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An Empirical Study on Teachers' wellbeing in Higher Education Institutions: The Case of Pakistan

ABSTRACT

The current academic environment is dynamic, due to advanced digitalisation and a multitude of external environmental factors. Thus, issues related to teachers' wellbeing, burnout and job demands have garnered considerable scholarly reflection over the past few years. However, there is a dearth of research on the influence of job demands, namely; work overload, emotional demands and work-home interference on burnout along with predictive potency of burnout in terms of teachers' wellbeing based on a comprehensive theoretical framework in Pakistan. This study addresses this gap, using the Job Demands-Resources (JD-R) model to examine the influence of job demands on teachers' burnout along with the association between teachers' burnout and a multi-dimensional comprehensive construct of wellbeing. Data included measures of three job demands, burnout and wellbeing. The proposed relationships were tested with robust data analytic techniques on a sample of 103 teachers from 11 higher education institutions in Pakistan. The results are consistent with the hypothesized conceptual scheme that the three job demands are positively associated with teachers' burnout, while work overload shows the strongest positive association with burnout and burnout is negatively associated with teachers' wellbeing.

Keywords: Work overload, emotional demands, work-home interference, burnout, wellbeing, teachers, Pakistan

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Introduction

In today's contemporary era, and based on advanced digitalisation and resultant increase in the demand for jobs and their respective roles, organisations across the globe need to actively tackle the resultant impact on the workplace, particularly in terms of managing employee burnout (Thomson *et al*., 2017). Therefore, the issue of employees' wellbeing is gaining significant scholarly attention in the relevant field of research.

In general usage, the term wellbeing is considered as "the individuals' subjective and global judgment whether or not the individual is experiencing the relative presence of positive emotions, the relative absence of negative emotions and having satisfaction with their life" (Diener, 1984). Wellbeing may also be conceptualized based on psychological, physical and socio-cultural aspects (Lomas, 2019). Existing literature on wellbeing highlights the fact that it is defined in a myriad of ways by different scholars. Nevertheless, two distinct constructs have been commonly used to conceptualize wellbeing. One of these is the Hedonism principle, which states that the subjective experience of happiness is wellbeing (Deci and Ryan, 2008), while the second is the Eudaimonism principle, which states that wellbeing is the outcome of self-actualisation and personal achievement (Ryan and Deci, 2001). Scholars, such as Ryff and Singer (2008) base their conceptualisation of wellbeing on the Eudaimonism principle by suggesting the psychological wellbeing (PWB) concept. Psychological wellbeing is a positive state of psychological functions that incorporates the completion of personal potential based on factors, such as personal growth, self-acceptance, autonomy, purpose in life and positive relationships with others (Zheng *et al*., 2015).

Meanwhile, in the context of the workplace, employee wellbeing is often gauged by constructs, such as job satisfaction, work engagement, subjective wellbeing and work stress (Orsila*et al*., 2011). In the past, the concept of employee wellbeing was fairly limited to the provision of health and safety policies at the workplace; however, presently, wellbeing encompasses a broad range of composites, such as mental, emotional and physiological aspects of employees' jobs. Some scholars also extend wellbeing to happiness along with satisfaction from tasks assigned and general contentment with the workplace environment. Experts often argue that wellbeing factors at the workplace should be distinctly

prioritised and, consequently, separately monitored rather than overlapped with overall life conditions (Zheng *et al*., 2015; Ilies*et al*., 2007).

Employee wellbeing results in various beneficial work outcomes, such as reduction in employee turnover, accidents, and absenteeism along with a visible increase in profitability and performance (Erdogan *et al*., 2012). In the context of Pakistan, employee wellbeing has been linked with higher performance, as witnessed by a study conducted for the Pakistani telecom sector by Atta Ullah*et al*. (2018), which propels the need and viability of conducting more research on wellbeing, particularly in terms of investigating negative and/or positive predictors. Another study conducted in Pakistan's insurance industry by Rana & Javed (2019) showed that optimal psychosocial job conditions, that is, low job demands and high levels of supervisor support and peer support, are instrumental for raising levels of wellbeing among employees thereby, decreasing their intentions to quit.

