. Besides, it also can influence a person's physiological health over the long term. In addition, chronic stress will affect an individual's ability to relax and also affect a person's metabolism can result the decline of the immune system. The declining can cause the mental illness and stroke (Canadian Mental Health Association, 2004).

According to the European Occupational Health & Safety (2011), they founded out the sources of teachers stress is come from the work overload, increased of the class size, role overload and unacceptable students' behavior. The sources of stress can cause the teachers run in burnout, high absenteeism, emotional exhaustion, low job satisfaction and so on.

The role of being a teacher is to foster children to become a knowledgeable person ("Teaches's In-Dept", n.d.). Therefore, become a teacher always will experience some unpleasant emotions such as fear, worry, tensions and anger because work overload, not enough time and energy, unfavorable working conditions will direct to stress (Kyriacou, 1989). An individual will be helplessness, uncertainty and dependency rather than productivity, assurance and autonomy when all the negative feelings result in one's work. When there is a lot of conflicting roles need to fulfill by an employee, while the real job tasks differ from the role expectations, while the employees need to accomplish too many tasks and the resources that provided not enough to fulfill the tasks work stress will occur (Freeman & Coll, 1997).

***Factors of Stress:***

Nowadays, many of the employees face a lot of problems in their job. However, stress is the main problems that face by them. According to Amble (2006) many evidences showed that whenever the economy in the worldwide is either going up or going down, but the stress level still speeded in 2005. The cause of stress will bring some consequences to the employees such as loss of efficiency, increase of employee absenteeism, loss of productivity and other problems too (Marilyn, 2003). Moreover, according to the finding of McGinty (2007) he had made a conclusion that stress also will bring some of the negative consequences to the employees. For example, stress will lead to rise in management pressures, reduce employee's productivity and if serious it will make employee ill in several ways.

According to Waseem and Iqbal (2012) they founded out there is the five drivers which cause the job stress among employee, such as relationship with others (Sauter, Murphy, & Hurrell, 1992), performance pressure (Scott, 1966), work load (Wilkes, Beale, Hall, Rees, Watts, & Denne, 1998) and homework interface (Alexandros-Stamatios, 2003).

Firstly, according to Fisher and Gitelson (1983) the role ambiguity has a negative relationship with job satisfaction, job performance, job involvement and some other variables. However, the second driver which is the relationship with others also negatively correlated with job satisfaction (Marilyn, 2003). According to Sauter (1992) he refer that if one has a poor relationship with colleagues, subordinates, supervisors in their work, it will lead to the individual feeling stress in the organization. Thus, it will lead to the individual have low job satisfaction in the organization.

There have several studies found that if the workload is too high or work overload for the individuals in the workplace, it will lead to some negative consequences. Wilkes (1998) defined workload stress as when individuals are refusing to go to work and feeling of fixed pressure in their work.

The inverted-U relationship between stress and performance had been proved by Yerkes and Dodson (1908). Srivastava and Krishana (1991) also had proven that there is the relationship of the stress and performance in inverted-U. On the other hands, Scanders (1983) and Gaillard and Steyvers (1989) emphasized that when the stress level is at too high or too low, the performance of the employee will reduce.

The last job stress level is the home work interface. The home work interface is defined as when there is the overlap between of the home and work (Alexandros-Stamatios, 2003). The overlapping of home work refer that the stress of the individual at work will lead to the home life or even the stress of the home life will lead to the individuals to work in organization. It is a 2 ways relationship between home and work.

Rehman, Irum, Tahir, Ijaz, Noor, and Salma (2012) had researched on the effect of job stress to job satisfaction among employees of Pakistan's private colleges. There are two big dimensions of job stress, which are workload and physical environment. Employees undergo occupational stress through role stress designed by management. Role stress is those in the role of organization that create adverse results. Workload stress is when one has high workload. The result of their study showed that there is a positive relation between employees' job satisfaction and workload. Besides that, better physical environment is also positive related to job satisfaction.

According to a study by Townley (as cited in Rehman et al., 2012), majority of employees are not satisfied or unhappy when there were requested to work extended hours and to complete large workloads. At the same time, they need to achieve targets and meet deadlines.

Jehangir, Kareem, Khan, Jan, and Soherwardi, (2011) has studied on the impacts of job stress on job performance and satisfaction among female nurses in public sector hospitals in Pehaswar, Pakistan. The findings of study indicate that job stress has a negative relationship with job performance and satisfaction.

Mofoluwake and Oluremi (2013) conducted a study among employees of NAPIMS (National Petroleum Investment Management Services) in Nigeria. The research studied the relationship between job satisfaction, organizational stress and performance of employees. It showed that there is a negative relationship between satisfaction towards job and the organizational stress. The level of job satisfaction tends to decrease when there is an increment in organizational stress. The authors explained that this organizational stress is due to the physical demands, as well as psychological demands of carrying out the job or task.

Mansoor, Fida, Nasir, and Ahmad (2011) had researched on the impact of job stress on the job satisfaction of employees in the Pakistan's telecommunication sector. 134 employees were selected. Job stress was measured in three dimensions, which are physical environment, conflict at workplace and conflict of role. The results showed that stress is related to job satisfaction negatively. Employees found their jobs are less satisfying when they undergo excessive and high level of stress. Individuals who experienced a low level of satisfaction in job experienced higher stress level in role conflict, the physical working environment and workload.

### ***Consequences of Stress:***

Stress, become an organism in everyone's life. According to epidemiological evidence it showed that job stress had been rapidly increasing in worldwide. It will bring the cause of the work-related injury or disease to the employees, workers and also employers. If serious it will have an impact towards individual health problem, the family problem, the organization and lead to society's problems.

The health problems included general mental problems, depressive symptoms, cardiovascular disease, and suicide. However, for the family problems that cause by stress is family conflict. For the organization and society problem, stress will lead to absenteeism, reduce in their performance, insurance costs and public health costs.

In the recent year, there is the increasing number of work-related stress in Australia. The below Table 2.1 is the key stress response and health outcomes reported in the international and Australian literature. From the table the outcome can classify into 3 categories which is psychological outcomes, physiological outcomes and behavioral outcomes. Every outcome consists of many key indicators (Keegal & LaMontagne, 2012).

Table 2.1: Job stress and health: physical, mental and behavioural health outcomes linked to job stress

Job stress-related health outcome groups	Job stress-related specific health outcomes
Physical	<ul style="list-style-type: none"> <li>• Cardiovascular disease (CVD)</li> <li>• Coronary heart disease (CHD)</li> <li>• Myocardial infarction (heart attack)</li> <li>• Hypertension</li> <li>• Diabetes</li> <li>• Metabolic Syndrome</li> </ul>
Mental	<ul style="list-style-type: none"> <li>• Depression (including major depression, depressive symptoms, etc.)</li> <li>• Anxiety disorders (generalised anxiety disorder)</li> <li>• Various measures of distress (e.g. General Health Questionnaire)</li> <li>• Burnout</li> <li>• Suicide</li> <li>• Various measures of poor mental health (e.g. Short Forms 12 &amp; 36, Psychiatric Symptoms Index)</li> </ul>
Behavioral	<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol consumption</li> <li>• Alcohol dependence</li> <li>• Physical activity</li> <li>• Poor diet</li> <li>• Overweight and obesity</li> </ul>

Source: Keegal, T., & LaMontagne, A. (2012). Reducing stress in workplace – An evidence review: full report. *Victorian Health Promotion Foundation 2012*, 1-52.



## ***Models of Job Stress***

### **Job Demand-Resources (JD-R) Model**

Working condition can be divided into two categories which propose by job demand-resources (JD-R) model which are job resources and job demands. Job resources and job demands usually related differently to some specific outcomes. For example: job demands are mostly related to burnout while job resources are principally related with disengagement. According to Maslach and Schaufeli (1993), they founded that burnout is always happening in human services, such as teaching health care and social work.

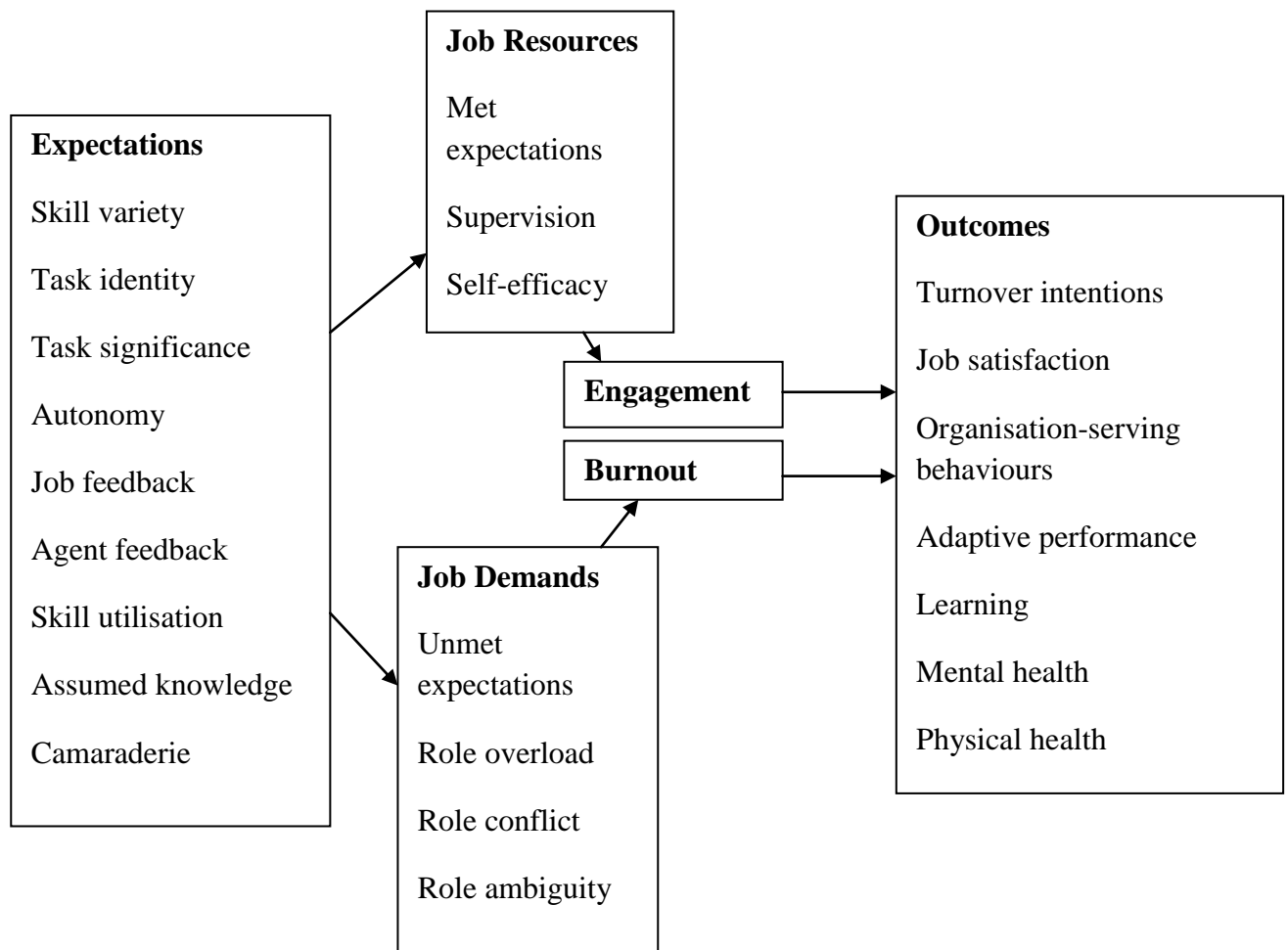
Stress defined as the external factors that disrupted the equilibrium of emotional-cognitive-environmental systems (Lazarus & Folkman, 1984; McGrath, 1976). The external factors always namely as stressors. Job demands require sustained physical or mental effort to those organizational, social, or physical aspects of the job. Thus, it will lead to exhaustion of individuals. Exhaustion also can call as physiological costs. According to Hockey's (1993) he proposed that when individuals influence by environmental stresses such as workload, noise, time pressure and heat they will tend to use performance protection strategy. The environmental stresses have related to the job demand model.

According to Richter and Hacker (1998) job resources will do something that refers to those organizational, social, or physical aspects of the job. For example: decrease the job demands, be efficient and effective in achieving work goals and stimulate personal development and personal goals. There have two types of the resources such as social resources and organizational resources. Job controls, participation in decision making, task variety and job control all include in organizational resources. However, support from the support from peer groups, colleagues and family members are all about social resources. Individuals cannot get to cope with the negative influences of environment demands when the external environment, lack of resources and they cannot reach the goals.

In job demand resources (JDR) model the expectation always follow by two processes (Figure 2.1). Firstly, the demanding process of job such as unmet expectation, role overload, role conflict and role ambiguity will lead to

engagement and burnout. The job demands always become the role as characteristic of the job. However, the role characteristic such as role overload, role conflict and role ambiguity will lead to the higher burnout (Lee & Ashforth, 1996; Peiro, Gonzalez-Roma, Tordera, & Manas, 2001). Secondly, the lack of the resources in a job such met expectation, supervision and self-efficacy will also lead to engagement and burnout. If it continues in the long term, individuals will have turnover intention, low job satisfaction, mental health problem, physical health problem and so on.

Figure 2.1 : Job Demand-Resources (JD-R) Model and Job Demand-Control Model (JD-C)



Source: Lynch, J. (2007). Burnout and engagement in probationary police officers: A scoping paper. *Australasian Centre for Policing Research*, 1-29.

**Job Demand-Control (JD-C) Model**

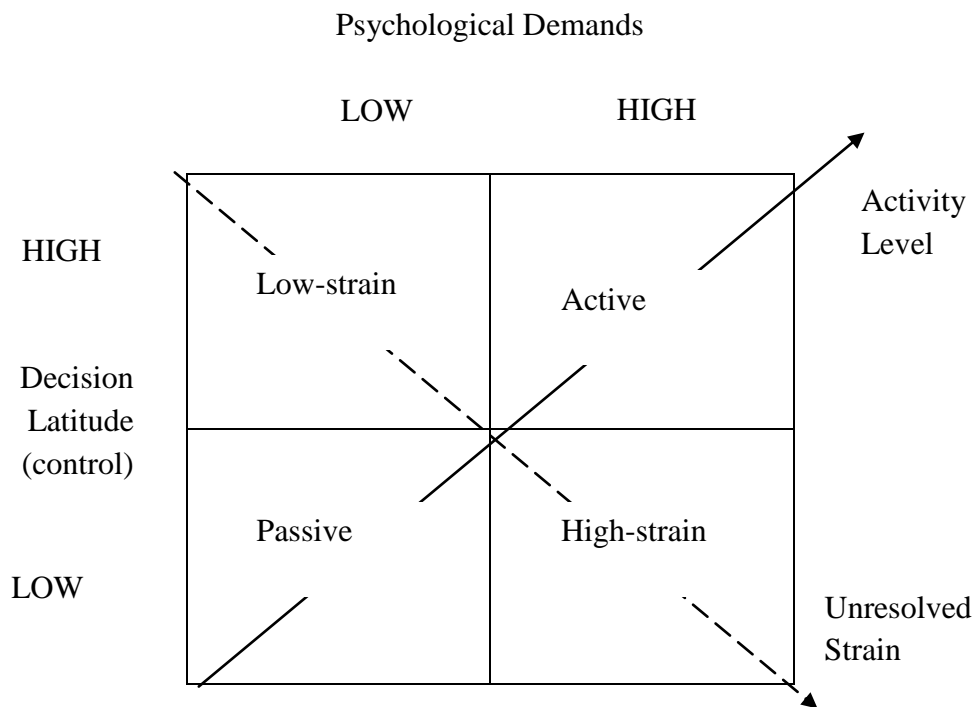
Stress that employees always face in their occupation is focused primarily on job demand-control (JD-C) model. Karasek (1979) is one of the sociologists who are the one of the author that introduced the job demand-control (JDC) model. Job demand-control model is mainly designed to measure that occupational stress that face by employees in the organization.

According to Jamal (1984) and Jamal (1985) he indicates that have a many problems, encounter by employees due to work related stress, the most major one is referring to job dissatisfaction, high turnover, low job performance, burnout, low organizational commitment and high absenteeism. However, Matterson and Ivancevich (1987) they proposed that stress can cause forty percent of turnover, fifty percent of absenteeism and five percent of productivity related to the job.

Job demand-control (JD-C) model is the “combination of high job demands with low job control that use to measure the extent of job dissatisfaction and mental strains”. Thus, it creates 4 types of jobs predicts in this model. It may result different combination of the psychological demands and decision latitude (control). Firstly, it may create passive, active, low strain and high strain from the model.

From the Figure 2.2 Karasek’s Original Model (Hussain & Khalid, 2011) it can indicate four types of job predicts. Usually, passive is a combination of low psychological demands and low decision latitude (control); the active is from the combination of high psychological demands and high decision latitude (control); low strain is from the combination of low psychological demands and high decision latitude (control); lastly, for the high strain that is from the combination of high psychological demands and low decision latitude (control).

Figure 2.2: Karasek's Original Model



Source: Hussain, N., & Khalid, K. (2011). Impact of karasek job demand control model on the job satisfaction of the employees of nadra. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 566-594

### 2.1.3 2<sup>nd</sup> Independent Variable: Burnout

#### *Definitions and Theories*

Burnout is defined as a condition of physical, mental and emotional exhaustion that result from long-term involvement in situation which are emotionally demanding and stressful working environment (Schaufeli & Greenglass, 2001). According to Jennett, Harris, and Mesibov (2003), burnout is defined as a result from long-term occupational stress which mostly occurs among the human services workers such as teachers. There is a high level of burnout has been found among the teachers in some studies (Cunningham, 1983; Kyriacou, 2001; Kyriacou & Sutcliffe, 1977; Salo, 1995; Seidman & Zager, 1991).

As quoted of Schaufeli, Bakker, Hoogduin, Schaap, and Kladler (2001), most of the definition of burnout will have the five common elements. First, fatigue symptoms such as emotional and mental exhaustion, depression and tiredness will appear. Second, there is different atypical physical distress symptoms will occur and third is burnout symptoms are related to work. There will also appear the symptoms that a person will tend to show themselves in a “normal” person who did not experiencing suffer of psychopathology before. The negative behavior and attitude will lead to decrease of effectiveness and work performance.

According to the well-known researcher of burnout, Maslach, Schaufeli, and Leiter (2001) defined burnout as a “psychological syndrome in response to chronic interpersonal stressor on the job.” There are two forms were addressed in early research of burnout, including Human Services Survey (MBI-HSS) addressed on healthcare professionals (Maslach & Jackson, 1981) and Educators Survey (MBI-ES) addressed on teachers (Maslach & Jackson, 1986).

Maslach Burnout Inventory (MBI) is the most commonly instrument used to measure the burnout (Maslach & Jackson, 1981; Maslach, Jackson, & Leiter, 1996). The MBI- Human Services Survey (MBI-HSS) is categorized by three dimensions which are emotional exhaustion, depersonalization and reduced personal accomplishment and these three sub scales are only applicable to those employees who work with people.

Emotional exhaustion defined as “having a feeling of being emotionally overextended and depleted of one’s emotional resources”. Emotional exhaustion arises when workers start to feel tired, overwhelmed and emotionally drained by the job (Maslach & Jackson, 1981). Emotional exhaustion was strongly associated with the workload, work stress, turnover intention, support of supervision and organizational commitment (Lee & Ashforth, 1996). Based on the research of Chenevey, Ewing, and Whittington (2008), teachers which experienced higher level of emotional exhaustion are more likely with higher burnout.

Emotional exhaustion has been used in few studies as a predictor of job satisfaction and factor that influence the personal achievement in different occupations (Arabaci, 2010; Karatepe & Tekinkus, 2006; Karl & Peluchette, 2006; Mohler & Byrne, 2004; Saiphon, 2010; Sharma, Verma, Verma, & Malhorta, 2010). The previous research shows that no matter what occupation involved, emotional exhaustion will contribute a negative effect on employees' job satisfaction (Arabaci, 2010; Karatepe & Tekinkus, 2006; Karl & Peluchette, 2006; Mohler & Byrne, 2004).

Depersonalization is defined as negative response which tends to keep themselves away from other people. Depersonalization is associated with role ambiguity and conflict, job satisfaction and stress (Lee & Ashforth, 1996). According to Leiter and Maslach (2004), depersonalization often develops in response to overload exhaustion. Teachers may show negative, cold and indifferent attitudes and sometimes will physically distancing themselves from students.

Reduced personal accomplishment is defined as the reduction in sense of self accomplishment and competence in work. According to Pines and Aronson (1988), reduced personal accomplishment occurs among teachers when they evaluate themselves negatively and they feel no longer doing a meaningful and important job. This personal accomplishment is associated with the job participation and satisfaction (Lee & Ashforth, 1996). Personal resources such as controlling, coping and organizational commitment are the predictors of personal accomplishment (Greenglass & Burke, 2002). The personal accomplishment will increase when there is a satisfaction of working with people and colleague contact (Leiter & Maslach, 1988; Prosser, Johnson, Kuipers, Szmukler, Bebbington, & Thornicroft, 1997). While the intended results not match their efforts or not being recognized personal non accomplishment will be build up (Hollet-Haudebere, Mulki, & Fournier, 2011).

