

THE EFFECT OF THE JOB DEMAND AND PERCEIVED JOB BURNOUT IN THE CONTEXT OF ACADEMICIANS' ROLE PERFORMANCE

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Abstract

With the high demands on research outputs, academicians are under pressure to cope with their teaching responsibilities as well as other managerial and administrative responsibilities that may affect their in-role and extra-role performance. Four hundred and thirty-one (431) academicians from twenty (20) Malaysian public universities were sampled which drawn from a stratified sampling process. The study examined the factors affecting in-role and extra-role performance among academicians in Malaysian public universities. There were two (2) proposed affecting factors that being examined; namely job demands as independent factor, perceived job burnout as the mediating factor and religious personality as a moderating factor. The job demands, in-role performance and extra-role performance questionnaire revised by Bakker (2014), while the perceived job burnout questionnaire by Demerouti (2010) and religious personality questionnaire by Krauss (2007) were adopted and adapted. The Job demands-resources theory of burnout guided the study through a quantitative research design. Data were analysed using SPSS 23.0 and AMOS 23.0 approaches of structural equation modelling to test the hypothesised model. The findings of this study largely supported the hypothesised relationships proposed in the theoretical model especially the mediating effect of perceived job burnout between job demands towards in-role and extra-role performance. The study concluded that all research objectives were successfully answered and achieved. Future studies applying the proposed model are therefore recommended to be conducted at the institutions of higher learning across Malaysia in order to verify these findings.

Keywords: Religious Personality, Job Demands, Perceived Job Burnout, In-Role Performance, Extra-Role Performance, Academicians

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Introduction

Malaysia has a good reputation in academic excellence. Therefore, Malaysia is recognised as an international education hub which attracts students from many different countries around the world. Since the nation gained independence in year 1957, education has been given crucial primacy in the nation's objective. The 7th Prime Minister, Tun Dr. Mahathir Mohamed had once announced his goal to make Malaysia an education hub. According to Lee (1999), Tun Dr. Mahathir Mohamed argued that quality education is a key component of achieving the status of an industrialised and developed country by the year 2020.

Generally, the role and responsibilities of an institution of higher learning are to provide courses at the certificate, diploma, bachelor, and higher degree levels to cater to the knowledge and experience needs of students (MoHE, 2016). Academicians should support the need for high quality knowledge and attitude in order to perform their responsibilities of providing and delivering excellent education to students. Academicians have to be proactive in managing their individual performance while facing identity dilemmas in the different roles and responsibilities required for teaching, research and service activities (Prieto & Perez-Santana, 2014).

Academicians are the strength of good learning outcomes. Their job satisfaction in turn increases their morale and motivation to contribute to the system, and their contribution leads to better results. Thus, it can be seen that tertiary education outcomes will change labour market needs since knowledge is considered as a marketable good. As the number of academicians in public institutions of higher learning is significant to graduates' accomplishment (Deb, Strodi & Sun, 2014), it is viewed that more research should be conducted, with highlight given on increasing the productivity of academicians.

Previous studies on job burnout have mostly been conducted on private universities (Baharim, 2008); thus, this study chooses to examine it in the context of public universities. There are two main reasons why this study has chosen public universities, which are lack of understanding on the issues of job burnout (Baharim, 2008), and the work system, work motivation and organisation goals or objectives of employees in the public universities which differ from the private universities (Buelen & Broeck, 2007).

Past works of literature have stated that burnout issues due to burden and stress with the workplace have encouraged academicians to quit from their jobs (Idris, 2009). This situation incurs high costs, especially in the hiring new but talented staff as it involves additional training and operation costs (Ongori, 2007 & Amah, 2009). Crawford, LePine and Rich (2010) said that when an employee faces stress in the workplace, it encourages the individual to quit the job. The management should highlight each employee's job description to ensure that each job is not excessively demanding and thus, would not affect the in-role and extra-role performance.

In order to be competitive in the current dynamic environment, job demands together with burnout and performance issues must be fully understood by universities' respective management. Therefore, the purpose of this study is to examine how job demands influence job burnout and affect academician's in-role and extra-role performance.

It is important to identify the relationship between job demands and perceived job burnout among academicians in tertiary institutions due to the importance of their jobs particularly in terms of teaching, research and services to the community (Francis, 2015). Furthermore, academicians are the ones who are able to develop a state's future human capital (Lew Tek Yew, 2009), and their accountability to students is fundamental to a university's goal and of the academicians' job task. To probe the issue deeper, this study sets out to explore the relationship between job demands, perceived job burnout and academician's in-role and extra-role performance and also examine the role that religious personality play as a moderator in the relationship mentioned above.

