



Job Burnout as Mediator between Personality Traits and Job Performance in Pakistan' Education Sector

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The purpose of current research was to investigate the mediating role of job burnout between personality traits and job performance. Data were collected from three hundred and fifty six (N = 356) teachers of private sector institutions working in Sindh, Balochistan, Khyber Pakhtunkhwa and Panjab. Structure equation modeling was used to achieve the objective of this study. The results of correlation show that personality traits have a significant positive relationship with job performance ($r = .291$) and negative relationship with job burnout ($r = -.308$). Job burnout was also found to have a significant negative relationship with job performance ($r = -.346$). When job burnout was included as a mediator, the regression weight between personality traits and job performance, which was .33, was decreased to .24. It implies that the link between personality factors and job performance was mediated by job burnout.

Keywords: *Job Burnout; Personality Traits; Job Performance; Pakistan; Education Sector*



Introduction

The quality of the organisations, their performance, and their human resources have grown significantly in importance for the successful firms as a result of the changes in the current competitive climate. The businesses view their employees as one of their most important resources, and in order to meet their goals in terms of staffing, they must take the appropriate steps and put plans into place. The most precious asset in every nation is its skilled and effective human resources.

Numerous earlier researches recognized the significance of personality traits (P-Traits) and discovered both benefits and drawbacks. It is sometimes challenging to comprehend the dynamics of P-Traits and to never undervalue them. Human resources management techniques and employee personality characteristics are significantly correlated (Akhtar, Boustani, Tsivrikos, & Chamorro-Premuzic, 2015). Human resources management may use personality attributes while hiring and choosing new personnel for a firm (Ghani, Yunus, & Bahry, 2016). Allport (1961) defines personality as “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment”.

According to Magnavita (2002), personality is “an individual’s habitual way of thinking, feeling, perceiving, and reacting to the world”. According to Robins and Judge (2001), Personality is “the conducts and ways in which people responds and cooperates with another”. Numerous academics contend that personality may be broken down into five categories: extroversion, agreeableness, conscientiousness, openness, and neuroticism.

Job Burnout (J-Burnout) is a persistently unfavorable psychological condition that is linked to one's job. Three factors are associated with burnout: poor personal accomplishment, depersonalization, and emotional weariness. Emotional exhaustion is the result of using up all available emotional energy. This aspect might be viewed as the foundation of J-Burnout. Depersonalization isolates employees from others and casts doubt on coworkers, clients, and the business (Malakh-Pines, Aronson, & Kafry, 1981). This aspect of J-Burnout is common among employees who often contact with others to complete their tasks. Reduced personal accomplishment leads to a low evaluation of oneself (Malakh-Pines et al., 1981).

Both in-role and extra-role performance make up Job Performance (J-Performance). In-role performance is “those officially required outcome and behavior that directly serves the organization” (Demerouti & Cropanzano, 2010). Extra-role performance is “discretionary behaviors on the part of an employee that are believed to directly promote the effective



functioning of an organization without necessarily directly influencing an employee's productivity" (Demerouti & Cropanzano, 2010).

Many academics have conducted empirical studies to examine the connection between extroversion and J-Performance (Ahmad, Ather, & Hussain, 2014; Barrick, Stewart, & Piotrowski, 2002; Blickle et al., 2015; Minbashian, Bright, & Bird, 2009; Rothmann & Coetzer, 2003). Many scholars have scientifically studied found a link between and J-Performance (Hochwarter, Witt, & Kacmar, 2000; Yazdi & Yakhdani, 2017). Numerous academics have statistically studied the link between neuroticism and J-Performance. They arrived at the conclusion that neuroticism and work performance were related (Ahmad et al., 2014; Bhatti, Battour, Ismail, & Sundram, 2014; Rothmann & Coetzer, 2003; Uppal, 2017). Many academics have conducted empirical research on the connection between agreeableness and work success. They discovered that there was a connection between agreeableness and J-Performance (Bradley, Baur, Banford, & Postlethwaite, 2013; Guay et al., 2013; Jiang, Wang, & Zhou, 2009; Witt, Burke, Barrick, & Mount, 2002). Similarly, the link between openness to experience and J-Performance was tested and found to be highly significant (Minbashian, Earl, & Bright, 2013; Rothmann & Coetzer, 2003). Overall, P-Traits and J-Performance are considerably interrelated (Binti Rusbadrol, Mahmud, & Arif, 2015; Ghani et al., 2016; Hejazi & Irvani, 2002; Jiang et al., 2009; Yang & Hwang, 2014).

