

The Effect of Emotional Exhaustion on Job Involvement among Academic Administrators in Malaysia

Nor Suhana Ahmad^{1*}, Nurita Juhdi² and Rodrigue Ancelot Harvey Fontaine³

¹ Kulliyah of Economics and Management Sciences, International Islamic University Malaysia, 53100, Selangor, Malaysia
nsuhana.ahmad@gmail.com*

² Kulliyah of Economics and Management Sciences, International Islamic University Malaysia, 53100, Selangor, Malaysia
nurita@ium.edu.my

³ Kulliyah of Economics and Management Sciences, International Islamic University Malaysia, 53100, Selangor, Malaysia
ridhwan_fontaine@ium.edu.my

(* Corresponding author

Received: 10 August 2021

Revised from: 23 September 2021

Accepted: 8 October 2021

Published: 31 October 2021

Abstract

Attracting and retaining academic administrators are quite hard in most universities, due to the fact that, having an administrative position is considered as burdensome for most academicians. The purpose of this research is to stimulate awareness on healthy well-being in educational setting particularly academic administrators. This study investigated the effect of emotional exhaustion on job involvement among academic administrators in Malaysian universities. A total of 190 academic administrators from both public and private universities in Malaysia participated in this study. This is a confirmatory and cross sectional study which employs quantitative approaches and statistical analyses involved were Exploratory Factor Analysis (EFA), demographic analysis and linear regression. Data analysis revealed a moderately high level of emotional exhaustion experienced by the academic administrators and average level of job involvement. In addition to that, this study also found a significant inverse relationship between emotional exhaustion and job involvement. Knowledge gained from this study could contribute to empower university management to better comprehend the impact of emotional exhaustion on the well-being as well as performance of the employees, specifically academic administrators.

Keywords: Academic Administrator, Emotional Exhaustion, Job Involvement

1. Introduction

Industrial Revolution 4.0 has significantly changed the entire sectors all over the world. Higher education is also un-exempted and heavily affected by this. As such, frameworks have been developed thoroughly to cater the demand of new era of digitalisation as indicated in Framing Malaysian Higher Education 4.0 by Ministry of Higher Education (2018). Yet, as much as the world is depending on technology, few aspects have to be equally prioritise as well especially on social sustainability. In regard to this, human well-being is among the most crucial elements including both physical and mental. Undoubtedly, academic profession has becoming more stressful and challenging than ever before. In fact, it is also supported that the extensions of academicians' job which includes administration, public intellectuals and industrial relation are somehow burdensome (Da Wan et al., 2015). Due to this, academicians are having heavy workload that somehow requires them to work after office hours and even on weekend. Furthermore, academicians in universities are not only responsible to teach and do research but they are also expected to assume administrative

positions such as coordinator, head of department, deputy dean, dean along with others. It is not surprising when academicians are usually reluctant to take up any administrative posts (Dimici et al., 2016; DeZure et al., 2014). Juggling between teaching, doing research and being administrators at the same time, might have severe impact on their emotions. Previous study conducted by Hassan Asaari et al. (2016) highlighted that most administrators particularly, department chairs are not aspired to be in managerial or leadership role and always end up complaining about the job.

To date, existing literatures on workplace stress in educational context mainly involved school teachers and academic staff rather than academic administrators. In fact, most studies on this area were conducted by Western researchers such as Gmelch (2015) and Ewen et al., (2018). Indeed, educational setting in this country faces scarce number of studies pertaining to this area (Mee et al., 2018; Makhbul & Hizam, 2014). Undoubtedly, it is a very tough and demanding job per se hence, viewed as an unwelcomed offer by majority of them. In another stance, some academicians might be having a more positive outlook on taking up administrative positions as renewal of their professional identity (Henkel, 2002). Nevertheless, the administrators are very crucial as they are the ones who facilitate the universities in achieving the government's aspiration to be the educational hub. This has led to difficulty of attracting new talents and retaining academic administrators in most universities. Therefore, the need to study about the well-being of academic administrators is significant in order to better understand their emotion and experience that contribute to the performance. The objectives of the study is first to determine the level of emotional exhaustion among academic administrators, second to determine the level of job involvement among academic administrators and lastly to investigate the effect of emotional exhaustion on job involvement among academic administrators in Malaysian universities. The study would be able to enlarge new insights to the body of knowledge, bridging the existing gaps in the prevailing literatures particularly, in Malaysian context pertaining to this area as it is still underexplored.