Study Area

Since this study aims to examine the in-role and extra-role performance of academicians working at Malaysian public universities, it will focus on using protective factors which include job demands and perceived job burnout. Following this, the specific objectives of this study are as follows: i) To assess the levels of perceived job burnout among academicians at Malaysian public universities. (ii) To examine the effects of job demands on in-role and extra-role performance, job demands on perceived job burnout, and perceived job burnout on in-role and extra-role performance among academicians at Malaysian public universities. Based on the objectives above, the following research questions will be answered: (i) What are the levels of perceived job burnout among academicians at Malaysian public universities based on their demographic background? (ii) What are the effects of job demands on in-role and extra-role performance, job demands on perceived job burnout, and perceived job burnout on in-role and extra-role performance among academicians at Malaysian public universities?

Problem statement

There are number of reasons for focusing on the area of perceived job burnout especially among academicians in public universities. Based on previous findings on perceived job burnout studies among academician, the review revealed that academician's exposure to high numbers of students, especially tuition of postgraduates, strongly predicts the experience of higher level of burnout

(Robertson and Watts, 2010). Other predictive variables in the different level of perceived job burnout included gender, with higher depersonalisation scores found in male teachers and female teachers typically scoring higher on the emotional exhaustion dimension. Age also demonstrated an association, with younger staff appearing more vulnerable to emotional exhaustion.

Burnout in university teachers was comparable with other service sector employees such as school teachers and healthcare professionals. The current review reveals a scarcity of comparative studies across different university contexts, therefore a multi-site studies are required in order to control for the potential influence of moderating variables such as institution age when measuring burnout in university teachers.

Many universities promote awareness among educators and students about mental well-being, including how to identify when mental health is threatened. This awareness can be directly applied to burnout management and indeed one of the goals of this research was to provide research evidence showing that certain individual conditions were conduction to lower levels of burnout among academicians. Recent studies (Omar et al. 2016; Capone & Petrillo 2016; Olorunsola 2013) have increasingly suggested that the level on perception towards job burnout should be further examined.

One reason for this is to test the belief, which has been posited by a number of burnout models, that an expected higher level of perceived job burnout will occur (Barkhuizen, Rothmann, Tytherleigh & Lackritz 2004; Ghorpade, Lackritz & Singh Adekola 2010; Friedmann, Azeem & Nazir 2008). However, up to now, relatively few research studies have empirically examined the consequences of perceived job burnout on academician's in-role and extra-role performance (Sai, Sobanah, Tharmalingam & Vikniswari 2018; Panda & Mohanty 2003; Rajeev & Jyoti 2009).

Nowadays, universities' management also face competitive pressure from other universities. Most universities now set new goals to compete with other universities, thus academicians are forced to be involuntarily involved with this critical goal. This may cause academicians to face plenty of burnout (Ahsan, Abdullah, Fie & Alam, 2009) which affect their performance (Ahsan et al., 2009).

Burnout is a significant risk factor which has cause increasing concerns, and there are a variety of predictive factors contributing to this risk, which including work overload, inadequate knowledge or skills to perform the job, repetitive and routine tasks, bad relationships with students and staff members, lack of respect and appreciation, lack of positive feedback from top management, difficult clients and co-workers, inadequate management practices, and the fact that quite often, the actual job conditions fall short of academician's expectations (Omar, Rusdi, Hussein, Thangal & Mohd 2016).

University academicians are seen as the key components in determining students' quality (Capellaras, 2005). Moreover, Maimunah and Lawrence (2007) described academicians as creators and disseminators of new and current knowledge. In addition, the number of universities in Malaysia has increased greatly over the past few years. To manage with the additional load, academicians are burdened with more academic and non-academic work, and are threatened to be dismissed from the institution if he or she could not deliver the job given (Azman, Amy, Elizabeth, Kuan & Yew, 2010).

Very few studies have been conducted in the Malaysian context on the nature, cause, and effect of academicians' perceived job burnout (Noordin & Jusoff, 2009). Therefore, this study will enhance the existing literature by examining the effect of job demands and job burnout on academician's in-role and extra-role performance. It will help fill the gap in this field by empirically identifying the connection between job demands and job burnout with academician's in-role and extra-role performance to develop a thorough understanding of public organisations and their employees.

This study addresses the gaps identified earlier by proposing a conceptual framework that illustrates how job demands influence job burnout, and the effect job burnout has on academician's in-role and extra-role performance.

Literature Review

Robbins (1996) defined performance as employees' accomplishments and output that are acknowledged by an organisation. Skill, effort and nature of work are components of the mixture which is stated as representing job performance. The rewards that an organisation provides to its employees can either be in financial form like bonuses and salary increments, or non-financial types like vacation benefits. The recognition or certificate for an employee's particular achievement in an organisation causes the employee to experience high job satisfaction and is hence, motivated to achieve high job performance.

