ROLE OVERLOAD, BURNOUT AND TURNOVER INTENTIONS AMONG TEACHERS: MODERATING ROLE OF WORKPLACE SUPPORT AND RESILIENCE

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the faculty of psychology for acceptance.

Thesis Title: Role overload, Burnout and Turnover intentions among teachers: moderating role of workplace support and resilience

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AUTHOR'S DECLARATION

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**<u>Role Overload, Burnout and Turnover intentions among teachers: Moderating role of Workplace support and Resilience</u>**" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university.

_____

Laraib Malik

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Date

ABSTRACT

Title: Role Overload, Burnout and Turnover Intentions among Teachers: Moderating Role of Workplace Support and Resilience

Drawing on Job Demand Resource model (Bakker & Demerouti, 2007), present research was carried out to investigate the impact of role overload on turnover intentions and burnout among school teachers. Moreover, the moderating role of workplace support (supervisor support as well as collegial support) and resilience was also studied in the said relationship. Using Purposive convenient sampling technique data were collected from 400 people (age range 24 to 60 years), from 5 schools located in Rawalpindi, Islamabad for this correlational study. Information was collected on socio-demographic variable, as well as on following study variables namely role overload, turnover intentions, resilience, burnout, and workplace support. Role overload Scale (Reilly, 1990), Maslach Burnout Inventory (1986), Turnover Intention Scale (Weiss, 1980), Resilience is measured by PsyCap questionnaire (Luthens, 2007) and Workplace support Scale (Cassidy, 2016) were used to test impact of teacher's role overload, on turnover intentions and burnout followed by the moderating role of resilience, collegial and supervisor social support. Psychometric properties of the scales were established prior to data collection. Zero order correlation was obtained through SPSS. Current study found the significant correlation between the role overload and turnover intentions. The result indicates the positive significant relationship between the role overload and burnout. As the individual will be burdened with multiple roles at a time, it increases the exhaustion in a person and it will lead to turnover intention. Resilience lessens the effect of burnout and turnover intentions and workplace support also shows the significant effect on study variables. Findings of this study will guide the school administration in protecting school teachers from burnout and turnover intentions by providing social support in the workplace and trained them to come up with the difficult situations. Further studies may be conducted to study same relationship in college and university teachers as well.

*Keywords***:** *Role overload, Burnout, Supervisor Support, Collegial Support, Turnover intentions, Resilienc*

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LIST OF ABBREVIATIONS

TI   Turnover Intentions

SS   Supervisor Support

SET   Social Exchange Theory

CS   Collegial Support

ERI   Effort Reward Imbalance

COR   Conservation of Resources

JDR   Job Demand Resource

PEP   Perceived External Prestige

ACKNOWLEDGEMENT

DEDICATION

This dissertation is devoted to my honorable supervisor 'Dr. Shakira Huma Siddiqui', without whom I would not have had a year to peacefully inspect the new construct.

————————————	————————————
	Laraib Malik
Signature of Candidate	Name of Candidate

Chapter I

Introduction

1.1 Context of the study

In the current era role overload has become a common problem for human resource managers. In this worker custody and output has a massive impact on successful processes of an association. The associations are trying hard to maintain their workers and sustain an obligatory level of output for better associational benefit. Conventionally, teaching has been considered as a less stressing job, but during these last three decades the circumstances have been changed. Studies have discovered that teaching is the most stressful profession as compared to others. Stress is positive, if it stimulates one to perform in a given condition, while it is negative if it becomes excessive and causes a person for reducing his/her performance, sometimes it also causes a person not to perform at all (Baeriswyl et al., 2016).

World Health Organization (WHO) has well-defined the teacher work role overload as a form of response that occurs when the work demands offered do not matches the knowledge, skills or abilities of teachers. This leads to burnout and quitting the job. Why people leave the job is considered to be one of the trending concerns now a days, it's human nature to stay in a comfortable environment, in which they can grow and show their potential and abilities. By getting a job in an institution and then to leave this place is a question. People struggles to get a job and then leaving the job, is just because of some factors that hinders in performing well and lead to exhaustion. Factors are work load, work related stress, role overload that led to burnout

and then to turnover intentions. The study factor is role overload with the effect of workplace support and resilience (Lawson et al., 2013).

In any organization, a role represents a set of behavioral beliefs that are assigned to an organizational member. It is rarely the case, that in organizations, each worker has one defined work that is recognizable and is dissimilar from the roles of other members. In most workplaces, workers might have more than one task including tasks of different workers which might overlap, and tasks might change from time to time. Because of the complexity of organizational tasks, for workers it can be a stress. Role overload comes about when workers simply have too much to do, in other words, their tasks become too immense. Most individuals come into an organization with at least an idea of what their task will be or what they are supposed to do.

People might be hired to be teachers, college professors, or tax accountants, and based on their knowledge of these jobs, they are likely having some idea of what the role duties will entail. New workers often receive formal job descriptions and communicate with their supervisor instantly regarding the task and performance suppositions. Other staff (both peers and subordinates) might also interconnect their suppositions regarding a new worker's task. All of the sources of role related info for a worker are identified as his/her role set. However, organizations are not too ideal, so it is possible that a worker might receive too many or too limited task demand, or the demands of different staff members of the role set might be in conflict. On the other hand, this causes the workers to quit, as the roles are not well defined and it sources the tiredness and fatigue within a being (Feierabend et al., 2011)

Organizational administrators/supervisors are particularly concerned about the detrimental impact of excessive turnover on the company, especially in high performing

divisions. For businesses, excessive turnover is a danger since it lowers production and efficiency. In a few circumstances, it may pose a long-term risk to the association and its continued existence (Brereton, 2012). Because of this, firms are having trouble retaining excellent talent (Samuel & Chipunza, 2019; Ovadje, 2019). Businesses are forced to locate replacements and put them through training when an employee quits their position (Askew 2017).

The question here for which this study is important to conduct is what are the roles that cause a worker to leave his job? When the job demands are not met with the worker expertise, knowledge and experience it causes the stress in a worker. This stress will lead to exhaustion and a decision to leave the job. (Permatasari, 2018).

Organizations have to put a lot of efforts to retain their worker in better mental state as well as physical health. When human resource management did not overview the workers knowledge and experience while making his/her job description than it will lead to such problems (Prijayanti, 2015). Higher rates of teacher's turnover may be risky and expensive for educational institutions. Institutions might have to invest in resource building (i.e., offering salary benefits) in order to retain their teaching staff (Akgunduz & Eryilmaz, 2018). Or else, the institutions might need to start the hiring procedure over and over again to entice the best talent available which is directly proportional to higher expenses (Thakur & Bhatnagar, 2017). The workplace environment and the support of supervisor as well as colleague had a great impact on a worker's decision.

At job societal upkeep is also prominently noticed as an essential provider to worker's know-how and understanding of job and general well-being (Thompson, 2015). Usually, additional social support turns into an advanced level of job gratification and less turnover

intention (Blanchard & Henle, 2018) and advances mental health too (Sheikh, 2019). Social support at job has also been well-known as a vital mediator in the meaning of work pressure into individual result (Ozler & Polat, 2018). Moreover, supervisor support also has an impact on the perception of work overload and thus reduces the intentions to leave the job.

The thought of resiliency has developed progressively crucial by the last twenty years (Charney, 2014; Cicchetti & Garmezy, 1993). Originating from natural sciences into psychology literature, this concept has been well-defined in different means by Carson, Matthews, Barber, Grawitch & Tsouloupos in 2010. Flexibility is the capacity to endure tragedies and overcome problematic conditions in lifetime (Marsh, 1996). It is also a proactive process that reduces the negative effects of endangered and threatened state of affairs (Fergus & Zimmerman, 2005). Resilience is the capacity to maintain bio-psychological homeostasis in risky conditions this ability increased by training sessions and the teachers' turnover intentions reduced by minimizing extra workload, clearly defining their tasks, and providing them with breaks to recharge their energies (Connor & Davidson 2003).

1.2 Rationale of the Study

Pakistan's economy is still developing, making it more difficult for companies to attract and keep engaged employees there (Rajan, 2019). At job societal upkeep is also prominently noticed as an essential provider to worker's know-how and understanding of job and general well-being (Osborne & Hammoud, 2017). It helps in lessen the turnover rate in organization. Why people leave the job is considered to be one of the major concerns of organizations. Its human nature to leave uncomfortable environment, people tend to leave work environment where they are stressed and cannot grow and show their potential and abilities. As the hiring of the employees

cost a lot and it requires a lot of time and energy. By giving an advertisement for the vacant position and then overview all the CVs, shortlist the candidates interview them and then find an eligible employee needs a lot of time and energy at the end of schools. They need to pay them, do employee evaluations, and keep lines of communication open in order to accomplish this. To overcome this problem, administration looks into the environment of the school, activities of the school and the teachers, the role description of the teachers so that teachers don't leave.

While teaching in schools, a teacher has to perform a lot of duties; e.g., a class teacher has to teach, make presentation and do some admin work as well. It creates stress in teachers that lead to exhaustion. In schools teaching is a highly stressful profession, when a teacher feels exhausted it predicts the turnover intention and decreases the performance (Jensen, Patel, & Messersmith, 2013). Turnover intention with role overload is not thoroughly researched in Pakistan (Intizar Hussain, Hina Hussain Kazmi, 2021). Moreover, extant research has been conducted on university or college teachers; however, the population of a school teachers has largely been ignored. There is a known gap in the literature regarding the impact of role overload on burnout (Baker, Perreault, Reid & Blanchard, 2013). According to Druker (1995), human resources must be able to maintain teacher satisfaction if they hope to bring value to the organizations and boost quality and services.

The current study therefore focusses on the impact of role overload on turnover intentions as well as burnout among school teachers. Present research has also investigated whether support from supervisor and colleagues as well as resilience on the part of teachers plays some role in predicting turnover intention and burnout. The results of the current study may be useful to educational institute in retaining teachers as well as for looking after their well-being.

1.3 Research Question

Q.1: Does role overload have an impact on turnover intentions and burnout among school teachers?

Q.3: Does the workplace support (Supervisor support, Collegial support) has moderating role in the role overload and turnover intentions among school teachers?

Q.4: Does the workplace support (Supervisor support, Collegial support) have moderating role in the role overload and burnout among teachers?

Q.5: Does the resilience have moderating role in the role overload and turnover intentions among school teachers?

Q.6: Does the resilience have moderating role in the role overload and burnout among teachers?

1.4 Research Objectives

1. To investigate the impact of role overload on turn over intention among school teachers.
2. To investigate the impact of role overload and burnout among school teachers.
3. To investigate moderating role of resilience in the relationship between role overload and turn over intention among school teachers.
4. To investigate moderating role of resilience in the relationship between role overload and burnout among school teachers.
5. To examine the moderating role of supervisor support and collegial support in the relationship between role overload and burnout among school teachers.

6. To examine the moderating role of supervisor support and collegial support in the relationship between role overload and turn over intention among school teachers.

1.5   Hypotheses

1. Role overload is positively related to turn over intention among teachers.

2. Role overload is positively related to burnout among teachers.

3. Supervisor support buffer the relationship between role overload and turn over intention among teachers.

4. Supervisor support buffer the relationship between role overload and burnout among teachers.

5. Collegial support buffer the relationship between role overload and turn over intention among teachers.

6. Collegial support buffer the relationship between role overload and burnout among teachers.

7. Resilience will reduce the relationship between role overload and turnover intention among teachers.

8. Resilience will mitigate the relationship between role overload and burnout among teachers.

1.6 Conceptual Model of the Study

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                    ┌─────────────────────────┐
                    │  1.Workplace Support     │
                    │                          │
                    │  Supervisor Support      │
                    │                          │
                    │  Collegial Support       │
                    │                          │
                    │  2. Resilience           │
                    └─────────────────────────┘
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1.Workplace Support

Supervisor Support

Collegial Support

2. Resilience

Role Overload

Turnover Intentions

Burnout

1.Workplace Support

Supervisor Support

Collegial Support
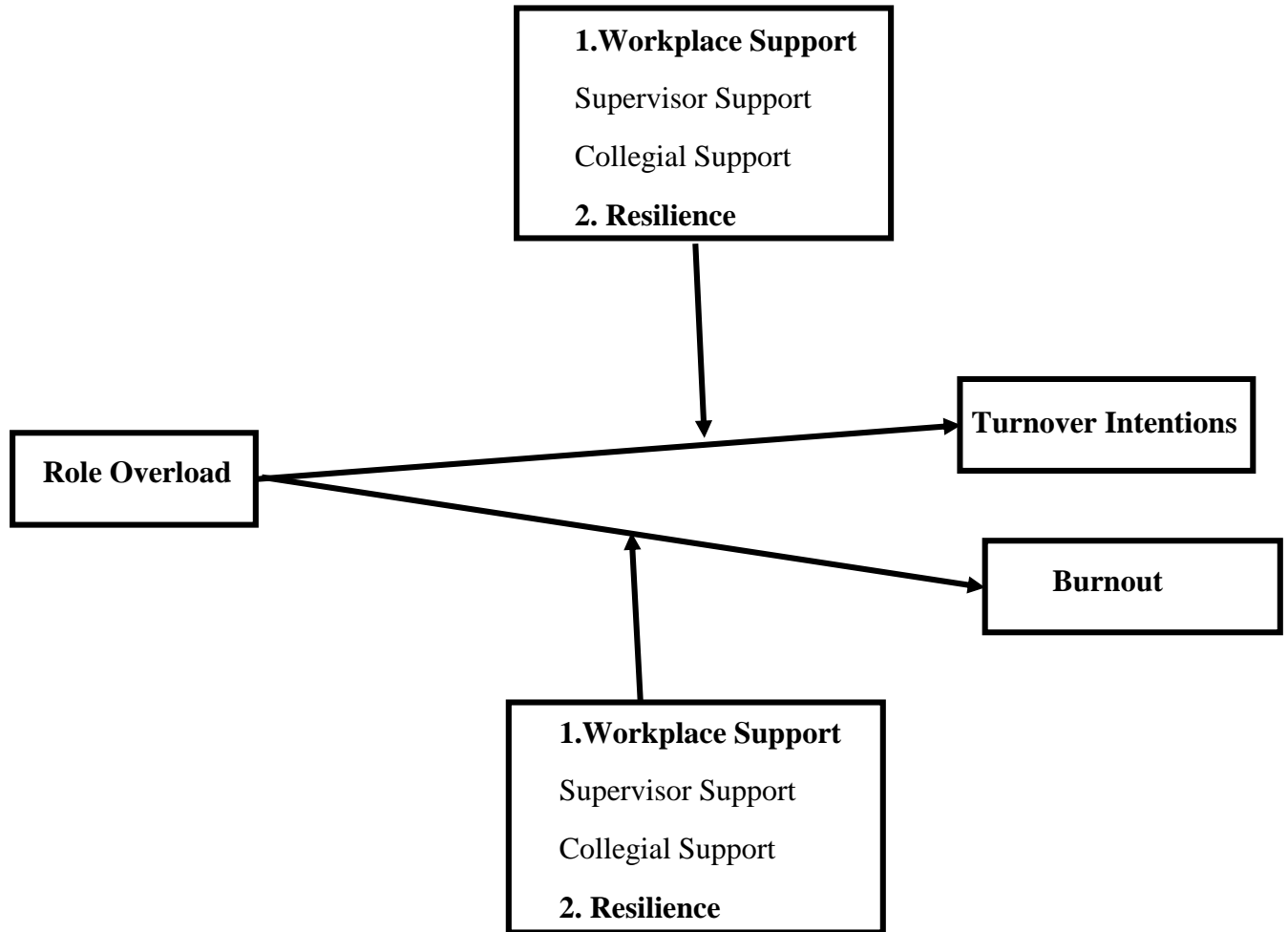
2. Resilience

Fig 1: The conceptual model predicts that role overload leads to turnover intention and burnout whereas workplace support (supervisor support and collegial support) and resilience moderates this relationship.

1.7 Operational Definition

Role Overload

Role Overload is a work condition where individuals view job requests as surpassing their time, energy, and capacities (Rizzo et al., 1970), causing huge expenses for organizations (Alfes

et al., 2018). Role Overload is related to a variety of adverse results like mental strain (glazer and beehr, 2005), turnover intention (Jensen et al., 2013), burnout (Eatough et al., 2011), absence of authoritative responsibility (Fisher, 2014), and low work execution (Gilboa et al., 2018). The participants who scored higher on Reilly's Role Overload scale depicts higher roles as compared to those participants who showed minimum roles while scoring less on the respective scale.

Burnout

Burnout is characterized as the serious mental and actual side effect coming about because of persistent distressing and disappointment at work (Maslach & jackson, 1984). Burnout is a condition of physical and profound fatigue including the improvement of both a negative self-idea and a negative disposition toward one's work. Participants who gain maximum scores on Maslach Burnout Inventory are highly exhausted whereas those participants who scored less on the same scale shows less exhaustion.

Turnover Intention

Tett and Meyer (2016) characterized turnover intentions as cognizant persistence to look for different choices in other organizations. Those participants who has maximum scores on the turnover intention scale depicts higher intention to leave the organization while those participants who has minimum scores shows minimum or no intention to leave their organization.

Resilience

Resilience refers to a re-visitation of the underlying equilibrium or harmony level (in undermining circumstances), subsequently giving effective flexibility throughout everyday life (kumpfer,2002). Resilience is viewed as dynamic and useful cooperation of people in their surroundings. The participants who are having high scores on resilience questionnaire from

PsyCap are more resilient and positive towards their job as compared to those participants who showed low scores on the respective scale.

Supervisor Support

Supervisor Support is the degree to which managers give consolation and backing to representatives inside their work gatherings. The help of managers is major areas of strength for employee's fulfillment in a wide assortment of work setting (Yukl,1989). Teachers who are having maximum scores on Teachers' Satisfaction Inventory depicts high support from their supervisors as compared to those who are having minimum scores and depicts low to no support at all from their supervisors.

Collegial Support

Collegial support alluded to the degree to which educators could depend on one another to finish work and to take care of education-related issues (Jorde-bloom,1988). Teachers who are having maximum scores on Teachers' Satisfaction Inventory depicts high support from their colleagues as compared to those who are having minimum scores and depicts low to no support at all from their colleagues.

Chapter II

Literature Review

2.1 Turnover

Turnover is referred as an individual's estimated probability that they will stay or not stay in an employing organization (Cotton & Tuttle, 1986). A number of terms have been used for employee turnover, such as quits, attrition, exits, mobility, migration or succession (Morrell *et. al,* 2004). Employee turnover is the rotation of workers around the labor market, between firms, jobs and occupations, and between the states of employment and unemployment (Abassi & Hollman, 2000). Staff turnover that can occur in any organization might be either voluntary or involuntary. Voluntary turnover refers to termination initiated by employees while involuntary turnover is the one in which employee has no choice in the termination as it might be due to long term sickness, death, moving overseas, or employer-initiated termination. (Heneman, 1998). Organizations should differentiate between voluntary and involuntary turnover and take actions on the one under their control. Voluntary turnovers are those caused by the employee out of his/ her own choice (*e.g*., to take job in other organization for better salary) while involuntary turnovers are because of the decision of management (*e.g.,* dismissal for gross misconduct). In general, all resignations not formally initiated by employers are voluntary resignations (Loquercio *et al.*, 2006).

Voluntary turnover intentions are further distinguished into functional and dysfunctional turnovers. Functional turnovers are the resignation of substandard performers and dysfunctional turnovers refer to the exit of effective performers. Dysfunctional turnover is of greatest concern

to the management due to its negative impact on the organization's general performance. Dysfunctional turnover could be further classified into avoidable turnover (caused by lower compensation, poor working condition, and so on), and unavoidable turnovers (like family moves, serious illness, death, and so on), over which the organization has little or no influence (Taylor, 1998).

A low level of employee turnover intention is acceptable in any occupation, in that it offsets potential stagnancy, eliminates low performers, and encourages innovation with the entry of new blood. However, high levels of employee turnover intention led to low performance and ineffectiveness in organizations, and result in a huge number of costs and negative outcomes (Ingersoll & Smith, 2003).

Any organization can accept low staff turnover because it prevents stagnation, eliminates underachievers, and stimulates innovation by bringing in new talent. High rates of workers intentions to leave the job and on the other hand, resulted in low performance and inefficiency in firms, resulting in considerable expenditures and bad results (Ingersoll & Smith, 2017).

Due to turnover workload is increased for others as emigration of employees from an organization reduces productivity, efficiency and increase the workload of the remaining employees (Miller, 2010), it is for the reason that researchers have investigated the phenomenon of turnover in general and turnover intention in particular.

Turnover is classified into two types, involuntary turnover and voluntary turnover (Wiley, 2015). He explains involuntary turnover as discharge or termination of an employee due to just reason. While Voluntary turnover takes place when due to job stress, poor appraisal, lack of job satisfaction and less advancement opportunities, an employee leaves the organization on his own

choice. This type of turnover has a need of high concentration, so that its negative consequences can be minimized by reducing such type of turnover. Turnover leads to cost or risk of losing social capital (Jorde-bloom, 1988) In most of the studies turnover intention is focused on an employee's intention to leave the job or company (Schyns, Torka & Gössling, 2007) is measured instead of actual turnover behavior because turnover intention leads actual turnover behavior.