1.1 Basic concepts

Speaking of emotional exhaustion, it is highly related and referred to burnout, which occurs due to prolonged stressful experience because of work that is not effectively managed by the employees. Among all the three dimensions of burnout, emotional exhaustion has been viewed as the most dominant dimension as compared to the other two, disengagement and reduced personal accomplishment. It is somehow acts as the true manifestation of burnout (Khan et al., 2014), a circumstance whereby a person is feeling of excessively strained and physically as well as emotionally depleted, he or she is actually experiencing exhaustion at work (Maslach & Leiter, 2008). Due to ever demanding nature of the current's academic sphere, majority of academicians are burdened with loads of work which then dampening their health status. To date, there are growing numbers of literatures on workplace stress, safety and health in both medical and non-medical journals, and this has justified that the same studies should also be done in academic sphere (Liu H-C et al., 2020; Fontinha, R. et al., 2019; Dewa C. S. et al., 2017). In fact, stressful circumstances in academic life are important scope to be studied as the quality of higher education would depend much on its academicians' well-being (Noor & Ismail, 2016). A cross-cultural qualitative study conducted in Malaysia and Indonesia found that among the sources of stress experienced by academic staff were increased work demands, inadequate role occupancy, insufficient role support, and role conflict (Safaria, 2013). A study also found the prevalent of emotional exhaustion among academic staff in a public university of Malaysia and its significant highest correlation with presenteeism (Omar et al., 2016). The academic administrators are having

dual roles in faculty and university level. They are academic staff who perform their essential duties and at the same time hold administrative position in the university. Unfortunately, they are always caught in the middle between effectively and simultaneously playing both roles. Indeed, they have to bear huge responsibility as compared to other academicians. As such, they would experience more stress whereby later on develop emotional exhaustion. Past study revealed that few university department heads in Turkey expressed their grievances including excessive workloads, insufficient incentives, lack of authority and other factors that contributed to the reluctance of taking up responsibility (Dimici et al., 2016). They also mentioned about the necessity of pre-service training and professional associations to make the position attractive. Eventually, all of these circumstances have further triggered several issues upon academic administrators' physical as well as emotional well-being henceforth reducing their job involvement.

Study on job involvement is deemed as essential because it is part of employees' job attitudes towards work and its importance is crucial to the well-being of both employees and organisation (Salessi & Omar, 2018). Kanungo (1982) defined job involvement as one's belief that his present job could meet his salient needs. Simply on how one is psychologically and personally identified to the job itself. Moreover, it can be said that job involvement is the degree to which employees, immersing themselves in their jobs, devoting time and energy in them, and considering work as a central part of their overall lives (Sethi & Mittal, 2016). A study conducted in Nigerian universities that analysed both qualitative and quantitative data revealed the interactional relationship between job involvement, job satisfaction, organisational citizenship behaviour (OCB) and organisational commitment (Nwibere, 2014). Indeed, employees' job involvement has vital contribution and impact on the other organisational outcomes. Therefore, management should never take this aspect for granted and always try to tackle issues pertaining to it. In academic realm, it has been stated that an educator's achievement in educational practices relied heavily on job involvement which then contribute to the teaching effectiveness and college development (Dehal & Kumar, 2017). In addition to that, the level of job involvement among academic staff in a public university of Malaysia was predicted by their OCB and job satisfaction (Sukri et al., 2016). The authors also acknowledged the prominence of job involvement in driving towards institutional goals. On this ground, it is believed that highly involved academicians are able to generate most effective educational processes which subsequently able to contribute to the attainment of desired institutional vision and mission. Having said that, involved academicians would then produce effective and efficient outcomes in teaching, administering, supervising students as well as high quality of research.

