

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

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**Abstract**— Time management performs an important role in performing tasks in time without getting burnout. The purpose of this study was to investigate the relationship of time management, personality, social support and burnout among students. The literature suggests that personality and social support defend the negative effects of time management on burnout. There were 214 respondents who have participated in the online survey consisting of six sections which are demographic, work experience, time management, personality, social support, and burnout. A descriptive statistics, T-test for Independent Sample Means, Pearson Correlation, and Multiple Regression were used to analyse the data. There are inconsistencies in the findings obtained by previous researchers on the relationship between time management and burnout among students indicate that research into the effects of time management, personality and social support on students' burnout is not conclusive. This study attempts to fill the gap by investigating the relationship of time management, personality and social support to reduce burnout among students by using the proper time management skills. Co-relation statistic revealed that time management has significantly relationship with burnout; however burnout has no significant relationship with personality.

**Index Terms**— Time management, Burnout, Personality, Social Support

## I. INTRODUCTION

Burnout is a common and serious problem among students today, especially among those students studying in higher education institutions. Extensive studies have been performed on degree of burnout and its associated factors among these institutes and all of these studies indicate that study about burnout is relatively high in these institutions (Klersy et al. 2007; Aziznejad & Hosseini, 2006). Time management is one of the components of management knowledge, which is the effective use of resources and a way to achieve personal goals. In addition, time management includes skills such as self-discipline, goal setting, controlling breaks, organizing works, etc. These skills may well eliminate many sources of study and reduce its negative effects (Yazdanpanah et al. 2009). Yet, recent research focuses on good time management skills to reduce study burnout among students. Specifically, there is

little research practicing for the study burnout in higher educational institutes. In addition, further research is warranted to identify new factors that play the roles of personality and social support linked towards burnout. Furthermore, while good time management skills reduces the study burnout among students is relatively well considered in educational institutes, hence this study focused to investigate the relationship between time management skills, burnout, personality and social support among students.

### 1.1 Research Objectives

The objectives of this research are:

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

### 1.2 Research Questions

There are four research questions evolved in this study as listed below:

1. What is the relationship between time management and burnout among students?
2. What can buffer the negative effects of personality and social support?
3. Is there any significant relationship between burnout and age group?
4. Are the males and females statistically significant?



## II. LITERATURE REVIEW

### 2.1 Burnout among students

Burnout has numerous consequences such as absenteeism, job abandonment, decline in health, and high risk of susceptibility to depression (Toppinen-Tanner et al., 2005). These results are also true for academic burnout (Schaufeli, Martínez, Pinto, Salanova, & Bakker, 2002). Researchers such as Ahola and Hakanen (2007) have shown that academic burnout results in depression Neumann et al. (1990) believe that academic burnout in students is an important research area for the university because of the following reasons; first, academic burnout can be an important key to perception of various student behaviors such as academic function during a study session. In addition, academic burnout influences students' relations with their faculty and university. For example academic burnout affects students' commitments to the faculty and their engagement in scientific affairs after graduation. Academic burnout can influence students' eagerness and enthusiasm for study.

Furthermore, burnout is always more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job. The major factors of burnout include (work overload, lack of control, lack of reward, lack of community, value conflict, and lack of fairness) (Maslach & Leiter, 1997). According to Austin (1981) burnout is habitual chronic stress that accumulates without compensatory relaxation. Pine and Maslach (1982) discussed burnout as a "state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward. Similarly, Pine and Maslach (1982) discussed burnout as a "state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward." The concept of burnout was further popularized with the development of Maslach Burnout Inventory (Maslach and Jackson, 1981). Maslach and Jackson (1981) defined burnout as a syndrome that is composed of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. She noted that the three components are inter-dependent upon each other. The first component, emotional exhaustion is defined as feeling overwhelmed and emotionally drained. Depersonalization, the second component, is characterized as withdrawing from others and becoming negative. The last component, reduced personal accomplishment, is described as feeling that one's work is not successfully achieved or feeling lack of accomplishment.

### 2.2 Students' Perception Towards social support, personality and burnout

Social support is the physical and emotional comfort given to an individual by his/her family, co-workers and others times of need. social support can buffer the negative effects of stress As a source ( Bonfiglio, 2005; Cheuk, Wong & Rose, 1994; Wong & Cheuk, 2005) Research evidence have shown that there is high stress and burnout among students in higher educational institutions. According to Funder (2007), "Personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns" (p. 5). stands for a person's values, preferences, needs, stable dispositions or emotional characteristics. There is paucity of studies that investigated the relationship between time management, personality and social support among college students and the roles of burnout in the relationship.

