



Impact of Employees' Emotional Instability on Organization Citizenship Behavior and Burnout with Mediating Effect of Workaholism

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ARTICLE DETAILS	ABSTRACT
<p>History <i>Revised format: May 2019</i> <i>Available Online: June 2019</i></p>	<p>Today workaholism is foremost key challenge face by academia of higher education. Therefore, to understand the perspective of workaholism this study examines the impact of emotional instability on employees work outcomes (Organizational Citizenship Behavior and Burnout) through mediating role of workaholism in public and private universities of Multan. The aim of the study was to recruit at least 400 teachers. Among sample, five hundred structured questionnaires containing six dimension were distributed, out of which four hundred were used for analysis. Smart PLS (Partial Least Square) was used for hypothesis testing. Finding of the study shows that there was negative and significant relationship between emotional instability, workaholism and organizational citizenship behavior whereas, there was positive and significant relationship between emotional instability and burnout. However, this study will provide support to policy makers to develop such work schedules that will lower the level of burnout in university teachers. This study was conducted only for the university academia in the different city of Punjab for more generalizability for this study can be conducted in whole Pakistan and also for the teachers of secondary schools.</p>
<p>Keywords <i>Emotional Instability,</i> <i>Organizational Citizenship Behavior, Burnout, Workaholism</i></p>	
<p>JEL Classification: D20, D91, J50,</p>	

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1. Introduction

Personality is noticeable concept that is commonly defined as an enduring and distinctive pattern of cognition and behavior that distinguish person's adaptation to life (Feldman et al., 1993; Levine, 2018). Emotional Instability (Neuroticism) is defined as a tendency to view world as an alarming place, to experience unpleasant emotions such as anxiety, depression, anger, impulsivity, high susceptibility to stress and impulsivity (Djurkovic, 2006) and to put oneself in a situation that foster negative effect (Spurk et al., 2016). The term "Emotional Instability" is a part of FFM and is generally termed as "Big Five" (Costa and McCrae, 1987).

Emotional unstable persons experience less life satisfaction, positive emotion and subjective wellbeing (Olesen, Thomsen and O' Toole, 2015) and one of the investigation has indicated that teachers who are neurotic and have

less interpersonal relations faces burnout (Cano Gracia et al., 2005). Thus, many literatures support a significant relationship between workaholism and emotional instability. A study conducted by Shkoler., Rabenu, and Tziner (2018), argued that emotional instability is positively associated with work drive whereas negatively associated with work enjoyment. One of the most constant finding is that workaholism has positive relationship with neuroticism (Clark et al., 2010; Schaufeli, 2016). Wiggins (1979), outline the gender differences in personality trait (i-e Neuroticism). In term of personality trait (neuroticism), females reported higher levels of neuroticism as compared to males (Lynn and Martin, 1997; Weisberg, DeYoung and Hirsh, 2011; De Bolle et al., 2015).

Academia who are emotionally unstable lacks voluntarily commitment. Studies (Mahdioun et al., 2010; Mosalaei et al., 2014 & Kappagoda & Kulathunga, 2013). All these researchers found significant negative relationship between emotional instability and organizational citizenship behavior. Emotionally unstable individuals can be easily frustrated at the workplace. The investigation of Kokkinoss (2007) indicated that neuroticism is positive predictor of burnout. The perfectionist workaholics are less adaptive and display more maladaptive behavior. Many studies of work domains support, this supposition that emotional instability is associated with all the dimension of burnout (Hill and Curran, 2016).

Saeedy and Rastgar (2015), demonstrated that individuals who are emotionally stable or low neuroticism may play a role as a passage for increasing OCBs by effecting a individuals perception and reaction (such as anxiety and complaining) to organizational conditions and hardships. Although it is not being cleared that why such sequence of relationships were observed in one sample out of two. The emotional unstable personalities usually experience negative emotion, less enjoyment and are less engaged in their work. So many researchers have concluded that emotional instability is positively associated with all dimension of workaholism (Or Shkoler et al., 2017; Souckova et al., 2014). As it revealed by many researchers work has the potential to elevate negative emotion (Ng et al., 2007). Therefore, working can be considered as mood modifier.