In Malaysia, one of the efforts to address the issue is exhibited by the Higher Education Leadership Academy which is also known as Akademi Kepimpinan Pendidikan Tinggi (AKEPT), a body that is currently applying the Competency-Based Talent Management (CBTM) model to prepare for the next leadership generations (Yahya, 2019). Since its establishment, AKEPT is aiming to produce competent leaders and administrators in higher education institutions. This is also highlighted in the latest Malaysia Education Blueprint (Ministry of Education, 2015). Highly and personally involved administrators are very crucial for the institutional developments. Competency alone is definitely inadequate, rather passion and job involvement would drive the institution to success. That is why the level of job involvement among staff should be extensively recognised. Hence, this group of people should be moulded at the early stage (faculty level) in order for them to be personally aligned with the vision and mission and rigorously contributing for the future directions of the universities.

1.2 The relationship between emotional exhaustion and job involvement

Studies conducted in the area concerning to emotional exhaustion and job involvement of working people have gained attention from existing scholars and researchers. A research undertaken by Chiu and Tsai (2006) showed that job involvement is connected to both dimensions of burnout namely emotional exhaustion and diminished personal accomplishment. On top of that, emotional exhaustion is also proved to be the major predictor of job involvement and exposed an inverse manner among the Nigerian workers (Olusa & Afolabi, 2017). Moreover, recent study among HR managers in Beijing also found significant negative association between job involvement and all dimensions of burnout including emotional exhaustion (Chen, Liu, & Li, 2020). In contrast, a study revealed that the relationship between job involvement and emotional exhaustion among correctional employees was found statistically and significantly positive (Griffin et al., 2010). This shows that highly involved employees tend to experience emotionally drained and overextended out of the job. These studies prove that there is a statistically significant relationship between emotional exhaustion and job involvement. Comparatively, study conducted among academic staff in one of the central universities in India discovered that emotional exhaustion was found negatively related to job involvement, yet the relationship was insignificant (Azeem, 2010). In Malaysian private universities, majority of academicians who faced burnout (including exhaustion) were reported to have low life satisfaction, less employer support, lack of involvement and average job and career satisfaction (Chen et al., 2014).

The Job-Demand Resources (JD-R) model is among the popular occupational stress theories that basically explains strain as a result of response to disparity between one's demands and resources at work. This particular theory as indicated by Bakker and Demerouti (2017) involves two types of job characteristics namely job demands (e.g. high work pressure and emotionally demanding interactions) and job resources (e.g. autonomy, performance feedback and growth opportunities). Imbalance between these two job characteristics would then distract both well-being and performance of the employees. Originally, the theory suggested that exhaustion was predicted by job demands, meanwhile, disengagement was predicted by job resources. As time passes by, extensions of the JD-R theory have caused it to be flexible and useful to study any type of professional groups. Additional interactions and linkages between constructs also have made it to be much more relevant to be applied in present days. In fact, a revised version shown in Schaufeli and Taris (2014) confirmed that the strain experienced by a person will give significant impact on not only his health problems but also working performance. Strain in this situation is burnout symptom particularly one's exhaustion or overextended feeling. In this study, emotional exhaustion resembling the strain and job involvement acts as the outcome performance. Existing studies and the underpinning theory validates the relationship between emotional exhaustion and job involvement. Thus, based on the preceding discussion, it is hypothesized that:

Hypothesis 1: There is a negative effect of emotional exhaustion on job involvement among the academic administrators.

