



**UNIVERSITI PUTRA MALAYSIA**

***ASSOCIATION BETWEEN PSYCHOSOCIAL SAFETY CLIMATE AND  
JOB DEMAND RESOURCES TOWARDS BURNOUT AMONG  
COMMUNITY COLLEGE STAFF IN PENINSULAR MALAYSIA***

**CHANG VUI SENG WILSON**

**FPSK(m) 2019 31**



**ASSOCIATION BETWEEN PSYCHOSOCIAL SAFETY CLIMATE AND JOB  
DEMAND RESOURCES TOWARDS BURNOUT AMONG COMMUNITY  
COLLEGE STAFF IN PENINSULAR MALAYSIA**

By

**CHANG VUI SENG WILSON**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Master of Science**

**January 2019**

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
fulfilment of the requirement for the degree of Master of Science

**ASSOCIATION BETWEEN PSYCHOSOCIAL SAFETY CLIMATE AND JOB  
DEMAND RESOURCES TOWARDS BURNOUT AMONG COMMUNITY  
COLLEGE STAFF IN PENINSULAR MALAYSIA**

By

**CHANG VUI SENG WILSON**

January 2019

**Chair : Assoc. Prof. Anita Binti Abd Rahman, PhD**  
**Faculty : Medicine and Health Sciences**

Psychological hazards are one of the relevant areas in occupational health with many studies done on occupational stress. However, the extreme end of mental health which is burnout that has a more serious impact has not been much explored. Previous study has shown that 10 to 15% of the working population in the Netherlands suffer from the burnout that has a more detrimental effect compared to occupational stress. Therefore in this study, it was proposed that Psychosocial Safety Climate (PSC) act as a precursor to working conditions and its effects on employees' psychological well-being. Furthermore, PSC will decrease emotional exhaustion, particularly through job demands (bullying and emotional demands), and job resources (i.e social support). A cross-sectional survey was conducted and respondents were sampled through multistage sampling were based on the number of community colleges in Peninsular Malaysia, approximately 50 colleges were first randomly chosen and later staff from each selected colleges were further sampled through simple random sampling. Finally, a total of 425 employees from 45 organizations agreed to participate in the study. For statistical analysis, Hierarchical Linear Modeling software was used as it is able to test a multilevel relationship. It was found that PSC was negatively associated with workplace bullying ( $\gamma = -.13$ ,  $SE = .03$ ,  $P < .001$ ) and emotional demands ( $\gamma = -.17$ ,  $SE = .05$ ,  $P < .01$ ) and positively associated with social support ( $\gamma = .16$ ,  $SE = .02$ ,  $P < .001$ ). In addition, the relationship between PSC with burnout was mediated by workplace bullying ( $z = -3.61$ ,  $SE = .01$ ,  $p < .001$ ), emotional demands ( $z = -3.18$ ,  $SE = .01$ ,  $p < .001$ ) and social support ( $z = -6.86$ ,  $SE = .01$ ,  $p < .001$ ). In conclusion, these finding on PSC would provide community colleges staff a better guidance and understanding about the concepts of PSC to improve the psychological health especially with regards to burnout.

**Keywords: burnout, community college, Psychosocial Safety Climate, Workplace bullying**

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGKAIT DIANTARA IKLIM PSIKOSOSIAL KESELAMATAN DAN  
SUMBER TUNTUTAN KERJA TERHADAP KELETIHAN EMOSI DI  
KALANGAN STAF KOLEJ KOMUNITI DI SEMENANJUNG MALAYSIA**

Oleh

**CHANG VUI SENG WILSON**

Januari 2019

**Pengerusi : Prof. Madya Anita Binti Abd Rahman, PhD**  
**Fakulti : Perubatan dan Sains Kesihatan**

Bahaya psikologi adalah salah satu bidang yang berkaitan dalam kesihatan pekerjaan dimana terdapat kajian yang dilakukan terhadap stres pekerjaan. Walau bagaimanapun, kesihatan mental yang keterlaluan iaitu keletihan emosi, tidak banyak diterokai. Kajian terdahulu telah menunjukkan bahawa 10 hingga 15% daripada penduduk yang bekerja di Belanda mengalami keletihan emosi yang mempunyai kesan yang lebih menjejaskan berbanding tekanan kerja. Oleh itu kajian ini, telah mencadangkan bahawa Iklim Keselamatan Psikososial (PSC) bertindak sebagai pencetus kepada keadaan kerja dan kesannya terhadap kesejahteraan psikologi pekerja. Tambahan pula PSC akan mengurangkan keletihan emosi, terutamanya melalui tuntutan kerja (buli dan tuntutan emosi), dan sumber pekerjaan (sokongan sosial). Kajian rentas keratan telah dijalankan dan responden telah dipilih melalui pensampelan berperingkat berdasarkan jumlah kolej komuniti di Semenanjung Malaysia, dimana daripada 50 kolej pertama dipilih secara rawak dan kemudiannya staf dari setiap kolej yang terpilih telah diambil melalui persampelan rawak mudah. Di akhirnya, sejumlah 425 pekerja dari 45 organisasi bersetuju untuk mengambil bahagian dalam kajian ini. Bagi analisis statistik, perisian Pemodelan Linear Hierarki digunakan kerana ia dapat menguji hubungan yang berperingkat. Didapati, Iklim Keselamatan Psikososial berkait secara negatif dengan buli di tempat kerja ( $\gamma = -.13$ ,  $SE = .03$ ,  $P < .001$ ) dan tuntutan emosi ( $\gamma = -.17$ ,  $SE = .05$ ,  $P < .01$ ) dan berkait secara positif dengan sokongan sosial ( $\gamma = .16$ ,  $SE = .02$ ,  $P < .001$ ). Di samping itu, didapati bahawa buli di tempat kerja menjadi perantara didalam hubungan perkaitan Iklim Keselamatan Psikososial dengan keletihan emosi ( $z = -3.61$ ,  $SE = .01$ ,  $p < .001$ ), tuntutan emosi ( $z = -3.18$ ,  $SE = .01$ ,  $p < .001$ ) dan sokongan sosial ( $z = -6.86$ ,  $SE = .01$ ,  $p < .001$ ). Sebagai kesimpulan, penemuan mengenai Iklim Keselamatan Psikososial akan memberi bimbingan dan pemahaman yang lebih baik mengenai konsep kepada staf kolej komuniti PSC untuk meningkatkan kesihatan psikologi terutamanya berkaitan dengan keletihan emosi.

**Katakunci : Keletihan emosi, Kolej Komuniti, Psikososial Iklim Keselamatan, Buli di tempat kerja**



## ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to my supervisor Assoc. Prof. Dr. Anita Binti Abd. Rahman of the Faculty of Medicine and Health Sciences at Universiti Putra Malaysia who despite her hectic schedules and commitments was always available and helpful. The door to Assoc Prof Dr. Anita office was always open whenever I ran into a trouble spot or had a question about my research or writing. Similarly, my most heartfelt appreciation to my co-supervisor to Assoc. Prof. Dr. Hejar Binti Abd Rahman and Assoc. Prof. Dr. Mohd Awang Bin Idris for the time spent to put us through at all stages of our research journey together.

I would also like to express my appreciation to all those who contributed in one way or another during the course of my program. My sincere thanks to going out to all the academic staff that assisted, encouraged and motivated me during my data collection in 50 community colleges in Malaysia.