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

Time is the wealth of each individual, group or organization that is not comparable with any other assets (Ibrahimi, 1994). Time is a valuable capital and source that if lost, can never be replaced (Braian, 2004). According to Webber among other resources, time is important and extremely rare for the organization (Claessens et al, 2007). Good time management skills for students such as setting goals and priorities as well as monitoring the use of time can facilitate productivity and minimize study stress, contributing to work effectiveness, maintaining balance and academic success (Britton & Tesser, 1991; Misra & McKean, 2000). Time management is the effective use of resources and a way to achieve personal goals. In addition, time management is efficient use of time to live more comfortably. Good time management skills can eliminate a lot of time resources stress and reduce its negative effects (Whipp, 2002). Time management skills, includes interpersonal skills in time management and organizational skills. Personal Skills in time management is personal affair and should be matched with the management style of the person and the situation. Organizational skills of time management is about people who work in an Organization or have managerial experience including six dimensions: goal setting, prioritizing goals and activities, operational planning, delegation, communication management and meeting management (Robbins, 2012).

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

Student's perception of burnout has a huge impact on their time management schedule and personality and social support interacted with time management to predict personal accomplishment. Jackson (1993) and Kim-Wan

(1991) find significant difference in levels of burnout among students relative to demographic factors such as age, gender and work experience.

### III. METHODOLOGY

#### 3.1 Research Design

The research was conducted using descriptive and quantitative method. The data was collected through an online questionnaire Hosted by Google Doc. The Data was collected as there was no restriction of answering the question as the participants could choose to answer the questionnaire at any time of their preferences.

#### 3.2 Population and Sample

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

#### 3.3 Measurements

##### Time Management

Time management instrument ( Britton & Tesser, 1991) was used to collect data from students, how they manage and use their time to achieve the goals. 18 Items are rated by a frequency scale with 5 Dimensions 1 (Never) to 5 (Always). From the studies conducted by Britton & Tesser (1991), it showed highly reliability of instrument. Coefficient alpha reliability is 0.80.

##### Personality

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

##### Social Support

The Multi-dimensional Scale of Perceived Social Support (MSPSS). This instrument was revised by Cutrona & Russell (1987) to measure social support. 12 items using 6 dimensions and Likert Scale 1 (very strong disagree) to 7 (Very strong agree). Cronbachs's alpha coefficient: 0.75, 0.60, 0.75, 0.72, 0.68 respectively.

##### Burnout

The Maslach Burnout Inventory was used to measure burnout (MBI) (Maslach and Jackson, 1981). 3 Dimensions with 22 items by using frequency scales 0 (never) to 6 (everyday). Reliable were exhaustion (Cronbachs's  $\alpha = 0.87$ ) and disengagement (Cronbachs's  $\alpha = 0.81$ ).

### IV. DATA ANALYSIS AND DISCUSSIONS:

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

Descriptive Statistics

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

The total of 214 participants took part in the online survey that done through convenient sampling whereby 102 (47.7%) males and 112 (52.3%) females completed the questionnaire. Out of the 214 participants, 58 (27.1%) were had the experience of 1 to 3 years of work, 53 (24.8%) were had the experience of 4 to 6 years of work, 72 (33.6%) were had the experience of 7 to 9 years of work and 31 (14.5%) were had the experience of 10 to 12 years of work. The range of the age of the participants is between 20 – 40. From the total participants, 42(19.6%) were between 20-25, 73(34.1%) were between 26-30, 69 (32.2%) were between 31-35 and 30(14.0%) were 36-40.

Table 1: demography of sample

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

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

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

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

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

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	Sig. (2-tailed)	.013	.341	.018	
	N	214	214	214	214

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

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

The findings concluded that there is an important relationship between Time management and burnout ( $r=-.170$ ,  $p<.005$ ). Also, there is an important relationship between social support and burnout ( $r=-.162$ ,  $p<.005$ ). However, burnout has no significant relationship with personality ( $r=-.065$ ,  $p=.341$ ).

As what this study had supposed, the findings showed that social support has a significant relationship with burnout. These findings came as the results of previous studies which said that teachers who have higher levels of social support were less burnout (Bonfiglio, 2005; Kim - Wan, 1991).

Table 4: ANOVA for the age group Burnout differences.

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

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

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

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

Based on the result obtained, the p value was  $>.05$  ( $p=.745$ ), which implies that there is no critical distinction in the age group on burnout.

Table 6: group statistics based on gender.

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

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

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

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

### 5.0 Conclusion:

In summary, this study sought to probe whether there was any relationship between time management, personality, social support and burnout. The findings concluded that there was a correlation between time management and social support with burnout. However, personality had no impact on burnout.

Also, it was found that the gender differences had no effect on burnout. Also, age groups had no significant difference on burnout.

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