

THE IMPACTS OF PSYCHOLOGICAL NEEDS TOWARDS BURNOUT OF DEPERSONALISATION, EMOTIONAL EXHAUSTION AND PERSONAL ACCOMPLISHMENT AMONG STAFFS IN HIGHER LEARNING INSTITUTION

Angela Chan Nguk Fong,
Afiq Azri Bin Mohd Ghani,
Hafizah Binti Kusnek@Khusni,
Norsila Binti Shamsuddin

ABSTRACT

The basic psychological needs are comprises of three components which are competence, autonomy and relatedness (CAR). Competence refer to effectively interact with the environment and reflect the capacity of a person; autonomy is the need to experience self-direction and personal endorsement in the initiation of one's behaviour while relatedness is the psychological need that establish close emotional bonds and attachment with other people. The psychological needs have to be fulfilling in order to have a negative relationship with burnout. Burnout is a psychological syndrome which covers emotional exhaustion, depersonalization and reduce personal accomplishment. Therefore, the psychological needs are required to be empowered to reduce the level of burnout. The main objectives of this study is 1) to measure the level of basic psychological needs, 2) to measure the level of burnout, 3) to determine the significant relationship between basic psychological needs and burnout and 4) to determine the significant impact of basic psychological needs of competence, autonomy and relatedness towards burnout of depersonalisation, emotional exhaustion and personal accomplishment among staffs in higher learning institution. This study is using quantitative approach by distributing to 622 respondents through a structured survey among the staffs in a higher learning institution. The data were analysed by using correlation and regression method. The result shows that there is no significant relationship between basic psychological needs and burnout ($r = 0.053$, $p > 0.05$) with significance level of 5% and it does not have significant impact towards burnout since the R^2 only shows 3%. Result of the study also shows that the overall level of basic psychological needs is at a moderate level, while burnout is in a high level. With the conclusion that there is no relationship, this suggests that there might be other factors, other than basic psychological needs which play a major role in attributing to burnout. These results suggest that intrinsic motivation does not place a huge part in combating burnout. The bigger factor might be external motivator such as monetary and non-monetary factor.

Keywords: basic psychological needs, burnout, competence, autonomy, relatedness, emotional exhaustion, depersonalization, personal accomplishment.

1. INTRODUCTION

Human behavior has been examined by many motivational theories to date. Process theories of motivation have investigated dynamic processes that may influence behavior (e.g. Adams, 1965; Heider, 1958; Hull, 1951; Locke, 1968; Porter & Lawler, 1968; Porter, Lawler, & Hackman, 1975; Vroom, 1964), whereas other theories have focused on individual objectives and needs. (e.g. Alderfer, 1972; Herzberg, 1966; Maslow, 1954; McClelland, 1967; Murray, 1938). The goal of these efforts was to understand why people behave in a certain way in various contexts and situations. A popular theory that has received attention in recent decades is Self Determination Theory (SDT; Deci & Ryan 2000). This theory is an organismic dialectical theory proposing that humans are proactive organisms, and their intrinsic functioning can be facilitated or hindered by specific social contexts (Deci, Eghrari, Patrick, & Leone, 1994).

SDT is a meta-theory comprised of many sub-theories that explain human motivation and development. One of the most important sub-theories is the basic psychological needs theory, which proposes that people have innate psychological needs that, when fulfilled, have positive influences on personal growth, psychosocial adjustment, and eudaimonic well-being. SDT assumes that a strong sense of competence, relatedness, and autonomy make up the basic needs and constitute the essential input that nurtures motivation and well-being across a variety of situations and cultures. The need for autonomy reflects the desire to organize experiences and behavior that is congruent with the integrated self and a key foundation of decision making process. The need for competence reflects the desire to control, master and to have an effect on the environment, and attain valued outcomes. The need for relatedness reflects the desire to feel connected and understood by others.

Furthermore, SDT assumes that we are more motivated by situations where there is some choice, control, and self determination. Conversely, we prefer not to be controlled by any external force. Thus, these constructs are what provide the foundation and are central to intrinsic motivation (Biddle & Mutrie, 2001).

Job burnout is known as a psychological syndrome in response to chronic interpersonal stressors on the job. The three key dimensions of this response are an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment. The exhaustion component represents the basic individual stress dimension

of burnout. It refers to feelings of being overextended and depleted of one's emotional and physical resources. The cynicism (or depersonalization) component represents the interpersonal context dimension of burnout. It refers to a negative, callous, or excessively detached response to various aspects of the job. The component of reduced accomplishment represents the self-evaluation dimension of burnout. It refers to feelings of incompetence and a lack of achievement and productivity at work.