Warmest thanks to my mother who have laid the foundation for what I am today and for their endless support and prayers. Finally, my sincere appreciation to my colleagues and friends who have supported me throughout my study especially Edi Rizal Bin Kassim who always accompany and support me. This accomplishment would not have been possible without them. Thank you.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

**Anita Binti Abd Rahman M. Comm. Health (OH)**

Associate Professor  
Faculty of Medicine and Health Sciences  
Universiti Putra Malaysia  
(Chairman)

**Hejar Binti Abdul Rahman, MPH**

Associate Professor  
Faculty of Medicine and Health Sciences  
Universiti Putra Malaysia  
(Member)

**Mohd Awang Bin Idris, PhD**

Associate Professor  
Faculty of Arts and Social Science  
University Malaya  
(Member)

---

**ROBIAH BINTI YUNUS, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:



## Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Matric No.: Chang Vui Seng Wilson, GS30062

## Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: \_\_\_\_\_  
Name of Chairman  
of Supervisory  
Committee: Anita Binti Abd Rahman

Signature: \_\_\_\_\_  
Name of Member of  
Supervisory  
Committee: Hejar Binti Abdul Rahman

Signature: \_\_\_\_\_  
Name of Member of  
Supervisory  
Committee: Mohd Awang Bin Idris

## TABLE OF CONTENTS

		Page
<b>ABSTRACT</b>		i
<b>ABSTRAK</b>		ii
<b>ACKNOWLEDGEMENTS</b>		iv
<b>APPROVAL</b>		v
<b>DECLARATION</b>		vii
<b>LIST OF TABLES</b>		xi
<b>LIST OF FIGURES</b>		xii
<b>LIST OF ABBREVIATIONS</b>		xiii
<b>CHAPTER</b>		
<b>1</b>	<b>INTRODUCTION</b>	
1.1	Background of the study	1
1.2	Problem statement	3
1.3	Significant of the study	4
1.4	Research Questions	5
1.5	Objectives of the study	5
1.5.1	General Objectives	5
1.5.2	Specific Objectives	5
1.6	Research Hypothesis	6
1.6.1	Organizational Level	6
1.6.2	Individual Level	6
1.7	Conceptual Definition	6
<b>2</b>	<b>LITERATURE REVIEW</b>	
2.1	Introduction	8
2.2	Psychosocial Safety Climate	8
2.3	Workplace Bullying	9
2.4	Emotional Demand	11
2.5	Burnout	13
2.6	PSC and Workplace Bullying	15
2.7	PSC and Emotional Demand	17
2.8	PSC and Social Support	18
2.9	PSC and Burnout	18
2.10	Workplace Bullying and Burnout	19
2.11	Emotional Demand and Burnout	20
2.12	Social Support and Burnout	21
<b>3</b>	<b>MATERIALS AND METHODS / METHODOLOGY</b>	
3.1	Introduction	24
3.2	Study Location	24
3.3	Study Design	24
3.4	Sampling	24
3.4.1	Study Location	24
3.4.2	Sampling Frame	25

3.4.3	Sampling Unit	25
3.4.4	Inclusion Criteria	25
3.4.5	Exclusion Criteria	25
3.4.6	Sampling Method	25
3.4.7	Sampling Method (Organizational Level)	27
3.4.8	Sampling Method (Individual Level)	28
3.4.9	Sample size Calculation (Organizational Level)	28
3.4.10	Sample size Calculation (individual Level)	29
3.5	Data Collection	30
3.6	Instrumentation	30
3.7	Validity and Reliability	32
	3.7.1 Validity	32
	3.7.2 Reliability	33
3.8	Data Analysis	33
3.9	Ethical Committee Approval	34
3.10	Procedure of Using Hierarchy Linear Modelling	34
<b>4</b>	<b>RESULTS</b>	
4.1	Introduction	35
4.2	Response Rate of the Respondents	35
4.3	Socio Demographic Characteristics of the Respondents	36
4.4	Statistical Analysis	37
4.5	Analysis Strategy	39
4.6	Results of Hypothesis	39
	4.6.1 Organizational Level	39
	4.6.2 Individual Level	47
<b>5</b>	<b>DISCUSSION</b>	
5.1	Introduction	50
5.2	Organizational Level	50
	5.2.1 Relationship between PSC and Workplace Bullying, emotional demand and social support	50
	5.2.2 Relationship between PSC and burnout	53
	5.2.3 PSC and Burnout	55
5.3	Individual Level	56
	5.3.1 Relationship between workplace bullying, emotional demand and social support with burnout	56
<b>6</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH</b>	
	6.1 Introduction	59
	6.2 Summary of the Research	59
	6.3 Recommendation of the Research	59
	<b>REFERENCES</b>	61
	<b>APPENDICES</b>	72
	<b>BIODATA OF STUDENT</b>	93
	<b>LIST OF PUBLICATIONS</b>	94

## LIST OF TABLES

<b>Table</b>		<b>Page</b>
3.1	Sample size calculation of workplace bullying	30
3.2	Reliability, Co efficient of variables	33
4.1	Socio demographic Characteristics of the Respondents (n=25)	36
4.2	Means, Standard Deviations, F values, ICC (I) and Correlations between the study variables.	38
4.3	HLM Analysis of cross level effects of PSC on lower level outcomes	41
4.4	Regression Analysis of PSC predicting workplace bullying	42
4.5	Regression Analysis of PSC predicting and workplace bullying predicting burnout	43
4.6	Regression Analysis of PSC predicting emotional demand	44
4.7	Regression analysis of PSC and emotional demand predicting burnout	44
4.8	Regression analysis of PSC predicting social support	45
4.9	Regression analysis of PSC and social support predicting burnout	45
4.10	HLM analysis of cross level effects of PSC on lower level outcomes	46
4.11	Hierarchy Linear Modelling analysis of lower level outcomes	48

## LIST OF FIGURES

Figure		Page
2.1	Conceptual Framework of the Effect of Psychosocial Safety Climate including Workplace Bullying, Emotional Demand and Social Support towards Burnout among community Colleges staff.	23
3.1	Flow Chart of Sampling Method (Organizational Level)	27
3.2	Flow Chart of Sampling Method (Individual Level)	28
4.1	Final Modelling Analysis	48
5.1	Relationship between Psychosocial Safety Climate and workplace bullying, emotional demand and social support	50
5.2	Relationship between workplace bullying, emotional demand and social support as a mediator between Psychosocial Safety Climate and burnout	53
5.3	Relationship between Psychosocial Safety Climate and burnout	55
5.4	Relationship between workplace bullying, emotional demand and social support with burnout	56

## LIST OF ABBREVIATIONS

BO	Burnout
COPSOQ	Copenhagen Psychosocial Questionnaire
ED	Emotional Demand
JCQ	Job Content Questionnaire
PSC	Psychosocial Safety Climate
JDR	Job Demand Resources
OLBI	Oldenburg Burnout Inventory
MBI	Maslach Burnout Inventory
NAQ	Negative Act Questionnaire
SD	Standard Deviation
MOHE	Ministry of Higher Education
HLM	Hierarchy Linear Modeling
SPSS	Statistical Package for Social Science
JKEUPM	Jawatankuasa Etika UNiversiti Putra Malaysia
IPTA	Institutsi Pengajian Tinggi Awam

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

In tandem with rapid technology development and the era of internet, organization climate has been fundamentally fabricated as having communal perceptions among the organizational community; as per aspects of the organizational climate that inform the role of behavior, which certain facets are rewarded and supported in any organization by the members that reinforce the same philosophy (Reichers & Schneider, 1990; Schneider, Bowen, Ehrhart, & Holcombe, 2000).

Consequently, ongoing researchers have coined and presented the Psychosocial Safety Climate (PSC) as an element of organizational climate that braces well-being of workers in terms of psychosocial aspect and play an essential role in developing work environments, work cultures, as well working conditions. Psychosocial Safety Climate (PSC) is coined as to have shared perceptions of “policies, practices, and procedures for the perception of workers’ psychological health and safety” (Dollard & Bakker, 2010) that relates to psychosocial factors at work. The word "shared perceptions" is one of the defining characteristics of organizational climate research, empirically analyzed by aggregating information collected from many employees into a different group level (i.e., organisation, team, unit) (Neal & Griffin, 2006).

