

Big Five Personality and Job Burnout among Malaysian Secondary School Teachers

Lam Shi Xian, Mastura Mahfar*, Wan Mohd Azam Wan Mohd Yunus and Aslan Amat Senin

Abstract--- *This study was carried out to identify the relationship between personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) and job burnout among Malaysian teachers. A total number of 191 secondary school teachers in the district of Johor Bahru, Malaysia was selected by using stratified random sampling method. A NEO-Five Factor Inventory (NEO-FFI) was used as the measurement of Big Five personality and Maslach Burnout Inventory-Educator Survey (MBI-ES) was used to measure job burnout of teachers. The Pearson correlation results showed that all the personality traits significantly related with each dimension of job burnout. The Pearson correlation results indicated that all the dimensions of Big Five personality, except for neuroticism have negative relationships with emotional exhaustion and depersonalization as well as have positive relationships with personal accomplishment. Neuroticism has a positive relationship with job burnout. The findings put emphasis on the importance of personality traits as possible factor which can be associated with job burnout.*

Keywords--- *Big Five Personality, Job Burnout, Secondary School Teachers.*

I. INTRODUCTION

As the educational environment in our country has undergone massive change, teachers are the pivot to the educational system (Basak & Ghosh, 2014). Teachers are the key factor in modifying assessment information to enhance students' learning (Brown et al., 2009). Teachers who experience a high level of job burnout are less success to perform their jobs adequately and they also evaluate themselves more negatively in term of assisting their students in learning (Shukla & Trivedi, 2008).

Burnout can also be associated with negative works, thinking, turnover intention and health conditions (Rudman & Gustavsson, 2012). Employees who experience job burnout are also prone to depression (Toker & Biron, 2012) and the risk of heart disease (Toker et al., 2012). Therefore, this phenomenon require more attention and prevent the development of job burnout among teachers.

The concept of job burnout emerged in the 1970s which can be experienced by among employees who work as human services, such as healthcare, social work and police (Schaufeli et al., 2008). Job burnout refers to an emotional state that accompanied by negative and loss of optimistic belief (Maslach et al., 2001). Job burnout can be

Lam Shi Xian, Department of Psychology, School of Human Resource Development and Psychology, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia, UTM Skudai, Johor Bahru, Johor, Malaysia.

Mastura Mahfar*, Department of Psychology, School of Human Resource Development and Psychology, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia, UTM Skudai, Johor Bahru, Johor, Malaysia. E-mail: mastura@utm.my

Wan Mohd Azam Wan Mohd Yunus, Department of Psychology, School of Human Resource Development and Psychology, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia, UTM Skudai, Johor Bahru, Johor, Malaysia.

Aslan Amat Senin, Azman Hashim International Business School, Universiti Teknologi Malaysia, UTM Skudai, Johor Bahru, Johor, Malaysia.

developed towards a psychosomatic syndrome due to extremely fatigue (Maslach et al., 2001). Therefore, individuals loss both their energies and the values of their jobs (Schaufeli et al., 2008). Individuals also have the tendencies to reduce their enthusiasms and passions at their workplace (Azeem & Nazir, 2008).

Armon, Shirom and Melamed (2012) stated that, personal characteristics are very important to implicate in the etiology of job burnout. Under the same working environment, one employee experiences job burnout but another has no influenced by job burnout (Buhler & Land, 2004). Thus, personality differences among individuals and show different responses to job burnout. Most of the job burnout researchers examined the relationships between environmental and job burnout (Shakiba et al., 2014).

However, in comparison with environmental factors, personality traits are more stable in the different situations and over time (Gan & Gan, 2014). In addition, certain personality traits may capable to deal with job burnout (Zellar et al., 2000). Thus, personality traits are the significant predictor of the job burnout (Kokkinos & Davazoglou, 2005). For instances, the meta-analysis of Alarcon et al. (2009) indicate that personality has a significant relationship with job burnout.

The personality traits of extraversion, conscientiousness, and agreeableness have negative relationships with job burnout dimensions such as emotional exhaustion and depersonalization and positive relationships with personal accomplishment (Alarcon et al., 2009). Meanwhile, the dimension of neuroticism has a significant relationship with job burnout (Cano-Garcia et al., 2005). A high level of neuroticism may increase the level of emotional exhaustion and depersonalization as well as reduce the level of personal accomplishment (Kokkinos, 2007). Conscientiousness has a positive relationship with personal accomplishment (Cano-García et al., 2005).

Some individuals respond to the work setting based on their own personality characteristics. Therefore, certain individuals may perceive a situation as more or less stressful and they tend to react differently (Maslach et al., 2001). Thus, teachers have a higher expectation to enhance teachers' professions (Cano-García et al., 2005). Although teaching did not obtain the highest stress level compared with other occupations in Malaysia, the scenario can be considered as a social problem and need to take precaution to improve the professionalisme of teachers.

According to Ministry Education, a total of 530 teachers have experienced mental illness and a total of 235 teachers are offered to enter "Group Position" (Jawatan Kumpulan) (POOL) which could help them in seeking another suitable job positions (Utusan Melayu, 2012). Specifically, the statistical data from Johor Education Department shows that, a total of 12 education government servants including teachers who experienced mental illness are offered to enter Jawatan Kumpulan in 2015. Therefore, developing mental toughness in our country is very crucial to prevent job burnout among employees, especially teachers.

Teachers are found to exceed the average stress level of individuals and being an extremely stressful profession. In educational setting, teachers play an important role to educate students. Therefore, they are required to develop their professions due to the educational environment that has undergone massive changes (Azizi Yahaya et al., 2010). For example, teachers were required to attend several of seminars, workshops and courses in order to learn new teaching methods. This drastic change increased their workload as well as increased the stress level among teachers (Azizi Haji Yahaya et al., 2006).

Although several studies conducted in Malaysia have been found that, teachers experience moderate level of job burnout (Azizi Haji Yahaya et al., 2006; Azlina & Tan, 2008; Abu Baharin & Aziz Mariam, 2010; Mukundan & Ahour, 2011; Munkundan et al., 2015), the moderate level of stress might possibility increase to a greater level of stress and diminish their profession when they less success in dealing with long-term stress as well as susceptible to job burnout. Additionally, a study by Unaldi et al. (2013) indicates that job burnout exists among teachers. The secondary school teachers tend to experience high level of depersonalizations and low level of personal accomplishments (Mukundan & Ahour, 2011). The job burnout also could be experienced by government servants in any sector, especially in certain sectors which including nurse, police and teachers (Faisal et al., 2014).