Rutherford, Hamwi, Friend, and Hartman (2011), denoted that emotional exhaustion and depersonalization were negatively correlated with job

satisfaction. However, personal accomplishment was positively correlative with employees' job satisfaction.

MBI-Educators Survey (MBI-ES) developed to measure the same three dimensions of burnout as the original MBI in teaching profession (Maslach, Jackson, & Leiter, 1996). In teaching profession, emotional exhaustion occurs when the teachers have feeling of tiredness and fatigue as result from emotional energies is drained. When the situation become severe, teachers will found themselves cannot perform as before. Besides that, when the teachers do not have positive feelings to their students, they are experience the depersonalization, second component of burnout. Reduced personal accomplishment in teaching profession is the feeling of low level of achievement from their job. Teachers will feel that they are no longer able to help their students to grow and learn when reduced personal accomplishment is occurs.

Maslach Burnout Inventory- General Survey (MBI-GS) was developed by Schaufeli, Leiter, Maslach, and Jackson (1996) in order to study the burnout outside the human services. This model includes three generic burnout dimensions such as exhaustion, cynicism and professional efficacy. The dimensions of MBI-GS are similar to the dimensions of MBI-HSS. However, there are different items which refer to more general and non-social aspects of the occupational were included in MBI-GS.

Exhaustion is defined as the feeling of emotionally overextended and depletion of physical and emotional resources. Cynicism, when someone who reflects the indifference or distant attitude toward the work or with others people. A person experiences cynicism will not interested and enthusiastic about the job when they first started (Maslach, Schaufeli, & Leiter, 2001). Professional efficacy is the feeling of achievement, competence and productivity of work. In addition, professional efficacy has a broader focus which includes social and nonsocial aspects job accomplishments if compare to parallel origin MBI scale. The high level of exhaustion and cynicism and low level of efficacy will result to burnout.

***Factors of Burnout:***

According to Leiter and Maslach (2004), an individual worker who is experience a continuous stress in workplace will tend to frustration and deterioration which this will lead to burnout occur. Besides that, workload and job stress (Cordes & Dougherty, 1993; Lloyd, King, & Chenoweth, 2002) and lack of work autonomy (Lee & Ashforth, 1993; Lloyd et al., 2002) are the providers of burnout.

There are two general factors associated to burnout which are personal and organizational factors. The personal traits such as perfectionism, high need for approval, external locus of control, lack of social support, passive and negative handling styles, lower socioeconomic status, gender, youth, unmarried status and other personal and psychological problem are associated with burnout (Anderson, 2000; Maslach et al., 2001). There are many researches support that the organizational factors such as high workloads, lack of supervision and low autonomy will contribute to burnout (Maslach & Leiter, 2005).

Teachers may experience burnout when there was high stress over a long period of time (Troman & Woods, 2001). According to Straquadine (1990), the long working hours beyond 40 hours per week, caused the stress level of teachers and burnout occurred. Another factor that leads to stressful situation and burnout is that the requirement and the resources provided are often mismatched to the job (Chenevey, Ewing, & Whittington, 2009).

Some other factors that caused teachers experience burnout is that every day they must a classroom full of students, stressful connections with parents, administrators, colleagues and others, dispute with low pay and shrinking school budgets and to assure that students can fulfill the strict standards of accountability (Wood & McCarthy, 2002).

### ***Consequences of Burnout:***

There is a phenomena shows that burnout has a long-term effects which is harmful to workers, family and workplace. Burnout will result to physical and psychological consequences such as somatization, depression and anxiety disorder among the affected workers (Schaufeli & Greenglass,



2001). For example, a Finnish study show that people who has severe burnout will experience depressive disorders. The level of burnout will increase the chance of having depressive (Ahola, Honkonen, Isometsa, Kalimo, Nykyri, Aromaa, & Longqvist, 2005).

Furthermore, more critical conditions may occur as a result of the harmful relationship, for example the mental and physical health impairment or the worsen relationship with family members (Maslach & Jackson, 1981). Burnout affected the work-family balance by endangers the family harmony and promote it to the dispute level. Married couple that experience burnout will transfer it to their partner. As a result, burnout not only impacts an individual but also affects to their partner or family members (Bakker, Demerouti, & Schaufeli, 2005).

Besides of the bad effect on workers well-being, the negatively influence on work outcomes also another consequences of burnout. For instance, reduce of the employee's work performance or the increase of the absenteeism (Maslach et al., 2001). They may be not so productive and effective in their work. They are worse when officially performing their work and at their behaviors in work (Halbesleben & Buckley, 2004). In addition, they may less willing to give a helping hand to colleagues and lower their concern towards the organization (Bakker, Demerouti, & Verbeke, 2004). The higher the absenteeism will lead to higher cost and financial loses of an organization because of the frequent sick leave of employees (Maslach & Leiter, 1997).

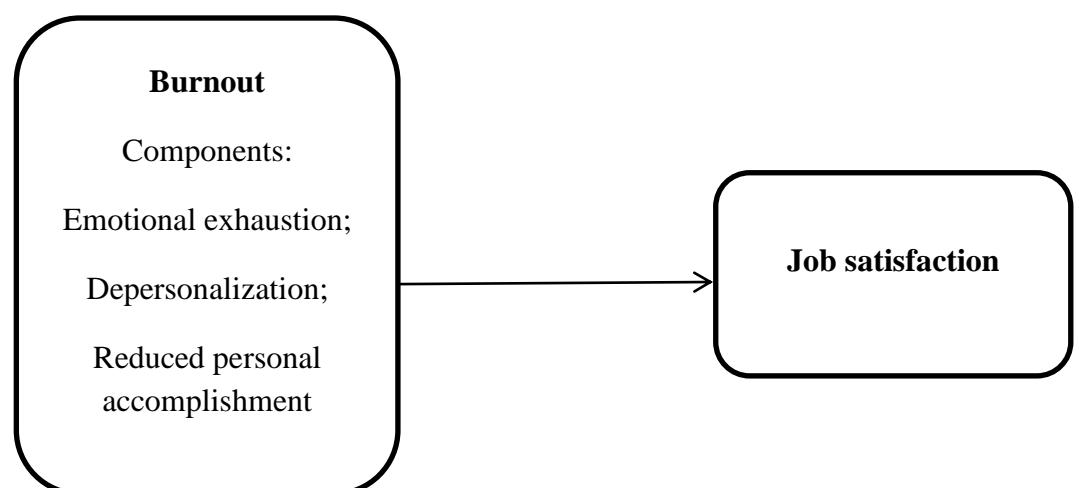
According to Matin, Kalali, and Anvari (2012), they found that there is a negative relationship between job burnout and job satisfaction among employees. Thus, lack of job satisfaction is one of the consequences of job burnout. A few negative consequences caused by job burnout categorize in different aspects, for instance "physical, emotional, interpersonal, attitudinal and behavioral" (Cordes & Dougherty, 1993). Attitudinal consequences refer to bad attitudes to customers, co-workers and organization and this will lower the employees' job satisfaction and organizational commitment (Hollet-Haudebere, Mulki, & Fournier, 2011).

Another consequence that affects the work outcomes is that decrease in the employees commitment towards the organization. While the employees experience the sustaining work requirements and feel distressed, they will doubt their commitment and future. The employees that experience lower job satisfaction and commitment will have a higher intention to leave the job. One of the data also shows that there is a negative relationship between burnout and organizational commitment (Leiter & Maslach, 1988). Likewise Hakanen et al. (2008), establish that the significantly decrease of the organizational commitment caused by the increase of the burnout. So, burnout has a large influence over counterproductive behavior.

## 2.2 Review of Relevant Theoretical Models

### 2.2.1 Model 1: Job Burnout and Job Satisfaction among Industry, Mine and Trade Organization Employees: A Questionnaire Survey

Figure 2.3: Conceptual Model of Talachi and Gorji (2013)



Source: Talachi, R. Z., & Gorji, M. B. (2013). Job burnout and job satisfaction among industry, mine and trade organization employees: A questionnaire survey.

*International Journal of Academic Research in Business and Social Sciences*. 2(8), 21-41.

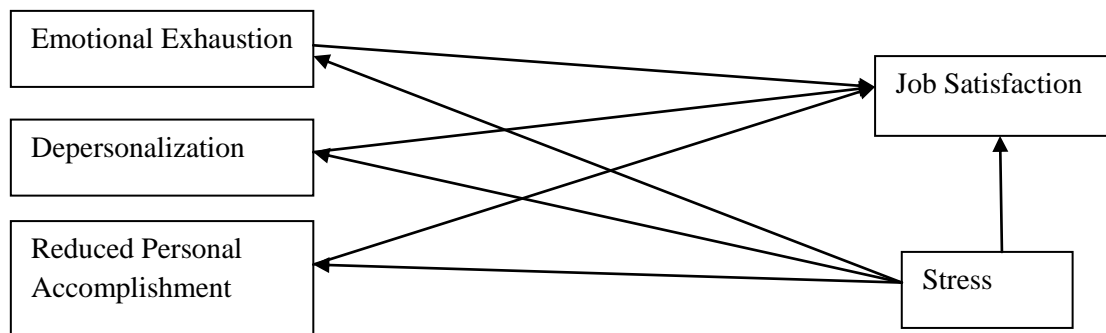
The model above shows the relationship between job burnout and job satisfaction. In the meantime, the relationship of burnout and its three components (independent variables) also will be studied with the job satisfaction (dependent variable) in this research. According to Maslach's MBI model (1996), the three components of burnout are emotional exhaustion, depersonalization, and reduced personal accomplishment.

The main purpose of this study was to investigate the relationship between burnout and job satisfaction among industry, mine and trade organization (IMTO) employees in Golestan Province, Iran. The numbers of 120 employees were randomly selected as sample in this research and collect data by apply two questionnaires of job burnout and job satisfaction.

According to the result of this study, it stated that there is a significant relationship between burnout with the job satisfaction. There is a negative relationship between the two variables which means that increase in employees' burnout will result to reduction in their job satisfaction and vice versa. Besides that, the result also shows that the negative relationship between job burnout components (emotional exhaustion, depersonalization and reduced personal accomplishment) and job satisfaction. The Spearman and Pearson's correlation test shows the negative relationship between emotional exhaustion, depersonalization, and reduced personal accomplishment and job satisfaction. In fact, the increase in emotional exhaustion, depersonalization and reduced personal accomplishment will lead to reduction in employees' job satisfaction.

### 2.2.2 Model 2: Could burnout be a reason behind airlines accident? An Empirical Research Study in Turkish Airlines Companies

Figure 2.4: Conceptual Model of Mengenci (2014)



Source: Mengenci, C. (2014). Could burnout be a reason behind airlines accidents? An empirical research study in Turkish airlines companies. *European Journal of Business and Management*. 6(30), 52-62.

The model above shows the relationship between stresses, burnout and job satisfaction. This study aims to figure out the effect of burnout and the relationship with stress and job satisfaction in Turkish Airlines Companies.

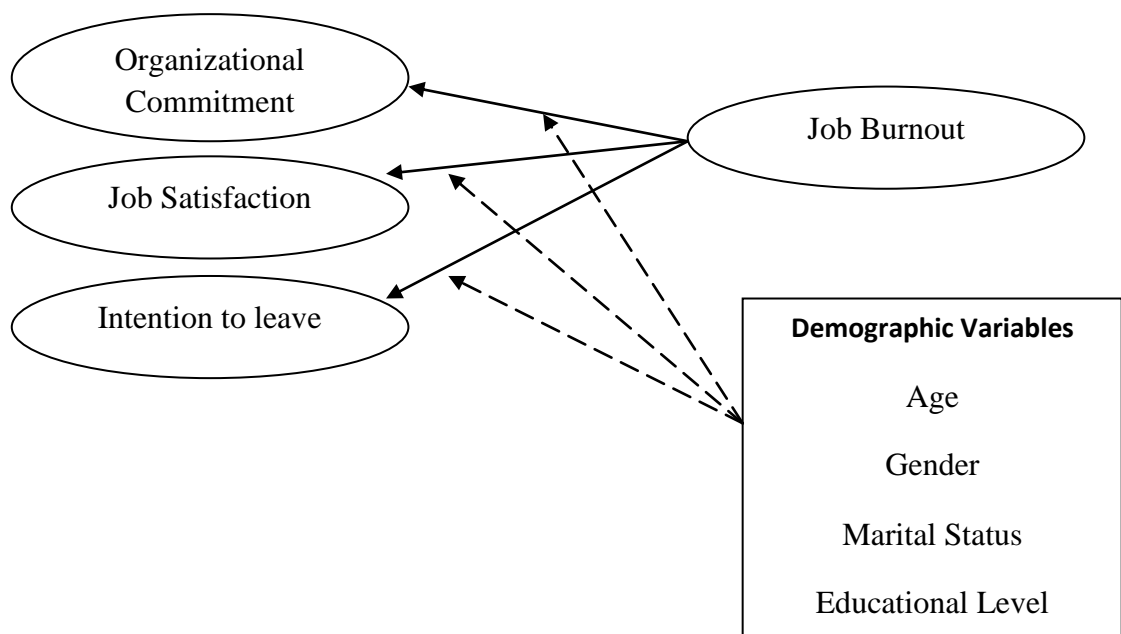
As shown in the model above, Mengenci (2014) has studied the relationship between stress (independent variable) and job satisfaction (dependent variables). Due to the stress is closely related to burnout (McManus, Winder, & Gordon 2002), therefore, the relationship between stress (independent variable) and emotional exhaustion, depersonalization, and reduced personnel accomplishment (dependent variables) also was studied. The relationship between emotional exhaustion, depersonalization, and reduced personnel accomplishment and job satisfaction also was studied by researcher. However, for our study, we only will focus on the relationship between stress and job satisfaction and the relationship between emotional exhaustion, depersonalization, and reduced personnel accomplishment and job satisfaction.

In order to carry out the research, data have been collected from the pilots and flight attendance of Turkish airlines companies in Turkey. Questionnaire survey was distributed to 300 randomly selected Turkish airlines companies' pilots and copilots in Turkey.

From the result, it found that there is a negative relationship between job satisfactions and stress which means that the person with a high level of stress will result in low job satisfaction. Besides that, study also shows the result that there is a positive relationship between stress and three components of burnout. There is a negative relationship has found between emotional exhaustion, depersonalization, and reduced personnel accomplishment and job satisfaction.

### 2.2.3 Model 3: Do Demographic Variables Moderate the Relationship Between Job Burnout and its Consequences?

Figure 2.5: Conceptual Model of Matin, Kalali & Anvari (2011)



Source: Matin, H. Z., Kalali, N. S., & Anvari, M. R. A. (2011). Do demographic variables moderate the relationship between job burnout and its consequences? *Iranian Journal of Management Studies*, 5(1), 47-62.

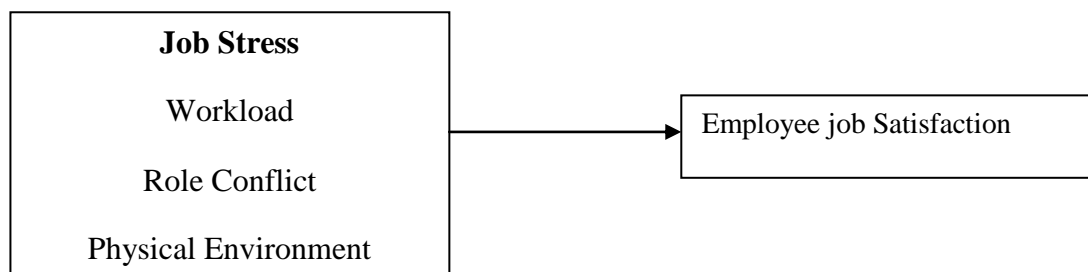
This present research is aims to investigate the moderating effect of demographic variables on the relationship between burnout and its consequences among the staff of an Iranian company in public sector. The model shows that the job burnout is independent variable while organizational commitment, job satisfaction and intention to leave is considered as dependent variables; and the age, marital status, educational level and gender are considered as moderating variables.

However, for our study, only the relationship between job burnout and job satisfaction will be adopted by us in this research.

The result was found that employees' job burnout will lead to decrease of organizational commitment and job satisfaction and increase the intention to leave. In short, it can conclude that there is a negative relationship between employees' burnout and job satisfaction. On the other hand, the moderating variables such as gender, age, marital status and educational level do not have influence on the relationship between job burnout and organizational commitment, job satisfaction and intention to leave.

#### **2.2.4 Model 4: The Impact of Job Stress on Employee Job Satisfaction A Study on Telecommunication Sector of Pakistan.**

Figure 2.6: Conceptual Model of Mansoor, Fida, Nasir & Ahmad (2011)



Source: Mansoor M., Jinnah A.M., Fida S., Nasir, S., & Ahmad, Z., (2011). The Impact of Job Stress on Employee Job Satisfaction A Study on

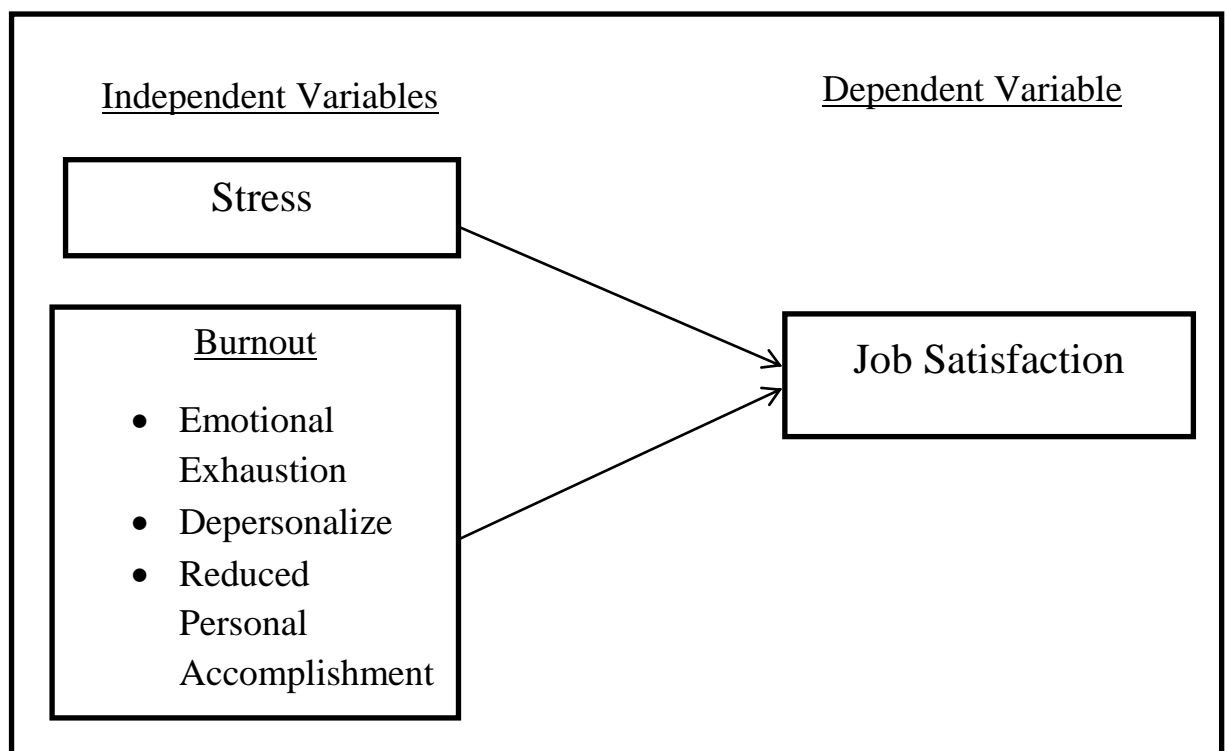
Telecommunication Sector of Pakistan. *Journal of Business Studies Quarterly*, 2(3) , 50-56.

According to Mansoor, Jinnah, Fida, Nasir, and Ahmad (2011) show the relationship between the job stress toward job satisfaction. From the job stress it can be break down into 3 part which is workload, role conflict and physical environment. According to Coverman (1989) refers that role conflict will always reduce employee job satisfaction among all the men and women. However, according to Stamps and Piedmonte (1986) founded that there are the significant relationship between job stress and job satisfaction. Workload and physical working environment are the stress component which will lead to negative relationship will job satisfaction.

## 2.3 Proposed Theoretical Model/ Conceptual Framework

### 2.31 Proposed Theoretical Model

Figure 2.7: Conceptual Framework Model



Source: Developed for the research

Based on the theoretical models mentioned earlier, we know that stress and burnout would definitely affect the job satisfaction. Thus, we have constructed a theoretical framework for our research as shown in above.

The main purpose of our research is to investigate the relationship between stress, burnout and job satisfaction among the primary school teacher in Perak. As shown in the proposed framework model above, the relationship between stress (independent variable) and job satisfaction (dependent variable) will be study in this research. Besides that, the relationship between burnout (independent variable) and its three-sub components, emotional exhaustion, depersonalization, and reduced personal accomplishment (independent variable) and job satisfaction (dependent variable) also will be study in this research.

Recently, due to the level of stress that face by teachers in Malaysia keep on increasing. Therefore, we wish to find out whether teachers in Ipoh, Perak also facing the same problems. Moreover, currently there is no study is examines on the stress and burnout which will affect to the job satisfaction among teachers in Malaysia. Thus, this become a new topic and is an interesting topic for us to study deeply.