A few researches are available on the relationship between P-Traits and J-Burnout (Anvari, Kalali, & Gholipour, 2011; Kim, Shin, & Swanger, 2009; Kim, Shin, & Umbreit, 2007; Mojsa-Kaja, Golonka, & Marek, 2015; Schwarzkopf et al., 2016; Swider & Zimmerman, 2010). Similarly, there is also a link available on the relationship between J-Burnout and J-Performance (Demerouti, Bakker, & Leiter, 2014; Hosseini, Sedghi Goyaghaj, Alamadarloo, Farzadmehr, & Mousavi, 2017; Rahim & Cosby, 2016; Wu, Hu, & Zheng, 2019). To the best of our knowledge, no research has examined how J-Burnout affects the relationship between personality characteristics and J-Performance in Pakistan's education sector. By examining the mediating effect of J-Burnout between personality factors and J-Performance, this study adds to the body of previous knowledge. Considering the aforementioned literature, we derive the following hypotheses.

H1: P-Traits and J-Performance in Pakistan's Education Sector are Significantly Correlated.

H2: P-Traits and J-Burnout in Pakistan's Education Sector are Significantly Correlated.

H3: J-Burnout and J-Performance in Pakistan's Education Sector are Significantly Correlated.

H4: J-Burnout Mediates the Relationship between P-Traits and J-Performance in Pakistan's Education Sector.



Methodology

Data collection

Data were collected from three hundred and fifty six teachers of private sector institutions working in Sindh, Balochistan, Khyber Pakhtunkhwa and Panjab. Four hundred and fifty eight questionnaires were administered to faculty of private sector universities of four provinces of Pakistan. Three hundred and sixty questionnaires were returned within fifty days. Four questionnaires were eliminated owing to incomplete information. Three hundred and fifty six questionnaires (N=356) were used for research purpose.

Measurement

P-Traits

P-Traits were measured by using Big Five Inventory adapted from John and Srivastava (1999). This Inventory has 5 dimensions which are “extraversion, conscientiousness, neuroticism, agreeable and openness to experience”. Examples of items related to Openness to experience (total 10 items) are “I see myself as someone who is original, comes up with new ideas” and “I see myself as someone who is ingenious, a deep thinker”. Examples of items related to extroversion (total 8 items) are “I see myself as someone who is talkative” and “I see myself as someone who is full of energy”. Examples of items related to agreeableness (total 9) are “I see myself as someone who is helpful and unselfish with others” and “I see myself as someone who has a forgiving nature”. Examples of items related to neuroticism (total 9 items) are “I see myself as someone who is depressed, blue” and “I see myself as someone who can be tense”. Examples of items related to conscientiousness (total 9 items) “I see myself as someone who does a thorough job” and “I see myself as someone who is a reliable worker”. 5 point likert scale was used, 1 meaning strongly disagree and 5 meaning strongly agree. The dimension wise reliability is mentioned in table 1.

Table 1: Reliability of the Dimensions of P-Traits

	Number of Items	Cronbach's Alfa
Neuroticism	8	.76
Extroversion	8	.83
Openness to experience	10	.77
Conscientiousness	9	.90
Agreeableness	9	.81



J-Performance

J-Performance was measured by using J-Performance scale adapted from (Goodman and Svyantek (1999)). J-Performance has two dimensions which are “In-Role and Extra-Role Performance”. Samples of items related to in-role performance (total items) are “I demonstrate expertise in all job-related tasks”, “I achieve the objectives of the job” and “I appear suitable for a higher level role”. Examples of items related to extra-role performance (total items) are “I willingly attends functions not required by the organization, but helps in its overall image,” and “I takes initiative to orient new employees to the department even though not part of his/her job description”. 5-point likert scale was used, 1 meaning strongly disagree and 5 meaning strongly agree. The dimension wise reliability is mentioned in table 2.