Apart from that, most of the studies examined the relationships between the causes of job burnout and the conditions in the job environment (Lee & Ashforth, 1996; Bakker et al., 2005). Lee and Ashforth (1996) argued that the personality factors receive less attention and only passing mentions. Previous studies provided the evidence for the important role of personality traits in the process of job burnout (Zellar et al., 2000; Swider & Zimmerman, 2010). Therefore, the purpose of the present study is to examine the relationship between Big Five Personality (openness to experience, conscientiousness, extroversion, agreeableness and neuroticism) and job burnout (emotional exhaustion, depersonalization and personal accomplishment) among the secondary school teachers in Pasir Gudang, Johor Bahru, Malaysia.

II. LITERATURE REVIEW

2.1 Big Five Personality

According to Kuntjojo (2009), personality term is derived from Greek language, which is “persona”, means mask. Mask stated by Kuntjojo (2009) was one of the attributes used by the ancient Greece actors that the masks significantly reinforced by the actor’s movements and their speeches. Therefore, the listeners were easily to understand the characteristics that performed by actors. Personality can be broadly defined as the total characteristics to illustrate individuals different in feeling, cognitive, behavior and striving (Kandler et al., 2014).

Apart from that, personality can be defined as a stable aspect of human behavior (Ewen, 2003). Personality traits remain stable after the age of 30 (McCrae & Costa, 1994). Individual’s personality remains moderately consistently from adolescence into adulthood in terms of thoughts, feelings, and actions (Robert & Mroczek, 2008).

Besides, personality traits can be demonstrated a similar structure to the Five Factor Model in different culture (McCrae & Costa, 2006). Costa and McCrae (2000) stated that, personality described as temperaments, endogenous dispositions, and independent of external influence. Their model of personality system indicated that personality traits influenced by characteristic adaption such as culturally conditioned, phenomena, strivings, and attitudes Costa and McCrae (2000). In addition, Big Five Personality demonstrated the dominant approach to the human traits structure for reviewing individual difference in a different setting such as clinical (Costa, 1991) and organizational (Mount & Barrick, 1995).

Big Five Personality generally obtained consensus from scholars as a model to describe personality traits (Barrick & Mount, 2005). Therefore, Big Five Personality as a descriptive taxonomy and categorizes the typologies

of personality traits into five dimensions which are openness to experiences, conscientiousness, extroversion, agreeableness, and neuroticism (McCrae & Costa, 2006). These five traits are also known as the “Big Five” Personality dimensions (Goldberg, 1990).

Openness to Experience is the personality trait which related to an individual's high imaginative, curious, and empathetic (Zellars et al, 2000). Besides, they are more creativity and think big (Yilmaz, 2014). Costa and McCrae (2000) state that, openness individuals are intelligence and curiosity. In addition, such individuals have a preference for search of new experience, new ideas and try something valuable (McCrae, 2000 & Costa, 2006).

Conscientiousness is the personality trait which related to an individual's self-efficacy, involvement, and persistence (Cano-Garcia et al, 2005). Such individuals are follow rules and very suitable to hold an important position (Cano-Garcia et al., 2005). Therefore, they are more responsible, dutiful, trustworthy and organized (Ghorpade et al., 2007).

According to Ghorpade et al. (2007), extroversion refers to such traits as adventurous, sociable, talkative, energetic and assertive. Extroverts individuals describes as the capability to build up an effective interpersonal communication and engaged more communication with the people (Zellars et al, 2000).

Agreeableness describes interpersonal aspects of an individual's personality (Kokkinos, 2007). Agreeableness is the personality trait which related to an individual's altruism, nurturance, caring, and compliance (Bakker et al, 2006). Such individuals have a high adaptability to understand the negative aspect of the job environment (Zimmerman, 2008) and also have the successful interpersonal relationship due to they are caring and cooperate with others (Swider & Zimmerman, 2010).

Neuroticism is the personality trait which related to an individual's negative emotions such as angry, sadness, and shame (Unaldi et al., 2013). Such individuals are expected to suffer psychological distress, proneness to unrealistic ideas and lack of success in dealing with stress (Kokkinos, 2007). According to Bakker et al. (2006), neurotic individuals are more likely to deny, wishful thinking and criticize themselves.

In conclusion, this study employed Big Five Personality as a theoretical framework to explain the personality among the secondary school teachers. Costa and McCrea (2000) state that Big Five Personality is the most prominent model to explain individual differences in personality. Big Five Personality widely accepted among the researchers and scientists (Goldberg, 1990) and has a major contribution to the job burnout researches. In addition, certain personality traits could be antecedents of job burnout (Alarcon et al., 2009). Besides, personality also acts as coping mechanism to individuals (Ghorpade et al., 2007).

2.2 Job Burnout

Freudenberger (1974) defined job burnout as a process that involves excessive depletion of energy and social resources due to over workload. According to Maslach and Jackson (1981), job burnout is a multidimensional construct which related to physical exhaustion, extremely fatigued, feel helpless, and negative self-concept.

Job burnout is overwhelming exhaustion, frustration, cynicism and feeling failure (Maslach & Golberg, 1998). Job burnout can also be explained as the long term response to chronic strain and interpersonal antecedents due to

miss match between the job and the employees (Maslach, 2003). Thus, the concept of job burnout associated with the job stress (Schaufeli et al., 2008) and also considered as negative emotional respond due to long-term exposure to stressful working condition (Maslach et al., 2001).

Apart from that, job burnout affected the professional's attitudes and behavior becomes more negatively (Cherniss, 1980). Schaufeli and Enzmann (1998) defined job burnout as a sense of reducing effectiveness, lack of motivation and dysfunctional attitudes toward their works. Job burnout can be long-term developed and harmful to individuals when they do not realize it (Schaufeli & Buunk, 2003). Therefore, job burnout is a stressful situation that influences both individual and organization (Faisal et al., 2014).