According to Law et. al 2011, have pointed out that PSC at the organizational level demonstrates that organizational PSC lead marker of psychosocial hazards at work. Furthermore, work related to hazards such as harassment and bullying shows average that 24% are accepted mental stress claims in Australia (2007-2008). Psychosocial safety denotes to being free from psychosocial and social risk or harm. Many studies have been carried out to look at the aftermaths of workplace bullying towards psychological health problems, as for instance; the post-traumatic stress, depression, burnout, physical health, and others. In addition, (Thompson, Ph, Mazumdar, & Monk in 2009) and (M. a-L. Vartia, 2001) reported that bullying may cause stress and apprehension that could lead to sleep disturbance and ultimately sleep deprivation.

Likewise, studies have been carried out that organizational PSC and bullying was negative significant (Law et al., 2011). Organizational PSC has a negative connection with job demands such as work pressure, workload, emotional demand and workplace bullying (Dollard & Bakker, 2010). The relationship between PSC and workplace bullying can be explained by Salin, 2003 model of enabling, motivating and precipitating factors. Generally, an organization



with a powerful PSC (i.e., where employees share the perception that their psychological health is valued and protected) is likely to encourage employee participation in decision-making, especially with respect to psychological well-being choices. Managers would also have a powerful commitment to take action to avoid bullying and to deal quickly and efficiently with bullying behaviours that occurred before the continuing trend escalated. Furthermore, considering the importance placed on psychological health, employees should feel more comfortable talking about threats well being and there would be mechanisms in place to deal with the problems occur. As such, energy imbalances can be minimized and it is unlikely that staff will be unhappy with the climate or leadership group as they may have a the high degree of participation and work control/latitude. Therefore, it is unlikely that powerful PSC organizations will provide fertile soil to allow bullying.

In the relation of motivating factors, high levels of competition or rewards systems for bullying behaviour are unlikely to exist within a strong PSC organization as these factors threaten employees' psychological safety and well being. In other words, when PSC is high the perceived returns of engaging in bullying are likely to be quite low. Finally, when precipitating factors (i.e. organisational changes) are present, enhanced internal competition and typical emotions of reduced job security, enhanced inner competition, threat, powerlessness and frustration (Salin, 2003) are likely to be reduced as employees stay aware of changes and are given the opportunity to express their issues and contribute to decision-making. Overall, a strong PSC is predicted to decrease the incidence of workplace bullying by minimizing and/or removing the enabling, motivating and precipitating factors needed for workplace bullying to happen together.

Emotional demands are concerned with emotionally charged intercommunication at work environment, people and work practices itself (Heuven et. al, 2006) that are thought to be a relevant source of job strain. In government service, similar to this study, employees are basically expected to practice positive emotions and suppress negative emotions in interactions with clients or students in transferring knowledge and skills. In a teaching institution, lecturers being the employees are likewise logically to show positive feeling in all aspects, particularly when interacting with demanding or unfriendly persons, however, in reality, it is not always the case where certain interactions may elicit negative emotions The negative association between emotionally demanding situations and employee well-being may be elucidated by the health impairment process of the job demands-resources (JD-R) model (Bakker & Demerouti, 2007).

Burnout is an occupationally-related stress syndrome which primarily seen among those who had a job. Initially, the job was considered a good factor as it promotes human economy, however, research of the past has shown the dark side of having a job which is the core dimensions of burnout; lethargy and cynicism or withdrawal from work. Based on definition by Demerouti, Bakker, Vardakou, & Kantas, 2003 that describe exhaustion as an end spectrum form of fatigue as a consequence of chronic and heightened physical, effective, and cognitive exertion generated from long term exposure to specific working conditions. While disengagement refers to breaking away oneself from one's work, work objects or work content which reflects an expanded reaction of an emotional, cognitive, and behavioural dismissal of the job and it depicts occupational disbelief.

## **1.2 Problem Statement**

Work is supposed to have a well-known positive impact on employee's economic and productivity, however, it is now known that work can also cause negative effects employees' health with one of it is burnout. Burnout is becoming a relevant occupational related problem in this millennia and has even been considered as a special type of work stress that eventually compromise or affect the competency of ones to work (Salvagioni et al., 2017). In the previous study has shown that 10 to 15% of the working population in the Netherlands suffer from the burnout that has a more detrimental effect compared to occupational stress. This issue is somewhat preventable as for an employee to experience burnout, it needs a long time to develop and with early intervention may resolve the problem. This scenario can be seen in community college staff wheres staffs are needed to prepare for the new intake every Mac, July and November. Besides that, students background is the most challenging step. Marginal academic achievement from the SPM leavers is the most challenging that face by the lecturer.

One psychological factor that is associated with burnout is workplace bullying where many researchers have argued that there is a significant association between exposure to workplace bullying and health as well as well-being. The incidence of bullying is a global phenomenon, heartrending all countries, professions, and employees: 83% of European respondents reported that they had been emotionally or physically oppressed; 65% in the Americas; and 55% in Asia. Psychological health problems such as psychological dissatisfaction, depression, burnout, anxiety, aggression, psychosomatic and musculoskeletal health complaints have been reported in many studies. Bullying or mobbing is related to situations where someone is subjected to chronic, recurrent, ad serious negative or hostile acts and behaviour that are annoying and oppressive and by this definition, being bullied at work can definitely be a valid source of social stress at work like this in a way, denotes that individuals fail to defend themselves mentally. Example forms of bullying in a negative way which may be subtle yet obvious are being ignored or the other extreme end of being targeted constantly, being refused to talk or listen and belittling of the target's work. A local study has shown that physical and mental stress was closely

associated with workplace bullying that causes a plunge in job satisfaction and decreased productivity (Yahaya et al., 2009). Apart from that, a study was carried out in comparing between the psychosocial safety climate of public sectors and private sectors into occupationally related psychological ill-health (Zapf, 1999) where it showed that public sectors were riskier than the private sectors. In his study, it was reported that high bullying prevalence within the health sector, educational sector whereas teachers to be a low-risk group. Some researchers have justified in their research where it stated that targets of bullying often lack social support from coworkers and supervisors as well as family members.

There are many types of research that studied regarding workplace bullying and burnout and its related factors such as bullying issues. Most of the organization in Malaysia do not have the policy or practices and procedures to overcome workplace bullying by enacted PSC in the organizations. Therefore in-depth study needs to be done to identify the burden of workplace burnout and its related effect in an organization as over the years mental health has become a relevant occupational health hazard. There are limited studies on the relationship between Psychosocial Safety Climate, workplace bullying, emotional demand and social support that can affect the productivity of staff. Therefore this will be able to determine the prevalence burnout among Community College staff and identify its risk factor that can be detrimental to staff as well as highlighting its protective factors that can improve PSC.

### **1.3 Significant of Study**

In Malaysia, Psychosocial Safety Climate (PSC) studies are still needed and remain relevant to this date. Having a strong PSC in theory and practice should ensure the psychological health and safety of workers can be protected. With this study, the researcher can provide the baseline information with the studied factors as well as the prevalence of burnout among respondents from the community colleges. At the same time, the relationship between PSC and its related factors to burnout can also be known with determining what are the modifiable factors and social support factors that can be highlighted to add more information towards organizational development.

Eventually through predictive analysis, prioritizing significant factors that were found from this research can be used in recommending the organization to promote and strengthen PSC level between coworker and supervisor towards the betterment of the psychology organizations. Additionally, it is hopeful that all findings will be able to provide comprehensive prevalent information of the relationship between Psychosocial Safety Climate (PSC), Job Demand (e.g workplace bullying and emotional demand) and job resources (e.g social support) with psychosocial health problems for future research.