2. Data collection and research instrument

This is a confirmatory and cross sectional study which employs quantitative approaches. Unit of analysis for this study is individual (i.e. academic administrator). Samples were academic staffs who are currently having teaching task, doing research and at the same time holding administrative position in the universities that they are working for

such as Dean/Head of Department/Coordinator and others. This study employed stratified random and purposive sampling method. Data were collected throughout the Peninsular Malaysia using online survey form. The list of full-fledged public and private universities was obtained from Malaysian Qualification Register (MQR) official website. The survey link is distributed to the respondents via their official email. Out of 300 surveys distributed, a total of 200 forms were received indicating the response rate of 67%. However, 10 forms were excluded because of some unmet requirements at the early screening stage. Finally, 190 of usable forms were proceeded for data analysis.

The questionnaire consisted of demographic profile and studied constructs sections. The demographic profile asked about respondents' gender, age, academic administrative positions, length of experience and willingness to continue serving. Meanwhile, another section asked about the constructs of emotional exhaustion and job involvement. Emotional exhaustion was measured using nine items adapted and modified from Maslach et al. (1997) and Demerouti et al. (2003) on a six-point scale that ranged from 1 (never) to 6 (always). On the other hand, job involvement was measured by using eleven items, ten items were developed by Kanungo (1982) and one item is added by researchers. The items were measured on a six-point scale ranged from 1 (strongly disagree) to 6 (strongly agree). All of these items were modified accordingly to cater the need of the present study which sought to measure the emotional exhaustion and job involvement of academic administrators in Malaysian universities.

2.1 Reliability of measurement items

All the 20 items concerning emotional exhaustion and job involvement constructs undergone an exploratory factor analysis (EFA). Extraction of the factors for EFA was done using SPSS 24.0 and there are few things that crucial in EFA like the principal component analysis, communalities, factor rotation, eigenvalues and others (Hair et al., 2019). Prior to EFA, Kaiser–Meyer–Olkin (KMO) and Bartlett test of sphericity revealed a measure of sampling adequacy of 0.932 and significant which was far greater than 0.6 minimum value and significance value less than 0.05. This means that the data were suitable and adequate for factor analysis to be conducted and sufficient items for each construct. Principal component analysis with varimax rotation were used to analyse all the items. As a result, two factors were extracted by observing the scree plot and eigenvalues greater than 1 in total variance explained output table. The two factors consisting items for each construct explained 68.87% of the total variance. All items loaded in the respective factor except two negatively worded items of job involvement. Hence, these two items were then deleted. All items had factor loadings above 0.50 which achieved the minimum level. On top of that, the communalities values of the remaining items were also above the minimum level of 0.40 (Hair et al., 2019).

Finally, Factor 1 and Factor 2 extracted were named as emotional exhaustion and job involvement respectively. Factor 1 contained all the nine items and Factor 2 contained nine items as well with high factor loadings. Indeed, in order to determine the internal reliability of construct, the Cronbach's Alpha value should be tested. The Cronbach's α value for emotional exhaustion was 0.953 while the Cronbach's α for job involvement was 0.942. These two then concluded that the items measure for the components were highly reliable as they exceeded the required value of 0.70. Table 1 summarises the detailed of above mentioned procedures and results.

Table 1: The Internal Reliability Measure

Factor	Number of Original Items	Number of Retained Items	Cronbach's Alpha
1 (Emotional exhaustion)	9	9	0.953
2 (Job involvement)	11	9	0.942