Despite the gradual growth in research on wellbeing in Pakistan, there is still considerable amount of social stigma attached with talking about wellbeing. This is particularly true within the context of mental health due to the fact that suicides are prevalent but not reported or given adequate coverage. Experts in Pakistan argue that suicidal thoughts oftentimes, prevail due to stress, anxiety and depression thus, it is imperative to exhibit compassion along with the provision of emotional support to troubled staff/colleagues and friends (Ilyas, 2019). The inimitable spillover effects of mental illness on employees' business performance are obvious; yet, Pakistan's institutions are not adding the concept of wellbeing to their list of topmost priorities (Kamal, 2018). Due to the obvious costs associated with poor employee wellbeing, organisations ought to focus on their workers' wellbeing, leading towards sustainable performance (Miller, 2016).

Within the context of wellbeing, there has been considerable focus on teachers at a global level since teaching/academia is considered a demanding profession. This may also be attributed to the fact that teacher attrition remains a critical dilemma within the educational domain. This view is endorsed by reports citing up to 40% of teacher turnover during the initial five years of service (Le Cornu, 2013; Kilgallon, Malonely & Lock, 2008; Pillay, Goddard &Wilss, 2005). There are significant costs associated with this turnover rate, such as "disruptions in the continuity of the instructional programme", along with a constant

increase in the institutions' teacher training and mentoring costs (Lambert, McCarthy, O'Donnell, & Wang, 2009). Teachers model a multifaceted role rather than being mere purveyors of information/knowledge (Durka, 2002). Due to the nature of this multifaceted role, teachers tend to perform a variety of job-related tasks that significantly increase burnout thus, reducing their wellbeing in the workplace.

There are multiple stressors in the working environment that activate burnout among teachers, such as workload and poor interrelationships at the workplace (Kyriaco, 2001). In fact, disruptive students are also a key source of activating faculty's stress levels (Boyle, Borg, Falzon and Baglioni, 1995). Poor wellbeing, due to stress, is detrimental not only for faculties but also for students (Noor and Ismail, 2016). Due to teachers' turnover stemming from poor wellbeing, there is an adverse impact on the remaining teaching staff in terms of morale and coping issues (Kilgallon, Malonely & Lock, 2008), ultimately resulting in lack of personal involvement by such faculty members on account of disengagement and burn out (Brown & Roloff, 2011; Hastings &Bham, 2003).

The subject of burnout and employee wellbeing, albeit slowly gaining significance in Pakistan, requires more exhaustive studies. Atta Ullah*et al*. (2018) argue that there is considerable dearth of research being conducted on employee wellbeing in Pakistan despite its proven importance in western countries. The authors add that research on the precursors to wellbeing still needs to be addressed for it to be practised formally in organisations. It is also proposed that expanding the wellbeing area of inquiry beyond one sector and to other samples and context(s) would be beneficial for Pakistan (Rana &Javed, 2019).

With the increasing demand for quality in higher education in Pakistan, faculties are undergoing substantial pressure. Teachers, particularly those employed in the higher education sector of Pakistan, often report lower levels of wellbeing, which has dire long-term consequences (Quraishi *et al*., 2018). It should be understood that such long-term consequences would result in major implications for faculties in the form of absenteeism, rise in healthcare costs, lower job performance and mental health issues (Vesely, Saklofske & Nordstokke, 2014; Naghieh*et al*., 2013; Ross, Romer & Horner, 2011). Since the ill effects of poor employee wellbeing are evident from prior studies, there is a greater need to study antecedents of wellbeing, particularly in higher education institutions of Pakistan. Despite the fact that several global

studies have used the JD-R model to depict the effect of job demands and resources on employee wellbeing (e.g. Bakker, Demerouti & Schaufeli, 2003; Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003; Schaufeli & Bakker, 2004), further research is required with regard to the influence of job demands and/or resources on employee wellbeing in the higher education sector of Pakistan.

Some studies have been conducted on employee wellbeing in Pakistan based on the JD-R model; however, these studies, either do not focus on Academia (See: Adil &Baig, 2018) or focus only on job resources in JD-R framework within the academic context (See: Khan & Md Yusoff, 2016), while some others lack methodological rigour. Thus, the present study draws on the Job Demands–Resources model (Bakker & Demerouti 2014; Demerouti *et al*., 2001) to empirically investigate the proposed influence of three major categories of job demands on burnout, along with the association between burnout and teachers' wellbeing in the academic sector of Pakistan.