Therefore, the purpose of this study is to identify level of the three dimensions of psychological needs that related to burnout and the level of burnout among staff. In this research, the researchers will look into the impact of psychological needs; i.e. autonomy, relatedness, competence and the relationship of burnout involved; i.e. depersonalizations, emotional exhaustion and personal accomplishment.

The secondary purpose of this study is to find out if significant relationships exist between psychological needs toward burnout dimensions. Additionally, it is important to determine impacts on dysfunctional consequences, implying substantial costs for both organizations and individuals because of increases in turnover, absenteeism, reduced productivity, and human considerations. Through these dysfunctional consequences, intervention programs can be done to workers to ensure a great and dynamic working environment.

2. PROBLEM STATEMENT

Psychological needs are emerged out from a person's intrinsic motivation. People who lack of psychological needs which consist Consistence, Autonomy and Relatedness, will perform less persistence on their task. According to Hardre and Reeve (2003), intrinsically motivated persistence will have greater attend to stay at work.

Other than that, the contribution of psychological need to creativity is a robust (Amabile, 1997). Workers are force to be creative at work, however, the percentage of having such creativity did not reveal as a whole. When the psychological needs are not being fulfilled, a person will show less flexibility in one's way of thinking and tendency to learn or work is just like rote. Pursuing intrinsic psychological needs lead to better functioning and higher psychological well-being than does pursuing extrinsic goals. Life goals that do not have psychological needs will associate with anxiety, and depression, low self-esteem, low quality interpersonal relationships. People who are intrinsically not motivated are more likely not energised (Moller, Deci & Ryan, 2006).

Globalisation highlights the weak points in the economic systems of industrialised nations by increasing competitive pressures. Hence, it is the nature of a corporation is cashing in their assets for long term stock performance as well as to increase their revenue. Therefore, many corporations will borrowed money or merge among any other international corporations. The scope of these activities leaves the company leveraged out of all proportion of debt. As mentioned by Kasa & Zaiton Hassan (2015), the negative phenomenon that increases organizational cost and reduces organizational productivity will induce potential burnout. This is because of the enormous and constant pressure; these organisation first priorities are to generate cash flow to service their debts. In order to fulfil the priority, workers are sacrificing their livelihoods for the good of the corporation. Work has become an obligation rather than a resource.

A more enduring impact is on the quality of the work life itself. Workers are conceding their time. They are working longer hours. They are taking work home, continuing after hours onto their own purchased computer. They are devoting more time to tasks that are not personally rewarding, which is not enjoyable and they have to give up the long cherished benefits and increments.

According to Maslach (1997), the daily demands of the job, the family and everything in between the worker's energy and enthusiasm, the joy of success and thrill of achievement are more and more difficult to attain. Dedication and commitment to the job are fading. People are becoming cynical, keeping their distance, trying not to let themselves get too involved.

3. LITERATURE REVIEW

3.1 The Self-Determination Theory

This theory, being developed by Deci & Ryan (2000), is one of the most influential theory on explaining what are the effects that motivation has towards a human being. It is being divided into two main motivational forces which is intrinsic motivation and extrinsic motivation. These two main motivational forces will be regarded as the push and pull factor for an individual. The definition for intrinsic motivation, as being defined by Reeve (2009) is the inherent propensity to engage one's interests and to exercise one's capacities and, in doing so, to seek out and master optimal challenges. This motivational factor comes from the inside of the person, which can be identified as their desire, their innate strivings, personal mission and vision, and basically the flow of challenges that the person can master. Extrinsic motivation, defined by Reeve (2009) is basically a motivational factor that arises from environmental incentives and consequences, which can be identified as food, money, praise, attention, stickers, gold stars, privileges and many others rewards that is separate from the activity itself, which is not spontaneously received at that same time and moment.

3.1.1 The Role of Intrinsic Motivation as a Basic Psychological Need

Intrinsic motivation is a natural motivation that emerges spontaneously out of human being needs for three things which is competence, autonomy and relatedness. It is important as these three sub-dimensions of intrinsic motivation can leads to a lot of benefits and promotes a lot of positive psychological benefits such as persistence, creativity, conceptual understanding and subjective well-being. Therefore, in order for nurturing and satisfying intrinsic motivation, basic psychological need has to be satisfied first. The sub-dimension of intrinsic motivation will basically act as a feeder for the basic psychological needs to be satisfied. This idea of feeder is being introduced in the figure 1 below.