3. Findings and Discussions

3.1 Demographic analysis

A total 190 respondents participated in this study. Eighty-four of them were male and one hundred and six were female academic administrators with the percentage of 44.2% and 55.8% respectively. Majority of them were aged between 40-49 years old represented by 48.9% and 44.7% were respondents between 30-39 years old. The others were aged below 29 years (1.1%), 50-59 years (4.7%) and 60 years and above (0.5%). Hundred and seventy-three of them were Malaysians and only seventeen were non-Malaysians. In addition to that, more than half of the respondents (55.3%) were currently working in private universities, and 44.7% from public universities. Most of them had Doctoral degree and others had Master's degree and Bachelor's degree, 68.9%, 29.5% and 1.6% respectively. Seventy-eight of them were coordinators/advisors, sixty-one were head of departments, thirty-seven were deputy dean/director and fourteen were dean/director. None of the respondents were from higher management. In terms of length of service for the current position, almost majority of them (70.5%) were 1-5 years of service, meanwhile for the total experience of taking up responsibility as academic administrators in the current university, more than half (53.2%) of the respondents answered 1-5 years. In reference to the question asked about the willingness to continue serving as academic administrators, 41.1% of them answered undecided and 31.1% were unwilling to serve. There were only 27.9% of respondents willing to continue taking up responsibility as academic administrators in the current universities.

3.2 The level of emotional exhaustion among academic administrators

Based on the analysis, the findings exposed that emotional exhaustion among academic administrators who are having teaching task, doing research and holding administrative position in the university was prevalent. Respondents indicated mean for emotional exhaustion ($M = 4.24$, $SD = 1.11$), that means they experienced moderately high level of emotional exhaustion when serving as academic administrators. Among the items that had highest mean values were "I feel like I am working too hard on my job" ($M = 4.96$, $SD = 1.35$) and "I feel exhausted at the end of the workday" ($M = 4.94$, $SD = 1.20$). This finding confirms that due to the burden of bearing dual roles, many academic administrators feel emotionally depleted and over strained. In academic sphere, among the prominent sources of this kind situation would be high workload, role conflict, lack of support as revealed by Safaria (2013). Logically speaking, it is much more relevant when the academic staff hold administrative positions simultaneously as extra responsibilities that they have are more demanding as compared to those who do not. The former would easily triggered experiencing exhaustion rather than the latter. As Omar et al. (2016) revealed that academic staff in Malaysia encountered emotional exhaustion while working, therefore, the finding of this present study is considered valid and sensible. This result also tally with the low percentage of respondents who were willing to continue to serve as academic administrators, merely 27.9%.

3.3 The level of job involvement among academic administrators

Academicians are assumed to take up the responsibility by being administrators who will involve and facilitate in management line. Thus, their level of involvement should not be neglected. Based on the finding itself, respondents indicated an average level of job involvement ($M = 3.72, SD = 0.98$). Out of nine items, among the items that had highest mean values were “I have spent more than 8 hours per day on my work” ($M = 4.25, SD = 1.16$) and “I am involved in my job most of the time” ($M = 4.18, SD = 1.06$). In this sense, this shows that academic administrators in universities were averagely immersed themselves into the job, neither high nor low. Perhaps, few administrators devoted more time and energy in performing the job, nevertheless, did not consider the job as fundamental part of their overall lives (Sethi & Mittal, 2016). Looking at this finding, it can be expected that, other organisational outcomes would also have tendency to be in the same manner as well following the degree of job involvement among academic administrators. This is then supported by previous finding whereby respondents indicated 41.1% of indecision and 31.1% of unwillingness to continue serving as administrators. They might not personally aspired to be in management line per se. Previous studies such as Hassan Asaari et al. (2016) and Henkel (2002) also supported this circumstance whereby administrative roles were viewed as unwelcomed and distractive.

3.4 The effect of emotional exhaustion on job involvement

Linear regression was used to analyse the effect of emotional exhaustion on job involvement among academic administrators in Malaysian universities. As displayed in Table 2, the results revealed emotional exhaustion explained 24.6% of the variance in job involvement ($F = 62.8, p < 0.05$). The R value represents the simple correlation of 0.500 indicated a moderate degree of correlation. The emotional exhaustion was statistically significant to have a negative effect on job involvement ($\beta = -.500, p = 0.000$). Having said that, an increase in emotional exhaustion would further decrease the job involvement among the academic administrators.