Theoretical Underpinnings

This study is underpinned by the job demands-resources (JD-R) theory to empirically measure the role of job demands in inducing employee burnout, along with studying the association between burnout and wellbeing. The basic premise of the JD-R model is that there are two broad categories of workplace conditions, namely; job demands and job resources, which are differentially associated with certain outcomes. Particularly, there are two underlying psychological processes depicted in the JD-R model (Demerouti *et al*., 2001), which affect the wellbeing of individuals. The first one is primarily an effort-driven route within which extreme work demands and a dearth of work-related resources cause distress. The second is largely a motivation-based process, which suggests that job resources cause higher work engagement (Demerouti *et al*., 2001; Schaufeli & Bakker, 2004). Despite the fact that different organisations and positions may have their own exclusive work conditions affecting the wellbeing of employees, a core assumption of the JD-R model is that, it is still viable to test these features by grouping into two broad categories, namely; job demands and job resources. Since the focus of this study is on job demands, review of related literature focuses on incorporating only aspects of job demands to formulate the hypotheses.

In the JD-R theory, demands denote features of the job that have the inherent potential to create substantial strain whenever the strength of these features is greater than the employee's ability to adapt. Particularly, job demands constitute physical, social and organisational features of a job, requiring continued physical and/or psychological commitment by the employee thereby, linked with particular psychological or physiological costs (Schaufeli & Bakker, 2004). Thus, Job demands are not necessarily negative aspects of the job, rather, these are the facets of the job that may become stress-inducing in certain cases where these may be in excess of the employee's saturation levels or adapting capabilities. In fact, in most cases, job demands cause stress when employees have not had the opportunity to recover from the stress induced by previous unmet demands (Meijman & Mulder, 1998).

Some quantifiable dimensions of job demands were presented earlier by Karasek (1979), namely, workload and time pressure. Applications of the JD-R model provide substantial support for the idea that job demands, such as stressful aspects of the work environment, work pressure, work overload and emotional demands may adversely impact the incumbent's health, consequently, leading towards higher absenteeism (Schaufeli & Bakker, 2004; Semmer, Zapf & Dunckel, 1995; Zapf *et al*., 1999).

"Burnout" in the JD-R model, requires due consideration owing to its ubiquitous nature in the contemporary workplace. In fact, Burnout is consistently deemed a widespread dilemma across various professions spurring a great deal of scholarly attention (Kamtsios, 2018). In his earlier work, Maslach (1982) aptly describes burnout as a physical, mental, and emotionally exhaustive state brought upon by the inability to tackle constant job demands. The three classic components of burnout are exhaustion, cynicism and reduced professional efficacy (de Beer *et al*., 2015) yet, the concept is often delimited to exhaustion and cynicism only (Schaufeli & Taris, 2005; Schaufeli *et al*., 2001). In its simplest form though, burnout may be understood as a cumulative negative response to continual existence of workplace stress (Leiter & Maslach, 2003; Maslach, 2003). It is most frequently manifested as chronic exhaustion and cynicism in response to frequent ongoing exposure to severe stress in the work environment (Maslach *et al*., 1996).

It is a widely known fact that more than ever before, teaching has emerged as a highly demanding profession over the last decade (Kamtsios 2018). The JD-R model suggests that an increase in job

demands raises burnout because excessive job demands, such as work overload, emotional demands and work-home interference, tend to diminish employees' mental and physical capacity (Bakker & Demerouti, 2007).

Work overload and burnout

Workload is one of the primary dimensions of job demands (Veldhoven, 2014) and refers to the amount of assigned or expected work. Work overload arises when there are too many tasks to perform within strict time constraints and the situation may be deemed overwhelming (Burke, 2003). Work overload leads to greater stress for faculties and previous studies highlight how work overload leads to job burnout (Iverson, Olekalns, & Erwin, 1998; Reinardy, 2008, 2011). Prior research documents the positive association between workload and employee burnout for various industries, such as healthcare, hospitality as well as consumer goods. Similarly, in the academic sector, workload is often deemed one of the prevalent causes of burnout and this fact has been extensively discussed in prior research (Wilson, 2015; Brouwers, Tomic & Boluijt, 2011; Chan, 2007). Studies in Pakistan have highlighted a positive relationship between workload and emotional exhaustion - a dimension of burnout (See, Khan *et al*., 2019).