## **2.4 Hypotheses Development**

### **2.4.1 Stress and job satisfaction**

#### Hypotheses 1:

Stress is the tension of anxiety which workers feel by their jobs (Gill, Flaschner, & Shachar, 2006). While job satisfaction is the emotion that is delightful or positive that caused by the appraisal of a person's job or job experiences (Locke, 1983). According the research of general practitioners



in England, they discovered that four job stressors were the predictive of job satisfaction (Cooper, Rout, & Faragher, 1989). Based on other study by Vinokur-Kaplan (1991), identified that there was negative relationship between organization factors such as workload and working condition with job satisfaction. In other study acknowledged that there was an interrelated relationship between job stress and job satisfaction. It stated that high job satisfaction can alleviate the stress of employees, while lack of job satisfaction can be the source of stress (Fletcher & Payne, 1980). One of the study stated that low level of job satisfaction are associated with high level of work stress (Landsbergis, 1988). Furthermore, the job stressors are the predictive of job satisfaction and there was greater propensity for the employees to leave the organization (Cummins, 1990). Based on the above reviews, the following hypothesis is formed.

H<sub>1</sub>: There is a significant relationship between stress and job satisfaction.

## **2.4.2 Burnout and job satisfaction**

### Hypotheses 2:

There is a negative relationship between burnout and job satisfaction. When burnout increases, job satisfaction tends to decrease. A significant negative relationship between burnout and job satisfaction had been shown by a great number of studies (Maslach & Schaufeli, 1993). According to Wolpin, Burke, and Greenglass (1991), job burnout seems to cause decreased of job satisfaction.

The workload size, time that spent with customers, role conflict and ambiguity are the antecedents of burnout based on the study of Um and Harrison (1998); while the consequences of burnout usually caused the job dissatisfaction or the intentions of employees to leave. Based on the above reviews, the following hypothesis is formed.

H<sub>1</sub>: There is a significant relationship between burnout and job satisfaction.

#### **2.4.2.1 Emotional exhaustion and job satisfaction**

##### Hypotheses 2 (a):

According to the study from the rehabilitation and counselling professionals, those who entered this field indicate that those who have high expectations have high levels of emotional exhaustion and depersonalization. Counsellors will need to lower down such expectations for job satisfaction and job performance (Roessler & Rubin, 1992). Those who worked in rehabilitation fields due to the intense emotional demands of their job requirements and responsibilities, they may feel stress and burn out, which lead to job dissatisfaction (Eisenstat & Felner, 1983). In the research among the healthcare staff, emotional exhaustion and job dissatisfaction had a strong relationship. The research found out that there was a negative predictor between job satisfaction and emotional exhaustion (Piko, 2006). Based on the above reviews, the following hypothesis is formed.

H<sub>1</sub>: There is a significant relationship between emotion exhaustion and job satisfaction.

#### **2.4.2.2 Depersonalization and job satisfaction**

##### Hypotheses 2 (b):

According to Salanova (2005), depersonalization and organizational cynicism negatively influence the efficiency of an organization and employees' job satisfaction. From the study by Bucak and Yilmaz (2009), Tanriverdi (2008), Balay and Engin (2007), the results show that educational inspectors have low level of depersonalization, moderate level of cynicism, "Satisfied" level of intrinsic satisfaction and "Undecided" level of extrinsic satisfaction. The employees will have higher level of job satisfaction if there are lower level of depersonalization and cynicism. Based on the above reviews, the following hypothesis is formed.

H<sub>1</sub>: There is a significant relationship between depersonalization and job satisfaction.

#### **2.4.2.3 Personal Accomplishment and Job Satisfaction**

##### Hypotheses 2 (c):

From the correlation test of Spearman and Pearson, shows that there is a significant relationship between reduced in personal accomplishment and job satisfaction. It is a negative relationship whereby the reduction of personal accomplishment of workers caused the reduction of their job satisfaction (Talachi & Gorji, 2013). Based on the above reviews, the following hypothesis is formed.

H<sub>1</sub>: There is a significant relationship between reduced in accomplishment and job satisfaction.

#### **2.4.3 Stress and burnout significantly explain the variance in job satisfaction**

##### Hypotheses 3 (a) & (b):

From the Lopez, Bolano, and Pol (2010) results confirms that there is a negative relationship between stress, burnout and job satisfaction. From the study of Skaalvik and Skaalvik (2008) proved that the three dimensions of burnout are negatively related to job satisfaction. Based on the above reviews, the following hypothesis are formed.

H<sub>1</sub>: Stress and burnout (emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction.

H<sub>1</sub>: Stress and overall burnout significantly explain the variance in job satisfaction.

## **2.5 Conclusion**

This chapter provides a review of literature on the independent and dependent variables, which are stress, burnout and job satisfaction. According to the literature review, we developed the theoretical framework for this research and further developed the hypotheses. In the next chapter, research methodology on how the research is conducted, techniques on collecting the data and data analysis method will be discussed.

## **Chapter 3: Research Methodology**

### **3.0 Introduction**

Chapter 3 provides a detailed explanation on the procedures of the research project. It describes how this research project is carried out. This chapter will include research design, the method of collecting data, sampling design, measurement scales and method of analyzing data.

### **3.1 Research Design**

Research design is a structure or plan that used to collect and analyze all the required information (Zikmund, Babin, Carr, & Griffin, 2010). It can be classified into two categories which are qualitative research and quantitative research. Qualitative research is the approach which data are not characterized by numbers, but by visual, oral or even textual. It more focus on stories, visual portrayals, meaningful characterizations, interpretations, and other expressive descriptions. However, quantitative research is the approach which collects information by distributed questionnaire to the target respondents with the intention of testing the hypothesis for this study (Sekaran & Bougie, 2012).

In this study, quantitative research approach is used. The research will be conducted by drawing sample from primary schools in Ipoh, Perak. Questionnaires will be distributed to those primary schools which are randomly selected.

Apart from that, this research is classified as causal research. The purpose of the causal research is to find out the reasons that cause the problems. In short, researches wish to find out variables A that cause variables B. Therefore, if make some amendment or remove variables A, the problems will be solved (Sekaran & Bougie, 2012). The present study is to identify on how the job satisfaction

(dependent variable) is influenced by stress and burnout (independent variables) among the school teachers in Chinese primary schools in Ipoh.

## **3.2 Data Collection Methods**

Data collection is very important for any research study. An accurate data collection is able to influence the result of a research and finally lead to valid results. Data collection methods are the ways of how data is collected from the respondents and other relevant resources that are useful to the research. Both primary data and secondary data were collected in order to conduct this research.

### **3.2.1 Primary Data**

Primary data is defined as information which previously unknown and have been obtained for the first time by the researchers for a specific research project (Sekaran & Bougie, 2012). Sekaran and Bougie (2012) mentioned that primary data are those information which first hand obtained by the researchers on the variable of interest for a particular purpose of study. By using the primary data, it has bring a lots of advantages such as efficient, fast, accurate and low cost in gathering the relevant data for the study. There are three main tools can be used in the primary data collection which are survey, interview and observation in order to collect the relevant data for the specific purpose of study.

Questionnaire considers as a familiar and standardized method that most of the researchers will use to collect the data without any bias. According to Zikmund (2003), questionnaire is the main tool to gather the perception, direct expression, descriptions and opinions from target respondents and it make data more comparable and withstand for analysis.

Questionnaire is used in this research project in order to collect the primary data. By using the questionnaire method, it enables to obtain the latest information about the respondents. Besides that, questionnaire

method also helps in time saving to collect the relevant data for the research project. Questionnaire is more convenience to reach to large amount of respondents and data collected are more accurate.

A total number of 300 sets of questionnaires were distributed to four major primary schools in Ipoh, including SJK(C) Ave Maria Convent, SJK(C) Yuk Choy, SJK(C) Sam Tet and SJK(C) Gunung Rapat. However, there is only total number of 240 sets of questionnaires are able to collect back.

**Table 3.1: Number of Questionnaire Distributed and Collected**

Primary School Name	No. of Questionnaires Distributed	No. of Questionnaires Collected
SJK(C) Ave Maria Convent	80	71
SJK(C) Yuk Choy	80	64
SJK(C) Sam Tet	70	54
SJK(C) Gunung Rapat	70	51
Total	300	240

Source: Develop for the research

As shown in the Table 3.1, the actual respondent rate is about 75.33%. With the 240 stets collected questionnaires, there are 14 sets of questionnaires are empty or problematic. Roscoe (1975) rule of thumb, the sample sizes between 30 and 500 are suitable for most research. Therefore, the sample size of 226 in this study is still appropriate for analyze.

### **3.2.2 Secondary Data**

Secondary data refers to the information that from previously published or compiled sources by researchers for particular purpose which are related to the historical data to support our research study (Sekaran & Bougie, 2012). By using the secondary data collection method, it is easier, low cost and time effective for us to obtain the relevant data. However, some data may

outdated and inaccurate to satisfy the researchers' requirement if compare to the primary data (Zikmund, 2003) Scholarly books, textbooks, journal article, online information database, private and government sources are the tools of secondary data collection method.

In our research study, Internet and online information database and journal article were the main tools to obtain the relevant needed data and information for our study. Most of the secondary data that we obtained were online journal which are from online information database such as University Tunku Abdul Rahman (UTAR) Library online databases, ProQuest and JSTOR. Besides that, we also have use Internet search engine such as Google to obtain the relevant information in our research.

### **3.3 Sampling Design**

Sampling is the process of choosing the representative which is the right person or objects from the entire population (Sekaran & Bougie, 2012). Sampling is the procedure to make conclusions by using a small number of people or objects from the whole population (Zikmund, 2003). It is to ensure that to have a better understanding of the properties or characteristics and easily to generalize to the population elements.

#### **3.3.1 Target Population**

According to Sekaran and Bougie (2012), population means that the interest that the researcher hopes to investigate regarding the entire group of people, events or objects. Based on Zikmund (2003), target population is about "the complete group of specific population elements relevant to the research project". Therefore, this study is about the influence of job stress, burnout and job satisfaction of primary school teachers in Ipoh that involved in the educational industry. The study would like to know that the affect of job stress and burnout toward the satisfaction of their job.



According to the statistics of Jabatan Pendidikan Perak (2014), the latest amount of primary school teachers is about 22,328 peoples. For the research, the schools had randomly selected by drawing from a box. At last, there were four schools been selected which are SJK(C) Ave Maria Convent, SJK(C) Yuk Choy, SJK(C) Sam Tet and SJK(C) Gunung Rapat.

### **3.3.2 Sampling Frame and Sampling Location**

Sampling frame also known as working population, it is “the list of elements from which the sample may be drawn” (Zikmund, 2003). Sampling frame is the full set of ingredients which the sample can be chosen from the whole population (Sekaran & Bougie, 2012). In this research, the target respondents are the primary school teachers. The location that we choose is Ipoh, Perak. The reason that Ipoh had been chosen is because it is more convenience to conduct the pilot test and distribute the questionnaires. This location is quite near to the place that we located which is Kampar, Perak. When the location is more convenience, the time and cost will be save when we conduct the questionnaires. Furthermore, another reason is because it is the center of Perak.

### **3.3.3 Sampling Element**

The respondents that had been targeted in the research are the primary school teachers that work in Ipoh, Perak. So, all the teachers in the primary school got the chances to do the questionnaires. They may be from different age, gender, years of experiences, income level, education level and so on.

### **3.3.4 Sampling Technique**

Sampling technique grouped into two ways, probability techniques or non-probability techniques. For the probability sampling means that there is a known nonzero probability of selection for every element in the population (Zikmund, 2003). There are five types for probability sampling, like simple random sampling, systematic sampling, stratified sampling, cluster sampling and multistage sampling (Sekaran & Bougie, 2012). While the non-probability sampling is known as the way of choosing the particular member is unknown and based on personal judgment or convenience (Zikmund, 2003). There are few types for non-probability sampling, such as convenience sampling, judgment sampling, quota sampling and snowball sampling (Sekaran & Bougie, 2012).

Non-probability sampling was conducted for the research whereby convenience sampling is chosen. "Convenience sampling refers to sampling by obtaining units and people who are most conveniently available" (Zikmund, 2003). By using this sampling method we able quickly and economically get a huge number of completed questionnaires.

### **3.3.5 Sampling Size**

As mentioned previously, there was about 22,328 peoples work as teachers in the primary school in Perak. From the table of Sekaran and Bougie (2012), at least 240 respondents are required in this study. There was around 300 questionnaires have been distributed to the primary school teachers in Ipoh area.

## **3.4 Research Instrument**

Questionnaire is used in this research project in order to collect the primary data from our target respondents. Questionnaire method is considered the most suitable instrument to collect all the relevant data in this research project. It is cost

effective and time saving to collect the relevant data from our target respondents. Besides that, questionnaire method is convenience to use since it can reach a large number of respondents and large amount of information can be collected.

For questionnaire design, fixed-alternative questions will be used in the questionnaire. Several suggested answer will be provided in each fixed-alternative questions for our respondents to select their answers which are most suitable for them. This will make easy and saving the respondents' time while answering the questionnaire. In addition, by using fixed-alternative questions in questionnaire, it also make easier to key in the data to compute the result.

The questionnaire consists of two sections, Section A and B. Section A includes the demographic profile of respondents. In section A, personal information and demographic questions such as gender, age, ethnic group, education level, basic salary per month, average working hours per week, experience as teacher in the school and educational industry will be asked to the respondents. Besides that, the questions in section B are asked for the respondents' opinion about the level of job satisfaction on the influence of job stress and burnout.

The questions in section B are design based on the Five Point Likert scale rating which to measure the level of agreement among the respondents. Respondents are allow to select from the range very seldom to very often, strongly disagree to strongly agree, and very dissatisfied to very satisfied based on their own perception.

### **3.4.1 Pilot Study**

Pilot test is the small assessment that designed to investigate and obtain information which prior to a large study (Zikmund, 2003). Before carry out the full study, a pilot study has been carried out in order to check the reliability, accuracy and validity of questionnaire and improve the quality of questionnaire before proceed to the large scale studied.

A total of 30 sets of questionnaires were used to conduct the pilot study. On 28<sup>th</sup> January 2015, all the 30 sets of questionnaires have been

distributed to the primary school teachers in SJK(C) Wan Hwa 1, Ipoh. On 29<sup>th</sup> January 2015, all the 30 sets of questionnaire have been collected back from the respondents. The data collected is being key-in into Statistical Analysis System (SAS) software to test the reliability of questionnaire.

### 3.4.2 Full Study

A full study able to carry out after the pilot study has been conducted. In order to carry out the full study, the primary school teachers in Ipoh will be targeted in our study. A total number 300 set of questionnaires have been distributed to four major primary schools in Ipoh, including SJK(C) Ave Maria Convent, SJK(C) Yuk Choy, SJK(C) Sam Tet and SJK(C) Gunung Rapat in order to conduct the full study for our research project. The schedule that we used to conduct the full study is as below:

Table 3.2: Schedule of Full Study

Date	Activities
2 <sup>nd</sup> February 2015	Distribute the questionnaires
5 <sup>th</sup> February 2015	Collect the questionnaires
6 <sup>th</sup> February 2015	Analyze the collected data and proposed the research result

Source: Developed for the research

On 2<sup>nd</sup> February 2015, we distributed 300 sets of questionnaires to the teachers in four major primary schools in Ipoh. In SJK(C) Yuk Choy, 80 sets of questionnaires have distributed whereas in SJK(C) Ave Maria Convent, 80 sets of questionnaires have distributed. In addition, there is about 70 sets of questionnaires have been distributed in SJK(C) Sam Tet whereas in SJK(C) Gunung Rapat, a total number of 70 sets of questionnaires have been distributed.

Before the questionnaires have been distributed to teachers, we had informed the headmasters of primary school the purpose of our study and get the permission from them. Besides that, in order to ensure the primary school teachers have sufficient time to answer the questionnaires, all

questionnaires have been collected after few days as shown in the schedule above.

There are total number of 240 sets of questionnaires have been collected back from these four primary school. There are about 71 sets of questionnaires have been collected back from SJK(C) Ave Maria Convent whereas only 64 sets of questionnaires able to collect back from SJK(C) Yuk Choy. In addition, a total number of 54 sets of questionnaires able to collect back from SJK(C) Sam Tet whereas there are only 51 sets of questionnaires have been collected back from SJK(C) Gunung Rapat.

After 240 sets of questionnaires were collected back, the data are keyed in into Statistical Analysis System (SAS) software to test the reliability. Besides that, the data also was keyed in into Statistical Package for Social Sciences (SPSS) software for the Pearson correlation coefficient and Multiple Regressions tests. During the progress of keyed in data, there is about 14 sets of questionnaires are found empty and problematic. Therefore, these questionnaires are excluded and there are 226 sets of questionnaires left. After keyed in all the 226 sets of questionnaires into Statistical Analysis System (SAS) and Statistical Package for Social Sciences (SPSS) software and the research result is proposed.

### **3.5 Constructs Measurement (Scale and Operational Definition)**

The process of gathering the data in the form of numbers can know as a measurement. The numbers will convey some of the information which being measured. Scale is a tool which uses to measure the grade of any variables and object. The scale is divided into four categories which are nominal scale, ordinal scale, interval scale and ratio scale (Sekaran & Bougie, 2012).

According to Sekaran and Bougie (2012) refer that the nominal scale represents the most basic level of scale measurement. It is very simple and convenient way to assign a certain value to groups or categories purposes. There is no quantities are

being represented, thus, the value can be or does not have to be. For example, “What is your ethnic group?” is no have any quantities represented and there is no value to be given.

Figure 3.1 Example of Nominal Scale

1. Gender	
Male <input type="checkbox"/>	Female <input type="checkbox"/>

Source: Developed for the research

Moreover, ordinal scale also has some properties of nominal scale. It also can be known as ranking scale. The properties of ordinal scale allow the variable categories and arranged it based on rank-orders. But, it does not tell the value of the interval between rankings (Sekaran & Bougie, 2012). For example, “What is your educational level?” is under ordinal scale because it arranged from rank-orders.

Figure 3.2 Example of Ordinal Scale

4. Educational Level	
STPM <input type="checkbox"/>	Bachelor Degree <input type="checkbox"/>
Diploma <input type="checkbox"/>	Master <input type="checkbox"/>

Source: Developed for research

The properties of nominal scale and ordinal scale also can found in interval scale. Interval scale is a type of scale which use the distances between observations to captures quantities which have arbitrary origin. It also does not represent any phenomenon, therefore it is not iconic. Lastly, ratio scale is the highest form of measurement which consists properties of nominal, interval and ordinal scale (Sekaran & Bougie, 2012).

Figure 3.3 Example of Interval Scale

	<b>Burnout : Emotional Exhaustion</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
EE 1	I feel exhausted at the end of the workday.	1	2	3	4	5

Source: Developed for research

In this study, the questionnaire consists of two sections which are section A and section B. Section A is demographic profile of respondent's. In the section, it consists of respondent's personal details such as gender, age, ethnic group, educational level, salary, marital status and so on. Those personal details are all private and confidential. This section is designed by using nominal scale and ordinal scale to design the questionnaire.

In reference of the questionnaire there are three questions which using a nominal scale, such as gender, ethnic group and marital status. Nominal scale is a basic level of measurement which assigns a value to an object for grouping purpose (Sekaran & Bougie, 2012). However, there have six questions are using an ordinal scale, such as basic salary, educational level, working experience and so on. Ordinal scale also can be known as ranking scale. It allows the variable categories and arranged it based on rank-orders (Sekaran & Bougie, 2012).

Furthermore, the section B in the questionnaire consists of part A and also part B. In part A it categorized based on two criteria which are job stress and burnout. Both parts A and part B are using an interval scale to design the questionnaire. Interval scale consists of both nominal and ordinal scale properties. It is a type of scale which use the distances between observations to captures quantities which have arbitrary origin (Sekaran & Bougie, 2012).

Lastly, in section B, for the burnout part it is more suitable by using five-point Likert scale to measure respondent's attitudes. Therefore, five-point Likert scale is adopted as a technique to design the questionnaire. Respondents are required to select from the range of 1-5 to represent their perceptions towards burnout. For example, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 =

strongly agree. According to Zikmund (2003), five-point Likert scale can also be identified under interval scale. The purpose of developed five-point Likert scale is used to measure the level of agreement among all the respondents. It can be range from negative to positive towards respondent's perception (Zikmund, 2003).

In this study, the questionnaire is designed by adopting the questionnaire from other researchers. The below Table 3.3 is the origin of the questionnaire from the researchers and the number of items which adopted in this study.

**Table 3.3: The Origin of Construct in the Research**

Variables	Source	No. of Items
Burnout	Croom, B., & Moore, G. E. (2003)	
- Emotional Exhaustion		8
- Personal Accomplishments		8
- Depersonalization		4
Job Satisfaction	Minnesota satisfaction questionnaire (Anonymous, 1977)	10
Personal Job Stress	Cohen, S., Kamarck, T., & Mermelstein.R. (2012)	14

Source: Developed for the research

### **3.6 Data Processing**

After all the questionnaires have been collected back from the respondents, there are several preliminary steps need to be conducted to ensure the accuracy and conformity of data. Data processing is an important step in as the quality and accuracy of the data can influence the result of the research. There are few steps for data processing such as data checking, data editing, data coding and data transcribing.