Table 2: Summary of linear regression analysis of job involvement on predictor variable ($N = 190$)

Predictor variable entered	p	Standardised β	t	R	Adjusted R^2	F^*
Emotional exhaustion	0.000	-.500	-7.925	.500	0.246	62.8

Notes: * $p < 0.05$

The current findings were also in line with previous studies such as proven by Chen et al. (2020), Olusa & Afolabi, (2017) and Azeem (2010). Academic administrators who feel emotionally exhausted will significantly contributed to lower level of job involvement. This is also supported by Job-Demand Resources (JD-R) model whereby strain produces a negative impact on the employees performance. When employees feel excessively exhausted, they tend to be underperformed by reducing job attitudes and behaviours. Here, we managed to acknowledge the nature of work among academic administrators are highly pressured thus, contributing to emotional depletion, which then affecting their degree of job involvement. It makes sense why most of academic staff are reluctant to be administrators in universities and why attracting talents as well retaining them are so difficult. This has also been displayed in a study by Dimici et al. (2016) on their unwillingness. It is not only occurs in Malaysia, yet, universities all over the world are facing the same issues.

To date, the use of Employee Assistance Programs (EAP) has been extensively recognised in helping employees with problems, provided by internal employers or external vendors. EAP involves counselling, assessment, consultation and other beneficial programs that aims to promote health and improve performance at workplace. The effectiveness of this initiative should be continuously investigated so that it could solve the rising matters. Few numbers of organisation that highlighting mental health at workplace are accessible through their websites as listed by Attridge (2019). As in academic profession, emotionally exhausted staff should be acknowledged in order to prevent further worst scenario that dampening their working performance. On top of that, the whole staff must be widely informed of the availability and accessability of EAP provided by the university. A detailed explanation of EAP application in higher education was done by Nurhadi (2020) in terms of its preparation, implementation and evaluation stages.

4. Conclusion

This study exposed a moderately high level of emotional exhaustion experienced among academic administrators in Malaysian universities. Furthermore, their level of job involvement was merely average. The present study also found an inverse relationship between emotional and job involvement. Conclusively, academic administrators who are whole-heartedly involved in the job, would show that they are really enjoying the position and taking the challenges as a great motivation to grow further. This could be achieved only when the university is taking a good care of the staff and attending to the grievances among them especially in terms of job characteristics. The significant relationships between these constructs are still understudied especially in Malaysian context, hence worth to be further explored. The studied constructs are also indirectly resembling important features that should not be neglected in order to enhance human capital sustainability. Recommendations for future research would be employment of structural equation modelling (SEM) in order to obtain a robust findings, inclusion of other relevant job-related constructs and combination of mixed-method approach to gain an in depth comprehension of the current area of study. Indeed, there are a lot of rooms to be discovered in Malaysian context, particularly regarding this studied population. Apart from that, the university management could review or even develop new policies that could enhance the academic administrators' well-being such as reducing workloads, organising stress management seminars and the like. In fact, implementation of EAP would also be beneficial for the whole university staff in the long run. Acknowledgement of the lived experience of this group is quite important as it could affect the overall organisational behaviour and performance.

Acknowledgement

This study is funded by DeBA Research Grant (DEBA20-007-0013), International Islamic University Malaysia (IIUM).

References

- Attridge, M. (2019). A global perspective on promoting workplace mental health and the role of employee assistance programs. *American Journal of Health Promotion*, 33(4), 622–629. <https://doi.org/10.1177/0890117119838101c>