Table 2: Reliability of the Dimensions of J-Performance

	Items	Cronbach's Alfa
Extra-Role	9	.85
Inter-Role	7	.83

J-Burnout

Burnout was measured using Maslach Burnout Inventory-General Survey (MBI-GS). It consists of three dimensions: emotional exhaustion, depersonalization and personal accomplishment. Emotional exhaustion was measured by using 9 items, depersonalization with 5 items and reduced personal accomplishment with 8 items. 7 point Likert scale ranging from 0 meaning never to 6 meaning every day was used to note the responses. Examples of emotional exhaustion include “I feel emotionally drained” and “I feel used up at the end of day”. Examples of depersonalization include “I become more callous towards people” and “I worry that job is hardening emotionally”. Examples of items related to personal accomplishment are “I deal with emotional problems calmly” and “I feel very energetic”.

Table 3: Reliability of the Dimensions of J-Burnout

	Number of Items	Cronbach's Alfa
Depersonalization	5	.86
Reduced Personal Accomplishment	8	.80
Emotional Exhaustion	9	.79



Results

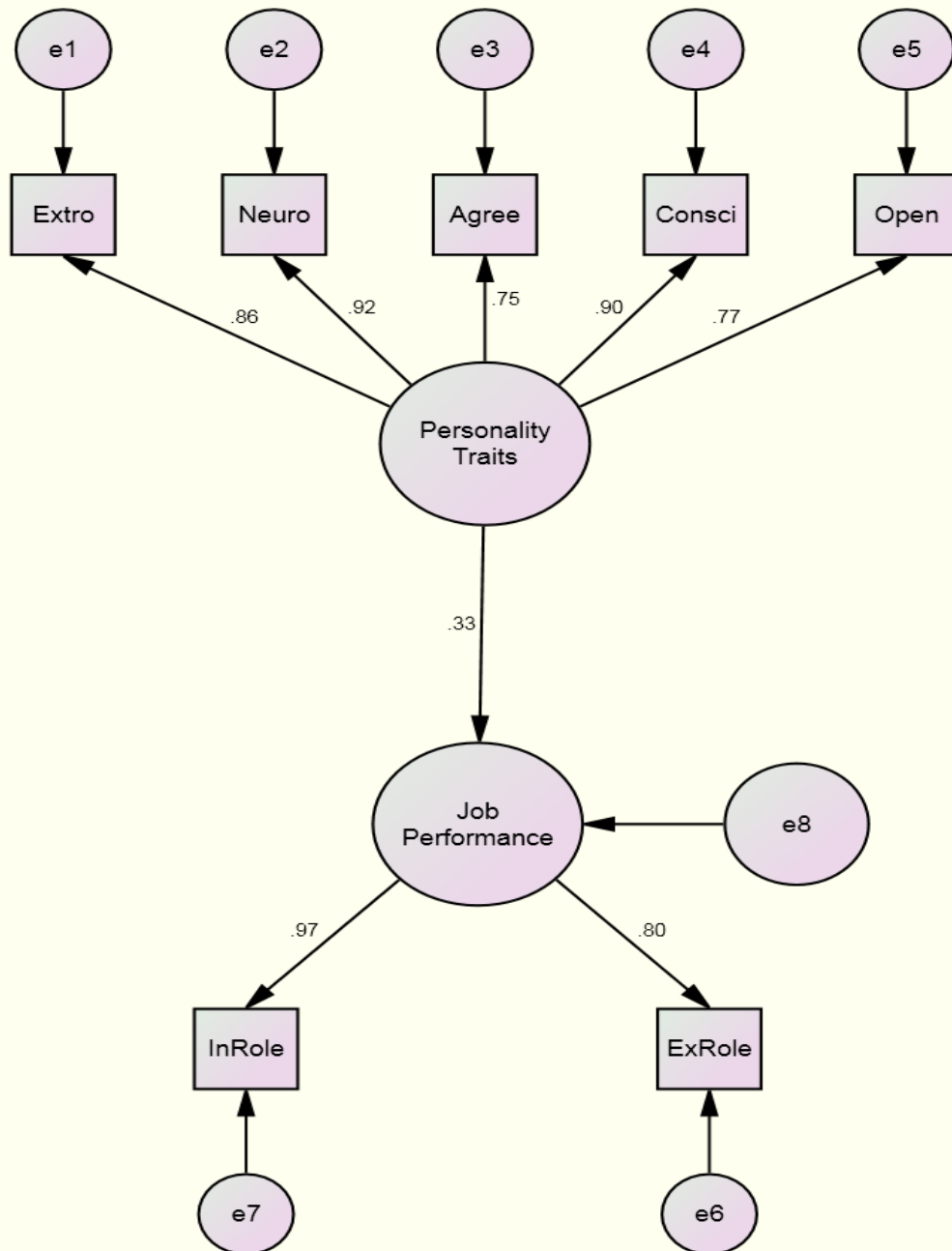
Table 4: Correlation among P-Traits, J-Burnout and J-Performance

