THE RELATIONSHIP BETWEEN JOB BURNOUT, ORGANIZATIONAL JUSTICE, TRANSFORMATIONAL LEADERSHIP AND JOB PERFORMANCE AMONG SJKT TEACHERS IN PERAK

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UNIVERSITY UTARA MALAYSIA

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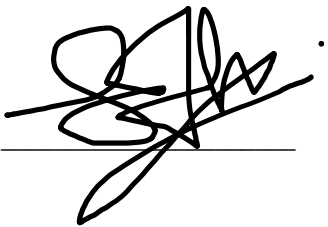*(has presented his/her research paper of the following title)*

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ABSTRACT

This study aims to examine the factors that affect job performance among teachers in Sekolah Jenis Kebangsaan Tamil (SJKT). The aim of the study was: (a) to determine whether job burnout affects the job performances (JP) of teachers in Sekolah Jenis Kebangsaan Tamil (SJKT) schools in Perak; (b) to determine whether organization justice (OJ) affects the teachers' job performance; (c) to determine the leadership style (transformational) influences in the job performances of teachers. For the aim of this study, teachers from this school, about 105 teachers were selected as sample. To achieve this objective, data were collected by means of a questionnaire that examined various aspects of the job performances. Analysis of the data revealed that job burnout, organization justice, and the transformational leadership (TL) style varies greatly depending on the teachers output of the Sekolah Jenis Kebangsaan Tamil (SJKT) schools in Perak. Finally, based on the research results, the enlightenment of this research to the theoretical and practical contributions is discussed and suggestions for future research are put forward.

Keywords: *job performance, organization justice, leadership style (transformational), job burnout, teachers*
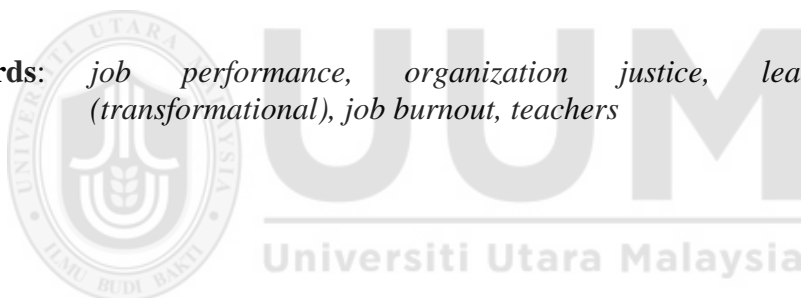
ABSTRAK

Kajian ini bertujuan untuk mengkaji faktor-faktor yang mempengaruhi prestasi kerja di kalangan guru- guru di Sekolah Jenis Kebangsaan Tamil (SJKT) di negeri Perak. Tujuan kajian ini adalah: (a) untuk menentukan sama ada penmenatan pekerjaan mempengaruhi prestasi kerja guru di Sekolah Jenis Kebangsaan Tamil (SJKT) di negeri Perak ; (b) untuk menentukan sama ada keadilan organisasi (KO) mempengaruhi prestasi kerja guru; (c) untuk menentukan pengaruh gaya kepemimpinan trasformasi (KT) dalam prestasi kerja guru. Untuk tujuan kajian ini, guru dari sekolah ini, sekitar 105 orang guru dipilih secara rawak. Untuk mencapai objektif ini, data dikumpulkan dengan menggunakan borang soal selidik yang meneliti pelbagai aspek prestasi kerja. Analisis data menunjukkan bahawa masalah pekerjaan, keadilan organisasi, dan gaya kepemimpinan transformasi berbeza-beza bergantung pada output guru di Sekolah Jenis Kebangsaan Tamil (SJKT) di negeri Perak. Akhir sekali, berdasarkan hasil kajian, sumbangan teori dan praktik dibincangkan, dan cadangan untuk kajian akan datang dikemukakan.

Kata kunci: *prestasi kerja, keadilan organisasi, gaya kepimpinan transformasi, 'job burnout', guru*

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LIST OF ABBREVIATION

TL	Transformational Leadership
SPSS	Statistical Package for Social Science
CMCO	Conditional Movement Control Order
NUTP	National Union of the Teaching Profession
SJKT	Sekolah Jenis Kebangsaan Tamil
JP	Job Performance
SK	Sekolah Kebangsaan
UPSR	Ujian Penilaian Sekolah Rendah
SJKC	Sekolah Jenis Kebangsaan Cina
MOE	Ministry Of Education
OJ	Organization Justice
JB	Job Burnout
α	Alpha
ANOVA	Analysis of variance
MBI	Maslach Burnout Inventory
RM	Ringgit Malaysia

CHAPTER 1 – INTRODUCTION

1.1   Background of the Study

Performance of an individual at work place is a significant problem for all employees in current state of situation the world is handling. No other than the latest pandemic issues which is being worried by everyone, which affects the daily rice bowl of ordinary people. Significantly, it gives impact to economic and on productivity. Job satisfaction, subjective well-being, and prosocial behavior are all explained by organizational commitment and job satisfaction. Employees are overwhelmed at work because of unreasonable deadlines, a shortage of money, and constraints, which may impact their efficiency (Sinha & Subramanian, 2012).

Teachers' job performance is evaluated based on their content experience and comprehension, instructional methods, career progress, school development, and ultimately, teacher attendance. If there is no noticeable changes for a school progress in past five years means there is a problem to view on. Long-term exposure to job pressures has been found to decrease involvement in work practises and projects, as well as induce physical illness and stress-related psychological symptoms (Spurgeon et al., 2012). Daily encounters between supervisors and workers, on the other hand, have a significant beneficial impact on employees' job efficiency (Evers et al., 2014). Teachers play an increasingly important role in our increasingly interconnected society, and the ability to lead and join forces efficiently with others is essential. By providing official and casual opportunities for students to collaborate in clusters and assume leadership positions, the educational system will assist each student in reaching his or her full potential.

Teachers mainly have to adapt to all the challenges and face them to provide a good teaching environment to students. Despite all the stress, an individual must learn to manage their stress or problems and overcome it. When a person is faced with excessive stress and is unable to deal with it, he or she may commit suicide in order to solve the problem (Ramis, 2013). Stress is the burden that people feel at work or in their everyday lives. It's a disorder that places a burden on a person's physical well-being, feelings, and even thought processes.

Leaders in high-performing organisations foster and maintain an environment of social contact in which managers and staff members show genuine interest in corporate practises and decision-making (Abugre, 2012). Besides that, high performance or good performer individual gets more credit compare to low performer at work place. Besides that statistic from Malaysia Educational statistics, July 2018, shows that, "Sekolah Jenis Kebangsaan Tamil' (SJKT) school's student enrolment for the pass years has decreased in number. Good teaching practise has a significant impact on student success, which is a desirable outcome and main objective in education. In order to have the optimal learning environment for their pupils, teachers aspire to obey the standards of good practise.

1.2   Problem Statement

For many years, we can see that few problems that arise in workplace no matter any place or in any department of workplace in the government sectors. Individuals spend approximately one third of their mature exists at work, and workplace

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problems are a public source of burnout for many likewise student attitudes, long hours, excessive paperwork, and general workload challenges will all have an impact on a teacher's overall productivity and understanding of their capacity to perform their duties. Teaching in difficult situations will lead to depression, an unstable work-life balance, and poor behaviour control. Malaysia Kini, by P.Ramasamy, 2016 stated up to the 1960s, here stayed more than 1,000 Tamils institutes in the nation. Currently, still, the number is coarsely half of what it was. The weakening of Tamil institutes was caused by a number of factors. To begin with, the commercialization and urbanisation that has resulted in the sale of estate lands has resulted in the closure of many Tamil schools across the country.

Understanding the Malaysian education system's current success and challenges, with an emphasis on enhancing access to education, raising expectations (quality), narrowing achievement disparities (equity), promoting student solidarity, and increasing system effectiveness, is one of our education objectives, according to the Malaysian government, (MOE, Ministry Of Education blueprint, 2013-2015). The disparity in UPSR scores between Nation-wide and National-type primary schools is also thinning. National schools, also known as Sekolah Kebangsaan (SK), and National-type Chinese schools, also known as Sekolah Jenis Kebangsaan Cina (SJKC), have a slight distinction. In the last five years, the distance between national-type Tamil schools, or Sekolah Jenis Kebangsaan Tamil (SJKT), and their peers has more than halved. However, the number of teachers in the classroom Malaysia continues to grow, but educational output has been deteriorating mainly in SJKT schools, shown by table below.

Table 1.1:
Number of Classes

National Type (T) - primary school	Year
4,498	2016
4,455	2017
4,425	2018

Source: Quick fact 2018, Educational Data Sector Educational Planning and Research Division

In a nation attempting to attain high-income status, education is critical. It's hard to have a workplace where everyone's responsibilities, goals, and attitudes complement each other well and there are no conflicts. However, the teaching profession is often faced with concerns pertaining to instructor efficiency. Teaching is regarded as an occupation with a high level of tension (Kyriacou, 2001). According to Ismail Nihat, the tension level among Malaysian teachers is growing, according to the president of the National Union of the Teaching Profession (NUTP) and becoming worrying as a result of the disproportionate amount of changes that they must cope with (Sapidin, 2005). Teachers, as well as other public care workers, are vulnerable to burnout. Burnout, according to Balkin, White, and Bodey (2003), leads to poorer teaching productivity, staff absenteeism, and early retirement from the practise. This indicates job burnout effects job performance in many angles.

Furthermore, philosophy and analysis indicate that transformational influential inspire supporters to involve with the position of their work by emphasising the importance and ideals synonymous with anticipated results in methods that are extra

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readily interpreted by supporters, even while maintaining great success expectations. (Bass, 1985). Transformational leadership (TL) are also a method by which everyday people can pull out the best of themselves and others. In their supportive, welcoming nature, transformational leaders can inspire and fulfil their followers (Givens, 2008). They serve as reform managers by using a friendly attitude on a regular basis (Krishnan, 2004). Leadership do affect job performance of many teachers. Besides student can be one of the reasons for teachers effecting in job performance.

All the SJKT school teachers do have problems with handling many roles at the same time, in order to help their students they do feel compelled to adapt to all the roles given even without having the proper training. They still able to carry the load because they do care on the students and the school. Ability to maintain the discipline of a classroom can really be very tough. Teachers do struggle allot to manage their students in the classroom not only one classroom but many others. To keep the students in order, teachers may have to understand why the child behaves in a certain disruptive way. By understanding children's motifs, effective and flexible class managing methods can be created to use in the classroom, moreover, it's not easy to keep the lessons interesting and engaging enough so that the students can enjoy their lessons and class. Understandingly, teachers need to go through a lot to manage them.