Based on the JD-R model and prior research pertaining to burnout, it may be logical to hypothesize that work overload would be related to higher burnout in faculty employed in the higher education institutions of Pakistan. Accordingly, it is proposed that:

H_1: Work overload is positively associated with burnout.

Emotional demands and burnout

Any social context is not devoid of emotional demands, particularly professional settings. Workplaces impose several demands on employees, including those of emotional nature. Emotional demands may be defined as tackling and undergoing strong feelings, such as sorrow, anger, desperation and frustration in a workplace (Johannessen *et al*., 2013). Basically, emotional demands occur when the job involves any kind of emotionally charged interactions, leading to stress (Azharudeen & Arulrajah, 2018). Peng (2017) conducted a study on the

six main types of professions based on Holland's (1959) framework and showcased some illuminating results by revealing that emotional demands were considerably higher for individuals in social and enterprising jobs.

It has been found that emotional demands are one of the most prevalent risk factors for employees' psychological distress and adversely affects job productivity, and raises absenteeism (Johannessen *et al*., 2013). Furthermore, emotional demands at work also tend to negatively affect engagement at work (Verweij *et al*., 2017).

Hence, it is proposed that:

H_2: Emotional demands are positively associated with burnout.

Work-home Interference and Burnout

Work-home interference is another relevant job demand to consider while discussing the prevalence of burnout. Work-home interference can be construed negatively when there is incompatibility between the demands from the work and family roles, leading to difficulty in managing either or both roles (Verweij *et al*., 2017). Prior research documents the negative spillover effects arising from work-home interference on account of inter-role conflict (Svedberg, 2017) manifested in two ways, either in the form of work-role demands impacting family roles negatively or in the shape of home roles adversely affecting job-related roles of an individual (Greenhaus*et al*., 2006). Several studies have documented the adverse individual outcomes of work-home interference in the shape of mental disorders and sub-optimal health in varied contexts (Blom*et al*., 2014; Magnusson Hanson *et al*., 2013; Casini*et al*., 2010). Therefore, it is plausible to hypothesize that work-home interference also incurs such effects in terms of burnout of teachers in higher education institutions in Pakistan.

H_3: Work-home interference is positively associated with burnout.

Burnout and wellbeing

Globally, scholars have highlighted the pervasiveness of burnout in academia (Kamtsios, 2018). Inextricably, burnout and wellness are sometimes understood as opposing sides of a continuum because wellbeing cannot coexist in the presence of burnout (Lobo Prabhu*et al*.,

2019). The adversarial association between burnout and employee wellbeing has garnered the interest of organizational scholars and practitioners for two main reasons. Firstly, this may be attributed to the ethical duty of administrators to foster employee wellbeing (Burton, 2010). In the present society, work is no longer just a source of sustenance provision rather, it caters towards need fulfillment in terms of belongingness and achievement, among others (Warr & Wall, 1975). Secondly, employee wellbeing is known to have positive individual repercussions in the form of improved performance ultimately benefitting organizational productivity (Ford, Cerasoli, Higgins, & Decesare, 2011; Sparks, Faragher, & Cooper, 2001).

Studies conducted on the wellbeing of teachers and physicians in various contexts highlight that burnout is negatively associated with wellbeing (Milfont*et al*., 2007). It is known from prior empirical research that burnout is positively linked with poor performance and greater turnover (Taris, 2006; Mor Barak, Nissly, & Levin, 2001). In fact, existent literature on the subject highlights how employee burnout comprises severe exhaustion ultimately causing poor employee engagement thereby, becoming a critical dilemma for policy makers in any organisation/institution (Steele, 2017; Lizano, 2015).

Based on the above, it is hypothesized that:
H_4: Burnout is negatively associated with wellbeing.

Methods

The following is a detailed description of methods employed and procedures followed to conduct the study.

- ### Participants and procedures

Faculty members from eleven higher education institutions across the country participated in this study by completing a three-part online survey, Job-demands, Burnout and Wellbeing. Based on convenience sampling, participants were selected from personal network through social networking sites. Additionally, the classic snowballing technique (Biernacki and Waldorf, 1981; Goodman, 1961) was utilized to ensure the attainment of a varied yet, sufficient sample. The sole criterion for

inclusion in the study was that participants were teachers at higher education institutions in Pakistan. Out of the 117 participants who participated in the survey, the effective sample consisted of 103 participants, with complete data (data from 14 participants could not be used due to incomplete information). Respondents were Lecturers (44.67%), Assistant Professors (34.95%), Associate Professors (11.65%) and Professors (8.73%). The average age of respondents was 42.03 years while male respondents made up 52.43% of the sample, and female respondents made up 47.57% of the sample.