	P-Traits	J-Burnout	J-Performance
P-Traits	1	-.308**	.291**
J-Burnout	-.308**	1	-.346**
J-Performance	.291**	-.346**	1

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

Table 4 shows correlation among P-Traits, J-Burnout and J-Performance in Pakistan’s education sector. P-Traits showed a significant positive relationship with J-Performance ($r = .291$) and negative relationship with J-Burnout ($r = -.308$). J-Burnout was found to have a significant negative relationship with J-Performance ($r = -.346$). Therefore, the results accepted the following hypotheses.

- H1: P-Traits and J-Performance in Pakistan's Education Sector are Significantly Correlated.
- H2: P-Traits and J-Burnout in Pakistan's Education Sector are Significantly Correlated.
- H3: J-Burnout and J-Performance in Pakistan's Education Sector are Significantly Correlated.



Graph 1: Direct Path from P-Traits to J-Performance

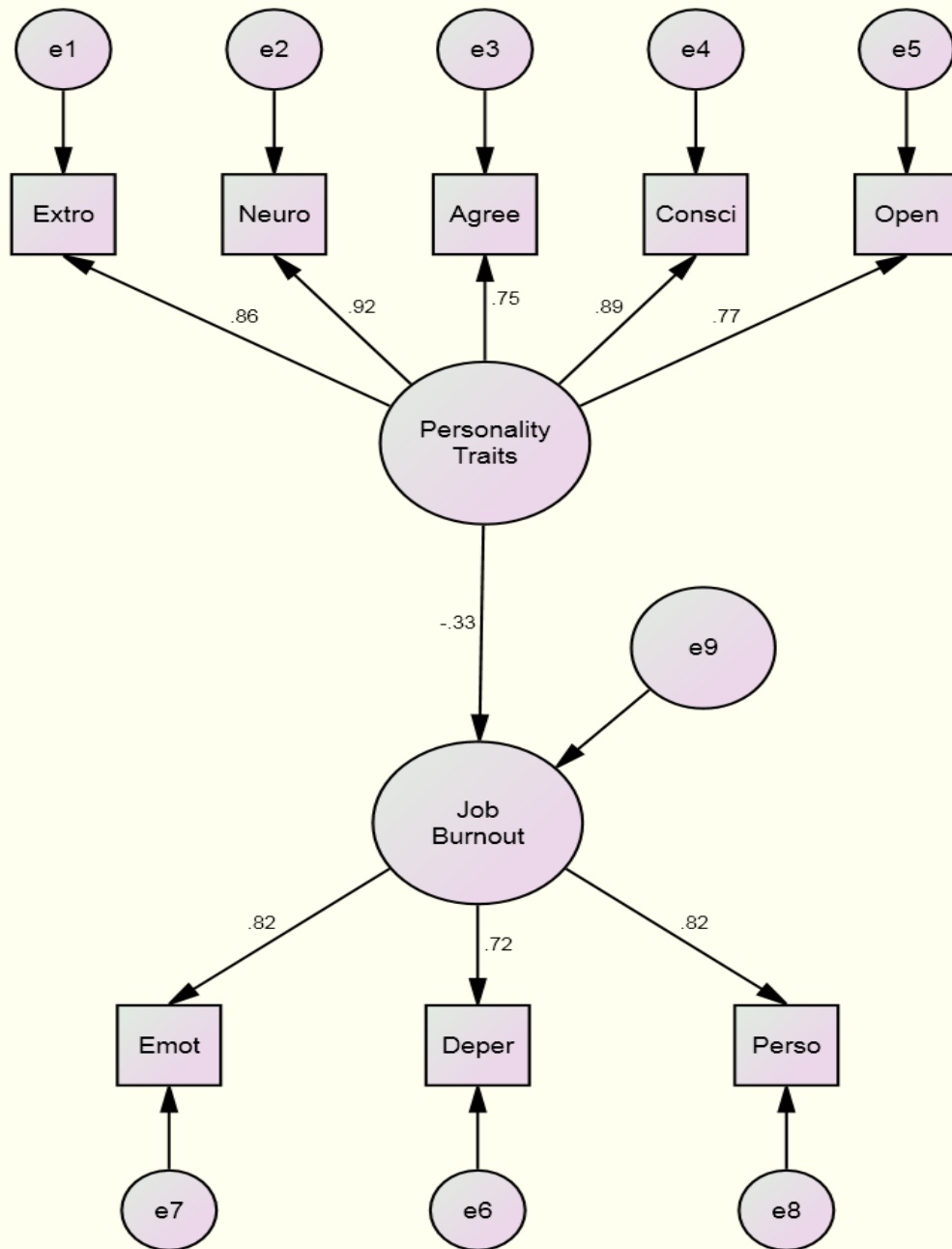
The two factors model of P-Traits and J-Performance was tested by using structure equation modeling. The regression weight of .33 is significant at .000 level between P-Traits and J-Performance. The model fit the sample data very well. The values of CMIN/DF, RMR, GFI,



CFI, RMSEA are given in table 5 and are within the acceptable range. The factor loadings of all dimensions of P-Traits and J-Performance are given in table 6 and are within acceptable range.

	Chi-square	DF	CMIN/DF			CFI	RMSEA	Probability level
Values	26.756	13	2.058	.034	.979	.992	.055	.011

				Estimate
J-Performance	<---	P-Traits		.333
Extro	<---	P-Traits		.856
Neuro	<---	P-Traits		.917
Agree	<---	P-Traits		.746
Consci	<---	P-Traits		.896
Open	<---	P-Traits		.769
ExRole	<---	J-Performance		.796
InRole	<---	J-Performance		.968