Workaholism is discovered as a personality trait by many researchers. So the higher score on traits such as neuroticism, leads to workaholic behavior (Andreassen et al., 2012; Burke et al., 2006; Clark et al., 2010) According to Shkoler et al. (2017), the individuals who are more emotional instable are more work driven. According to Marcello, Workaholism is predictor of burnout. (Marcello et al., 2018) Out of three dimension of workaholism, work drive is considered strongest predictor of burnout (Goncalves, 2017). Zimmerman (2008) conducted a study using personality as a predictor and found that neuroticism an aspect of personality is positively associated with burnout. Khalil et al. (2018) also investigated the influence of personality trait on employee's job burnout in the educational sector and found that personality trait have negative impact on burnout.

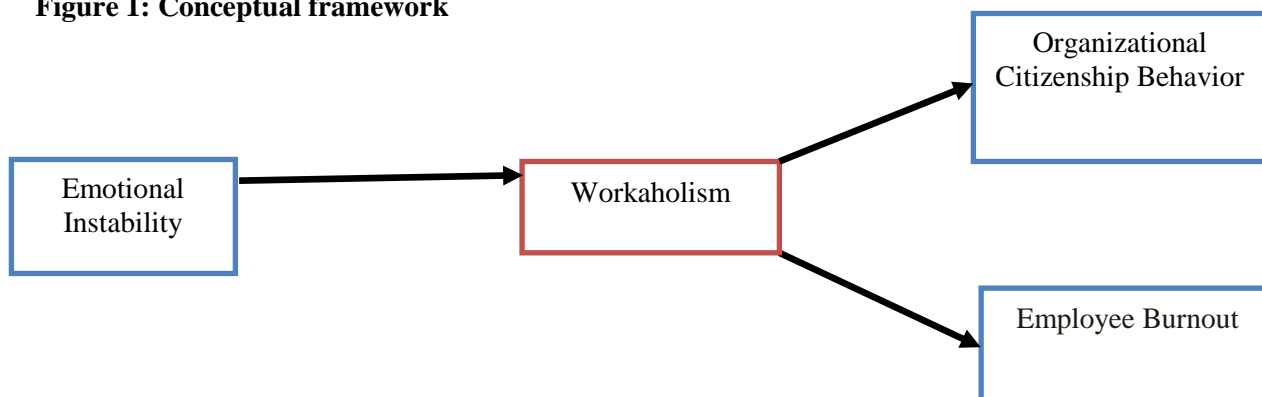
Bolino et al. (2015) give the most recent definition states that Organizational Citizenship Behavior are less likely to be associated with organizational reward and promotes productive, psychological, positive and intellectual climate in the organization. Bambale (2014) defined organizational citizenship behavior as an individual activity such as helping new and fresh colleagues, working more than organization requirement and engaging in creative and innovative activities. Hellee et al. (2018) conducted a study to look into the connection between FFM traits of personality with positive aligned organizational citizenship behavior and negatively aligned deviance and unethical behavior at the workplace. The result declared that FFM facets are closely and purposively linked with positive and negative behavior and evident the utility of looking facet level relationship above the level of domain analyses. Organizational citizenship behavior was having positive association with conscientiousness and extraversion and negative association with emotional instability. Employees, who are highly driven, full involve in their work and enjoy their work shows high level of organizational citizenship behavior. The study of Ali et al. (2012), who found meaningful and positive relationship between organizational citizenship behavior and dimensions of workaholism.

Teachers play a vital role in development and foundation of knowledge and as well as bring revolution in the society. They also promote training and education. Academia is not highly financed sector as compared to other service sectors; they have been envied for their flexibility, tenure and freedom to chase their interest in research. These favors have been disappeared during past few decades. Researchers have examined that the creativity, quality productivity of employee's performance and work as well as their wellbeing, health and morale is hampered by increased level of workplace stress, which originates through workaholism. As universities academics reported prolonged teaching period and working hours joined with increase burden to publish research articles and to become more innovative than before (Kinman, 2001; Winefield et al., 2008; Egeland and Bergene, 2012; Kyvik, 2013; Teichler et al., 2013). The office is the foremost important setting for academia teachers and the working