The empirical evidence supports the idea that emotional exhaustion, depersonalization, and personal accomplishment are conceptually distinct components (Maslach & Jackson, 1981). The three dimensions of job burnout have been widely used by other researchers (Kokkinos, 2007).

Emotional exhaustion refers to the feelings of overburdened and excessive psychological demands (Kim et al., 2007). Blazer (2010) defined emotional exhaustion as the depletion of emotional resources and feeling used up. Thus, they feel fatigue and lack energy to face another person or another day (Colomeischi, 2015) if without any source of replenishment (Maslach & Goldberg, 1998). Besides, they also frequently feel tired and make them unable to perform their jobs adequately (Alarcon et al., 2009).

Depersonalization refers to defensive strategy where individuals reduce their involvement with others and creates a psychological distance (Cordes & Dougherty, 1993). Psychological distance means an individual keep a distance from others (Cordes & Dougherty, 1993). Such individuals additionally perceive their self-efficacy and achievement decline and unable to achieve their work goal (Taris et al, 2005). According to Leiter and Maslach (2004), overload exhaustion leads to depersonalization.

Personal accomplishment refers to individuals have the sense of competence and productivity (Maslach et al., 2001) and tendency to evaluate themselves positively due to they believe their ability to enhance job performance (Kim et al., 2007). Personal accomplishment can be defined as the feeling of efficiency, sufficient and adequacy (Unaldi et al., 2013). However, individuals who obtained low level of personal accomplishment have feelings of less success and incompetence at their works (Maslach et al., 2001). Besides, individuals experience a low level of personal accomplishment evaluates their capability negatively in terms of performance and personal interactions (Cordes & Dougherty, 1993).

Hence, this study employed Maslach Burnout Model as a theoretical framework which accompanied by emotional exhaustion, depersonalization and personal accomplishment (Leiter & Maslach, 1988). Several studies applied this model to assess job burnout (Kokkinos, 2007; Ghorpade, 2007; Mukundan et al., 2015).]

2.3 Relationship between Big Five Personality and Job Burnout

Previously, there are numerous studies have been carried out to investigate the relationship between Big Five personality and job burnout. Robins, Robert and Sarris (2017) conducted a study on the impact of personality on emotional exhaustion and engagement in which job demands, and job and personal resources act as mediators. A

total of 100 health profession students and health professionals were involved in the study. All participants had participated at both T1 (time 1) and T2 (time 2) in the longitudinal study. One of the findings of the study show that there was a direct relationship between neuroticism (T1) and emotional exhaustion (T2).

Yilmaz (2014) conducted a study on the relationship between Big Five personality and job burnout among 303 teachers by using random sampling method. This findings of study show that negative correlations were found between teachers' personality traits (openness to experiences, conscientiousness, extroversion, agreeableness) and job burnout.

A study by Cetin and Hazir (2012) state that openness to experience has a negative relationship with emotional exhaustion and depersonalization, but the personality trait has a positive relationship with personal accomplishment. The result is contradictory to a study of Yilmaz (2014) which states that, there is no significant relationship between openness to experience and emotional exhaustion.

Futhermore, Shakiba et al. (2014) carried out a study to examine the relationship between Big Five personality and job burnout among 380 employees. This study indicates that, conscientiousness has a negative relationship with job burnout (Shakiba et al., 2014). However, conscientiousness has different relationships with the dimensions of job burnout. A study by LePine et al. (2004) revealed that, conscientiousness has a negative relationship with emotional exhaustion and depersonalization, but has a positive relationship with personal accomplishment.

Moreover, a study by Storm and Rothmann (2003) aims to identify the relationship between personality and job burnout among the 131 employees in a corporate pharmaceutical group. This study indicates that, extroversion has a negative relationship with job burnout (Storm & Rothmann, 2003). The extroversion has different relationships with the dimensions of job burnout. Additionally, a study by Basim et al. (2013) states that, extroversion has a significant negative relationship with emotional exhaustion. Extroversion also has a negative relationship with depersonalization and has a positive relationship with personal accomplishment (Swider & Zimmerman, 2010).

A study by Cano-Garcia et al. (2005) examined the relationship between personality and job burnout among the 99 teachers who worked at Spain public and private educational central. The findings of this study states that, agreeableness has a negative relationship with job burnout (Cano-Garcia et al., 2005). The agreeableness has a different relationship with the dimensions of job burnout. The meta-analysis carried out by Alarcon et al. (2009) revealed that, agreeableness has a negative relationship with emotional exhaustion and depersonalization as well as has a positive relationship with personal accomplishment.

Unaldi et al. (2013) conducted a study among the 224 teachers in Turkish. The findings of the study shows that, there is a positive relationship between neuroticism and job burnout among the teachers. The cross-sectional study conducted by Allen and Mellor (2002) state that neuroticism has a positive relationship with emotional exhaustion and depersonalization while it has a negative relationship with personal accomplishment. This finding is consistent with a study by Morgan and de Bruin (2010) which indicates that neuroticism has a positive relationship with emotional exhaustion and depersonalization.

In summary, there are many previous studies revealed that Big Five personality was related to job burnout among teachers. However, most of the previous studies were reported conducted in international educational settings (Yilmaz, 2014; Cano-Garcia et al., 2005; Unaldi et al., 2013). Additionally, the relationships between the personality traits and job burnout varied between findings of studies, mainly the degree of relationships. Thus, it is very important to understand job burnout, especially in terms of identifying the linkages between personality traits and job burnout in a school setting, specifically in relation to Malaysian teachers. Therefore, the purpose of this study is to identify whether personality can be associated with teachers' job burnout.

III. METHODOLOGY

3.1 Research Design

There are two kinds of research designs used in this study which are descriptive research and correlational study. The descriptive research aims to illustrate the particular detail of a condition, social setting or relationship (Neuman, 2014).

In this study, descriptive research is to identify the personality traits and job burnout level among the secondary school teachers. Apart from that, the correlational study is to examine the degree of relationship between variables (Creswell, 2008). Hence, the correlation analysis is a technique to measure the relationship between two variables (Mayer & Frantz, 2004).

The purpose of this quantitative study is to examine the relationship between Big Five Personality and job burnout among the secondary school teachers in Pasir Gudang, Johor Bahru, Malaysia.