Organizational engagement is one of the job-related behaviours that are being studied in contrast to other factors in order to better manage employee behaviour. It serves as the basis for a large body of literature focused on the causes of corporate engagement and its implications for employee actions and success (Meyer, 2002). Researchers are

becoming more interested in this field because organizational commitment has a positive impact on employee actions and desirable job performance. Various job-related variables have shown their associations with organisational commitment in the literature, and researchers have identified and measured organisational commitment in a number of ways. (Brammer and colleagues, 2007). Hence, job performance of an individual is related to organisational justice in working environment. All teachers will have to stay calm and motivated in order to be fair in their working environment, it can be hard or easy for them in engaging in the entire task. There is always something new in education such as new teaching method, new program enhancement, or a small twig in the exam. The problem here is that education is constantly changing or developing and teachers are lack of time. Hence, adjustment process will take a little bit of time and effort.

One cause of organisational conflict may be these disparities issue which is the school can ultimately lead to reduce level of education in SJKT schools and may affect the students as well and all those tangled. Despite the fact that all employees have the right to be handled equally and to feel comfortable in the workplace, some jobs are exposed to intimidation, abuse, sexism, and job dissatisfaction. Workplace challenges may result in reduced efficiency and productivity, job loss/termination, decreased happiness, fatigue, and a number of mental health problems. Low job performance in the place of work in the government sectors can also lead to legal troubles. However, much work needs to be done in convincing, persuading, and teaching all teachers. Job insecurity and a lack of help at work, according to the American Psychological Association, will worsen workplace problems and adversely impact job efficiency.

1.3   Research Questions

Founded on the worries that have been mentioned, this research aims to prove answers to the questions:

- What is the bond between employee job burnout and employee job performance?
- What is the bond between the employee organization justice and employee job performance?
- What is the bond between employee leadership style and employee job performance?

1.4   Research Objectives

The research objective is to seek the factors that have impact on employee's job performances. The objectives of the research are the following:

- To study the bond between employees job burnout and employee job performance.
- To study the bond between the employee organisation justice and employee job performance
- To study the bond between employee leadership style and employee job performance.

1.5 The Scope and Limitations of the Study

1.5.1 The Scope

This reading resolve concentrate in the aspects that impact the occupation performances between the staffs in the school of SJKT in Perak, Malaysia about 141 teachers in total. The respondents have been chosen from all levels of position and this study only conducted in selected SJKT schools in Perak, Malaysia which consists of total 141 teachers from 8 different primary schools. However, employee's which means the teacher's participation is based on the voluntary basis. The main focus of this investigation is to define the influencing of job burnout, organisation fairness and transformational leadership style from management on the job performance among the teachers. Particularly, the research aims to analyse the degree of job performance on the basis of all the above influences and to see which factor is likely to require a strong result on employee work recital. The weakness of this research is where disturbance takes place, such as work stress, no free time and even workload, which might affect the attitude of the employee as well as the entire findings from the study.

1.5.1.1 Academic Implication

Future researchers will find this study useful if they use that as a framework for their own research, though it may help them create superior research versus past studies. Furthermore, this research study may assist them in obtaining information including how to conduct a research study by pursuing the aim and having the standard processes and measures. This study also explores the level of job performance among primary school teachers in terms of the various variables of job burnout, organisational justice and leadership style.

1.5.2   The Limitation of the Study

The results of the reading are thought to be useful in providing evidence to school officers to recognise the requirements of their man and to inspire them to accomplish the dream and aims of their union. This helps them plan, evaluate, and resolve issues related to the professional performance of employees at work in order to achieve better performance. It indirectly increases the worth and act of organizations. Organization could yield the exact footsteps to recover worker professional presentation in the forthcoming, which at the similar period will prime to career performance.

This research may also provide administrators with new insights and information about how to cope with poor job results. All questions that occur in an institution are believed to be linked to employee professional success and, based on the findings of this report, have a correct method of resolution that school managers should use to turn them into gains. Ensure that all management and staff are effective.

1.6   Significance of the Study

The implication of this investigation is to examine the relationship between independent variables, which are job burnout, organisation justice, and leadership (transformational), whereas job performance is a dependent variable. Based on the study of this research, it can be very useful as it would benefit to the organizations to be more alert on the employee's performance during job commitment. Besides that, it

is hope that this study would generate further interest and knowledge in the study of job performance and the factors influencing on the performance in the organization itself. Furthermore, this study will include all related results for the primary school teachers to see what the degree of work performance ranges compared to the previously mentioned factors. In addition, this research would allow the management to design the best methods to improve employee job performance and which aspect is most influential.

1.7   Definition of Key Terms

• Job Burnout

Stress which is work related and exhaustion that cause to loss of personal identity. Burnout is characterised by (Brill, 1984) as chronic work tension. Burnout refers to a failure in adaptation caused by repeated malfunctioning, while adaptation is a transient phenomenon of physical and mental symptoms.

• Organization Justice

People's views of the fairness of decisions, decision-making procedures within organizations, and the impact of such perceptions on behaviour are referred to as organisational justice (Lavell, Rupp & Buckner, 2001). The three types of organizational justice that have

been described are distributive justice, substantive justice, and interactional justice (Bryne & Cropanzano, 2001)

- Leadership Style

When directing, encouraging, controlling, and conducting groups of individuals, a leader's signature behaviours come into play. Transformational leadership is described as a style of leadership that can be used to awaken or inspire employees such that they can evolve and achieve high standards of performance well beyond their previous expectations. Furthermore, transformational leadership is thought to work in every situation or society (YukI, 2010).

- Job performance

The individual performance based on their goal set on their duties given to be done. The notch of success of the task at work that leads to a worker's work presentation is referred to as efficiency (Cascio, 2006). The benefit a company would expect from distinct actions done by an individual over time has been described as job efficiency (Motowidlo & Van Scotter, 1994).

1.8   Organization of the Thesis

In this study, there are five chapters in this study where Chapter One consists of circumstantial of the reading, the problem statement of the research, the study questions, the study objectives, and the definition of key terms of this study. As in the Chapter Two, it covers literature review of the study which is job burnout, organization justice, transformational leadership style, and job performance. While Chapter Three will explain about the methodology on how this study is carried out which includes the research framework, research design, and measurement of variables, data gathering and data exploration. Section Four will cover the scrutiny of data and conclusions from this study and lastly, Chapter Five will summarize all key findings and the implication of the outcomes, the space and restriction of the learning as fine as include some proposals for upcoming exploration.
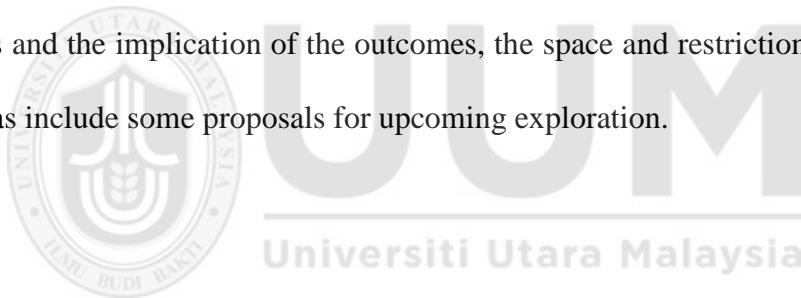
CHAPTER 2 – LITERATURE REVIEW

2.1   Introduction

This chapter discusses the findings of previous scholars' literature reviews. On the topic of job performance, a literature analysis from different academics around the world will be conducted. Malaysia's education sector has expanded tremendously over the last decade, and the country aspires to be a regional centre of educational excellence.

2.1.1 Job Performance (Dependant Variable)

"Job performance is the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job."

677 Mafuzah Mohamad and Juraifa Jais / Procedia Economics and Finance 35 (2016) 674 – 682 " (Motowildlo, 2003, p. 42)

Employee achievement refers to an individual's work accomplishment after putting in the requisite effort on the job, which is attributed to ensuring meaningful work, an involved profile, and loving coworkers/employers (Haque, Faizan, & Cockrill, 2017). It also plays a large role in the majority of personal decisions, such as performance-

related decisions like pay, promotion, and retention by allowing people to maintain positive relationships at work, work effectively in teams, and build social capital. Job success is often reliant on the assistance, guidance, and other services provided by others (Seibert, Kraimer & Liden, 2001). Employees with high levels of intelligence, according to Carmeli (2003), should control their feelings to sustain a healthy mental state, which can contribute to improved work results.

Job explicit actions, which provide fundamental job tasks assigned as part of the job description, are included in mission success. Job success necessitates greater cognitive capacity and is aided mainly by task awareness, task capacity, and work patterns. According to previous studies, employees tend to adjust their mindset and behaviour to the varying demands of their job positions. They strive to adapt their mindset and actions to the varying conditions of their job positions after they reach a certain degree of perfection in their assigned duties (Huang, 2014). Employee attitudes are influenced by how their managers managed them, and the interaction between employee and boss is a key component of employee's connection to the enterprise. One of the elements of a strong partnership is effective communication, which will give guidance to workers. When there are fewer workers, supervisors can more easily address their demands and problems.

Previous job success researchers (Jaramilloa, Mulki, & Marshal, 2005; Al Ahmadi, 2009) discovered a number of variables that can affect an employee's performance. Person and organisational level influences, such as organisational environmental factors, all influence performance. Employee dedication, for example, has been shown

to have an effect on job performance. Employees' relationships with co-workers are critical to their performance, as they enable them to meet not just their own but also the organization's objectives. Employees who have more supportive relationships at work have a more enjoyable atmosphere, as well as greater employee satisfaction and commitment. Employees who have fewer guidance from bosses or colleagues feel alone, which leads to a slower level of work and performance

Job success is a core component of work and organisational psychology that represents the actions, activities, and evolutionary consequences that workers interact with or relate to within organisations, and is characterised by employee activity objectives. Specific qualities (experience and skills), results (e.g. input and job security), work climate, and curriculum in general all affect work efficiency. Declarative understanding, procedural knowledge, abilities, and inspiration are the human determinants of job success. (Simona-Andreea Apostu and Adriana AnaMaria Davidescu, 2020).

2.1.2 Job Burnout (Independent Variable)

Burnout is a syndrome of exhaustion, cynicism and reduced professional efficiency closely linked to the work environment. Once established, the syndrome persists. Burnout occurs as a reaction to stressors in the work environment. It has various negative effects on work performance and personal well-being. Burnout contrasts with positive experiences of engagement at work, and therefore interventions to mitigate or reduce burnout can also be formulated to promote engagement (Michael P.Leiter & Christina Maslach, 2015).