- Azeem, S. M. (2010). Personality hardiness, job involvement and job burnout among teachers. *International Journal of Vocational and Technical Education*, 2(3), 36–40. Retrieved from <http://www.academicjournals.org/IJVTE>
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. doi:10.1037/ocp0000056
- Chen, W-S., Haniff, J., Siau, C-S., Seet, W., Loh, S-F., Abd Jamil, M. H., Sa'at, N., & Baharum, N. (2014). Burnout in academics: An empirical study in private universities in Malaysia. *The International Journal of Social Sciences and Humanities Invention*, 1(2), 62-72.
- Chen, Y., Liu, C., & Li, W. (2020). Correlation between mental health, job involvement and job burnout of human resource managers. *Revista Argentina de Clinica Psicologica*, 29(2), 590–595. <https://doi.org/10.24205/03276716.2020.282>
- Chiu, S-F., & Tsai, M. C. (2006). Relationships among burnout, job involvement, and organizational citizenship behavior. *Journal of Psychology: Interdisciplinary and Applied*, 140(6), 517–530. <https://doi.org/10.3200/JRLP.140.6.517-530>
- Da Wan, C., Chapman, D. W., Zain, A. N. M., Hutcheson, S., Lee, M., & Austin, A. E. (2015). Academic culture in Malaysia: sources of satisfaction and frustration. *Asia Pacific Education Review*, 16(4), 517–526. <https://doi.org/10.1007/s12564-015-9398-1>
- Dehal, P. S., & Kumar, R. (2017). Job involvement among college teachers. *International Journal of Multidisciplinary Research and Development*, 4(6), 502–505.
- Demerouti, E., Bakker, A. B., Vardakou, I., & Kantas, A. (2003). The convergent validity of two burnout instruments: A multitrait-multimethod analysis. *European Journal of Psychological Assessment*, 19(1), 12–23. <https://doi.org/10.1027//1015-5759.19.1.12>
- Dewa, C.S., Loong, D., Bonato, S. & Trojanowski. L. (2017). The relationship between physician burnout and quality of healthcare in terms of safety and acceptability: A systematic review. *BMJ Open* 2017, 7(6), 1-16. <http://dx.doi.org/10.1136/bmjopen-2016-015141>
- DeZure, D., Shaw, A. & Rojewski. J. (2014). Cultivating the next generation of academic leaders: Implications for administrators and faculty. *Change*, January/February, 7-12.
- Dimici, K., Seggie, F. N., Hacifazlioğlu, Ö., Caner, A. (2016). Challenges of the professionalization of department heads in higher education: A qualitative study in Turkey. *Education and Science*, 41(184), 131-146.
- Ewen, A. M., Gardiner, P. M., Palma, S., Whitley, K., & Schneider, J. I. (2018). We matter too! Addressing the wellness of program coordinators in graduate medical education. *Journal of Continuing Education in the Health Professions*, 38(3), 165–170. <https://doi.org/10.1097/CEH.0000000000000209>
- Fontinha, R., Easton, S., & Van Laar, D. (2019). Overtime and quality of working life in academics and nonacademics: The role of perceived work-life balance. *International Journal of Stress Management*, 26(2), 173–183. <https://doi.org/10.1037/str0000067>
- Gmelch, W. (2015). The call for leadership : Why chairs serve , what they do , and how long should they serve. *AKA Monographs: Leading and Managing the Kinesiology Department*, 1(1), 1–12.
- Griffin, M. L., Hogan, N. L., Lambert, E. G., Tucker-Gail, K. A., & Baker, D. N. (2010). Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of correctional staff. *Criminal Justice and Behavior*, 37(2), 239–255. <https://doi.org/10.1177/0093854809351682>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). United Kingdom: Cengage.
- Hassan Asaari, M. H. A., Dwivedi, A., Lawton, A., & Desa, N. M. (2016). Academic