Job performance is a measurement of that an employee performs a job assigned. Job performance will be good if an organisation gives rewards to employees who perform well in their jobs as rewards are able to create high job satisfaction in employees (Giga, 2003). The management should have Key Performance Indicators (KPIs) for their employees as measurements of job performance to make sure that employees are aware of the organisation's expectation in terms of their job task (Cascio, 2006).

Performance is comprised of two elements which are in-role and extra-role. In-role performance can be defined as the officially required outcomes and behaviours that directly serve organisational objectives (Motowidlo & Van Scotter, 1994). In-role performance can also be defined as task performance (Goodman & Svyantek, 1999). For example, the primary tasks of nurses are such as providing injections, serving meals, and washing patients; for police officers, their in-role performance consists of, among other things, street surveillance, putting suspects under arrest, and responding to alert calls by citizens; for academicians, their in-role performance consists of teaching, conducting research, and publishing articles and books.

Williams and Anderson defined the in-role behavior as all the behaviors that were necessary for the completion of the responsible work. The standards used to evaluate the employee performance of the in-role behaviors are usually divided into four categories; the rating, the quality evaluation, the quantity standard, and the document data record, such as the record on the work safety, the record of absence, and the record for the delay of work and others.

The extra-role performance is interchangeable with Organisational Citizenship Behaviours (OCB) (Mackenzie, Podsakoff, & Ahearne, 1998) and contributes less directly to the organisation (Motowidlo, Borman, & Schmit, 1997). Extra-role performance promotes a social and psychological environment which contributes to the accomplishment of in-role tasks (Goodman & Svyantek, 1999), and can be defined as "individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organisation" (Organ, 1988).

Perceived Job Burnout

Burnout is referred to as a disease of modern life (Jackson & Maslach, 1982). Burnout is an individual experience that is specific to the work content. Burnout has typically been defined as a state of physical, emotional and mental exhaustion that occurs when workers feel overburdened by the demands of long-term or prolonged involvement in emotionally demanding situations at work (Innstrand et al., 2002; Koon & Pun, 2018). Fundamentally, burnout is a construct with particular advantages over more traditional notions of stress as it considers the longer-term effects.

Borritz et al. (2006) referred to burnout as "personal burnout" and focused on the physical and psychological attributes that fatigue and exhaustion have on a person. Previous research suggests that prolonged exposure to stressor(s) at work leads to staff burnout (Innstrand et al., 2002; Hastings et al., 2004). Rashkovits and Livne (2013) investigated stress and burnout under the overarching theme of psychological well-being. Maslach et al. (2001) referred to burnout as "job burnout" which is a prolonged response to chronic emotional and interpersonal stressors at work. Maslach, Jackson and Leiter (1996) mentioned that conceptualised burnout consist of emotional exhaustion and disengagement. Emotional exhaustion describes the state of wearing out, loss of energy, depletion, debilitation, and fatigue. This definition suggests that burnout is developed gradually over time as a

result of "excessive demands" derived from task structures. Maslach et al. (1997) also described several clinical symptoms of burnout which include exhaustion, detachment, denial of feelings, and psychosomatic complaints.

In this sense, burnout is a developmental phenomenon and a process that gradually leads to clinical or mental symptoms. Burnout is a process that begins with excessive and prolonged levels of job tension. This stress produces strain in a worker (feelings of tension, irritability, and fatigue). The process is completed when the worker defensively copes with the job stress by psychologically detaching him/herself from the job and become apathetic, cynical and rigid (Cohen & Chkifa, 2015).

Disengagement refers to negative and cynical attitudes and feelings about one's clients. Furthermore, stress is not a mental disorder, but it may gradually develop over time to eventually result in mental disability (Maslach & Schaufeli, 1993). The characteristics of burnout are 1) occurs at an individual level, 2) is an internal psychological experience involving feelings, attitudes, motives and expectations, and 3) is a negative experience for the individual concerned with problems, distress, discomfort, dysfunction and/or negative consequences (Jackson & Maslach, 1982).

In professional literature, the view that burnout is a negative experience occurring as a result of chronic job burnout has become prominent. There is a general view that burnout may have a negative impact on academicians themselves and thus lead for instance, to emotional and physical ill-health, and to students as burned-out academicians may be relatively impaired in their quality of teaching and commitment, may give less information and less praise, as well as interact less with students.

Job Demands

Job demands are defined as "those physical, social, or organisational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs" (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Examples of job demands include intense workload and pressure, along with emotionally taxing interactions with clients (Bakker, van Veldhoven, & Xanthopoulou, 2010). Job demands are a commonly-known stressor in any organisation (Tremblay & Messervey, 2011) and have been linked to various signs of job strain such as anxiety and depression (Diestel & Schmidt, 2009; Griffin, Greiner, Stansfeld, & Marmot, 2007). Tremblay and Messervey (2011) further emphasised that chronic job demands such as work overload may cause job strain on a long-term basis.