Firstly is the data checking, when the questionnaires have been collected back, all the data need to be checked manually. It is important to ensure that all the



questionnaires that have been distributed to the respondents have been returned. Furthermore, there is also a need to confirm that all the questionnaires were filling up completely by the respondents.

The data editing is to identify the errors made by respondents and to ensure the accuracy of the data. Some of the questionnaires were not completely fill up by the respondents. Questionnaires with too many blank answers need to be removed and considered as invalid. While there are two sets of questionnaires with only one question not answered, their responses are selected based on the patterns of their entire responses.

After data editing will be follow by data coding which means different numerical code will be given to different questions. For the numerical coding will let the entering data process conducted smoothly. For example, in the demographic profile, gender divided into male and female. While male will be coded as '1' and female will be coded as '2'.

Lastly, the coded data was transcribing into computer by using Statistical Analysis System (SAS). The Statistical Analysis System (SAS) is to covert the questionnaires into data and analyze the data. Another purpose is to run the reliability test which means to acquire results for data analysis.

## **3.7 Data Analysis**

### **3.7.1 Descriptive Analysis**

Descriptive analysis will provide a clearer picture and understanding of the sample to the researcher by summarizing the demographic profile of respondents. It transforms all raw data into a better form which can be easily interpreted by readers.

There are nine questions in Section A of the questionnaire for this research which related to demographic information. For gender, the data will be

presented using a pie chart. Pie chart can clearly display the information which allows the readers to know the proportion quickly and easily. Besides that, pie chart will be used for ethnic group, educational level and marital status.

Apart from that, frequency bar chart is used for age, basic salary, average working hours per week and the years of experience as teachers. This is because these questions have more options for respondents and they are more complex. A frequency bar chart will be more suitable.

### 3.7.2 Scale Measurement (Reliability Test)

According to Sekaran and Bougie (2012), reliability indicates how stable and consistent the instruments measure the concept of the research. It is an indication of what extent is the questionnaire is error-free or free from bias. Therefore, consistencies can be enhanced across the items in the instruments. Reliability can help to assess the measurements' "goodness".

There are several tests to test reliability but the most famous test would be Cronbach's coefficient alpha. This test is an indication of how well the items in the questionnaire are correlated with each other positively. The internal consistency reliability of the questionnaire is higher when the coefficient alpha ( $\alpha$ ) is closer to figure 1, whereas when the value equals to 0, it means that there is no internal consistency. Coefficient alpha can be categorized into the table below:

Table 3.4: The Rule of Thumb of Cronbach Coefficient Alpha

<b>Coefficient alpha (<math>\alpha</math>) value</b>	<b>Reliability</b>
Below 0.60	Poor reliability
0.60-0.70	Fair reliability
0.70-0.80	Good reliability
0.80-0.95	Excellent reliability

Source: Sekaran, U., & Bougie, R. (2012). *Research Methods for Business*. (6<sup>th</sup> ed.). Italy: John Wiley & Sons Ltd.

By referring to the Table 3.4, for coefficient alpha value below 0.60 is considered poor reliability. For coefficient value from 0.60 to 0.70, it is considered fair reliability whereas 0.70 to 0.80 is considered good reliability. Lastly, if the coefficient alpha value is range from 0.80 to 0.95, the reliability is excellent.

Pilot test was carried out and questionnaires were distributed to 30 respondents. The responses and data are keyed into the SAS software to test for reliability. The result of the pilot test is as below:

Table 3.5: Reliability of Questionnaire for Pilot Test

Topics	Coefficient Alpha Value
Job Stress	0.845
Burnout: Emotional Exhaustion	0.875
Burnout: Personal Accomplishment	0.652
Burnout: Depersonalization	0.658
Total Burnout	0.886
Job Satisfaction	0.803

Source: Developed for the research

The result from SAS Software shows that job stress has a coefficient alpha value of 0.845. For burnout, the total reliability for all aspects is 0.886. Emotional exhaustion has an alpha value of 0.875, personal accomplishment has a value of 0.652 and lastly depersonalization has a value of 0.658. These values indicate that all independent variables have good and excellent reliability. On the other hand, the alpha value for the dependent variable which is job satisfaction is 0.803. It has an excellent reliability. As all of the variables have reliability above 0.6, it means that this questionnaire is reliable and suitable to be used in the full study.

### 3.7.3 Inferential Analysis

In this research, Likert scale is used in the questionnaire to test the relationship between the variables. Likert scale is a type of interval scale which designed to assess how strongly the respondent felt towards the statements on a five-point scale. The variables of our research are considered as metric. Metric variables are those can measure the items in the differences of sizes. Pearson Correlation Matrix and Multiple Regression Analysis are chosen to determine the relationship among job stress, burnout and job satisfaction.

#### 3.7.3.1 Pearson Correlation Matrix

Pearson Correlation Matrix is suitable for either ratio or interval scale variables. It will tell the strength, importance and direction of the variables (Sekaran & Bougie, 2012). The range for the correlation is from -1.0 to +1.0. If the variables are perfectly positive correlated (positive linear relationship), then the correlation coefficient is 1.0. On the other hand, the coefficient will be -1.0 where they are perfectly negative correlated. When the coefficient value exceeds 0.8, there is a strong correlation whereas the correlation is weak when the value is less than 0.5.

Table 3.6: Rules of Thumb of Pearson Correlation Coefficient

Coefficient Range	Strength of Association
$\pm 0.91$ to $\pm 1.00$	Very Strong
$\pm 0.71$ to $\pm 0.90$	High
$\pm 0.41$ to $\pm 0.70$	Moderate
$\pm 0.21$ to $\pm 0.40$	Small but definite relationship
$\pm 0.00$ to $\pm 0.20$	Slight, almost negligible

Source: Hair, J., Money, A., Samouel, P., & Page, M. (2007). *Research Methods for Business*. New York: John Wiley & Sons, Inc.

In this research, Person Correlation Coefficient is used to test the following hypotheses:

*H<sub>1</sub>: There is a significant relationship between stress and job satisfaction.*

*H<sub>1</sub>: There is a significant relationship between burnout and job satisfaction.*

*H<sub>1</sub>: There is a significant relationship between emotional exhaustion and job satisfaction.*

*H<sub>1</sub>: There is a significant relationship between depersonalization and job satisfaction.*

*H<sub>1</sub>: There is a significant relationship between reduced in personal accomplishment and job satisfaction.*

This test will be able to tell the direction, strength and significance of the relationships among the independent and dependent variables.

### **3.7.3.2 Multiple Regression Analysis**

According to Sekaran and Bougie (2012), Multiple Regression Analysis use few independent variables to explain variance the in the dependent variable. The coefficient of the regression will reflect the importance of the each independent variable in prediction of dependent variable, hence provides a mean to assess objectively the degree and character of the relationship among both dependent and independent variable.

The formula equation for multiple regress analysis:

$$Y_i = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_nX_n + e_i$$

The coefficient of multiple regressions,  $R^2$  provides information about how good does the regression model fit and the variance of the dependent variable combining all independent variables. Each independent variable will contribute to the variance of dependent variable. Multiple Regression Analysis will be used to test for hypotheses 3: Stress and burnout

significantly explain the variance in job satisfaction. The multiple regression analysis for this study will be:

$$\text{Job Satisfaction} = b_0 + b_1 * \text{job stress} + b_2 * \text{burnout} + e$$

### 3.8 Conclusion

In conclusion, the research methodology of our research project was described in detail in this chapter. The research design and sampling design have been described more details in this chapter. Besides that, the way and procedures on how we collect the primary and secondary data and the research instrument used in this study have been explained in details. The measurement of each variables, how the data collected was processed and data analysis method also discussed. The result from SAS and SPSS software in this chapter further described in next chapter.

## **CHAPTER 4: RESEARCH RESULTS**

### **4.0 Introduction**

This chapter begins with a presentation of descriptive analysis of respondents' demographics and central tendencies measurement of constructs. The chapter is followed by the scale measurement which discusses the reliability test of the questionnaire. After that, inferential analyses are discussed to show the relationship between independent and dependent variables. It ends with a summarization for the whole chapter.

### **4.1 Descriptive Analysis**

#### **4.1.1 Data Screening**

Table 4.1: Statistics for Demographic Data

N	Gender	Age	Ethnic	Educational	Status	Salary
Valid	226	226	226	226	226	226
Missing Data	0	0	0	0	0	0

N	Working Hour	Experience in School	Experience in Industry
Valid	226	226	226
Missing Data	0	0	0

Source: Developed for the research

Before proceed to data analysis stage, data screening is the important process for researcher to carry out because it is a process that allow researchers checking and diagnosis the inaccuracy data and make early

correction on it. The data screening process included detecting outliers (extreme values), checking data and dealing with all the missing data (“Data Screening”, n.d.).

The importance of data screening can help the researcher to easily identifying the outliers, therefore, it can help to prevent the outliers to distort the results from the analysis. Moreover, data screening also can help researcher to detect problem in early stage. Therefore, it can reduce double job on analysis data. Moreover, it also can help researcher to identify and handle inadequately sampled variables. For example, if the variables is has too little change or too little disparity, thus, it is unnecessary for the research. So, data screening is an important process for researcher to carry out (“Data Screening and Adjustments”, n.d.).



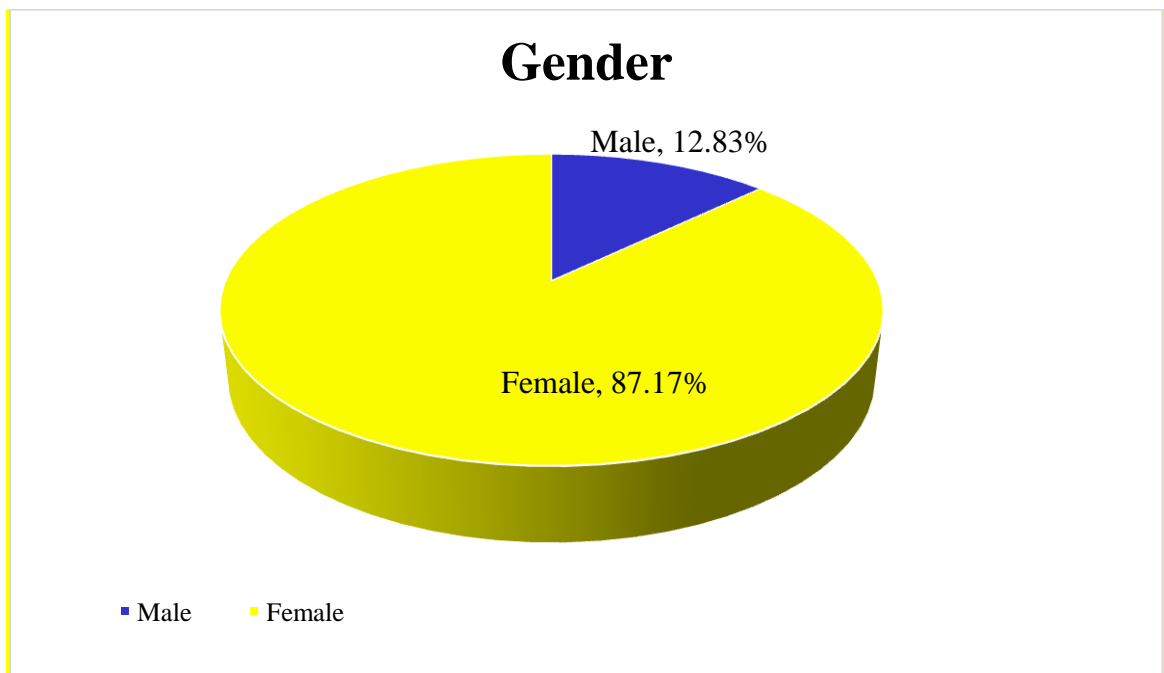
#### 4.1.1.1 Gender

Table 4.2: Descriptive analysis for gender

Gender	Frequency	Percentage (%)	Cumulative Percentage (%)
Male	29	12.83	12.83
Female	197	87.17	100

Source: Developed for the research

Figure 4.1: Descriptive analysis for gender



Source: Developed for the research

Table 4.2 and Figure 4.1 show the difference in gender that involved in the questionnaires survey. There are 29 male which percentage is 12.83 % and 197 female which percentage is 87.17%. Based on the table and figure above, in this research most of our respondents are female.

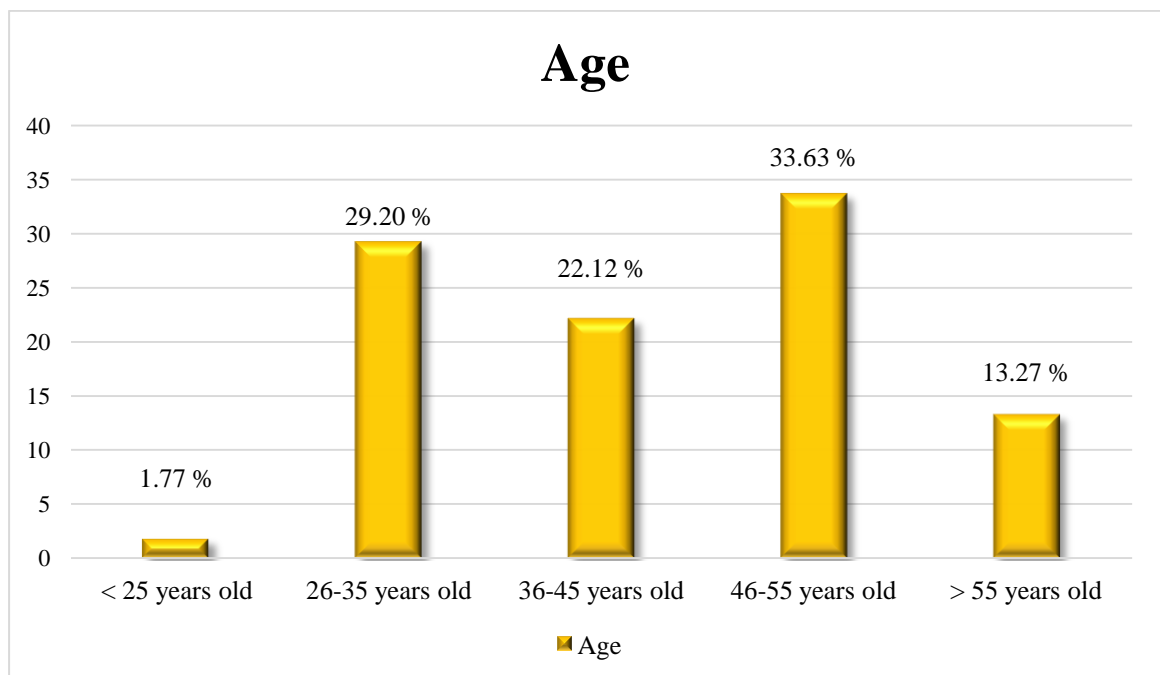
#### 4.1.1.2 Age

Table 4.3: Descriptive analysis for age

Age	Frequency	Percentage (%)	Cumulative Percentage (%)
< 25 years old	4	1.770	1.770
26-35 years old	66	29.20	30.97
36-45 years old	50	22.12	53.09
46-55 years old	76	33.63	86.72
> 55 years old	30	13.27	100

Source: Developed for the research

Figure 4.2: Descriptive analysis for age



Source: Developed for the research

The Table 4.3 and Figure 4.2 above show the age range of the respondents of this research. The highest age range fall on 46 to 55 years old which is

33.63% (76 respondents), then follow by the age range of 26 to 35 years old which is 29.20% (66 respondents). Next is the age of 36 to 45 years old which is 22.12% (50 respondents) and the forth is the age of more than 55 years old which is 13.27% (30 respondents). The lowest age range is below 25 years old which is 1.77% (4 respondents).

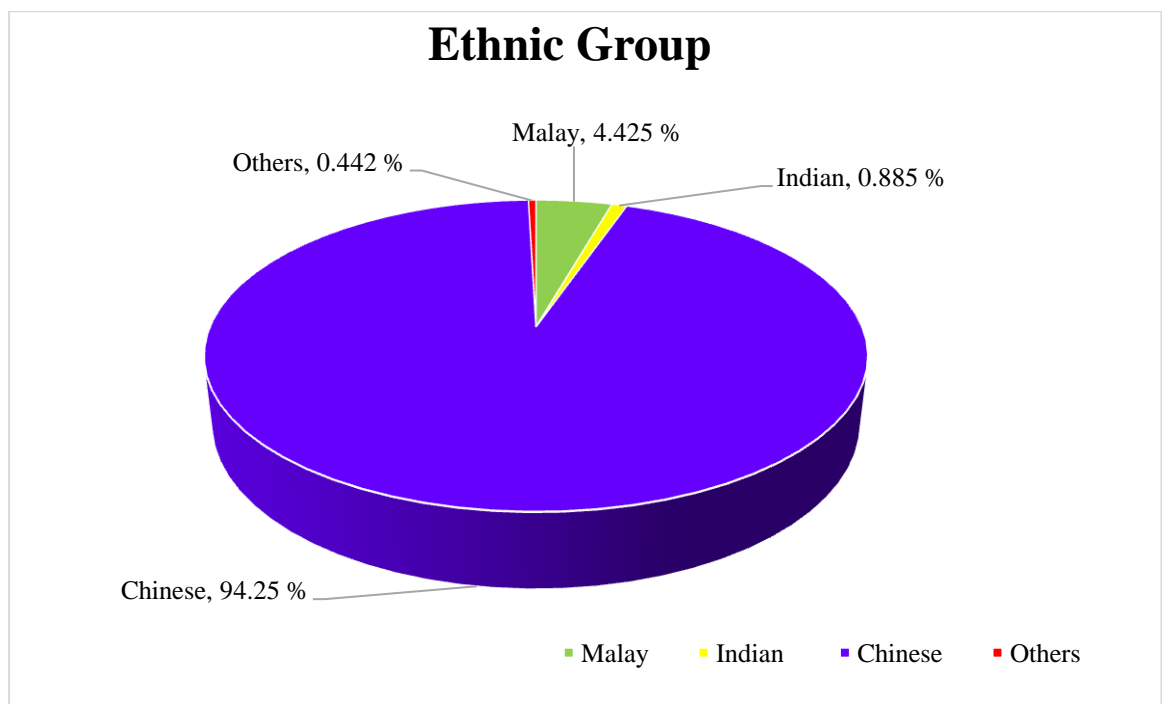
#### 4.1.1.3 Ethnic Group

Table 4.4: Descriptive analysis for ethic group

Ethnic	Frequency	Percentage (%)	Cumulative Percentage (%)
Malay	10	4.425	4.425
Indian	2	0.885	5.310
Chinese	213	94.25	99.56
Others	1	0.442	100

Source: Developed for the research

Figure 4.3: Descriptive analysis for ethic group



Source: Developed for the research

From the diagram shows that Chinese race is the biggest ethnic group that involved in our research which is around 94.25% (213 respondents). The next ethnic group is Malay which is around 4.425% (10 respondents). For Indian, they occupied 0.885% (2 respondents). The smallest ethnic group is other which is 0.442% (1 respondent).

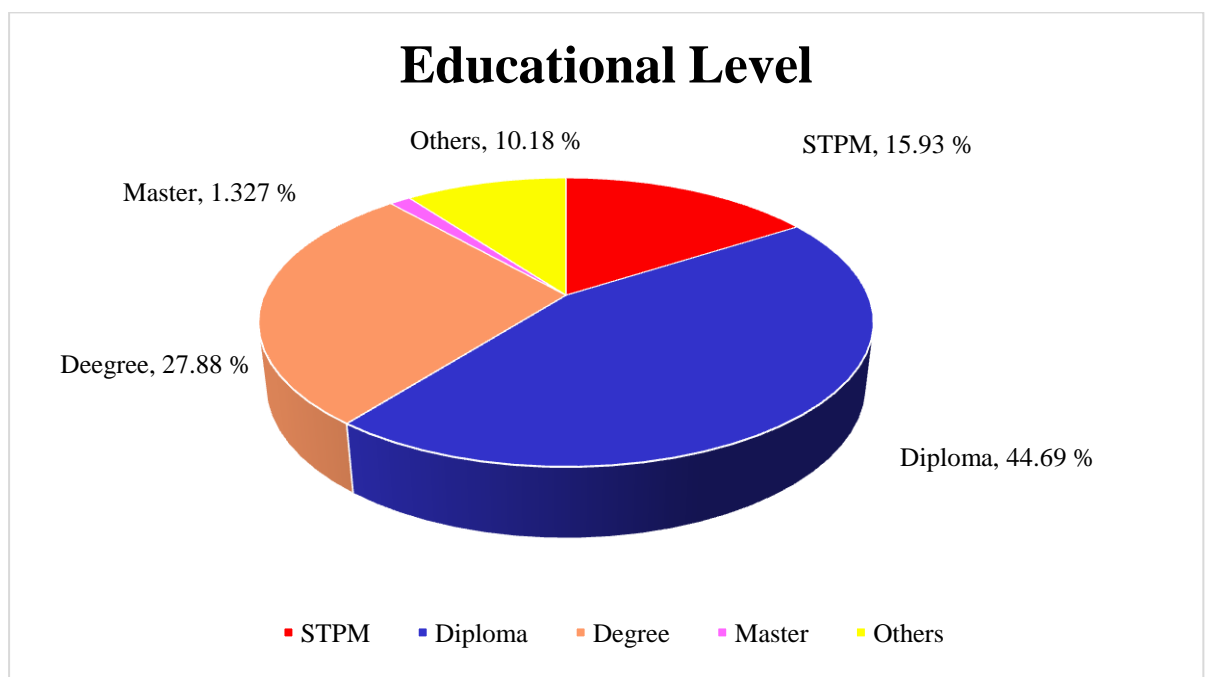
#### 4.1.1.4 Educational Level

Table 4.5: Descriptive analysis for educational level

Educational Level	Frequency	Percentage (%)	Cumulative Percentage (%)
STPM	36	15.93	15.93
Diploma	101	44.69	60.62
Degree	63	27.88	88.50
Master	3	1.327	89.83
Others	23	10.18	100

Source: Developed for the research

Figure 4.4: Descriptive analysis for educational level



Source: Developed for the research

For the educational level there are five categories such as STPM, Diploma, Degree, Master and others. The highest education level is Diploma which is 44.69% (101 respondents). Next follow by Degree holder which is 27.88% (63 respondents) and STPM holder which is 15.93% (36 respondents). For

the category of others occupied 10.18% ( 23 respondents). The lowest category is the Master holder which is 1.327% (3 respondents).