atmosphere of university mentors has been changed due to administration and governance modification in universities during recent era. During past years, workaholism has substantially become a studied issue for empirical research. Today's turbulent and dynamic economy is conceptualized, as postindustrial society as working 24 hours a day is considered as a normal behavior (Worall, Mather and Cooper, 2016). Oates (1971), devised the term workaholism to pin a set of devastating behaviors and refers to individuals whose obligation to work has turn out to be overstressed that it may embodies dangers to one's personal and communal relationships. Approximately about ten percent or more of the employed population is engaged in the lifestyles that lead towards workaholism (Sussman et al., 2012). According to Kinman (1998), workaholism is a result of nature and policies created by the organization and one's own zest to do work. It has been clearly document that the increase level of job stress results in significant cost to the community and organization (Gillespie et al., 2001). To peruse an academic career and to fulfill the requirement of scientific publication, it has been claimed that overworking has become a necessity in universities (Egeland and Bergene, 2012). Broadly, the academic staff of university is loaded up with higher level of work demands and lower level of support and assistance from institution. An organizational environment reinforces and promotes workaholics behavior as well as increase the likelihood of producing work-addicts (Johnstone and Johnston, 2005). Universities seem to have various conditions linked with both poor psychological health and workaholic behavior (Winefield et al., 2014; Samad et al., 2015). Furthermore, universities professors report increased stress, high workload as well as job burnout (Gillespie et al., 2001; Egeland and Bergene, 2012). In modern and contemporary societies, burnout is one of the most widely examined mental health problem. Now a day, People encounter increasing pressure and stress at the work due to major social and economic challenges. The educational and academic territory is considered as one of the service providing area. Instructors are one of the basic service provider in the society. Many researches have indicated that the instructor undergoes with emotional prostration and experience high level of burnout. Academia teachers undergo from work-related anxiety, tiredness, stress, exhaustion and fatigue. These all consequences are termed as burnout syndrome. (Novak et al., 2014; Ahola et al., 2010). Burnout can be defined as, a state of fatigue, tiredness and exhaustion in which a person is doubtful about worth of his/her occupation and is pessimistic about his/her abilities to carry out a task (Bakker and Costa, 2014). Teaching is one of the challenging profession with marked stress that leads toward professional burnout. It is considered as an isolated profession (i-e being alone in a room from many hours every day) several teachers feel oppressed by stressors and responsibilities they encounter at work (Sanford Kaila, 2017). According to Mathison (2015), the load and stress of working in teaching domain has been progressively increased in recent years. Administration, teaching and research work has been increased which in turn has put pressure on instructors to publish papers in recognized journals for promotions.

Pervious researches have investigated workaholism as Independent and Dependent Variable. According to authors knowledge the basic relationship of workaholism and its dimensions as mediator in relationship of emotional instability and organizational citizenship behavior and in relationship emotional instability and burnout were not previously reported. Therefore, the distinguished feature of current study is the empirical investigation of model in Pakistani culture.

Figure 1: Conceptual framework



2. Hypothesis

- H1 Emotional Instability will be related with Workaholism.
- H2 Emotional Instability will be related with Organizational Citizenship Behavior.
- H3 Emotional Instability will be related with Burnout.
- H4 Workaholism will be related with Organizational Citizenship Behavior.
- H5 Workaholism will be related with Burnout.

H6 Workaholism will mediate relationship between Emotional Instability and Organizational Citizenship Behavior.
 H7 Workaholism will mediate relationship between Emotional Instability and Burnout.

3. Methodology

3.1 Participants

Four hundred academia teachers working in public and private sectors have been taken for the current study. Data has been collected from different cities of Pakistan (i-e Multan, Pakpattan, Lahore, Faisalabad and Islamabad). Convenient Sampling technique was utilized in the current study which means to select those respondents that are easily accessible in order to reach sample size. Participants who have omitted any response were not included in the study.