Freudenberg coined the term "burnout" in 1974 after seeing signs of exhaustion in his workers. He found that the cause of this phenomenon is his own physical and emotional fatigue. Exhausted people are those that have been destroyed by exhaustion and weakness. As a result of low or unnecessary energy intake, burnout induces disability, fatigue, and exhaustion. Maslach (1980) used existing definitions to describe and clarify burnout, as well as to develop the Maslach Burnout Inventory (MBI) scale. Burnout is a psychological condition caused by long-term stress reactions that involve many dimensions, including emotional burnout, depersonalization, and decreased personal output, according to this approach. This condition, according to him, happens when a person's abilities become inadequate for the demands of his work (Mohammad Reza Abarghouei, 2016). This may be the first signs of career burnout, which may lead to decreased productivity and service quality.

Burnout is the result of long-term occupational discomfort. Stress at work is a term used to describe the internal stress that people in various organisations feel as a result of their work environment. Workplace depression is one of the most pervasive wellness challenges today, placing workers' lives in jeopardy. This stress at work can lead to physical and mental fatigue, irritability, excitability, anxiety, low self-confidence and increased blood pressure, and it can also endanger health generally (Shirin Yazdanpoor, 2016). Continued strains lead to workplace burnout, which can be fatal. It may even make people feel exhausted and compelled to keep their jobs.

Job burnout is typical in occupations where employees spend a lot of time with their customers or have regular contact with them, such as teaching. The plans for

preventing career burnout are either themselves or organisational in nature. They may also be a mix of personal and group participation. Individual plans to avoid work burnout often include activities to improve job proficiency, preventive skills, social reinforcement, and various relaxing techniques. This strategy typically focuses on strategies like reconstructing work tasks, reviewing job priorities, reducing job demands, and participating in decision-making at the organisational level. Individuals who participate in diversion activities often experience less discomfort than others, so it is anticipated that those plans would have favourable emotional consequences and reduce workplace burnout.

2.1.3 Organization Justice (Independent Variable)

2.1.3.1 Distributive

One of the responsibilities of management of any organisation is to reduce the burdens that people and organisations face. Organizations impose psychological strain on their employees in a variety of areas. There are several steps that businesses should take to avoid tense situations and also organizing appropriate training sessions. Of course, you should keep in mind that considerations such as course preparation, architecture, and delivery must be dependent on the outcomes of job statistics among course participants. Punishment can be used less often than before. You may use conditional provisions if the employees will be working under greater management. So when they behave well, it's a good sign.

Some scholars believe that the leadership style used is especially important in achieving corporate objectives and motivating subordinates to work well (Sadia & Aman, 2018). Homans (1961) explains how the "rule of distributive justice" explains how social trade relationships generate expectation among parties: That each employee's salary should be equal to the cost he or she carries, and that the total return they earn should be proportional to the cost they bear and the net profit they earn should be proportional to the amount they spend. Any shifts arise within organisations themselves over time. Employee engagement, creativity, corporate philosophy, and human capital strength are also examples of good practises. This means that the compensation for each person is different. The benefits that an employee enjoys must be dependent on his or her own participation or feedback and should not be dependent on the contribution or feedback of someone else, a worker if an employee has a higher level of feedback or contribution, another low input or contribution is compensated in the same way under the same business it would be injustice (Epley et al., 2007)
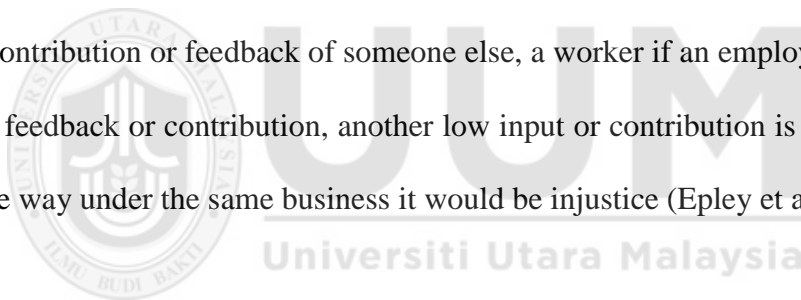
2.1.3.2 Procedural

Organizational fairness is worried not only with the equality of the outcomes and incentives earned by workers, but also with the fairness of the decision-making mechanism used to assign awards among them. The very first is the distributive justice component of OJ has been extensively discussed over the last few years, in research papers. The second dimension, dubbed "procedural justice," is a relatively new concept in organisational research (Greenberg, 1990). Fair dealing and care are procedures that produce appropriate, impartial, precise, trustworthy, credible, and

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legally recognised information. It is desirable that all equal dealing and care be pursued and administered equally on a regular basis. Employees' citizenship attitudes improve as they have justice at work, and they work for the betterment of organisations (Hassan, Azim, & Abbas, 2016).

Tepper and Taylor (2003) described procedural justice as "the fairness of the means by which managers and their subordinates interact with each other." Representatives of the organisation make allocation decisions a reservoir of resources." It primarily focuses on shedding light on the approaches and procedures that a company employs to measure efficiency of employees to ensuring that their supervision is equal employees who are dissatisfied and they illustrate socially accepted attitudes by combining masculinity and race. To put it another way, organisational interventions relating to workers allow them to reciprocate with their actions and practises (Cohen-Charash and Spector, 2001; Meyer et al., 2002).

2.1.3.3 Interaction

Interactional justice is a category of procedural justice that relies on the dissemination of facts on whether processes were used in a certain way or why findings were presented in a certain way. It is distilled into interpersonal justice and informational justice. It is a branch of procedural justice that has been refined into interpersonal and informational justice that centres on the distribution of information about why procedures were used in a convinced technique or why results were circulated in a positive style. Interactional fairness is the quality of interpersonal treatment that individuals achieve as programmes are introduced and outcomes are shared (Bies and

Moag, 1980). According to Moorman (1991), interactional justice is the relationship between the origin of allocation and the people that would be impacted by the allocation decision.

There are two sub-dimensions of interactional justice (Greenberg, 1990;1993). The first of these is known as "interpersonal justice," and it refers to the polite, dignified, and respectful attitudes that are exhibited when putting protocols in place or analysing the outcome. The second of these so-called sub-dimensions is known as "informational justice," and it consists of reasons given to individuals—that is, explanations given to individuals as to whether a certain method was chosen or why a particular production was delivered in the manner that it was (Colquitt et al., 2001).

2.1.4 Leadership Style (Independent Variable)

Ever since the lead allows supporters to bond with their leaders, creates emotional loyalty to job goals, and displays individualised concern for followers, transformational leadership can reduce a follower's aim to leave an administration (Bass & Riggio 2006; Hughes, Avey & Nixon 2010). Leadership is another critical aspect that can have a major effect on an organization's success. It is impossible to overstate the importance of leaders in maintaining outstanding operational efficiency. Appropriate incentive, a suitable job atmosphere, adequate pay, and effective contact with management and subordinates all contribute to achieving this aim. Job planning and coordination are also important. Some scholars have concluded that the most common issues impacting corporate success in industry and other organisations are weak employee attitudes, inefficiency, and inadequate leadership in most areas,

although others disagree (Haque, Faizan, & Cockrill, 2017). This will affect employee behaviour in terms of supporting their leaders; supporters or workers who do not have support for their leaders are more likely to be dissatisfied, which may lead to a desire to resign. According to some scholars, leadership styles can impact an employee's level of job satisfaction, and job satisfaction is a function of leadership style.

An organization's leadership style has an effect on the success or loss of its activities. In an organisation, leadership style is one of the aspects that determine whether or not workers are involved in and committed to the organisation (Bhargavi & Yaseen, 2016). Since a transformational leader must mobilise followership loyalty to the leader's vision, this partnership becomes much more important (Bass & Avolio 1994). Any organization's success or failure is largely determined by its leadership style. Leaders empower subordinates by influencing, directing, and motivating them to complete complex tasks. The ethical focus of charismatic leadership is virtue-based and utilitarian, and it fosters interpersonal connections (Hayibor, 2011)

According to the literature, the role of leadership is crucial in achieving organisational success. It is important to note that leaders can be seen at any level of an organisation and are not limited to the top. Successful leaders, on the other hand, have one characteristic in common. They exert power over others in order to optimise the efficiency of the organization's resources, especially its most important and expensive human resources/capital. This level of achievement can only be reached and sustained in organisations that use the right leadership style or models at the right time.

2.2   Concepts and Theory

Two theories of motivation to serve as the main reference for this research are McClelland's 3 Needs Theory (1960) and Maslow's hierarchy of needs theory (1970).

2.2.1 McClelland's Theory of Needs

In the early 1960s, David McClelland proposed the required hypothesis. David McClelland's Three Needs Hypothesis, or "acquired needs" theory, is another name for this theory. This hypothesis would be used as a guide in this research. Individual basic requirements, according to McClelland, are learned over time and influenced by life experience. All, nevertheless of sex, culture, or age, has three motivational drivers, each of which would be the primary motivator. Community and life events play a major part in this dominant motivator. Achievement, identity, and strength are the three driving forces. These three needs have a bearing on a person's confidence and success in many professional positions.

People whose accomplishment has their leading influence have a sturdy need to fixed and achieve ambitious goals. They are also taking calculated risks for themself achieve their aims and desire to take consistent opinion on their growth and accomplishments. People who are driven by success either work alone or very effectively with others. There is proof that people have high needs for superior outcomes at effort. Employees with high performance requirements would have a clear and comprehensive plot to support them attain their aim. Though, employees with low performance requirements might do better with organisation justice.

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Teachers lead or direct students through tasks in multigrade schools. Teachers who regularly lead lessons serve as guides and participate in events aimed at providing students with the experience, mindset, and skills they need. The instructor is the most significant aspect impacting the effectiveness of inclusion implementations. Determining and addressing the challenges relating to inclusion education that primary school teacher's face, as well as making suggestions, will make a substantial contribution to the progress of inclusion implementations.

Affiliate motivators want pleasant interactions with other individuals and must feel recognized by others. They need to be part of the crowd, to be loved and often goes hand in hand with whatever the rest of the group might want to do. Those who the motivation through belonging also promotes cooperation in the struggle and at the similar phase they don't like great risk or time. Workers who have a great requirement to belong would be appropriate in responsible characters to build sturdy long-term connections. Yet, they might be less operative at mapping decisions about what might be possible lead to struggle. As the work environment provides for close relationships with workers, these employees can find happiness and pleasure in their work. Collaboration may take place between teachers and pupils, between teachers and parents, between students with special needs and students, or between teachers and other staff. When teachers are told if their pupils are having trouble, they are advised to support them as peers.

