

The Interplay of Perceived Organizational Support, Innovation at Work, and Burnout among Teachers

*** Rahat Rizvi**

NED University of Engineering and Technology, Karachi, Pakistan

Aseem Majid Rizvi and Azra Jamal

Iqra University, Karachi, Pakistan, Pakistan

This study explores why some employees in the same organizations grow and thrive in challenging situations while others fail to survive and eventually succumb to Burnout. The study is grounded in Perceived Organizational Support (POS) theory and other related theories. Data were collected from 196 teachers working in elitist high schools and analyzed using PLS-SEM. The results reveal that POS positively impacts the teachers' innovative work behaviour, whereas POS negatively influences Burnout. Thriving at work has been proven to be a potent mediator. The study helps develop a positive perception of organizational support and uses thriving at work as an essential mediator in the background of elitist high schools. However, there is a need for similar studies to be conducted to seek a level of generalizability for the observations made by this study.

Keywords: Perceived Organizational Support (POS), Innovative Work Behaviour, Burnout

Education is the best investment in human capital for financial and social growth and development for any country (Naeem et al., 2019) which fundamentally relies on teachers' capacity and personal endeavors (Jabbar et al., 2020). Developed countries put a massive amount into the training and skill development of professionals in education. However, in Pakistan, the situation is far less than satisfactory, which spells a catastrophe in waiting. The true extent of the disaster hits the hardest when uncertain situations like COVID19 rears or changing educational technologies hit their ugly head quite radically. The sudden change in the teaching methods, and the lack of prior teacher training in the age of the industrial revolution, clearly spelled catastrophe if not updated in line with the revolution of emerging educational technologies. Although Pakistan has seen an overwhelming rise in the number of schools opening in recent years in the private sector, particularly in urban areas, the teacher training sector has been neglected. According to Tahira et al. (2020), as per the Pakistan Educational Statistics (21014- 15), some 87,659 schools in the private sector with approximately 792 533 teaching staff. Statistics indicate that there are 206 teacher training institutes in Pakistan with somewhere 722,557 enrolled students who eventually mainly join public institutions as trained teachers since a good number of private schools though appreciate professional teacher training degrees and certificates but do not insist upon having one or more and, several studies have shown that teacher training has a positive impact on teachers' ability to deliver the lessons effectively. This neglect of the crucial training component reared its unpleasant face on the edge of emerging educational technologies and changing teaching trends during the 4th- fifth industrial revolution.

* Correspondence concerning this article should be addressed Rahat Rizvi, NED University of Engineering and Technology, Karachi, Pakistan. Email: rahatrauf@gmail.com

The brusque change in the teaching methodology from face-to-face to online system in the wake of the industrial revolution remains an enormous challenge for teachers, particularly those who were not tech-savvy. Teachers tried their best to juggle Zoom, Google Classroom, Edmodo, Blackboard, and without prior training. That required their best innovative expertise; thus, as expected, many teachers found that they were barely hanging at the rope's end (Rehman, 2020). In the wake of the current and fast-changing era of the industrial revolution, the exposure of educational technologies, and ensued uncertainty in the educational institutions, it was essential to keep the employees feeling supported and thriving, too, when the swords of salary deduction and lay off were hanging on their heads. Undoubtedly, many institutions enable to support and reassure their employees regarding acknowledgment and appreciation. However, the suddenness of the situation did not give enough time to the school leadership to absorb the jolt, which left the teachers hanging in despair without any clear-cut support, guidance, and a road map (Naeem et al., 2019). therefore, many teachers did not feel the 'vitality and flow' incorporating IT-based features and technological friendly, which they thrived on in their face-to-face classes to boost learners' interest and mitigation, significantly affecting their performance. According to Deci & Ryan (2008), teachers are programmed to derive their motivation from their lively interaction with their students and vice versa, but having limited opportunities for such interaction has added to the factors responsible for the declining sense of vitality. Many such school teachers complained about the children's poor attendance in those online classes and their poor performance in the online assessments. Also, the educational organizations had been trying to remain afloat through innovation in the hardcore competitive environment (Devloo et al., 2014) since that was the need of the hour, and every single innovative worker was of great value to the organization (Sokal et al., 2000).

