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TIME MANAGEMENT, SOCIAL SUPPORT, PERSONALITY AND BURNOUT AMONG POSTGRADUATE STUDENTS

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Abstract

Time management performs an important role in performing tasks in time without getting any burnout. The purpose of this study was to investigate the relationship of time management, social support, personality and burnout among postgraduate students. In the section of literature review reveals that personality and social support defense the negative effects of time management of burnout. There were 214 respondents who have participated in the online survey consisting of six sections which have work experience, time management, personality, social support, and burnout as their demographic. A descriptive statistics, Pearson Correlation, T-test

for Independent Sample Means, and Multiple Regression were used to analyze the data. . There are inconsistencies in the findings obtained by previous researchers on the relationship between time management and burnout among students indicate that research into the effects of time management, personality and social support on students' burnout is not conclusive. This study attempts to fill the gap by investigating the relationship of time management, social support, personality and to reduce burnout among postgraduate students with proper usage of the skills of time management. Time management has a significant relationship with burnout; however, burnout has no significant relationship with personality were the results of Co-relation statistics.

Keywords

Time Management, Burnout, Personality, Social Support

1. Introduction

Burnout is a typical and difficult issue among understudies today, particularly among those understudies learning at advanced education organizations. Broad reviews have been performed on level of burnout and its related variables among these establishments and these reviews demonstrate that learn about burnout is generally high in these foundations (Klersy et al. 2007; Aziznejad and Hosseini, 2006). Time administration is one of the segments of administration learning, which is the powerful utilization of assets and an approach to accomplish individual objectives. What's more, time administration incorporates aptitudes, for example, self-restraint, objective setting, controlling breaks, sorting out works, and so on. These aptitudes may well dispose of many wellsprings of study and decrease its negative impacts (Yazdanpanah et al. 2009). However, late research concentrates on great time administration aptitudes to diminish consider burnout among understudies. In particular, there is little research rehearsing for the review burnout in higher instructive organizations. Furthermore, additionally research is justified to recognize new components that assume the parts of identity and social bolster connected towards burnout. Besides, while great time administration abilities, decrease the review burnout among understudies is moderately all around considered in instructive foundations, henceforth this review centered to research the relationship between time administration aptitudes, burnout, identity and social support among understudies.

1.2 Research Objectives

The objectives of this research are:

1. To investigate the relationship between time management and burnout among students.
2. To examine whether personality and social support can buffer the negative effects of student burnout.
3. To find whether there is a statistically significant relationship between burnout and age group.
4. To find whether there is a statistically significant difference between males and females.

1.3 Definitions of Terms

1.3.1 Time management

Time management has been referred to as techniques for managing time (Macan, et al., 1990) a technique for effective time use, planning and allocating time (Burt & Kemp, 1994).

1.3.2 Personality

"Personality refers to an individual's characteristic pattern of thought, emotion, and behavior, together with the psychological mechanisms".

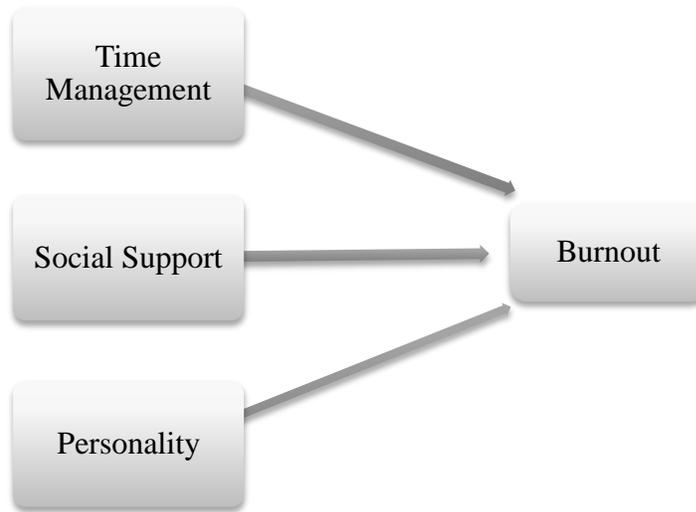
1.3.3 Social support

The physical and emotional comfort given to an individual by his/her family, co-workers and others times of need (Bonfiglio, 2005).

1.3.4 Burnout

According to Austin (1981) burnout is habitual chronic stress that accumulates without compensatory relaxation. Pine and Maslach (1982) discussed burnout as a "state of fatigue or frustration brought about by devotion to a cause, a way of life, or relationship that failed to produce the expected reward".