Sturdy persuaders want to control and affect the behaviour of others straight or incidentally. They like to win arguments and take advantage of the competition and win on the side status and recognition. It is therefore important that employees are in

the leading position. Two forms of energy demand were proposed by McClelland. The first kind is referred to as personalised power, and it refers to those who enjoy power for the purpose of promoting self-interest and as a status symbol. The second form of influence is known as socialised power, and it is used to support others (Vredenburgh et Brender, 1998). Managers who have a strong desire for socialised authority are more successful than those who have a strong desire for personalised results. Students will have more faith in their abilities to understand and make sense because of their teacher's optimistic outlook. Students who are secure in their own understandings would be more likely to explore new concepts raised by the teacher and to consider ways to solve the dilemma they are having. Same goes to working colleague in the school; they will envy each other for the power they need to develop their position.

2.2.2 Maslow's Needs Hierarchy Theory

Abraham Maslow's hierarchy of motivational needs is a theory in which human needs are rated in order of significance (Maslow, 1970). Specific needs, according to Maslow, should be clustered using a framework that identifies which needs should be prioritised first and which should be prioritised last (Reeve, 2005). According to the hierarchy of needs principle, people still desire something what they not yet do. As a consequence, previously fulfilled needs no longer act as inspiration for behaviour, and new needs must take precedence. People will concentrate on higher level needs until their lower level needs are fulfilled. Physiological, protection, association, respect, and self-actualization are Maslow's five fundamental needs as shown in Figure 2.1.

Figure 2.1:
Maslow's Theory of Needs
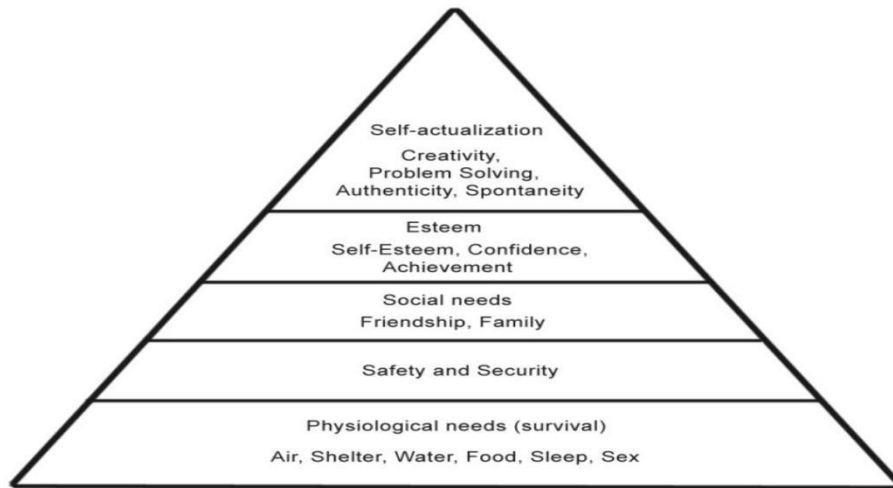
1. **Physiological needs**: They are the most essential and fundamental needs, such as starvation, slumber, and protection from the elements and thirstiness. A worker who is starving or afraid for his bodily protection, for example, If a teacher is starving, they will put aside their other desires in order to fulfil their appetite. This would be too preoccupied with trying to meet these needs to be worried with job fulfilment or success.

2. **Safety needs**: Maslow highlighted both moral and physical wellbeing in this following near of needs. During periods of economic deprivation, when jobs are sparse, most workers are so focused on surviving that they are unable to attend to higher needs like self-actualization. Teachers will fail to teach and complete their everyday tasks if they are unhappy or do not feel welcomed and liked by their students. The acquisition of protection will be their highest

priority. Teachers value predictability and order, which they equate with a sense of security. They thrive because their habits aren't disrupted.

3. **Social/ Belonging needs**: The third degree of needs corresponds to the needs for love and association. Social recognition is an indication of this need. On the work, belonging requires can be strong motivators. Interactions with co-workers can help employees form a social support network and a sense of identity, which can contribute to increased workplace fulfilment and productivity. Joining clubs, volunteering, engaging in activities, or having other group-centred contributions can help a teacher build a sense of belonging. When a person does not feel liked or accepted they seek affection or approval in group environments, such as at school with all of the other teachers. The need for love and identity can be overlooked, but it is just as important as critical to a teacher as their physiological requirements.

4. **Esteem needs**: This degree reflects individual interests that are more complex. It's about the need for strength, success, and status. This need is related to both self-confidence and other people's esteem. Purchases of a larger house or vehicle, which leads to a sense of achievement, and on-the-job promotions such as recognition from the manager, a bonus, a workplace with a curtain, or a earmarked parking spot can also help to satisfy self-esteem needs. The majority of individuals are harshly dismissive of themselves, which comes from their own assessment of their own achievements and potential. There are two types of self-esteem. People would desire success, trust, integrity, and fortitude, to begin with. Second, they will yearn for status, value, recognition,

and acknowledgement. People will feel sufficient, competent, strong, and deserving when all of these needs are fulfilled. People would feel incompetent, unprotected, and unimportant if these needs are not met.

5. **Self-actualization**: This is at the pinnacle of human requirements. Self-actualized people are self-satisfied and mindful of their full potential. To meet the need for self-actualization, workers should be given resources for advancement and accountability so that they can fully use their skills. A routine and repetitive work, for example, would not fulfil the need for self-actualization, no substance how big the pay. There is a need to reach one's full potential. This desire is not motivated by a sense of inadequacy, but rather by a desire to better oneself. According to Maslow, only a small percentage of people ever reach this amount. Impulsive, independent, critical, and rational are characteristics of self-actualized individuals.

Maslow's hierarchy of needs philosophy has made a major contribution to our interpretation of job motivation where perhaps doing a decent job equates to better standardised test results. If this would result in successful course reviews. It has made organisations even more mindful of the many types of people who work for them. Employees' expectations at work can be an employee does not meet and adapt to economic incentives, he or she will be fired. When a lower level is significantly deficient, attention is drawn away from the higher levels. Perhaps the message for managers is to make sure that your educators feel comfortable and incorporated into their surroundings. They would be freer to focus on doing a

good job and improving in their career if they do not feel intimidated, if they feel like part of the team in school.

2.3   Summary

This chapter discusses the literature of each variables and the relationship between the individual independent variable to job performance. Also covered are the underpinning theory/ concept to this study.
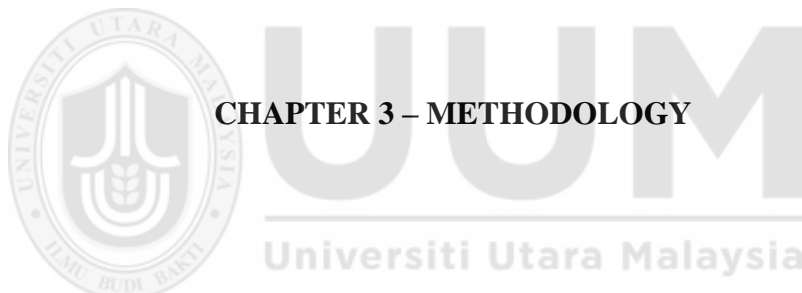
CHAPTER 3 – METHODOLOGY

3.1   Introduction

This section includes an overview of the techniques used in the analysis. This chapter also consists of sample design, survey materials used and the analysis explains the process of data collection. The calculation for each variable which is now being evaluated is also included. Eventually, this chapter ended with methods chosen for the analysis of data.

3.2 Research Framework

Figure 3.1:
Research Framework
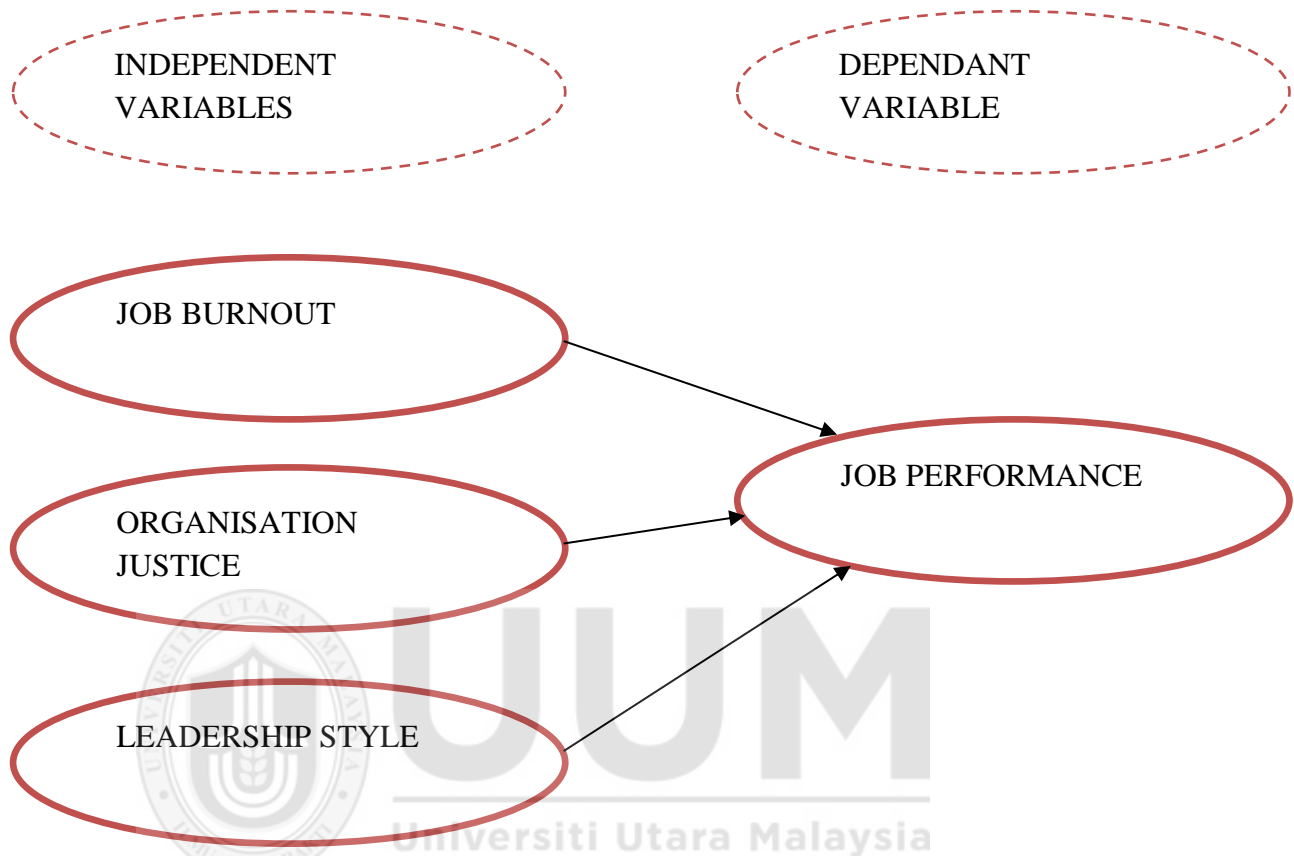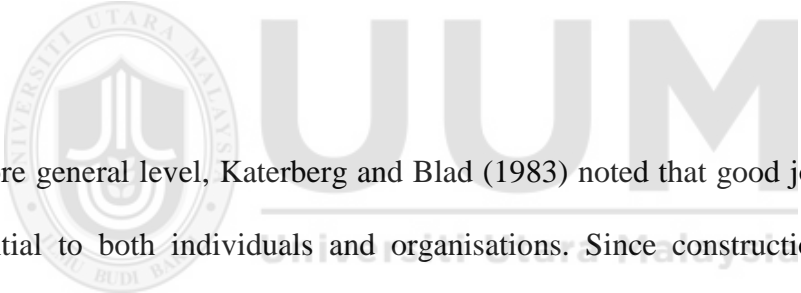
3.3 Hypothesis

The discussion on the development of the hypothesis is according to each individual independent variable as below.