3.2 Population and Sampling

The total population for this research was a total of 380 teachers from three secondary schools (Sekolah Menengah Kebangsaan or SMK) selected randomly by researchers in zone Pasir Gudang, Johor Bahru. This study only involved three secondary schools since there are limited resources such as cost and time constraint.

Sampling is a portion of the population from a large pool (Neuman, 2014). Based on the sample size table by Krejcie and Morgan (1970), a total of 191 respondents was selected through stratified random sampling from the three secondary schools.

Stratified random sampling divided the population into sub-populations which call strata to prevent overlapping and to ensure all the samples are represent independently (Lehtonen & Pahkinen, 2004).

The researchers selected 47 respondents (n) from the total of 94 population (N) in SMK A, 58 respondents (n) from the total of 115 population (N) in SMK B, and 86 respondents (n) from the total of 171 population (N) in SMK C.

3.3 Measures

The questionnaire divided into three parts, which are part A, part B and part C. Part A consists of the demographic information about the respondents such as gender, age, ethnicity, academic qualification, and teaching experience.

Part B aims to assess the teachers' personality traits by using the NEO Five Factor Inventory (NEO-FFI) that originally developed by McCrae and Costa (1997). The questionnaire consists of 30 items which related to five dimensions of Big Five Personality such as openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism. These items were tested using five-point Likert Scale.

Part C aims to assess the job burnout of teachers which measured by Maslach Burnout Inventory-Educator Survey (MBI-ES) that was adapted from Croom (2003) and originally developed by Maslach et al. (1986). The questionnaire consists of 22 items.

These items are the three dimensions of job burnout namely, emotional exhaustion (9 items), depersonalization (5 items) and personal accomplishment (8 items). Part C was tested using seven-point Likert Scale.

The NEO-FFI and MBI-ES had also been shown to have satisfactory internal consistency in this study. Reliability analysis using Cronbach's alpha showed an acceptable reliability coefficient for the personality traits with Cronbach's alphas of .75 for the openness to experience, .73 for the conscientiousness, .76 for the extroversion, and .78 for the agreeableness, and .79 for the neuroticism while the values of Alpha Cronbach for emotional exhaustion (.76), depersonalization (.72), and personal accomplishment (.77).

3.4 Data Analysis

Statistical Package for Social Sciences (SPSS) version 21.0 was employed in this research to analyse the data using descriptive and inferential analysis.

Descriptive statistic aims to measure the characteristic of demographic data and variables in terms of frequency distribution, mean, score and standard deviation (Sekaran, 2005). For this purpose, this study is to examine the demographic profile of respondents (Sekaran, 2005) and to calculate the level of means of both Big Five Personality and job burnout.

The inferential research is to identify the correlation between Big Five personality (independent variable) and dependent variable (job burnout).

For this purpose, analysis of the relationship between Big Five personality and job burnout among the secondary school teachers in zone Pasir Gudang, Johor was carried out by using Pearson (r) correlation. Pearson correlation coefficient is to compute the correlation between the variables.

IV. RESEARCH FINDINGS

4.1 Demographic Analysis

Table 1 summarises the demographic characteristics of the study participants. Table1 shows the most of the respondents are female teachers (84.8%) while male teachers were 15.2%. A majority of the respondents had an age range from 29 to 34 years (39.3%).

In terms of respondents' ethnic distribution, most of the respondents are Malay (75.9%). In terms of respondents' qualifications, most of the respondents are degree holders (92.1%). Overall of the findings indicated that most of the respondents' teaching experiences were ranged from 6 to 10 years (38.2%).

Table 1: Respondent's Demographic Distribution (n=191 Respondents)

Variables	Frequency (f)	Percentage (%)
Gender		
Male	29	15.2
Female	162	84.8
Ethnicity		
Malay	145	75.9
Chinese	31	16.2
Indian	14	7.3
Others	1	5.0
Age		
23 - 28	43	22.5
29 - 34	75	39.3
35 - 40	33	17.3
41 - 45	22	11.5
46 - 50	11	5.8
51 - 55	5	2.6
More than 55	2	1.0
Academic Qualifications		
Degree	176	92.1
Master	25	7.9
Years of Teaching Experience		
1 - 5	58	30.4
6 - 10	73	38.2
11 - 15	24	12.6
16 - 20	17	8.9
21 - 25	10	5.2
More than 26	19	4.7

4.2 Initial Data Analysis

Table 2 illustrates the mean values (M) analysis of the Big Five personality traits of the entire sample of teachers. The results indicate that the mean score for certain dimensions of Big Five Personality such as conscientiousness (M=3.85), extroversion (M=3.88), and agreeableness (M=4.22) are at a high level.

On the other hand, the dimensions of openness to experience (M=3.63), and neuroticism (M=2.94) are at a moderate level. In conclusion, the dimensions of conscientiousness, extroversion and agreeableness obtained a high mean score while openness to experience and neuroticism obtained a moderate mean score.

Table 2: Big Five Personality Traits

	M	Level
Openness to experience	3.63	Moderate
Conscientiousness	3.85	High
Extraversion	3.88	High
Agreeableness	4.22	High
Neuroticism	2.94	Moderate

Table 3 presents the mean for the sample teachers' levels of job burnout dimensions. The depersonalization (M = 1.77) is the lowest while the dimension of emotional exhaustion (M = 2.44) and personal accomplishment (M=3.50) obtains the moderate mean.

Table 3: Teacher's Job Burnout

	M	Level
Emotional exhaustion	2.44	Moderate
Depersonalization	1.77	Low
Personal accomplishment	3.50	Moderate

4.3 Relationship between Big Five Personality and Job Burnout among Teachers

Table 4 shows the results of relationships between Big Five personality and job burnout of the respondents. In general, the results indicate that personality traits such as openness to experience ($r = -0.11$, $p < .05$), conscientiousness ($r = -0.22$, $p < .05$), extraversion ($r = -0.52$, $p < .05$), and agreeableness ($r = -0.51$, $p < .05$) have a significant negative relationship with job burnout. Neuroticism has been shown to have a significant positive relationship with job burnout ($r = 0.80$, $p < .05$).