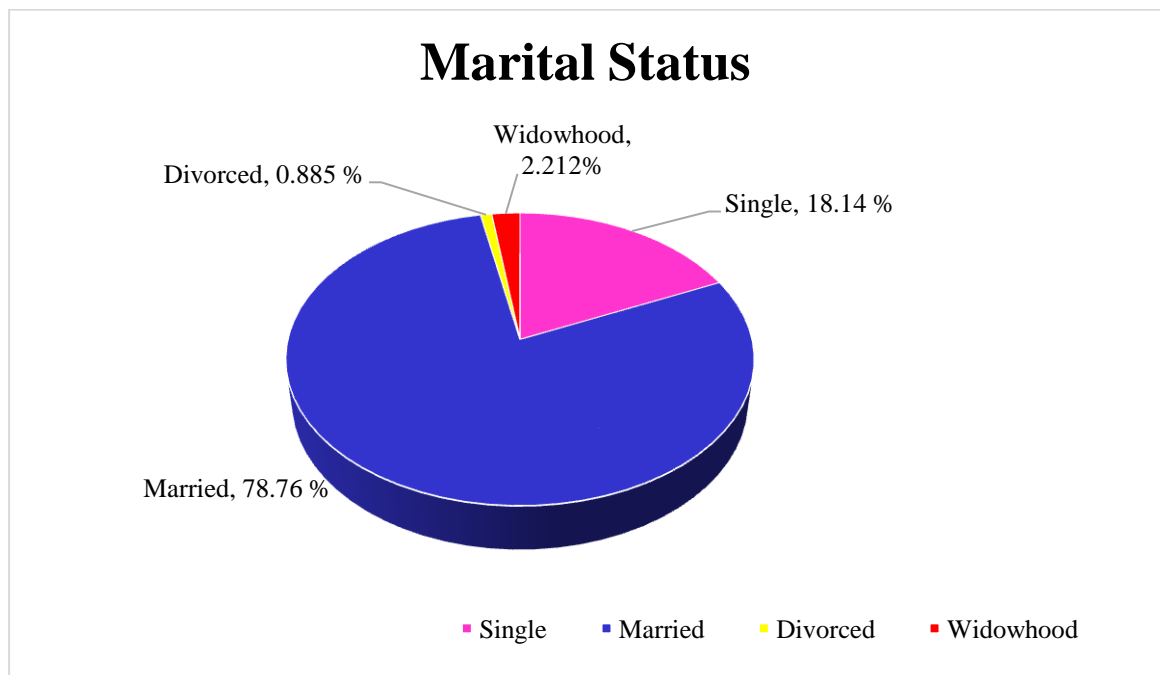
#### 4.1.1.5 Marital Status

Table 4.6: Descriptive analysis for marital status

Status	Frequency	Percentage (%)	Cumulative Percentage (%)
Single	41	18.14	18.14
Married	178	78.76	96.90
Divorced	2	0.885	97.79
Widowhood	5	2.212	100

Source: Developed for the research

Figure 4.5: Descriptive analysis for marital status



Source: Developed for the research

Based on the Table 4.6 and Figure 4.5 from total 226 respondents 178 of them are married which is 78.76%. Next follow by 41 respondents are

single which is 18.14% and around five respondents are widowhood which is 2.212%. There are two respondents are divorced which is 0.885%.

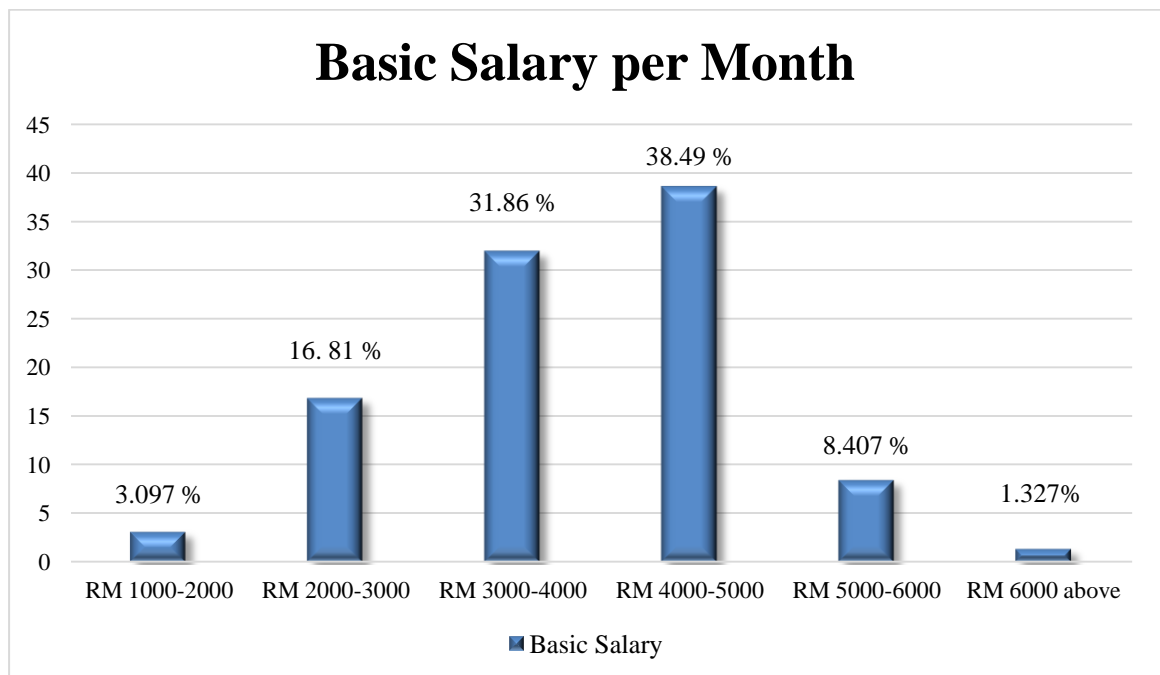
#### 4.1.1.6 Basic Salary per Month

Table 4.7: Descriptive analysis for basic salary per month

Basic Salary	Frequency	Percentage (%)	Cumulative Percentage (%)
RM 1000-2000	7	3.097	3.097
RM 2000-3000	38	16.81	19.91
RM 3000-4000	72	31.86	51.77
RM 4000-5000	87	38.49	90.26
RM 5000-6000	19	8.407	98.66
RM 6000 above	3	1.327	100

Source: Developed for the research

Figure 4.6: Descriptive analysis for basic salary per month



Source: Developed for the research

Refer to the Table 4.7 and Figure 4.6 most of the respondents receive their salary at the range of RM 4000 to RM 5000 which is 38.49% (87 respondents). The second highest salary range is RM 3000 to RM 4000 which is 31.86% (72 respondents). Then follow by salary around RM 2000 to RM 3000 which is 16.81% (38 respondents) and the next is RM 5000 to RM 6000 which is 8.407% (19 respondents). After that follow by the salary range around RM 1000 to RM 2000 which occupy 3.097% (7 respondents). The lowest range of salary receive by the respondents are RM 6000 and above which is just 1.327% (3 respondents).



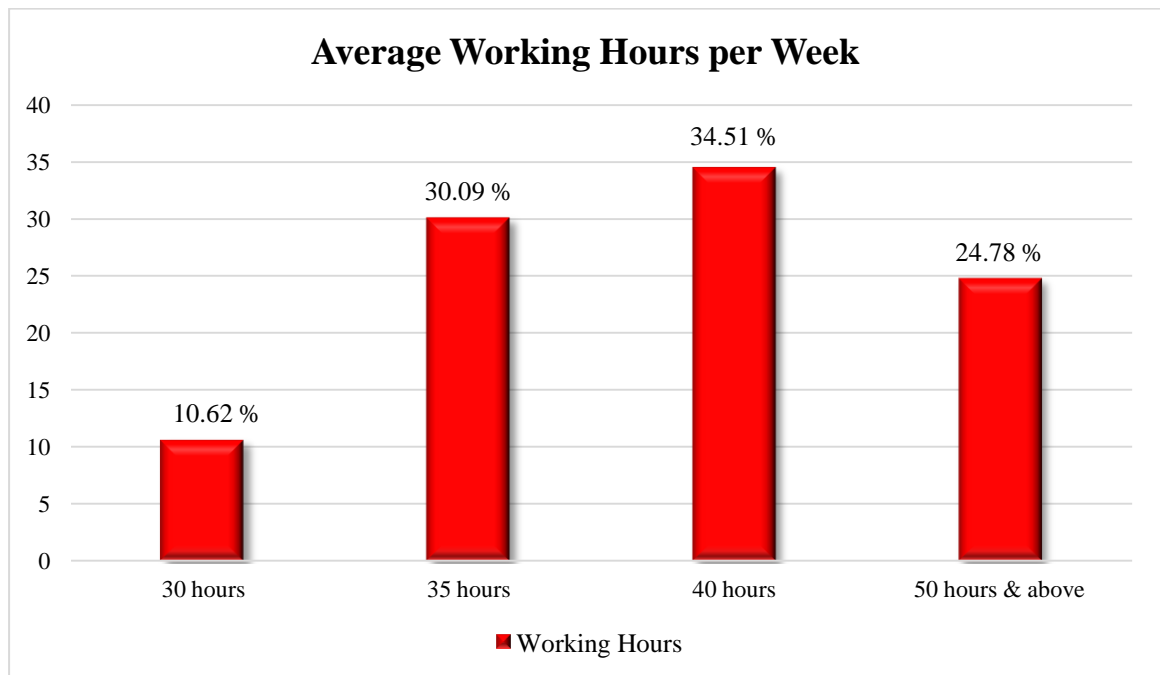
#### 4.1.1.7 Average Working Hours per Week

Table 4.8: Descriptive analysis for average working hours per week

Working Hours	Frequency	Percentage (%)	Cumulative Percentage (%)
30 hours	24	10.62	10.62
35 hours	68	30.09	40.71
40 hours	78	34.51	75.22
50 hours & above	56	24.78	100

Source: Developed for the research

Figure 4.7: Descriptive analysis for average working hours per week



Source: Developed for the research

For the working hours categorize into four categories which are 30 hours, 35 hours, 40 hours and 50 hours and above. The highest working hours for the respondents are 40 hours which is 34.51% (78 respondents). The second category is 35 hours which is 30.09% (68 respondents). Next category is 50 hours and above which is 24.78% (56 respondents). The lowest category is 30 hours which is 10.62% (24 respondents).

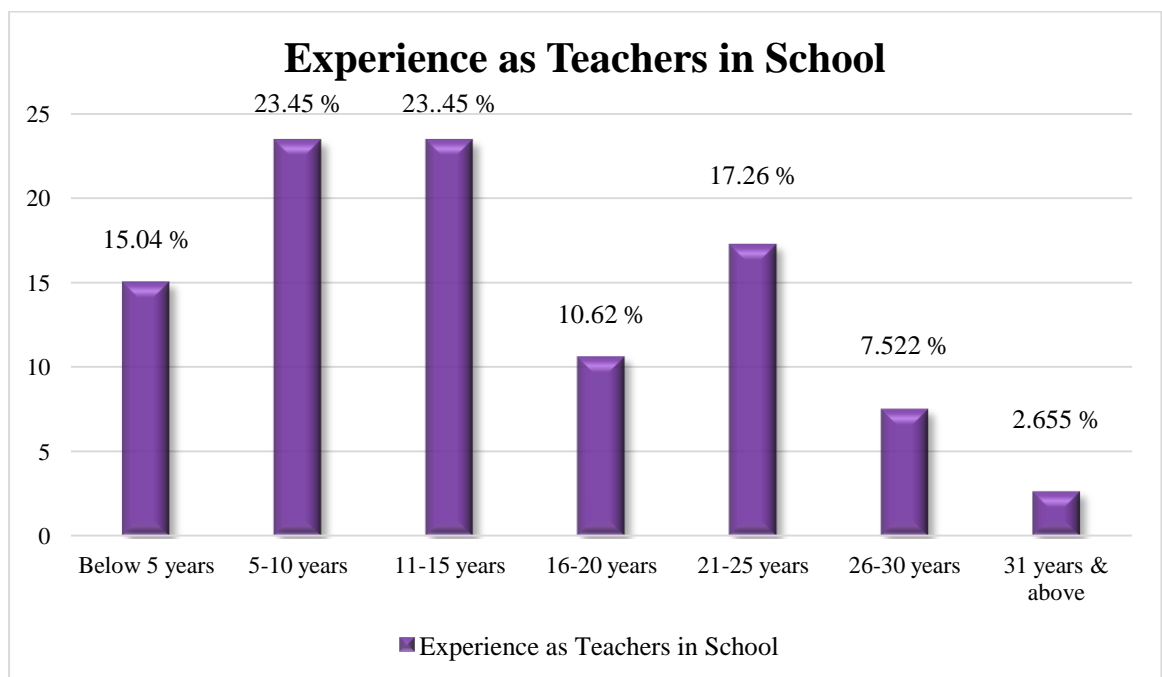
#### 4.1.1.8 Experience as Teacher in School

Table 4.9: Descriptive analysis for experience as teacher in school

Experience as Teacher in School	Frequency	Percentage (%)	Cumulative Percentage (%)
Below 5 years	34	15.04	15.04
5-10 years	53	23.45	38.49
11-15 years	53	23.45	61.94
16-20 years	24	10.62	72.56
21-25 years	39	17.26	89.82
26-30 years	17	7.522	97.34
31 years & above	6	2.655	100

Source: Developed for the research

Figure 4.8: Descriptive analysis for experience as teacher in school



Source: Developed for the research

Table 4.9 and Figure 4.8 show the years of experience of the respondents as teachers in school. There is equal and highest percentage for the range

of five to ten years and eleven to fifteen years experience as teachers in school which is 23.45% (53 respondents). The second highest is the range of twenty one to twenty five years which is 17.26 % (39 respondents). There is also around 15.04% which are 34 respondents that experience as teachers below five years. Next range is sixteen years to twenty years which is 10.62% (24 respondents) and the range of twenty six years to thirty years which is 7.522% (17 respondents). The lowest range is thirty one years and above which is 2.655% (6 respondents).

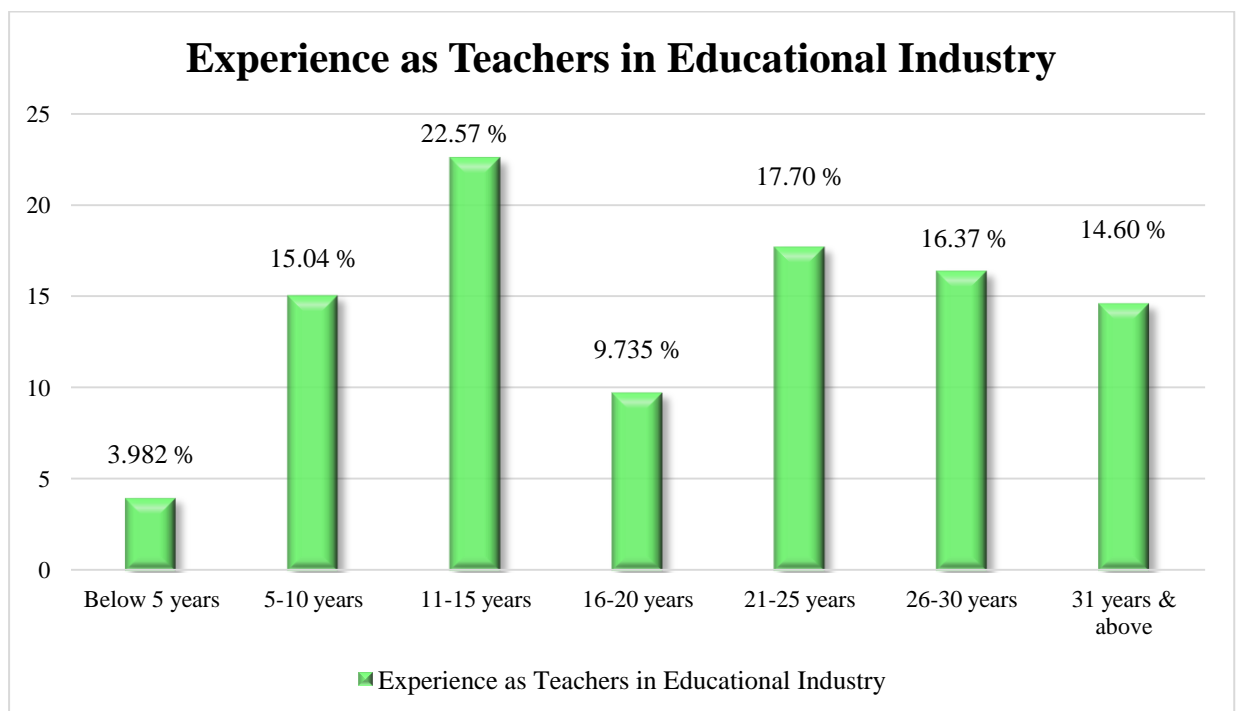
#### 4.1.1.9 Experience as Teacher in Educational Industry

Table 4.10: Descriptive analysis for experience as teacher in educational industry

Experience as Teacher in Educational Industry	Frequency	Percentage (%)	Cumulative Percentage (%)
Below 5 years	9	3.982	3.982
5-10 years	34	15.04	19.02
11-15 years	51	22.57	41.59
16-20 years	22	9.735	51.33
21-25 years	40	17.70	69.03
26-30 years	37	16.37	85.40
31 years & above	33	14.60	100

Source: Developed for the research

Figure 4.9: Descriptive analysis for experience as teacher in educational industry



Source: Developed for the research

Table 4.10 and Figure 4.9 show the years of experience of the respondents as teachers in educational industry. The highest range is eleven years to

fifteen years which is 22.57% (51 respondents). The second highest range is twenty one years to twenty five years which is 17.70% (40 respondents). Next follow by the range of twenty six to thirty years which is 16.37% (37 respondents) and the range of five years to ten years which is 15.04% (34 respondents). The range of thirty one years and above is the following range which is 14.60% (33 respondents). The range of sixteen years to twenty years occupies 9.735% (22 respondents). The lowest range is below five years which is 3.982% (9 respondents).

#### 4.1.2 Central Tendencies Measurement of Constructs

Central tendency can be measure into three method which are mean, mode and median (Sekaran & Bougie, 2012). In this topic, the measurement of mean will be calculated by using the software of SPSS in the version of 16.0. In the questionnaire there have five interval scaled constructs will use to measure the mean score. For example, the measurement of burnout is using the five point Likert-scale which are 1= strongly disagree (SD), 2= disagree (D), 3= Neutral (N), 4= agree (A) and 5= strongly agree (SA). All the data which are collected from the respondents will be converted into percentage.

##### 4.1.2.1 Job Stress

Table 4.11: Central Tendencies Measurement of Constructs:

##### Job Stress

Job Stress	Percentage (%)					Mean	Ranking
	Very Seldom	Seldom	Neutral	Often	Very Often		
In the last month, how often have you felt nervous and stressed?	4.400	13.30	27.40	31.00	23.90	3.566	1
In the last month, how often have you found	5.800	19.00	31.90	32.30	11.10	3.239	2

that you could not cope with all the things that you had to do?							
In the last month, how often have you angered because of things that happened that been outside your control?	7.100	23.50	36.70	22.10	10.60	3.058	4
In the last month, how often have you felt that difficulties were piling up so high that you could not overcome them?	6.600	26.10	26.10	33.20	8.00	3.097	3

Source: Developed for the research

Table 4.11 is the central tendencies measurement of constructs about the job stress. Job stress is using very seldom (1), seldom (2), neutral (3), often (4) and very often (5) as the scale of measurement. Among the four questions one of the statements “In the last month, how often have you felt nervous and stressed?” is score the highest rank whereby the mean is 3.566. Among 226 of respondents, 31% of them is often felt nervous and stressed toward their jobs. Whereas only 4.4% of respondents very seldom felt nervous and stressed, 27.40% of respondents remain neutral, 23.90% of respondents choose very often and 13.30% of respondents choose seldom from the statement.