3.3.1 The Relationship between Job burnout and Job Performance

Maslach and Jackson (1981) describe career burnout as mental distress, depersonalization, and personal accomplishment. Depersonalization is a concerted attempt to isolate oneself from the service customer by avoiding the features that

differentiate it, and exhaustion is the most frequent symptom of burnout. The relation between personal accomplishment and the other two facets of career burnout is more complex. In other words, if employee action is consistent with the organization's expectations and capable of achieving the desired outcomes. Job performance, as one of the styles of performance, represents how well an individual uses impact resources (Chen and Schaubroeck, 2002), i.e., whether employees' work is successful or whether they can demonstrate good talent. Employees can regulate their feelings by changing their views of the workplace and the emotional stimulation they encounter; they can accomplish their targets by improving, diminishing, prolonging, or shortening particular emotional encounters (Wong and Law, 2002). Both of these things will help people get less burned out at work.

At a more general level, Katerberg and Blad (1983) noted that good job performance is essential to both individuals and organisations. Since construction projects are "fragmented," work performance assessment is more important to project managers because workers play a critical role in project tasks such as collaboration, teamwork, problem solving, and project team cooperation (Cheng et al. 2000). Despite the fact that work success is likely to have a direct impact on corporate efficiency, many building firms do not use task performance assessment, also known as performance analysis (Woods et al. 1998). According to Hanna and Brusoe (1997), only 31% of respondents in the United States said their firms had work performance reviews, and companies with lower wages or limited sizes are less likely to assess employee performance.

H1: There is a significant relationship between Job burnout and Job Performance

3.3.2   The Relationship between Organisation Justice and Job Performance

Employment satisfaction has been linked to organisational justice in a number of reports. Iqbal (2013), for example, suggested in his thesis that employees who are viewed fairly by their employers at college, they are more likely to engage in supportive work habits such as commitment, self-improvement, and getting holding the organization's best interests in mind. Similarly, Usmani and Jamal (2013) claimed that organisational justice is critical in an organisation because a lack of it leads to disgruntled workers who put in less work, low morale, increased absenteeism, and ultimately leaving the firm.

In their own survey of white collar employees, Thomas and Nagalingappa (2012) discovered that the prevalence of perceived corporate fairness in a business is positively associated with high wage satisfaction, employee satisfaction, and loyalty. In the other hand, high turnover is caused by a lack of perceived workplace fairness. According to Krietner and Kinicki (2013), there was a body of study known as organisational justice that originated in the late 1970s. Organizational fairness, which is loosely tied to Adam's equity philosophy, measures how long people believe they are handled equally at work.

There are three facets of corporate justice: distributive, substantive, and interactional. The supposed equity of the distribution is referred to as distributive justice or the sharing of money and incentives within the company; though perceived parity is referred to as procedural justice of the protocols and processes that were used to

create these interactional justice is concerned with the redistribution of resources, while allocation justice is concerned with the distribution of resources and the standard of interpersonal care that people get in the execution of the method or operation. Employees who are happy are more likely to show corporate citizenship habits such as promoting the company in a good light, and assisting others, and going beyond and beyond. Satisfied and ecstatic increased customer loyalty is often a product of staff as well as loyalty (Bowen et al., 1999).

Distributive justice can be characterised as how people view the allocation of reward among employees in an organisation, demonstrating a rational dispersion of benefit gained from various types of work that organisational members deem right and equitable. Adams (1965) introduced distributive justice as an equality principle, recommending that people determine fairness by evaluating their apparent sources of evidence in relation to the outcome they have obtained, then comparing the proportion with a comparison to norm before determining whether it is equal to them. If an individual is unhappy with their results, they may adjust their efficiency and get the input-output ratio back into equilibrium (Cropanzano and Schminke, 2001). According to previous studies, there is a connection between distributive justice and job results (Adams, 1965; Williams, 1999).

Procedural fairness, on the other hand, refers to how individuals interpret decisions taken in accordance with organisational structures, as well as the care provided by the agency in upholding those decisions (Moorman, 1991). It alludes to people's perceptions of justice in the decision-making process to repay their service rather than

a true salary distribution. Procedural justice, according to Cohen-Charash & Spector (2001), is described as the decency of operations, practises, and techniques used to reach a final decision. It depends on the procedures and services used to make management decisions (Colquit, Greenberg and Zapata, 2005). The focus of procedural justice (Thibaut and Walker, 1975; Lavental, Karuza, and Fry, 1980) is on the equity of the mechanism involved in the delivery of the result. It alludes to decency in pay distribution, fundamental leadership teamwork, and data dispersion within an organisation (Colquitt and Chertkoff, 2002). According to Lind and Tyler's (1998) research, there is a close link between procedural justice and job success.

Interactional justice is a type of inter-person behaviour in which a person is held accountable both before and after a decision is made. Interactional justice focuses on the care of people in their relationships received throughout the decision-making period, as well as programmes that integrate various individuals internal affectability habits, regard, trustworthiness, pride, and courteousness displayed by the equity originator against the equity recipient (Cropanzano, Prehar, and Chen, 2002). Person perceptions of justice will be influenced by the accuracy and timing of details provided (Kernan and Hanges, 2002). Interpersonal justice is the second component of interactional justice, and it reflects how people are handled with dignity, amiability, and regard by the authorities participating in the procedures' execution. Interactional fairness has been linked to individual happiness, loyalty, work success, and dedication in previous studies (Cropanzano, Bowen, and Gilli and Gilliland, 2007; Suliman and Kathairi, 2013).

H2: There is a significant relationship between Organisation Justice and Job Performance

Sub Hypothesis:

H1a: Work performance and distributive justice are related.

H1b: Procedural justice and work performance are related.

H1c: Interactional justice and work performance are related.

3.3.3   The Relationship between Leadership and Job Performance

Followers of transformational figures are encouraged to exert themselves to test both current and new horizons. They are constructive and support followers in reaching unforeseen targets (Antonakis, Avolio, & Sivasubramaniam, 2003). They encourage people to look about their own immediate self-interest (Bass, 1999). This style of leadership is a necessary precondition for groups to develop the mutual trust or power they need to succeed when confronted with challenging challenges (Bass & Avolio, 2003). TL can help organisations transform by serving as change agents, cultivating higher levels of inherent enthusiasm and commitment to supporters, and presenting a new vision or vision of the future and create a commitment to this image among followers (Kinicki & Kreitner, 2008).

Because of their helpful and welcoming personality, transformational leaders can inspire and satisfy their followers (Givens, 2008). They serve as reform managers by using a friendly attitude on a regular basis (Krishnan, 2004). Through citing relevant

experiences and providing individualised focus, transformational leaders build high-quality relationships with their fans, encouraging them to work harder in way to achieve organisational goals (Graen, 1976). Despite the fact that research shows a range of leadership models, transformational leadership (TL) remains one of the most common in organisations for handling transition (Kejriwal & Krishnan, 2004; Sarros & Santora, 2001). By displaying role model traits, offering intellectual inspiration, and expressing individual consideration for the followers, it assists in introducing valuable and beneficial improvements among the followers (Shibru & Darshan, 2011; Stewart, 2006).

When confronted with new challenges, effective leadership styles contribute to improved results (McGrath & MacMillan, 2000). Furthermore, scholars believe that the effects of leadership on success are more significant because leaders play an important role in inspiring their subordinates to improve job performance. Quality rivalry limits returns and results, which leads to the imaginative destruction of existing capacity (Santora et al., 1999).

As a result, transformational leadership has been empirically shown to have a favourable association with the leader's job efficiency, understanding, and mindset (Zhu et al., 2005). According to (Mahdinezhad, Suandi, Silong, Daud, & Omar, 2013), leadership style improves the overall productivity of higher education institutions; as a result, they adopt leadership styles that refine academic leaders' skills and abilities and assist them in achieving job success, and it is also asserted that leadership styles will aid in the development of leadership competivity in both leaders and improve their act and commitment.

H3: There is a significant relationship between Leadership and Job Performance.

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3.4   Research Design

Sekaran and Bougie (2013) define research design as an organizing a plan and implementing procedure for data collection process, analysing and translate the output in order to summarize the result. According to Creswell (2009) research design is important as guidance for researcher to have a clear perspective regarding the idea, data and analysis process to support this study. The purpose of this study was to explain the relationship between dependent variable and independent variable. In this thesis, quantitative research design is being used, which highlights the data collection methods with statistical analysis and calculation of goals via questionnaire through watsapp which where form in google e-form. With this analysis, the quantitative approach is acceptable because it facilitates the testing of the relationship between variables using statistical methods.
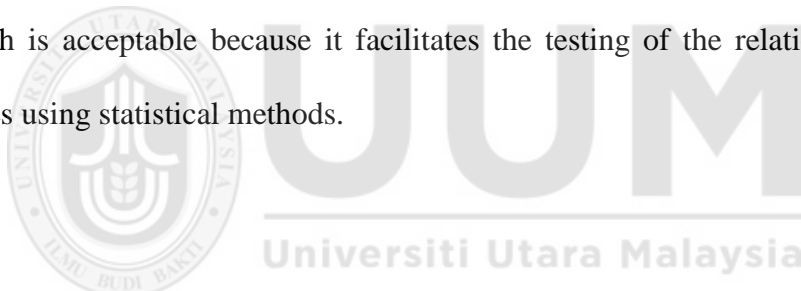
This study is a cross research methods where the relationship between independent variables and dependent variables is studied. This is aligned with the primary objective of this report, which is to examine the direct relationship between job burnout, organization justice, and leadership. This theoretical framework can be characterized and transmitted either by larger community in order to allow adequate study. The most important part is to get response from respondent about their perception regarding the variables

3.5   Operational Definition

The operational definition for each of the variables in this study is as shown in the table below.