Innovative work behavior has been studied with different constructs such as openness to change (Samma, et al., 2020) and creativity and implementation of ideas (Mumford, 2003). Although Innovative Work Behavior is closely related to creativity, the difference occurs in their dimensions (De Jong & Hartog, 2010). Innovative Work Behavior's dimensions include a) exploration of opportunity, b) generation of ideas, c) championing, and d) application. Much research has been done on perceived organizational support, Burnout, and innovative work behavior (Bass & Avolio, 1993; Goodwin et al., 2009). However, thriving at work has not been explored much (Bensemmane et al., 2018; Kohler et al., 2015; Muleya et al., 2016). Few pieces of research are available that have studied thriving in the workplace in the domain of nursing (Iqbal, et al., 2019), software houses, and higher education institutions, but none was found in the scenario of high schools and private schools in Karachi. Nevertheless, the research agrees that thriving at work has practical implications (Abid et al., 2015).

Available research in the Pakistani context cuts an exceptionally gloomy picture. Although many research papers discussed Burnout and transformational leadership, no research was found to be examined which Thriving and Burnout can be studied compared to each other. However, the most effective antidote to Burnout is thriving at work. Consequently, it can be supposed that this is the initial research that has studied the two variables mentioned earlier together in the context of elitist high school teachers. This study investigates how thriving affects the relationship between perceived organizational support, and innovative work behavior, and Burnout. Besides, this study

BURNOUT AMONG TEACHERS

will investigate how different work situations affect the capacity of an employee to function in an organization and how his or her psychological aspects (thriving) help him or her to accommodate is the situation if things go uncertain, particularly in the educational set up, such as the drastic changes that occurred due to the emergence of education technologies in the age of industrial revolution.

Perceived Organizational Support is an employee's perception that the organization respects his efforts and values (Eisenberger et al., 1986). According to Kurtessis et al. (2015), the concept of perceived organizational support has its roots in the organizational support theory, which suggests that employees construct their perception of to what extent their organization appreciates their hard work and is ready to tend to their needs such for example in times of illness. Furthermore, perceived organizational support gives rise to a feeling of obligation in the employees where they feel intrinsically bound to accomplish the tasks and assignments with their utmost capability. This may materialize in the form of more incredible dedication, commitment, and identification with the organization and may also fulfill the need of an individual to feel associated with a larger body of people. On the contrary, those employees who lack the feeling of being supported by their organization show signs of Burnout (Caesens & Stinglhamber, 2020), irregularity, and absenteeism (Eder & Eisenberger, 2007), and tend to have intentions of changing their job (Kurtessis et al., 2015).

Thus, it can be summarized that perceived organizational support is the viewpoint of the employee about the organization (where he/she works) that it cares for his or her well-being, appreciates his or her hard work, and acknowledge the commitment which is being put into practice by him or her (Abid et al., 2015; Caesens, & Stinglhamber, 2014).

The concept of thriving at work has been taken from the core themes of positive psychology, which has received much attention since being brought to light at the American Psychological Association Convention some twenty years back (Muleya et al., 2016). According to Porath et al. (2012), an individual's drive to work depends upon his or her feeling of thriving at work. Thriving is a psychological state of mind in individuals who wish to flourish in their personal and professional lives. Thriving at work is that psychological state of mind in which an individual experiences the feeling of *vitality* and *learning* (Spreitzer et al., 2005). Thus, the term thriving at work is a two-dimensional term; vitality and learning, in which an individual experiences cognitive and physical development. When an employee feels alive and vital at work, it is the hedonic perspective. On the other hand, when the employees feel that they are learning and growing in their workplace, this is the eudaimonic perspective. Bensemmane et al. (2018) have depicted vitality as a state of mind of a worker who feels energetic and on the go at his or her workplace.