- **Measures**

All the items were answered on a five-point Likert Scale ranging from 1 (Strongly disagree) to 5 (Strongly agree).

- ***Job demands:*** Job demands were characterised by three dimensions, representing quantitative and qualitative job demands assessed with shortened scales (e.g., Bakker, Demerouti, De Boer *et al*., 2003; Bakker, Demerouti, & Schavfeli, 2003; Bakker, Demerouti, Taris *et al*., 2003; Bakker *et al*., 2004) of the questionnaire on the experience and evaluation of work (QEEW). The first one was work overload (5 items; α = .72) and a sample of the items was: "Do you have to work very fast?". The second was emotional demands (3 items; α = .76). A sample item from emotional demands construct was: "Does your work put you in emotionally upsetting situations?". The third was work-home interference (Peeters, De Jonge, Janssen and Van der Linden, 2004) (7-items; α = .86) that assesses time- and behaviour-based interference. A sample item was: "How often does it occur that you have so much to do at work that you cannot fulfill duties at home?"
- ***Burnout:*** Maslach burnout inventory was employed to measure teachers' burnout in this study (MBI-GS- Schaufeli, Leiter, Maslach, & Jackson, 1996) as it has been frequently used to test teachers' burnout in prior research (See: Bermejo-Toro *et al*., 2015; Gholami, 2015). The two central dimensions, namely; Exhaustion and Cynicism were used to test burnout. The exhaustion dimension comprised five items (α = .84), while the cynicism scale consisted of four items (α = .76). A sample item corresponding to the exhaustion dimension was: "I am emotionally exhausted by my work and for cynicism : I have

lost interest in my work since I began this job. The items were evaluated with a five-point Likert scale from 1 (strongly agree) to 5 (strongly disagree).

- **Employee wellbeing:** For employee wellbeing, the 18-item scale developed by Zheng *et al*. (2015) was used. The scale comprises three dimensions, namely; life wellbeing (LWB, 6 items, α = .88), workplace wellbeing (WWB, 6 items, a= .84) and psychological wellbeing (PWB, 6 items, a= .88). Sample item for LWB was: "Most of the time, I do feel real happiness", for WWB: "In general, I feel fairly satisfied with my present job", and for PWB: "I generally feel good about myself, and I am confident." Zheng *et al*. (2015) highlight that the scale can be utilised as a one-factor EWB scale consisting of all 18 items.
- **Control variables**

  Socio-demographic variables of age, sex and position/academic rank were entered as control variables. Age has shown an associative pattern with burnout in certain prior studies with a few studies reporting that burnout decreases with age (Rothmann and Barkhuizen 2008; Tümkaya 2007). Similarly, sex has also been one of the variables associated with burnout as some studies assert females to have higher burnout (Ghorpade, Lackritz, and Singh 2011; Tümkaya 2007), while most studies do not report significant associations between sex and burnout (Byrne *et al*., 2013; Li, Li and Sun, 2013; Rothmann and Barkhuizen, 2008). Meanwhile, some empirical studies also report associations between hierarchical positions of the faculty with burnout while other prior studies highlight no significant associations between hierarchical position/designation and burnout (Li, Li and Sun 2013; McClenahan, Giles, and Mallett 2007; Gonzalez and Bernard, 2006). Prior research conducted to investigate levels of wellbeing among Pakistani teachers showed significant differences in wellbeing relative to academic ranks/designations (Akram, 2019).

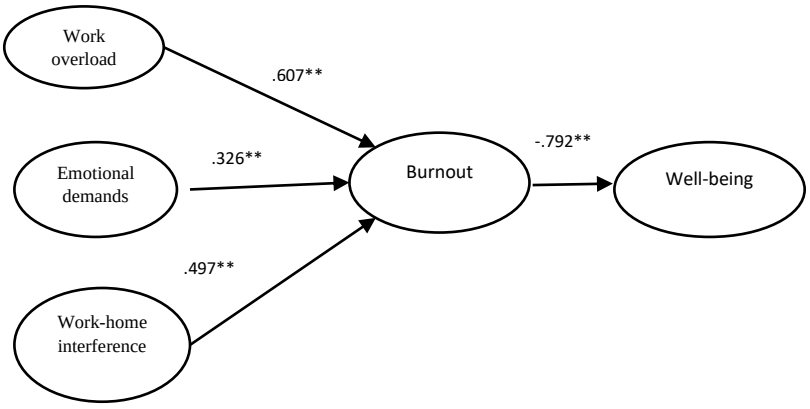
Results and discussion

The correlations are presented below.