Table 3.1:
Operational Definition of Variables

Variable	Operational Definition	Source
Job Performance	Quality refers to the degree to which a task is completed at work and results in an employee's job success.	Cascio, 2006
Job Burnout	Chronic work tension, to a failure in adaptation caused by repeated malfunctioning.	Brill, 1984
Organizational Justice	Person views of decision-making fairness, organizational decision-making procedures, and their effect on actions.	Lavell, Rupp & Buckner, 2001
Leadership Style (Transformational)	Transformational leadership is described as a type of leadership that can be used to awaken or empower workers so that they can develop and reach high levels of success, well beyond what they expected previously	YukI, 2010

3.6   Measurement of the Study

The discussion on measurement of the study is broken down into four sub-sections namely, the research instrument adopted, items of the variables, scale of measurement, formatting of the questionnaire and lastly, the results of the pilot test.

3.6.1   Research Instrument

The locked ended survey was the key study instrument used in this study to collect primary data from the field. Closed-ended questionnaires make it easier for respondents to respond and ensure that their answers are consistent.

3.6.2   Research Items

The things for each variable were taken from this and extracted from previous research in the field. The number of items and the source for each element are mentioned in the table below. Desk research, also known as secondary quantitative analysis, is a form of research that uses secondary data. Current literature is summarized and collected to increase the overall effectiveness of research.

This research approach involves compiling reliable evidence from existing data sources such as the internet, government resources, archives, and research papers, to name a few. Secondary quantitative analysis is used to enhance, prove, or disprove previously acquired data and to validate data gathered in primary quantitative studies.

In this research, uni-dimension items where extracted to diversify the variables in a simpler form. In general, one-dimensional definitions are simpler to grasp. It's always more or less, because that's what there is to it. Either you're longer or thinner, or you're heavier or lighter. It's often crucial to consider what a uni-dimensional scale is in order to grasp more complicated multidimensional definitions. However, the best justification to use uni-dimensional scaling is that you trust in the idea you're working with (William M.K, 2020.

Table 3.2:
Source of Research Items

Variable	Number of Item	Source
Job Burnout	5	MBI, Maslach and Jackson 1996,1986
Organization Justice	15	Neihoff and Moorman, 1993
Leadership Style	5	Avolio & Bass, 1994, 2004
Job Performance	5	Koopmans 2015

While in the table below show the statement for each item for each of the variable in this study.

Table 3.3:
Research Items

Job Burnout
1. I enjoy my work. I have no symptoms of burnout.
2. Occasionally I'm under stress and I don't always have as much energy as I once did, but I don't feel burned out.
3. I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.
4. The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.
5. I feel completely burned out and often wonder if I can go on. I am at the point

where I may need some changes or may need to seek some sort of help.

Organization Justice

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1. My work schedule is fair

2. I think that my pay is fair

3. I consider my work load to be quite fair

4. Overall the rewards I receive are quite fair

5. I feel that my job responsibilities are quite fair

6. Job decisions are made by my leader in a biased manner

7. My leader makes sure that all employee concerns are heard before Job decisions are made

8. To make job decisions, my leader collects accurate and complete information

9. My leader clarifies decisions and provides additional information when requested by employees

10. All job-related decisions are applied consistently to all affected employees

11. Employees are allowed to challenge or appeal job decisions made by their leaders

12. When decisions are made about my job, the leader treats me with kindness and consideration

13. When decisions are made about my job, the leader treats me with respect and dignity

14. When decisions are made about my job, the leader is sensitive to my personal needs

15. When decisions are made about my job, the leader deals with me in a truthful manner

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Transformational Leadership Style (My leader…)
1. Spends time teaching and coaching.
2. Considers me as having different needs, abilities, and aspirations from others.
3. Helps me to develop my strengths.
4. Seeks differing perspectives when solving problems.
5. Gets me to look at problems from many different angles.

Job Performance
1. I managed to plan my work so that i finished it on time.
2. I kept in mind the work result i need to achieve.
3. I am able to set priorities.
4. I was able to carry out my work efficiently.
5. I managed my time well.

3.7 Data Collection

The main challenge faced during the data collection period is that it overlapped with the second Conditional Movement Control Order (CMCO) for the state of Perak, since Teluk Intan is under Perak state. Therefore, the most appropriate method for data collection was by using online method through watsapp. Thus, the Google Form was adopted. The original link was forwarded to the main representative of the teacher's organization. Request is being put forward to the initial respondent to disseminate the link to other teachers and employees in their organization/school. The

convenience and snowballing technique were employed to facilitate the data collection method during the CMCO period. The time period needed to collect the questionnaire was about three to four weeks. Started in the month early of march2021 and ended in the end of march 2021 in order to gain the respondents feedback from eight school teachers which was about a total of 141 teachers.

3.8   Sampling

The target population, determining the required sample size, and the sampling method used in this analysis are all discussed in this section.

3.8.1   Target Population

Population is a large group of individual or object for a specific query. The whole community of individuals, activities, or objects of concern that the researcher wants to study is referred to as the population (Kumar et al., 2013). However, the researcher is unable to test any individual or item in the community. Few SJKT schools teachers had been selected from Perak to be used as sample. Table below shows the number of schools and amount of teachers.

Table 3.4
SJKT Schools in Perak

School	Number of Teachers
SJKT Ladang Sussex	15
SJKT Ladang Chemor	13
SJKT Gunong Rapat	12
SJKT Gandhi Memorial	13
SJKT Menglembu	20
SJKT Tanjong Rambutan	33
SJKT ST Philomena Convent	24
SJKT Ladang Matang	11
Total	141

3.8.2   Sample Size

Refers to this study, based on the given population, the selected sample size is 105 respondents for this study created on the chart from Krejcie and Morgan (1970). The model size formula for categorical data developed by Krejcie and Morgan (1970) will be briefly discussed since it provides equivalent sample sizes in all cases where the researcher varies the t value used depending on the population size. The sample size necessary for this analysis was broad enough to represent the whole study population. As previously mentioned, Alreck and Settle (1995) challenge the argument that sample size must be proportional to population size. The following comparison is offered by them. Assume you're warming a cup of soup and want to see when it's about to eat. A spoonful would most likely suffice. One spoonful of a sample size. In cases of exploratory testing and pilot studies, Isaac and Michael (1995) list the

following circumstances in which large samples are required but small samples are appropriate. They are both big enough to assess the null hypothesis and small enough to ignore therapeutic results that are weak.

3.8.3   Sampling Technique

The 105 respondents were selected using non-probability sampling in this analysis. Non-probability sampling refers to the use of the researcher's knowledge and experience to construct non-probability samples. Because of the researcher's participation, not every member of a target community would be selected to engage in a study. Aside from that, Snowball sampling is used to collect information from hard-to-reach target audiences. It's normal in cases where putting together a research target group is challenging.

3.9   Scale of Measurements

Table 5 below is the scale of Likert that used to measure the level of agreement from respondent's perspective except for Section A as this section involved with demographic questions. As a result, all respondents can choose a response based on the point scale in the survey questions and relying on their evaluation and perspective on the questions. As for uni-demensions scaling method, Likert scale is normally been used.

Table 3.5:
Scale of Measurement Used

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.9.1 Format of Questionnaire

The design of questionnaire should be easy to understand based on psychology thinking. One set of questionnaires with 35 items were divided into six sections as shown in Table 3.6. Every section is represented the dependent which is job performance and independent variables which are job burnout, organization justice and leadership style for this study including demographic information where it contains personal information about the respondents. Questionnaire was first, given to the expert to test the validity of the content and understanding level of overall dependant variable and independent variables as well as the format and continue to deliver out after the amendments are made accordingly.

Table 3.6:
Format of the Questionnaire

Section	Variable
A	Demographic
B	Job Burnout
C	Organization Justice

D   Leadership Style

E   Job performance

3.10 Pilot Test

Results from the pilot test helps to inform the feasibility and identify if there are modifications needed in the study. Only 10% to 20% from the sample size is a reasonable to conduct the pilot test (Hazzi & Maldaon, 2005). In addition, there will be four cut off points regarding on the reliability of this pilot test where below 0.50 is considered as low reliability, 0.50 to 0.70 is recognized as moderate reliability while 0.70 to 0.90 is high reliability and lastly, excellent reliability is considered when the value is 0.90 and above (Hinton, McMurray & Brownlow, 2014). Therefore, the results for pilot test indicate between high reliability and excellent reliability for all items adapted as shown in Table 3.6. Hence, all the instruments in this study are valid and reliable for this study.

However, new pilot test is conducted among teachers in the primary school. As stated by Chua (2012), the pilot study is aimed to ensure the reliability of the measurement that used in this study. At first, total of 5 set of questionnaires have been distributed to a group of respondents through online via watsapp at the school and they helped to distribute to the rest of the respondent until the target sample of respondent is reached.

The questionnaires distributed accordingly to the snowball sampling method among employees.

The Statistical Package for Social Science (SPSS) version 26.0 was used to analyse the results. As shown in the Table 3.7 below, the result for pilot test showed that all instrument used in this study are reliable and valid because the result indicates high reliability for all items which is 0.70 and above.

Table 3.7:
Pilot Test Reliability Statistic

Variables	Number of items	Cronbach's Alpha Values	
		Original	Pilot
Job Burnout	5	0.743	0.723
Organizational Justice	15	0.975	0.954
Leadership Style	5	0.954	0.927
Job Performance	5	0.961	0.921

3.11 Data Analysis

All data that collected is managed and analyzed using the SPSS version 26.0. The data collected from respondents are analyzed by various statistical methods and all variables which are dependent and independent were coded before being crossed into the software. For demographic section, descriptive analysis that consists of frequency

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and percentages will used to explain this section. Furthermore, the relationship between the dependent variable of work success and the independent variables of job burnout, corporate fairness, and leadership style is explored in this report.