3.2 Instruments and Procedure

In the current study, survey research design has been selected. Data from participants have been collected using self-report questionnaire. This method is being chosen because it is economical with respect to time and as well as resources. Participants selected for the current study were given questionnaires at their place of work. Instructions were being communicated to teachers on how to fill the survey questionnaire. Demographic sheet and informed consent were being attached with the booklet. Six instruments are being used to collect data. The Scale devised by John and Srivastave (1999) has been applied to measure emotional instability. The Inventory comprises Forty-Four items. However, for the current study emotional instability has been measure using eight items from the inventory (i-e 4, 14, 19, 29, 29, 39) and three-items are reversed coded (i-e 9, 24, 34). Each Participants were supposed to specify the degree of disagreement and agreement for every statement. Likert-type Scale has been used (Strongly Disagree “5” to Strongly Agree “1”). “Is Depressed Blue” is an example of an item measuring Emotional Instability. To measure organizational Citizenship Behavior scale of Smith et al (1983) has been used. Eight items have been adopted from their scale of which three item were reversed-scored (i-e 3, 4 and 7). “I often help others at work who have excessive workload without being asked to do so” is an example of an item measuring Organization Citizenship Behavior. Participant’s burnout has been measured by scale proposed by Ayala Malach Pines (2005) using ten items. This scale access the individual’s level of mental and physical exhaustion. “Disappointed with people” is an example of item measuring respondent Burnout at workplace. Workaholism Battery proposed by Spence and Robbins (1992) has been used to access participant’s degree of workaholism. This Battery consists of twenty five Likert-type items which is divided into 3 sub-scales. Some items are reversed coded (1, 6, 8 and 11). “I seem to have inner compulsion to work hard” is an example of item measuring Work Drive. “My job is more like fun than work” is an example of item measuring Work Enjoyment and “Wasting time is as bad as wasting money” is an example of item measuring Work Enjoyment.

3.3 Results

3.3.1 Reliability Analysis of the Construct Scale

Firstly, the internal consistency among the items is measured. Internal consistency is measured by Cronbach Alpha having value 0 to 1. According to Nunnally (1978), a minimum acceptance criterion for reliability is 0.5 or greater. Result of the study demonstrates high internal consistency of the instrument.

Table 1

Scales	Items	Sample	Cronbach Alpha
Emotional Instability	08	400	0.722
Organizational Citizenship Behavior	08	400	0.750
Burnout	10	400	0.914
Workaholism	25	400	0.824

3.3.2 Descriptive Information of the Participants

The descriptive information of the respondent demographic characteristics is shown in table 2. It is noted that about 60 percent of the respondent were males. Mostly participant’s age was between 24 to 32 years. Majority of the participants were holding M.Phil. degree. Out of 400 respondents, approximately 58 percent were having work experience between one to nine years. About 52 percent respondents were lecturer and 88 percent were permanent employees. Approximately Sixty percent respondents in this survey were government employees.

3.3.3 Structure Equation Model

The hypothesis were tested through structure equation model using Smart PLS. In the model emotional instability is independent variable, organization citizenship behavior and burnout are outcome variable and dimensions of workaholism are mediator.

3.3.4 Hypothesis Testing and Direct Effect

In order to test hypothesis and to determine direct association between the variables including t-value and path coefficient structure model of Smart (PLS) has been utilized. According to Henseler et al. (2009), the regression analysis and beta value are similar to path co-efficient. The t-value indicate the significance level of construct whereas, beta values are co-efficient regression. This study utilized bootstrapping resampling for 400 observation. The t-value should be > than 1.64 for significant relationship.

The central theme of the present study is to determine model evaluation by analyzing the direct association and to verify the proposed assumed relationship of the variable with the help of structural model. However in the current study (05) hypothesis have direct relationship were analyzed, out of which (04) were supported and only (1) was not supported. Moreover, figure (2) demonstrates direct effect.