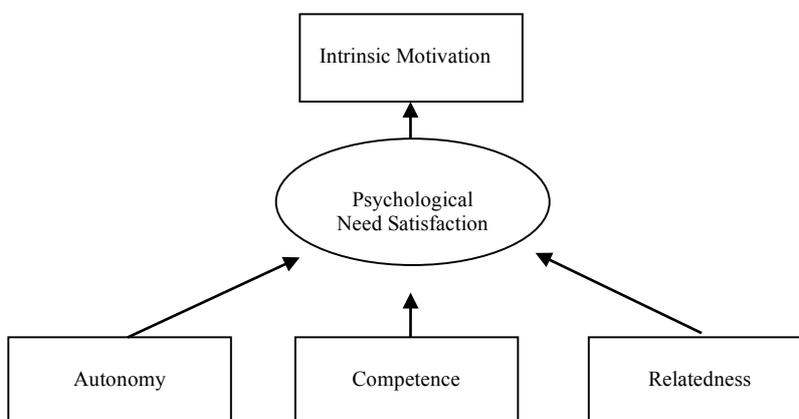


Figure 1: The Origins of Intrinsic Motivation

3.1.2 Dimensions of The Intrinsic Motivation

There are basically three dimensions that fall under basic psychological needs satisfaction, which act as a feeder to satisfy the intrinsic motivation. The sub-dimension is called autonomy, competence and relatedness. Reeve (2009) defined autonomy as the psychological need to experience self-direction, and personal endorsement in the initiation of one's behaviour. Behavior is therefore autonomous when the person itself want to enact their own interests, preferences, and other judging, evaluating process to do or not doing a particular activity. It can be seen as the choices being made by a person, how he sees and perceived their locus of causality / what contributed to their motivated actions, volition / unpressured willingness in doing an activity and perceived choice.

The second dimension which is competence is the psychological need to be effective in interactions with the environment, and it reflects the desire to exercise one's capacities and skills, and, in doing so, to seek out and master optimal challenges (Reeve, 2009). This dimension is closely related to the flow theory whereas the person himself wants to do an activity that can exercise their utmost ability. In doing it, they feel a surge of satisfaction. The optimal condition in order to exercise competence is when the task has the right level of difficulty and complexity which is precisely right for their current ability and aptitude, which in turns will create intrinsic motivation. These can be seen in the flow illustration in figure 2.2 below. Therefore, for a person to exercise his skills and felt satisfied with an activity is an important factor in a lot of environment. These can be identified as learning, working and many others.

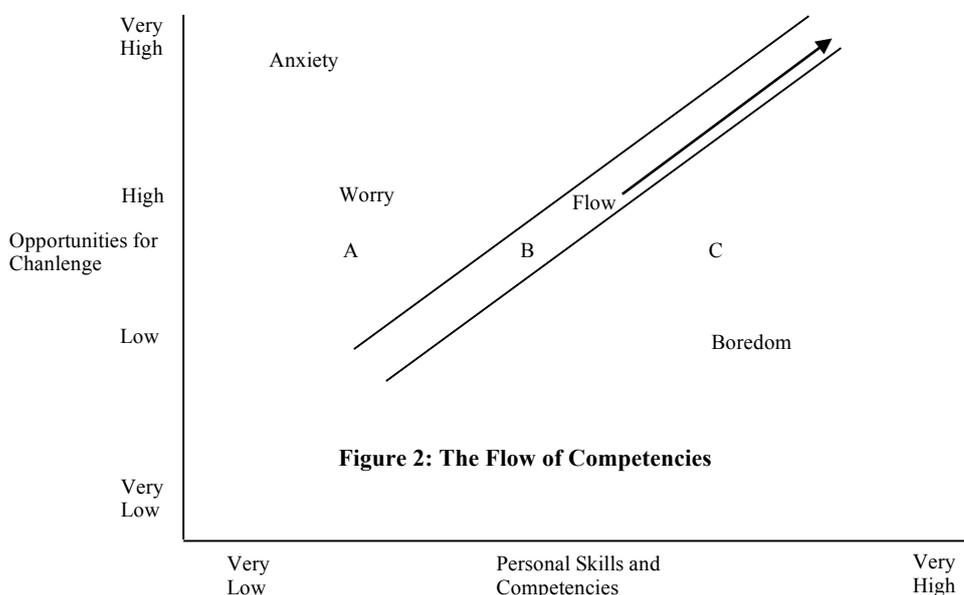


Figure 2: The Flow of Competencies

The third dimension is relatedness, being defined by Reeve (2009) as the psychological need to establish close emotional bonds and attachments with other people, and it reflects the desire to be emotionally connected to and interpersonally involved in warm relationship. A person usually is more attracted to someone other than that is warm and caring towards the person. This mutuality in terms of understanding each other, communication, support and other emotional meaningful way is what brings the person to be intrinsically motivated. Human being is a social being, and we engage in a lot of social bonds. In order to flourish the sense of relatedness, the person needs to have face to face interaction, the element of proximity in social relationship, and a lot of time in spending together doing whatever activity is necessary.