1.4 Conceptual Framework of the Study



a) Independent Variables

b) Dependent Variables

Figure 1: *The conceptual Framework of the Study.*

1.5 Significance of the Study

This review assumes an imperative part as it is proposed to examine the relationship between time administration, burnout, identity and social support among understudies, which is critical in diminishment for the review burnout among postgraduate understudies with time administration and use of its abilities. It is additionally noteworthy for the neighborhood setting of Malaysia, since it includes all college understudies who are critical in contributing the country's improvement in the instruction framework and in addition the economy all in all. Through this review, an unmistakable comprehension will be characterized on how understudies can accomplish their objectives by utilizing legitimate aptitudes of time administration kept from getting study burnout. The outcomes got from this review can go about as an establishment for further examination on the point. The information can likewise serve as direction in accomplishing objectives and finishing study arranges by a diminishment in study burnout among understudies. This thus will profit to chairmen and both the educators.

1.6 Limitations of the Study

In conducting the research, there were few limitations faced. As this study was conducted to get data from only higher educational institutes and only these higher educational institutes are considered for the study as limitations of the study.

2. Literature Review

2.1 Burnout among students

Burnout has various results, for example, truancy, work surrender, decrease in wellbeing, and high danger of powerlessness to sorrow (Toppinen-Tanner et al., 2005). These outcomes are likewise valid for scholarly burnout (Schaufeli, Martínez, Pinto, Salanova, and Bakker, 2002). Specialists, for example, Ahola and Hakanen (2007) have demonstrated that scholastic burnout brings about melancholy Neumann et al. (1990) trust that scholarly burnout in understudies is a vital research region for the college in light of the accompanying reasons; in the first place, scholastic burnout can be an imperative key to view of different understudy practices, for example, scholarly capacity amid a review session. Likewise, scholastic burnout impacts understudies' relations with their personnel and college. For instance, scholastic burnout influences understudies' duties to the staff and their engagement in logical undertakings after graduation. Scholarly burnout can impact understudies' energy and eagerness for study.

Moreover, burnout is constantly more probable when there is a noteworthy confound between the way of the occupation and the way of the individual who does the employment. The central point of burnout incorporate (work over-burden, absence of control, absence of reward, absence of group, esteem strife, and absence of reasonableness) (Maslach and Leiter, 1997). As indicated by Austin (1981) burnout is ongoing interminable anxiety that aggregates without compensatory unwinding. Pine and Maslach (1982) talked about burnout as a "condition of exhaustion or dissatisfaction achieved by commitment to a cause, lifestyle, or relationship that neglected to create the normal reward. So also, Pine and Maslach (1982) talked about burnout as a "condition of weakness or disappointment achieved by dedication to a cause, lifestyle, or relationship that neglected to create the normal reward.' The idea of burnout was further promoted with the advancement of Maslach Burnout Inventory (Maslach and Jackson, 1981). Maslach and Jackson (1981) characterized burnout as a disorder that is made out of three measurements: enthusiastic weariness, depersonalization, and decreased individual achievement.

She noticed that the three segments are between ward upon each other. The main part, passionate fatigue is characterized as feeling overpowered and sincerely depleted. Depersonalization, the second segment, is portrayed as pulling back from others and getting to be distinctly adverse. The last part, decreased individual achievement, is portrayed as feeling that one's work is not effectively accomplished or feeling absence of achievement.

2.2 Students' Perception Towards social support, personality and burnout

Social support is the physical and enthusiastic solace given to a person by his/her family, associates and others critical crossroads. Social support can cradle the negative impacts of worry As a source (Bonfiglio, 2005; Cheuk, Wong and Rose, 1994; Wong and Cheuk, 2005) Research prove have demonstrated that there is high anxiety and burnout among understudies in higher instructive establishments. As per Funder (2007), "Identity alludes to an individual's trademark example of thought, feeling, and conduct, together with the mental components, covered up or not, behind those examples" (p. 5). Remains for a man's esteem, inclinations, needs, stable demeanors or passionate qualities. There is a scarcity of studies that explored the relationship between time administration, identity and social support among undergrads and the parts of burnout in the relationship.