	Mean	SD	4	5	6	7	8
1. Wo	3.13	.68	1	.52**	.52**	.71**	-.51**
2. Ed	3.29	.92	.52**	1	.36**	.58**	-.47**
3. WHi	3.21	.72	.52**	.35**	1	.62**	-.46**
4. Bo	3.36	.73	.72**	.58**	.62**	1	-.74**
5. WEng	2.45	.84	-.51**	-.47	-.46**	-.74**	1

*Notes. n=103; significance: * 0.05, **0.01. Abbreviations: Wo (Work overload), Ed (Emotional demands), WHi (Work-home interference), Bo (Burnout), WEng (Work Engagement)*

SPSS version 23.0 was used to conduct hierarchical multiple regression to assess the ability of the three Job demands, namely; Work overload, Emotional demands and Work-Home interference in predicting burnout, and to assess the ability of burnout in predicting wellbeing, after controlling for the influence of sex, age and academic position. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity and homoscedasticity occurred.



*Note: * 0.05, **0.01*

Firstly, a multiple regression was performed to investigate whether work overload could significantly predict teachers' burnout. The results of the regression revealed that the model explained 62.2% of the variance and that the model was a significant predictor of burnout, F(4, 98)= 40.333, p= .000. While work overload contributed significantly to

the model (B = .607, p<.001), control variables, except academic position (B = -.224, p<.005) did not remain significant.

These findings are similar to those of a prior study conducted on Pakistan's college level teaching staff that also showed positive association between workload and burnout (See: Afzal *et al*., 2019). Initially, teaching was considered a low pressure job in Pakistan; however, work demands have increased manifold due to increased digitalisation and faculties are expected to contribute not just in terms of teaching but also research work along with rendering institutional services (Khan *et al*., 2019). Workload, in the teaching context, is a summation of all these activities undertaken by the faculty (Harold, 1984). In fact, irrespective of the task itself, whatever laborious efforts that require teachers to expend time, are construed as workload (Sharifah *et al*., 2014), which is not just restricted to the time spent during working hours as teachers' duties often extend beyond regular work hours (Punia & Kamboj, 2013). This conceptualisation of teachers' workload itself reveals how and why work overload may cause significant burnout. As aptly summed by Johari *et al*. (2018), teaching roles have been enriched to encompass not just purveying knowledge but also inclusion of managerial, coordination, research and planning tasks. Earlier studies on the subject are insightful in revealing how work overload adversely influences job satisfaction, commitment and job performance (Hassan *et al*., 2011; Oron-Giladetal, 2008). In fact, burnout symptoms of emotional exhaustion have consistently been associated with work overload across various contextual samples (Devereux *et al*., 2009; Bakker *et al*., 2005; Droogen broeck*et al*., 2014) as well as among academics/faculty members (Acker, 2003).

Since Pakistan is a developing country, recruitment and retention of qualified and competent teachers still needs due attention, as highlighted by Afzal *et al*. (2019) that due to this dearth, the existing faculty, in most higher education institutions, has to undertake greater workload. Similarly, overly populated classes and lack of adequate technological assistance is also an issue in certain universities that worsens workload thereby, causing burnout of teachers. Prior studies in various settings reinforce the impact of work overload on burnout (McKinley, 2016; Wilson, 2014; Utami & Nahartyo, 2012; Brouwers, Tomic & Boluijt, 2011). Consistent with prior empirical studies on the subject, the results from the current study highlight that of the three included job demands, work overload has the strongest positive association with

burnout. Thus, it is imperative for Pakistan's higher education institutions to pay due attention to teachers' burnout and resultant low wellbeing by devising effective ways to manage workload.

Secondly, in order to test whether or not emotional demands could significantly predict teachers' burnout, multiple regression was conducted. The results of the regression revealed that the model explained 51% of the variance and that the model was a significant predictor of burnout, $F(4, 98) = 25.478$, $p = .000$, while emotional demands contributed significantly to the model ($B = .326$, $p < .001$), control variables did not remain significant.