Worker's desire to resign consists of both thinking about quitting and actually doing so (Cohen, 2015). People's career hunt habits, like; calling recruitment agencies, creating prospectus vitae, submitting them to different companies, and actually attending interviews, might reveal their plan to resign (Spector, 2017). Workers joining and departing the company are referred to as worker turnover, and it has been classified in various ways by various scholars. There are three types of turnover: inevitable turnover, desired turnover, and unpleasant turnover (Shim, 2018). Unavoidable turnover can be caused by retirement, illness, or family issues, whereas desired turnover might be caused by worker ineffectiveness. Unwanted turnover occurs when talented and skilled people leave owing to organizational challenges such as role conflict, inadequate supervision, and insufficient support. Unavoidable resignation from the job, anticipated resignation, and cold resignation are different types of leaving the job by his own choice. Inevitable turnover occurs as result of illness, private problems, otherwise retirement. Furthermore, the employee's ineptitude is to blame for the desired turnover. Last but not least, skilled and qualified personnel departing owing to organizational problems including poor supervision, inadequate assistance, and role conflict would constitute undesired turnover.

These problems must be resolved since they have a straight influence on the efficiency of corporations and the value of their customer services (Shim, 2018). Role Overload has been found

predicting turnover among the employees (Mathieu & Zajac, 1990; Meyer et al., 2002; Mowday et al., 1982; Mowday et al., 1979).

2.1.2 Turnover and turn over intention

The majority of research focused on turnover intention, which is measured as an alternative of actual turnover manners since turnover intention precedes real turnover conduct (Schyns, Torka & Gossling, 2017). The intention to quit a field, company, organization, or employment is the subject of the study. The degree to which a person considers ending their association with their present organization, community, or employment is known as having an intention to depart (Kim, Price, Muller, & Watson, 2016). Based on the notion of planned behavior, it may be referred regarded be the indicator and expression of actual turnover (Cohen & Golan, 2017). In general, behavioral intention predicts actual behavior. "Intention to quit" denotes a worker's " willfulness that is aware and intentional " to leave their firm, industry, or association, according to Meyer and Tett (2018). It also refers to that person's " own projected subjective likelihood or probability" of quitting their current job or industry in the near future (Bigliardi, Petroni & Ivo Dormio 2015).

In 2019 Mobley, Griffith, Hand, & Meglino, delivered cognitive stage of turnover intention: 1) Thoughtful about leaving the job. 2) Prepare yourself to stay or to quit from organization. 3) Finding for substitute job. 4) A wish to quit present job. Behavioral aim, is an excellent predictor of real intention (Aijen, 2019). Tett & Meyer (1993) found that member's purpose to leave triggers the last cognitive stage of the process of decision making, during which they actively contemplate leaving and looking for new employment. The member's thoughts and subsequent confessions that they truly want to depart show their intention to quit, (Park, 2019).

It has been discovered that planning to leave will result in real turnover (Cohen & Golan, 2017; Shore & Martin 2018). Because actual turnover is harder to forecast than intentions because so many external factors influence turnover behavior, it is directed to utilizing turnover intention rather than concrete turnover (Bluedorn, 2020; Price & Mueller, 2017)

2.2 Turnover Intention

Turnover intention refers to the desire or willingness of an employee in an organization to quit his/her job in the near future as there are job opportunities (Elogovan, 2001).

Employees with high level of turnover intention are only physically present in an organization while their mind is elsewhere (Sowmya & Panchanatham, 2012). When an employee's mind is somewhere else and not in the organization where he/she works, the employer may not get the best out of him/her and this may be counterproductive and detrimental to productivity and efficiency of such organization. Employees' voluntary turnover is an unsafe outcome for organizations because it increases recruitment, selection, training costs, and reduces competitive advantages (Mustapha & Mourad, 2007; Abbasi & Hollman, 2008). Emigration of some employees from an organization reduces productivity, efficiency and increase the workload of the remaining employees (Miller, 2010).

Turnover intention has garnered a great deal of empirical and theoretical attention in administrative behavior and HR management studies for a long time (Babakus, Gravens, Johnston & Moncrief, 2016; Hom & Griffeth, 2017). According to Lambert and Hogan, there are a number of reasons why it's important to check quitting the work intentionally rather than really doing so (2019). For example, turnover intent is frequently used as the final outcome variable in studies because it is easier to measure and tends to be more accurate. Loquet, (2004) contend that it is

challenging to gain access to people who have already left to determine why they really quit their job thus making the study of intention to quit more appropriate than actual turnover. Mellor and Firth (2014) pointed out that it was challenging to speak with people who had already resigned in order to learn their genuine motivations, which made the training of aim quit and more pertinent than real turnover.

According to Kwon and Rupp (2020), turnover intention refers to a person's mental or behavioral decision to quit their current job within one year. It also reflects the person's intention to leave the company and look for alternative work possibilities. Worker turnover intentions is the desire to look for different job opportunities but has not yet materialized in the form of real action (Utami & Bonussyeani 2019). The decision a person makes in their mind regarding their attitude toward their work and whether to remain in or leave a job may also be referred to as their turnover purpose. It is believed that this psychological decision is at the heart of the worker leave behavior (Jacobs & Roodt, 2019).

Turnover intention is a mental decision between a person's attitude towards work and the decision to stay or get out of the job. This mental decision is regarded as the immediate antecedent to employee exiting behaviour (Jacobs & Roodt, 2011). That is any worker quitting their job or location of employment of their own free will. Staff turnover as the proportion of employees abandoning their positions within a certain time frame but before to the anticipated end of their contracts (Loquercio, Hammersley & Emmens 2016).

Employees may assume their contracts won't be extended and decide to leave before they end. Staff Turnover is the number of alterations within an organization's occupied staff members during a specific time period (Singh, Bhagat, & Mohanty 2020). Worker turnover is the end result

of employees leaving the company and joining it (Ivancevich & Konopaske, 2017). Turnover refers to the quantity of employees who leave a business either voluntarily or involuntarily (Kossen, 2018).

Turnover intention is a crucial matter that contains a powerful effect on the value of things and services and results in costly replacement and employment costs (Johnson, Chang, & Yang 2018), High turnover is the affect the value and client facility, which are the foundations of modest benefits, avoiding firms from increasing the costs (Curtis & Wright 2018). When there is a planned turnover, senior staff typically departs for competing firms (Stovel & Bontis, 2020). As a result, it is only natural for management to prioritize turnover prevention and implement a long-term, solid plan for increasing worker retention.

2.3 Sources of worker's turnover intention

The reasons behind voluntary turnover intention are that individuals leave their jobs if they are unhappy with them and there are viable employment options. voluntary turnover intention is typically an administrative problem which needs to be addressed (Hom & Kinicki, 2016). Griffith in 2020 performed a study on employee turnover intention and identified the most often mentioned factors. They incorporated the variables that explain the turnover process into their model. It incorporates aspects that affect the external environment as well as job content to understand the likelihood of turnover. It is commonly accepted that the procedure of a worker's desire to leave the company is the psychology and conduct of an individual who has decided to stay.

2.3.1 Job related factors

The bulk of academics have tried to respond the queries of what drives workers' desire to leave by investigating possible antecedents of employees' intentions to quit (Bluedorn, 2012; Saks, 2016; Kramer, 2015; Kalliath & Beck, 2015). Workers are more likely to quit a firm when they experience anxiety related to job (job stress), a range of stress-related factors (stressors), a lack of commitment to the company, and job displeasure (David, Firth, Moore, & Loquet, 2017). This clearly indicates that individual choices can cause someone to quit up. Other components include individual work, which mentions to thoughts such as locus of switch, individual resistance, and a sense of weakness. As a result, people leave firms or transfer from one to another for a number of reasons.

2.3.2 Locus of Control

Locus of control is the degree to which people believe that external forces, such as luck and powerful people, are in control of the events that have an influence on their lives (Firth et al.,2017). Employees leave organizations for financial reasons. There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff. Other factors have been classed as involuntary turnover in the past such as the need to provide care for children or aged relatives (Mano, Shay & Tzafrir 2018). Today such factors should not be seen as involuntary turnover as both government regulation and company policies create the chance for such staff to come back to work, or to continue to work on a more flexible basis (Simon, Salazar, Chou, & Krantz, 2007).

2.3.3 Organizational factors

It has been demonstrated that organizational instability increases the risk of excessive employee turnover. There are signs that employees are more inclined to stick around in a predictable work environment, and the opposite is also true (Zuber, 2018). There was a vital grade of personnel turnover in companies with great ranks of inefficiency (Alexander, Lichtenstein & Ullman 2018). Because they can predict their career progression in stable organizations, employees often quit unstable associations and go for ones that are. There are some factors that become the reasons for an employee to leave his job i.e., Exhaustion (Fornes, Rocco & Wollard, 2008).

2.3.4 Management strategies

Staff unhappiness as a result of the introduction of a quantitative approach to managing the work-force drives workers turnover. Adopting a cost-oriented approach to employment costs increases labor turnover intention (Simon et al. 2007). All these approaches be avoided if managers want to minimize employee turnover an increase organizational competitiveness in this environment of globalization.

Employees have a strong need to be informed. Organization with strong communication systems enjoyed lower turnover intention of staff (Labov, 1997). Employees feel comfortable to stay longer, in positions where they are involved in some level of the decision-making process. That is employees should fully understand about issues that affect their working atmosphere (Magner et al**.,** 1996). However, in the absence of openness' in sharing information, employee empowerment, the chances of continuity of employees are minimal.

2.3.5 Organizational policies and HR practices

A strong desire to quit may indicate insufficient personnel policies, inappropriate hiring criteria, and inadequate ways of supervision, inadequate grievance procedures, or low motivation, according to (Costly et al. 2017).

All these factors contribute to high employee turnover intention in the sense that there is no proper management practices and policies on personnel matters hence employees are not recruited scientifically, promotions of employees are not based on spelled out policies, no grievance procedures in place and thus employees decide to quit. Compensation and factors related to salary have a negligible impact on the motivation to quit a job. High performers quit their jobs when they are not paid fairly (Griffeth, 2020).

Jobs with sufficient financial incentives increase the likelihood that workers will stay with the company, and the opposite is also true. According to study, shoddy hiring practices, poor management, a lack of recognition, a lack of a competitive compensation structure, and a hostile work environment are all reasons why employees leave firms (Abassi, 2020). Employees who are working in an institution will wish to leave the present job at one point when an employee feels that this organization is not satisfying his needs and not paying back his efforts, then employee want to quit the job or finding the job in some other organization that looks like equal to his input efforts (Park & Kim, 2009).

2.4 Burnout

Burnout can be a significant factor in employee turnover. Burnout refers to a state of chronic physical and emotional exhaustion that results from prolonged work-related stress.

When employees experience burnout, they often feel overwhelmed, emotionally drained, and depleted, leading to a range of negative outcomes, including increased turnover intentions. According to estimates, burnout is a significant issue that costs the US economy $300 billion annually in lost productivity, sick days, and disability claims (Leiter & Maslach, 2015). Burnout is most likely to affect people who are responsible for caring for others, such as those who work in human services (Maslach & Jackson, 2011). Burnout is common in the human services sector, namely among psychologists (71%), psychiatrists (43%), and social workers (73%), according to research by Farber and Heifetz. (2012). Farber (2015) discovered that 6.3% of mental health practitioners experienced severe burnout and 36% had moderate burnout in follow-up research. Additionally linked to adverse effects for people, burnout can take many different forms. People may have physical symptoms including weariness, sleeplessness, and tightness in their muscles (e.g., Kahill, 2018; Maslach & Leiter, 2017; Taka, 2018).

The notion of burnout initially came to light when Freudenberger began writing on the lack of motivation and the loss of emotional connection displayed by individuals providing care to others in the healthcare and human services field in the middle of the 1970s (Freudenberger, 1974). Maslach concentrated on the emotional strains encountered by people working in human services throughout the middle of the 1970s as well (Maslach et al., 2001). Early research focused on the relationship between a person's emotional response to their employment and their motivation for entering the human services field. Early studies on burnout also looked at its symptoms and effects on mental health. Future research on burnout will begin by gaining an understanding of the intricate relationships. Over the past 35 years, burnout research has grown significantly. Major conclusions include expanding the populations examined and adopting more

systematic methods for researching burnout that mainly rely on quantitative data collection through surveys and questionnaires (Maslach et al., 2001).

2.4.1 Contribution of Burnout on Employee Turnover:

Burnout diminishes employees' satisfaction with their work. The exhaustion and emotional depletion associated with burnout can make employees feel dissatisfied and disengaged from their jobs. This reduced job satisfaction can make them more likely to consider leaving the organization in search of a more fulfilling work environment.

Burnout can erode employees' commitment and loyalty to the organization. When individuals experience burnout, they may feel detached from their work and develop a sense of cynicism or apathy towards their employer. This weakened commitment can lead to a greater willingness to leave the organization. Burnout can also lead to the development of negative attitudes towards work, colleagues, and supervisors. Employees experiencing burnout may become more critical, irritable, or resentful in their interactions with others. These negative work attitudes can further contribute to the desire to leave the organization.

Burnout is a significant predictor of employee turnover. Employees who experience burnout are more likely to consider leaving the organization in search of a healthier work environment or better work-life balance. This turnover can result in increased recruitment and training costs, loss of valuable expertise, and decreased organizational continuity. Burnout can adversely affect employees' job performance. The chronic exhaustion and reduced motivation associated with burnout can lead to a decline in productivity, quality of work, and overall performance. When employees feel unable to meet the demands of their job due to burnout, they

may consider leaving the organization as a way to escape the stress and regain a sense of well-being.

Burnout often results from a prolonged imbalance between work and personal life. Employees experiencing burnout may desire a better work-life balance to restore their physical and emotional well-being. They may be more inclined to leave the organization if they believe they can find an opportunity that offers a healthier and more sustainable balance between work and personal life.

2.4.2 Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI), which is used to quantify burnout, was developed, and it represents the most noteworthy achievement in burnout research (Maslach & Jackson, 2001). There are several MBI versions available today.

The creation of the MBI made it possible to collect large amounts of quantitative data in a variety of languages using a tool that has been recognized as legitimate and reliable (Aguayo, 2011). The MBI assesses burnout based on three main dimensions: Emotional Exhaustion: This dimension refers to the feeling of being emotionally drained and overwhelmed by work-related demands. It reflects a depletion of emotional resources and a reduced capacity to deal with job stressors. Depersonalization: Also known as cynicism or emotional detachment, this dimension relates to developing negative and indifferent attitudes toward work, colleagues, and the recipients of one's professional services. It involves a sense of callousness and treating others as objects rather than individuals. Personal Accomplishment: This dimension focuses on feelings of competence and accomplishment in one's work. It assesses the degree to which individuals perceive themselves as successful, effective, and making a positive impact in their work roles.

The predictors of exhaustion, which might include workload, personality, interactions with coworkers and supervisors, client and organizational features. By learning about individual variances and situational aspects in the manifestation of burnout, researchers have gained information of significant linkages between the burnout syndrome and have advanced toward developing a full theoretical framework.

The traditional amateur's explanation of burnout often focuses on the individual, that is, how that person's particular traits—such as their tendency to work too hard or take on too much—cause them to get burnt out (Maslach, 2013). Burnout has detrimental consequences on a person's professional and personal settings as well as their mental and physical health (Aguayo et al., 2020). Burnout can have significant negative effects on both employees and organizations. Burnout can lead to a range of physical and mental health issues. Exhaustion, chronic fatigue, sleep disturbances, headaches, and lowered immune function are common physical symptoms of burnout. On the mental health side, individuals experiencing burnout may suffer from increased levels of anxiety, depression, and mood swings. Burnout can impair an employee's ability to perform at their best. The chronic exhaustion and emotional depletion associated with burnout can lead to difficulties in concentration, memory problems, reduced creativity, and diminished problem-solving skills. This decline in job performance can affect individual tasks, teamwork, and overall organizational productivity.

Burnout can result in increased absenteeism, as employees may need to take time off to recover or seek medical attention. Additionally, even when physically present at work, individuals experiencing burnout may exhibit presenteeism, which refers to being physically present but not fully engaged or productive. Both absenteeism and presenteeism can have detrimental effects on workflow, team dynamics, and organizational outcomes. When burnout is

prevalent among employees, it can contribute to a negative workplace culture. Increased cynicism, decreased collaboration, and strained relationships among colleagues can emerge as a result of burnout. This negative atmosphere can further perpetuate burnout and create a vicious cycle that impacts the overall organizational climate (Maslach & Leiter, 2017).

A person who displays the emotional fatigue of burnout syndrome will feel both emotionally and physically exhausted (Angerer, 2013; Leiter & Maslach, 2019). A conflict in a person's line of work, such working in human services where one must exhibit emotions that are in opposition to felt emotions, is another important contributor to the onset of fatigue (Leiter & Maslach, 2019).

2.4.3 Emotional Exhaustion

According to Maslach and Leiter (2017), emotional exhaustion is the first response to stresses from the workplace. Studies show that people become more emotionally exhausted than they do in the other two dimensions, making this area the most well researched of the three (Maslach et al., 2001). Additionally, research has proved that emotional fatigue is the main contributing element to the burnout state (Halbesleben & Bowler, 2017). Job stress and tension eventually cause emotional exhaustion, which leads to losing touch with one's distinct individuality (Maslach, 2003a). One becomes less proud of their own accomplishments when they are detached. (Maslach, 2003a).

2.4.4 Depersonalization

Depersonalization, also known as cynicism, refers to a person's reaction of distancing themselves from their work and coworkers in order to prevent feeling more emotionally worn out and doubtful of oneself (Angerer, 2013). Researchers have discovered a clear connection between

depersonalization and emotional exhaustion (Maslach et al., 2011). In their routine work activities, those who are more emotionally depleted display higher depersonalization (Maslach et al., 2011). When someone has this negative attitude, it's sometimes simpler for them to be callous than to have their hopes disappointed (Maslach & Leiter, 2017). Depersonalization of one's work has negative repercussions on one's ability to properly complete job obligations as well as one's personal well-being (Maslach & Leiter, 2017). Depersonalization makes a person less able to handle the emotional demands of their profession, less inclined to assist others they feel no connection to, and more likely to remove themselves from both coworkers and clients (Maslach et al., 2011).

2.4.5 Lack of Personal Success

Inefficacy or a lack of personal success is the third aspect of burnout (Maslach & Leiter, 2017). One feels inadequate as a result of their growing dissatisfaction with their work, which makes them feel less productive and more overburdened by the duties of their job (Angerer, 2013). When someone loses faith in their own abilities, others begin to lose faith in them as well. According to research, the connection between inefficacy and the other aspects of burnout is complicated (Maslach & Leiter, 2017). Cynicism and emotional weariness can both contribute to inefficacy in some circumstances, but they can also occur together in other workplace settings (Maslach et al., 2011). For instance, a persistently stressful work atmosphere might lead to fatigue and cynicism, which will make someone feel less successful (Maslach et al., 2011).

The three key areas that make up an individual's path towards burnout are emotional weariness, depersonalization, and a lack of personal accomplishment (Maslach et al., 2011). These three domains make up the stress response, which in turn causes burnout syndrome

(Maslach, 2013). Inability to obtain resources to support one's personal needs leads to inefficacy, whilst emotional weariness and cynicism are caused by demands of one's job and conflicts with one's social surroundings (Maslach et al., 2011).

2.4.6 Difference between Stress and Burnout

There seems to be some overlap between burnout and other ideas like stress and anxiety. The easiest way to distinguish between stress and burnout is to say that stress is the sensation of being overburdened with obligations, whereas burnout is the sensation of being entirely spent. Additionally, stress usually results from a someone being highly involved, whereas burnout is marked by disengagement (Rakovec-Felser, 2011). Burnout is a person's psychological stress or worry as a result of continuing demanding work circumstances (Halbesleben, 2016). Anxiety is an overwhelming fear with few serious implications, in contrast to stress, which can have serious consequences and is brought on by pressures from real-world situations (Weiten, 2015; Halbesleben, 2016). Anxiety is the reaction to stressors, not the stressors themselves, which is why there is a burnout reaction (Halbesleben, 2016). Employee's assessments of those who are burnt out suggested that some of the symptoms included disconnecting from work, alienating themselves from their clients, and isolating themselves from their coworkers (Ericson-Lidman & Strandberg, 2007). Due to the numerous negative effects that burnout may have on individuals, coworkers, and the association, research into how burnout develops is crucial. To execute effective interventions, it is crucial to identify the factors that lead to burnout.

2.5 Characteristics of Burnout

2.5.1 Individual Differences

Over the past three decades, there has been substantial research on burnout, with links between it and situational elements like job-related traits, occupational traits, and business traits as well as human traits like personality traits, attitudes, and demographics (Maslach et al., 2011). However, over the past 30 years, study has expanded to include a variety of occupations, including teachers, nurses, clergy, clerical workers, and the military, to mention a few. Burnout research also originally focused on human service occupations (Angerer, 2013; Maslach et al., 2011). Individual differences play a significant role in the experience and susceptibility to burnout. People have unique characteristics and coping mechanisms that can influence how they perceive and respond to work-related stressors.