2.3 Student's better Time Management skills can reduce study burnout

Time is the abundance of every person, gathering or association that is not equivalent with some other resources (Ibrahimi, 1994). Time is an important capital and the source that if lost, can never be supplanted (Braian, 2004). As per Webber, among different assets, time is imperative and amazingly uncommon for the association (Claessens et al, 2007). Great time administration aptitudes for understudies, for example, setting objectives and needs and in addition observing the utilization of time can encourage profitability and minimize examine stretch, adding to work adequacy, keeping up adjust and scholarly achievement (Britton and Tesser, 1991; Misra and McKean, 2000). Time administration is the powerful utilization of assets and an approach to accomplish individual objectives. What's more, time administration is effective utilization of time to live more serenely. Great time administration abilities can take out a considerable measure of time, assets push and diminish its negative impacts (Whipp, 2002). Time administration abilities, incorporates interpersonal aptitudes in time administration and hierarchical aptitudes. Individual Skills in time administration are close to home undertaking and ought to be coordinated with the administration style of the individual and the circumstance. The

authoritative abilities of time administration are about individuals who work in an Organization or have administrative experience, including six measurements: objective setting, organizing objectives and exercises, operational arranging, designation, correspondence administration and meeting administration (Robbins, 2012).

2.4 Relationship between Time management, Burnout, Personality and Social support among students

Student's perception of burnout has a huge impact on their time management schedule and personality and social support interacted with time management to predict personal accomplishment. Jackson (1993) and Kim-Wan (1991) find significant differences in levels of burnout among students relative to demographic factors such as age, gender and work experience.

3. Methodology

3.1 Research Design

The exploration was led utilizing elucidating and quantitative strategy. The information was gathered through an online poll Hosted by Google Doc. The Data was gathered as there was no limitation of noting the question as the members could answer the survey whenever of their inclinations.

3.2 Population and Sample

Using an online survey, A questionnaire that was adopted from four different instruments in gathering the data. Questions such as age, gender, and years of work are added to obtain demographic data of the participants. 214 respondents were selected using convenient sampling, studying from different universities and colleges. A questionnaire was sent through e-mail by the social media (Facebook, LinkedIn etc.) The participants anonymity and confidentiality were assured of the process itself (method of instrumentation), as the respondent's identity cannot be traced by anyone including the researcher's themselves.

3.3 Measurements

3.3.1 Time Management

Time administration instrument (Britton and Tesser, 1991) was utilized to gather information from understudies, how they oversee and utilize their opportunity to accomplish the objectives. 18 Items are appraised by a recurrence scale with 5 Dimensions 1 (Never) to 5

(Always). From the reviews led by Britton and Tesser (1991), it demonstrated high unwavering quality of the instrument. Coefficient alpha unwavering quality is 0.80.

3.3.2 Personality

NEO Five-Factor Inventory (NEO-FFI) was used to measure personality. Revised by Costa & McCrae (1992). 60 items in Likert scale, using 5 dimensions 1 (strongly disagree) to 5 (strongly agree). Cronbachs alpha coefficient: 0.85, 0.80, 0.86, 0.75, 0.83 respectively.

3.3.3 Social Support

The Multi-dimensional Scale of Perceived Social Support (MSPSS). This instrument was modified by Cutrona and Russell (1987) to quantify social support. 12 things utilizing 6 measurements and Likert Scale 1 (extremely solid dissent) to 7 (Very solid concur). Cronbachs alpha coefficient: 0.75, 0.60, 0.75, 0.72, 0.68 separately.

3.3.4 Burnout

The Maslach Burnout Inventory was utilized to quantify burnout (MBI) (Maslach and Jackson, 1981). 3 Dimensions with 22 things by utilizing recurrence scales 0 (never) to 6 (ordinary). Dependable were depletion (Cronbachs' $\alpha = 0.87$) and withdrawal (Cronbachs' $\alpha = 0.81$).

4. Data analysis and discussions

The data collected from this study has analyzed using correlation analysis, ANOVA and T-test with the use of SPSS.

Descriptive Statistics			
	GENDER	AGE	Years of work
N	214	214	214
Mean	1.52	2.41	2.36
Std. Deviation	.501	.958	1.032
Skewness	-.094	.076	.045
Std. Error	.166	.166	.166
Kurtosis	-2.010	-.934	-1.190
Std. Error	.331	.331	.331

Figure 1: Descriptive Statistics

The aggregate of 214 members participated in the online overview that done through advantageous examining whereby 102 (47.7%) guys and 112 (52.3%) females finished the poll. Out of the 214 members, 58 (27.1%) were had the experience of 1 to 3 years of work, 53 (24.8%) were had the experience of 4 to 6 years of work, 72 (33.6%) were had the experience of 7 to 9 years of work and 31 (14.5%) were had the experience of 10 to 12 years of work. The scope of the age of the members is between 20 – 40. From the aggregate members, 42(19.6%) were between 20-25, 73(34.1%) were between 26-30, 69 (32.2%) were between 31-35 and 30(14.0%) were 36-40.