Besides, Bakker et al. (2004) found that job demands, including work pressure and emotional demands are predictive of in-role performance through their relationship with feelings of exhaustion. Cordes and Dougherty (1993) found that the three most critical constructs of job demands are conflict, ambiguity and overload. The role of conflict has been explained as the incompatibility of expectations communicated to a role incumbent by his or her role senders (Kahn, Wolfe, Quinn, Snoek, Rosenthal, 1964).

Role ambiguity is associated with one's need for certainty and predictability, especially regarding one's goals and means of accomplishing them. It may occur if an individual lacks adequate information to accomplish required activities (Jackson and Schuler, 1985). Similarly, individuals experiencing role overload feel they lack the basic skills or talents necessary to complete the task effectively on time. In the present context, preliminary discussion with community catalysers has raised concerns about role overload and ambiguity of allotted tasks.

Therefore, this study attempts to fill the gaps by examining job demand as a factor influencing perceived job burnout in the government sector settings. Bakker, Schaufeli, Sixma, Bosveld, and Van Dierendonck (2000) found that general practitioners who were more cynical towards their patients (cynicism) faced more patient demands 5 years later. Demerouti, Le Blanc, Bakker, Schaufeli, and Hox (2009) found that staff nurses from general hospitals who are confronted with many job demands such as workload, patient demands and physical demands reported higher levels of burnout

(exhaustion and disengagement) 1.5 years later. A study by Singh (2000) also supported this notion by showing a direct negative effect between job demands and job performance.

Nurul Aimi, Jo, Siew and Murali (2015) reported in their study that there is a positive relationship between job demands and performance. In other words, high job demands such as physical workload and pupils' misbehaviour would drain educators' energy. Attempts to cope with this problem would result in burnout. When educators are consistently laden with heavy workloads, this would deplete the educators' energy which then leads to burnout. The findings of this study are consistent with other research which has also found that job demands are positively related to burnout (Bakker et al, 2003; Emeroutim 2001).

Based on the above review of literature, this study is designed to test the following hypothesis:

H1: There is a positive and significant effect of job demands on academician's in-role and extra-role performance.

Several other studies have provided evidence for such reversed causal effects. Taris (2006) studied the relationship between burnout and performance as measured by supervisor, colleague, or client. In Taris' review of 16 studies, he found that exhaustion has negative relationships with several performance measures. Exhaustion was found to have a moderately negative but significant relationship with in-role behaviour, a small negative relationship with organisational citizen behaviours (OCB), and a strong negative relationship with customer satisfaction.

A study by Mitchell & Hastings (2001) on 83 direct care staff recruited from five community-based services for people with learning disabilities examined if emotional reactions and interactions with service users (job performance) were predictive of burnout in staff. The findings showed that staff used three main coping and interaction styles which are adaptive, disengagement and denial coping strategies when interacting with service users.

However, only disengagement (i.e. interactions with service users) was found to significantly and positively correlate with the emotional exhaustion aspects of burnout. Staff who experience high levels of emotional exhaustion and low levels of personal accomplishment are more likely to either avoid or interact less with service users with challenging behaviours. These findings confirmed the link between levels of burnout and job performance in relation to interaction with service users.

Additionally, a study by Sai, Sobanah, Tharmalingam and Vikniswari (2018) on 215 administrative employees of Universiti Utara Malaysia (UUM) showed that job burnout does not significantly contribute to job performance. The employees posited that their workplace is comfortable since the administration had provided adequate facilities for them. In addition, the organisation's top administration treats every worker reasonably or similarly. Thus, these circumstances cause the workers to not be influenced by job burnout in this specific working environment.

Panda and Mohanty (2003) mentioned that educators' instructional performance plays an important role in students' learning and academic achievement. Educators' low job satisfaction may influence their instructional performance and in turn, influence students' learning and academic achievements. Therefore, the influence of job burnout on educators' job satisfaction in Malaysia is worth to be studied.

Based on the above review of literature, this study is designed to test the following hypotheses:

H2: There is a positive and significant effect of job demands on perceived job burnout.

H3: There is a positive and significant effect of perceived job burnout on academician's in-role and extra-role performance.

Methods

In this study, the population consists of 29,998 academicians from the Malaysian public universities for all position of academicians. However, since this study focusing only on the permanent position of academicians which including Professor, Associate Professor and Lecturer only, the total population involved was only 26, 802 academicians. According to Malaysian Higher Education (MoHE 2016), the spending of the Malaysian government on higher education has been ranked the second highest among the world in terms of percentage of GDP (Ranking Reveals World's, 2013). The flow of the process data collection was explained in the Table 1 shows the item for data collection timeline. The questionnaire being administered every week to get the number of totals returned per week. For each month administered, the researcher will resend to those academicians who did not respond and answer to the questionnaire. It took almost five (5) months to collect all the questionnaires back until get the fully satisfied response rate. That means, it requires four (4) times of resending the online questionnaire to those inactive respondents and the result is satisfied.