- leadership and organizational commitment in public universities of Malaysia. *European Scientific Journal, ESJ*, 12(16), 329–344. <https://doi.org/10.19044/esj.2016.v12n16p329>
- Henkel, M. (2002). Emerging concepts of academic leadership and their implications for intra-institutional roles and relationships in higher education. *European Journal of Education*, 37(1), 29–41. <https://doi.org/10.1111/1467-3435.00089>
- Khan, F., Amran, M. R., Rosman, M. Y., Malik, M. F., Khan, M. M., & Khan, Q. (2014). Effect of emotional exhaustion on organizational. *Science International*, 26(5), 2433–2437
- Liu, H-C, Cheng, Y., & Ho, J-J. (2020). Associations of ergonomic and psychosocial work hazards with musculoskeletal disorders of specific body parts: A study of general employees in Taiwan. *International Journal of Industrial Ergonomics*, 76. <https://doi.org/10.1016/j.ergon.2020.102935>
- Makhbul, Z. M., & Hizam, S. M. (2014). The Effect of Occupational Stressors on Health and Individual Productivity : Assessments via Sobel Test. *Jurnal Ekonomi Malaysia*, 48(1), 117–131.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). Maslach Burnout Inventory. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating Stress A Book of Resources* (pp. 191–218). London: The Scarecrow Press, Inc.
- Mee, L. Y., Pooi Fong, I. O., Ismail, N., Mohamad, F., Ibrahim, A. B., & Abaeian, V. (2018). Competency gap and coping strategies of academic leaders at higher education institutions in Malaysia. *Taylor's Business Review*, 7(1), 41–62.
- Ministry of Higher Education Malaysia (2018). Framing Malaysian Higher Education 4.0: Future-Proof Talents. Retrieved from https://adec.um.edu.my/pdf/Framing_malaysian_HE4.0.pdf
- Noor, A., & Ismail, N. H. (2016). Occupational stress and its associated factors among academicians in a research university, Malaysia. *Malaysian Journal of Public Health Medicine*, 16(1), 81–91
- Nurhadi, D. (2020). How to implement employee assistance programs in higher education: A literature review. *Jurnal Teknologi, Kejuruan, dan Pengajarannya*, 43(2), 106 -118
- Nwibere, B. M. (2014). Interactive Relationship Between Job Involvement, Job Satisfaction, Organisational Citizenship Behaviour, and Organizational Commitment in Nigerian Universities. *International Journal of Management and Sustainability*, 3(6), 321–340. <https://doi.org/10.18488/journal.11/2014.3.6/11.6.321.340>
- Olusa, A. O., & Afolabi, O. A. (2017). Job demand and job involvement among employees in construction and manufacturing industries : Mediating role of occupational burnout. *International Journal of Applied Psychology*, 7(1), 19–28. <https://doi.org/10.5923/j.ijap.20170701.03>
- Omar, M. K., Rusdi, S. D., Huseein, N., Thangal, T. B., & Mohd, I. H. (2016). Presenteeism and its effect towards academic burnout and life satisfaction: A study in a public university of Malaysia. *International Academic Research Journal of Business and Technology*, 2(2), 85-90.
- Salessi, S., & Omar, A. (2018). Job involvement in current research: update and state of the art. *Papeles Del Psicólogo - Psychologist Papers*, 40(1), 46–56. <https://doi.org/10.23923/pap.psicol2019.2882>
- Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: implications for improving work and health. In G. F. Bauer & O. Hämmig (Eds.), *Bridging Occupational, Organizational and Public Health* (Eds, pp. 43–68). https://doi.org/10.1007/978-94-007-5640-3_4
- Sethi, A., & Mittal, K. (2016). A study of job involvement among senior secondary school teachers. *International Journal of Applied Research*, 2(2), 205–209.

- Sukri, S., Asogan, P., & Waemustafa, W. (2016). Factors influencing job involvement in Universiti Malaysia Perlis (UniMAP). *Mediterranean Journal of Social Sciences*, 6(6S4), 157-167. <https://doi.org/10.5901/mjss.2015.v6n6s4p157>
- Yahya, N. (2019, October 5). Persiapkan pemimpin masa depan universiti. *Berita Harian*. Retrieved from <http://akept.mohe.gov.my/index.php/media-centre/printed-media/news-paper-clippings/91-persiapkan-pemimpin-masa-depan-universiti>