Graph 2: Direct Path from P-Traits to J-Burnout

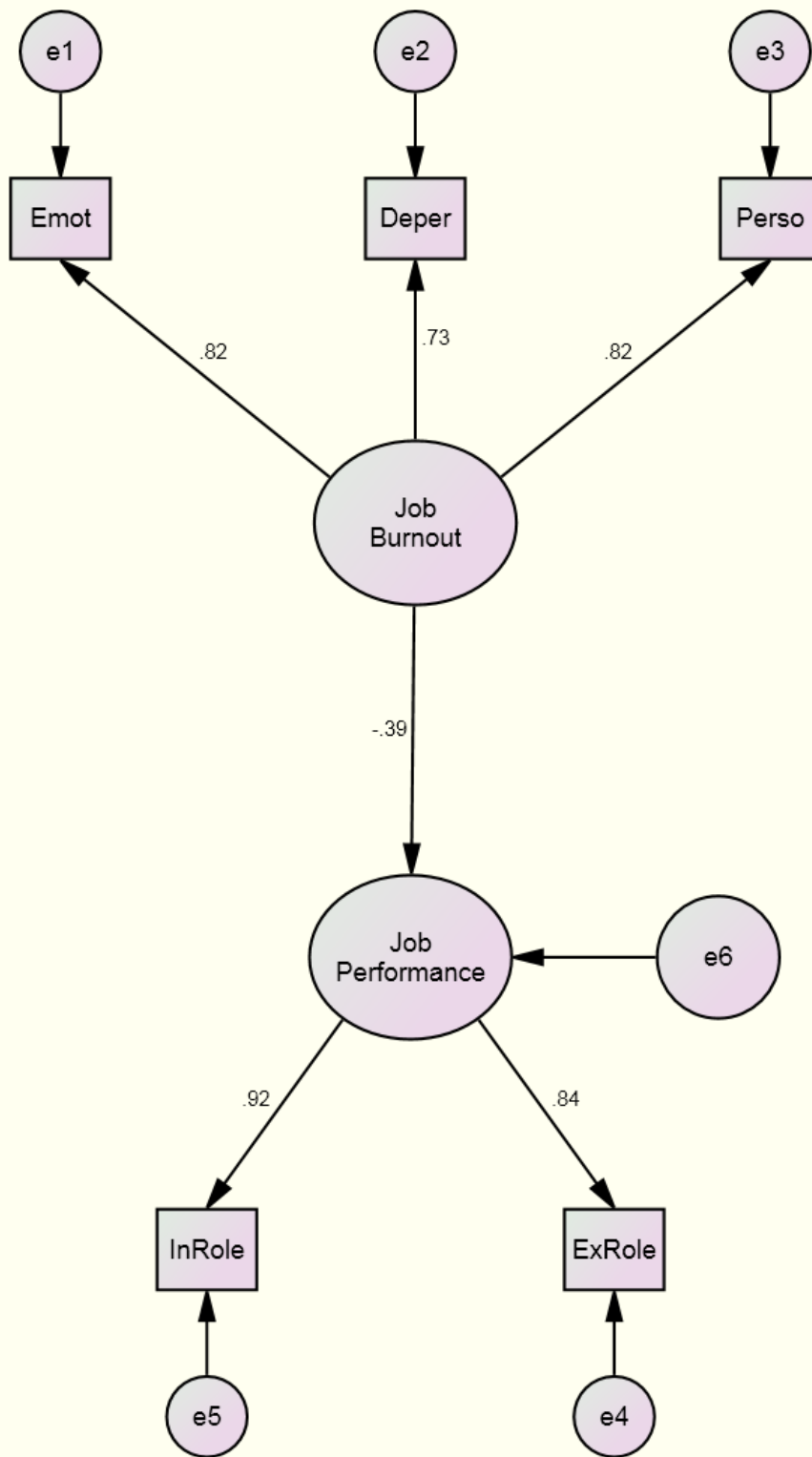
The two factors model of P-Traits and J-Burnout was tested by using structure equation modeling. The regression weight of $-.33$ is significant at $.000$ level between P-Traits and J-Burnout. It means that P-Traits have a negative impact on J-Performance. The model fit the sample data very well. The values of CMIN/DF, RMR, GFI, CFI, RMSEA are given in table 7



and are within the acceptable range. The factor loadings of all dimensions of P-Traits and J-Burnout are given in table 8 and are within acceptable range.