“In the last month, how often have you found that you could not cope with all the things that you had to do?” had score the second ranking whereby the mean score is 3.239. According to 229 respondents, 32.30% of them choose often, 31.90% remain neutral, 19% choose seldom, while 11.10%

choose very often and only 5.8% of them choose very seldom toward the statement.

In job stress, the statement of “In the last month, how often have you felt that difficulties were piling up so high that you could not overcome them?” is ranked at third place and follow by “In the last month, how often have you angered because of things that happened that been outside your control?” whereby the mean score is 3.097 and 3.058. 36.7% of respondents remain neutral with the statement of “In the last month, how often have you felt that difficulties were piling up so high that you could not overcome them?” While 23.5% choose seldom, 22.1% choose often, 10.60 choose very often and 7.1% of respondents choose very seldom.

However, in the statement of “In the last month, how often have you angered because of things that happened that been outside your control?” 33.2% of respondents choose often, 26.1% choose seldom and remain neutral, 8% choose very often and only 6.6% choose very seldom.

#### 4.1.2.2 Burnout: Emotional Exhaustion

Table 4.12: Central Tendencies Measurement of Constructs:

##### Emotional Exhaustion

Burnout : Emotional Exhaustion	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I feel exhausted at the end of the workday.	4.000	5.800	18.60	40.30	31.40	3.894	1
I feel emotionally drained from my work.	5.300	16.40	32.30	30.10	15.90	3.349	3
I feel I'm working too hard from my job.	2.700	10.60	34.10	35.80	16.80	3.535	2
I feel troubled by my job.	6.600	21.20	41.20	21.20	9.700	3.062	5
I feel tired when I get up in the morning and have to face	8.400	19.90	33.60	27.00	11.10	3.124	4

another day of job.							
Working with people all day is really a great stress for me.	12.80	39.80	31.90	10.60	4.900	2.549	6
I feel like I'm cannot tolerate with the job.	11.90	38.50	35.00	12.40	2.200	2.544	7
Working directly with people puts too much stress on me.	11.90	40.30	34.10	10.60	3.100	2.527	8

Source: Developed for the research

Table 4.12 is the central tendencies measurement of constructs about burnout which is emotional exhaustion. Emotional exhaustion, personal accomplishment and depersonalization used 5 points Likert scale to measure. Emotional exhaustion is using strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) as the scale of measurement.

The highest ranked statement is that "I feel exhausted at the end of the workday" while the mean score 3.894. There are 40.30% of respondents choose agree, 31.40% strongly agree, 18.60% neutral and 5.80% disagree. The lowest is strongly disagree which is 4.00%.

The second ranked statement is "I feel I'm working too hard from my job" while the mean score 3.535. There are 35.8% of respondents choose agree, 34.10% neutral, 16.80% strongly agree and 10.60% disagree. The lowest is strongly disagree which is 2.70%.

From the eight statements, "I feel emotionally drained from my work" is the third ranked statement which the mean score 3.349. For this statement most of the respondents choose neutral which occupy 32.30%. Next follow by agree 30.10%, disagree 16.40% and strongly agree 15.90%. The lowest is strongly disagree which is 5.30%.

The statement "I feel tired when I get up in the morning and have to face another day of job" is the forth ranked statement which the mean score 3.124. The highest percentage for this statement is neutral which occupy



33.60%. Then follow by agree 27.00%, disagree 19.90% and strongly disagree 11.10%. The lowest is strongly disagree 8.40%.

The following statement is “I feel troubled by my job” which is the fifth ranked statement with the mean of 3.062. There are 41.20% of respondents choose neutral, both agree and disagree have equal percentage which is 21.20% and 9.70% strongly agree. The lowest is strongly disagree 6.6%.

The sixth statement is “Working with people all day is really a great stress for me” which the mean score 2.549. Most of the respondents choose disagree which occupy 39.80%, follow by neutral which is 31.90%, strongly disagree 12.80% and agree 10.60%. The lowest is strongly agree 4.90%.

“I feel like I’m cannot tolerate with the job” is the seventh ranked out of the eight statement which the mean is 2.544. There are 38.50% of respondents choose disagree, 35% neutral, 12.40% agree and 11.90% strongly disagree. The lowest is strongly agree which is 2.20%.

The last ranked statement is “Working directly with people puts too much stress on me” which score the mean of 2.527. Most of the respondents choose disagree which occupy 40.30%, follow by neutral which is 34.10%, 11.90 strongly disagree and 10.60% agree. The lowest is strongly agree which is 3.10%.

#### 4.1.2.3 Burnout: Personal Accomplishment

Table 4.13: Central Tendencies Measurement of Constructs:

##### Personal Accomplishment

Burnout: Personal Accomplishment	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I feel excited after working closely with students.	17.70	43.80	33.20	4.400	9.000	2.269	5

I feel very energetic	7.100	26.10	45.60	17.30	4.000	2.850	1
In my work, I deal with my emotional problems very calmly.	10.60	33.20	44.70	8.800	2.700	2.597	2
I can easily understand how my students feel about things.	8.800	62.80	23.00	4.400	0.900	2.257	6
I have accomplished many meaningful things in this job.	14.60	54.90	25.70	3.50	1.300	2.221	8
I deal very effectively with the problems of my students.	8.000	56.60	30.50	4.000	0.900	2.332	3
I feel I'm positively influencing other people's lives through my work.	10.60	52.20	32.30	3.500	1.300	2.327	4
I can easily create a relaxed atmosphere with my students.	13.30	53.50	29.60	2.700	0.900	2.243	7

Source: Developed for the research

Table 4.13 is the central tendencies measurement of constructs about burnout which is personal accomplishment. Emotional exhaustion, personal accomplishment and depersonalization used 5 points Likert scale to measure. Emotional exhaustion is using strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) as the scale of measurement.

The first ranked statement is "I feel very energetic" which the mean is 2.850. There are 45.60% respondents choose neutral, 26.10% disagree, 17.30% agree and 7.10% strongly disagree. The lowest is 4.00% strongly agree.

The second ranked statement is “In my work, I deal with my emotional problems very calmly” which score the mean of 2.597. There are 44.70% of respondents choose neutral in this statement, 33.20% disagree, 10.60% strongly disagree and 8.80% agree. The lowest is 2.70% strongly agree.

“I deal very effectively with the problems of my students” is the third ranked out of the eight statements. Most of the respondents choose disagree in this statement which occupy 56.60%, the follow by neutral which is 30.50%, strongly disagree 8.00% and agree 4.00%. The lowest scale that chooses by the respondents is 0.90% strongly agree.

Out of the eight statements “I feel I’m positively influencing other people’s lives through my work” is the forth ranked which the mean is 2.327. The highest scale that choose by the respondents is disagree which occupy 52.20%. There are 32.20% of respondents choose neutral, then follow by 10.60% strongly disagree and 3.50% agree. The lowest scale in this statement is 1.30% strongly agree.

For the fifth ranked statement is “I feel excited after working closely with students” which score the mean of 2.269. There are 43.80% of respondents choose disagree, 33.20% neutral, 17.70 strongly disagree and 9.00% strongly agree. The lowest score of the scale is agree which occupy 4.40%.

The sixth ranked statement is “I can easily understand how my students feel about things” which the mean is about 2.257. Most of the respondents choose disagree in this statement which is 62.80%, then following by 23.00% neutral, 8.80% strongly disagree and 4.40% agree. The lowest scale for this statement is 0.90% strongly agree.

Next statement is “I can easily create a relaxed atmosphere with my students” which the mean is 2.243. The highest scale that choose by the respondents is disagree which is 53.50%, then follow by 29.60% neutral, 13.30% strongly disagree and 2.70% agree. The lowest scale is strongly agree which occupy 0.90%.

The last ranked statement is “I have accomplished many meaningful things in this job” which score the mean of 2.221. There are 54.90% of

respondents choose disagree, 25.70% neutral, 14.60% strongly disagree and 3.505 agree. The lowest scale for this statement is strongly agree which occupy 1.30%.

#### 4.1.2.4 Burnout: Depersonalization

Table 4.14: Central Tendencies Measurement of Constructs:

##### Depersonalization

Burnout: Depersonalization	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I feel students blame me for their problems.	18.60	47.30	27.40	6.200	0.400	2.226	3
I've become more insensitive toward people since I took this job.	19.00	38.10	36.70	4.900	1.300	2.314	2
I worry that this job is hardening me emotionally.	15.50	31.40	31.40	16.40	5.300	2.646	1
I don't really care what happens to some students.	43.80	40.30	11.50	2.200	2.200	1.788	4

Source: Developed for the research

Table 4.14 is the central tendencies measurement of constructs about burnout which is depersonalization. Emotional exhaustion, personal accomplishment and depersonalization used 5 points Likert scale to measure. Emotional exhaustion is using strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) as the scale of measurement.

“I worry that this job is hardening me emotionally” is the first ranked statement out of the four statements which score the mean of 2.646. Disagree and neutral both have the highest and also equal percentage

which is 31.40%. Then follow by agree 16.40%, strongly disagree 15.50% and the lowest scale is strongly agree 5.30%.

The second ranked statement is “I’ve become more insensitive toward people since I took this job” which score the mean of 2.314. The highest scale in this statement is 38.10% disagree, next follow by 36.70% neutral, 19.00% strongly disagree and 4.90% agree. The lowest scale is strongly agree 1.30%.

From all of the four statements “I feel students blame me for their problems” is the third statement which the mean is about 2.226. There are 47.30% of respondents choose disagree, 27.40% neutral, 18.60% strongly disagree and 6.20% agree. There is the lowest scale which is strongly agree 0.40%.

The last ranked statement is “I don’t really care what happens to some students” which the mean is 1.788. The highest scale in this statement is strongly disagree which is 43.80%, follow by 40.30% disagree and 11.50% neutral. There both lowest and also equal percentage in this statement which are agree and strongly agree whereby the percentage is 2.20%.

#### 4.1.2.5 Job Satisfaction

Table 4.15: Central Tendencies Measurement of Constructs:

##### Job Satisfaction

Job Satisfaction	Percentage (%)					Mean	Ranking
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied		
Being able to keep busy all the time.	5.300	10.60	37.20	31.40	15.50	3.412	5
The chance to do different things from time to	1.300	5.300	51.30	34.10	8.000	3.420	4

time.							
The way my boss handles his/her workers	4.000	10.20	52.20	27.40	6.200	3.217	8
The competence of my supervisor in making decisions.	4.000	13.70	50.40	26.50	5.300	3.155	9
The chance to do something that makes use of my abilities.	0.900	5.300	52.70	37.60	3.500	3.376	7
My pay and the amount of work I do.	4.000	14.60	50.00	27.40	4.000	3.128	10
The chance to try my own methods of doing the job.	2.700	8.000	45.10	37.20	7.100	3.381	6
The working conditions.	1.800	4.900	35.00	46.00	12.40	3.624	3
The way my co-workers get along with each other.	0.400	0.900	16.40	63.70	18.60	3.991	1
The feeling of accomplishment I get from the job.	0.900	4.400	32.70	50.00	11.90	3.677	2

Source: Developed for the research

Table 4.15 is the central tendencies measurement of constructs about the job satisfaction. Job satisfaction is using very dissatisfied (1), dissatisfied

(2), neutral (3), satisfied (4), and very satisfied (5) as the scale of measurement. Among the ten question in the questionnaire, the statement of “The way my co-workers get along with each other” is the highest ranking whereby the mean score is 3.991. While the statement of “My pay and the amount of work I do” is the lowest ranking whereby the mean score is 3.128.

According to the statement of “The way my co-workers get along with each other”, 63.7% of respondents satisfied with the statement, 16.4% remain neutral, 18.60% very satisfied, 0.9% dissatisfied and only 0.4% of respondents is very dissatisfied.

Secondly, “The feeling of accomplishment I get from the job” is the statement which score the second highest rank if compare with others statement whereby the mean score is 3.677. Among 226 of respondents, 50% of them satisfied, 32.7% remain neutral, 11.9% very satisfied, 4.4% is dissatisfied and only 0.9% of respondents very dissatisfied with the accomplishment they get from their job.

Besides, the statement of “The working conditions” had ranked in third place with the mean score of 3.624. There is 46% of respondents are satisfied, 35% remain neutral, 12.4% is very satisfied, 4.9% are dissatisfied and only 1.8% of respondents are very dissatisfied with their working environment.

The mean score of 3.42 which score by “The chance to do different things from time to time” is the fourth highest rank among all the statement. In this statement, 51.3% of respondents remain neutral, 34.1% is satisfied, 8% is very satisfied, 5.3% is dissatisfied and only 1.3% of respondents is very dissatisfied with the chance that do different things from time to time.

The following statement “Being able to keep busy all the time” had ranked in fifth place. The mean score of this statement is 3.412. Among 226 of respondents, 37.2% of them is remain in neutral, 31.4% satisfied, 15.5% very satisfied, 10.6% dissatisfied and only 5.3% of respondents is very dissatisfied if they always keep in busy condition.

However, the statement of “The chance to try my own methods of doing the job” had ranked in sixth place among the ten statement. The mean score of the statement is 3.381. There is 45.1% of respondents remain neutral, 37.2% is satisfied, 8% is dissatisfied, 7.1% is very satisfied and 2.7% is very dissatisfied by using their own methods of doing the job.

The statement of “The chance to do something that makes use of my abilities” had the mean score of 3.376 which place in seventh place. A total 52.7% of the respondents is remain neutral, 37.6% is satisfied, 5.3% is dissatisfied, 3.5% is very satisfied and only 0.9% of respondents is very dissatisfied to do something that use their ability in complete the task.

The mean score of 3.217 is score by the statement of “The way my boss handles his/her workers”. This statement is in the eighth place among all ten statement. 52.20% of respondents is remain as neutral, 27.4% satisfied, 10.2% is dissatisfied, 6.2% is very satisfied and only 4% of respondents is very dissatisfied with the way of principle handles the job.

For the second lowest mean score is 3.155 which score by the statement of “The competence of my supervisor in making decisions”. Among 226 of respondents, 50.4% of them is remain neutral, 26.5% is satisfied, 13.7% is dissatisfied, 5.3% is very satisfied and only 4% of them is very dissatisfied with the competence of their supervisor in decision making.

Lastly, the statement of “My pay and the amount of work I do” score the lowest mean which is 3.128. Among 226 of respondents, 50% of respondents is remain in neutral, 27.4% is satisfied, 14.6% is dissatisfied, and 4% is very dissatisfied and very satisfied with the pay and the amount towards their job.



## 4.2 Scale Measurement

### 4.2.1 Internal Reliability Test

Table 4.16: Cronbach's Alpha Reliability Analysis

Topics	Coefficient Alpha Value	No. of Item
Job Stress	0.914	4
Burnout: Emotional Exhaustion	0.933	8
Burnout: Personal Accomplishment	0.871	8
Burnout: Depersonalization	0.705	4
Total Burnout	0.903	20
Job Satisfaction	0.857	10

Source: Developed for the research

Based on the guidelines by Sekaran and Bougie (2012), most of the variables of this research have excellent reliability: Job stress has a coefficient alpha value of 0.914, emotional exhaustion has a coefficient alpha value of 0.933, personal accomplishment has a coefficient alpha value of 0.871 and job satisfaction has a coefficient alpha value of 0.857. Besides that, the reliability of total burnout is also tested and has a coefficient alpha value of 0.903, which is considered an excellent reliability. Lastly, depersonalization has a coefficient alpha value of 0.705. It has a good reliability.

All in all, the internal reliability test indicates that all dimensions of the questionnaire is reliable and consistent as they have coefficient alpha value between 0.70 to 0.90.

## 4.3 Inferential Analysis

### 4.3.1 Pearson Correlation Coefficient

Pearson Correlation Coefficient is used to measure the direction, strength and significance relationship between all variables that suitable for either interval or ratio variables (Sekaran & Bougie, 2012).

Table 4.17: Correlations between Stress and Job Satisfaction

		Stress	Job satisfaction
Stress	Pearson Correlation	1	-.429**
	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.429**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Source: Developed from the research

#### *Hypotheses 1*

H<sub>0</sub>: There is no significant relationship between stress and job satisfaction.

H<sub>1</sub>: There is a significant relationship between stress and job satisfaction.

From the result in Table 4.17, there is a negative relationship between stress and job satisfaction. The variable of stress has a -0.429 correlations with the variable of job satisfaction. Therefore, this statement is proven that when the stress is increase, the job satisfaction will decrease.

The value of correlation coefficient -0.429 is fall under the coefficient range from  $\pm 0.41$  to  $\pm 0.70$ . This shows that the relationship between stress

and job satisfaction is moderate. The result also shows that the p-value is 0.0001 which is less than significance alpha value 0.01. Therefore,  $H_0$  is rejected whereas  $H_1$  is supported. There is a significant relationship between stress and job satisfaction.

Table 4.18: Correlations between Burnout and Job Satisfaction

Correlation

		Burnout	Job satisfaction
Burnout	Pearson Correlation	1	-.556**
	Sig. (2-tailed)		.000
Job satisfaction	Pearson Correlation	-.556**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Source: Developed from the research

### *Hypotheses 2*

$H_0$ : There is no significant relationship between burnout and job satisfaction.

$H_1$ : There is a significant relationship between burnout and job satisfaction.

Based on the Table 4.18, there is a negative relationship between burnout and job satisfaction. The variable of burnout has a -0.556 correlations with job satisfaction variable. Thus, this statement proves that when burnout increases, the job satisfaction will decrease.

The correlation coefficient value of -0.556 is fall under the correlation range from  $\pm 0.41$  to  $\pm 0.70$  and this shows that the relationship between burnout and job satisfaction is moderate. The p-value of 0.0001 is less than the significance alpha value 0.01. Thus,  $H_0$  is rejected whereas  $H_1$  is supported as there is a significant relationship between burnout and job satisfaction.

Table 4.19: Correlations between Emotional Exhaustion and Job Satisfaction

		Emotional Exhaustion	Job satisfaction
Emotional Exhaustion	Pearson Correlation	1	-.428**
	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.428**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Source: Developed from the research

#### *Hypotheses 2 (a)*

H0: There is no significant relationship between emotional exhaustion and job satisfaction.

H1: There is a significant relationship between emotional exhaustion and job satisfaction.

As shown in Table 4.19, there is a negative relationship between emotional exhaustion and job satisfaction. The emotional exhaustion variable has a -0.428 correlations with the job satisfaction variable. Thus, this statement shows that when emotional exhaustion increase, the job satisfaction decrease.

The correlation coefficient value of -0.428 is fall under coefficient range from  $\pm 0.41$  to  $\pm 0.70$ . This shows that the relationship between emotional exhaustion and job satisfaction is moderate. The p-value of 0.0001 is less than the significance alpha value 0.01. Therefore, H0 is rejected whereas H1 is supported as there is a significance relationship between emotional exhaustion and job satisfaction.

Table 4.20: Correlations between Depersonalization and Job Satisfaction

		Depersonalization	Job satisfaction
Depersonalization	Pearson Correlation	1	-.219**
	Sig. (2-tailed)	226	.001
Job satisfaction	Pearson Correlation	-.219**	1
	Sig. (2-tailed)	.001	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Source: Developed from the research

#### *Hypotheses 2 (b)*

H<sub>0</sub>: There is no significant relationship between depersonalization and job satisfaction.

H<sub>1</sub>: There is a significant relationship between depersonalization and job satisfaction.

Table 4.20 shows that there is a negative relationship between depersonalization and job satisfaction. The variable of depersonalization has a -0.219 correlations with the variable of job satisfaction. Therefore, this statement is shows that when the depersonalization increase, the job satisfaction will decrease.

The relationship between depersonalization and job satisfaction is small but definite relationship which the correlation coefficient of -0.219 is fall under the correlation range from  $\pm 0.21$  to  $\pm 0.40$ . As the p-value of 0.001 is less than the significance alpha value 0.01, thus H<sub>0</sub> is rejected whereas H<sub>1</sub> is supported. This is because there is a significant relationship between depersonalization and job satisfaction.

Table 4.21: Correlations between Reduced Personal Accomplishment and Job Satisfaction

		Reduced in Personal Accomplishment	Job satisfaction
Reduced in Personal Accomplishment	Pearson Correlation	1	-.534**
	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.534**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n= 226

Source: Developed from the research

### *Hypotheses 2 (c)*

H<sub>0</sub>: There is no significant relationship between reduced in personal accomplishment and job satisfaction.

H<sub>1</sub>: There is a significant relationship between reduced in accomplishment and job satisfaction.

As shown in the Table 4.21, there is a negative relationship between reduced personal accomplishment and job satisfaction. The variable reduced in personal accomplishment variable has a -0.534 correlations with the job satisfaction variable. Therefore, this statement shows that when the reduced in personal accomplishment increases, the job satisfaction will decrease.

The correlation coefficient value of -0.534 is fall under the correlation range from  $\pm 0.41$  to  $\pm 0.70$  and this shows that the relationship between reduced in personal accomplishment and job satisfaction is moderate. The

p-value of 0.0001 is less than the significance alpha value 0.01. Thus,  $H_0$  is rejected whereas  $H_1$  is supported as  $H_1$  there is a significant relationship between reduced in accomplishment and job satisfaction.