Prior research shows how teaching, as a profession, requires a great deal of emotional effort since it comprises a variety of social interactions with different groups (students, peers/colleagues, administrators, management) at the workplace (Steinhardt *et al*., 2011; Beauchamp & Thomas, 2009; Hakanen*et al*., 2006). Due to the demanding nature of teaching and academia, some faculty members may feel emotional exhaustion, which may, at times, be coupled with cynicism towards their work, lowered sense of personal fulfillment and eventual reduction in job satisfaction (Skaalvik & Skaalvik, 2011). For some teachers, such as the one sampled in this study, emotional demands may cause burnout, which may be explained by understanding prior research (Chang ,2013;2009; Sutton and Wheatley, 2003) about how student-teacher relationships becomes emotional draining for teachers. Specifically focusing on the context of Pakistani teachers in higher education institutions, the positive association between emotional demands and burnout can be explained in a myriad of ways. Among Italian teachers, in particular, the risk of burnout may be augmented by a number of variables. Aside from a couple of high profile, good ranking universities in Pakistan, other universities do not offer considerable social support to buffer the emotional demands of the job and, in some cases, lower order needs, such as salary and perks are also rarities in some universities. Emotion regulation tactics as well as timely social support are known factors to reduce the disturbing effects of emotional job demands (Borrelli *et al*., 2014; Schaufeli *et al*., 2008). Teachers, particularly those handling a larger strength of classes, often struggle with the ability to regulate their displayed emotions in terms of anger or impatience concealment (Gross, 2002), which explains the eventual burnout. There is also a variety or evidence in prior literature highlighting how students' misdemeanor during the classes may increase negative emotional demands of teaching

as a profession (Chang, 2013) and predict burnout for the faculty (Brackett *et al*., 2010; Chang, 2013).

Thirdly, for testing the influence of work-home interference on burnout, the results of the regression revealed that the model explained 50% of the variance and that the model was a significant predictor of burnout, F(4, 98)= 25.277, p= .000, while work-home interference contributed significantly to the model (B = .497, p<.001), control variables, except academic position (B = -.202, p<.005) did not remain significant.

Work-home interference is one of the major demands within the JD-R framework because of its generalised prevalence. In the contemporary era, advanced digitalisation has led to greater negative work-home interference since technology has blurred the boundaries between work and home (Härmä, 2006; Mazmanian *et al*., 2005). In fact, such advances have also raised expectations pertaining to greater availability in social interactions (Davis, 2002). In terms of teachers' context, it is understandable that such type of interference contributes towards burnout whether in the form of time, strain spillover or role incompatibility. Work and home boundaries are more permeable these days due to various reasons (Derks *et al*., 2014), and permeable boundaries for teachers tend to increase the adverse effects of work-home interference.

There are a number of adverse outcomes for individuals experiencing negative work-home interference, such as poor wellbeing and diminished job satisfaction (cf. Allen *et al*., 2000; Geurts and Demerouti, 2003). Furthermore, negative work-home interference also increases intentions to quit (Greenhaus*et al*., 2001; Grandey and Cropanzano, 1999). For teachers in Pakistan, it is essential to get daily recovery after work hours, as suggested by Fritz & Sonnentag (2005, 2006), for employees who have higher burnout levels due to work-home interference.

Finally, in order to test the predictive ability of burnout for teachers' wellbeing, multiple regression results revealed that the model explained 59.7% of the variance and that the model was a significant predictor of burnout, F(4, 98)= 36.340, p= .000, while burnout contributed significantly to the wellbeing model (B = - .792, p<.001), control variables, except age (B = .023, p<.005) did not remain significant.