## **1.4 Research Questions**

In order for this research to achieve its intention, the following research questions have been outlined:

- i. Is organizational climate (i.e. Psychosocial Safety Climate, PSC) influence the several processes (workplace bullying, emotional demand, and social support) at the individual level?
- ii. Is Psychosocial Safety Climate (PSC) able to predict burnout at the organization level?

## **1.5 Objectives of the Study**

Therefore the objectives to answer the research questions was proposed as below:-

### **1.5.1 General Objective**

To determine the relationship between organizational climate (i.e Psychosocial Safety Climate) towards workplace bullying, emotional demand, social support and burnout among the staff of Community College in Peninsular Malaysia.

### **1.5.2 Specific Objective**

At the Organizational Level

- i. To determine the relationship of PSC towards workplace bullying, emotional demand and social support.
- ii. To determine the relationship of workplace bullying, emotional demand and social support as a mediator between Psychosocial Safety Climate and burnout.
- iii. To determine the relationship between PSC and burnout

At the Individual Level

- i. To determine the relationship of workplace bullying, emotional demand and social support towards burnout.

## **1.6 Research Hypothesis**

### **1.6.1 At the Organizational Level**

**H<sub>a1</sub>**: There is a significant relationship between Psychosocial Safety Climate and workplace bullying, emotional demand, and social support.

**H<sub>a2</sub>**: There is a significant relationship workplace bullying, emotional demands, and social support as mediator between psychosocial safety climate and burnout.

**H<sub>a3</sub>**: There is a significant relationship between Psychosocial Safety Climate and burnout.

### **1.6.2 At Individual Level**

**H<sub>a4</sub>**: There is a significant relationship between workplace bullying, emotional demand and social support with burnout.

## **1.7 Conceptual Definition**

### **i. Psychosocial Safety Climate**

Psychosocial Safety Climate is defined as specific dimensions of an organizational climate that referring to the sharing perceptions regarding “policies, practices and procedures to protect the worker in terms of psychological health and safety (Dollard & Bakker, 2010).

### **ii. Workplace Bullying**

Workplace Bullying defined as aggressive behaviour that repeatedly inflicts imbalance of power where the victim is unable or feels uneasy to defend himself/herself (Smith & Ananiadou, 2003).

iii. **Emotional Demand**

Emotional Demand concern about emotionally charged interactions at work (e.g colleague miss behaviour, Heuven, Bakker, Schaufeli, & Huisman, 2006) that are considered to be important to the source of job strain.

iv. **Social Support**

In this study, Social Support is referring to straight forward resources that function in achieving work goals. With this instrumental support from colleagues can help to get the work done in time

v. **Burnout**

Burnout defined as combinations lack of personal control, insufficient rewards, the absence of fairness and conflicting values. (Azeem & Nazir, 2008).

## REFERENCES

- Abel, M. H., & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *Journal of Educational Research*, 92(5), 287–293. <https://doi.org/10.1080/00220679909597608>
- Aday, L. A., & Cornelius, L. J. (n.d.). *Designing and Conducting Health Surveys: A Comprehensive Guide*.
- Allen, B. C., Holland, P., & Reynolds, R. (2015). The effect of bullying on burnout in nurses: The moderating role of psychological detachment. *Journal of Advanced Nursing*, 71(2), 381–390. <https://doi.org/10.1111/jan.12489>
- Austin, D. A. (2018). The Teacher Burnout Issue. *Journal of Physical Education and Recreation*, 52(9), 35–36. <https://doi.org/10.1080/07303084.1981.10631056>
- Azeem, S. M., & Nazir, N. a. (2008). A Study of Job Burnout among University Teachers. *Psychology & Developing Societies*, 20(1), 51–64. <https://doi.org/10.1177/097133360702000103>
- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265–269. <https://doi.org/10.1177/0963721411414534>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., & Demerouti, E. (2014). Job Demands-Resources Theory. *Wellbeing, III*, 1–28. <https://doi.org/10.1002/9781118539415.wbwell019>
- Bakker, A. B., Demerouti, E., de Boer, E., & Schaufeli, W. B. (2003). Job demand and job resources as predictors of absence duration and frequency. *Journal of Vocational Behavior*, 62(2), 341–356. [https://doi.org/10.1016/S0001-8791\(02\)00030-1](https://doi.org/10.1016/S0001-8791(02)00030-1)
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10(2), 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2002). Validation of the Maslach Burnout Inventory - General survey: An Internet study. *Anxiety, Stress and Coping*, 15(3), 245–260. <https://doi.org/10.1080/1061580021000020716>
- Bakker, A. B., van Veldhoven, M., & Xanthopoulou, D. (2010). Beyond the Demand-Control Model: Thriving on High Job Demands and Resources. *Journal of Personnel Psychology*, 9(1), 3–16. <https://doi.org/10.1027/1866-5888/a000006>
- Barling, J., Rogers, A. G., & Kelloway, E. K. (2001). Behind closed doors: in-home workers' experience of sexual harassment and workplace violence. *Journal of Occupational Health Psychology*, 6(3), 255–269. <https://doi.org/10.1037/1076-8998.6.3.255>

- Bond, S. A., Tuckey, M. R., & Dollard, M. F. (2010). Psychosocial Safety Climate, Workplace Bullying, and Symptoms of Posttraumatic, 28(1).
- Brotheridge, C. M., & Lee, R. T. (2010). Relationships between social support and student burnout: A meta-analytic approach. *Stress and Health, 34*(1), 127–134. <https://doi.org/10.1002/smi.2771>
- Brotheridge, C. M., & Grandey, A. a. (2002). Emotional Labor and Burnout: Comparing Two Perspectives of “People Work.” *Journal of Vocational Behavior, 60*(1), 17–39. <https://doi.org/10.1006/jvbe.2001.1815>
- Brotheridge, C. M., & Lee, R. T. (2002). Testing a conservation of resources model of the dynamics of emotional labor. *Journal of Occupational Health Psychology, 7*(1), 57–67. <https://doi.org/10.1037/1076-8998.7.1.57>
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16*(2), 239–253. [https://doi.org/10.1016/S0742-051X\(99\)00057-8](https://doi.org/10.1016/S0742-051X(99)00057-8)
- Cano-Garcia, F. J., Padilla-Muñoz, E. M., & Carrasco-Ortiz, M. Á. (2005). Personality and contextual variables in teacher burnout. *Personality and Individual Differences, 38*(4), 929–940. <https://doi.org/10.1016/j.paid.2004.06.018>
- Cheyne, A. J. ., & Cox, S. . (2000). Assessing safety culture in offshore environments. *Safety Science, 34*, 111–129.
- Christina Maslach, Wilmar B. Schaufeli, M. P. L. (2001). Article Information Page, 14.
- Cooper-Thomas, H., Gardner, D., O’Driscoll, M., Catley, B., Bentley, T., & Trenberth, L. (2013). Neutralizing workplace bullying: The buffering effects of contextual factors. *Journal of Managerial Psychology, 28*(4), 384–407. <https://doi.org/10.1108/JMP-12-2012-0399>
- Cowie, H., Naylor, P., Rivers, I., Smith, P. K., & Pereira, B. (2002). Measuring workplace bullying. *Aggression and Violent Behavior, 7*(1), 33–51. [https://doi.org/10.1016/S1359-1789\(00\)00034-3](https://doi.org/10.1016/S1359-1789(00)00034-3)
- De Jonge, J., & Dormann, C. (2006). Stressors, resources, and strain at work: A longitudinal test of the triple-match principle. *Journal of Applied Psychology, 91*(6), 1359–1374. <https://doi.org/10.1037/0021-9010.91.5.1359>
- Deery, S., Walsh, J., & Guest, D. (2011). Workplace aggression: The effects of harassment on job burnout and turnover intentions. *Work, Employment and Society, 25*(4), 742–759. <https://doi.org/10.1177/0950017011419707>
- Demerouti, E, Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *The Journal of Applied Psychology, 86*(4), 499–512. <https://doi.org/10.1108/02683940710733115>
- Demerouti, Evangelia, Bakker, A. B., Vardakou, I., & Kantas, A. (2003). The Convergent Validity of Two Burnout Instruments. *European Journal of Psychological Assessment, 18*(3), 2002. <https://doi.org/10.1027//1015-5759.19.1.12>