3.2 The Burnout Model

Burnout is defined by Schaufeli, Leiter and Maslach (2009) as a psychological syndrome of emotional exhaustion, depersonalisation and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. In the analogy of energy draining, it can be seen as a candle that is still keep on going but eventually it will extinguish. The element of fire needed the fuel to keep it burning, the same with a human being. Eventually, the three dimensions of burnout will have a big impact towards the person. They will continue on burning, but the end result will be uneventful and inconsequential. This can be seen more as smouldering rather than burning. The end product will be a work that does not have any meaning towards them, a work environment which does not satisfy their social needs and so on.

3.2.1 Contributors to Burnout

Burnout can be contributed by two main factors which is imbalance of demands over resources and motives that the person itself has. The first contributor mainly is a simple demand and resource situation. The person will have an increase in demand, for example, too many work needs to be done at one time, too many activities and work-related things that becomes out of hand, and in turn, the resources basically fail to keep pace. Keeping pace is a matter of using the right energy, though if the energy is gone, there will be no work achievement that can be no work can be done. Therefore, the person will basically fall into burnout. The second contributor is concerning motives rather than energy. How the person views organisational mission, visions and values with scepticism might have a bigger impact than we seem to understand. The mismatch between the personal motives and the organisational motives, complication in understanding what are the organisations values and so on will make the person or worker uninterested (Schaufeli, Leiter and Maslach, 2009).

3.2.2 Dimensions of Burnout

The three dimension of burnout, which is depersonalisation, emotional exhaustion and reduced personal accomplishment is identified as the indicator of a person's burnout. The first dimension is depersonalisation, which is an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people. People will basically become cynical towards their work environment and colleagues. The usages of such words that are more towards sarcasm are examples of such depersonalisation. The second dimension, which is emotional exhaustion, is the depletion of emotional resources to cope with the current work environment. This is the stressed out, overwhelmed employee. The last dimension is reduced personal accomplishment or inefficacy, which is the feeling of reduced competence and successful achievements in one's work with people.

3.2.3 Burnout Among Workers

Based on previous study conducted by Shah Rollah, Nor Akmar, Afiq Azri and Azizah Rajab (2010) discovered that the level of burnout is moderate among workers in the local government sector because they did not express their empathy. This finding was supported by Allik and Realo (2004), mentioned that the collectivism culture are a part of Asian characteristic who are focus on social relationship among each individual in their daily life. This explained that the emotion showed among each others were strong empathy. Other than that whoever with positive personality which comprises positive self-concept, positive attitudes towards life challenges, and level of anxiety are low, creativity, positive leadership and moral development will help them in overcoming high level of burnout (Habibah & Noran, 2002). Hence, a way to tackle burnout is to have positive internal traits.

According to Kasa & Zaiton Hassan (2015), in human resource discipline, burnout is a significant antecedent variable. The negative phenomenon that increases organizational cost and reduces organizational productivity will induce potential burnout. Hence, the top managers should understand that psychological demands may lead to burnout and will worsen the employee's health, job satisfaction and productivity (Bakker & Demerouti, 2007).

4. METHODOLOGY

This study was conducted in a higher learning institution in Selangor. The respondents are academicians and non academician staffs. A random sampling method had been used in selecting the respondent in the sample of population. There are 622 of them taking part in this research.

In this research, the independent variable is basic psychological needs, while the dependant variable is burnout. The purpose of the research design is to provide better insight proficiency either of the variables predicts the other. A systematic method has been administered for collecting and gathering the information from the sample of individuals. A set of questionnaire

were distributed to the respondent together with the short briefing on how to answer it. The respondents were selected during a program organised by the institution.

There are few procedures taking part in conducting this research study. First of all, before distributing the questionnaires, the researcher asked the permission from the target respondent to participate the survey. Then, the researcher explained about the objective of the research study and reminding respondents to read the instruction carefully before start answering the questionnaires. The questionnaires then distributed to the target respondents through printed form. Next, the respondents have been given sufficient time to complete all of the questions before all the answered questions were collected back for analysis. Finally, after the data were collected, the researcher thanked to all the respondents for their cooperation for participating in the research survey.