According to Pallant (2011), through a pilot test, it can provide reliability value of measurement which Cronbach's alpha result can be assessed by greater reliability with higher results. The minimum level of coefficient alpha is 0.70 which is recommended by Hair et al. (2007). Table 1 below shows the final number of items that been counted to extract the result of cronbahc alpha during the process of exploratory factor analysis being done.

Table 1: The Reliability Score of JD, JR, pJB, RP and P

Reliability results of the variables and its constructs	Number of items	Cronbach's Alpha
Job Demands (JD)	16	0.82
Perceived Job Burnout (pJB)	16	0.79
Performance (P)	6	0.93

Even though three main variables (job demands, perceived job burnout, and in-role and extra-role performance) were adapted from a well-established instrument, a pilot test was still required to test the nature of the respondent. Different group of individuals from different culture and demographic backgrounds will respond differently to the items. All the items (job demands, perceived job burnout and in-role and extra-role performance) measuring were translated (and back-translated) from English to the Malay Language by the researcher and counter checked by the supervisors. Through the pilot test, it also helped the researcher to evaluate the suitability of the research questions and to make the improvement of the actual research. The process of validity and reliability was tested by expert in this field. The pilot study result showed that the alpha values exceeded the cut-off point of 0.70. The alpha values of the measures are 0.82 for job demands, 0.79 for perceived job burnout and, 0.93 for in-role and extra-role performance. Most of the pilot test samples agreed that the questionnaire was readable and easy to understand. Needing on average, of 10 to 15 minutes to answer all the questions provided. According to Punch (2003), a questionnaire taking less than 20 minutes to complete is more desirable. Overall, no problems detected with the questionnaire after the items with low factor loading has been excluded in the earlier stage and therefore, the survey is finalized.

Result and Discussion

RO (1): To assess the levels of perceived job burnout among academicians at Malaysian public universities based on their demographic background.

RQ (1): What are the levels of perceived job burnout of academicians at Malaysian public universities based on their demographic background?

Table 2 illustrates the descriptive analysis extracted. It shows the level of perceived job burnout. As has been mentioned in Chapter Three, the variables of job burnout were gauged based on a 5-point Likert scale. The levels of perceived job burnout were noted based on the mean scores.

Table 2: Level of Perceived Job Burnout among Academicians at Malaysian Public Universities based on Items in the Questionnaire

Item	Statement	Mean	Standard Deviation
JBD1	I always find new and interesting aspects in my work.	3.67	1.018
JBE2	They are days when I feel tired before I arrive at work	2.98	1.161
JBD3	It happens more and more often that I talk about my work in a negative way.	2.43	1.106
JBE4	After work, I tend to need more time than in the past in order to relax and feel better.	3.49	1.161
JBE5	I can tolerate the pressure of my work very well.	3.48	0.888
JBD6	Lately, I tend to think less at work and do my job almost mechanically.	2.84	1.192
JBD7	I find my work to be a positive challenge	3.89	0.874
JBE8	During my work, I often feel emotionally drained.	2.63	1.064
JBD9	Over time, one can become disconnected from this type of work	2.67	1.200
JBE10	After working, I have enough energy for my leisure activities.	2.81	1.036
JBD11	Sometimes I feel sickened by my work tasks.	3.05	1.291
JBE12	After my work, I usually feel worn out and weary	2.79	1.071
JBD13	This is the only type of work that I can imagine myself doing.	2.94	1.249
JBE14	Usually, I can manage the amount of my work well.	3.76	0.745
JBD15	I feel more and more engaged in my work	3.81	0.867
JBD16	When I work, I usually feel energized.	3.44	0.928
Total Mean Average		3.16	1.053

As what have been mentioned earlier in previous sub-topic, the levels of perceived job burnout were determined through the mean scores. Table 3 below presents the tabulation of the mean scores to show low, moderate and high levels of job burnout based on the manual.

Table 3: Determination of the Level of Perceived Job Burnout

Mean Scores	Level
1.000 – 2.668	Low
2.669 – 3.668	Moderate
3.669 – 5.000	High

As can be seen, the scores depict what is low or high for perceived job burnout. Job burnout involves sixteen items described in the study. Table 4 shows the distribution of mean and standard deviation of all items used in the context of on the job. Statement “I find my work to be a positive challenge” obtained the highest mean value of 3.89 while statement “It happens more and more often that I talk about my work in a negative way” has the lowest mean value at 2.43.