Specifically, the dimensions of emotional exhaustion and depersonalization were negatively correlated with personality traits (openness to experience, conscientiousness, extraversion, and agreeableness), except for the personal accomplishment which were positively correlated with the personality traits. Neuroticism has been shown to have a significant positive relationship with emotional exhaustion and depersonalization, and have a significant negative relationship with personal accomplishment.

Table 4: The Relationship between Big Five personality and Job Burnout

Big Five Personality	Dimensions of Job burnout			
	Emotional exhaustion	Depersonalization	Personal accomplishment	Total of job burnout
	<i>r, p</i>	<i>r, p</i>	<i>r, p</i>	<i>r, p</i>
Openness to experience	-0.16, .01*	-0.02, .05*	0.30, .01*	-0.11, .01*
Conscientiousness	-0.30, .01*	-0.14, .01*	0.22, .01*	-0.22, .01*
Extraversion	-0.67, .01*	-0.31, .01*	0.46, .01*	-0.52, .01*
Agreeableness	-0.74, .01*	-0.50, .01*	0.73, .01*	-0.51, .00*
Neuroticism	0.71, .01*	0.46, .01*	-0.37, .01*	0.80, .01*

* Correlation is significant at the .05 level

V. DISCUSSIONS, LIMITATIONS AND RECOMMENDATION

This study is carried out to investigate the relationship between personality traits and job burnout among Malaysian school teachers. The findings of this study proposed that certain personality traits such as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism have significant relationships with job burnout.

The results of this study reveal that, neuroticism has the most significant relationship with job burnout subsequently followed by extroversion and agreeableness. This result is in line with the study by Buhler and Land (2004) which explicates that, the dimensions of neuroticism and extroversion have the most consistent correlation with job burnout and as factors to predict and prevent job burnout.

Besides, the results of this study are consistent with the study by Basim et al. (2013) which indicate that, neuroticism and extroversion have a significant relationship with emotional exhaustion. Emotional exhaustion is often termed as the core dimension of job burnout (Maslach & Jackson, 1981). Agreeableness is also found to have significant relationship with the three dimensions of job burnout while neuroticism and extroversion have different correlations with other job burnout dimensions. This result is consistent with the study by Kim et al. (2007) which states that, agreeableness has been proven that has a significant relationship with job burnout. Agreeableness is important to teachers particularly their organizational life and teacher-student relationship due to this personality trait are beneficial to them in establishing a healthy social relationship (Yilmaz, 2014).

Moreover, the results of this study show that, neuroticism has a positive relationship with emotional exhaustion and depersonalization. However, this dimension has a negative relationship with personal accomplishment. Therefore, this result is in line with the study by Ghorpade et al. (2007) which indicates that, a high level of neuroticism may increase experience of emotional exhaustion and depersonalization as well as decrease the level of personal accomplishment. Respondents who scored high level of this dimension are easily influenced by unstable emotion and are less successful in coping with stress. Therefore, they have a lack of sufficient coping strategies in dealing with job burnout (Bakker et al., 2006), and they also have extreme stress reactions that make them vulnerable to job burnout (Kokkinos, 2007).

This study also shows that, there is positive correlation between neuroticism and depersonalization. This result is in line with a study conducted by Swider and Zimmerman (2010) which indicates that, neuroticism has a higher correlation with emotional exhaustion and depersonalization. Besides, neuroticism has a lower correlation with personal accomplishment and this result is consistent with the results of Kokkinos (2007). According to Kokkinos (2007), neuroticism has a significant relationship with job burnout, but less significant relationship with personal accomplishment.

Apart from that, extroversion has a negative relationship with emotional exhaustion and depersonalization. However, this dimension has a positive relationship with personal accomplishment. Therefore, the result is in line with the study by Zellars et al. (2000) who have stated that, a high level of extroversion may reduce the experience of emotional exhaustion and depersonalization as well as increase the level of personal accomplishment.

Teachers who score a high level of extroversion tend to have more energy, optimism and also increase interpersonal communication (Zellars et al., 2000). Additionally, individuals who experience a high level of extroversion are optimistic and evaluate the stress condition more positively (Bakker et al., 2006). Therefore, individuals with a high level of extroversion are able to reduce the level of emotional exhaustion and depersonalization as well as increase the level of personal accomplishment (Kokkinos, 2007).

This result also shows that, there is negative correlation between extroversion and depersonalization and personal accomplishment. However, this finding of this study is contradictory to a study by Morgan and deBruin (2010) which states that, extroversion has only a significant relationship with personal accomplishment.

In addition, the dimension of agreeableness has a negative and high correlation with job burnout. The findings show that, agreeableness has a negative relationship with emotional exhaustion and depersonalization. However, this

dimension has a positive relationship with personal accomplishment. This result is in line with the study by Bakker et al. (2006) which states that, a high level of agreeableness may reduce the experience of emotional exhaustion and depersonalization as well as increase the level of personal accomplishment.

Teachers who experience a high level of agreeableness are more concerned towards students and other teachers in school so as to build up a good relationship with them. This success in interpersonal relationship is better to assist them in dealing with job burnout. In addition, individuals who experience high level of agreeableness seldom perceives others as objects so as they are able to reduce the level of depersonalization (Kim et al., 2007) due to agreeableness related to the interpersonal aspect (Morgan & deBruin, 2010).

Meanwhile, this study also indicates that, agreeableness has a significant relationship with emotional exhaustion, depersonalization and personal accomplishment. This result is inconsistent with a study by Basim et al. (2013) which states that, agreeableness has a statistically low correlation with the emotional exhaustion and depersonalization. Besides, this finding also inconsistent with a study by Zellar et al. (2000) which indicates that, there is a weak correlation between agreeableness and depersonalization.

On top of that, this result is in line with a study by Deary et al. (2003) which states that, the dimension of conscientiousness has a negative and low correlation with job burnout, meanwhile conscientiousness has a negative relationship with emotional exhaustion and depersonalization. However, this dimension has a positive relationship with personal accomplishment. relationship with depersonalization. Teachers experience a high level of conscientiousness is more concerned with their achievement which can be related to their self-efficacy (Bakker et al., 2006) and they are more likely to show their positive attitudes to learn different things (Barrick & Mount, 1991). This is a challenge and an opportunity for individuals to grow (Shakiba et al., 2014).