Innovative Work Behaviour (IWB) has been defined by De Jong and Den Hartog (2008) as the aim of an employee to launch and implement novel ideas in the workplace so that the traditional processes and attitudes are modified and modernized. Innovative work behaviour largely depends on the innovation theory, which asserts that innovation is a broader umbrella than

mere creativity (Mainemelis et al., 2015). Scott & Bruce (1994) have identified innovative work behaviour as a multistage procedure. In response to Scott & Bruce's (1994) dimensions of innovative work behaviour, De Jong & Den Hartog (2010) have presented a four-dimensional model of innovative work behaviour. These four dimensions are; noticing the opportunity, followed by the point where an idea is created. Next comes the occasion to sell the idea, which is termed 'championing,' and the conclusive step is to implement the idea finally. The next step in the process of Innovative work behaviour is generating the idea, which according to Mumford (2003), is brought into practice by an individual. Once the idea has garnered sufficient support, next comes the implementation step. The improvement modification usually portrays implementation and change in an individual or an organization's prevailing attitude, product, and procedures (Kanter, 1988; West & Farr, 1990).

If the employee does not feel appreciated but finds himself compelled to stay in any given scenario, the dissatisfaction creates Burnout. Burnout is the combination of different types of stresses that build up and accumulate only to be displayed as exhaustion, boredom, and reduced efficacy (Maslach et al., 2001). Burnout is usually exhibited in poor work engagement, unexplained exhaustion, perceived inefficiency, and depleting physical and mental health.

In addition, Burnout may initiate in the form of petulance and bouts of unexplained nervousness, but its subsequent development may result in chronic depression and other psychosomatic diseases. However, many researchers assume that Burnout is psychological corrosion that causes poor physical health and a deteriorating emotional and mental state. On the other hand, research has proved that controlling one's work gives healthy freedom that contributes to attaining professional targets and sustenance of personal health. When employees do not feel appreciated and assume that all their efforts and hard work are going unnoticed and unvalued, they lose enthusiasm and vigor, making them less interested and cynical. Thus, employees who assume to have developed wholesome social contacts based on mutual respect's emotional and social well-being with their co-workers, employers, and management tend to have fewer stints of disagreements by amicably resolving the issues and more opportunities to celebrate their success at their workplace, which results in lesser occasions when employees develop feelings of Burnout (Maslach & Leiter, 2007).

Many types of research being conducted have explained that employees who assume that their organizations are well supporting them are more likely to be satisfied and thrive at their work since they find their jobs more fulfilling and enjoyable (Abid et al., 2015; Imran et al., 2020; Luthans et al., 2008; Zhang et al., 2018). Thus, it can be understood that the organization thrives when the employees feel supported and well cared for. The perceived organizational support encourages the employees to thrive at their work.

As much as an employee feels that his or her organization values his or her efforts to meet the organization's goals and that the thoughts and propositions are met with respectable consideration, s/he feels bound to counter the favors with equality. When the employees receive

BURNOUT AMONG TEACHERS

recognition and other well-deserved tangible rewards in an atmosphere conducive to learning and achievement, they feel confident to put in to use their novelty and efforts beyond their job description. In this manner, the employees feel more productive and valuable, but the whole organization prospers (Eisenberger et al., 2001; Eisenberger et al., 2013; Janssen, 2000; Mann et al., 2020; Shore et al., 2009).

Employees who positively impact their organization's support tend to deal better with the stresses related to the job and display fewer signs of job burnout (Freudenberger, 1974). On the contrary, those employees who believe that they are not treated with fairness and that their organization is callous towards their needs and well-being are expected to show decreased commitment, lethargic attitude, and an intention of turnover (Cropanzano & Mitchell, 2005; Eisenberger et al., 1986; Maslach & Leiter, 2007; Srivastava & Agrawal, 2020). Hence, it can be hypothesized that perceived organizational support affects an employee's perception and may induce Burnout.