The questionnaire consisted three sections; which is in section A is the demographic data section, section B and C is to measure the variables section. Section B is the Basic Psychological Needs Satisfaction At Work and Section C is the Maslach Burnout Inventory General Survey. Each the section B and C, the respondents are required to provide the level of agreement to each statement.

For the independent variable, the researcher used the Basic Psychological Needs Satisfaction At Work developed by Deci and Ryan (2001). Originally this instrument consists of 21 items. However, to suit with the current workplace and culture, the researchers developed another 15 items which are adopted and adapted from the Basic Psychological Needs Theory. Therefore, there is the total of 36 items that measures low, moderate and high level of Basic Psychological Needs. These items are about the three needs that are Competence, Autonomy and Relatedness. Questions number 3, 4, 10, 12, 14, 19, 22, 23, 24, 25 and 26 is regarding Competence. Then, the questions number 1, 5, 8, 11, 13, 17, 20, 27, 28, 29 and 30 indicate that the respondent engages in Autonomy and questions number 2, 6, 7, 9, 15, 16, 18, 21, 31, 32, 33, 34, 35 and 36 measure the Relatedness. Each respondent is required to provide the level of agreement to each statement using a Likert scale, such as Strongly Disagreed (1), Disagreed (2), Somewhat (3), Agreed (4), Strongly Agreed (5).

Table 1: The Level of Basic Psychological Needs Scoring

Score	Level
36 – 86	Low
86 – 136	Moderate
136 – 186	High

For the dependent variable questions, the researcher used Maslach Burnout Inventory developed by Maslach (2006). Moreover, from the previous study, it shown that internal consistency of the scale is high which is ranging from 0.82 to 0.93 as measured by Cronbach's alpha. There are 22 items for this instrument. This instrument provides an assessment of several domains of burnout including Depersonalisation, Emotional Exhaustion and Personal Accomplishment. Question number 5, 10, 11, 15, and 22 is regarding Depersonalisation. Question number 1, 2, 3, 6, 8, 13, 14, 16 and 20 is regarding Emotional Exhaustion. Question number 4, 7, 9, 12, 17, 18, 19 and 21 is regarding Personal Accomplishment. However, there are several questions which is consider negative statement that lead to the negative answer will be using reverse scoring method. It is including the question number 4, 7, 9, 12, 17, 18, 19 and 21. Each respondent is required to provide the level of agreement to each statement using a Likert scale. All of the 22 items each scored on a five-point scale (range 1-5).

Table 2: The Level of Burnout Scoring

Score	Level
22 – 52	Low
52 – 82	Moderate
82 – 112	High

5. RESEARCH FINDINGS

The following tables are the output from SPSS to evaluate the level and inferential analysis on the impact of the impacts of psychological needs towards burnout of depersonalisation, emotional exhaustion and personal accomplishment among staffs in higher learning institution.

$$R = 0.053, p = 0.189$$

H₀₁: There is no significant relationship between basic psychological needs and burnout.

Based on the *R* value above it is found that the value is almost to zero which means the null hypothesis is accepted.

Table 3 Correlation Values by Dimensions

	Emotional Exhaustion	Depersonalization	Reduced Personal Achievement
Competence	r = -0.011 Sig = 0.791	r = -0.074 Sig = 0.066	r = 0.200** Sig = 0.000
Autonomy	r = -0.102* Sig = 0.011	r = -0.163** Sig = 0.000	r = 0.339** Sig = 0.000
Relatedness	r = -0.113** Sig = 0.005	r = -0.161** Sig = 0.000	r = 0.279** Sig = 0.000

The result shows that basic psychological needs have moderate positive correlation with Personal Achievement, but negatively correlated to Emotional Exhaustion and Depersonalization at 1% level of significance. Meanwhile among all the dimension of basic psychological needs, only Autonomy is correlated to Personal Achievement at 1 % level of significance.

$$R = 0.053, R^2 = 0.0028$$

H₀₂: There is no significant impact of basic psychological needs towards burnout.

Based on the *R*² value above, the null hypothesis is accepted and we can conclude that there is no significant impact of basic psychological needs towards burnout at 5% level of significance.