Nevertheless, the result of this study is slightly different from the study by Cetin and Hazir (2012) which found that there were low correlations between conscientiousness and emotional exhaustion and depersonalization. Furthermore, this result is also inconsistent with the study by Yilmaz (2014) which indicates that, conscientiousness has a statistically low correlation with emotional exhaustion but moderate correlation with depersonalization and personal accomplishment.

Individuals who experienced a high level of conscientiousness are less self-blame and plan the strategic of problem-solving (DeLongis & Holtzman, 2005). Therefore, individuals with a high level of conscientiousness are able to reduce the feelings of emotional exhaustion and depersonalization as well as increase the level of personal accomplishment (Alarcon et al., 2009).

The dimension of openness to experience has a negative and low correlation with job burnout. Besides, openness to experience has a negative relationship with emotional exhaustion and depersonalization. However, this dimension has a positive relationship with personal accomplishment. Therefore, the result of this study is in line with the study by Swider and Zimmerman (2010). Teachers who experience a high level of openness to experience are able to view the stress situations as challenges and life experience as well as are able to enhance the level of personal accomplishment and reduce the emotional exhaustion level (Zellars et al., 2000).

The finding of study also shows that openness to experience has a low correlation with job burnout. This result is contradictory to a study by Piedmont (1993) which states that, there was no relationship between openness to experience and job burnout. Apart from that, openness to experience has a weak correlation with emotional exhaustion but moderate correlation with personal accomplishment. This result is consistent with a study by Zimmerman and Swider (2010) which states that, openness to experience has a weak correlation with emotional exhaustion but stronger correlation with personal accomplishment.

In conclusion, the results of this study are in line with the previous studies that have been proven that Big Five personality has a different relationship with each dimension of job burnout (Zellar et al., 2000; Alarcon et al., 2009; Swide & Zimmerman, 2010). Kokkinos (2007) states that, certain personality might increase or reduce the incidence of teachers' job burnout. Thus, the identification of the key personality traits is very important for the reduction of job burnout level. Simply put, the dimensions of openness to experience, conscientiousness, extroversion, and agreeableness are more capable to deal with stressful condition as well as prevent job burnout. The higher the level of neuroticism obtained by the teachers, the severe the level of job burnout.

Limitations

This study is an initial study on the relationship between personality traits and job burnout. Therefore, it cannot be concluded that possessing certain personality traits affects the job burnout of teachers. To investigate the causal relations between the two variables requires the use of an experimental study design. Hence, the experimental design can be carried out in future studies to identify the causal relationships of whether a dependent variable (i.e., job burnout) is actually caused by the manipulation of a particular independent variable (i.e., personality intervention).

The study is limited to a sample of primary school teachers from three government secondary schools in Pasir Gudang, Johor Bahru, Malaysia. Thus, the results cannot be generalized to other schools, for example, to secondary school or private funded schools in Malaysia. Hence, future studies could use a diverse sample, for example teachers from other regions or even other levels in order to gain better

VI. CONCLUSION AND RECOMMENDATION

The purpose of the study was to investigate the association between personality traits and job burnout among Malaysian secondary school teachers. The present study reveals that personality traits such openness to experiences, conscientiousness, extroversion, agreeableness, and neuroticism have significant relationships with the job burnout among Malaysian primary school teachers who participated in the research.

These findings illustrate awareness of this relationship which is to be useful in understanding the importance of Big Five personality traits and their correlations with the job burnout of teachers. Furthermore, it is highly recommended that future studies should be established other dependent variables such as stress, job performance and self-efficacy which might identify the personality traits to enhance the quality of teaching in which very important in students' learning enhancement. Besides, the future studies could be also established other independents variables such as demographic variables, engagement and coping strategies which might better assistive in reducing the consequences of job burnout phenomenon.

As this research was only conducted in three secondary schools, thus, it does not represent the Big Five personality and job burnout among the whole population of the secondary school teachers or the whole academic settings. In the future study, researcher might conduct a study in different contexts around Malaysia to obtain more adequately and comprehensive results.