- Demerouti, Evangelia, Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: a thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology, 15*(3), 209–222. <https://doi.org/10.1037/a0019408>
- Dignam, J. T., Manuel Barrera, J., & West, S. G. (1986). Occupational Stress, Social Support, and Burnout. *American Journal of Community Psychology, 14*(2), 177–193.
- Dollard, M. F., & Bakker, A. B. (2010). Psychosocial safety climate as a precursor to conducive work environments, psychological health problems, and employee engagement. *Journal of Occupational and Organizational Psychology, 83*(3), 579–599. <https://doi.org/10.1348/096317909X470690>
- Dollard, M. F., Dormann, C., Tuckey, M. R., & Escartin, J. (2017). Psychosocial safety climate (PSC) and enacted PSC for workplace bullying and psychological health problem reduction. *European Journal of Work and Organizational Psychology, 26*(6), 844–857. <https://doi.org/10.1080/1359432X.2017.1380626>
- Dollard, M. F., & Karasek, R. A. (2011). Building Psychosocial Safety Climate. *Contemporary Occupational Health Psychology, 1*, 208–233. <https://doi.org/10.1002/9780470661550.ch11>
- Dollard, M. F., Opie, T., Lenthall, S., Wakerman, J., Knight, S., Dunn, S., ... MacLeod, M. (2012a). Psychosocial safety climate as an antecedent of work characteristics and psychological strain: A multilevel model. *Work & Stress, 26*(March 2015), 1–20. <https://doi.org/10.1080/02678373.2012.734154>
- Dollard, M. F., Opie, T., Lenthall, S., Wakerman, J., Knight, S., Dunn, S., ... MacLeod, M. (2012b). Psychosocial safety climate as an antecedent of work characteristics and psychological strain: A multilevel model. *Work and Stress, 26*(4), 385–404. <https://doi.org/10.1080/02678373.2012.734154>
- Dollard, M. F., Tuckey, M. R., & Dormann, C. (2012). Psychosocial safety climate moderates the job demand-resource interaction in predicting workgroup distress. *Accident; Analysis and Prevention, 45*, 694–704. <https://doi.org/10.1016/j.aap.2011.09.042>
- Edimansyah, B. a, Rusli, B. N., Naing, L., & Mazalisah, M. (2006). Reliability and construct validity of the Malay version of the Job Content Questionnaire (JCQ). *The Southeast Asian Journal of Tropical Medicine and Public Health, 37*(2), 412–416. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/17125008>
- Einarsen, S., Skogstad, A., Rørвик, E., Lande, Å. B., & Nielsen, M. B. (2018). Climate for conflict management, exposure to workplace bullying and work engagement: a moderated mediation analysis. *International Journal of Human Resource Management, 29*(3), 549–570. <https://doi.org/10.1080/09585192.2016.1164216>

- Evers, W., Tomic, W., & Brouwers, A. (2005). Constructive thinking and burnout among secondary school teachers. *Social Psychology of Education, 8*(4), 425–439. <https://doi.org/10.1007/s11218-005-0663-8>
- Fimian, M. J., Blanton, L. P., & Wiley, J. (1987). Research note Stress, burnout, and role problems among teacher trainees and first-year teachers. *Teacher, 8*(2), 157–165.
- Flin, R., & Yule, S. (2004). Leadership for safety: Industrial experience. *Quality and Safety in Health Care, 13*(SUPPL. 2), 45–52. <https://doi.org/10.1136/qshc.2003.009555>
- Fox, S., Spector, P. E., & Miles, D. (2001). Counterproductive Work Behavior (CWB) in Response to Job Stressors and Organizational Justice: Some Mediator and Moderator Tests for Autonomy and Emotions. *Journal of Vocational Behavior, 59*(3), 291–309. <https://doi.org/10.1006/jvbe.2001.1803>
- Freudenberger, H. J. (1974). Staff Burn-Out, *90*(1), 159–165.
- Friedman, I. A. (1991). High and Low-Burnout Schools: School Culture Aspects of Teacher Burnout. *Journal of Educational Research, 84*(6), 325–333. <https://doi.org/10.1080/00220671.1991.9941813>
- Giorgi, G., Mancuso, S., Fiz Perez, F., Castiello D'Antonio, A., Mucci, N., Cupelli, V., & Arcangeli, G. (2016). Bullying among nurses and its relationship with burnout and organizational climate. *International Journal of Nursing Practice, 22*(2), 160–168. <https://doi.org/10.1111/ijn.12376>
- Gross, J. J., & Levenson, R. W. (1997). Hiding feelings: The acute effects of inhibiting negative and positive emotion. *Journal of Abnormal Psychology, 106*(1), 95–103. <https://doi.org/10.1037/0021-843X.106.1.95>
- Hall, G. B., Dollard, M. F., & Coward, J. (2010). Psychosocial safety climate: Development of the PSC-12. *International Journal of Stress Management, 17*(4), 353–383. <https://doi.org/10.1037/a0021320>
- Harris, K. J., Harvey, P., Harris, R. B., & Cast, M. (2013). An investigation of abusive supervision, vicarious abusive supervision, and their joint impacts. *Journal of Social Psychology, 153*(1), 38–50. <https://doi.org/10.1080/00224545.2012.703709>
- Heuven, E., Bakker, A. B., Schaufeli, W. B., & Huisman, N. (2006). The role of self-efficacy in performing emotion work. *Journal of Vocational Behavior, 69*(2), 222–235. <https://doi.org/10.1016/j.jvb.2006.03.002>
- Hobfoll, S. E. (1989). Conservation of Resources: A New Attempt at Conceptualizing Stress. *American Psychologist, 44*(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E. (2001). The Influence of Culture, Community, and the Nested-Self in the Stress Process: Advancing Conservation of Resources Theory. *Applied Psychology: An International Review, 50*(3), 337–421. <https://doi.org/10.1111/1464-0597.00062>