Table 4: Impact of Basic Psychological Needs towards Each Dimension in Burnout

	Emotional Exhaustion	Depersonalization	Reduced Personal Achievement
Basic Psychological Needs	R ² = 0.18	R ² = 0.38	R ² = 0.146

The results show that Competency, Relatedness and Autonomy, all 3 dimensions in basic psychological needs are not a good predictor for Emotional Exhaustion which is only 1.8%. And, 3.8% of Depersonalization is explained by all 3 dimensions in basic psychological needs is not a good predictor for Depersonalization. However, Personal Achievement is explained to have moderate predictor which consists of 14.6% for Personal Achievement.

Other than that, the effect of basic psychological needs against burnout dimensions showed that all dimensions are significant at 5% level of significance. Meanwhile, the effect of burnout against basic psychological needs, only towards Consistence is significance at 5% level whereas other dimensions are not significance.

6. DISCUSSION

This study posited four objectives which are (1) to measure the level of basic psychological needs, (2) to measure the level of burnout, (3) to determine the significant relationship between basic psychological needs and burnout and (4) to determine the significant impact of basic psychological needs of competence, autonomy and relatedness towards burnout of depersonalisation, emotional exhaustion and personal accomplishment among staffs in higher learning institution. The results show that the overall level of basic psychological needs is moderate; high in autonomy, high in relatedness and moderate in competence among the staffs in higher learning institution. These findings are consistent with Broeck, Vansteenkiste, Witte & Lens (2008), who suggested staffs that are provided with practical and sensible job characteristics will experience high feelings of psychological freedom (autonomy), interpersonal connectedness (relatedness) and effectiveness (competence). This indicates that an increase amount of resourceful knowledge about the job characteristics will show higher levels of basic psychological needs. By surrounding with the resourceful job characteristics from the organization, the motivational factors which arise from inside of a person that is the basic psychological needs will emerge spontaneously to promote a lot of positive psychological benefits (Reeves, 2009). However, it is still moderate among the staffs because one of the sub dimensions is still yet to be fulfilling that is competence. Hence, providing proficiency job trainings at work is important.

The burnout level for this study concludes that it falls under the high category, although borderline at the mean value of 3.71. Discussion will focus on what are the assumed factors which makes the burnout level of the respondents under this study is considered high. The second focus is on the contributing factors on the burnout epidemic. According to Salami

(2011), certain issues in the lecturer's job scope itself is the determining factor for the rise in burnout levels. Based on the study, factors such as the work concept itself are the contributing, active factors towards stress that can bring to burnout. This includes aspect such as workload, job description, time pressure, working conditions, facilities which are not optimal for the lecturer and also from the aspect of the student and lecturer's relationship itself can also be considered. The working environment is a factor that is important to the whole image of a good working experience. It can be concluded that the respondent might suffer from one of these factors which rises to the problem of burnout.

Sharma and Cooper (2016) supports the above factor by asserting that heavy workloads, low in autonomy, the imbalance ratio of teacher and pupils, relationship aspect with other academicians, and even the input – output imbalance in terms of salaries, role overload can be the determining factor for an academician to have a high burnout level. If the academician not be able to cope or have any counter mechanism towards these issues, they will accede to burnout.

Malaysian academician also suffers the same sources of burnout as those from outside of the country. Even though there's cultural differences that need to be considered, a lot of academician suffers from burnout because of their willingness to go further in doing their responsibilities as a lecturer (Mohd Tahir & Salan, 2011). This willingness factor is one of the determining sources of burnout in Malaysia. Worklife balance is still a concept that is not implemented thoroughly in Malaysia. The work culture in Malaysia basically exemplifies, is there's work, it need to be done although not in the working hour. Academicians in Malaysia were also burdened with a lot of administration work. This extra burden were quite extreme in private academic institution where all staffs is required to be flexible in doing many task that were out of scope at the same time. Mohd Tahir and Salan (2011) further explain this issue in terms of goal achievement. The willingness to do extra work even outside of working time basically will give effects to the depersonalization domain in burnout.

Engagement is very important for any job. It is defined as the opportunity to be able to create relationship, communicate and having a social network with other worker or person. Engagement is very important in order to combat burnout. As seen from the relationship result from the research, the dimension most associated with burnout it basically relatedness, while the other dimension is seen having just a weak relationship. Babenko (2018) stated that, for a profession that is mainly comprises of human to human interaction (a physician in this research), the same with an academician, when these professionals fulfilled the need for relatedness at work, they are reported to feel more engaged and are better in terms of emotion, physical and cognitive. This in turns can be a great weapon in combating burnout. The negative correlation between the dimension of relatedness and burnout in this research agrees with the statement suggested by Babenko (2018) above.