Table 1: Demography of sample

Gender			Age		Years of work			
	N	Percent		N	Percent		N	Percent
Male	102	47.7	20-25	42	19.6	1-3	58	27.1
Female	112	52.3	26-30	73	34.1	4-6	53	24.8
			31-35	69	32.2	7-9	72	33.6
			36-40	30	14.0	10-12	31	14.5

Table 2: Descriptive statistic of time management, personality, social support and burnout.

	Mean	Std. Deviation	N
Time Management	59.1869	6.30765	214
Personality	205.7009	12.07427	214
Social support	52.9206	8.92684	214
Burnout	67.5280	11.90954	214

Table 3: Results of Pearson product-moment correlation between the Time Management, Personality, Social Support and Burnout.

		Time Management	Personality	Social support	Burnout
Time Management	Pearson Correlation	1	.309**	.083	-.170*
	Sig. (2-tailed)		.000	.226	.013
	N	214	214	214	214
Personality	Pearson Correlation	.309**	1	.124	-.065
	Sig. (2-tailed)	.000		.071	.341
	N	214	214	214	214
Social support	Pearson Correlation	.083	.124	1	-.162*
	Sig. (2-tailed)	.226	.071		.018
	N	214	214	214	214
Burnout	Pearson Correlation	-.170*	-.065	-.162*	1
	Sig. (2-tailed)	.013	.341	.018	
	N	214	214	214	214

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	N	214	214	214	214
Burnout	Pearson Correlation	-.170*	-.065	-.162*	1
	Sig. (2-tailed)	.013	.341	.018	
	N	214	214	214	214

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

The discoveries inferred that there is an imperative relationship between Time administration and burnout ($r=-.170$, $p>.005$). Likewise, there is a vital relationship between social support and burnout ($r=-.162$, $p>.005$). Be that as it may, burnout has no noteworthy association with personality($r=-.065$, $p=.341$).

As what this review had assumed, the discoveries demonstrated that social support has a noteworthy association with burnout. These discoveries came as the aftereffects of past reviews which said that educators who have larger amounts of social support were less burnout (Bonfiglio, 2005; Kim - Wan, 1991).

Table 4: ANOVA for the age group Burnout differences.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20-25	42	65.8810	11.99228	1.85045	62.1439	69.6180	35.00	92.00
26-30	73	68.4521	9.40750	1.10107	66.2571	70.6470	41.00	86.00
31-35	69	67.5362	14.63334	1.76165	64.0209	71.0515	22.00	96.00
36-40	30	67.5667	10.51332	1.91946	63.6409	71.4924	44.00	85.00
Total	214	67.5280	11.90954	.81412	65.9233	69.1328	22.00	96.00

Table 5: ANOVA test between age groups based on Burnout.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	176.319	3	58.773	.411	.745
Within Groups	30035.013	210	143.024		
Total	30211.332	213			

As appeared in table 4, there were 42 respondents who are between the ages of 20-25 with the most astounding mean in their burnout (M=65.8810, S.D=11.99228) trailed by the 73 respondents who are between 26-30 (M=68.4521, S.D=9.40750) next is the 69 respondents who are between 31-35 (M=67.5362, S.D=14.63334) and 30 respondents who are between 36-40 (M=67.5667, S.D=10.51332).

In light of the outcome got, the p esteem was >0.05 (p=.745), which infers that there is no basic qualification in the age bunch on burnout.

Table 6: Group statistics based on gender.

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Burnout	Male	102	68.6373	11.04248	1.09337
	Female	112	66.5179	12.61201	1.19172

Table 7: Independent sample t-test for the Male – Female Burnout difference.

		Levine's test for equality of variance		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% confidence interval of the difference	
									Lower	upper
Burnout	Equal variances assumed	.871	.352	1.302	212	.194	2.11940	1.62736	-1.08849	5.327228
	Equal variances not assumed			1.310	211.681	.191	2.11940	1.61730	-1.06868	5.30747

From table 6 and 7 for the t-test indicate that there is no critical distinction in the middle of male and female in burnout.

5. Conclusion

In summary, this study sought to probe whether there was any relationship between time management, personality, social support and burnout. The findings concluded that there was a correlation between time management and social support with burnout. However, personality had no impact on burnout. Also, it was found that the gender differences had no effect on burnout. Also, age groups had no significant difference on burnout.

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