- Hoel, H., Cooper, C. L., & Faragher, B. (2001). The experience of bullying in Great Britain: The impact of organizational status. *European Journal of Work and Organizational Psychology*, 10(4), 443–465. <https://doi.org/10.1080/13594320143000780>
- Idris, M. A., & Dollard, M. F. (2011a). Psychosocial safety climate, work conditions, and emotions in the workplace: A Malaysian population-based work stress study. *International Journal of Stress Management*, 18(4), 324–347. <https://doi.org/10.1037/a0024849>
- Idris, M. A., & Dollard, M. F. (2011b). Psychosocial safety climate, work conditions, and emotions in the workplace: A Malaysian population-based work stress study. *International Journal of Stress Management*, 18(4), 324–347. <https://doi.org/10.1037/a0024849>
- Idris, M. A., & Dollard, M. F. (2014). Psychosocial Safety Climate , Emotional Demands , Burnout , and Depression : A Longitudinal Multilevel Study in the Malaysian Private Sector, 19(3), 291–302. <https://doi.org/10.1037/a0036599>
- Idris, M. A., Dollard, M. F., Coward, J., & Dormann, C. (2012a). Psychosocial safety climate: Conceptual distinctiveness and effect on job demands and worker psychological health. *Safety Science*, 50(1), 19–28. <https://doi.org/10.1016/j.ssci.2011.06.005>
- Idris, M. A., Dollard, M. F., Coward, J., & Dormann, C. (2012b). Psychosocial safety climate: Conceptual distinctiveness and effect on job demands and worker psychological health. *Safety Science*, 50(1), 19–28. <https://doi.org/10.1016/j.ssci.2011.06.005>
- Idris, M. A., Dollard, M. F., & Tuckey, M. R. (2015). Psychosocial Safety Climate as a Management. *International Journal of Stress Management*, 22(2), 183–206.
- Idris, M. a., Dollard, M. F., & Winefield, A. H. (2011). Integrating psychosocial safety climate in the JD-R model: A study amongst Malaysian workers. *SA Journal of Industrial Psychology*, 37(2), 1–11. <https://doi.org/10.4102/sajip.v37i2.851>
- Idris, M. A., Dollard, M. F., & Winefield, A. H. (2011). The effect of globalization on employee psychological health and job satisfaction in Malaysian workplaces. *Journal of Occupational Health*, 53(6), 447–454. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/21952295>
- Iliffe, G., & Steed, L. G. (2000). Exploring the counselor's experience of working with perpetrators and survivors of domestic violence. *Journal of Interpersonal Violence*, 15(4), 393–412. <https://doi.org/10.1177/088626000015004004>
- Johnson, J. V., & Hall, E. M. (1988). Job strain, work place social support, and cardiovascular disease: A cross-sectional study of random sample of the Swedish Working Population. *American Journal of Public Health*, 78(10), 1336–1342. <https://doi.org/10.2105/AJPH.78.10.1336>

- Karasek, Robert A., J. (1979). Job Demands, Job Decision Latitude, and Mental Strain: Implications for Job Redesign. *Administrative Science Quarterly*, 24(2), 285–308. Retrieved from <http://eric.ed.gov/?id=EJ201358>
- Keinan, G., & Malach-Pines, A. (2007). Stress and burnout among prison personnel: Sources, outcomes, and intervention strategies. *Criminal Justice and Behavior*, 34(3), 380–398. <https://doi.org/10.1177/0093854806290007>
- Kim, B., Jee, S., Lee, J., An, S., & Lee, S. M. (2017). Relationships between social support and student burnout: A meta-analytic approach. *Stress and Health*, 34(1), 127–134. <https://doi.org/10.1002/smi.2771>
- Kinman, G. (2009). Emotional labour and strain in “front-line” service employees: Does mode of delivery matter? *Journal of Managerial Psychology*, 24(2), 118–135. <https://doi.org/10.1108/02683940910928847>
- Kivimäki, M., Virtanen, M., Vartiainen, M., Elovainio, M., Vahtera, J., & Keltikangas-Järvinen, L. (2003). Workplace bullying and the risk of cardiovascular disease and depression. *Occupational and Environmental Medicine*, 60(10), 779–783.
- Koniariek, J., & Dudek, B. (1996). Social support as a buffer in the stress-burnout relationship. *International Journal of Stress Management*, 3(2), 99–106. <https://doi.org/10.1007/BF01857718>
- Kristensen, T. S., Hannerz, H., Høgh, A., & Borg, V. (2005). The Copenhagen Psychosocial Questionnaire—a tool for the assessment and improvement of the psychosocial work environment. *Scandinavian Journal of Work, Environment & Health*, 31(6), 438–449. <https://doi.org/10.5271/sjweh.948>
- Kyriacou, C. (1987). Teacher stress and burnout: an international review. *Educational Research*, 29(2), 146–152. <https://doi.org/10.1080/0013188870290207>
- Lanctôt, N., & Guay, S. (2014). The aftermath of workplace violence among healthcare workers: A systematic literature review of the consequences. *Aggression and Violent Behavior*, 19(5), 492–501. <https://doi.org/10.1016/j.avb.2014.07.010>
- Laschinger, H. K. S., & Fida, R. (2013). A time-lagged analysis of the effect of authentic leadership on workplace bullying, burnout, and occupational turnover intentions. *European Journal of Work and Organizational Psychology*, 23(5), 739–753. <https://doi.org/10.1080/1359432X.2013.804646>
- Laschinger, H. K. S., Grau, A. L., Finegan, J., & Wilk, P. (2010). New graduate nurses' experiences of bullying and burnout in hospital settings. *Journal of Advanced Nursing*, 66(12), 2732–2742. <https://doi.org/10.1111/j.1365-2648.2010.05420.x>

- Law, R., Dollard, M. F., Tuckey, M. R., & Dormann, C. (2011a). Psychosocial safety climate as a lead indicator of workplace bullying and harassment, job resources, psychological health and employee engagement. *Accident; Analysis and Prevention*, 43(5), 1782–1793. <https://doi.org/10.1016/j.aap.2011.04.010>
- Law, R., Dollard, M. F., Tuckey, M. R., & Dormann, C. (2011b). Psychosocial safety climate as a lead indicator of workplace bullying and harassment, job resources, psychological health and employee engagement. *Accident Analysis and Prevention*, 43(5), 1782–1793. <https://doi.org/10.1016/j.aap.2011.04.010>
- Leiter, M. P., & Schaufeli, W. B. (1996). Anxiety, Stress & Coping: An Consistency of the burnout construct across occupations CONSISTENCY OF THE BURNOUT CONSTRUCT, (December 2012), 37–41.
- Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5(2), 165–184. <https://doi.org/10.1080/13594329608414853>
- Lutgen-Sandvik, P. (2006). Take this job and...: Quitting and other forms of resistance to workplace bullying. *Communication Monographs*, 73(4), 406–433. <https://doi.org/10.1080/03637750601024156>
- Maslach, C., & Leiter, M. P. (2016). Burnout. *Burnout. Encyclopedia of Mental Health*, 1, 110–126. <https://doi.org/10.4324/9780429438851>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout, 2, 99–113. <https://doi.org/10.1002/job.4030020205>
- Mathieu, J. E., Aguinis, H., Culpepper, S. A., & Chen, G. (2012). Understanding and Estimating the Power to Detect Cross-Level Interaction Effects in Multilevel Modeling, 97(5), 951–966. <https://doi.org/10.1037/a0028380>
- Mathieu, J. E., & Taylor, S. R. (2007). A framework for testing meso-mediational relationships in Organizational Behavior Meso-Mediational Frameworks, 172(August 2006), 141–172. <https://doi.org/10.1002/job>
- Mikkelsen, E. G., & Einarsen, S. (2001). Bullying in Danish work-life: Prevalence and health correlates. *European Journal of Work and Organizational Psychology*, 10(4), 393–413. <https://doi.org/10.1080/13594320143000816>
- Minna Helkavaara, P. S. and E. L. (2011). Psychosocial work environment and emotional exhaustion among middle-aged employees. *BMC Research Notes*, 4. <https://doi.org/10.1186/1756-0500-4-101>
- Montgomery, A., Panagopoulou, E., Kehoe, I., & Valkanos, E. (2011). Connecting organisational culture and quality of care in the hospital: Is job burnout the missing link? *Journal of Health, Organisation and Management*, 25(1), 108–123. <https://doi.org/10.1108/14777261111116851>
- Moreno-Jiménez, B., Rodríguez-Muñoz, A., Pastor, J. C., Sanz-Vergel, A. I., & Garrosa, E. (2009). The moderating effects of psychological detachment and thoughts of revenge in workplace bullying. *Personality and Individual Differences*, 46(3), 359–364. <https://doi.org/10.1016/j.paid.2008.10.031>