	Chi-square	DF	CMIN/DF			CFI	RMSEA	Probability level
Values	34.393	19	1.810	.039	.976	.991	.048	.001

				Estimate
J-Burnout	<---	P-Traits		-.334
Extro	<---	P-Traits		.856
Neuro	<---	P-Traits		.916
Agree	<---	P-Traits		.749
Consci	<---	P-Traits		.895
Open	<---	P-Traits		.770
Deper	<---	J-Burnout		.724
Emot	<---	J-Burnout		.819
Perso	<---	J-Burnout		.822

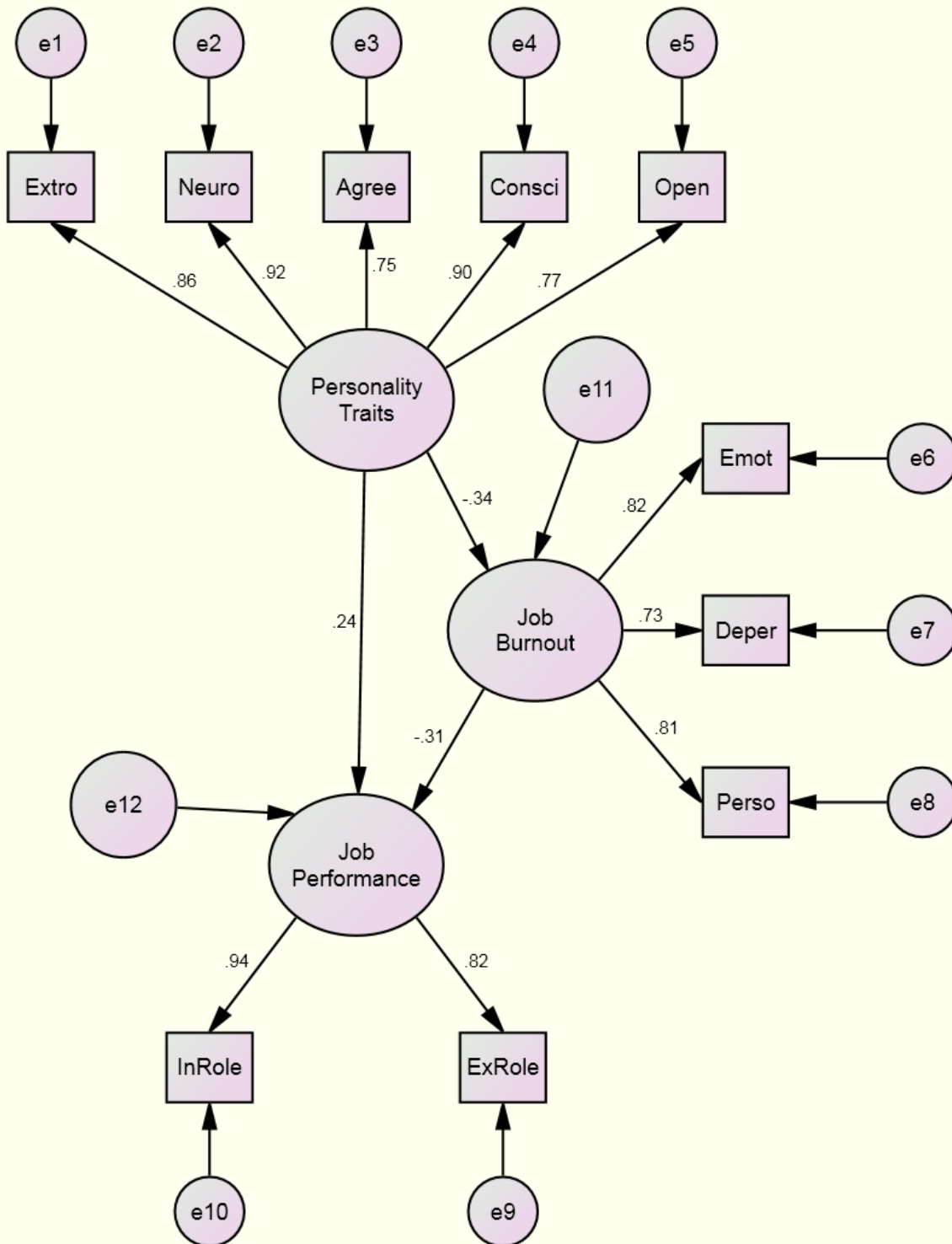


Graph 3: Direct Path from J-Burnout to J-Performance

The two factors model of J-Burnout and J-Performance was tested by using structure equation modeling. The regression weight of -.39 is significant at .000 level between J-Burnout and J-Performance. It means that J-Burnout has a negative impact on J-Performance. The model fit the sample data very well. The values of CMIN/DF, RMR, GFI, CFI, RMSEA are given in table 9 and are within the acceptable range. The factor loadings of all dimensions of J-Burnout and J-Performance are given in table 10 and are within acceptable range.

	Chi-square	DF	CMIN/DF			CFI	RMSEA	Probability level
Values	12.832	4	2.708	.472	.986	.989	.079	.002

				Estimate
J-Performance	<---	J-Burnout		-.389
Emot	<---	J-Burnout		.819
Deper	<---	J-Burnout		.730
Perso	<---	J-Burnout		.816
ExRole	<---	J-Performance		.837
InRole	<---	J-Performance		.920



Graph 4: Indirect Path from P-Traits to J-Performance through Job Burnout



The findings fit the three-factor model of P-Traits, work-related burnout, and J-Performance quite well. The relationship between P-Traits and work performance has a beta coefficient of .24 and a significant level of .01, demonstrating a strong positive influence of P-Traits on J-Performance. The relationship between P-Traits and J-Burnout is substantial when measured by the beta coefficient, which is -.34 at the significance threshold of .01. The relationship between J-Burnout and J-Performance has a beta value of -.31 and a significant level of .01, indicating that J-Burnout significantly lowers J-Performance. When J-Burnout was included as a mediator, the regression weight between P-Traits and J-Performance, which was .33, was decreased to .24. It implies that the link between personality factors