Burnout has become ubiquitous for contemporary professionals due to various environmental factors and academia is not exempted from its

prevalence. All countries in the world, including Pakistan, thrive on education and the effectiveness of its teachers. Burnout is a known determinant of teachers' lowered performance and diminished coping capacity (Ng'eno, 2007). As Maslach and Leiter (2003) highlight, burnout is a major precursor to teachers' turnover, so it is understandable that it adversely impacts teachers' wellbeing and induces thoughts/intentions of quitting. Although burnout is not recognised as a mental illness itself, it may lead to various mental and physical illnesses if left unchecked for a longer time span (Larson, 2011). It is a major cause of concern because most faculty members begin their teaching careers with zest and determination to succeed, yet, over time, burnout is manifested resulting in poor well-being and eventual turnover (Herman & Marlow, 2005). It is understandable how burnout is strongly negatively associated with teachers' wellbeing since prior studies identify the existence of burnout as the main intervening variable between work-related strain and depression (Ahola et al., 2014; Lin, 2012; Ahola & Hakanen, 2007). Even a cursory glance at burnout symptoms, such as cognitive dysfunction, chronic fatigue and persistent distress (Soderstrom*et al*., 2004) is helpful for grasping its adversarial association with teachers' wellbeing.

Prior studies highlight how job demands incur substantial work strain culminating in poor wellbeing (Schaufeli and Taris, 2014), and the results from the current study has established that increased job demands cause burnout while burnout lowers teachers' wellbeing. Testing varied predictors of burnout in Pakistan's higher education institutions is the primary step towards tackling burnout and, consequently, raising teachers' wellbeing. There is a myriad of ways to diminish the adverse effects of job demands, such as inclusion of suitable job resources that may mitigate burnout and enhance wellbeing (Rajan & Baral, 2015; Ahola & Hakanen, 2007; Schaufeli & Bakker, 2004). Ng'eno (2007) suggests the same, and adds that workload needs to be strategically assigned and distributed to curb burnout. Additionally, faculties need adequate support mechanisms to cope with different emotional demands of the teaching profession. Training and development programmes, along with leadership support, is also instrumental in equipping the faculty with adequate emotional competence. Emotional competence revolves around an individual's capacity to regulate the intensity and expression of felt emotions, which may be positive and/or negative (Chang, 2009; Lazarus, 2006; Gross & John, 2003). Timely administrative support to

assist in effectively dealing with work-home interference needs due attention as well.

Conclusion

On the basis of review of related literature and research findings, it can be safely concluded that it is highly imperative to seriously consider the idea of teachers' wellbeing for sustainable performance and growth of higher educational institutions within the Pakistani context. Teachers' wellbeing is closely associated with the idea of burnout which is a significant factor leading to teachers' attrition not only globally but also in Pakistan. Therefore, it is pertinent that educational organizations may take necessary measures to eliminate workplace stressors to control burnout which reflects itself as a cumulative negative response to workplace demands. Work overload and work-home interference are positively associated with burnout. Thus, it serves as a major hinderance not only in yielding optimum performance of the teachers but is also negatively related to teachers' psychological and emotional wellbeing. Low job demands and high levels of supervisor support and peer support, are instrumental for raising levels of wellbeing among employees thereby, decreasing their attrition ratio.

Though the idea of teachers' wellbeing is gradually gaining scholarly attention in Pakistan but there is the emergent need of multidimensional and exhaustive research studies in the field within the milieu of changing dynamics of higher education pertaining to contemporary trends of digitalization.

Limitations and Future Implications

A cross-sectional design was used in this study thereby, limiting causal interpretations among the hypothesized associations, even though the sound theoretical backdrop of JD-R model prompted the proposed causality directions. Therefore, a follow-up study incorporating a longitudinal component might play a greater role in the determination of concrete causal relationships. Additionally, the measurement of all indicators are self-rated thus, there is the possibility of social desirability bias. As far as limitations regarding data collection at a single point in time are concerned, pre- and post-data collection attempts were

undertaken to reduce concerns of common method variance. While administering the survey, items were separated from each other to minimise bias, as recommended by Podsakoff *et al*. (2003). Similarly, respondents were assured of absolute anonymity as a form of procedural control to reduce CMV bias and Harman factor test was also performed.

Secondly, variables investigated for job demands tend to reflect the generalised challenges faced by faculty members impacting their burnout levels. Although the hypothesised model predicted a significant part of variance in burnout, a considerable part of the variance still needs to be accounted for. Thus, future studies on the subject may incorporate some additional job-demands specific to Pakistan's academic and societal context. Furthermore, in terms of the association between Job demands and burnout, discipline-wise demarcations in the data were not considered thus, future studies on the subject may incorporate it as control variable and may be investigated in future studies. Lastly, wellbeing was deemed the major outcome of the study, but further research may also focus on other potential outcome variables, such as performance or productivity at individual or organizational levels.

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