#### 4.3.2 Multiple Regression Analysis

##### 4.3.2.1 Multiple Regression Analysis between Stress, Dimensions of Burnout and Job Satisfaction

Table 4.22: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.021	.142		35.445	.000
Stress	-.157	.049	-.282	-3.197	.002
EE	-.091	.058	-.142	-1.567	.118
PA	-.452	.051	-.488	-8.928	.000
D	.129	.051	.161	2.537	.012

Note: n = 225

EE = Emotional Exhaustion

PA = Reduced in Personal Accomplishment

D= Depersonalization

Source: Developed from the research

Based on the Table 4.22 generated in SPSS, it shows that the emotional exhaustion variable is not significant to predict the dependent variable of job satisfaction in this study due to its p-value of 0.118 is more than the alpha value of 0.05. On the other hand, the p-value of stress, reduced in personal accomplishment and depersonalization are 0.002, 0.0001 and 0.012 respectively which is lower than alpha value 0.05. Therefore, these

three variables are significant to predict the dependent variable job satisfaction in this study.

The following equation explains the relationship between the independent variables and dependent variables:

$$Y = a + b_1(X_1) + b_2(X_2) + b_3(X_3) + b_4(X_4)$$

Where Y = Predicted Linear Relationship of Job Satisfaction

a = Constant Value

b = Standardized Beta Coefficients

X= Independent Variables

Therefore, the regression equation is as follow:

$$\text{Job Satisfaction} = 5.021 - 0.157 \text{ Stress} - 0.091 \text{ Emotional Exhaustion} - 0.452 \text{ Reduced in Personal Accomplishment} + 0.129 \text{ Depersonalization}$$

The Standardized Beta coefficients show the contribution of each variable to the research. In this research, the highest contributing variable in explaining the variation of dependent variable is reduced in personal accomplishment because it has the highest Standardized Coefficient Beta value of 0.488. The second highest contributing variable in explaining the variation of dependent variable is stress because it has the Standardized Coefficient Beta value of 0.282. The third highest contributing variable in explaining the variation of dependent variable is depersonalization as its Standardized Coefficient Beta value of 0.161. The lowest contributing variable in explaining the variation of dependent variable is emotional exhaustion because it has a Standardized Coefficient Beta value of 0.142.



Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 <sup>a</sup>	.414	.403	.41654

- a. Predictors: (Constant), Stress, Emotional Exhaustion, Reduced in Personal Accomplishment, Depersonalization
- b. Dependent Variable: Job Satisfaction

Source: Developed from the research

The R value is the correlation coefficient between the dependent variable and independent variables taken together. It also uses to measure the strength of linear relationship between two variables. Based on the table, it shows that the R value of this study is 0.643. Thus, the relationship between independent variables and dependent variable is moderate positive.

The R square value is to indicate the percentage or extent the independent variable can explain the variations in dependent variables. Based on the generated result, the R square value is 0.414, which shows that the independent variables, stress, emotional exhaustion, reduced in personal accomplishment and depersonalization can explain 41.4% of the variation in dependent variable of job satisfaction.

Table 4.24: Anova

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	26.942	4	6.736	38.820	.000 <sup>b</sup>
Residual	38.171	220	.174		
Total	65.113	224			

- a. Predictors: (Constant), Stress, Emotional Exhaustion, Reduced in Personal Accomplishment, Depersonalization
- b. Dependent Variable: Job Satisfaction

Source: Developed from the research

Based on the Table 4.24, the p-value of 0.0001 is less than the alpha value 0.01. Therefore, it can conclude that the independent variables stress, emotional exhaustion, reduced in personal accomplishment and depersonalization are significant to explain the variance in job satisfaction. The model for this research considers a good descriptor of the relation between independent and dependent variables.

#### **4.3.2.2 Multiple Regression Analysis between Stress, Overall Burnout and Job Satisfaction**

Table 4.25: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.849	.149		32.444	.000
Stress	-.037	.045	-.066	-.806	.421
Burnout	-.489	.081	-.495	-6.062	.000

n = 225

Source: Developed from the research

Based on the Table 4.25 generated in SPSS, it indicates that the p-value of stress is 0.421 which is more than alpha value of 0.05. Thus, the variable of stress is not significant to predict the dependent variable of job satisfaction in this study. On the other hand, the p-value of burnout is 0.0001 which is less than the alpha value of 0.05. Therefore, the variable of burnout is significant to predict the dependent variable of job satisfaction in this study.

The following equation explains the relationship between the independent variable and dependent variable:

$$Y = a + b_1(X_1) + b_2(X_2)$$

Where Y = Predicted Linear Relationship of Job Satisfaction

a = Constant Value

b = Standardized Beta Coefficients

X= Independent Variables

Therefore, the regression equation is as follow:

$$\text{Job Satisfaction} = 4.849 - 0.037 \text{ Stress} - 0.489 \text{ Burnout}$$

In this research, burnout has more contribution in explaining the variation of dependent variable since it has the highest Standardized Coefficient Beta value of 0.495. The independent variable of stress has less contribution in explaining the variation of dependent variable if compared to burnout because its Standardized Coefficient Beta value of 0.066.

Table 4.26: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 <sup>a</sup>	.297	.291	.45411

a. Predictors: (Constant), Burnout, Stress

b. Dependent Variable: Job Satisfaction

Source: Developed from the research

Based on the Table 4.26, it shows that the R value of this study is 0.545. Thus, the relationship between independent variables and dependent variable is moderate positive. Based on the generated result, the R square value is 0.297 which shows that the independent variables, burnout and stress can explain 29.7% of the variation in dependent variable of job satisfaction.

Table 4.27: Anova

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	19.333	2	9.667	46.876	.000 <sup>b</sup>

Residual	45.780	222	.206		
Total	65.113	224			

- a. Predictors: (Constant), Burnout, Stress
- b. Dependent Variable: Job Satisfaction

Source: Developed from the research

Based on the Table 4.27, the p-value of 0.0001 is less than the alpha value 0.01. Therefore, it can conclude that the independent variables, burnout and stress are significant to explain the variance in job satisfaction. The model for this research considers a good descriptor of the relation between independent and dependent variables.

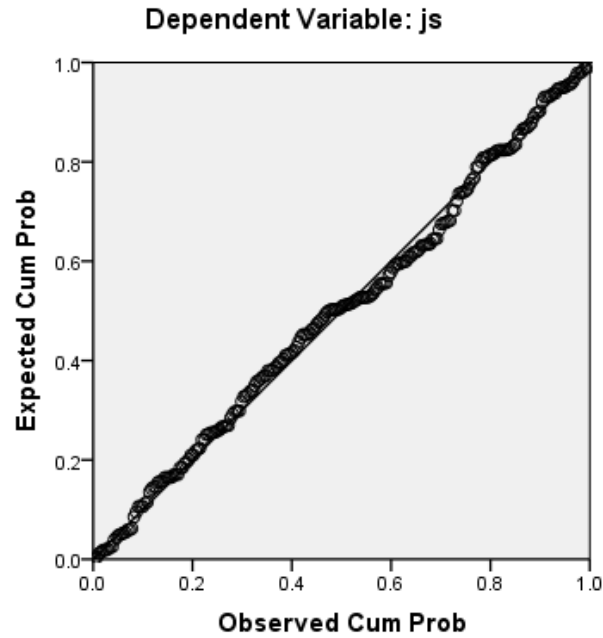
When performing a multiple regression analysis, there are six general assumptions on the analysis, which are autocorrelation, multicollinearity, normality, normal distribution of errors and zero mean, heteroscedasticity and linearity (Karadas, Celik, Serpen, & Toksoy, 2014). In this research, the focus is on normality and multicollinearity.

#### **4.3.2.3 Normality**

According to the assumption, the variables should have normal distributions. When the variables are not normally distributed, the significance tests and relationship between the variables can be out of shape (Osborne & Waters, 2002). The information of normality of the variables can be found through P-P plots. P-P plot is a normal probability plot, when the cumulative data is plotted along the straight line, the data can be concluded as it conforms to the normal distribution (Geranian, Mokhtari, & Cohen, 2013).

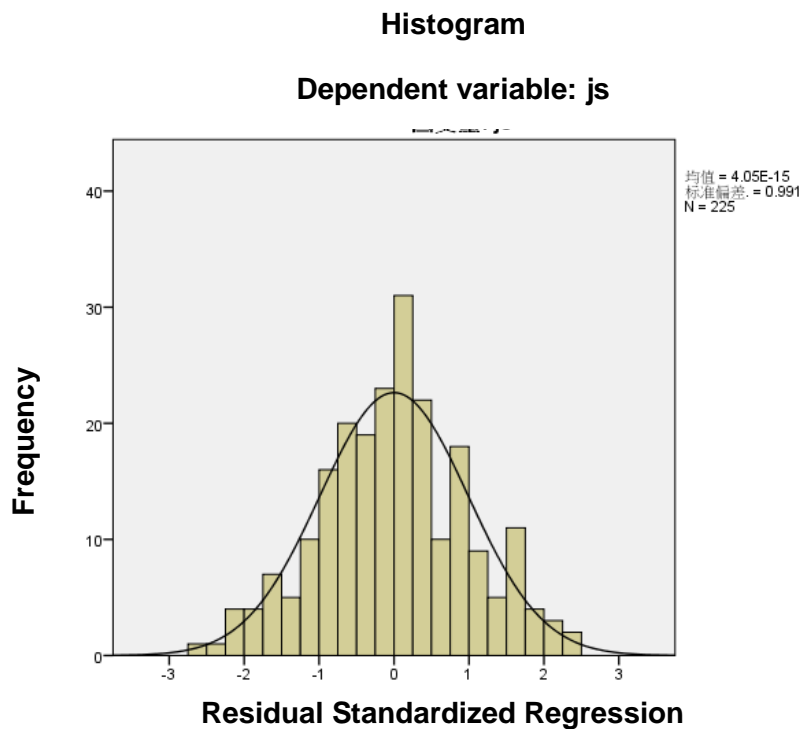
Figure 4.10: Normal P-P Plot of Regression

Normal P-P Plot of Regression Standardized Residual



Source: Developed for the research

Figure 4.11: Histogram



Source: Developed from research

According to Figure 4.10, P-P plot of this research which generated from the SPSS software, it can be seen that all data is falling on the straight line. Therefore, the variables of this research have a normal distribution. It also indicates that the distribution is quite equally distributed. The shape of histogram in Figure 4.11 has also shown that the research has a normal distribution.

#### **4.3.2.4 Casewise diagnostic and outliers**

According to Sekaran and Bougie (2012), outlier responses are one kind of illogical response. Outlier refers to an observation which differs from another observation significantly. It means that the value does not fit within the data's normal range (Zikmund, 2003). There are two types of outliers which are univariate and multivariate. Univariate outlier is when the data consists of a value which is extreme only on a single variable whereas multivariate outlier is when there is a combination of scores which are extreme and unusual on more than one variable ("Univariate and Multivariate", n.d.).

Table 4.28: Casewise Diagnostics

Case Number	Std. Residual	Js	Predicted value	Residual
117	-3.007	2.20	3.4771	-1.27709

Source: Developed from research

SPSS software helps to identify extreme outliers through Casewise diagnostics. If the Standard Residual values equal to 3, regardless of positive or negative value, the case may be problematic. According to the Casewise diagnostics' results of this research in Table 4.28, case 117 has a Standard Residual value of -3.007. This indicates that case 117 is a problem and outlier to the research and the response in case 117 differs

from other responses. Case 117 was then deleted from the research for further analysis. The research is left with 225 cases.

#### 4.3.2.5 Multicollinearity

Multicollinearity is referring to the condition that there is an exact or nearly exact linear relation among two or more independent variables (Hawking & Pendleton, 1983). In other words, Multicollinearity also defined as a statistical phenomenon where there is a high degree of correlation among several independent variables in multiple regression models.

Variance Inflation Factor (VIF) is a ‘rule of thumb’ technique which used to determine the impact of collinearity among independent variables in multiple regression models. The formula of Variance Inflation Factor (VIF) is  $1/\text{Tolerance}$ . ‘No greater than 10’ is the usual rule for Variance Inflation Factor (VIF). This means that if the variables with value of Variance Inflation Factor (VIF) greater than 10, there is a Multicollinearity problem among the independent variables in multiple regression model.

Table 4.29: Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Stress	0.342	2.922
Emotional Exhaustion	0.325	3.072
Reduced in Personal Accomplishment	0.894	1.119
Depersonalization	0.661	1.513

Source: Developed for the research

Based on the Table 4.29 generated in SPSS, the VIF value of stress, emotional exhaustion, reduced in personal accomplishment, depersonalization are 2.922, 3.072, 1.119, 1.513 respectively. Therefore, this indicates that the variables in this research do not face any Multicollinearity issue as all VIF value of variables do not exist 10.

## **4.4 Conclusion**

In this chapter, the data collected through questionnaire were analysed. Firstly, demographic analysis is conducted to understand the background and characteristics of target respondents. Frequency analysis is conducted for Central tendencies measurement of construct to obtain the mean value of data. Next analysis conducted is reliability analysis in scale measurement to test the reliability of each construct for the questionnaire. Lastly, Pearson Correlation Coefficient and Multiple Regression Analysis are also conducted in the inferential analysis section to test the relationship among independent and dependent variables. Results of research will further discuss in Chapter 5.



## **CHAPTER 5: DISCUSSION AND CONCLUSION**

### **5.0 Introduction**

This chapter consists of a summary, discussion, implications, limitations and recommendations for this research. It begins with a results' summary for this study which includes descriptive and inferential analyses. Then a discussion on the results is provided. It followed by the implications of this research. The limitation of this study is also discussed. Lastly, recommendations and conclusions are provided.

### **5.1 Summary of Statistical Analyses**

#### **5.1.1 Summary of Descriptive Analyses**

Based on the demographic profile, female respondents (87.17%) are greater than male respondents (12.83%). It is because our target population is teacher and most of the teacher is female.

Next is about the age of our respondents. From the results show that majority of our respondents fall on the age 46 to 55 years old (33.63%) and 26 to 35 years old (29.20%). The lowest age range is below 25 years old (1.77%).

After that, the ethnic group of the respondents had been examined. Chinese race had occupied a large amount which is 94.25%. It is because most of the respondents are from Chinese primary school, so most of them are Chinese and just 4.425% of them are Malay.

For the educational level, respondents who are Diploma holder had occupied 44.69% then follow by STPM 15.93%. Our target respondents

are teachers; therefore all of them must be high educated. From the results, there are just 3 of them owned Master.

From the result showed that the respondents which had married are 78.76%, significantly higher than single 18.14%, widowhood 2.212% and divorced 0.885%.

In addition, most of the respondents receive their salary at the range of RM400 to RM 5000 (38.49%), followed by RM3000 to RM4000 (31.86%). The lowest salary range is RM 6000 and above.

The highest working hours for the respondents are 40 hours which is 34.51%, second is 35 hours which is 30.09%. Next followed by 50 hours and above which is 24.78% and the lowest is 30 hours which is 10.62%.

Besides that, the experience as teachers in school also had been examined in the questionnaires. Based on the data collection, the highest is the range of five to ten years and eleven to fifteen years. These two ranges shared equal and highest percentage. The lowest range is thirty one years and above which is 2.655%.

Lastly is about the experience as teachers in educational industry. The highest range is eleven to fifteen years which is 22.57%, the followed by twenty one year to twenty five years which is 17.70%. The lesser experience range that had been chosen is below five years which is 3.982%.

## **5.1.2 Summary of Inferential Analyses**

### **5.1.2.1 Reliability Test**

Regarding the reliability test from 30 respondents, all of the variables have reliability above 0.6. It means that the questionnaire for the research is reliable. The coefficient alpha value of job stress is 0.845. The total

reliability for burnout is 0.886, emotional exhaustion is 0.875, personal accomplishment is 0.652 and lastly depersonalization is 0.658. Based on the result indicates that there have good and excellent reliability for all independent variables. For the dependent variable which is job satisfaction, the alpha value is 0.803.

#### **5.1.2.2 Pearson Correlation Analyses**

Pearson Correlation Coefficient is used to measure the relationship of all the variables. Based on the results, showed that all the variables (stress, burnout, emotional exhaustion, depersonalization and personal accomplishment) had significant relationship with job satisfaction. The highest correlation coefficient value between all the variables is burnout which is -0.556. Reduced in accomplishment get the value of -0.534, stress is -0.429 and emotional exhaustion is -0.428. The lowest correlation coefficient value is depersonalization which is -0.219.

#### **5.1.2.3 Multiple Regression Analyses**

Based on the results from Multiple Regression Analyses, the variable reduced in personal accomplishment make the highest contribution to job satisfaction because it occupied the highest standard coefficient Beta value of 0.488. Next followed by stress and depersonalization scored 0.282 and 0.161. Lastly, the lowest is emotional exhaustion which the standard coefficient Beta value is 0.142.

For the results of multiple regression analysis between stress, overall burnout and job satisfaction, it indicates that burnout has more contribution than stress since it has the highest Standard Coefficient Beta value of 0.465 while the value of stress is 0.066.

## 5.2 Discussion of Major Findings

Table 5.1: Correlation Value between Independent Variables and Job Satisfaction

Hypotheses	P-value R-value	Conclusion
Hypotheses 1 H <sub>1</sub> : There is a significant relationship between stress and job satisfaction.	p= 0.0001 r= -0.429	H <sub>1</sub> is supported.
Hypotheses 2 H <sub>1</sub> : There is a significant relationship between burnout and job satisfaction.	p= 0.0001 r= -0.556	H <sub>1</sub> is supported.
Hypotheses 2 (a) H <sub>1</sub> : There is a significant relationship between emotional exhaustion and job satisfaction.	p=0.0001 r= -0.428	H <sub>1</sub> is supported.
Hypotheses 2 (b) H <sub>1</sub> : There is a significant relationship between depersonalization and job satisfaction.	p=0.001 r=- 0.219	H <sub>1</sub> is supported.
Hypotheses 2 (c) H <sub>1</sub> : There is a significant relationship between reduced in personal accomplishment and job satisfaction.	p=0.0001 r= - 0.534	H <sub>1</sub> is supported.
Hypotheses 3 (a) H <sub>1</sub> : Stress and burnout (emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction.		H <sub>1</sub> is supported.

Hypotheses 3 (b) H <sub>1</sub> : Stress and overall burnout significantly explain the variance in job satisfaction.		H <sub>1</sub> is supported.

Source: Developed for the research

### 5.2.1 Stress

Hypotheses 1:

H<sub>1</sub>: There is a significant relationship between stress and job satisfaction.

The hypothesis examined the relationship between stress and job satisfaction. Based on the generated result, Person correlation coefficient value is -0.429 indicates that there is a negative relationship between stress and job satisfaction. Hence, it implies that when there is the increase in stress, the job satisfaction will be decreased. The result also indicates the relationship between stress and job satisfaction is falling under the moderate range which is from  $\pm 0.41$  to  $\pm 0.70$ . This means that teacher's stress will influence their job satisfaction. The p-value 0.0001 is less than the significant alpha value of 0.01. Thus, H<sub>1</sub> had been supported by the statement.

Job stress can know as either occupational stress or work stress (Kendall, 2000). According to Schultz (1994) he refers that when the occupational stress increase the job satisfaction among the employees will decrease. He reported that those employees which dissatisfied with their job is due to stress-related effects. However, a research which conduct among the navy trainees also found that there is the negative relationship between job stress and job satisfaction (Pawar & Rathod, 2007). Moreover, according to David (2009) he also founded that there is the negative correlation

between job stress and job satisfaction. It implies that when the stress is higher the job satisfaction will become lower and vice versa.

Besides, according to Landsbergis (1988) refers that there is negative relationship between stress and job satisfaction. It shows that when there is a high level of stress and it will definitely cause the lowest job satisfaction. Furthermore, Mofoluwake and Oluremi (2013) conducted a research among employees of NAPIMS (National Petroleum Investment Management Services) in Nigeria. They had been found that there was the negative relationship between job stress and job satisfaction among the employees. When there is the increase in job stress and the job satisfaction of the employees tend to decrease. The job stress had been experienced by the employees is the psychological and physical demands from the job.

### **5.2.2 Burnout**

Hypotheses 2:

H<sub>1</sub>: There is a significant relationship between burnout and job satisfaction

The hypothesis above examined the relationship between burnout and job satisfaction. Based on the generated result, the Pearson correlation coefficient value of -0.556 indicates that there is a negative relationship between burnout and job satisfaction. Therefore, when burnout increases, job satisfaction will decrease. This indicates that teachers' burnout will influence their job satisfaction.

Burnout is a long term occupation stress which often occurs among teachers (Jennett, Harris, & Mesibov, 2003). Lack of job satisfaction is one of the consequences of burnout. According to Matin, Kalali and Anvari (2012), there is a negative relationship between job burnout and job satisfaction among the employees.

According to Talachi and Gorji (2013) study in job burnout and job satisfaction among Industry, Mine and Trade Organization employees, a

result shows that there is a significant relationship between burnout and job satisfaction. A negative relationship between burnout and job satisfaction was found which the increase in employees' burnout will result to reduction in their job satisfaction. In addition, further study such as Matin, Kalali, and Anvari (2011), they found that employees' job burnout will lead to decrease of job satisfaction, organization commitment and increase intention to leave. In short, based on the previous studies, the H1 is supported.