- Morris, J. A., Feldman, D. C., & Feldman, D. C. (1996). The Dimensions, Antecedents, and Consequences of Emotional Exhaustion. *Journal of Applied Psychology, 81*(4), 986–1010.
- Neal, A., & Griffin, M. A. (2006). A study of the lagged relationships among safety climate, safety motivation, safety behavior, and accidents at the individual and group levels. *Journal of Applied Psychology, 91*(4), 946–953. <https://doi.org/10.1037/0021-9010.91.4.946>
- Neveu, J. (2007). Jailed resources: Conservation of resources theory as applied to burnout among prison guards. *Journal of Occupational Health Psychology, 12*(February 2004), 21–42.
- Nielsen & Einarsen. (2012). Exposure to psychological aggression at work and job performance: The mediating role of job attitudes and personal health. *Work and Stress, 25*(1), 23–40. <https://doi.org/10.1080/02678373.2011.563133>
- O'Neill, O. A., Vandenberg, R. J., DeJoy, D. M., & Wilson, M. G. (2009). Exploring Relationships Among Anger, Perceived Organizational Support, and Workplace Outcomes. *Journal of Occupational Health Psychology, 14*(3), 318–333. <https://doi.org/10.1037/a0015852>
- Oberman, W. (1981). from the SAGE Social Science Collections. All Rights Reserved. *Personality and Social Psychology Bulletin, 07*(04), 565–571. <https://doi.org/0803973233>
- Paine, W. S. (1984). Professional Burnout: Some Major costs.
- Pandey, R. (2001). Occupational Stress and Burnout in Engineering College Teachers. (January).
- Peeters, M. A. G., & Rutte, C. G. (2005). Time management behavior as a moderator for the job demand-control interaction. *Journal of Occupational Health Psychology, 10*(1), 64–75. <https://doi.org/10.1037/1076-8998.10.1.64>
- Pines, A. M. (2002). Teacher Burnout: A psychodynamic existential perspective. *Teachers and Teaching: Theory and Practice, 8*(2), 121–140. <https://doi.org/10.1080/13540600220127331>
- Pines, A. M., & Keinan, G. (2005). Stress and burnout: The significant difference. *Personality and Individual Differences, 39*(3), 625–635. <https://doi.org/10.1016/j.paid.2005.02.009>
- Ray, E. B., & Miller, K. I. (1994). Social Support, Home/Work Stress, and Burnout: Who Can Help? *The Journal of Applied Behavioral Science, 30*(3), 357–373. <https://doi.org/10.1177/0021886394303007>
- Roberts, S. J. (2015). Lateral Violence in Nursing: A Review of the Past Three Decades. *Nursing Science Quarterly, 28*(1), 36–41. <https://doi.org/10.1177/0894318414558614>
- Rodriguez-Munoz, Moreno-Jimenez, Sanz Vergel, & G. H. (2010). Post-Traumatic Symptoms Among Victims of Workplace Bullying: Exploring Gender Differences and Shattered Assumptions. *Journal of Applied Social Psychology, 40*(10), 2616–2635. <https://doi.org/10.1111/j.1559-1816.2010.00673.x>

- Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-Related Stress, Social Support, and Burnout Among Classroom Teachers. *Journal of Applied Psychology, 72*(2), 269–274. <https://doi.org/10.1037/0021-9010.72.2.269>
- Russell, D. W., & Elizabeth Altmaier and Dawn Van Velzen. (1985). Stress, Social Support, and the Buffering Hypothesis. *General Hospital Psychiatry, 16*(1), 20–31. [https://doi.org/10.1016/0163-8343\(94\)90083-3](https://doi.org/10.1016/0163-8343(94)90083-3)
- Salin, D. (2001). Prevalence and forms of bullying among business professionals: A comparison of two different strategies for measuring bullying. *European Journal of Work and Organizational Psychology, 10*(4), 425–441. <https://doi.org/10.1080/13594320143000771>
- Salin, D. (2003a). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations, 56*(10), 1213–1232. <https://doi.org/10.1177/00187267035610003>
- Salin, D. (2003b). Ways of Explaining Workplace Bullying: A Review of Enabling, Motivating and Precipitating Structures and Processes in the Work Environment. *Human Relations, 56*(10), 1213–1232. <https://doi.org/10.1177/00187267035610003>
- Salin, D. (2008). The prevention of workplace bullying as a question of human resource management: Measures adopted and underlying organizational factors. *Scandinavian Journal of Management, 24*(3), 221–231. <https://doi.org/10.1016/j.scaman.2008.04.004>
- Salvagioni, D. A. J., Melanda, F. N., Mesas, A. E., González, A. D., Gabani, F. L., & De Andrade, S. M. (2017). Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies. *PLoS ONE, 12*(10), 1–29. <https://doi.org/10.1371/journal.pone.0185781>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior, 25*(3), 293–315. <https://doi.org/10.1002/job.248>
- Shamir, B., & Drory, A. (1982). Occupational tedium among prison officers. *Criminal Justice and Behavior, 9*(1), 79–99. <https://doi.org/10.1177/0093854882009001006>
- Smith, P. K., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies, 5*(2), 189–209.
- Spell, C. S., & Arnold, T. J. (2007). A multi-level analysis of organizational justice climate, structure, and employee mental health. *Journal of Management, 33*(5), 724–751. <https://doi.org/10.1177/0149206307305560>
- Spence Laschinger, H. K., Grau, A. L., Finegan, J., & Wilk, P. (2012). Predictors of new graduate nurses' workplace well-being. *Health Care Management Review, 37*(2), 175–186. <https://doi.org/10.1097/hmr.0b013e31822aa456>

- Spence Laschinger, H. K., & Nosko, A. (2015). Exposure to workplace bullying and post-traumatic stress disorder symptomology: The role of protective psychological resources. *Journal of Nursing Management*, 23(2), 252–262. <https://doi.org/10.1111/jonm.12122>
- Thompson, W., Ph, D., Mazumdar, S., & Monk, T. H. (2009). NIH Public Access, 77(2), 217–222.
- Tracy, S. J., Lutgen-sandvik, P., & Alberts, J. K. (2006). *of Workplace Bullying. Management Communication Quarterly* (Vol. 20). Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0893318906291980>
- Trépanier, S. G., Fernet, C., Austin, S., & Boudrias, V. (2016). Work environment antecedents of bullying: A review and integrative model applied to registered nurses. *International Journal of Nursing Studies*, 55, 85–97. <https://doi.org/10.1016/j.ijnurstu.2015.10.001>
- Tsuno, K., Kawakami, N., Inoue, A., & Abe, K. (2010). Measuring workplace bullying: reliability and validity of the Japanese version of the negative acts questionnaire. *Journal of Occupational Health*, 52(4), 216–226. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/20571253>
- Tuckey, M. R., & Neall, A. M. (2014). Workplace bullying erodes job and personal resources: Between- and within-person perspectives. *Journal of Occupational Health Psychology*, 19(4), 413–424. <https://doi.org/10.1037/a0037728>
- Vagharseyyedin, S. A. (2016). Nurses' perspectives on workplace mistreatment: A qualitative study. *Nursing and Health Sciences*, 18(1), 70–78. <https://doi.org/10.1111/nhs.12236>
- Valerine A. Haines, Jeanne S Hurlbert, C. Z. (1991). Occupational Stress, Social Support, and the buffer hypothesis.
- Van den Brande, W., Baillien, E., De Witte, H., Vander Elst, T., & Godderis, L. (2016). The role of work stressors, coping strategies and coping resources in the process of workplace bullying: A systematic review and development of a comprehensive model. *Aggression and Violent Behavior*, 29, 61–71. <https://doi.org/10.1016/j.avb.2016.06.004>
- Van Der Doef, M., & Maes, S. (1999). The Job Demand-Control(-Support) model and psychological well-being: A review of 20 years of empirical research. *Work and Stress*, 13(2), 87–114. <https://doi.org/10.1080/026783799296084>
- Vartia, M. (1996). The sources of bullying–psychological work environment and organizational climate. *European Journal of Work and Organizational Psychology*, 5(2), 203–214. <https://doi.org/10.1080/13594329608414855>
- Vartia, M. a-L. (2001). Consequences of workplace bullying with respect to the well-being of its targets and the observers of bullying. *Scandinavian Journal of Work, Environment & Health*, 27(1), 63–69. <https://doi.org/10.5271/sjweh.588>
- Wolpin, J., Burke, R. J., & Greenglass, E. R. (1991). Is Job Satisfaction an Antecedent or a Consequence of Psychological Burnout? *Human Relations*, 44(2), 193–209. <https://doi.org/10.1177/0018726791044400205>