REFERENCES

- [1] Abu Baharin, & Aziz, Mariam (2010) Stres dalam kalangan Guru di Dua Buah Sekolah Menengah Kebangsaan Di Kawasan Skudai. *Undergraduate Project. Universiti Teknologi Malaysia*.
- [2] Alarcon, G., Eschleman, K. J., & Bowling, N. A. (2009). Relationship between Variable and Burnout: A Meta-analysis. *Work & Stress*, 23(3), 244-263.
- [3] Allen, J., Mellor, D., 2002. Work Context, Personal Control, and Burnout among Nurses. *Western Journal of Nursing Research* 24, 905–917.
- [4] Armon, G., Shirom, A., & Melamed, S. (2012). The Big Five Personality Factors as Predictors of Changes Across Time in Burnout and Its Facets. *Journal of Personality*, 80(2),403-427.
- [5] Azeem & Nazir. (2008). A Study of Job Burnout among University Teachers. *Psychology and Developing Societies*, 20(1), 51-64.
- [6] Azizi Haji Yahaya., Shahrin Hashim., & Tee Sook Kim. Occupational Stress among Technical Teachers in Technical School in Johor, Malacca and Negeri Sembilan 2006, January [Cited 15 January 2016. Available from <http://eprints.utm.my/5912/1/Aziziyahtechnical.pdf>.
- [7] Azizi Yahaya., Jamaludin Ramli., & Mazeni Ismail. (2010). Factors that Contributed Stress among Secondary School Teachers in Four States in Malaysia. *Asia Pacific Journal of Educators and Education*, 25, 103–136.
- [8] Azlina Mohd Kosnin & Tan, S. L. (2008). Pengaruhi Personaliti terhadap Kepuasan Kerja dan Stress Kerja Guru. *Jurnal Teknologi*, 48(E), 33-47.
- [9] Bakker, A. B., & Demerouti, E. (2006). The Job Demand-resources Model: State of the Art. *Journal of Managerial Psychology*, 22(3), 309-328.
- [10] Bakker, A. B., Vanderzee, K. I., Lewig, K. A., & Dollard, M. F. (2006). The Relationship between the Big Five Personality Factors and Burnout: A Study among Volunteer Counselors. *The Journal of Social Psychology*, 146(1), 31-50.
- [11] Barrick, M. B., & Mount, M. K. (2005). Yes, Personality Matters: Moving on to More Important Matters. *Human Performance*, 18(4), 359-72.
- [12] Basak, R., & Ghosh, A. (2014). Personality Traits and Different Career Stages – A Study on Indian School Teachers. *Procedia - Social and Behavioral Sciences*, 140, 506-510.
- [13] Basim, H. N., Begenirbas, M., & Can-Yalçın, R. (2013). Effects of Teacher Personalities on Emotional Exhaustion: Mediating Role of Emotional Labor. *Educational Sciences: Theory and Practice*, 13(3), 1477-1496.
- [14] Blazer, C. (2010). Teacher Burnout. *Research Services*, 1003, 1-22.
- [15] Brown, G. T. L., Kennedy, K. J., Fok, P. K., Chan, J. K.S., & Yu, W. M. (2009). Assessment for Student Improvement: Understanding Hong Kong Teachers' Conception and Practices of Assessment. *Assessment in Education: Principles, Policy & Practices*, 16, 347-363.
- [16] Bühler, K. E., & Land, T. (2004). Burnout and Personality in Extreme Nursing: An Empirical Study. *Institute Psychotherapy and Medical Psychology*, 155, 35-42.
- [17] Cano-García, F.J., Padilla-Munoz, E. M., & Carrasco-Ortiz, M. A. (2005). Personality and Contextual Variables in Teacher Burnout. *Personality and Individual Differences*, 38, 929–940.
- [18] Cetin, F., & Hazir, K. (2012). The Role of Personality on the Rise of Burnout Response in the Organizational Context. *Business and Economic Research Journal*, 3(2), 65-77.
- [19] Cherniss, C. (1980). Staff Burnout: Job Stress in the Human Services. *Beverly Hills, CA: Sage*.
- [20] Colomeischi, A. A. (2015). Teachers ' Burnout in Relation With Their Emotional Intelligence and Personality Traits. *Social and Behavioral Science*, 180, 1067-1073.
- [21] Cordes, C. L., & Dougherty, T. W. (1993). A Review and an Integration of Research on Job Burnout. *Academy of Management Review*, 18, 621-656.
- [22] Costa, P. T., & McCrae, R. R. (2000). Revised NEO Personality Inventory. *PAR Psychological Assessment Resources, Inc*.

- [23] Creswell, J. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*. New Jersey: Pearson: Merrill Prentice Hall.
- [24] Croom, B. (2003). Teacher Burnout in agriculture Education. *Journal of Agriculture Education*, 44, 1-13.
- [25] Deary, I. J., Watson, R., & Hogston, R. (2003). A longitudinal Cohort Study of Burnout and Attrition in Nursing Students. *Journal of Advanced Nursing*, 43, 71-81.
- [26] DeLongis, A. & Holtzman, S. (2005). Coping in Context: The Role of Stress, Social Support, and Personality in Coping. *Journal of Personality*, 73, 1633-1656.
- [27] Ewen, R.B. (2003). An Introduction to Theories of Personality (Sixth Edition). *New Jersey: Lawrence Erlbaum Associates, Inc.*
- [28] Faisal Khan, Rosman Yusoff, & Anwar Khan. (2014). Job Demands, Burnout and Resources in Teaching a Conceptual Review. *World Applied Science Journal*, 30(1), 20-28.
- [29] Freudenberg, H. J. (1974). Staff Burn-out. *Journal of Social Issue*, 30, 159-165.
- [30] Gan, T. T., & Gan, Y. Q. (2014). Sequential Development among Dimensions of Job Burnout and Engagement among IT Employees. *Stress and Health*, 30(2), 122-133.
- [31] Ghorpade, J., Lackritz, J., & Singh, G. (2007). Burnout and Personality: Evidence from Academia. *Journal of Career Assessment*, 15(2), 240-256.
- [32] Goldberg, L. R. (1990). An Alternative 'Description of Personality'. The Big Five Factor Structure. *Journal of Personality and Social Psychology*, 59, 1216-1129.
- [33] Kandler, C., Zimmermann, J., & McAdams. (2014). Core And Surface Characteristics for the Description and Theory of Personality. *European Journal of Personality*, 28, 231-243.
- [34] Kim, H. J., Shin, K. H., & Umbreit, W. T. (2007). Hotel Job Burnout: The Role of Personality Characteristics. *International Journal of Hospitality Management*, 26, 421-434.
- [35] Kokkinos, C. M., & Davazoglou, A. (2005). Burnout in Special Education Teachers: The Role of Personality and Work-related stressors. *Manuscript submitted for publication*.
- [36] Kokkinos, C. M. (2007). Job Stressors, Personality and Burnout in Primary School Teachers. *British Journal of Educational Psychology*, 77, 229-243.
- [37] Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- [38] Kuntjojo. (2009). Psikologi Keperibadian. Universitas Nusantara PGRI Kediri: *Pendidikan Bimbingan dan Kaunseling*.
- [39] Lehtonen, R., & Pahkinen, E. (2004). *Practical Methods for Design and Analysis of Complex Surveys* (2 ed): John Wiley & Sons, Lt.
- [40] Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81, 123-133.
- [41] Leiter, M. P. (1993). Burnout as a Developmental Process: Consideration of Models. *London: Taylor & Francis*.
- [42] LePine, J. A., LePine, M., & Jackson, C. L. (2004). Challenge and Hindrance Stress: Relationships with Exhaustion, Motivation to Learn, and Learning Performance. *Journal of Applied Psychology*, 89, 883-891.
- [43] Maslach, C. (2001). Preventing Burnout in Your Organization. *California: KANTOLA Productions*.
- [44] Maslach, C., & Goldberg, J. (1998). Prevention of Burnout: New Perspective. *Applied and Preventive Psychology*, 7, 63-74.
- [45] Maslach, C., & Jackson, S. E. (1981). The Measurement of Experience Burnout. *Journal. Journal of Occupational Behavior*, 2, 99-113.
- [46] Maslach, C., Jackson, S. E., & Schwab, R. (1986). *Maslach Burnout Inventory-Educator Survey (MBI-ES)*. Mountain View, CA: CPP, Inc.
- [47] Maslach, C., Schaufeli, W. B., & Leither, M. P. (2001). Job Burnout. *Annual Review of Psychology*, 52, 3897-422.
- [48] Mayer, F. S., & Frantz, C. M. (2004). The Connectedness to Nature Scale: A Measure of Individuals' Feeling in Community with Nature. *Journal of Environmental Psychology*, 24, 503-515.
- [49] McCrae, R. R., & Costa, P. T. (1994). The Stability of Personality: Observations and Evaluation. *Current Direction in Psychological Science*, 3, 173-175
- [50] McCrae, R. R., & Costa, P. T. (1997). Personality Stability and its Implication for Clinical Psychology. *Clinical Psychology Review*.
- [51] McCrae, R. R., & Costa, P.T., Jr. (2006). *Personality in Adulthood: A Five-factor Theory Perspective (Second Edition)*. New York: Guilford Press.