Age is another personal characteristic that has consistently been connected to burnout (Maslach et al., 2011). For instance, studies show that older workers burn out less frequently than younger workers. Study proved that minor increases in burnout were seen among older employees in the general population. Persons who have worked for more than 16 years report higher degrees of burnout, according to research by (Ballenger Browning et al. 2011). Therefore, it is probable to hypothesize that a person will feel more burnout the longer they work in a demanding job.

Gender is another personal trait that has been extensively researched in relation to burnout, however there haven't been any consistent findings showing that burnout is predicted by gender (Maslach et al., 2011). However, some studies have found that while fellows exhibit additional cynicism in their work habits than women do, women more often report emotional fatigue than men do (Maslach, 2013). Bekker, Croon, & Bressers (2015) discovered only minor differences in reported emotional exhaustion between males and females as the gender complexities as a predictor of burnout can be caused by a number of factors. Gender roles and stereotypes, in particular, may play a role in the development of burnout. Men, for example, may feel more

pressure to provide for their families, whereas women may feel more pressure as a result of a role conflict between work and family life (Greenglass, 2011). Individual responses to burnout may thus be influenced by societal factors that influence how a specific gender responds to workplace stressors.

2.5.2 Personality traits

Certain personality traits are associated with a higher risk of burnout. For example, individuals with perfectionistic tendencies, high levels of neuroticism (emotional instability), and low levels of resilience may be more prone to experiencing burnout. These traits can contribute to heightened stress, difficulty managing workload, and reduced ability to recover from stressors (Zaidi et al. 2011).

Individuals employ various coping strategies to deal with work-related stressors. Effective coping mechanisms, such as problem-solving, seeking social support, and engaging in relaxation techniques, can help reduce burnout. Conversely, maladaptive coping strategies, such as avoidance, excessive substance use, or workaholism, can exacerbate burnout symptoms (Lau, Yuen, & Chan, 2015).

Attitudes towards work can influence burnout. Employees who have a strong work ethic and place high importance on their job may be more susceptible to burnout due to their dedication and investment in their work. Additionally, individuals with a lack of job satisfaction, low motivation, or a feeling of being undervalued in their role may be more prone to burnout (Lau, Yuen, & Chan, 2015).

2.5.3 Job resources

The availability of job resources can impact an individual's vulnerability to burnout. Resources such as social support from colleagues and supervisors, autonomy in decision-making, and opportunities for growth and development can buffer the negative effects of work-related stress and reduce the likelihood of burnout (Yan & Tang 2013). The ability to maintain a healthy work-life balance can influence burnout. Individuals who have difficulties separating work from personal life, experience high levels of work-family conflict, or lack sufficient time for rest and recovery may be more susceptible to burnout (Yan & Tang 2013). Factors outside of work, such as family responsibilities, financial pressures, or personal life stressors, can interact with work demands and contribute to burnout. Individuals with multiple stressors in their lives may be more vulnerable to experiencing burnout.

The social characteristics of job demands and resources can impact burnout. Excessive workload, time pressure, and conflicting demands without sufficient resources or support can contribute to burnout. Conversely, having access to resources such as training, technology, and support systems can help individuals manage demands and reduce burnout (Halbesleben & Bowler, 2017). Clarity in job roles, responsibilities, and expectations can contribute to reduced burnout. Employees who have a clear understanding of their roles and feel a sense of control over their work may experience lower levels of burnout. In contrast, role ambiguity, lack of autonomy, and limited decision-making authority can increase burnout risk (Ballenger-Browning et al., 2011).

The leadership style and management practices within an organization can influence burnout. Supportive leadership that promotes employee well-being, provides feedback and recognition, and values work-life balance can reduce burnout. Conversely, autocratic or

unsupportive leadership, lack of feedback, and poor communication can contribute to burnout (Maslach et al., 2011).

2.5.4 Social Characteristics

Due to the emotionally taxing labor connected with delivering assistance to those in need, burnout research first focused on workers in the human services and health care areas (Maslach et al., 2011). As the individual factors play a significant role in burnout, social characteristics and dynamics within the workplace can also contribute to its development and impact.

The organizational culture, including its values, norms, and expectations, can influence burnout. High-pressure environments that prioritize long working hours, excessive workload, and constant availability may contribute to burnout. Conversely, organizations that prioritize work-life balance, employee well-being, and supportive relationships may help mitigate burnout (Ballenger-Browning et al., 2011).

The quality of relationships with colleagues, supervisors, and subordinates can impact burnout. Supportive and positive relationships that foster open communication, collaboration, and mutual respect can serve as protective factors against burnout. Conversely, toxic work relationships characterized by conflict, lack of support, and poor communication can contribute to burnout (Acker, 2019). Social support from colleagues, supervisors, and friends in the workplace can buffer against burnout. Having access to emotional support, advice, and assistance can help individuals cope with work-related stressors. Conversely, a lack of social support or feeling isolated and unsupported can increase the risk of burnout (Maslach et al., 2011).

The social dynamics between work and personal life can impact burnout. Striking a healthy work-life balance is crucial to prevent burnout. Organizations that promote flexible work

arrangements, supportive policies, and encourage employees to prioritize self-care and personal responsibilities can help mitigate burnout (Halbesleben & Bowler, 2017). Understanding and addressing these social characteristics can be crucial in preventing and managing burnout. Organizations can create a supportive work environment, foster positive relationships, provide resources and support systems, and promote a culture that values employee well-being. By addressing these social factors, organizations can contribute to reducing burnout and fostering a healthier work environment.

Due to organizational changes and reductions during the previous 15 years, many workers now face heavier responsibilities (Leiter & Maslach 2015). The rise in workload makes it easier for people to go through emotional tiredness, the first stage of burnout. When Janssen, Schaufeli, and Houkes (2019) studied Dutch nurses working in a general hospital in the Netherlands, they discovered a strong correlation between emotional tiredness and job stress. In order to identify the aspects of the job that contributed to stress and burnout, research by Jayaratne & Chess (2014) examined the employment characteristics of professionals in the fields of child protection, community mental health, and family services. Researchers discovered that professionals in child protective services experienced higher levels of stress at work than those in community mental health or family services (Jayaratne & Chess, 2014). Additionally, child protective professionals identified the amount of their workload as a source of stress. Similar findings were made by Koeske & Koeske (2019), who found that difficult caseloads, a lack of social support, and self-perceptions of ineffectiveness in client interactions all contributed to social worker's burnout.

Leading support coordinators (LSCs) faced more stress owing to their workload and longer hours (Male & Might's 2018). The person's uncomplimentary attitudes about his or her employer as well as the customers he or she deals with are likewise connected to increased

caseloads (Pines & Kafry, 2018). People have to deal with a more intense work environment as a result of the changing managerial climate, which is another factor. In other words, businesses are using fewer people to accomplish more work in order to boost output. Working longer hours to complete more things with fewer resources is one facet of this (Maslach & Leiter, 2017). Military mental health practitioners were more likely to experience burnout than civilians were when they had heavier caseloads, worked longer hours, and saw more patients each week (Browning et al. 2011).

2.6 Role Overload

Role overload is when a person is given too much work to do under the stress of a very tight timeline and not in accordance with capacity (Bolino & Turnley 2015). Burnout occurs when there is too much work to complete, leading to physical and mental tiredness, as well as saturation and stress from the workload, coupled with the belief that one's abilities fall short of the task's requirements. Role overload causes significant physical and mental exhaustion (Virick & Casper 2017).

The terms "role overload" have two different meanings: "qualitative role load" and "quantitative role load." The weight of a qualitative function arises when a person thinks that his or her knowledge isn't fulfilling the expectations placed on them, whereas the load of a quantitative role happens when a person struggles to complete duties within a certain amount of time (Bhanugopan & Fish 2016).

Role overload is a conflict that results from a necessity, which is an expectation if one can do a task in the face of time constraints that may be challenging to resolve (Abraham 2007). Role overload is the belief of employees that they have more work than they can finish in a certain

amount of time (Jex, 2018). The typical characteristics of overworked individuals include unrealistic workloads, lengthy (and/or irregular) workdays, a faster pace of work, pressure to put in overtime (whether paid or unpaid), and fewer breaks, days off, and vacations (or nothing at all).

There are two types of role overload: quantitative and qualitative. Quantitative overload refers to feelings about the amount of work, working too quickly or too hard, having too much to do, or feeling under too much pressure. Qualitative overload refers to a worker's perception that they do not have the time to produce quality work or the skills to complete assignments (French, Caplan & Van Harrison 2015).

Role overload specifically refers to how much a person feels time-constrained as a result of the numerous obligations and commitments they have in life (Dimotakis & De Pater, 2015). Role overload is the result of having too many tasks to do and not enough time. It frequently leaves one feeling pressed for time, exhausted both mentally and physically, and depleted (Duxbury& Higgins 2019). Role overload affects people and typically happens in the job and family arenas; 1) Feeling the need to reduce some parts of their role, 2) Feeling overburdened in their task, 3) Feeling they have been given too much responsibility, 4) Feeling their task load is too heavy, 5) Feeling the amount of work, they have interfered with the quality of life they demand to uphold (Ahmed 2009). Role conflict, which is described as having two or more diverse, incompatible responsibilities that clash (or do not collaborate), and role ambiguity, which is defined as not knowing the exact task needs of a given job, are conceptually distinct from role overload (instead of role clarity) (Dimotakis & De Pater, 2010)

2.6.1 Role Overload and Burnout

The incapacity of workers to accomplish their jobs due to excessively high yield requirements and the completion of tasks with insufficient time allowances is known as role overload (Barney & Griffin, 2010). Role overload occurs when a worker has a lot of duties to perform in a short amount of time under pressure, and the workload is too heavy for the person to handle. Burnout occurs when there is an excessive amount of work that results in physical and mental exhaustion, even saturation and stress from the burden, let alone the feeling that one is unable to meet the demands of the tasks at hand (Abraham, 2007) Burnout is one of the outcomes of role conflict (Thanacoody et al.2019). This indicates that role conflict has a significant impact on stress, which ultimately leads to burnout. Role conflict and role overload are both risk factors for exhaustion/burnout. Burnout is strongly influenced by overload, on the impact of workload and social support (Prijayanti 2015). Role overload frequently manifests as physical symptoms including exhaustion from too little sleep and too much work, headaches, nausea, sleeplessness, worry, and stress (Altaf & Awan, 2011).

These physical signs might develop into longer-term health problems and have a number of unfavorable effects. Role overload effects may have an impact on the individual, the organization, or both, according to the research (Altaf & Awan, 2011). People may struggle to maintain a healthy work-life balance or have physical issues like cardio-vascular illness. Through employee unhappiness, increased absenteeism, and job turnover, it has an impact on the organization. Accidents brought on by employees' dissatisfaction and resulting decrease in engagement and attention at work have an impact on both the company and the personnel. The detrimental effects of job overload are supported by several investigations. Increased workload and time constraints were associated with higher levels of turnover intention (Friend 2012).

Additionally, unfavorable emotional responses to high role overloads might harm employee wellbeing and exacerbate affective discomfort on such days. When the workers believe that the real demands surpass their capabilities, this psychological stress increases (Dimotakis & De Pater, 2015)

2.6.2 Role Overload and Turnover Intention

Role overload can result in turnover at work and tensions like anxiety and feeling unappreciated at work (Issaksson, Johansson, Henle & Blanchard, 2008). Role overload appears to be mostly caused by organizational pressure. One non-organizational factor, interpersonal conflict, is one of the organizational pressures. Long and challenging work hours, pressure to work overtime, a lack of vacations, vacation days, or breaks, an excessive workload, an unfair expectation of performance within the allocated time, job ambiguity, and role conflict are a few more organizational pressures.

Arif, Lodhi, Qureshi et al., (2012) investigated occupation pressure, role overload, and environmental factors as well as workers' intents to leave their jobs (destiny or choice). The goal of the research was to ascertain the connection between workplace stressors, role overload, and intentions for employee turnover. The findings show that occupational stressors and role overload are strongly correlated with employee turnover intentions. There was a substantial positive association between job stressor and desire to leave the job. The negative correlation between the working environment and intentions to quit suggests that satisfactory working conditions can lessen employee turnover intentions. The relationship between bank employees' intentions to leave their jobs, role overload, and their ability to combine work and life (Raina, 2012).

The employees of the J&K Bank provided information that was used to examine the association between the variables. The hypothesis was tested using correlation and regression, and the findings showed a positive correlation between turnover intentions and job overload and work-life imbalance. The impulse to quit the work is sparked by this relationship. The study comes to the conclusion that in order to prevent the opportunity cost of a worker quitting a job from becoming too high, all businesses need to embrace those specific work load, role overload, job security, and work life policies and practices. Future research directions and managerial consequences have also been highlighted.

Role overload affects newly hired junior auditors' inclinations to leave public accounting firms. Role overload and turnover intention are mediated by factors such as job pleasure, stress at work, and work-family problems. The auditors from various accounting companies in the Greater Jakarta area were hired for this investigation. The results demonstrate that role overload significantly predicts rising turnover intention via both job satisfaction and stress from the workplace (Salehuddin, 2013). According to the study's findings, all firms must implement the work load and work-life policies and practices when the opportunity cost of a worker quitting a company exceeds a certain threshold. A study is conducted on the impact of work-life balance and job overload on the likelihood of leaving a job. Role overload and work-life balance are independent variables, while turnover intention is the dependent variable (Javed, Khan, Yasir, Aamir, & Ahmed, 2014). Work-life balance and workload were found to have a positive and significant relationship with the intention to leave, according to a mathematical analysis using SPSS and AMOS. Pakistani private sector banks made up the study's sample. The private sector banks in Pakistan may find this study to be quite fruitful as it may be used to lower employee

turnover. Role overload has a negative impact on administrative commitment, work gratification, and raises turnover intentions (Jones, Chonko, Rangarajan, & Roberts, 2007).

2.7 Workplace Support

Workplace support refers to the provision of assistance, resources, and a supportive environment to employees within an organization (Albrecht & Andreetta, 2011). It involves creating a culture and implementing practices that promote well-being, address employees' needs, and help them thrive in their work (Jose & Mampilly's 2015).

2.7.1 Aspects of workplace support:

2.7.1.1 Emotional Support:

Emotional support involves creating an environment where employees feel valued, respected, and cared for. It includes fostering positive relationships, promoting open communication, and encouraging empathy and understanding among colleagues and supervisors. Emotional support can be provided through regular check-ins, team-building activities, mentorship programs, and creating spaces for employees to share their concerns and experiences (Bartram, & Casimir, 2006)

2.7.1.2 Managerial Support:

Managerial support refers to the support provided by supervisors and managers to their subordinates. This includes offering guidance, feedback, and recognition for employees' efforts and achievements. Supportive managers provide clear expectations, advocate for employees' needs, and create opportunities for growth and development. They also provide assistance in

managing workload, prioritizing tasks, and addressing work-related challenges (Albrecht & Andreetta, 2011).

2.7.1.3 Work-Life Balance:

Organizations can support employees by promoting a healthy work-life balance. This involves offering flexible work arrangements, such as remote work options or flexible working hours, to accommodate personal and family needs. Providing resources for managing work-related stress, encouraging employees to take breaks and vacations, and promoting a culture that respects personal time can contribute to work-life balance and employee well-being (Bartram, & Casimir, 2006).

2.7.1.4 Training and Development:

Supporting employees' professional growth and development is essential. Organizations can provide training programs, workshops, and resources to enhance employees' skills, knowledge, and competencies. Offering opportunities for advancement, career planning, and mentorship can also demonstrate the organization's commitment to employee growth and support (Marner 2008).

2.7.1.5 Employee Assistance Programs (EAPs):

EAPs are resources provided by organizations to help employees address personal and work-related challenges. These programs may offer counseling services, mental health support, financial and legal advice, and referrals to external resources. EAPs can help employees navigate difficult situations and provide them with the support they need to maintain their well-being (Lim, 2005).

2.7.1.6 Wellness Initiatives:

Implementing wellness initiatives can promote a healthy and supportive work environment. This may include wellness programs, such as fitness classes, mindfulness sessions, health screenings, and access to wellness resources. Organizations can also promote healthy habits by providing nutritious food options, promoting physical activity, and offering stress reduction activities (Marner 2008). By prioritizing workplace support, organizations can create a positive work environment that promotes employee well-being, satisfaction, and productivity. This, in turn, can lead to increased employee engagement, reduced turnover, and overall organizational success.

2.7.2 Workplace Support related to Burnout

Workplace support plays a crucial role in preventing and addressing burnout in employee. Providing emotional support is essential in addressing burnout. Colleagues, supervisors, and the organization as a whole can create a supportive environment where employees feel comfortable expressing their emotions, discussing their challenges, and seeking help.

Encouraging open communication, empathy, and active listening can help employees feel understood, validated, and supported (Maslach et al., 2011). Building a collaborative work environment fosters collegial relationships and teamwork. Encouraging cooperation, knowledge-sharing, and mutual assistance among employees can help alleviate work-related stress and reduce burnout risk. Team support creates a sense of shared responsibility and reduces the burden on individual employees (Rathi & Lee 2017) Supervisors and managers have a critical role in providing support to employees to prevent and address burnout. Managers can offer guidance, set realistic expectations, and provide feedback to help employees manage their workload

effectively. They can also advocate for work-life balance, provide resources, and address issues that contribute to burnout, such as excessive demands or lack of control (Maslach et al., 2011).

Organizations can support employees in managing their workload to prevent burnout. This includes assessing and adjusting workload to ensure it is reasonable and manageable for employees. Distributing tasks effectively, setting priorities, and providing resources and support systems can help employees maintain a healthy balance between their work and personal lives (Halpern et al. 2009). Providing opportunities for training and skill development can help employees build resilience and cope with work-related challenges. Training programs on stress management, time management, and well-being can equip employees with strategies and tools to prevent and address burnout. Enhancing employees' skills and competencies can also improve their sense of control and confidence in managing their work (Maslach et al., 2011). Offering flexible work arrangements can be an effective form of support to address burnout. Flexibility in working hours, remote work options, and compressed workweeks can help employees manage personal responsibilities, reduce commuting stress, and improve work-life balance. Flexibility allows employees to have greater control over their schedules and adapt their work to their individual needs (Rathi & Lee 2017)

By prioritizing workplace support, organizations can create a positive work environment that prevents and addresses burnout. Supportive practices and policies contribute to employee satisfaction, well-being, and retention, leading to higher productivity and overall organizational success (Marner, 2008). Therefore, having more challenging interactions with clients and coworkers inside one's organization increases the risk of burnout. Recent years have seen a significant increase in research into the organization's role in the emergence of burnout, in particular, how businesses might reduce burnout by boosting engagement and providing support

for workers (Maslach et al., 2011). There is a connection between feeling supported and a sense of belonging at work and well health.

When exposed to increased stress levels, feeling supported by supervisors is said to have decreased stress levels to enable recovery (Constable & Russell 2016). A sense of belonging promotes worker stability. In order to identify the solutions that emergency service personnel believed would be most helpful in reducing detrimental emotional reactions including depression, drug misuse, and burnout in the immediate post-incident time frame, (Halpern et al. 2009) conducted a study. They identified two key interventions that were useful in halting negative emotional reactions and the support of their supervisor, which were both strong subthemes. Research was conducted on work engagement and supervisor support in a study of 536 cancer patients and found a strong relationship between the two (Poulson, 2016).

2.7.3 Perceived Organizational Support (POS)

The Perceived Organizational Support (POS) concept was created by Huntington, Eisenberger, Hutchison, and Sowa (2016) to operationalize the ideas of social interaction. The word "POS" stands for "worker's overall perception of how a firm appreciate their helps and cares for their affluence" (Eisenberger, Lynce, & Armeli, 2017). POS has a range of impacts on workers' activities, including their inventiveness and feeling of accountability for their tasks (Eisenberger et al., 2017). Fasolo, and Eisenberger (2007) entitlement as that POS fosters confidence that the business would adhere to its contractual commitment to honor employee achievements on its behalf. Tan and Tan noted in 2010 that organizational trust and perceived organizational support are closely associated. When workers believe that the corporation values their efforts.

Furthermore, workers with strong POS are more likely to perform well at work, lowering absenteeism and the proclivity to quit (Rhoades & Eisenberger, 2012; Mathieu & Zajac, 2010). Despite widespread acceptance, the concept has recently come under fire. They argued that there are two stages to social exchange: direct engagement with the firm (like in POS) and indirect, impersonal interactions with others. For instance, internal developments inside the company may directly and indirectly satisfy a worker's need for respect.