The item with standard deviation indicating a small value of 0.745 is statement “Usually, I can manage the amount of my work well”, meanwhile, statement “Sometimes I feel sickened by my work tasks” indicates a large value of standard deviation which is 1.291. This explains that the smaller the value of standard deviation, the higher levels of perceived job burnout of academics working at

Malaysian public universities. Total average for the mean score is 3.16. Thus, based on Table 4, the perceived job burnout level of academicians at Malaysian public universities is at ‘Moderate’ level based on the mean items of the questionnaire.

In this study, there are three latent variables (job demands, job burnout and academicians’s in-role and extra-role performance). In the Pooled-CFA, the process of deleting item made for every construct by selecting the item that is having the lowest factor loading in each construct to remove. In this study, there was no item deleted because the fitness of indexes achieved. Using Pooled-CFA, there was no issue of Model Identification even though certain constructs have less than four items since the combined constructs would increase the degrees of freedom for the model (Zainudin, 2015).

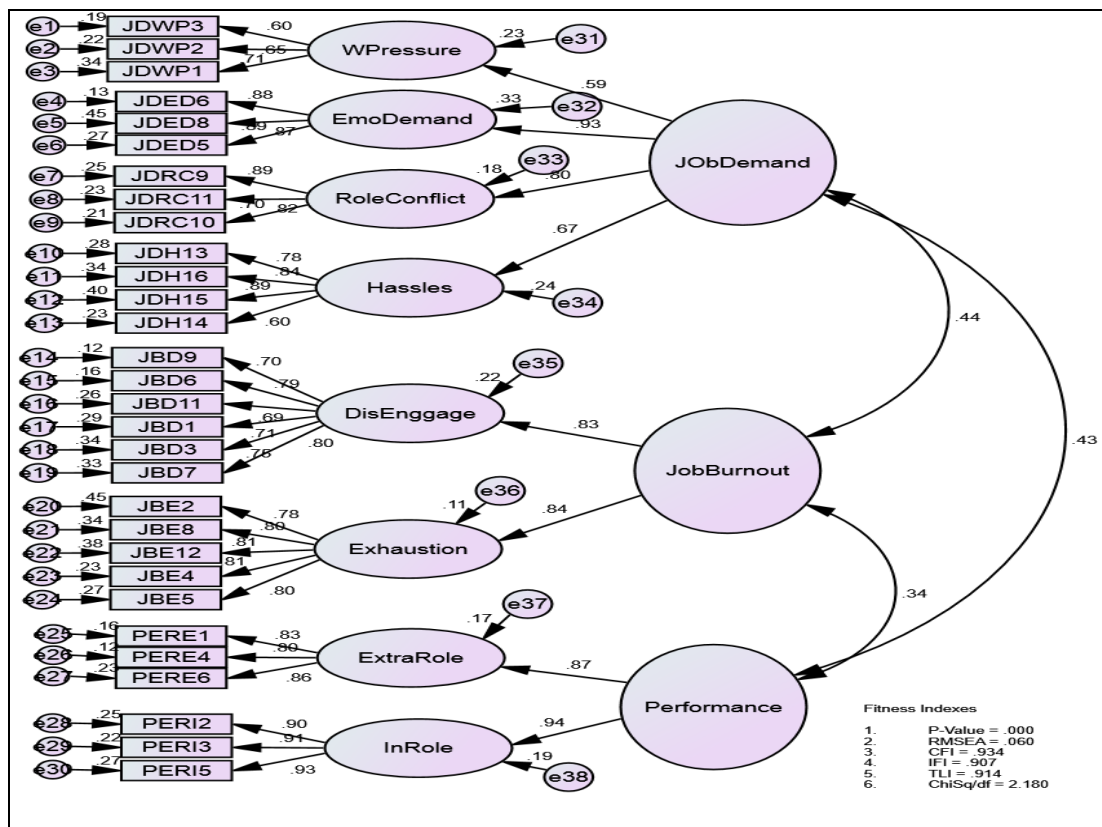


Figure 1: The output Pooled-CFA for All Constructs

The corresponding RO and RQ that are answered with this data analysis result are stated below.

RO (2): To examine the effects of job demands on in-role and extra-role performance, job demands on perceived job burnout, and perceived job burnout on in-role and extra-role performance.

RQ (2): Are there any significant effects of job demands on in-role and extra-role performance, job demands on perceived job burnout, and perceived job burnout on in-role and extra-role performance?

Following the confirmation of the measurement model validity, the structural model specified by assigning relationships from one construct to another based on the conceptual framework. The following hypotheses have been tested: -

- H1: There is a positive and significant effect of job demands on in-role and extra-role performance.
- H2: There is a positive and significant effect of job demands on perceived job burnout.
- H3: There is a positive and significant effect of perceived job burnout on in-role and extra-role performance.