- Xanthopoulou, D., Bakker, A. B., Dollard, M. F., Demerouti, E., Schaufeli, W. B., Taris, T. W., & Schreurs, P. J. G. (2007). When do job demands particularly predict burnout? The moderating role of job resources. *Journal of Managerial Psychology*, 22(8), 766–786. <https://doi.org/10.1108/02683940710837714>
- Yahaya, A., Ing, T. C., Lee, G. M., Yahaya, N., Boon, Y., Hashim, S., & Taat, S. (2009). THE IMPACT OF WORKPLACE BULLYING ON WORK, 65(4), 18–28.
- Yang, Caughlin, Gazica, Truxillo, A., & Spector. (2018). Climate for conflict management, exposure to workplace bullying and work engagement: a moderated mediation analysis. *International Journal of Human Resource Management*, 29(3), 549–570. <https://doi.org/10.1080/09585192.2016.1164216>
- Zapf, D. (1999). “ Organisational , Work Group Related and Personal Causes of Mobbing / Bullying at Work Organisational , work group related and personal causes of mobbing / bullying at work, 20(February), 70–85. <https://doi.org/10.1108/01437729910268669>
- Zapf, D., & Einarsen, S. (2003). *Individual antecedents of bullying: Victims and perpetrators. Bullying and harassment in the workplace: Developments in theory, research, and practice.*
- Zapf, D., Escartín, J., Einarsen, S., Hoel, H., & Vartia, M. (2010). Empirical Findings on Prevalence and Risk Groups of Bullying in the Workplace. *Bullying and Harassment in the Workplace*, 75–105. <https://doi.org/10.1201/ebk1439804896-6>
- Zapf, D., & Gross, C. (2001). Conflict escalation and coping with workplace bullying: A replication and extension. *European Journal of Work and Organizational Psychology*, 10(4), 497–522. <https://doi.org/10.1080/13594320143000834>
- Zohar, D., & Luria, G. (2005). A multilevel model of safety climate: Cross-level relationships between organization and group-level climates. *Journal of Applied Psychology*, 90(4), 616–628. <https://doi.org/10.1037/0021-9010.90.4.616>
- Zapf, D., & Einarsen, S. (2003). Individual antecedents of bullying: Victims and perpetrators. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and emotional abuse in the workplace: International perspectives in research and practice* (pp. 165–184). London: Taylor & Francis.
- Zapf, D., Escartín, J., Einarsen, S., Hoel, H., & Vartia, M. (2011). Empirical findings on prevalence and risk groups of bullying in the workplace. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and harassment in the workplace: Developments in theory, research, and practice* (vol. II, pp. 75–106). Boca Raton, FL: Taylor and Francis.

## BIODATA OF STUDENT



### **CHANG VUI SENG WILSON**

Department of Community Health  
Faculty of Medicine and Health Sciences (FMHS)  
Universiti Putra Malaysia  
43400 Serdang, Selangor Darul Ehsan.

My name is Chang Vui Seng Wilson who was born on 31<sup>st</sup> October 1978 in Sandakan, Sabah. I completed my secondary education (Sijil Pelajaran Malaysia) in 1995 with moderate results. Then, I pursued my three-year diploma in Mechanical Engineer in 1999 from Politeknik Kota Kinabalu, PKK. After graduating, I pursued my Degree of Bachelor of Technical & Vocational Education from Kolej Universiti Teknologi Tun Hussien Onn (KUiTTHO), presently known as Universiti Tun Hussien Onn Malaysia (UTHM). In August 2010, I enrolled as a Master candidate in the field of Occupational Safety and Health in Universiti Putra Malaysia under the Ministry of Higher Education Scholarship (HLP). During my candidature, I have attended several workshops organized by the local organization to enhance my knowledge in research and study field. In 2012, I attended a workshop on Managing the Research Journey Seminar conducted by a researcher from the University of Otago, New Zealand. At the same year, I manage to attend a seminar in Managing the Writing Process conducted by the local organizer. I participated in the "2<sup>nd</sup> Seminar on Developing & Sustaining Safety Culture in Malaysia" seminar by Universiti Malaysia Pahang in 2012. In 2013, she had an oral presentation during the National Psychology Seminar II 2013 in Universiti Malaysia Sabah, Kota Kinabalu, Sabah. Currently, I am preparing to publish journals related to his Master research.

## LIST OF PUBLICATIONS

### ***Conferences***

Chang Vui Seng Wilson, AR Anita, AR Hejar, M.A. Idris, Multi Level analysis of Psychosocial Safety Climate in Burnout and Production Deviance among Community College Employees in Peninsular Malaysia. National Psychology Seminar II 2013 in Universiti Malaysia Sabah, Kota Kinabalu, Sabah 07-08 November 2013.

### ***Publication***

Chang Vui Seng Wilson, AR Anita, AR Hejar, M.A. Idris. Psychosocial Safety Climate, Workplace Bullying and symptoms of Burnout. International Journal of Public Health and Clinical Sciences (submitted)



**UNIVERSITI PUTRA MALAYSIA**

**STATUS CONFIRMATION FOR THESIS / PROJECT REPORT AND COPYRIGHT**

**ACADEMIC SESSION : SECOND SEMESTER 2018/2019**

**TITLE OF THESIS / PROJECT REPORT :**

Association between PSC and Job Demand Resources Towards Among  
Community College Staff in Peninsular Malaysia

**NAME OF STUDENT :** Chang Vui Seng Wilson

I acknowledge that the copyright and other intellectual property in the thesis/project report belonged to Universiti Putra Malaysia and I agree to allow this thesis/project report to be placed at the library under the following terms:

1. This thesis/project report is the property of Universiti Putra Malaysia.
2. The library of Universiti Putra Malaysia has the right to make copies for educational purposes only.
3. The library of Universiti Putra Malaysia is allowed to make copies of this thesis for academic exchange.

I declare that this thesis is classified as:

\*Please tick (✓)

**CONFIDENTIAL**

(Contain confidential information under Official Secret Act 1972).

**RESTRICTED**

(Contains restricted information as specified by the organization/institution where research was done).

**OPEN ACCESS**

I agree that my thesis/project report to be published as hard copy or online open access.

This thesis is submitted for:

**PATENT**

Embargo from \_\_\_\_\_ until

\_\_\_\_\_ (date)

\_\_\_\_\_ (date)

**Approved by:**

\_\_\_\_\_  
(Signature of Student)  
New IC No/ Passport No.:

Date :

\_\_\_\_\_  
(Signature of Chairman  
of Supervisory Committee)  
Name:

Date :

**[Note : If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the organization/institution with period and reasons for confidentiality or restricted. ]**