Supervisor assistance can boost work satisfaction and decrease leave intent (Ito et al., 2001). Employees who were under a lot of stress in their jobs were more likely to burn out and leave. This is because supervisor communication showed how significant the supervisor's assistance was for coping, which in turn indirectly affected these two characteristics (Kim & Lee 2009). Social support has an important role in the link between stress and resilience after exposure to traumatic events (Bailey 2011). Bailey discovered that the connection between stress and resilience was moderated by social support, with participant resilience rising as stress fell. Among qualitative exploratory research, investigated the effects of stress response on depressive and anxiety symptoms, patient behavior, and job productivity in critical care nurses (DeBoer et al. 2013) Emotionally charged situations can be particularly challenging since they typically give rise to feelings of guilt, self-reproach, and powerlessness. The use of behavioral, physical, and emotional coping techniques, such as conversing with colleagues, family, or friends, was also judged by nurses to be both adequate and insufficient. Additionally, they noted that after major accidents, supervisor assistance might minimize employees' reactions of reducing their work hours or even quitting the organisations. In addition, delaying support after an incident increases the risk of showing symptoms of post-traumatic stress disorder, and several of the nurses in their study emphasized how much they would have appreciated more assistance (DeBoer et al. 2013).

2.8 Types of Workplace Support

2.8.1 Supervisor Support:

Supervisor support, also known as managerial support, plays a crucial role in creating a positive and supportive work environment. It refers to the actions and behaviors of supervisors and managers that demonstrate care, understanding, and assistance to their subordinates (Van Schalkwyk, Els, & Rothmann 2011).

2.8.1.1 Aspects of Supervisor Support

Effective supervisors provide clear expectations, guidance, and direction to their employees.

They clarify job responsibilities, communicate organizational goals, and provide guidance on how to perform tasks effectively Clear instructions and regular feedback help employees understand expectations and feel supported in their work (Einarsen, Hoel, Zapf, & Cooper, 2003). Supervisors who offer regular and constructive feedback help employees improve their performance and develop their skills. Providing recognition and appreciation for employees' efforts and achievements is also important. Recognizing a job well done boosts morale, reinforces positive behaviors, and enhances job satisfaction (Constable & Russell 1986).

Supportive supervisors are accessible to their employees and create an open-door policy. They are approachable, actively listen to employees' concerns, and provide assistance when needed. Being available to discuss work-related issues or personal challenges builds trust and fosters a supportive relationship between supervisors and employees (Halpern et al. 2009).

Supervisor support is crucial for creating a positive work environment, enhancing employee engagement, and fostering a sense of well-being. Organizations should invest in training supervisors to develop their leadership and supportive skills. By promoting supervisor support, organizations can improve employee satisfaction, retention, and overall organizational performance (Poulson, 2016). Supervisors who coached, provided recognition, mentored, were supportive, and used a participatory approach to decision-making produced employees who felt autonomy in their role, competence, and psychological empowerment (Albrecht & Andreetta 2011). This feeling of psychological empowerment subsequently prompts a variety of beneficial behaviors, such as increased commitment and engagement, a greater sense of fulfillments at work, enhanced job performance, and a decrease in exit intentions (Albrecht, 2011; Bordin, Bartram, & Casimir, 2006; Jose & Mampilly, 2015),. Psychological empowerment increased when workers felt their supervisor supported them, and both elements had a favorable impact on employee engagement (Jose & Mampilly, 2015)

2.8.2 Collegial Support

Collegial support, also known as peer support or coworker support, refers to the assistance, cooperation, and encouragement that employees provide to their colleagues in the workplace. It involves building positive relationships, offering help, sharing knowledge and resources, and fostering a supportive work culture (Bordin, Bartram, & Casimir, 2006).

2.8.2.1 Aspects of Collegial Support:

Collegial support is evident in a collaborative work environment where employees work together toward common goals.

Teamwork promotes mutual support, shared responsibilities, and a sense of camaraderie. Employees who collaborate and help each other create a positive and supportive work culture (Lim, 2016). Collegial support involves sharing expertise, information, and resources with coworkers. Employees who are willing to share their knowledge and experiences help others improve their skills and performance. This promotes a learning culture and enhances overall organizational effectiveness (Griffeth, Campbell, & Allen, 2007) Colleagues can provide emotional support to each other during challenging times. This includes actively listening, offering encouragement, providing empathy, and being a source of understanding and comfort (Byrne, 2003).

Emotional support from coworkers can help alleviate stress, build resilience, and enhance well-being (Mankowski, Perrin, & Glass, 2012) Colleagues can offer advice and assistance in problem-solving situations. Sharing different perspectives, brainstorming solutions, and providing guidance can help individuals overcome challenges and make better decisions. Collegial support in problem-solving strengthens relationships and fosters a positive work environment (Shoji et al.'s 2014) Collegial support involves celebrating individual and team achievements. Recognizing and acknowledging coworkers' successes and milestones boosts morale, enhances motivation, and strengthens the sense of camaraderie. Celebrating successes collectively promotes a positive and supportive work culture (Kim & Lee 2009).

Colleagues can serve as mentors and role models for each other. More experienced employees can offer guidance, share insights, and support the professional development of their coworkers. Mentoring relationships foster learning, career growth, and a sense of support and encouragement (Bailey 2011). Building social connections and networks among colleagues

promotes collegial support. Engaging in social activities, team-building events, or informal gatherings encourages relationship-building and creates a sense of belonging and support within the organization (Onyett, 2011)

Collegial support is beneficial for both individual employees and the organization as a whole. It fosters a positive work environment, enhances job satisfaction, reduces stress, and contributes to employee well-being. Organizations can encourage collegial support by promoting collaboration, creating opportunities for knowledge sharing, facilitating social interactions, and recognizing and rewarding teamwork (Ramarajan, Barsad, & Burack 2018). Persons who were engaged to their profession, had positive relationships with their colleagues, and received support from their superiors experienced lower levels of burnout at work (Savicki & Cooley's 2017).

Employees who felt appreciated by the organization they worked for reported lower levels of emotional weariness (Ramarajan, Barsad, & Burack 2018). Workplace public care serves as a protective barrier against burnout and job stress (Maslach et al., 2001). When societal support from coworkers, especially managers, was robust, exhaustion levels were low; nevertheless, higher degrees of burnout were associated with less support. (Maslach et al., 2011). Assistance provided to employees helped them perceive their jobs as less stressful, and it also increased the gratification of the supervisor who provided it (Lim,2015).

Social support can be provided by several sources: it can be from the organization itself, the supervisor, colleagues but also other environments such as family or friends (Burn, 2016; Sloan, 2012; Gallagher & Vella-Brodrick, 2008). Moreover, it can be provided in many ways, such as through instrumental support (e.g. doing something for the employee), emotional support (e.g. giving care and sympathy), informational support (e.g. sharing relevant information) and

appraisal support (e.g. giving constructive feedback) (House, 1981). This study focuses on social support from different sources, such as from the organization, supervisor or co-workers, because these are all highly beneficial to the life satisfaction of individuals as well as for the organization itself (Yucel & Minnotte, 2017; Erdogan et al., 2012). Social support at the workplace refers to the degree to which employees perceive that their supervisors or employers care about their well-being on the job through providing positive social interaction or resources (Kossek, Pichler, Bodner & Hammer, 2011, p. 292). The study of Semeijn, Van Dam, Van Vuuren and Van der Heijden (2015) found that employees feel more confident coping with difficult work situations when they feel valued and being part of a network of communication and mutual obligations through social support. Based on these findings, this study measures the perception of receiving social support, as this perception differs for each individual. To measure social support concerning life satisfaction, it is important to look at the perception of receiving support, as it is the reality experienced from the individual and therefore has an impact on the well-being of that individual (Caesens, Stinglhamber & Luypaert, 2014). Thus, this study aims to capture the perceived social support in the workplace.

2.9 Resilience

Throughout the course of their lives, humans often face a variety of difficulties and challenges, from minor inconveniences to significant life events. In fact, the majority of people encounter at least one potentially traumatic event (PTE) in their lifetime (Bonanno & Mancini 2008). Potentially is an important word since it emphasizes how different people react to life's circumstances and whether trauma arises as a result. To give an example, some people are overwhelmed by minor inconveniences (DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982),

while others respond favorably to the most trying of events (Bonanno, 2004). The study of psychological resilience aims to comprehend why some people can tolerate – or even thrive on – the pressure they encounter in their daily lives (Coyne, 1982).

Resilience is linked to assisting people in lessening discomfort and burnout, it has become a crucial quality among employees at all levels of the company, especially in the context of today's continuously changing work environment (Connor, 2006). People with low levels of resilience exhibit higher levels of neuroticism when confronted with difficulties, are less adaptable to changes, and are more inclined to reject trying new things (Bonanno, Papa, 2001; Fredrickson 2004), High resilient workers are more able to deal with changes at work and are generally more accepting of changes because they are aware of the value of positive emotions and have the capacity to elicit them. This is in contrast to employees with low levels of resilience who find it more difficult to adapt to change (Fredrickson, Tugade, Waugh, & Larkin, 2003; Shin et al., 2012).

Resilience is seen as a positive quality following stressful circumstances, although it is unclear if resilience can be taught or learnt and how it develops (Atkinson, Martin, & Rankin 2009). The capacity to cope with problems and to have a more resilient outlook on the future is positively associated. An integrated literature review that used the idea of resilience as a concept for various protective factors discovered a relationship between helping individuals recover from stress and acting as an interdependent enhancer towards resilience development (Glass, 2007; Reyes, Andrusyszyn, Iwasiw, Forchuk, & Babenko Mould, 2015).

2.9.1 Psychological Resilience

Psychological resilience in the workplace for healthcare employees, (Rees, Breen, Cusack, & Hegney 2015) identified the crucial components of self-efficacy, mindfulness, and coping. They described self-efficacy in nursing as having faith in one's own capacity to carry out a particular duty, as well as having faith in one's abilities to make sound daily decisions and adjust well to change. Either emotion-focused adapting or problem-focused coping are terms used to describe the personal changes someone makes after being exposed to a difficult situation. The difference between problem-focused coping and coping with emotions depends on where the attention is placed. The goal of emotion-focused coping is to address the issue that is generating the stresses in the person's surroundings. Examples of problem-focused coping include adeptly adjusting to ongoing changes in the workplace or taking care of unforeseen job tasks (Gillespie et al., 2007). Some people see mindfulness as a set of skills or procedures, while others see it as a mental state characterized by a welcoming, nonjudgmental concentration on the things that are happening right now.

2.9.2 Individual factors

Throughout the course of their lives, humans often face a variety of difficulties and challenges, from minor inconveniences to significant life events. In fact, the majority of people encounter at least one potentially traumatic event (PTE) in their lifetime (Bonanno & Mancini 2008). The study of psychological resilience aims to comprehend why some people can tolerate – or even thrive on – the pressure they encounter in their daily lives.

Employees with high levels of resilience are likely to see events more positively and react to change in a more positive way when they experience positive emotions (Fredrickson et al., 2003; Shin et al., 2012). Additionally, employees with high levels of resilience are more likely

than those with low levels to have higher awareness of and acceptance of reality as well as the capacity for flexibility, improvisation, and change adaptation (Coutu, 2002).

This could be as a result of the fact that people with high levels of resilience respond to challenging conditions by identifying and acknowledging them and by investing the time, energy, and resources necessary to go back to normal (Youssef & Luthans, 2007).

Due to the advantages of having high levels of resilience, it is crucial for institutes to highlight resilience in their organizational cultures and support their staff as they develop their own levels of resilience to lessen their exposure to stress. An interview is conducted and self-report questionnaires in longitudinal research among Chinese healthcare professionals to better understand the role of resilience in managing workplace stress (Siu et al., 2009). They evaluated resilience, quality of life, work-life balance, job satisfaction, and workplace injuries (such as cuts, infectious diseases, scrapes, and sprains), as well as physical and psychological symptoms, in the self-report questionnaires (i.e., insomnia, depression). They discovered that while there was a favorable correlation between resilience and job satisfaction, work-life balance, and quality of life, there was a negative correlation with workplace injuries and physical and psychological symptoms. This implies that individuals who had more significant levels of strength were probably going to have more significant levels of occupation fulfillment, balance between serious and fun activities, and by and large personal satisfaction and prone to have less wounds at work, physical/mental side effects, and stress. Consequently, flexibility assists individuals with adapting to pressure, which might assist with peopling adapt to burnout (Gito, Ihara, & Ogata, 2013; Rees et al., 2016).

It's important to address people's emotional and physical reactions to aggressive and violent occurrences. Stressful events, teachers in their research displayed emotional, bodily, and behavioral responses and were given insufficient coping mechanisms (DeBoer et al. 2013). One tactic to counteract the negative effects of workplace violence on employees, according to the thematic results, is to build up individual worker resilience, as well as the demand for increased assistance from coworkers following traumatic situations. The study is important for identifying traits of highly resilient workers.

The CD-RISC was used in their qualitative research of intensive care workers to identify those who were very resilient and others who used optimistic surviving mechanisms, had helpful networks, and believed they had resilient role models to help them deal with the demanding workplace environment (Mealer, Jones, & Moss, 2012).

Gloria et al. (2013) explain that resilient teachers are those who are able to persist through stressful situations while balancing their needs and those of their students. There has been debate as to whether resilience should be conceptualized as an innate quality, or one that is developed over time (Yonezawa et al. 2011). Seminal studies assumed that resilience was a quality that teachers either possessed or did not possess (Masten and Gramezy 1985); however, scholars have recently begun to view resilience as a construct that can be nurtured and developed. Yonezawa et al. (2011), for example, conceptualize resilience "as a dynamic construct that emerges within the interplay between individuals' strengths and self-efficacy and social environments in which they live and work" Resilience has proven important to understanding how some teachers cope with hardship while others succumb to the challenges of their work lives (Day and Gu 2010; Gu and Day 2007; Luthar and Cicchetti 2000). Higher levels of resilience fuel teachers with positive energy required to overcome stressful working conditions (Gu and Day 2007), such as teaching

in urban environments (Yonezawa et al. 2011). Mansfield, Beltman, Price, and McConney (2012) included dynamic, school-level factors in their model for understanding teacher resilience, and Pearce and Morrison (2011) found that a supportive environment helped a beginning teacher build resilience. Prior research has also found that teacher effectiveness can be predicted by traits such as perseverance, passion, and life satisfaction, which are associated with resilience (Duckworth et al. 2009; Fleming et al. 2013).

2.10 Role overload and Burnout

The most referred definition of burnout among general occupations conceptualizes the phenomenon as 'a syndrome of emotional exhaustion, cynicism and reduced professional efficacy' (Maslach et al., 1996). Research suggests that burnout contributed to by job stressors is associated with a negative outcome in both individuals and organizations. At an individual level, burnout has been associated with mental and physical health problems, for example, psychological distress, anxiety, depression, reduced self-esteem (Maslach et al., 2001), headaches, sleep disturbances and substance abuse (Burke and Greenglass, 1986). At an organization level, burnout is also consistently linked to negative attitudes towards work, which include low levels of motivation, job satisfaction and organizational commitment, but high levels of job uncertainty (Schaufeli and Enzmann, 1998; Maslach et al., 2001). These in turn induce counter-productive work behavior, such as reduced productivity, absenteeism and staff turnover and hence lower the overall effectiveness of the organization itself (Wright and Bonett, 1997). Furthermore, some research suggests that burnout is contagious, spreading to affect the colleagues of those who experience it and even resulting in negative spillover into one's home life (Westman

and Eden, 1997). From this standpoint, burnout is not only an individual well-being issue but could also influence socio-economic factors. The original concept of burnout suggests that the experience was tied to demands of work and associated with a lack of resources (Maslach and Jackson, 1984); whereas role overload has been widely viewed as one of the major constituents of job stressors (Glass, 1990; Harris and Bladen, 1994; Jamal, 2005). Burnout has therefore become one of the most commonly investigated consequences of role overload (Sweeney and Summers, 2002; Jamal, 2005). Perceived role overload comprises qualitative and quantitative overload.

Individuals experiencing qualitative overload feel they lack the basic skills or talents necessary to complete the task effectively; whereas quantitative overload refers to the individual's perception that the work cannot be done in the allotted time (Kahn, 1978). Role overload experienced by employees is often found within organizations with resource scarcity and the continual threat of cutbacks, culminating in burnout becoming more prevalent. This is the exact situation construction organizations in Hong Kong faced during the recent recession. In this context, it is perhaps not surprising to find construction professionals reporting significantly higher levels of burnout than other occupations (Yip and Rowlinson, 2006).

2.11 Role Overload and Turnover Intentions

Turnover intention can be defined as the deliberate and conscious will to leave the institute and look for a new professional opportunity (Tett and Meyer 1993). Turnover intention is an important issue because it signals the probability of a highly negative event for organizations – a voluntary departure by the employee (Cannon and Herda 2016). This departure significantly

influences the activity of organizations because it represents a loss of investment in human capital (Parker and Kohlmeyer 2005) and a potential overload for remaining employees, with negative effects on their productivity and morale (Tnay et al. 2013).

Turnover intentions explore the role of role overload (e.g., Greenhaus et al. 1997; Pasewark and Viator 2006; Ahuja et al. 2007; Jones et al. 2010; Persellin et al. 2019; Smith et al. 2020). Role overload is a concept used to define a situation in which employees have more work than they can complete in a given period (Beehr et al. 1976). Role overload is particularly important in education, due to a huge amount of work after the end of the year, which most of the times coincides with the calendar year. Therefore, the first months of the year are generally a period of high stress and high demand of work This excess of work and high seasonality can lead teachers to feel overwhelmed with their job, experience stress and, hence, lead to a desire to leave the institute, that is, turnover intention (Fogarty et al. 2000; Sweeney and Summers 2002).

2.12 Workplace Support and Burnout

Research indicates that teaching is one of the professions with the highest level of job stress (Stoeber & Rennert, 2008). Stress occurs when demands exceed resources, and over time, this may result in burnout (Bakker & Demerouti, 2007). Burnout consists of three components referred to as emotional exhaustion, reduced personal accomplishment and depersonalisation (Maslach, Jackson, Leiter, Schaufeli, & Schwab, 1986), where the emotional exhaustion component is considered to be the core component of burnout (Cordes, Dougherty, & Blum, 1997). Emotional exhaustion manifests itself by lack of energy. Lack of energy occurs because the individual's emotional resources available are being fully spent on work (Maslach et al., 1986). Causes of job stress for teachers can be several, including high workload, students with

behavioural problems, lack of support from colleagues and superiors, problems in the parent-teacher relationship and lack of autonomy (Skaalvik & Skaalvik, 2007). As a result of high levels of job stress, teachers have an increased risk for burnout compared to other occupations (Babad, 2009). Social support has been defined broadly as "the availability of helping relationships and the quality of those relationships" (Leavy, 1983). Concerning work-related social support, teachers might be extra vulnerable. For instance, it has been pointed out that although teachers spend several hours a day interacting with children in the classroom, they are still largely isolated from their teaching colleagues (Dorman, 2003). Moreover, work-related sources of social support are considered important antecedents of teacher burnout (Maslach & Leiter, 1999). This also applies to social support from supervisors, which has demonstrated a mitigating effect on burnout (Sanchez, & Fisher, 1999; Skakon, Nielsen, Borg & Guzman, 2010). Babad (2009) claims that because of the loneliness related to teachers' work in the classroom, the support system from staff and administration is especially important. Still, teachers seem to lack appreciation from their supervisors (Babad, 2009).

2.13 Workplace support and Turnover intention

Supervisor support plays a significant role in organizations. Supervisor support refers to the level of acknowledgment of employees that their supervisor is supportive and encouraging towards their concerns and performance. Supervisors' supportive behavior stimulates employees' supportive behavior which ultimately optimizes the firms' corporate goals. Scholars have examined the significant relationship between training programs and supervisor behavior towards turnover intentions. Perceived supervisor support also plays a vital role in enhancing intentions and reducing turnover. Supervisory support requires attention concerning employee turnover intentions. Not only positive but negative behavior of supervisors such as abusive behavior

negatively enhance turnover intentions. Supportive management including organizational and supervisor support and work life balance effects were also found indirectly related to employee health and turnover intention. Furthermore, the supervisor has a considerable impact on subordinates' job satisfaction. Supervisors' concern towards well-being, feelings and performance plays a significant role in increasing employees' job satisfaction. A higher level of job satisfaction was examined in the employees with supportive supervisor behavior as compared to those with less supportive supervisor behavior. Supervisory support was examined as a useful tool to enhance employee well-being, organizational commitment and job satisfaction in employees. The task-oriented and person-oriented behavior of supervisors affects the turnover intentions deploying a structural turnover model.

Defining Supervisor support as "employee believe about the degree to which a quality of helping relationship derived from supervisor is available" Leavy (1983). Moreover, When employee feel that his supervisor is supportive and care for their wellbeing, they may feel they are connected to organization (Newman et al., 2011; Dawley et al., 2010), which would lead them to "return back favour" in giving back to their supervisor through retention in the organization (Gillet et al., 2013; Williams, 2001). It is because of the interaction of supervisor and staff which leads to make the perception and shape it (Shore and Wayne, 1993; Maert et al., 2007; Mitchell, 1982). Organization should encourage supervisors to be a major source of support to employees which in turn improve Perceived organization support and reduced Turnover intentions of employee directly, Newman et al. (2011).