Furthermore, reliability analysis uses Cronbach's alpha coefficients to assess the instrument's accuracy and reliability, whereas Pearson Correlation Analysis is used to analyse the association between independent and dependent variables. This correlation's symbol is r, and its value varies from -1.00 to +1.00. This association study often shows two keys on the relationship, the first of which will assist in determining the course of the relationship and the second of which will assist in determining the extent of the relationships between dependent and independent variables. On top of that, Multiple Regression Analysis also performed towards the variables in order to determine which independent variables significantly influence on job performance.

3.12   Summary

This chapter explains on the methods and action plan for the study. This study is outlined through the sample of respondent's, respondents' selection methods, questionnaire developments, research information and the survey process in collecting data. The result from the pilot study showed that the questionnaire used was reliable and valid to assess all independent variables and dependent variable. Finally, this chapter also explains several analyses conducted in this study: reliability test, correlation and regression. Next chapter will detail the result of the study.

CHAPTER 4 - FINDING AND DISCUSSION

4.1 Introduction

This chapter focuses on the data collected, the treatment conducted on the data before further statistical analysis was conducted. This chapter also presents the results from the analysis, and thus the hypothesis testing. Summary of the chapter summarizes the chapter.

4.2 Data Cleaning

Data cleaning used in this study is modifying the data to ensure the data is free from the irrelevant and incorrect information. It can be carried out manually by using data wrangling tools or can be automated through software which is SPSS. SPSS used as data screening which identify incomplete, invalid and missing parts of a data set and clean it. After completing all processes, the irrelevant data will be removed and only the actual data will represent the data from respondents. In this study, there is no missing data and values based on the analysis conducted on the data as shown in the Table 4.1 Response Rate below. Therefore, upon the data screening there were a total of 105 respondents which carried forward to conduct normality test from 105 questionnaires collected.

4.2.1 Response Rate

Table 4.1:
Response Rate

Activities	Number of questionnaires	Response rate (%)
Distributed	105	100
Collected	105	100
Rejected	-	-
Useable	105	100

4.2.2 Normality Test

Since sample distribution is an implicit understanding in research, determining data normality is a prerequisite for many statistical tests. There are two basic methods for determining normality graphical and numerical or mathematical tests. The statistical approach was chosen for normality in this study because it allows for an objective evaluation of data normality. However, this approach may be insufficiently sensitive at small sample sizes or excessively reactive at large sample sizes. There are various methods that available to text the normality of the data such as Shapiro-Wilk test, Skewness and Kurtosis test, histogram and mean with standard deviation. Thus, normality of the data is tested by using Skewness and Kurtosis. Moreover, normality test usually used to determine whether the data collected is modeled for normal distribution because the distribution could be not normal if the data shows Skewness outside of range between -2 to 2 and Kurtosis outside of range between -7 to 7 (Hair et al, 2010 & Bryne, 2010). The normality test showed in the Table 4.2 below.

Table 4.2:
Skewness and Kurtosis for Normality test

	N	**Skewness**		**Kurtosis**	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Job Performance	105	0.234	0.236	-1.550	0.467
Job Burnout	105	0.589	0.236	-0.889	0.467
Organization Justice	105	0.425	0.236	-1.481	0.467
Leadership Style	105	0.299	0.236	-1.559	0.467

The table above indicates the distribution pattern of the data for dependent variable is correspondence to a normal data distribution. It shows the data is normal as Skewness and Kurtosis results are close to zero.

4.3   Background of the Respondents

Respondents must include personal information such as gender, age, level of education, level of position, monthly income, and job experience in the demographic segment. There are 28 people who took part in this survey, and the frequency distribution was obtained for all demographic characteristics using SPSS version 26.0. Table 4.3 shows the analysis of the results.

Table 4.3:
Background of Respondents

Profiles			Frequency	Percentage
	Male		29	27.6
Gender	Female		76	72.4
		TOTAL	**105**	**100**
	Below 25		4	3.8
	26 – 35		47	44.8
Age	36 – 45		51	48.6
	Above 46		3	2.9
		TOTAL	**105**	**100**
Level of Education	SPM		0	0.00

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	STPM/Diploma	24	22.9
	Degree	69	65.7
	Master's Degree	11	10.5
	PhD	1	1.0
	Others:	0	0.00
	TOTAL	**105**	**100**
	Less than 2,000	4	3.8
	2,001- 3,000	26	24.8
Monthly Income	3,001 – 4,000	51	48.6
	More than 4,001	24	22.9
	TOTAL	**105**	**100**
	Less than 1 year	7	6.7
	1 - 5 years	43	41.0
Working Experience	6 - 10 years	52	49.5
	Others	3	2.9
	TOTAL	**105**	**100**

The following finding is based on Table 4.3 above: The gender of the respondents compromises 29 (27.6%) male and 76 (72.4%) female respondents who were participated in this study.

Age was broken down into four groups and the findings revealed that respondents who below 25 years old is 4 (3.8%), followed by age between the range of 26 – 35 years included was 47 (44.8%) respondents. Whereas 51 (48.6%) of respondents fall under the category 36 – 45 years, and above 46 years were 3 respondents with (2.9%).

The findings on the level of education have six group where 0 (0.00%) respondents were from SPM level and 24 (22.9%) respondents came from STPM/Diploma while most of the respondents which 69 (65.7%) respondents fall under Degree's level. Therefore, 11 (10.5%) respondents were Master's Degree level and 1 respondents (1.00 %) from PhD and last is 0 (0.00%) respondent fall under others.

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The majority of the respondents have a monthly income in the range of Rm 3,001 to 4,000, with 51 (48.6%) respondents having a monthly income of more than Rm 3,001 and 26 (24.8%) respondents having a monthly income of more than Rm 2,000. However, 4 (3.80%) of respondents have a household income of less than Rm 2,000, and 24 (22.9%) have a household income of fall more than Rm 4,001.

Working experience of the respondents has four groups and most of the respondents were fall under 1 – 5 years' experience which 43 (41.0%) respondents. Respondents who were working less than 1 year were 7 (6.70%) respondents; meanwhile 52 (49.5%) respondents have 6 – 10 years working experience. Last are respondents who working in last groups is others were 3 (2.90%) respondents.
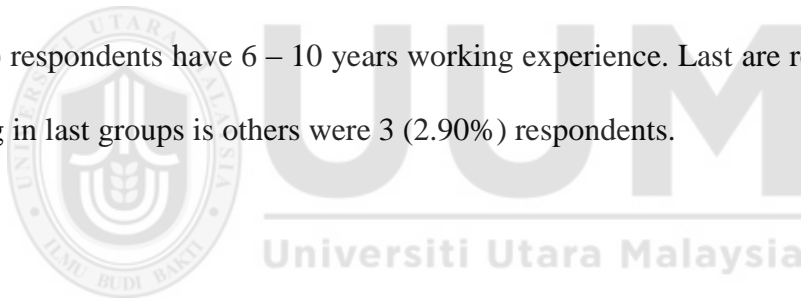
4.4   Reliability Analysis

The reliability of the independent variables and dependent variable are measure by conducting a Cronbach's alpha coefficient. Table 4.4 below shows the findings of the Cronbach's alpha between the range from 0.743 to 0.975 which indicates that the instruments used in this learning are consistent and valid. The worth of Cronbach's alpha for the both needy variable and first independent variables, organization justice represents excellent reliability as the value is more than 0.90 while the other independent variables represent high reliability as the value is between the range 0.70 to 0.90.

Table 4.4:
Reliability Statistics

Variable	Items	Pilot Cronbach Alpha	Actual Cronbach Alpha
Job Performance	5	0.921	0.961
Job Burnout	15	0.723	0.743
Organization Justice	5	0.954	0.975
Leadership Style	5	0.927	0.954

4.5 Descriptive Analysis

In this study, the range for job performance is conducted through descriptive analysis. Descriptive analysis used to study the independent variables and dependent variable. The vivid numbers showed mean and standard deviation values for each variable in Table 4.5. All measures were tapped by Likert scale 5 point that consists of 1 (strongly disagree) to 5 (strongly agree). In this descriptive analysis, mean measures the central tendency and standard deviation measures the dispersion. Since more than majority of the respondents in a normal distribution are still within one standard deviation, most respondents in this analysis should be within three standard deviations of the mean (Sekaran & Bougie, 2009).

Table 4.5:
Grand Mean Statistics

Variable	Mean	Std. Deviation
Job Performance	3.09	1.375
Job Burnout	3.19	0.911
Organization Justice	2.91	1.188
Leadership Style	2.96	1.341

Table 4.5 above indicates that relationship with job performance the highest mean value of 3.19 (SD = 0.911) while organization justice scores the lowest mean value

with 2.91 (SD = 1.188) among other variables. As for the level of variables, the mean values ≤ 2.722 is considered as low level, the mean values between range of 2.723 to 3.056 is moderate and lastly, the mean values that ≥ 3.057 is high level. Therefore, based on the findings in the table above, the mean score for the variables are ranging from 2.91 to 3.19 which falls within the high mean score range.

4.6   Correlation Analysis

Table 4.6:
Pearson Correlation Analysis

		JB	OJ	LS	JP
Job Burnout (JB)	Pearson Correlation	1			
	Sig. (2-tailed)				
Organization Justice (OJ)	Pearson Correlation	0.794**	1		
	Sig. (2-tailed)	0.000			
Leadership Style (LS)	Pearson Correlation	0.730**	0.925**	1	
	Sig. (2-tailed)	0.000	0.000		
Job Performance (JP)	Pearson Correlation	0.708**	0.932**	0.950**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000

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

The Pearson correlation study between work burnout, organization justice, leadership style, and job performance is seen in Table 4.6. According to correlation study, the maximum reading for organization justice is (r = 0.794, p 0.01), suggesting that there is a significant association between organization justice and job performance. The association between leadership style and job performance is also strongly favorable, as it has the second highest correlation (r= 0.730, p 0.01), led by the relationship with job burnout, which has a strong positive correlation (r = 0.794, p 0.01).

4.7   Regression Analysis

Table 4.7:
Multiple Regression Analysis

R^2	0.924		
Adj. R^2	0.922		
F	410.629		
Sig.	0.000		
	Beta	**t**	**Sig.**
Job Burnout	-0.120	-1.762	0.081
Organization Justice	0.498	5.296	0.000
Leadership Style	0.626	8.454	0.000

Table 4.7 above shows that job burnout, organization justice and leadership style significantly influenced the job performance among employees. The R^2 value indicates how well the model fit for job satisfaction is 0.924 or in other words, all independent variables explained about 80% of the variance in reliant on variable. Founded on the table, the outcome for multiple regression for job burnout (β = -0.120, p < 0.081), organization justice (β = 0.498, p < 0.000) and leadership style (β = 0.626, p < 0.000).