- [52] Morgan, B., & de Bruin, K. (2010). The Relationship between the Big Five Personality Traits and Burnout in South African University Students. *South African Journal of Psychology*, 40(2), 182-191.
- [53] Mount, M. K., & Barrick, M. B. (1995). The Big Five Personality Dimensions: Implication for Research and Practice in Human Resources Management. *Research in Personnel and Human Resources Management*, 13, 153-200.
- [54] Mukundan, J., & Ahour, T. (2011). Burnout Among Female Teacher in Malaysia. *Journal of International Education Research*, 7(3), 25-37.
- [55] Mukundan, J., Zare, P., Zarifi, A., Umi Kalthon Abdul Manaf, & Husniah Sahamid. (2015). Language Teacher Burnout and School Type. *English Language Teaching*, 8(9), 26-31.
- [56] Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7 ed.) : Pearson Education Limited.
- [57] Piedmont, R. L. (1993). A Longitudinal Analysis of Burnout in the Health Care Setting: The Role of Personal Disposition. *Journal of Personality Assessment*, 61, 457-473.
- [58] Roberts, B. W., & Mroczek, D. (2008). Personality Trait Change in Adulthood. *Current Direction in Psychological Science*, 17, 31-35.
- [59] Robins, T., Roberts, R., & Sarris, A. (2017). Understanding How Personality Impacts Exhaustion and Engagement: The Role of Job Demands, and Job and Personal Resources as Mediators, *Australian Psychologist*, 53, 3, (253-262).
- [60] Rudman, A., & Gustavsson, J. P. (2012). Burnout during nursing education predicts lower occupational preparedness and future clinical performance: A longitudinal study. *International Journal of Nursing Studies*, 49, 988-1001.
- [61] Schaufeli, W. B., & Buunk, B. P. (2003). Burnout: An Overview of 25 Year of Research and Theorizing. In M. Schabracq, J.A.K. Winnubst and C.C. Cooper (Eds), *The Handbook of Work and Health Psychology* (2 ed). Chichester: John Wiley.
- [62] Schaufeli, W. B., & Enzmann, D. (1998). *The Burnout Companion to Study and Research: A Critical Analysis*. Taylor & Francis, London.
- [63] Schaufeli, W. B., Leither, M. P., & Maslach, C. (2008). Burnout: 35 Years of Research and Practice. *Career Development International*, 14(3), 204-220.
- [64] Sekaran, U. (2005). *Research Method for Business: A Skill-Building Approach*. John Wiley & Sons Australia, Limited.
- [65] Shakiba, S., Largany, S. F. H., Najafi, A., Piryaee, S., & Asbaghi, E. (2014). Linking the Big Five Personality Constructs to Job Burnout. *International Journal of Current Life Sciences*, 4(11), 9774-9779.
- [66] Shukla, A., & Trevedi, T. (2008). Burnout in Indian Teachers. *Asia Pacific Ocean Review*, 9, 320-334.
- [67] Storm, K. & Rothmann, S. (2003). The Relationship between Burnout, Personality Traits and Coping Strategies in a Corporate Pharmaceutical Group. *South African Journal of Industrial Psychology*, 29(4), 35-42.
- [68] Swider, B. W., & Zimmerman, R. D. (2010). Born to Burnout: A Meta-analytic Path Model of Personality, Job Burnout, and Work Outcomes. *Journal of Vocational Behavior*, 76, 487-506.
- [69] Taris, T. W., LeBlanc, P. M., Schaufeli, W. B., & Schreurs, P. J. G. (2005). Are there Causal Relationship between Dimension of the Maslach Burnout Inventory? A Review and Two Longitudinal Tests. *Work & Stress*, 19(3), 238-225.
- [70] Toker, S., & Biron, M. (2012). Job burnout and depression: Unraveling their temporal relationship and considering the role of physical activity. *Journal of Applied Psychology*, 97, 699-710.
- [71] Toker, S., Melamed, S., Berliner, S., Zeltser, D., & Shapira, I. (2012). Burnout and risk of coronary heart disease: A prospective study of 8838 employees. *Psychosomatic Medicine*, 74, 840-847.
- [72] Unaldi, I., Bardakci, M., Dolas, F., & Arpaci, D. (2013). The Relationship between Occupational Burnout and Personality Traits of Turkish EFL Teachers. *Journal of Education and Practices*, 4(13), 86-98.
- [73] Utusan Online 2012, February [Cited 22 February 2017, Available from http://ww1.utusan.com.my/utusan/Parlimen/20121213/pa_03/530-guru-dikenal-pasti-berdepan-masalah-mental
- [74] Yilmaz, K. (2014). The Relationship between the Teacher's Personality Characteristic and Burnout Levels. *Anthropologist*, 18(3), 783-792.
- [75] Zellars, K. L., Perrwé, P. L., & Hochwarter, W. A. (2000). Burnout in Health Care: the Role of the Five Factors of Personality. *Journal of Applied Social Psychology*, 30(8), 1570-1598.
- [76] Zimmerman, R. D. (2008). Understanding the Impact of Personality Traits on Individuals' turnover decisions: A meta-analytic Path Model. *Personnel Psychology*, 61, 309-348.