2.14 Resilience and Burnout

The ability to adapt to adversity is referred to as resilience. Positive emotions (happiness, optimism, self-esteem, and assertiveness) will be critical in the face of these challenging situations. As a result, the word "resilience" refers to the protective features that humans build through time. In other words, this construct is not a concept that is inherited and passed down from generation to generation, but rather a term that is acquired and developed throughout life and via adverse experiences and emotional control that individuals have over themselves. Resilience is understood as an adaptation to high stress or trauma. Individuals with high resilience develop protective factors and resources to adapt to and emerge from adversity. Research has found that resilience has been defined as "the capacity to recover and maintain an adaptive sanity after being abandoned or the initial capacity to start a stressful event". It is also defined as "the human capacity of confronting, overcoming and being strengthened or transformed by the experiences of adversity". Due to COVID-19 in the world, the current pandemic scenario is a challenge and a threat to the human resistance process in every way. Resilience in teachers is described as an eight-dimension construct formed by confronting mechanisms, autonomy, self-esteem, awareness, responsibility, hope, sociability, tolerance, and frustration. Each of these is a base of the resilient support on the human being towards adverse situations.

The appearance of burnout in teachers has been related to their intense and extended interaction with students who demand attention and a great investment of time, mental and emotional efforts. Hence, dealing with lack of support and institutional recognition, low job satisfaction, inadequate wages, devaluation of teaching work, poor resources and a feeling of having a job with a never-ending list of tasks, brings, as a result, indifference and feelings of failure, incompetence, disillusion and burnout arises slowly.

Moreover, burnout has been defined as a psychosocial risk that evolves in work settings, and it is tied to stress and behaviors related to professional disillusionment, loss of work excitement, affective deterioration, emotional exhaustion, the appearance of negative attitudes and behaviors, and cold, indifferent, distant, cynical, and insensitive behaviors. Different models such as the three-dimensional model of the MBI-HSS, the model of Edelwich and Brodsky, the model of Price and Murphy, among others have demonstrated the connection of these behaviors with lack of coping resources and high emotional demands faced by professors and care workers. The model of Gil Monte is characterized by cognitive impairment, poor work excitement, and disillusionment. Feelings of low personal accomplishment and physical and work-related exhaustion are shown by teachers, followed by negative attitudes and behaviors towards students, administrative and teaching staff with cynical, indifferent, cold, and distant behaviors, sarcasm, passive aggression, depersonalization, and lack of sensitivity to situations that require empathy, experiencing feelings of guilt when performing these attitudes. Research has shown that teachers who perceive a lack of support from colleagues and supervisors have diminished self-efficacy beliefs, predicting higher levels of burnout; poor working conditions were found to be predictors of emotional exhaustion and low personal accomplishment, Burnout increases adverse reactions to students. Burnout increases the incidence of mental health problems. Teachers' burnout is related to psychosomatic symptoms, exhaustion, insomnia, ulcer, shoulder and neck pain, and increased family conflicts.

2.15 Resilience and turnover Intentions

Teachers tend to change schools or even leave the profession because of unappealing working conditions, insufficient funding, heavy workloads, lack of autonomy at work, and little support from management (Mansfield et al., 2016; Cordingley and Crisp, 2020; Howson, 2020;

See et al., 2020; Worth and Van den Brande, 2020; Sabina et al., 2023). The first 5years of teaching are particularly challenging for early-career teachers and, according to Gallant and Riley (2014), in many countries 40–50% of teachers leave the profession within that time. Therefore, research on individuals' intention to leave and organizational strategies to increase teacher retention have become important tasks of the education system and of each educational institution. The worldwide teacher shortage has encouraged researchers to examine what causes teachers to stay or leave (Kurtz and Maurice, 2018; Li and Yao, 2022; Tikkanen et al., 2022). In Lithuania, as in other countries, the COVID-19 pandemic and the turbulent geopolitical situation have led to an increase in the number of teachers leaving their jobs and a shortage of teachers in particular subject areas. There are two subcategories of research in this field. Some focus on a teacher's intention to leave the profession. We found this to be too broad an interpretation of intention to leave because the reasons for leaving the profession can be related to the person's attitude to the profession and not to a specific school. Studies on teachers' intentions to leave a school situation are more in line with current thinking that individual workplaces and organizations create specific conditions that enhance or restrain teacher resilience (Ungar et al., 2013; Wang et al., 2022).

A teacher may find conditions in one school to be unacceptable, but moving to a new workplace may alleviate the reasons for leaving the profession. Recent research has also looked at a phenomenon called teacher churn when teachers change grade levels, subject areas, or schools (Dhaliwal et al., 2023) to find a better "fit." While this may be an apt partitioning of intention to leave for a future study, we focus on the primary workplace with which our study participants identified themselves. Vekeman et al. (2017) compare the two types of intention to leave studies, focusing on personorganization (P-O) fit. Their analysis revealed that P-O fit is directly related

to the intention to move to another school, but there was no direct relation between P-O fit and intention to leave the profession. Studies show that intention to leave is negatively predicted by perceived organizational support and continuance commitment (Esop and Timms, 2019), which is based on costs related with leaving the organization (Hackett et al., 1994); work engagement (da Silva et al., 2021; Tvedt et al., 2021), job satisfaction (Räsänen et al., 2020). Other studies point to meaningful work, and valuation of teacher dignity, which diminish turnover intentions (Janik and Rothmann, 2015; Heleno et al., 2018). Intention to leave studies are related to much more exhaustive research on teacher burnout, in which emotional exhaustion and the loss of emotional resources are exhibited (de Vera et al., 2019; Annamalai, 2022). Madigan and Kim (2021) conducted a meta analysis of the effects of teacher burnout and job satisfaction on intentions to quit and concluded, that both phenomena are related with turnover intention, however, the negative effect of burnout on intention to leave is stronger compared to job satisfaction. A broader meta-analysis of teachers' intention to leave assumptions was provided by Li and Yao (2022), who examined 94 studies over the last 30years. The authors found that teachers' commitment, job satisfaction, work engagement, intrinsic motivation, and burnout were the strongest predictors of turnover intention. While all of the mentioned research foci are tangentially related to our research, as for a more direct link between teacher resilience and intention to leave. De Neve and Devos (2017) investigated how numerous factors, one of which was affective commitment, influence turnover intentions. Their path analysis revealed that teacher self-efficacy and affective commitment to a school directly reduced 272 Flemish teachers' intention to leave the job. This is in line with the work of Meyer et al. (2002), who named three forms of organizational commitment, noting that affective commitment had the strongest negative correlation to intention to leave. Arnup and Bowles (2016) surveyed 160 Australian teachers with

less than 10years of experience and found that lower job satisfaction and a lower level of general resilience predicted intention to leave the teaching profession.

2.16 Moderating role of resilience in role overload, burnout and turnover intentions

Turnover intention can be defined as individuals' intention to leave their current position prior to retirement (Becker & Billings, 1993). This definition includes intention to move laterally and vertically within education (i.e., "movers") and prematurely exiting the field of education altogether (i.e., "leavers"; Mäkelä, Hirvensalo, Laakso, & Whipp, 2014). Data from Finland indicate that 39% of inservice teachers considered leaving teaching either frequently or occasionally. Of those who considered leaving, the majority (67%) intended to leave education altogether (Mäkelä et al., 2014). Given that turnover intention is influence by both contextual- and individual-level factors, people may have different levels of turnover intention although they are working in the same working environment (Cardador, Dane, & Pratt, 2011). While not extensively examined in education, previous research has observed a negative relationship between resilience and turnover intention among service workers (Dane & Brummel, 2013; Reb et al., 2017). This is likely because resilience enables individuals to regulate their emotions, behaviors, and thoughts more effectively and respond to stressful events more calmly (Skinner & Beers, 2016). As a result, they are more likely to develop emotional regulation skills and persistence that can reduce turnover intention (Evans et al., 2014).

Emotional exhaustion leads employees to experience tension, irritability, and fatigue, which can prompt individuals to consider early career attrition and turnover (Carson et al., 2010; Reb et al., 2017; Swider & Zimmerman, 2010). For example,the teachers in Carson and colleagues' (2010) study who reported feeling more emotionally exhausted were more likely to

exit the profession prematurely. Previous meta-analytic data have also supported the positive association between emotional exhaustion and turnover intention (Swider & Zimmerman, 2010). Additionally, resilience is also likely to reduce physical educators' perceptions of emotional exhaustion (Mesmer-Magnus et al., 2017; Taylor & Millear, 2016; Howard & Johnson, 2004; Richards et al., 2016). Resilience potentially operate as personal resources that help protect physical educators from emotional exhaustion while reducing turnover intention.

2.17 Role of Workplace Support in Role overload, Bunout and Turnover intentions

Because of the nature of the job, employees of schools' work under the close supervision of their supervisors (Schalk and Van Rijckevorsel, 2007) and, hence, the kind of support that they get from supervisors go a long way in augmenting work engagement of employees. Social support in an organizational setting limits the harmful effect of emotional exhaustion caused by jobs that are stressful. When employees perceive that they do not get support from their supervisors, they cannot invest in resource gain. On the other hand, employees getting feedback about the performance of their jobs will be looking for opportunities to acquire novel skills and develop necessary plans of action (Hobfoll and Shirom, 2000). There is research evidence to show that social support in the form of supervisor support (Sarason et al., 1990; Kaufmann and Beehr, 1986) proves to be a useful resource for mitigating employee stress and creating employee well-being. This support from supervisors helps the employees in having operational efficiency for meeting the challenges rapidly. Supervisors act as the interface between the organization and its employees. That is, they are in a position to play the role of agents of the organization in communicating the intentions of the organization towards their employees in the form of their support (Levinson, 1965). Thus, supervisors represent the image of the organization (Eisenberger et al., 2002) as far as the employees are concerned. Further, from the social exchange perspective,

when employees get this supervisory support will naturally feel indebted and, therefore, morally obliged to reciprocate the organization with increased work engagement (Cropanzano and Mitchell, 2005). These employees feel that the organization provides them with a conducive environment as they are important members of the organization. As a result, their response is one of the high levels of energy and work involved and they get immersed in the work they do, i.e. they have very high levels of work engagement (Saks, 2006). A recent study by Cheng et al. (2013) documents that high supervisor support leads to a high-quality relationship between supervisors and their employees, which, in turn, influences their engagement levels. When supervisors become supportive and take interest in seeing that employees succeed, they will probably develop perceptions of greater personal empowerment. In turn, from social exchange point of view, it generates a sense of obligation among the employees to reciprocate by putting in greater levels of effort. Employee perceptions that supervisors care for employee concerns lead to employee feelings of psychological safety and they get psychologically driven or motivated to incorporate different aspects of their life such as work experience into the job they do (Macey and Schneider, 2008). Similarly, employees whose managers or supervisors are truly perceived to be interested in their achievement or give them due credit for their contributions will probably develop perceptions of psychological availability for their employees. This drives them to feel motivated to invest their physical, intellectual and emotional efforts necessary to perform their work (Kahn, 1990). As supervisors supervise employees immediately under them almost on a regular basis, they will, in all probability, exert influence on how the employees experience. Hence, if employees perceive that they get the required supervisory support, they are most likely to show work engagement in the organizational setting.

Working in a highly demanding environment, where resources are not always adequate, can cause workers to feel stressed and overburdened. These challenges may interfere with their ability to concentrate and thus hamper effective functioning and it will lead to burnout and turnover intentions.

2.18 Theoretical Background of the Study

2.18.1 Social Exchange Theory (SET)

Social exchange theory can be applied to the context of employee turnover to understand why employees choose to leave or stay in an organization. According to the theory, employees engage in a cost-benefit analysis when deciding whether to remain in their current employment or seek alternative opportunities (Blau, 2014)**.** Employees assess the rewards and costs associated with their current job. Rewards may include salary, benefits, career growth opportunities, job satisfaction, and a positive work environment. Costs may involve long working hours, low salary, lack of recognition, limited promotion prospects, high stress levels, or conflicts with colleagues. If the perceived rewards outweigh the costs, employees are more likely to stay. However, if the costs outweigh the rewards, employees may consider leaving (Blau, 2014).

Employees evaluate their current job against alternative employment options. They consider the rewards and costs offered by other organizations or potential job opportunities. If the perceived rewards are higher or the costs are lower elsewhere, employees may be motivated to switch jobs. Conversely, if their current job offers better rewards or lower costs compared to alternatives, they are more likely to stay (Cropanzano & Mitchell, 2015).

Social exchange theory emphasizes the importance of equity in relationships. Employees seek fairness in the workplace, and when they perceive an imbalance between their contributions and rewards, they may feel a sense of inequity. For example, if employees believe they are putting in more effort or producing higher quality work than they are rewarded for, they may feel undervalued.

This perception of inequity can lead to dissatisfaction and increase the likelihood of turnover (Bernad, 2018). Social exchange theory also considers the concept of social exchange relationships, in which individuals develop a sense of commitment and invest in their relationships. Similarly, employees who feel a strong sense of commitment to their organization, have positive relationships with coworkers and supervisors, and have invested time and effort into their work are more likely to stay.

This commitment can create a sense of obligation and loyalty that offsets some of the potential costs associated with the job. (Tetrick, Shore, Lynch & Barksdale, 2016). By applying social exchange theory to employee turnover, organizations can gain insights into the factors that influence turnover decisions. They can identify areas where they may need to improve rewards, reduce costs, enhance fairness, and strengthen employee commitment to reduce turnover rates and retain valuable employees.

2.18.2 Theory of Human Capital

Human capital theory provides another perspective to understand employee turnover by focusing on the investment and accumulation of skills, knowledge, and experience that individuals bring to the workplace. According to human capital theory, employees view themselves as valuable assets or resources (i.e., human capital) to the organization (Becker, 1993).

Human capital theory recognizes that employees invest time, effort, and resources in acquiring and developing valuable skills and knowledge. These skills enhance their productivity and value in the labor market. When employees feel that their skills are not being fully utilized or that their job does not offer opportunities for skill development and growth, they may be more inclined to leave the organization in search of better career prospects. (Becker, 1993)

Employees view their employment as an investment, where they expect a return on their human capital investment. This return can include financial rewards, career advancement, challenging assignments, and learning opportunities. If employees perceive that the return on their investment is inadequate or does not meet their expectations, they may be more likely to consider leaving the organization. (Becker, 1993). Human capital theory recognizes that individuals seek to maximize their market value by pursuing job mobility. Job mobility refers to the ability to move between organizations to access better opportunities, higher salaries, and more favorable working conditions. Employees who believe that their human capital is more valued or rewarded elsewhere may be motivated to explore alternative job options, leading to turnover. (Becker, 1993)

Human capital theory also considers the investment made by organizations in their employees' development and training (Henneberger & Sousa-Poza, 2007). When organizations provide opportunities for skill-building, career advancement, and continuous learning, employees feel valued and are more likely to stay.

Conversely, when organizations fail to invest in employee development or create barriers to skill enhancement, employees may perceive a lack of support and become more susceptible to turnover. (Becker, 1993). Human capital theory suggests that organizations can reduce turnover

by implementing effective retention strategies (Henneberger & Sousa-Poza, 2007). This includes providing competitive compensation, offering opportunities for skill development and advancement, recognizing and rewarding employees' contributions, fostering a positive work environment, and creating a culture that values and invests in human capital. By aligning their practices with the principles of human capital theory, organizations can enhance employee satisfaction, engagement, and loyalty, thereby reducing turnover. (Becker, 1993).

By considering human capital theory, organizations can gain insights into the role of skills, training, and career development in employee turnover. It highlights the importance of providing a supportive environment that encourages employees to invest in their human capital while offering opportunities for growth and a competitive return on their investment. Primary education and on-the-job training are two fundamental types of human capital expenditure. School is a group that focuses on creating training (university or high school). By educating new services and honing seasoned ones while working, on-the-job training increases worker productivity (Becker, 2013). Training can be divided into general drill and personalized drill. If the knowledge gained may be applied in another company, the drill may be deemed generic. In contrast, some training is described as "training that has little effect on the productivity of beginners who would be beneficial in other firms." (Becker, 2013).

Workers find it difficult to discover replacements which encounter their prospects, such as compensation, due to high levels of company specialized training. This theory holds that company-specific training and intent to quit the firm are negatively connected. As specialized knowledge investments grow, so do the estimated transaction costs (Henneberger & Sousa-Poza, 2017).

2.18.3 Job Demand Resource Model

The Job Demands-Resources (JD-R) model is a widely used theoretical framework that helps explain the relationship between work characteristics, employee well-being, and outcomes such as burnout. The model proposes that work-related demands and resources have distinct effects on employee burnout (Bakker et al. 2007)

Job demands refer to the physical, psychological, social, or organizational aspects of a job that require sustained effort and can lead to physical and psychological costs. High job demands, such as excessive workload, time pressure, role ambiguity, and emotional demands, can deplete employees' resources and energy, increasing the risk of burnout (Bakker et al. 2007). Job resources are the physical, psychological, social, or organizational aspects of a job that facilitate goal achievement, reduce job demands, and promote well-being. Examples of job resources include social support, autonomy, supervisor support, feedback, opportunities for growth and development, and adequate rewards. These resources help employees meet job demands, enhance their well-being, and buffer against the negative effects of demands, reducing burnout risk (Bakker et al. 2007). Burnout is a state of chronic exhaustion, cynicism, and reduced professional efficacy resulting from chronic workplace stress. It is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. According to the JD-R model (Bakker et al. 2007) high job demands combined with low job resources create a strain on employees, increasing the likelihood of burnout.

The JD-R model suggests that burnout negatively impacts employees' health and well-being. Burnout can lead to physical and mental health issues, including fatigue, sleep

disturbances, anxiety, depression, and decreased life satisfaction. It can also spill over into personal life, affecting relationships and overall quality of life.

Organizations can apply the JD-R model to mitigate burnout by focusing on two main strategies:

a) **Reduce job demands**: Organizations can identify and manage excessive job demands that contribute to burnout. This may involve workload management, clarifying role expectations, providing training and resources to improve skills, and addressing organizational factors that create stress (Bakker et al. 2007).

b**) Increase job resources:** Organizations can enhance job resources to support employees' well-being and resilience. This can include promoting supportive work relationships, providing opportunities for growth and development, offering autonomy and decision-making authority, recognizing and rewarding employees' contributions, and implementing work-life balance initiatives (Bakker et al. 2007). By addressing job demands and increasing job resources, organizations can create a work environment that promotes employee well-being, reduces burnout, and enhances organizational outcomes such as job satisfaction, productivity, and retention.

2.18.4 The Job Characteristics Model:

The job characteristics model (Hackman & Oldham, 1980) looks at individual reactions to employment as a function of work features, regulated by individual characteristics, such as job satisfaction, illness absenteeism, and staff turnover (Roberts & Glick, 1981).   The Job Characteristics Model (JCM) focuses on how specific job characteristics influence employee

attitudes and behaviors. The JCM identifies five core job characteristics that contribute to motivating employees and promoting job satisfaction (Hackman & Lawler 1971)

Skill Variety is the degree to which a job requires employees to use a range of different skills and abilities. A job with high skill variety provides employees with a sense of challenge and the opportunity to utilize their diverse skills, which can enhance job satisfaction. Task Identity is the extent to which a job allows employees to complete a whole and identifiable piece of work. When employees have a clear understanding of the entire task and can see the tangible outcomes of their efforts, it can lead to increased job satisfaction (Roberts & Glick, 1981).

Task Significance is the perceived impact and importance of a job on others or the organization as a whole. Jobs with high task significance, where employees feel that their work is meaningful and contributes to a larger purpose, can enhance job satisfaction. Autonomy is the degree of freedom and discretion employees have in performing their work and making decisions. Higher levels of autonomy can empower employees and provide a sense of control over their work, leading to increased job satisfaction. Feedback is the extent to which employees receive clear and specific information about their performance. Frequent and meaningful feedback helps employees understand how well they are performing and provides opportunities for improvement, which can contribute to job satisfaction (Hackman & Lawler 1971).

Role overload occurs when employees experience excessive work demands and feel overwhelmed by the quantity or complexity of their tasks. Role overload can be viewed as a strain or stressor within the job characteristics framework (Hackman & Lawler 1971) When role overload is high, it can diminish employees' perception of skill variety, task identity, autonomy, and feedback, leading to decreased job satisfaction. By considering the core job characteristics

and implementing strategies i.e., training and development, supportive work environment and job redesign, to mitigate role overload, organizations can enhance job satisfaction, reduce stress, and promote employee well-being. (Fried & Ferris, 1987; Parker & Wall, 1998).

Additionally, the three crucial psychological states function in the link between work characteristics and attitudinal outcomes is only partially supported by research (Renn & Vandenberg, 1995; Behson, Eddy, & Lorenzet, 2000). The model also implies that persons with high growth need strength have a greater association between work features and CPSs as well as between CPSs and outcomes (i.e., those who are highly motivated to learn and grow on the job).