Competence, although based on this research result does not indicates any relationship, still can be used to combat burnout. Based on what have been found in Babenko (2018) research, the need of competent was significant in explaining physician's exhaustion. The changing environment might be the key to instill the need for competence where they will constantly learn and be better.

If seen from the overall picture of this research result, it can be concluded that there is no significant relationship between Basic Psychological Needs and Burnout. So, what are the other factors that can have relationship with burnout? Basic Psychological Needs basically covers the intrinsic factor of motivation. Another factor is the external factor of motivation. This can comes from a lot of aspect. Administration work such as report paperwork and administrative tasks seems to be the leading cause for work-related stress and burnout among professionals, where when they were focused on doing paperwork, they lose on the human to human engagement factor (Babenko, 2018). Such work environment can be the key to make them more prone to burnout.

Other factors that might have relationship with burnout are the job demand itself. Broeck, Vansteenkiste, Witte and Lens (2008) have found that job demand will likely to have workers thwarted their Basic Psychological Needs and therefore experience more exhaustion, in turns, give effects to Burnout. Other factor then Basic Psychological Needs might play a bigger factor that give raises to the high burnout level in this research respondent.

The findings of the study showed that basic psychological needs do not have significant impact towards burnout since R^2 only shows 3%. This result reveals that basic psychological needs are not a main factor that contributes to burnout among academician and administration staffs. As stated by Mohd Tahir and Salan (2011), the reason of burnout is cause by hardwork to achieve work goal that had been set earlier and lead to extreme exhaustion. Other studies did exposed that workload has a stronger impact towards burnout (Maslach et al., 2001). An academician, apart teaching, they are required to do administration work such as doing reports, filings and some managerial task. Other than that, they are also obligate to do research and consultation with the students. This could have too overwhelmed for a person to handle. Muhammad Shahnawaz Adil and Baig (2018) mentioned that the additional workload on the shoulders could cause physiological and psychological stress. This is in line with the definition of burnout which is described as an individual's response to chronic emotional and interpersonal stressors at workplace. Therefore, the potential factor that contributes to burnout will be excessive workload.

This study draws on research conducted by Fernet, Austin, Trepanier and Dussault (2013), when compared from the model of the research and this study's research model, it can be concluded that there need to be a more comprehensive model

when seeking the relationship between basic psychological needs and burnout. The study basically assumes basic psychological needs are just a mediating variable, and the main independent variable should be role overload, job control, social support and role ambiguity. It is suggested that these four variables should become the main focus for future research as the impact is perceived as important.

6.1 Recommendation

Based on the study, it is important that the burnout level at the higher learning institution must be catered first as it can lead to serious consequences. The common way to battle burnout is by organizing a stress management program. This stress management falls under many intervention programs that can be done. Stress management should encompass the three main values which are knowledge, skills, and attitudes. Higher learning institution should cover the three values in order to create an all rounded intervention programme.

One of the most significant relationships is the negative correlation between burnout and the relatedness dimension under basic psychological needs. Therefore, the main recommendations that can be given is that the higher learning institution should provide awareness program to all staffs by providing knowledge and skills to increase the relatedness among colleagues. By making sure that all staffs are given more time in communication that has a face to face approach. Face to face approach is needed in order to decrease the level of burnout.

Other than that, job analysis is also another method that is good in redefining and pin pointing the sources of problem in the task itself. The higher learning institution should highlighted the specified job description among the staffs by giving job training and enhancement so that the job description that falls under the process of job analysis will basically gives awareness on the list of task need to be done by the staff itself. By developing new attitudes and culture about the essential of following the specified job description which define what are the task being done, staff will be more cautious of what is their workload, and this will give advantage to them in being able to say no towards unneeded workload that can lead to burnout. Apart from that the higher learning institution may also pay more attention to the role overload, job control, social support and role ambiguity which has been suggested earlier as a more complete model in understanding the phenomenon of burnout.