As shown in the Table 4.7, the most influential variable is leadership style (β = 0.626, p<0.00), followed by organization justice (β = 0.498, p<0.000) and job burnout (β = -0.120, p < 0.081). The outcome indicates that all factors, including work burnout, organizational justice, and leadership style, have a major effect on job performance at teachers in all the SJKT schools. Leadership style, it can be argued, is the most important thing that influences employee work efficiency.

4.8 Results of Hypothesis Testing

The analysis conducted above is to determine to accept or reject the hypothesis statement formulated for this study. The correlation analysis was conducted to determine the acceptance or rejection of hypotheses H1, H2 and H3. The regression analysis was conducted to test the final hypotheses H4. The results show that all hypotheses formulated for this study are accepted. This is shown in Table 4.8 below.

Table 4.8:
The Summary of Hypothesis Testing

Hypothesis	Statement	Result
H1	*There is a significant relationship between Job burnout and Job Performance*	Accepted ($r = 0.708$, $p < 0.000$)
H2	*There is a significant relationship between Organization Justice and Job Performance*	Accepted ($r = 0.794$, $p < 0.000$)
H3	*There is a significant relationship between Leadership and Job Performance*	Accepted ($r = 0.950$, $p < 0.000$)
H4	*There is a significant relationship between Job burnout, Organization justice, Leadership style and Job Performance*	Accepted ($R^2 = 0.924$, $p < 0.000$)

4.9 Summary

This chapter discusses the treatment on the data, the background of respondents, the reliability statistics and the uni-variate and multivariate analysis conducted on the data

to determine whether to agree or discard the hypothesis. Founded on the statistical fall-outs, all hypotheses are accepted. The discussion in the following chapter is the conclusion and recommendation of this study.

CHAPTER 5 – CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the study's objectives. The hypothesis is based on the study's aims, which are presented in the thesis's first chapter. The observations are often linked to previous research in the field. In the final chapter, future study plans are discussed.

5.2 Overview of the Study

The determination of this learning is to examine the bond between job burnout, organizational justice and leadership style to job performance. Since this study take on the quantitative approach, the closed ended questionnaire was adopted. The research topics were taken from and modified from previous studies in the area. The online data collection system was applied using the Google Form when the Conditional Movement Control Order (CMCO) was in operation. The data was compiled and statistically evaluated using analytical, correlation, and regression analysis. Thus, the following discussion concludes the findings of this study based on the objectives of this study as presented in Chapter One.

5.3 Implication of the Study

The purpose of this research is to determine the relationship of job burnout, organization justice and leadership style on job performance. All three factors are agreed and substantial, according to the review performed in Chapter 4. This section includes a scale of all factors to help determine the relationship among job burnout, organization justice and transformational leadership style had the great influence on job performance. SPSS version 26.0 was used to examine all of the results.

5.3.1 The Relationship between Job Burnout on Job Performance

The mean analysis shows that the employees working in SJKT schools are apparently burnout with their (M = 3.19, Standard Deviation = 0.911) job at the school. Throughout this survey, this is discovered that employees working in primary school have quite a positive correlation with job performance. All of the variables that affect job performance play an essential part in determining employee performance.

5.3.2 The Relationship between Organization Justice on Job Performance

The findings of Pearson correlation (r = 0.794, p < 0.01) between organization justice and job performance indicates a significant positive relationship. It shows organization justice has an impact on job performance among employees because it has high correlation value. The results also showed that organization justice in work place is fairly important as other reasons to work in a happy way to perform. Employees are more likely to remain with the company if they are happy with their jobs.

5.3.3   The Relationship between Leadership Style on Job Performance

The findings revealed the leadership style (transformational) shows a significant positive relationship with job performance. Employees working in school have a low degree of performance on leadership style. Result shows (M = 2.96, Standard Deviation = 1.341) which shows a high effect on job performance. This can be due to many reasons on leadership style is not being followed or practiced in the school.

5.3   Implication of the Study

Previous studies have shown a correlation between the independent variables (job burnout, organisational justice, and leadership style) and job efficiency. These days, job performance has converted to a key anxiety for both employers and staff, especially for those employed in the education sector, whether in primary schools, high schools, or universities. Employees who perform badly at work are affected by a variety of reasons or problems. Employees' poor work performance is said to be the reason for their presence as a result, the aim of these studies is to help workers find a balance between their workplace characteristics and their personal interests in order to be happier at work. This will also help managers to appreciate the interests of employees, which can lead to lower staff productivity and a detrimental impact on the company's image.

Workers would provide their finest job presentation and would display more faithfulness if there is no job burnout, better organizational justice and followed by good leadership style.   The importance of job burnout, organizational justice and

leadership style in giving a good job performance remained verified based on the statistics check in Chapter 4.

5.4   Recommendation

Since this came to completing this analysis, there were just a few drawbacks. To begin with, this study was completed in a short time frame of three to four months. This study's length is inadequate to cover all aspects of the study at primary schools in Perak, and this year is particularly hectic due to the pandemic, which restricts movement. Future studies should extend the time up to six months in order to provide all of the appropriate sources to help the analysis, and the pandemic is improving. Another difficulty in this research is that the scope of the study is specific to a school in Teluk Intan, and the respondents who participated have a small sample size, as the study area is in Perak.

All hypothesis is putative in this learning as it shows there were positive bond between job burnout, organizational justice as well as leadership style on the job performance among employees. Next research may focus on other factors to show that those factors also important that influenced on job performance because there are probabilities that there could be other influences that can be discovered in the future. Aside from that, the future researcher may want to look into the demographic variables that affect employee job performance, such as age or salary.

5.5 Conclusion

This research provides an overall indication that the job performance among employees in SJKT Ladang Sussex primary school is substantially influenced by job burnout, organizational justice and leadership style. Several of the study's research questions and goals have been met, and employers will be able to recognize the factors that affect employee performance in the workplace. This analysis should contribute to future research and fill a void in this report. Finally, based on the findings of the whole report, SJKT Ladang Sussex primary school could have a better understanding of job performance in their respective fields.

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Appendix A: Research Questionnaire

Research Questionnaire

JOB PERFORMANCES OF TEACHERS IN GOVERNMENT SECTOR

Dear Respected Respondents,

I'm a Master of Science (Management) student from University Utara Malaysia, Sintok Kedah. This is a research I'm conducting a research on job performances of teachers in government sector in order to fulfil my academic requirement for final year's course of master's degree. Thus. I would like to attain your kindness to fulfil this questionnaire. This questionnaire is divided into five (5) sections. It would be grateful if you could spend 8-10 minutes to complete the questionnaire. I assure you that your responses will be held in confidential and would only be used for the mean of this research.

The feedback collected is strictly for academic purposes.

Your cooperation is very much appreciated.

Thank you,

Dhanapriya Radha Krishnan
Master of Science (Management)
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia

INSTRUCTIONS:

This questionnaire is divided into five sections. Please indicate thoughtfully and truthfully your judgment on the various aspects related to this research.

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SECTION A: DEMOGRAPHIC

Please tick (/) in the relevant boxes.

1) GENDER

[   ] Male
[   ] Female

2) AGE GROUP

[   ] < 25
[   ] 26-35
[   ] 36-45
[   ] > 46

3) LEVEL OF EDUCATION

[   ] SPM
[   ] STPM/Diploma
[   ] Degree
[   ] Master's Degree
[   ] PhD
[   ] Others: Please notify

4) MONTHLY INCOME

[   ] < 2,000
[   ] 2,001- 3,000
[   ] 3,001 – 4,000
[   ] > 4001

5) Working Experience

[   ] Less than 1 year
[   ] 1 year to 5 years
[   ] 6 years to 10 years
[   ] Others: Please notify

SECTION B: BURNOUT

The following set of statements measures the characteristics of burnout. For each statement, circle the number on the scale that corresponds to your level of agreement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I enjoy my work. I have no symptoms of burnout.	1	2	3	4	5
2	Occasionally I'm under stress and I don't always have as much energy as I once did, but I don't feel burned out.	1	2	3	4	5

3	I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.	1	2	3	4	5
4	The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.	1	2	3	4	5
5	I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.	1	2	3	4	5

SECTION C: ORGANIZATION JUSTICE

The following set of statements measures the characteristics of organization justice. For each statement, circle the number on the scale that corresponds to your level of agreement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My work schedule is fair.	1	2	3	4	5
2	I think that my pay is fair.	1	2	3	4	5
3	I consider my work load to be quite fair.	1	2	3	4	5
4	Overall, the rewards I receive are quite fair.	1	2	3	4	5
5	I feel that my job responsibilities are quite fair.	1	2	3	4	5
6	Job decisions are made by my leader in a biased manner.	1	2	3	4	5
7	My leader makes sure that all employee concerns are heard before Job decisions are made.	1	2	3	4	5
8	To make job decisions, my leader collects accurate and complete information.	1	2	3	4	5

9	My leader clarifies decisions and provides additional information when requested by employees.	1	2	3	4	5
10	All job-related decisions are applied consistently to all affected employees.	1	2	3	4	5
11	Employees are allowed to challenge or appeal job decisions made by their leaders.	1	2	3	4	5
12	When decisions are made about my job, the leader treats me with kindness and consideration.	1	2	3	4	5
13	When decisions are made about my job, the leader treats me with respect and dignity.	1	2	3	4	5
14	When decisions are made about my job, the leader is sensitive to my personal needs.	1	2	3	4	5
15	When decisions are made about my job, the leader deals with me in a truthful manner.	1	2	3	4	5

SECTION D: LEADERSHIP STYLE (TRANSFORMATIONAL)

The following set of statements measures the characteristics of leadership's style. For each statement, circle the number on the scale that corresponds to your level of agreement.
(e.g my leader…..)

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Spends time teaching and coaching.	1	2	3	4	5
2	Considers me as having different needs, abilities, and aspirations from others.	1	2	3	4	5
3	Helps me to develop my strengths.	1	2	3	4	5

No	Statement					
4	Seeks differing perspectives when solving problems.	1	2	3	4	5
5	Gets me to look at problems from many different angles.	1	2	3	4	5

SECTION E: JOB PERFORMANCE

The following set of statements measures the characteristics of job performance. For each statement, circle the number on the scale that corresponds to your level of agreement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I managed to plan my work so that i finished it on time.	1	2	3	4	5
2	I kept in mind the work result i need to achieve.	1	2	3	4	5
3	I am able to set priorities.	1	2	3	4	5
4	I was able to carry out my work efficiently.	1	2	3	4	5
5	I managed my time well.	1	2	3	4	5

-THANK YOU FOR YOUR COOPERATION-