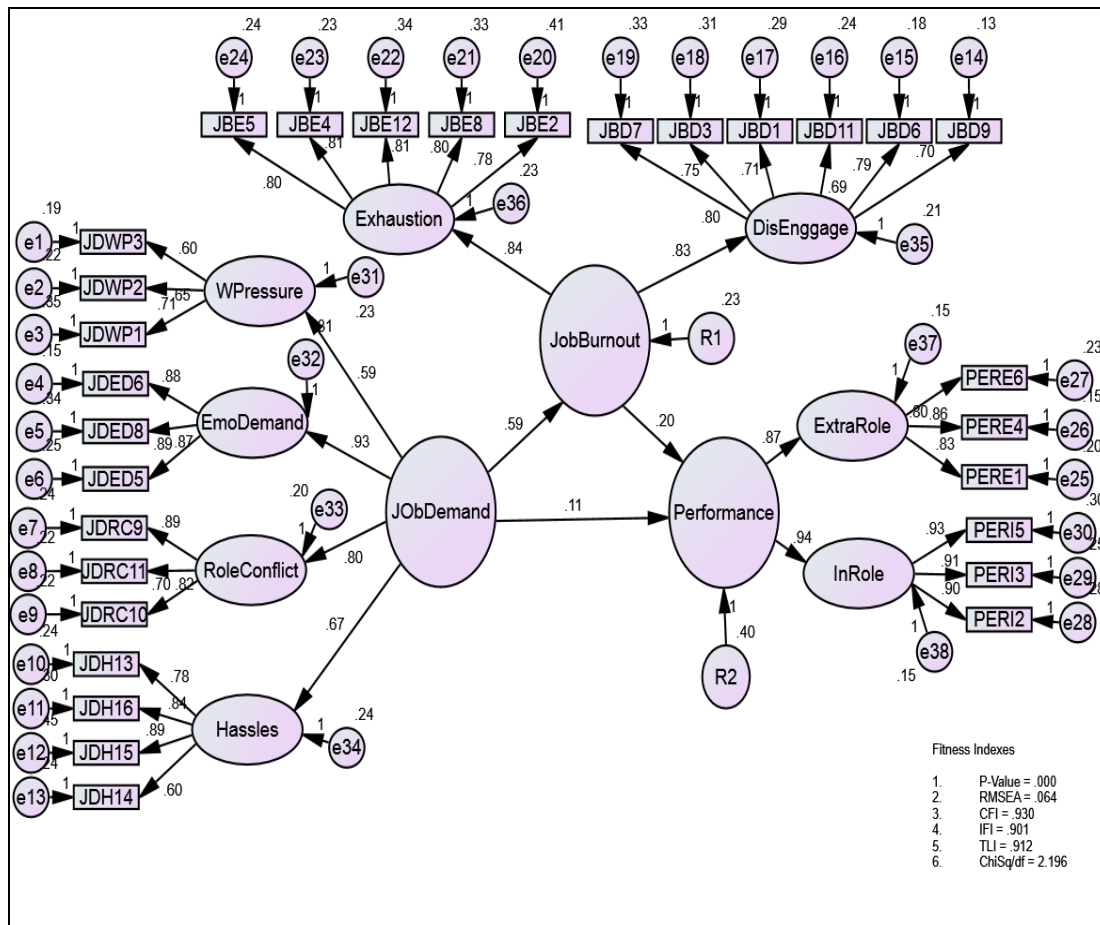


Figure 2: Structural Model

Table 4: The Regression Path Coefficients and its Significance based on p-value < 0.05

H(x)	Construct	Construct	Beta	Estimate	C.R.	P	Result	R2
H1	Performance	<- JDemands	0.105	0.105	11.078	***	Significant	0.233
H2	JBurnout	<- JDemands	0.586	0.586	12.228	***	Significant	0.192
H3	Performance	<- JBurnout	0.195	0.195	11.897	***	Significant	0.232

Based on Table 4, it is shown that all paths are significant such as job demands to perceived job burnout, perceived job burnout to in-role and extra-role performance and job demands to in-role and extra-role performance are significant. Based on result, the H1, H2 and H3 is significant, therefore the researcher proceeds to analyze the mediation effect for answering the H4, and moderating effect for answering H5 and H6 in following sections.

Based on the result in the standardized beta estimate for High religious personality is 0.18 with the P value 0.0096 while for Low religious personality is 0.17 with the P value 0.2389. Thus, one can conclude that the effect of the moderation is more pronounced in High religious personality compared to Low religious personality.

However, the results show that the type of moderation is full moderation since the standardized estimate for High religious personality is significant while the standardized estimate for Low religious personality is not significant. If both estimates are significant, then the partial moderation occurs. In conclusion religious personality behaviours is the full moderator in the relationship between job demands and perceived job burnout.