and J-Performance was mediated by J-Burnout. The values of CMIN/DF, RMR, GFI, CFI, RMSEA are given in table 11 and are within the acceptable range. The factor loadings of all dimensions of P-Traits, J-Burnout and J-Performance are given in table 12 and are within acceptable range. Therefore, the results accept all the following hypotheses:

- H1: P-Traits and J-Performance in Pakistan's Education Sector are Significantly Correlated.
- H2: P-Traits and J-Burnout in Pakistan's Education Sector are Significantly Correlated.
- H3: J-Burnout and J-Performance in Pakistan's Education Sector are Significantly Correlated.
- H4: J-Burnout Mediates the Relationship between P-Traits and J-Performance in Pakistan's Education Sector.



	Chi-square	DF	CMIN/DF			CFI	RMSEA	Probability level
Values	59.993	32	1.875		.967	.987	.050	.000

				Estimate
J-Burnout	<---	P-Traits		-.335
J-Performance	<---	P-Traits		.237
J-Performance	<---	J-Burnout		-.305
Extro	<---	P-Traits		.857
Neuro	<---	P-Traits		.916
Agree	<---	P-Traits		.748
Consci	<---	P-Traits		.896
Open	<---	P-Traits		.769
Emot	<---	J-Burnout		.818
Deper	<---	J-Burnout		.733
Perso	<---	J-Burnout		.815
ExRole	<---	J-Performance		.819
InRole	<---	J-Performance		.941



Conclusion

The purpose of current research was to investigate the mediating role of J-Burnout between P-Traits and J-Performance. Data were collected from three hundred and fifty six (N = 356) teachers of private sector institutions working in Sindh, Balochistan, Khyber Pakhtunkhwa and Panjab. Structure equation modeling was used to achieve the objective of this study. The results of correlation show that P-Traits have a significant positive relationship with J-Performance ($r = .291$) and negative relationship with J-Burnout ($r = -.308$). J-Burnout was also found to have a significant negative relationship with J-Performance ($r = -.346$). When J-Burnout was included as a mediator, the regression weight between P-Traits and J-Performance, which was .33, was decreased to .24. It implies that the link between personality factors and J-Performance was mediated by J-Burnout.



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