7. REFERENCES

- Allik, J. and Realo, A. (2004). Individualism – Collectivism and Social Capital. *Journal of Cross-Cultural Psychology*. 35: 24 – 49.
- Amabile, T. M. (1997). Motivating Creativity In Organisation: On Doing What You Love and Loving What You Do. *California Management Review*, 40(1), 39-58.
- Babenko, O. (2018). "Professional Well-Being of Practicing Physicians: The Roles of Autonomy, Competence, and Relatedness". *Healthcare*.
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands – Resources Model: State of the Art. *Journal of Managerial Psychology*, 22, 309 – 328.
- Biddle, J. H., & Mutrie, N. (2001). *Psychology of physical activity: Determinants, well-being and interventions*. London: Routledge.
- Broeck, A. V., Vansteenkiste, M., Witte, H.D., & Lens, W. (2008). Explaining the relationships between job characteristics, burnout, and engagement: The role of basic psychological need satisfaction. *Work & Stress*, 22(3), 277-294. doi:10.1080/02678370802393672
- Deci, E. L. & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. doi:10.1037/0003-066x.55.1.68
- Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating Internalization: The Self-Determination Theory Perspective. *Journal of Personality*, 62(1), 119-142. doi:10.1111/j.1467-6494.1994.tb00797.x
- Fernet, C., Austin, S., Trepanier, S. and Dussault, M. (2013). "How do Job Characteristics Contribute to Burnout? Exploring the Distinct Mediating Roles of Perceived Autonomy, Competence and Relatedness". *European Journal of Work and Organisational Psychology*. Vol.22. Page 123-137.
- Habibah Elias dan Noran Fauziah Yaakub (2002). *Psikologi Personaliti*. Edisi Kedua. Selangor: Dewan Bahasa dan Pustaka.
- Hardre, P. L., & Reeve, J. (2003). A motivational model of rural students' intentions to persist in, versus drop out of, high school. *Journal of Educational Psychology*, 95(2), 347-356.
- Kasa, M. & Zaiton Hassan. (2015). The Role of Flow between Burnout and Organizational Citizenship Behaviour (OCB) among Hotel Employees in Malaysia. *Procedia – Social and Behavioral Sciences* 211 (2015) 199 – 206.
- Maslach, C., & Leiter, M. P. (1997). The truth about burnout: How organizations cause personal stress and what to do about it. San Francisco, CA, US: Jossey-Bass.
- Maslach, C., Schaufeli, W.B., & Leiter, M. P. (2001). Job Burnout. *Annu. Rev. Psychol*, 52:397-422. doi:10.1146/annurev.psych.52.1.39
- Mohd Tahir, L. & Salan, M. (2011). Burnout Pentadbir Sekolah Kebangsaan Di Daerah Kluang. *Journal of Science & Mathematics Education*. pp.1-9.
- Moller, A. C., Ryan, R. M., & Deci, E. L. (2006). Self-determination theory and public policy: Improving the quality of consumer decisions without using coercion. *Journal of Public Policy & Marketing*, 25, 104-116.

- Muhammad Shahnawaz, A. & Baig, M. (2018). Impact of job demands-resources model on burnout and employees well-being: Evidence from the pharmaceutical organisations of Karachi. *IIMB Management Review*. doi:10.1016/j.iimb.2018.01.004
- Reeve. M. (2009). "A Self-determination Theory. Perspective on Student Engagement". *Handbook of Research on Student Engagement*. Page 149 - 168.
- Ryan, R.M. & Deci, E.L. (2000). Self- Determination Theory and The Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*.
- Ryan. R. M. and Deci. E. L. (2000). "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being". *American Psychologist*. Vol. 55, no.11, p68-78.
- Salami, S. O. (2011). Job Stress and Burnout among Lecturers: Personality and Social Support as Moderators. *Asian Social Science*, 7(5). doi: 10.5539/ass.v7n5p110
- Schaufeli. W. B., Leiter. M. P. and Maslach. C. (2009). "Burnout: 35 years of research and practice". *Career Development International*. Vol. 14. No.3. p204-220.
- Shah Rollah, A.W., Nor Akmar, N., Afiq Azri, M.G. & Azizah Rajab (2010). Burnout Di Kalangan Pekerja Jabatan Belia dan Sukan Negeri Johor. *Journal of Human Capital Development*, Vol. 3, No.2. ISSN: 1985-7012.
- Sharma, R. R., & Cooper, S. C. (2016). Burnout In Various Professions. *Executive Burnout*. doi: 10.1108/9781786352859

Angela Chan Nguk Fong,
Faculty of Education and Social Sciences
University Selangor, 45600 Bestari Jaya, Selangor, Malaysia
angelac@unisel.edu.my,

Afiq Azri Bin Mohd Ghani,
Faculty of Education and Social Sciences
University Selangor, 45600 Bestari Jaya, Selangor, Malaysia
afiqazri@unisel.edu.my,

Hafizah Binti Kusnek@Khusni,
Faculty of Education and Social Sciences
University Selangor, 45600 Bestari Jaya, Selangor, Malaysia
hafizah@unisel.edu.my,

Norsila Binti Shamsuddin
Faculty of Education and Social Sciences
University Selangor, 45600 Bestari Jaya, Selangor, Malaysia
norsila@unisel.edu.my