Figure 2: Structure Model of Direct Relationship

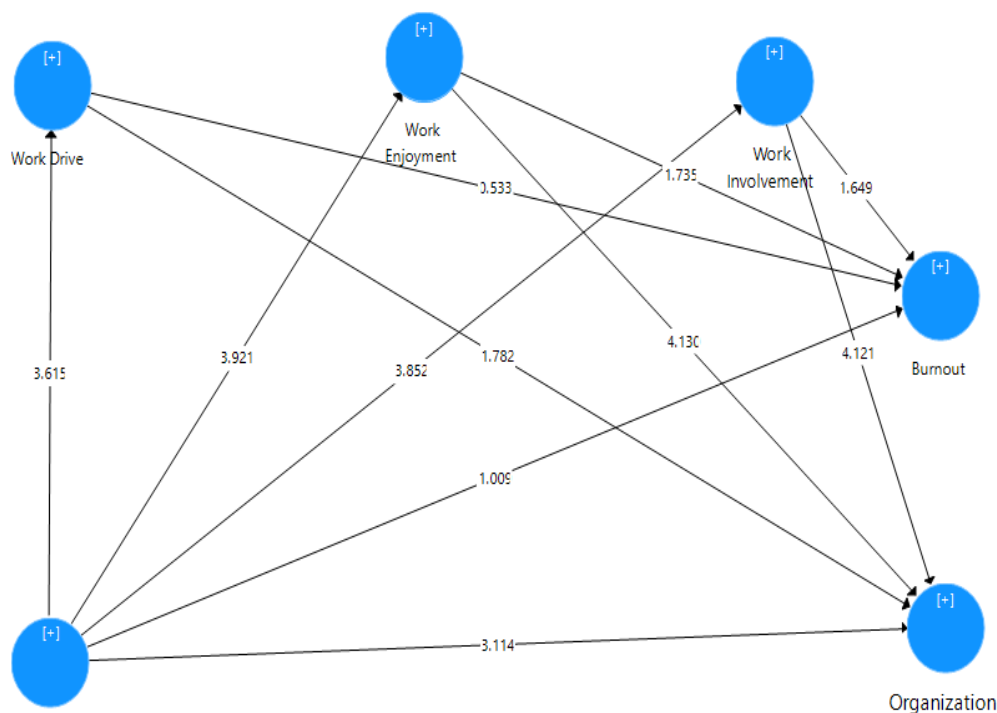


Table (2) shows that all hypothesis which has been accepted and supported have value > 1.64 and those hypotheses whose t-value are less than 1.64 has been rejected. Furthermore, figure (1) fully explains and highlight the direct effect of each variable on the dependent variable.

Table 2: Summary of Direct Hypothesis Testing

Direct Hypothesis	Beta	SD	T Stats	P Values	Interpretation
EI→WH	-0.39	0.050	8.10	0.00	Supported
EI→OCB	-0.263	0.084	3.145	0.002	Supported
EI→BO	0.386	0.289	2.991	0.022	Supported
WH→OCB	0.412	0.050	8.495	0.000	Supported
WH→BO	-0.100	0.119	0.911	0.036	Not Supported

In order to test hypothesis and to determine the significance of path coefficient, this study utilized bootstrapping resampling method. The results of partial least square structure equation model are being indicated. It demonstrates that there is negative relationship between emotional instability and workaholism. The result came out to be significant because the level of significance is 0.000. Thus, supporting hypothesis 1.

The result of the demonstrate that there is negative relationship between emotional instability and organizational citizenship behavior and it has been found that there is positive association between emotional instability and burnout. Whereas, dimension of workaholism is also negatively associated with organizational citizenship behavior and work drive and involvement has no direct relationship with burnout. Hence, supporting hypothesis 2, 3, and 4. Thus rejecting hypothesis 5.

3.3.5 Mediation Model

In the current study, the indirect effect of every variable is examine by utilizing the resampling mediation technique (Bootstrapping). According to Zhao et al. (2010) and Hayes (2009), bootstrapping is a resampling procedure that is non-parametric and receives high responsiveness. Furthermore, Hair et al. (2014), recommend that for testing mediation effect PLS (SEM) bootstrapping technique is best suited for quantitative analysis. Thus, the current study utilized the Smart PLS version 3.0 (Ringle et al., 2015) to test the effect of workaholism (as a mediator variable). The t-value has been find out, utilizing the technique of bootstrapping by carrying out resampling of 5000.

Table 3: Summary of Mediation results

Mediation Hypothesis	Beta	SD	T Stats	P Values	Results
EI→WA→OCB	-0.162	0.030	5.334	0.000	Mediation
EI→WH→BO	0.040	0.046	0.882	0.378	No Mediation

In current study, after the assessment of direct model, it has been found that workaholism play a mediating role in relation of emotional instability and organizational citizenship behavior. Whereas, there is no mediation effect of workaholism in relation of emotional instability and burnout. Hence, supporting hypothesis 6 and rejecting hypothesis 7.

4. Limitation and Direction for Future Studies

The current research has few limitations for future study. As the current study was conducted in higher education setting of Pakistan, so in future sample could be taken from primary and secondary school teachers from diverse regional parameters for better generalization of results. Present study design was cross sectional while in future qualitative study will conduct to attain implicit measures of employee's through interviews. In future Organizational Citizenship Behavior and Burnout dimensions should explore for further understanding of these constructs.

5. Conclusion

This study investigates the relationship between variables such as emotional instability, organizational citizenship behavior, burnout and mediating role of workaholism. The result of the study indicates that emotional instability has direct relationship with organizational citizenship behavior and burnout. Moreover, the study also reveals that workaholism play mediating role in relation of emotional instability and organizational citizenship behavior.

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