### **5.2.3 Emotional Exhaustion**

Hypotheses 2 (a):

H<sub>1</sub>: There is a significant relationship between emotional exhaustion and job satisfaction.

The hypothesis examined that the relationship between emotional exhaustion and job satisfaction. Based on the generated result, the Pearson Correlation Coefficient value of -0.428 indicates that there is a negative relationship between emotional exhaustion and job satisfaction. Thus, when emotional exhaustion increases, job satisfaction will decrease. The statement indicates that the emotional exhaustion of teacher will lead to the job dissatisfaction.

According to Mengenci (2014) study, there is a negative relationship between emotional exhaustion and job satisfaction was found. The person who experiences emotional exhaustion may lead to lower their job satisfaction. Furthermore, according to Talachi and Gorji (2013), there is a significant relationship between emotional exhaustion and job satisfaction among IMTO employees. The study result also indicates that a negative relationship between emotional exhaustion and job satisfaction was found. The increase in emotional exhaustion was lead to reduction of employees' job satisfaction. Besides that, there is a strong correlation between emotional exhaustion and job satisfaction was found in Boles, Dean, Ricks,

Short, and Wang (2000) study. Based on the previous studied, the H1 is supported.

### **5.2.4 Depersonalization**

Hypotheses 2 (b):

H1: There is a significant relationship between depersonalization and job satisfaction.

The hypothesis above examined the relationship between depersonalization and job satisfaction. Based on the generated result, the Pearson Correlation Coefficient value of -0.219 indicates that there is a negative relationship between depersonalization and job satisfaction. Therefore, this statement shows that when the depersonalization increases, the job satisfaction will decrease. This indicates that the depersonalization will lead to job dissatisfaction.

According to Talachi and Gorji (2013), there is a significant relationship between depersonalization and job satisfaction. The study result also indicates that a negative relationship between depersonalization and job satisfaction was found. Therefore, the increase in depersonalization can lead to decrease of employees' job satisfaction. Based on Piko (2006), there is a negative relationship between job satisfaction and every type of burnout subscale. However, for depersonalization scores there was a factor that will contribute positively which is role conflict. Depersonalization and organizational cynicism negatively influence the efficiency of an organization and employees' job satisfaction (Salanova, Llorens, Garcia, Burriel, & Bresó, 2005).

### **5.2.5 Personal Accomplishment**

Hypotheses 2 (c):



H<sub>1</sub>: There is a significant relationship between reduced in accomplishment and job satisfaction.

The hypothesis above examined the relationship between reduced in accomplishment and job satisfaction. Based on the result of Pearson Correlation Coefficient, the value of -0.534 indicates that there is a negative relationship between reduced in accomplishment and job satisfaction. Therefore, this statement shows that when the reduced in personal accomplishment increases, the job satisfaction will decrease. This indicates that the reduced in personal accomplishment will influence job satisfaction.

According to Anbar and Eker (2008), a negative relationship between personal accomplishment and job satisfaction had been found. The results show a low score of personal accomplishment so it can be indicates that the employees are less competence about their achievement (Anbar & Eker, 2008). Based on Talachi and Gorji (2013) showed the significant relationship between reduced in personal accomplishment and job satisfaction. The study result also indicates that a negative relationship between reduced in personal accomplishment and job satisfaction was found. The raising of employees' personal accomplishment leads to the decline of employees' job satisfaction.

### **5.2.6 Stress, Burnout and Job Satisfaction**

Hypotheses 3 (a):

H<sub>1</sub>: Stress and burnout(emotional exhaustion, depersonalization, personal accomplishment) significantly explain the variance in job satisfaction.

Hypotheses 3 (b):

H<sub>1</sub>: Stress and burnout significantly explain the variance in job satisfaction.

The hypothesis above indicates that stress and burnout significantly explain the variance in job satisfaction. The results of this research showed

that stress and burnout are negatively related to job satisfaction. All three dimensions of burnout, which are emotional exhaustion, personal accomplishment and depersonalization, have a negative relationship with job satisfaction as well. Hence,  $H_1$  is supported.

The result of this research is consistent with previous studies. According to a study by Mansoor, Fida, Nasir, and Ahamad (2011) on Pakistan telecommunication sector, stress has a coefficient beta of -0.599 which is less than the P value of 0.05. The study showed that stress and job satisfaction are negatively related. Another study conducted by Mofoluwake and Oluremi (2013) on National Petroleum Investment Management Services in Ikoyi, the coefficient between organizational stress and job satisfaction is -0.61, which means that the two variables are negatively related. Job satisfaction decreases when organizational stress increases.

The result for burnout is also supported by other studies. Skaalvik and Skaalvik (2008) conducted a study of burnout among teachers in Norwegian. The SEM analysis for the results showed that the three dimensions of burnout has zero order correlations ranging between -0.28 to -.052. This means that the two variables are negatively related to each other. Rothmann (2008) conducted an empirical research in the police force. The correlation coefficient of between extrinsic job satisfactions with exhaustion is -0.36, between intrinsic job satisfaction and exhaustion is -0.25. It means that burnout and job satisfaction have a negative relationship.

## **5.3 Implications of the Study**

### **5.3.1 Managerial Implications**

Based on the results of this research, stress and burnout are significantly related to job satisfaction. When burnout and stress level increased, job satisfaction of employees will decrease. Therefore, in order to increase job

satisfaction, individuals must be able cope with their stress and burnout level.

Government and the management of schools must look into stress and burnout issues seriously as they have very big impact. According to Liu, Zhou, and Zeng (2010), high level of stress will lead to weak performance and health issues among staff. This research provides some information on the stress level of teachers in Ipoh. To more accurately identify stress level in teachers, National Union of the Teaching Profession Malaysia (NUTP) can replicate risk assessment and stress audit system of United Kingdom National Union of Teachers. Risk assessment is governed by the British's law which requires all employers to perform assessment to all working processes to identify health and safety risks, including stress risk. On the other hand, stress audits will look into the factors and level of stress among employees.

According to results of this research, burnout is negatively related to job satisfaction. Therefore, the management of school must find ways to helps teachers to cope with burnout to ensure job satisfaction among teachers. Kucukoglu (2014) has provided few suggestions to the school's administration: Firstly, management must perform consultation with teachers on teaching issues, such as the development of co-curriculum and teaching plans. Secondly, schools must be able to provide sufficient resources or facilities as supports to teachers. Thirdly, job expectations and job roles must be communicated clearly to avoid conflicts and ambiguity. Fourthly, communication between teachers and management must be open so that there is a platform for feedback and support. Lastly, management must provide and encourages activities on developing professional identity for teachers.

As this research indicates that stress is negatively related to job satisfaction, Ministry of Health or the Ministry of Education must enforce certain policies or standards for stress management. Based on our best knowledge, Malaysia does not have any policies or systems regarding stress management for employees. The government can adapt the Britain's

Safety at Work Act. The Act provides the basic framework to ensure health and safety in workplace. Besides that, the Act also consists of Stress Policy for each organization and the Management Standard Approach for stress related to work. The Management Standard Approach is guidelines for organizations to tackle stress among employees. The standard provides some ways to identify stress, the factors and solutions to overcome it (Cox, Karanika-Murray, Griffiths, Wong & Hardy, 2009).

Teachers should learn to manage their own emotions. According to Kucukoglu (2014), there are few strategies to help teachers to cope with burnout. For example, they can seek for chances to go overseas for educational development. Every week, teachers can spend one hour or more to do something they like to relax themselves. Whenever teachers are facing problems or bad feelings, they should discuss with others instead of keeping it with themselves. Teachers should also realise their own weaknesses and limitations and have a healthy life style at home.

In conclusion, the administration of schools, Ministry of Health, Ministry of Education, the teacher union and teachers themselves must all cooperate in order to reduce stress and burnout level so that job satisfaction can be achieved. With higher job satisfaction, teachers will be able to perform better thus improving the education quality in Malaysia.

## **5.4 Limitations of the Study**

Throughout the research some of the problem had been encountered. Firstly, one of the limitation when conduct this research is the limited of the sample size. The research is focus on the job satisfaction of the primary teachers in Ipoh, Perak. Therefore, the range of the target respondents had been narrow down. Since, the target respondents only from Ipoh, Perak rather than respondents from others states. When distribute questionnaires, only those teachers who are come from primary school and also come from Ipoh, Perak only entitle to answer the questionnaires. Due to the research is conduct in Ipoh, Perak only thus the

outcomes from this study may not represent the result from teachers in other states. The reason is because all the teachers from different states have different perception. Hence, it may influence the accuracy of the data to represent all the teachers in Malaysia.

Secondly, some of the questionnaires distributed by researchers were unable to collect back. Researchers distributed 300 questionnaires to primary teachers in Ipoh, Perak but only able to collect back 240 questionnaires. Some of the teachers were refuse to answer the questionnaire therefore, it make the questionnaires become invalid.

Other than that, by using questionnaire to conduct this research might not that responsive and the information might not that accurate too because the questionnaire in this study is adopted from others researchers. Moreover, teachers are always busy for teaching students and meeting therefore they may have little time to answer the questionnaires. Besides, due to the questionnaire was distributed to teachers and after few days only collected back, therefore, the problem of self-administration questionnaire will be encounter. Because some of the teachers may not understand the question without guiding by researches (Sekaran & Bougie, 2012). Due to the reasons, the limitations of this study are difficult to obtain reliable information from respondents towards job satisfaction.

R square value is use to explain the variations between the independent variables and dependent variables. According to the result from the research, the R square value is 0.414. It indicates that independent variables (emotional exhaustion, depersonalization and personal accomplishment) can use to explain 41.4% of the dependent variables (job satisfaction). However, the limitation from the result is only 41.4% of the independent variables can explain dependent variables. 41.4% is not a good result, because still has 58.6% of variables cannot be explain in the research.

## 5.5 Recommendations for Future Research

There are some recommendations provided in order to give the advice to the future researchers who interested in relevant topic and make some improvement on it.

In order to overcome the limitation on sample size, it is recommended that futures researchers can carry out relevant study in other states in Malaysia such as Penang, Kuala Lumpur and Johor Bahru. Penang is one of the states that recommend to future researchers.

According to a survey conducted by Malaysian Insider in 2013, Penang is the most expensive city in Malaysia since its cost of living is higher than Kuala Lumpur ("Cost of Living," n.d.). The high cost of living will cause stress among residents. The rising cost of living in Malaysia can lead to competition for survival, social and societal cost, increased of community and national tension, tension in the home and psychological stress (Fernandez, 2014). Therefore, it is recommended Penang or other states that may have high stress should be investigate in future research due to the result will be more accurate.

The R square value of 0.414 indicates that the current independents variables (burnout dimension and stress) are not enough to explain the dependent variable of job satisfaction. Thus, it is recommended that future researchers can add in others variable that may have more influence on job satisfaction on teachers in order to obtain a more accurate result.

In addition, future researchers can carry out this study which focus to other professions is recommended. Forbes reported that firefighter and airlines pilot are in the list of most stressful jobs of 2015 (Adams, 2015). Therefore, future research is recommended to focus on these stressful occupations. Besides that, it is also recommend the future researchers can carry out this study on airlines industry since it is a fresh topic to be investigated.

This study research is focus on the influence of stress and burnout on job satisfaction among primary school teachers in Ipoh. It is recommended that future researchers can narrow down the study in a more specific type of teachers which

is special education teachers. The special education teachers are teaching the students who have the learning disability and other severe disabilities such as autism and Down syndrome (“School for Special,” 2013). The special education teachers will experience higher stress and burnout than general teachers (Ferry, 2012). The special education teachers are often ignored and neglect because most of people have less awareness and do not pay much attention on special education in Malaysia. Therefore, it is a good and fresh area for future researchers to study.

## **5.6 Conclusion**

As a conclusion for this research, the hypotheses are all supported. Stress, burnout and job satisfaction have a significant relationship. Stress and burnout are negatively related to job satisfaction. The results of this research can be used as a guideline when want to look into stress and burnout level especially among teachers. Lastly, this research and its results can be used as a reference for further study in this area.

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### Appendix 3.1 Questionnaire



Universiti Tunku Abdul Rahman

Faculty of Business and Finance

BACHELOR OF BUSINESS ADMINISTRATION  
(HONS)

#### FINAL YEAR PROJECT

The Influence of Job Stress, Burnout and Job Satisfaction

Among Primary School Teachers in Ipoh

Survey Questionnaire

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Dear respondents,

We are final year students from of Universiti Tunku Abdul Rahman, studying Bachelor of Business Administration. The purpose of this survey is to study the relationship between job stress, burnout and job satisfaction.

We would like to thank you for your time and participation in our research study. Your help is very much appreciated. Please answer all questions. All responses provided are solely for academic purpose.

**Instructions:**

This questionnaire consists of **TWO (2)** sections, Section A and B. Please answer **ALL** questions. It takes around 15 minutes to complete. All contents of this questionnaire will be kept strictly **PRIVATE AND CONFIDENTIAL**.

If you have any enquiries, please do not hesitate to contact:

Chan Cheng Man      010-3846836

Chong See Men      016-5602360

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**Questionnaire****Section A: Demographic Profile**

Please tick at the appropriate answer.

## 1. Gender

Male ☐ Female ☐

## 2. Age

Below 25 ☐ 46-55 years old ☐  
 26-35 years old ☐ More than 55 years old ☐  
 36-45 years old ☐

## 3. Ethnic Group

Malay ☐ Chinese ☐  
 Indian ☐ Others, please specify: \_\_\_\_\_

## 4. Educational Level

STPM ☐ Bachelor Degree ☐  
 Diploma ☐ Master ☐  
 Other: \_\_\_\_\_ (Please Specify)

## 5. Marital Status: -

Single ☐ Married ☐  
 Divorced ☐ Widowhood ☐

## 6. Basic salary per month:

RM 1000- RM 2000 ☐ RM 4000- RM 5000 ☐  
 RM 2000- RM 3000 ☐ RM 5000- RM 6000 ☐  
 RM 3000- RM 4000 ☐ RM 6000 and above ☐

## 7. Average working hours per week:

30 hours ☐ 35 hours ☐ 40hours ☐  
☐  
 50 hours and above

8. Experience as teacher in this school:

Below 5 years ☐ 5-10 years ☐ 11-15 years ☐ 16-20 ☐  
 years ☐ ☐ ☐  
 21-25 years 26-30 years 31 years and above

9. Experience as teacher in the educational industry:

Below 5 years ☐ 5-10 years ☐ 11-15 years ☐ 16-20 ☐  
 years ☐ ☐ ☐  
 21-25 years 26-30 years 31 years and above

## **Section B**

### **Part A: Job Stress, Burnout**

This section is seeking your opinion on your job stress and burnout level. Please indicate indicate to what extend you agree or disagree, very seldom or very often with each statement. Please circle one number to represent your opinion towards the statement given.

#### **Job Stress**

		Very Seldom	Seldom	Neutral	Often	Very Often
No.	Questions					
JS1	In the last month, how often have you felt nervous and stressed?	1	2	3	4	5
JS 2	In the last month, how often have you found that you could not cope with all the things that you had to do?	1	2	3	4	5
JS 3	In the last month, how often have you angered because of things that happened that been outside your control?	1	2	3	4	5
JS 4	In the last month, how often have you felt that difficulties were piling up so high that you could not overcome them?	1	2	3	4	5

## Burnout

	<b>Burnout : Emotional Exhaustion</b>	<b>Disagree</b>	<b>Strongly</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Agree</b>	<b>Strongly</b>
EE 1	I feel exhausted at the end of the workday.	1	2	3	4	5		
EE 2	I feel emotionally drained from my work.	1	2	3	4	5		
EE 3	I feel I'm working too hard from my job.	1	2	3	4	5		
EE 4	I feel troubled by my job.	1	2	3	4	5		
EE 5	I feel tired when I get up in the morning and have to face another day of job.	1	2	3	4	5		
EE 6	Working with people all day is really a great stress for me.	1	2	3	4	5		
EE 7	I feel like I'm cannot tolerate with the job.	1	2	3	4	5		
EE 8	Working directly with people puts too much stress on me.	1	2	3	4	5		
	<b>Burnout: Personal Accomplishment</b>							
PA 1	I feel excited after working closely with students.	1	2	3	4	5		
PA 2	I feel very energetic.	1	2	3	4	5		
PA 3	In my work, I deal with my emotional problems very calmly.	1	2	3	4	5		
PA 4	I can easily understand how my students feel about things.	1	2	3	4	5		
PA 5	I have accomplished many meaningful things in this job.	1	2	3	4	5		
PA 6	I deal very effectively with the problems of my students.	1	2	3	4	5		
PA 7	I feel I'm positively influencing other people's lives through my work.	1	2	3	4	5		
PA 8	I can easily create a relaxed atmosphere with my students.	1	2	3	4	5		
	<b>Burnout: Depersonalization</b>							
D 1	I feel students blame me for their problems.	1	2	3	4	5		
D 2	I've become more insensitive toward people since I	1	2	3	4	5		

	took this job.					
D 3	I worry that this job is hardening me emotionally.	1	2	3	4	5
D 4	I don't really care what happens to some students.	1	2	3	4	5

### Part B: Job Satisfaction

This section is seeking your opinion on your current job satisfaction level. Please indicate how satisfied you feel about the following aspects of the job.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
JS 1	Being able to keep busy all the time.	1	2	3	4	5
JS 2	The chance to do different things from time to time.	1	2	3	4	5
JS 3	The way my boss handles his/her workers	1	2	3	4	5
JS 4	The competence of my supervisor in making decisions.	1	2	3	4	5
JS 5	The chance to do something that makes use of my abilities.	1	2	3	4	5
JS 6	My pay and the amount of work I do.	1	2	3	4	5
JS 7	The chance to try my own methods of doing the job.	1	2	3	4	5
JS 8	The working conditions.	1	2	3	4	5
JS 9	The way my co-workers get along with each other.	1	2	3	4	5
JS 10	The feeling of accomplishment I get from the job.	1	2	3	4	5

If you have any comments or suggestions, please state at the space below:

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Thank you very much for your participation.

Your time and opinion are greatly appreciated.

**Appendix 4.1****Reliability Results**

Topics	Coefficient Alpha Value	No. of Item
Job Stress	0.914	4
Burnout: Emotional Exhaustion	0.933	8
Burnout: Personal Accomplishment	0.871	8
Burnout: Depersonalization	0.705	4
Total Burnout	0.903	20
Job Satisfaction	0.857	10

## Appendix 4.2

### Pearson Correlation Coefficient

#### Correlations between Stress and Job Satisfaction

		Stress	Job satisfaction
Stress	Pearson Correlation	1	-.429**
	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.429**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Table 4.18: Correlations between Burnout and Job Satisfaction

#### Correlation

		Burnout	Job satisfaction
Burnout	Pearson Correlation	1	-.556**
	Sig. (2-tailed)		.000
Job satisfaction	Pearson Correlation	-.556**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Correlations between Emotional Exhaustion and Job Satisfaction

		Emotional Exhaustion	Job satisfaction
Emotional Exhaustion	Pearson Correlation	1	-.428**
	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.428**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Correlations between Depersonalization and Job Satisfaction

		Depersonalization	Job satisfaction
Depersonalization	Pearson Correlation	1	-.219**
	Sig. (2-tailed)	226	.001
Job satisfaction	Pearson Correlation	-.219**	1
	Sig. (2-tailed)	.001	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n = 226

Correlations between Reduced Personal Accomplishment and Job Satisfaction

		Reduced in Personal Accomplishment	Job satisfaction
Reduced in Personal Accomplishment	Pearson Correlation	1	-.534**



	Sig. (2-tailed)	226	.000
Job satisfaction	Pearson Correlation	-.534**	1
	Sig. (2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

n= 226

### Appendix 4.3

#### Multiple Regression Analysis between Stress, Dimensions of Burnout and Job Satisfaction

##### Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.021	.142		35.445	.000
Stress	-.157	.049	-.282	-3.197	.002
EE	-.091	.058	-.142	-1.567	.118
PA	-.452	.051	-.488	-8.928	.000
D	.129	.051	.161	2.537	.012

Note: n = 225

EE = Emotional Exhaustion

PA = Reduced in Personal Accomplishment

D = Depersonalization

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 <sup>a</sup>	.414	.403	.41654

c. Predictors: (Constant), Stress, Emotional Exhaustion, Reduced in Personal Accomplishment, Depersonalization

d. Dependent Variable: Job Satisfaction

##### Anova

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	26.942	4	6.736	38.820	.000 <sup>b</sup>
Residual	38.171	220	.174		
Total	65.113	224			

- c. Predictors: (Constant), Stress, Emotional Exhaustion, Reduced in Personal Accomplishment, Depersonalization
- d. Dependent Variable: Job Satisfaction

### Multiple Regression Analysis between Stress, Overall Burnout and Job Satisfaction

#### Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.849	.149		32.444	.000
Stress	-.037	.045	-.066	-.806	.421
Burnout	-.489	.081	-.495	-6.062	.000

e. n = 225

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 <sup>a</sup>	.297	.291	.45411

- c. Predictors: (Constant), Burnout, Stress
- d. Dependent Variable: Job Satisfaction

#### Anova

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	19.333	2	9.667	46.876	.000 <sup>b</sup>
Residual	45.780	222	.206		
Total	65.113	224			

- c. Predictors: (Constant), Burnout, Stress
- d. Dependent Variable: Job Satisfaction