2.18.5 The effort–reward imbalance model

The effort-reward imbalance (ERI) model (Siegrist, 1996), which emphasizes rewards rather than task management framework, is the last option. The ERI model states that an imbalance between effort (external job demands and an intrinsic drive to meet these demands) and reward (in terms of compensation, esteem reward, and security/career opportunities, that is, promotion opportunities, employment stability, and status consistency) is what leads to occupational stress. The key assumption is that situations where effort and reward are not equal (i.e., high effort/low reward situations) would cause arousal and stress which might result in cardiovascular risks and other stress-related reactions (Walster, & Berscheid, 1998). An example of a stressful imbalance is having a challenging yet uncertain career or doing well but not receiving any possibilities for promotion. Burnout, minor mental diseases, cardiovascular disease, and subjective health are all at danger due to the excessive effort and low reward at work (Siegrist, 2008; Tsutsumi & Kawakami, 2004).

Siegrist (1996) proposed an effort – reward imbalance model that is centered on social exchange of the work agreement that further hypothesizes that the levels of effort applied should be balanced with the levels of rewards that has been achieved. The model of effort – reward imbalance describes stress as it is a contract among environment and the person, a 33 predetermined interchange is expected that is constructed on an give-and-take of suitable rewards like career mobility, money, job security or esteem and these kinds of adequate rewards are established on the effort of an employee which is mandatory to complete their task (Siegrist, 2008). Here comes the literal meaning of effort-reward imbalance model that if there exists any imbalance between the efforts performed by an individual to perform the task and the rewards received as an outcome of that effort, then there must be emotional distress and restlessness that a person will experience. There exists two dimensions of effort like extrinsic effort that includes external demands and pressures whereas intrinsic effort includes only individual's motivation. On the other hand, rewards have been categorized by three factors that includes career (job security/mobility), esteem and money. There is a justice component to the effort-reward imbalance depending on the work made and the benefit received, as has been demonstrated. The act of injustice may be viewed as not offering adequate incentives in exchange for effort, and this feeling of injustice might lower someone else's self-esteem (Siegrist & Marmot, 2004). While understanding the influence of occupational stress among employees, researches have used the effort – reward imbalance model and harmful health outcomes have been found. In addition to this, low control and high demands leads to emotional distress which further leads to poor physical health including enlarged body mass index and cholesterol concentration (Kivimaki et al., 2002), depression, incident type 2 diabetes (Siegrist, 2004), high risk of coronary heart disease and cardiovascular disease mortality (Kivimaki et al., 2005). In order to reduce the incidence of

stress and to lessen its impacts, organizations need to develop policies and rules. Hence for this purpose, Siegrist (2005) suggested the leadership 34 training for supervisors and stress management training for employees. These trainings focused on provision of recognition and esteem to employees.

2.18.6 Cusp-Catastrophe Model

The "cusp-catastrophe" model, created by Sheridan and Abelson (1983), is one well-established paradigm for explaining job turnover among employees. It offers a more sophisticated picture of the turnover process. The analysis by Sheridan and Abelson is based on the mathematical Catastrophe theory, which considers both the abrupt change from retention to termination and the dynamic withdrawal process that occurs over time (Morrell et al., 2001).

The model has three main characteristics; First, withdrawal behavior is a discontinuous variable with sudden changes, as defined by a "delay rule." According to this, a worker tries to stay in his or her job for as long as feasible. If the employee believes he cannot stay any longer owing to job discontent or stress, he will rapidly transition from retention to termination. Second, for some values of the control variables, there is the presence of a hysteresis zone of behavior, which is represented as a fold in the behavioral surface. The bifurcation plane is named from the trace of the fold that can be observed on the control surface. It reflects disequilibrium for workers who are about to transition from retention to termination.

Third, on different sides of the bifurcation plane, the behaviour changes. Even little changes in the control variables, such as occupational stress or strain, can cause sudden shifts from retention to termination as employees get closer to the bifurcation plane. (Abelson & Sheridan, 1983). The assumption of linear and continuous relationships between the variables and

turnover is a fundamental flaw in this study. It fails to capture the threshold nature of the occurrence (Morrell et al., 2001). On the other hand, the strategy used by Sheridan and Abelson achieved two important advances in the field of turnover study. Due to its startling departure from conventional conceptions of the turnover process, they identified the discontinuous dynamic feature of turnover for two reasons: first, they did so, and second, it suggested a different line of inquiry for future research (Morrell et al., 2011).

2.18.7 Transactional model

Lazarus and his colleague Susan Folkman developed the transactional model of coping, which highlights the cognitive appraisal process and the role of coping strategies in managing stress. According to Lazarus, coping is a dynamic process that starts with the cognitive appraisal of a stressful situation. Primary appraisal involves evaluating the situation to determine if it is personally relevant, benign, or stressful. If the situation is appraised as stressful, secondary appraisal occurs, which involves assessing one's coping resources and options (Lazarus & Folkman 1984).

Lazarus identified two main types of coping strategies individuals use to manage stress: Problem-focused coping aims to directly address the stressor by taking action or finding practical solutions. Problem-focused coping involves analyzing the situation, developing action plans, and implementing strategies to change or manage the stressful circumstances. Emotion-focused coping involves regulating one's emotional response to the stressor rather than directly addressing the stressor itself. Emotion-focused coping strategies aim to manage and reduce emotional distress and may include seeking social support, using relaxation techniques, or reframing the situation in a more positive light (Lazarus & Folkman 1984).

Lazarus emphasized the importance of evaluating the effectiveness of coping strategies. The effectiveness of coping strategies is determined by their ability to reduce stress and restore a sense of well-being. Coping effectiveness can vary based on the individual, the specific stressor, and the context in which it occurs (Lazarus & Folkman 1984) Lazarus's model of coping emphasizes the dynamic nature of coping processes and the importance of cognitive appraisal in determining how individuals respond to stress. This model suggests that individuals' appraisal of stressors and their choice of coping strategies can influence their well-being and psychological adjustment.

Stress is the perception that one's environment poses a threat to one's wellbeing. Stress has a negative impact on both healthcare professionals' ability to provide safe patient care and their quality of life at work (Lazarus & Folkman 1984). Research on nursing students demonstrated that who were dealing with stress, continuing inefficient coping had a negative impact on their academic performance and general well-being, which led to many of them quitting their nursing studies (Wells, 2007). Building resilience is essential for retaining employees and ensuring better health in challenging circumstances (Cusack et al. 2016).

After analyzing the findings of several research on workplace violence, that employees who are exposed to violence more frequently suffer from more severe psychological and emotional repercussions (Mighthew & Chappell 2007). Resilience is a crucial component of satisfaction and performance for assistance workers in challenging or distant locations.

Chapter 3

Research Methodology

3.1 Introduction

The present study was conducted to investigate the impact of role overload on turnover intentions and burnout among teachers. Another goal is to investigate the moderating effect of workplace support and resilience on the turnover intentions and burnout.

3.2 Research Design

Cross sectional correlational research design used to discover the impact of role overload on turnover intentions and burnout with the moderating effect of supervisor support, collegial support and resilience on turnover intentions and burnout among teachers.

3.3 Objectives

1. To investigate the impact of role overload on turn over intention.
2. To investigate the impact of role overload on burnout.
3. To investigate moderating role of resilience in the relationship between role overload and burnout and turn over intention.
4. To examine the moderating role of supervisor support in the relationship between role overload burnout and turn over intention.
5. To examine the moderating role of collegial support in the relationship between role overload and burnout as well as turn over intention.

3.4 Research Instruments

In order to explore the relationship among variables, following instruments were used in the present study.

3.4.1 Role Overload

The construct of Role Overload was measured through the Reilly's Role Overload Scale. This self-report questionnaire consists of 13 items was measured on Likert scale of 1 to 5 , where 1= strongly disagree and 5= strongly agree, participants indicated how often they have experienced role overload at their workplace. Higher score on role overload showed higher roles and tasks are to be performed in work situation and vice versa. The reliability score for the scale was 0.88.

3.4.2 Turnover Intention

A three-item scale developed by Weiss et al., (1967) was used to assess employee turnover intention. A five- point Likert type scale 1 indicating Strongly disagree and 5 indicating Strongly Agree was used. Examples of the items for turnover intention include "Presently I am actively searching for other job". The reliability of scale for present study is $\alpha = 0.95$

343.3 Resilience

The scale used sub scale (resilience) from PsyCap Questionnaire developed by Luthans, Youssef et al., (2007). This is a six-item scale measured on a 7- point Likert scale having (1= Strongly Disagree, 7= Strongly Agree). One of the items is "I look on the bright side of things regarding my job". The reliability of scale for present study is $\alpha = 0.80$

3.4.4 Workplace Support

Teachers Satisfaction Inventory is twenty-six-item scale developed by Cassidy (2016) and was used to asses teacher's professional and personal experiences on their workplace is used in this study. Workplace support includes supervisor support and collegial support.

Supervisor Support include 13 item scale. The responses were taken on Likert Scale ranging from 1 – 4 in which 1= Rarely occur, 2= Sometime Occur, 3= Often Occur, 4= Very Frequently. The reliability is reported as 0.88.

16 items make up the Collegiality subscale (α = 0.829); 13 of them are positive qualities (=0.899), and three are negative aspects (α=0.532). Teachers support and encourage one another, and they are proud of their programme, are examples of positive statements. Conversely, statements like "Teachers socialize together in small, select groups" and "Teachers exert group pressure on non-conforming colleagues" are examples of negative statements.

3.4.5 Burnout

The Maslach Burnout Inventory developed by Maslach and Jackson (1986) was used to measure burnout on 0 to 6 scale, participants indicated how emotionally exhausted they are in an organization (0= Never, 1= Several times every year, 2 = Ideally once each month, 3= A few times every month, 4 = Each week, 5 = Occasionally, 6 = Every day). This is a 22- items scale and this scale has also been previously used for Greece teaching populations (Antoniou, Ploumpi & Ntalla, 2013). The reliability of scale for present study is α = 0.82.

3.5 Sample

A convenient based sample of (N = 400) school teachers of 5 educational institutes (Army Public School Fort Road, Army Public School Cob lines, Army Public School Defence Complex, Army Public School Homayoun Road, Army Public School Ordnance Road) working at different

level as preschool, junior school, middle and senior level were the sample of present study.12.5% were males and 87.5% female teachers. The age ranges of the participants lie between 23 to 55 years. 73.5% of the teachers are having their master's degree and 26.5% are doing M.Phil. as well as some completed their MS/ M.Phil. degree.

Table 1

Demographic data about research sample (N=400)

	Frequency	*%*
Gender		
Male	50	12.75%
Female	350	87.5 %
Age		
23-38	221	55.25%
34-44	135	33.75%
45-55	44	11.0%
Education		
BS/ M.Sc./M. A	294	73.5%
M.Ed.	25	6.25%
MS/M.PHIL	81	20.25%
Marital status		
Unmarried	66	16.5%

Married	334	83.5%
Family System		
Joint family	34	8.5%
Nuclear	366	91.5%
Monthly Income		
20,000-30,000	66	16.5%
31,000-40,000	246	61.5%
41,000-50,000	88	22.0%
Job Tenure		
6 months - 1 year	22	5.5%
1-3 year(s)	148	37.0%
3-6 year(s)	176	44.0%
6-10 year(s)	54	13.5%
Teaching Level		
Pre School	100	25.0%
Junior School	150	37.5%
Middle School	100	25.0%
Senior School	50	12.5%

The demographic table shows the gender, age, education, marital status, family system, monthly income, teaching level, work tenure, birth order, and number of children of the

participants. According to the data, the participants were 87.5% females and 12.5% men. In this group, 83.5% were married, while 16.5% were single. According to the educational status of the sample, 73.5% had finished the Master degrees, 20.25% have earned MS or M.Phil. Degrees, 6.25% had achieved their M.Ed. degrees, and 8.5% of study members are associated to combined families, while 91.5% are members of nuclear families. 16.5% earned within 20,000 and 30,000, while 61.5% earned between 31,000 and 40,000 each month, 22.0% of those earning between 41,000 and 50,000. 37.0% of participants have 1 to 3 years of work experience. According to the study's data, 37.5% of participants are from the junior school, 25.0% are from the middle school, and 37.5% are from the preschool and senior section instructors.

3.6 Procedure

Participants were approached in their school setting after asking the principals of the schools for permission to conduct the survey. In the first conversation, the research objectives were conveyed to the teachers of the school. the study was thoroughly explained to the teachers. The study's participants were made aware that the data collected would be kept private and would only be utilized for research purposes. They were also given the assurance that they might stop taking part in the research at any moment. The research addressed ethical issues by obtaining authorization from the principals of the school as well as consent from the teachers. The consent was obtained by filling out the form. After obtaining informed consent participants were asked to complete a demographic sheet with the necessary information.

A questionnaire with the six scales namely Role Overload, Turnover Intention, Resilience, Supervisor Support, Collegial Support and Burnout. On the questionnaire, participants were asked to rate how frequently each statement related to them. The tests were taken anonymously by the subjects. Self-administered instruments took the participants 45–50 minutes to complete.

Chapter IV

Results

Descriptive Statistics were used to analyzed the data which tells the mean, standard deviation and the alpha reliability. Pearson correlation was conducted to assess the correlation between the study variables, Role Overload, Burnout, Turnover Intentions, Supervisor Support, Collegial Support and Resilience). This study also examined the moderating role of workplace support (Supervisor and Collegial Support) and resilience in the relationship between Role overload, Turnover intention and Burnout. In order to meet the above-mentioned objectives and hypothesis different analyses were carried out with the help of SPSS 21.

Table 4.1 Psychometric properties of study variables (N=400)

Variables	*M*	*SD*	α	Potential Range	Actual Range	Skewness	Kurtosis
RO	51.3	3.77	.77	13-65	42-55	.60	1.4
BO	77.6	5.74	.84	0-132	70-84	-.26	-.22
TOI	12.6	7.54	.73	3-15	8-14	-.29	-.19
SS	36.7	2.52	.72	13-52	31-43	.11	-.66
CS	42.4	3.1	.66	16-64	35-50	.09	-.33
RES	20.5	10.4	.80	6-42	16-25	-.16	-.27

Note. RO = Role Overload, BO= Burnout, TOI=Turnover Intention, SS= Supervisor Support, CS= Collegial Support RES= Resilience.

Table 4.1 displays the psychometric properties for all variables in the study. Turnover Intention had the lowest mean value (12.6) and Burnout had the highest mean value (77.6). This table shows that all alpha coefficients for all study variables fall within an acceptable range, demonstrating the scales' high dependability. The index of skewness and Kurtosis was within an acceptable range, demonstrating that the data was regularly distributed.

Table 4.2 Pearson correlation among study variables (N = 400)

Variables	RO	TOI	RES	CS	BO	SS
1.RO	-	.76**	-.032	-.50**	.87**	-.35*
2. TOI		-	-.023**	-.05**	.78**	-.08*
3.RES			-	.70**	-.084	.87*
4.CS				-	.50**	.84**
5.BO					-	-.67*
6. SS						-

**p<.01 *p<.05

Note. RO= Role Overload, TOI= Turnover Intention, RES = Resilience, CS= Collegial Support, BO= Burnout, SS= Supervisor Support

Table depicts the inter-correlation of the study variables. Turnover Intention and Burnout are positively related to Role Overload, whereas the moderator variable (supervisor support, collegial support and Resilience) is negatively related to the Role Overload. Role overload has non significance relation with resilience, and resilience has no significant relationship with burnout. Supervisor support has a non-significant association with turnover intention. Collegial Support has significant negative relation with turnover intentions and a significant positive relation with burnout. However, the relationship between role overload and moderators is not significant.

Regression and Moderation Analysis

The influence of role overload on teacher turnover intentions and burnout was investigated using linear regression analysis. Regression analyses were executed to examine the influence of study variables. The tables 4 and 5 reflect the impact of role overload on turnover intention and burnout.

The significance of workplace support (supervisor support and collegial support) and resilience in explaining the association among role overload, burnout, and turnover intentions was investigated. Hayes Macro Process Analysis was used to examine the moderation of these factors (Hayes, 2013).

Table 4.3 Regression Analysis on turnover intentions by role overload (N=400)

				95% CI	
Turnover Intention	β	*SE B*	B	*LL*	*UL*
	.05	.01	.17**	.04	.09

$R = .33, R^2 = .11, \Delta R^2 = .37 \ (F = 15.92^{**})$

**$p<.01$

Table indicates the regression analysis computed turnover intentions ($\Delta R^2 = .37$, $\beta = .05$, F = 15.92, p< .001) as predictor variables and role overload as outcome variable. The R^2 value of .37 indicates that the dependent variable explained 37% variancein the outcome variable with $F (4, 390) = 15.92$, $p < .01$.

Table 4.4 Regression Analysis on Burnout by Role overload (N=400)

Predictor	β	*SE B*	B	95% CI	
				LL	*UL*
Burnout	-.20	.05	.35**	.02	.06

*R = .32, R²= .13, ΔR²= .20 (F = 4.38**)*

**p<.001*

Table indicates the regression analysis computed with burnout (ΔR^2= .20, β= *.20,* F = 4.38, p< .001) as predictor variables and role overload as outcome variable. The R^2 value of .20 indicates that the dependent variable explained 20 % variance in the outcome variable with F (4, 390) = 4.38, $p < .01$

Table 6 Moderating Effect of collegial support on role overload and turnover intention (N=400)

Variables	B	SE B	p	95% CI	
				UL	LL
Constant	12.66	0.56	0.00	14.04	10.27
RO	0.17	0.51	0.08	0.21	0.12
CS	0.07	0.55	0.17	.09	.04
Role * CS	-0.004	0.47	0.08	-.006	-.002
R² = .21					
F= 48.68, p < .001					

Note: RO= Role Overload, CS= Collegial Support

Table represent the regression coefficients of collegial support for role overload and turnover intentions as an outcome. Moderating effect of collegial support was calculated by model of Andrew Hayes (2013) using regression through PROCESS MACRO. The 5th hypothesis of the current study, which states that collegial support moderates the relationship between role overload and turnover intentions among teachers in the educational institutes, is supported by the regression coefficients, calculated F hypothesis, direct and interaction effects of study variables. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant, b = -.004, 95% CI [-0.006, -0.002], p<.001, indicating that the relationship between role overload and turnover intentions is moderated by collegial support.

Fig 2: *Interaction of collegial support on role overload and turnover intention*

The mod graph that describes the moderation effect for high, medium and low levels of collegial support serves as illustration of these findings. Steepest slope for those who reported high level of collegial support (the strongest positive association). Flattest slope for those who reported low collegial support (the strongest negative association). Hypothetically collegial support was expected to moderate role overload and turnover intentions. This illustrates that the presence of collegial support partially moderates the turnover intentions and role overload relationship. Meaning that it will affect employees' roles and responsive towards seeking for turnover intentions. A line graph demonstrating the association between low and medium degrees of collegial support and the relationship's detrimental impact on turnover intentions.