Discussion

The first objective focuses on the level of perceived job burnout which reveals that the perception level of academicians towards job burnout is moderate. High burnout as defined in the previous study refers to high scores in exhaustion and disengagement, and the subscales of burnout into one variable (high degree of burnout or burnout syndrome) are combined. The interpretation scores of burnout can be explained as exhaustion and disengagement subscales, high mean scores reflect high levels of burnout. Exhaustion and disengagement were categorised as low, moderate or high by summing their raw scores and then, by transforming the summation of scores into categorizations of low, moderate or high (Demerouti & Bakker, 2001).

Based on the analysis, the academicians in this study gained a moderate level of perceived job burnout. The result of moderate level of exhaustion could be due to a conflict of roles and assuming too many responsibilities at work. It is believed that exhaustion can decrease the emotional and psychological power, so much that it causes indifference to work and clients. It can be concluded that most personnels are probably unable to prove their competence at work due to the lack of positive conditions in the workplace (Ebling & Carlotto, 2012).

Findings revealed that the average depersonalisation in workplace that is in line with results from Khajeddin et al. (2006). Meanwhile, Khazaei et al. (2006) reported high depersonalisation among personnel which can be said that if people are not encouraged properly in their workplace, they do not fully understand their duties, they defy laws and policies, and the workplace would not be pleasant for them. A sense of mastery and success arises when one can influence organisational policy and thereby, demonstrate abilities and achieve a positive attitude towards clients (Balaskar, 2010; Srivastava & Pandey, 2010).

Another important discussion in the literatures is that it focuses on the effect of job demands on academician's in-role and extra-role performance (Bakker, Demerouti, & Verbeke, 2004). The result clearly revealed that the job demands affect performance of academicians at Malaysian public universities. Bakker et al. (2004) found that job demands, including work pressure and emotional demands, were predictive of in-role performance through their relationship with feelings of exhaustion, while role conflict and hassles were predictive of extra-role performance which strongly support the finding of this study with the same result.

The analysis of the result shows each construct of each variables was being tested in detail. It has been revealed that academicians who faced high work pressure and emotional demand had highly significant and positively disrupt their in-role performance meanwhile those academicians with high role conflict and hassles were facing disruption in their extra-role performance at work.

Job Demand Control Theory by Karasek (1990) is important in understanding this study because it indicates that there exists a relationship between the productivity of workers (job effectiveness) and stressors. Also, the theory is suitable for service-based jobs, a categorization to which lecturing belongs. McQuillan (2008) initially pressures from demands on a person will yield an increase in performance up to a point. This finding is also affirmed by Jega (2002); Nelson and Quick (2003) and Tiji (2000) that pressure from workload adversely affects job performance.

These findings are consistent with empirical studies that tested the influence of other types of job demands on in-role performance (Bakker et al., 2004). Taken together, previous findings confirm previous theorizing and empirical research showing that emotion work is a laborious activity (Hochschild, 1983; Zapf, 2002). Burned-out individuals will logically have to put more effort into regulating their emotional display compared to their emotionally vigorous colleagues.

This study examines the effects of job demands on perceived job burnout and does the perceived job burnout influence the in-role and extra-role performance of academicians in Malaysian public universities. The findings stated that both results are significant. First sub-hypothesis under this

research objective has been accepted that job demands affect the perceived job burnout. Okwuagwu (2010) listed organisational factors that can induce burnout to include task demands, role demands, organisational leadership, the organisation's life style, physical conditions, processes, participation, intra and inter group relationships, organisational goal setting, organisation politics, organizational culture, feedback system, career development and downsizing.

Conclusion

This study was conducted to examine the job demands and several demographic background factors that influence the level of perceived job burnout at Malaysian public universities and how it affects to in-role and extra-role performance of academicians. The objectives are: (i) to assess the levels of perceived job burnout of academicians working in Malaysian public universities and whether it is being affected by the demographic background and (ii) to identify the direct effects of job demands and perceived job burnout towards academician's in-role and extra-role performance.

This study is a quantitative study, and therefore; a cross-sectional data technique was executed. A survey was conducted and self-administered questionnaire as a tool to measure variables in this study such as perceived job burnout, job demands, job resources, religious personality and in-role and extra-role performance was used. Data collected at twenty (20) Malaysian public universities were obtained from 431 staffs who participated in answering the online-questionnaire survey from November 2017 to March 2018. The results of the study were obtained through EFA analysis using IBM SPSS version 23.0 and Pooled-CFA using AMOS Version 23. From the pooled-CFA measurement model, it was proven that the variable of job demands has a significant and positive effect on the perceived job burnout, meanwhile the effect of the perceived job burnout showed significant and positive relationship towards academician's in-role and extra-role performance.

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