Table 7 Moderating Effect of supervisor support on role overload and turnover intention (N=400)

Antecedent	B	SE	p	95% CI	
				LL	UL
	25.44	0.14	0.00	23.17	27.68
RO	.07	0.14	0.00	.03	.08
SS	-.14	0.16	0.00	.02	-.33
RO * SS	-0.005	0.15	0.04	-.003	-.006
R^2 = .14					
F (54.17) =.0058, p < .001					

Note: RO=role overload, SS=supervisor support

  Table represent the regression coefficients of supervisor support for role overload and turnover intentions as an outcome. Moderating effect of supervisor support was calculated by model of Andrew Hayes (2013) using regression through PROCESS MACRO. The 3rd hypothesis of the current study, which states that supervisor support moderates the relationship between role overload and turnover intentions among teachers in the educational institutes, is supported by the regression coefficients, calculated F hypothesis, direct and interaction effects of study variables. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant, b = -.005, 95% CI [-0.003, -0.006], p<.001, indicating that the relationship between role overload and turnover intentions is moderated by supervisor support.
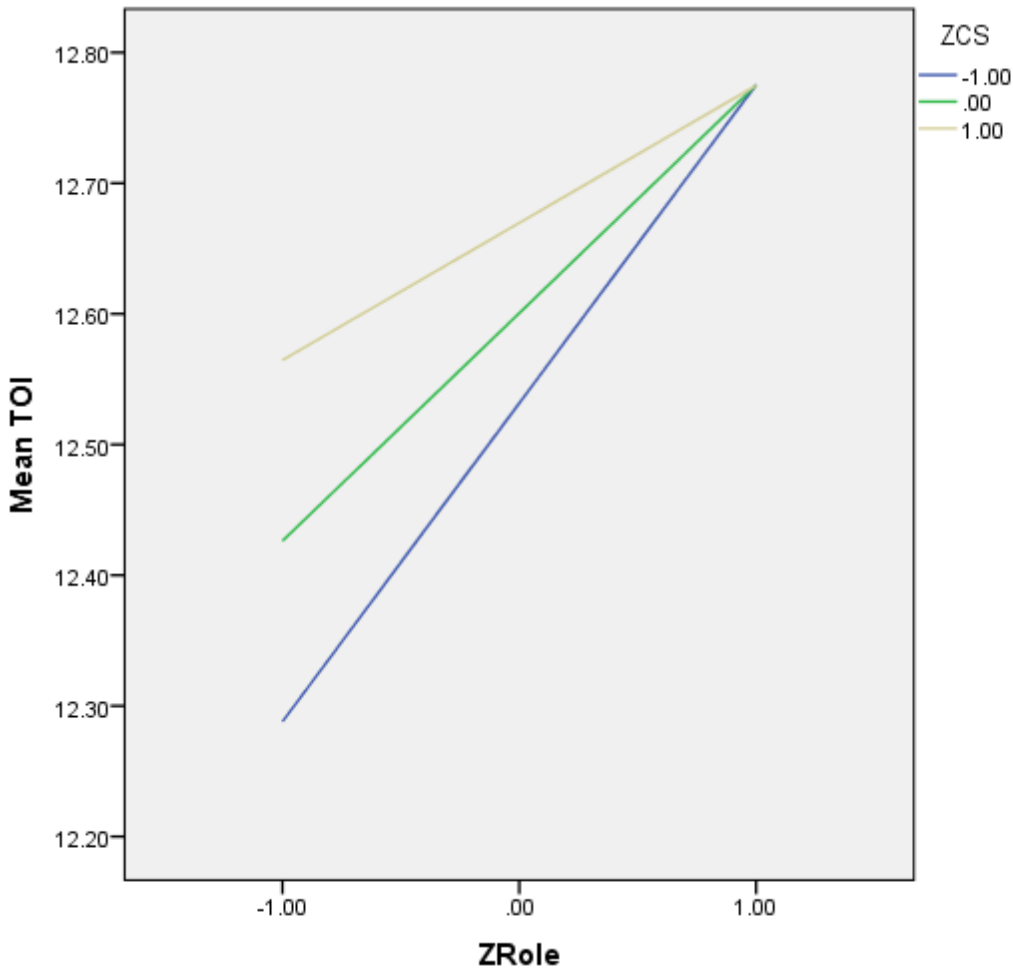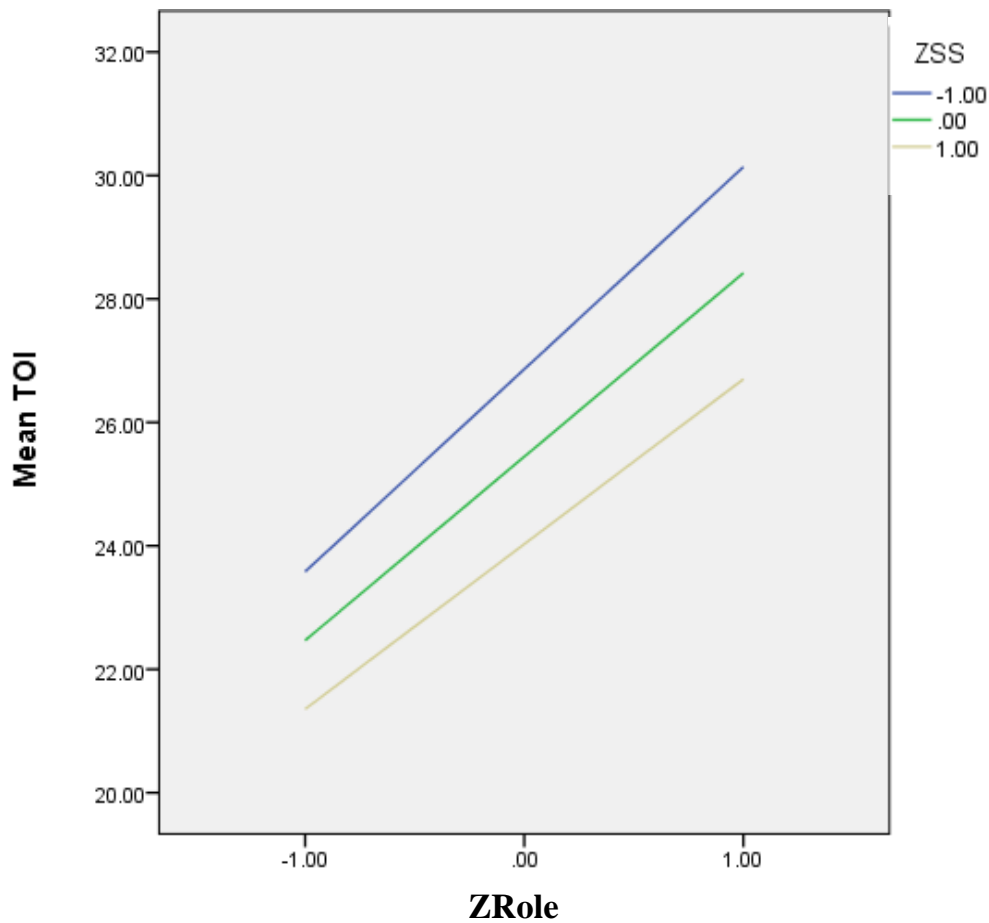
Fig 3: *Interaction of supervisor support on role overload and turnover intention*

The mod graph that describes the moderation effect for high, medium and low levels of supervisor support serves as illustration of these findings. Steepest slope for those who reported low supervisor support (the strongest positive association). Flattest slope for those who reported high supervisor support (the strongest negative association. Hypothetically supervisor support was expected to lessen the role overload and turnover intentions. There is strong association between role overload and turnover intentions for employees who reported low supervisor support. But weakest association between role overload and turnover intentions occurred for employees who reported high supervisor support. In this way it is interpreted that supervisor support was low among those who had turnover intentions due to role overload and high in those who had fewer turnover intentions due to the presence of role overload in workplace.

Table 8 Moderating Effect of resilience on Role overload and Turnover Intentions (N=400)

Model 1				95% CI	
Variables	Coeff.	SE	p	LL	UL
Constant	22.96	0.22	0.00	21.36	24.64
RO	.06	0.21	0.00	.04	.08
RES	-0.49	0.21	0.06	-.02	-.06
Role * RES	-0.04	.42	0.04	-.001	-.005
R^2 = .140					
F (3,390) =.0058, p < .001					

Note: TOI= Turnover Intentions, RES= Resilience, RO= Role Overload

Table represent the regression coefficients of Resilience for turnover intentions and role overload as an outcome. Moderating effect of resilience was calculated by model 1 of Andrew Hayes (2013) using regression through PROCESS MACRO. The Regression coefficient calculated F hypothesis, direct and interaction effect of study variables prove the 7th hypothesis of current research that resilience moderates the relationship between turnover intentions and role overload among persons working in educational institutes. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant b= -.04, 95% CI [-0.001, -0.005], t = -2.06, p< .001, indicating that the relationship between turnover intentions and role overload is moderated by Resilience.
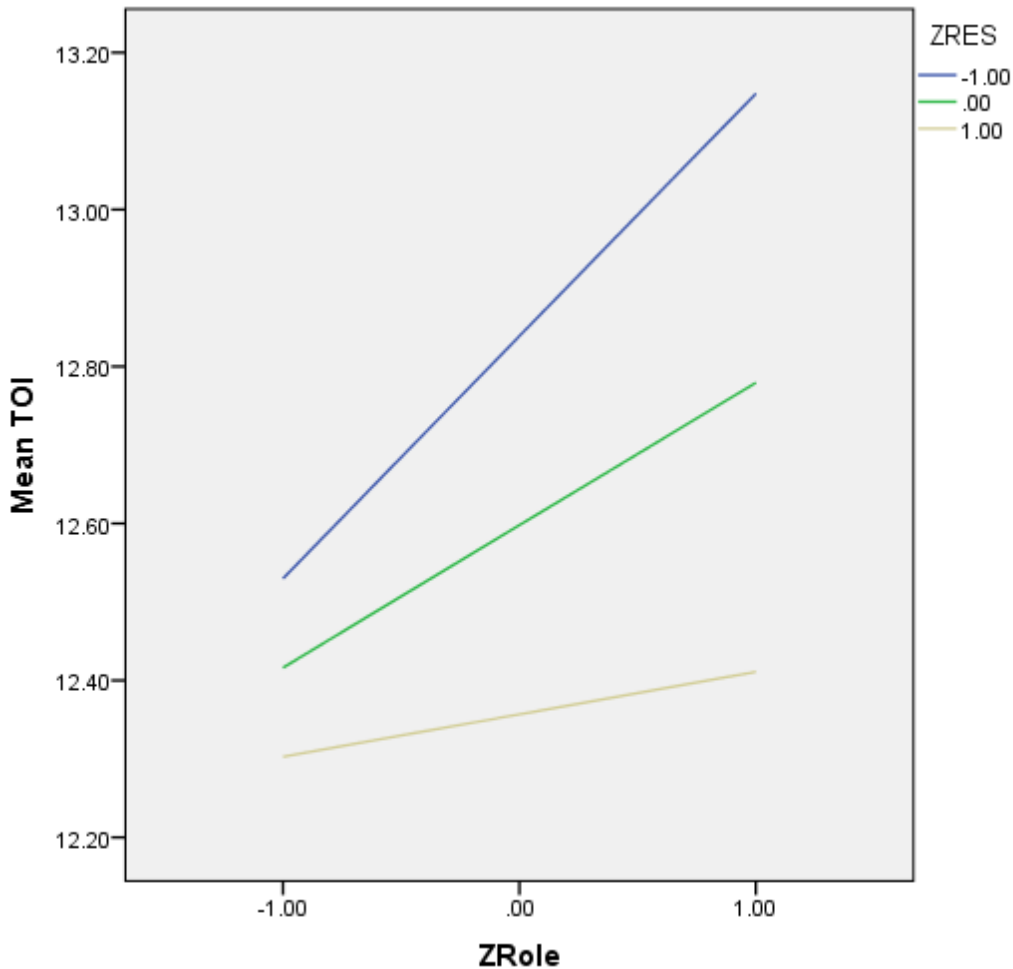
Figure 4: Interaction of resilience on role overload and turnover intentions

Steepest slope for those who reported low resilience (the strongest positive association). Flattest slope for those who reported high resilience (the strongest negative association. Hypothetically resilience was expected to buffer role overload and turnover intentions. There is strong association between role overload and turnover intentions for employees who reported low resilience. But weakest association between role overload and turnover intentions occurred for employees who reported high resilience. In this way it is interpreted that resilience was low among those who had turnover intentions due to role overload and high in those who had less turnover intentions due to the presence of role overload in workplace. As Workplace Incivilityis a negative construct due to which the relation between the both variables are not being significantly changed.

Table 9 *Moderating Effect of supervisor support on role overload and burnout (N= 400)*

Model 1				95% CI	
Antecedent	Coeff.	SE	p	LL	UL
Constant	25.45	0.17	0.00	22.04	27.68
Role	0.05	0.17	0.00	.02	.07
SS	-0.47	0.19	0.02	-0.2	-0.6
Role * SS	- 0.062	0.19	0.00	-0.03	-0.08
R^2 = .12					
F= 41.89, p < .001					

Note: Role= Role Overload, SS= Supervisor Support

Table represent the regression coefficients of supervisor support for burnout and role overload as an outcome. Moderating effect of supervisor support was calculated by model 1 of Andrew Hayes (2013) using regression through PROCESS MACRO. The Regressioncoefficient calculated F hypothesis, direct and interaction effect of study variables prove the 4th hypothesis of current research that supervisor support moderates the relationship between burnout and role overload among persons working in educational institutes. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant b= -.062, 95% CI [-0.03, -0.08], t = -1.91, p< .001, indicating that the relationship between burnout and role overload is moderated by supervisor support.

Figure 5: Interaction of supervisor support on role overload and burnout

The mod graph that describes the moderation effect for high, medium and low levels of supervisor support serves as illustration of these findings. Steepest slope for those who reported low supervisor support (the strongest positive association). Flattest slope for those who reported high supervisor support (the strongest negative association. Hypothetically supervisor support was expected to buffer burnout and role overload. There is strong association betweenburnout and role overload for employees who reported low supervisor support. But weakest association between burnout and role overload occurred for employees who reported high supervisor support. In this way it is interpreted that supervisor support was low among those who had burnout due to role overload and high in those who had less burnout due to the presence of role overload in workplace.

Table 10 *Moderating Effect of Collegial Support on Role overload and burnout (N=400)*

Model 1				95% CI	
Antecedent	Coeff.	SE	p	LL	UL
Constant	25.43	0.18	0.00	22.60	28.69
Role	0.65	0.18	0.00	0.24	0.73
CS	-0.53	0.20	0.09	-0.32	-0.61
Role* CS	-0.065	0.18	0.01	-0.030	-0.08
R^2 = .46					
F (11.28), p < .001					

Note: Role= Role overload, CS= Collegial Support

Table represent the regression coefficients of collegial support for burnout and role overload as an outcome. Moderating effect of collegial support was calculated by model 1 of Andrew Hayes (2013) using regression through PROCESS MACRO. The Regressioncoefficient calculated F hypothesis, direct and interaction effect of study variables prove the 6th hypothesis of current research that collegial support moderates the relationship between burnout and role overload among persons working in educational institutes. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant b= -.065, 95% CI [-0.030, -0.08], t = -3.31, p< .001, indicating that the relationship between burnout and role overload is moderated by collegial support.
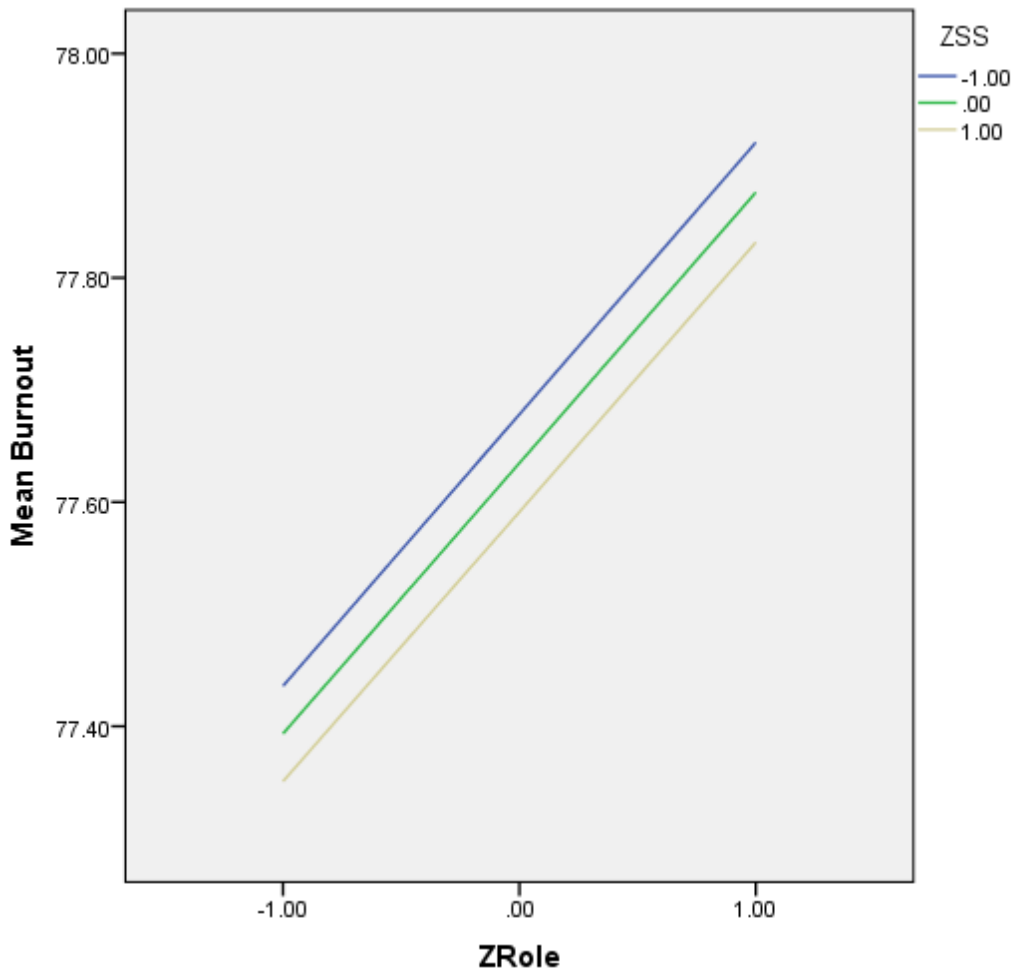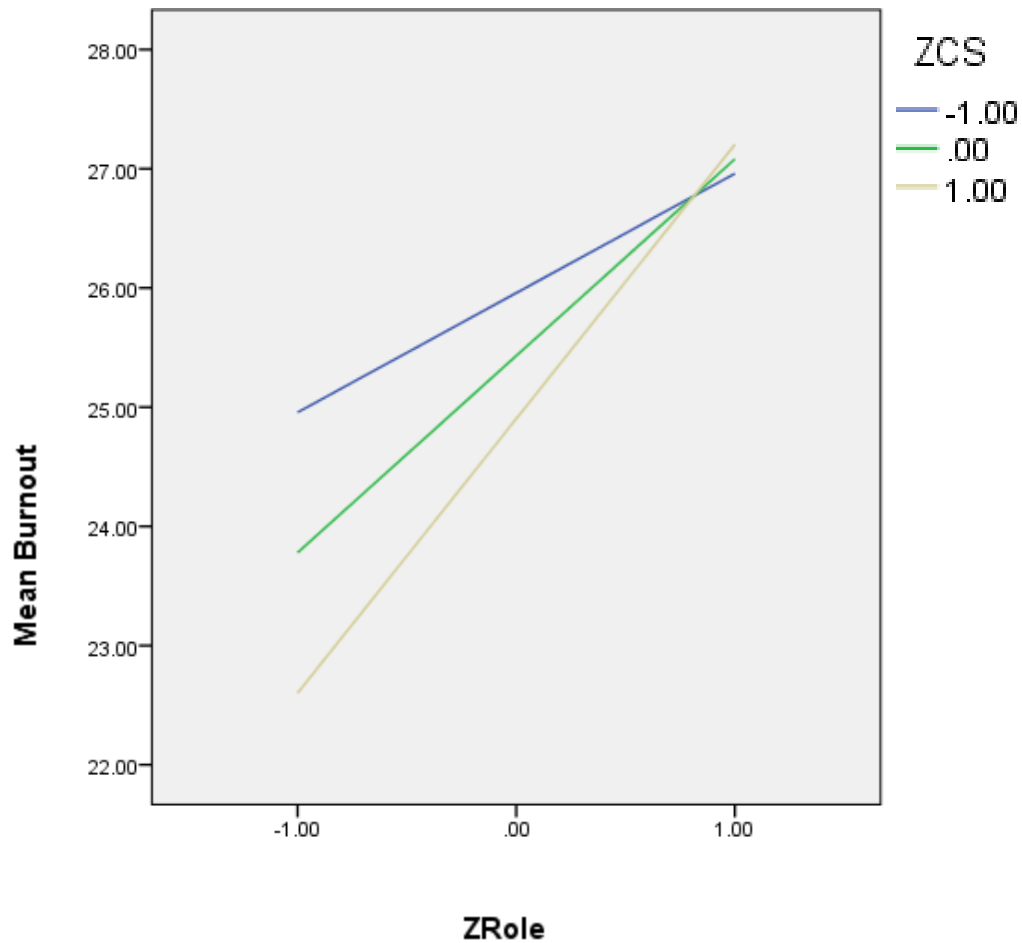
Figure 6: Interaction of collegial support on role overload and burnout.

Steepest slope for those who reported high collegial support (the strongest positive association). Flattest slope for those who reported low collegial support (the strongest negative association). Hypothetically collegial support was expectedto buffer burnout and role overload. This reflects a significant moderation between burnout and role overload. Shows that the presence of collegial support will kept a weak relation between the both variables.

Table 11 *Moderating Effect of resilience on role overload and burnout (N= 400)*

Model 1				95% CI	
Antecedent	B	SE	p	LL	UL
Constant	22.95	0.22	0.00	20.67	24.51
Role	0.039	0.21	0.00	0.014	0.052
RES	-0.45	0.22	0.04	-0.27	-0.62
Role * RES	-0.043	0.19	0.03	-0.021	-0.063
R^2 = .11					
F =51.26, p< .001					

Note: Role= Role overload, RES= Resilience

Table represent the regression coefficients of resilience for burnout and role overload as an outcome. Moderating effect of resilience was calculated by model 1 of Andrew Hayes (2013) using regression through PROCESS MACRO. The Regression coefficient calculated F hypothesis, direct and interaction effect of study variables prove the 8th hypothesis of current research that resilience moderates the relationship between burnout and role overload among persons working in educational institutes. Moderation is shown up by a significant interaction effect; however, in this case the interaction is significant b= -.065, 95% CI [-0.030, -0.08], t = -3.31, p< .001, indicating that the relationship between burnout and role overload is moderated by resilience.
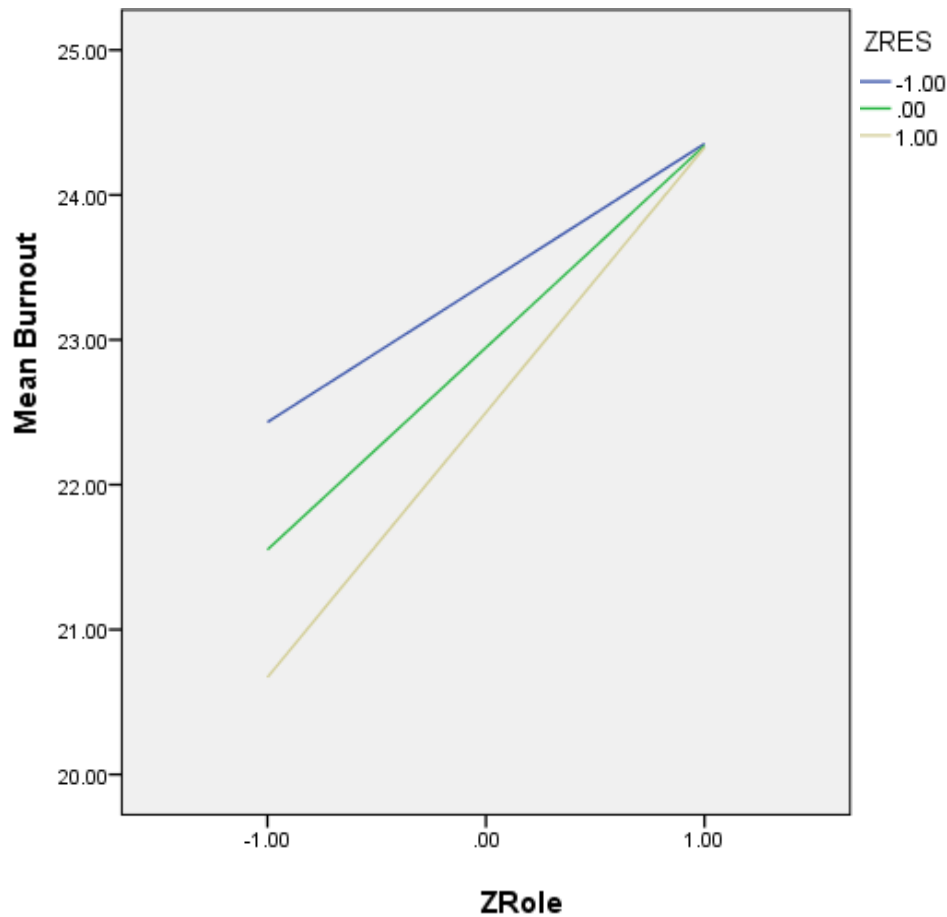
Figure 7: Interaction of Resilience on Role overload and Burnout.

The mod graph that describes the moderation effect for high, medium and low levels of resilience serves as illustration of these findings. Steepest slope for those who reported high level of resilience (the strongest positive association). Flattest slope for those who reported low resilience (the strongest negative association). Hypothetically Resilience was expected to moderate burnout and role overload. This illustrates that the presence of resilience partially moderates the role overload and burnout relationship. Meaning that it will affect employees' sense of burnout and responsive towards role overload.

Chapter V

Discussion

The current study investigated whether role overload affects burnout and turnover intention among school teachers. The moderating impact of supervisor support, collegial support and resilience was also investigated in the relationship between role overload and turnover intentions well as between role overload and burnout.

First of all, main effects were investigated followed by moderating role of resilience in the relationship between role overload and turnover intentions well as between role overload and burnout.

First hypothesis (H1) stated role overload will lead to turnover intentions.

Role overload is linked to a variety of detrimental effects, for example mental stress (Beehr & Glazer, 2007; Jensen, 2014), turnover intentions, organizational behaviour, Insufficient commitment to the organization and disappointing performance at work (Gilboa et al., 2008). Role overload predicts the turnover intentions as the individual has to do multiple tasks at the same time that are different in nature that led toward the intentions to leave their current position from the organization. The results are in line with the preceding studies presenting that, doing many at a time reduces the performance and commitment with the organization and will lead to resign from their position as it will create the emotional tiredness and fatigue in an employee (Dogantekin et al., 2022). Teacher turnover from the school contribute to the loss of

quality teachers thereby weakening the academic experience of students (Ronfeldt et al., 2013). The literature has established the importance of role overload as a significant predictor of teachers' decisions to move schools or leave the profession (Grissom, 2011; Johnson et al., 2011; Ladd, 2011). This study opens the door for subsequent research that defines role overload will lead to turnover intentions among teachers.

According to cusp catastrophic model, increases in job demands or decreases in job resources would lead to a proportional increase in turnover intention. However, the cusp catastrophe model suggests that these changes can lead to sudden, non-linear shifts in turnover intention. Once an employee's turnover intention has increased dramatically, reducing job demands or increasing resources slightly might not immediately bring the turnover intention back down.

Second hypothesis (H2) stated Role overload will lead to burnout

Role overload leads to Burnout the findings of this study are in line with the past literature that states that teaching has grown more stressful. The number of kids that have behavioral issues, as well as the overloaded curriculum and accommodating individual variances, are major sources of stress. Burnout is likely to occur in a teacher who is given an increased role overload. There are instances when a teacher's additional workload elevates him or her in the community. Studies demonstrate, however, that increasing workload causes stress and burnout (Breevaart et al., 2014; Kelemen et al., 2020). High job expectations and limited employment resources create a high-stress work atmosphere that might eventually result in persistent burnout. Firms are therefore continuously measuring and advancing the

work features, for example, by launching judicious objectives and dares, streamlining job necessities, and assigning enough job resources (Bakker & Demerouti, 2017, 2018; Demerouti & Peeters, 2018; Holman & Axtell, 2016). Employee job stress depends on regular job demands and limited resources, thus management and leaders constantly express the importance of support in the workplace (Bakker, 2014). According to the conservation of resources theory (COR) (Hobfoll, 1989) stress reactions are brought on by real or projected resource losses because people try to preserve, defend, and produce resources (Hobfoll, 1989, 2001). There is a sensation of exhaustion and a lack of energy when resource losses are experienced or anticipated (Crawford et al., 2010; Halbesleben et al., 2014). Therefore, the sense of resource loss and strain becomes more acute the more out of balance role expectations and resources are due to role overload (e.g., ranging from general perceived strain to depression).

A notable stressor is the role overload involved in addressing social, emotional, and behavioral challenges in teachers (Kinman et al., 2011; Montgomery & Rupp, 2015). High levels of stress among educators may be caused by the variety of tasks and roles required by the profession (McCallum et al., 2017; Punch & Tuetteman, 1996; Shernoff et al., 2011). Burnout can develop over time as a result of this role overload (Wróbel, 2013), with the aspect of emotional exhaustion—a sensation of being spent—being particularly relevant for educators and a frequently mentioned reason for quitting the field (Huberman, 1993).

According to job-demand resource model, Role overload often acts as a precursor to burnout. Role overload starts with stress from excessive job demands. If role overload persists without adequate resources to manage it, the stress can develop into burnout. The absence of job resources can speed up this progression by reducing the individual's ability to cope with job demands.

Third hypothesis (H3) stated supervisor support will moderate the relationship between role overload and turnover intention.

The results show that role overload and turnover intentions are significantly moderated by supervisor support. The third hypothesis of the current research is supported which stated that supervisor support will moderate the relationship between role overload and turnover intentions. The research on turnover should always take into account how connections between employees and their supervisors may have a direct effect on those decisions. According to Joo (2010), a supervisor's assistance may increase organizational commitment by fostering a culture of learning among employees. Kuvaas and Dysvik also discovered the importance of perceived supervisor support, regardless of perceived organizational support and human resource practice perception (2010). According to these, managerial assistance was essential in forming employee attitudes, which in turn affected their commitment and desire to stay in the organization. This finding is contrary to a past study by Maertz et al. (2007) who found that organizational support was not a mediator of the influence of supervisors' support as reported by workers on their desire to leave their jobs.

According to social exchange theory of workplace support, it confirms with the hypothesis that when employees perceive high organizational support, they feel valued and understood, which can mitigate the stress associated with role overload. Organizations that provide adequate resources (time, tools, training) help employees manage their workload better, reducing feelings of overload. High levels of workplace support leads to stronger emotional and psychological ties to the organization. Employees feel obligated to reciprocate supportive behaviors, resulting in increased commitment. Employees who feel supported are less likely to want to leave the organization, as they perceive a high level of investment in their well-being.

Fourth hypothesis (H4) stated Supervisor Support will moderate the relationship between role overload and burnout.

The results show a significant moderating effect of supervisor support in role overload and burnout association. The results are in line with previous research that found a connection between role overload, burnout, and supervisor support (Schreurs et al., 2016). Prior studies have shown that the association between role and work burnout can be mediated by supervisor support, for instance, Day, Crown, and Ivany (2017) discovered that supervisor support mitigated the negative effects of stressor (organizational change) on fatigue and cynicism. One potential explanation refers that school teachers reported higher role overload. The school environment is often characterized by high role overload and limited opportunities to recover and withdraw from the job (Shirom et al. 2010, Alarcon, 2011). Eventually, teachers may

experience greater fatigue, an antecedent of exhaustion, which negatively affects their functioning at work (Skapinakis et al. 2004). If teachers experience supervisor support, their positive sense of mastery is enhanced, which in turn promotes well-being (Kuoppala et al. 2008). Supervisors who offer support help employees to complete tasks and achieve work-related goals (Bakker & Demerouti 2007) lessen the exhaustion of employees (Hobfoll & Wells 1998).

Social exchange theory confirms the hypothesis that workplace support mitigates the relationship between role overload and turnover intentions. Supportive exchanges enhance employees' resilience and ability to cope with high demands. Emotional and instrumental support from colleagues and supervisors can help employees manage excessive workloads. Positive social exchanges reduce stress levels, making employees less susceptible to the negative effects of role overload. Supportive workplaces foster higher job satisfaction, which counteracts feelings of cynicism and detachment associated with burnout. Employees who receive adequate support are more committed and motivated, which reduces the chances of developing burnout.

Fifth hypothesis (H5) stated collegial Support will moderate the relationship between role overload and turnover intentions.

The results show that, when it comes to role overload and turnover intentions, collegial support has a significant moderating influence thus supporting the fifth hypothesis of the current investigation. Collected works correspondingly confirmed that workers are more likely

to stay in an organization with the support of their colleagues despite facing role overload (Steindóttir et al., 2020). It's clear how crucial collegial relationships are to turnover intention. Collegiality has been found linked to turnover in a study among a sample of university professors (McCain, O'Reilly, & Pfeffer; 2013). However, in some studies (McBride, Munday, & Tunnell, 1992; Dee, 2002) conducted on faculty members at community colleges conflicting findings have been reported., for example, relationships with coworkers and administrators are crucial indicators of intention to leave (Johnsrud & Rosser, 2012).

Sixth hypothesis (H6) stated collegial support will moderate the relationship between role overload and burnout.

Collegial support has a significant moderating influence on role overload and burnout. The sixth hypothesis stated collegial support will moderate the relationship between role overload and burnout of the current study was supported. The results are consistent with earlier research. Unfavorable workplaces and difficult working conditions were environmental predecessors for organizations (Rau-Foster, 2004). It's interesting that despite the fact that educators frequently turn to their peers who taught the same grade or topic for help, these traits among educators' stress support networks had no impact on the participants' levels of stress or burnout. Instead, only the presence of coworkers in the same function in stress support networks was connected to both stress and burnout among organizational proximity factors. The coping mechanisms used by teachers are crucial in preventing burnout (Montgomery &

Rupp, 2005; Pithers & Soden, 1998). Colleague assistance is one strategy that might help reduce stress connected to the job (Halbesleben, 2006).

Seventh hypothesis (H7) stated resilience will moderate the relationship between role overload and turnover intentions.

The findings indicate that there is moderating influence of resilience between role overload and turnover intentions. The seventh hypothesis of the current investigation is supported. This result is in lined with past researches as the high resilience lessen the impact of role overload on employee intents to leave the job or on his emotional states (Yang et al, 2016: Gochait et al., 2016). Using the study's findings as support, it can be claimed that when role overload increases, people start to react to it in a variety of different ways. In truth, people experience poorer ability and energy for optimal performance while under heightened stress, whether consciously or unintentionally. If they are constantly exposed to stressful situations, their performance will deteriorate. As a result, people seek to avoid stressful circumstances when their performance suffers. We may conclude from these results that resilient employee experience less role overload because they are able to handle challenges at work. This is so they can handle the difficulties of life and work without suffering emotional harm, and even embrace the challenges as an opportunity to develop and enhance their personalities. Resilient people, on the other hand, prepare their approaches to challenges, are adaptable and inventive in their approaches, are reluctant to ask for help from others when they need it, and have all the resources necessary to deal with problems (Pithers & Soden, 2018).

Eighth hypothesis (H8) stated resilience will moderate the relationship between role overload and burnout.

The findings show that resilience has a significant moderating influence on role overload and burnout. The eighth hypothesis of current research has found support in the present data set. Resilience is a factor that lowers the risk of burnout, according to earlier studies. burnout and role stressors can develop within a single position when the demands of that function become too great for a person to handle (Biddle, 1986; Stryker, 2001). When numerous responsibilities are combined but are incompatible or put too much stress on the person, role stresses and burnout can also develop (Locke & Massengale, 1978; Richards & Templin, 2012). The study also revealed the buffering role of resilience in role overload and burnout relationship. Through past research it was shown that the resilience played an important role in the connection within the variables. The outcomes of present study are supported by the past studies that indicated individuals working in unfavorable work environment are frequently inclined to experience the indications of the burnout syndrome (Maslach & Jackson, 1981). According to this study, resilience mitigates the impact of role overload over burnout. Resilient teachers can cope up with their job demands. Resilient teachers persevere in the face of pressure while combining their needs and the needs of their pupils (Gloria et al., 2013).

5.2 Conclusion

Present study investigated the positive relationship between role overload and burnout as well as between role overload and turnover intentions. Employee turnover intention and burnout has been significantly predicted by role overload. Moreover, the mitigating role of collegial support, supervisor support and resilience were also found in this research study. Hence, it was found in this study that the sample of a school teachers experienced burnout and intend leaving the job on account of role overload. These queries are addressed by present study. The results show that proper job description and an appropriate role likely decrease employees' turnover intentions and burnout.

5.3 Limitation and Recommendations for further research

In this study data were collected across a single time period, however, future study could use a longitudinal design to investigate how an employee experiences burnout and thereby intends leaving the job. Moreover, while perceived role overload predicts the employee burnout and turnover intention, the opposite may also be true, given that burnout decreases with time. Present study focused on turnover intention and burnout among school teachers. In future same model may be tested on the population of college and university teachers. Furthermore, the data was gathered through self-reported measurement tools, it is suggested to gather data through different sources for example reports from coworkers and supervisors. Further studies may investigate other antecedents of burnout and turnover intention for example job insecurity, role conflict, role ambiguity. Future research may also focus on the

moderating role of psychological coping mechanisms that employees can use to buffer the relationship between role overload and burnout as well as role overload and turnover intentions. Most essential, studies need to focus on personality qualities that are more likely to act as a catalyst for coping up with problems as well as the conditions that make them more likely to contribute to it.

5.4 Implications

Present findings add to the growing body of research related to organizational factors predicting retention and well-being among school teachers. School teachers are motivated to stay in their jobs if they are assigned duties according to their job descriptions. In order to retain school teachers and to ensure their well-being, support from the head needs to be ensured by school management. School management needs to provide such a work environment where colleagues have opportunities to spend time together so as to develop bonding with the fellows which tends to encourage support to the fellow colleagues in the hour of need hence contributing in the well-being of the teachers. Besides, providing supportive environment in the workplace management needs to conduct training workshops for building resilience among the teachers so that they can withstand work stress.

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Appendices

Consent Form

Assalam o Alaikum,

Hope so you are fine.

I am student of M.Phil. Psychology and my research is related to burnout and turnover intention among the teachers. The data collects through this research will remain confidential. You have right to withdraw from research at any point. This participation is totally voluntary so you can feel free to participate in this research. I will be very grateful if you could spare some time to fill the questionnaire.

I will be very grateful for your participation.

Thank you.

Signature

_____

APPENDIX B

Demographic Sheet

- Age: _____
- Gender:
    - o Male
    - o Female
- Education: _____
- Tenure of the job: _____
- Marital Status:
    - o Married
    - o Unmarried
- Teaching level
    - o Pre-School
    - o Junior School
    - o Senior School
- Monthly Income: _____
- Designation:
    - o Teacher
    - o Coordinator
    - o Section head

APPENDIX C

Role Overload Scale (ROS)

Following Statement are about Role Overload, by ticking one of the five alternatives besides each:	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
1	I have to do things I don't have the time and energy for.					
2	There are too many demands on my time.					
3	I need more hours in the day to do the things expected of me.					
4	I can't ever seem to get caught up.					
5	I don't ever seem to have time for myself.					
6	There are times when I can't meet everyone's expectations.					
7	Sometimes I feel that there are not enough hours in the day.					
8	Many times, I have to cancel commitments.					
9	I seem to have to overextend myself in order to be able to finish everything I have to do.					
10	I seem to have more commitments to overcome than some of the other sales managers I know.					
11	I find myself having to prepare priority lists to get done all the things I have to.					
12	I feel I have to do things hastily and maybe less carefully in order to get everything done.					
13	I just can't find the energy to do all the things expected of me.					

APPENDIX D

Turnover intention Scale

Following Statement are about Turnover Intention. (Plan/ Intent to leave the organization), by ticking one of the five alternatives besides each:	1. Strongly Agree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
1 In the past few months, I have seriously thought about looking for a new job.					
2 Presently, I am actively searching for other job.					
3 I intend to leave the job in the near future.					

APPENDIX E

Resilience Scale

Items		1	2	3	4	5	6	7
1	I usually take stressful things at work in stride.							
2	I can get through difficult times at work because I've experienced difficulty before.							
3	I feel I can handle many things at a time at this job.							
4	When things are uncertain for me at work, I usually expect the best.							
5	If something can go wrong for me work-wise, it will (R).							
6	I always took on the bright side of things regarding my job.							

APPENDIX F

Collegial Support Scale

Following Statement are about Collegial Support Scale, by ticking one of the five alternatives besides each:	1. Rarely Occur	2. Sometime Occur	3. Often Occur	4. Very Frequently
1	Teachers are proud of their program.				
2	Teachers help and support each other.				
3	New teachers are readily accepted by colleagues.				
4	Teachers respect the professional competence of their colleagues.				
5	Teachers accomplish their work with vim, vigor, and pleasure.				
6	Teachers provide strong social support for colleague				
7	Teachers socialize with each other on a regular basis				
8	Teachers have fun socializing together during school time				
9	Most teachers accept the faults of their colleagues				
10	Teachers know the family background of other colleagues				
11	Teachers leave the program immediately after children leave				
12	The teachers' closest friends are colleagues				
13	Teachers have parties for each other				
14	Teachers socialize together in small, select groups				
15	Teachers exert group pressure on non-conforming colleagues				
16	Minority group of teachers oppose the majority				

APPENDIX G

Burnout Scale

Following Statement are about Burnout Scale, by ticking one of the six alternatives besides each:

(0= Never, 1= At least a few times a year, 2= At least once a month, 3= Several times a month, 4= Once a week, 5= Several times a week, 6= Every day)

	Items	0	1	2	3	4	5	6
1	I feel emotionally exhausted because of my work							
2	I feel worn out at the end of a working day							
3	I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me							
4	I can easily understand the actions of my colleagues/supervisors							
5	I get the feeling that I treat some clients/colleagues impersonally, as if they were objects							
6	Working with people the whole day is stressful for me							
7	I deal with other people's problems successfully							
8	I feel burned out because of my work							
9	I feel that I influence other people positively through my work							
10	I have become more callous to people since I have started doing this job							
11	I'm afraid that my work makes me emotionally harder							
12	I feel full of energy							
13	I feel frustrated by my work							
14	I get the feeling that I work too hard							
15	I'm not really interested in what is going on with many of my colleagues							
16	Being in direct contact with people at work is too stressful							

17	I find it easy to build a relaxed atmosphere in my working environment								
18	I feel stimulated when I been working closely with my colleagues								
19	I have achieved many rewarding objectives in my work								
20	I feel as if I'm at my wits' end.								
21	In my work I am very relaxed when dealing with emotional problems								
22	I have the feeling that my colleagues blame me for some of their problems								

APPENDIX H

Supervisor Support Scale

Following Statement are about Supervisor Support Scale, by ticking one of the five alternatives besides each:	1. Rarely Occur	2. Sometime Occur	3. Often Occur	4. Very Frequently
1	The director is easy to understand.				
2	The director looks out for the personal welfare of teachers.				
3	The director goes out of his/her way to help teachers.				
4	The director listens to and accepts teachers' suggestions.				
5	The director compliments teachers.				
6	The director treats teachers as equals.				
7	The director uses constructive criticism.				
8	The director explains his/her reasons for criticism.				
9	The director corrects teachers' mistakes.				
10	The director monitors everything teachers do.				
11	The director is autocratic.				
12	Staff meetings are useless.				
13	The director rules with an iron fist.				