Innovative employees are usually those employees who are thriving at work because such employees are always confident enough to try out ideas, plans, and procedures which have never been tried earlier. Thus, thriving at work can be assumed as an antecedent of innovative work behavior (Carmeli & Spreitzer, 2011; Devloo et al., 2014; Khar Kheng et al., 2013; Porath et al., 2012; Scott & Bruce, 1994; 2017; West & Farr, 1990). Furthermore, Khar Kheng et al. (2013) have established a close connection between "thriving at work" and innovative work behavior. Therefore, hypothetically, thriving at work boosts the chances of showing innovative work behavior.

According to Janssen (2000), people report burnout in an environment where efforts are not appreciated, and workload is unjustly allocated. This creates Burnout. Just as a thriving employee displays signs of growth and liveliness, the employee burning out at the workplace gives poor physical/psychological and emotional health (Freudenberger, 1974; Spreitzer et al., 2005). Moreover, this phenomenon leads to burnout. Their physical and psychological health is at stake, manifesting in frequent emotional breakouts, absenteeism, decreased self-confidence, lack of job expectations, frustrated outbursts, and depression. So, the awareness combined with the energy that an employee derives just by being at his or her workplace helps him to discourage the onset of Burnout. Hence in the light of mentioned literature it is being hypothesized that:

- Perceived Organizational Support positively relates to Thriving at work among teachers.
- Perceived Organizational Support positively relates to innovative work behavior among teachers.
- Perceived Organizational Support negatively relates to burnout among teachers.
- Thriving at work positively relates to innovative work behavior among teachers.
- Thriving at work negatively relates to burnout among teachers.

Method

Research Design

The deductive research approach was used to conduct this study. Since its objective is to establish the relationship between two or more variables, the relationship between these variables can be negative or positive and depends on the data gathered. The quantitative cross-sectional survey method was applied with statistical analysis methods such as regression and correlational analysis, which demonstrate negative or positive effects of independent variables on dependent variables and that research was concerned with measuring the degree of existence of more than two variables' relationship (Bryman & Bell, 2015; Macdonald & Headlam, 2008).

Participants

The participants of the current study comprised of 196 teachers of two elitist schools of Karachi, Pakistan. The study is ingrained in primary data, self-collected by the researcher. In this research, data were collected using a simple random sampling technique employed through a research questionnaire. The sample size was computed by using G* power. The details of the participants are given below in the table.

Table 1

Frequency and Percentage of Demographic Variables (N=196)

	Frequency	Percentage
Gender		
Female	157	80
Male	39	20
Experience		
Less than a year	11	5.6
1-5 years	31	15.8
6-10 years	23	11.7
10+ years	131	66.8
Age		
Less than 25 years	6	3.1
26 - 35 years	56	28.6
36 - 45 years	72	36.7
45+	62	31.6

The above-mentioned table shows that demographic details of the participants.

Measure

Several measures were used in current study other than demographic information form. Perceived Organization Support (POS) was measured with the 5-items Eisenberger et al. (2013, 1986). The internal consistency of this one-dimensional measure is calculated to be .85. Thriving

BURNOUT AMONG TEACHERS

at Work (TAW) is measured with Porath et al. (2012) scale. Since the variable consists of learning and vitality, the scale measures two dimensions with three items each. The internal consistency is calculated to be .85. Both Thriving at work and learning and vitality have shown item reliability higher than 0.70. The scale developed by Scott and Bruce (1994) has been used to measure Innovative Work Behavior. The five-item scale measured on the 5 points Likert scale ranges from 1 = *never* to 5 = *almost constantly*, and the internal consistency is calculated to be .74. This scale encompassed the basic dimensions of Innovative Work Behavior: generation of ideas, coalition building, and idea realization. Burnout has been measured by Burnout Assessment Tool (Kristensen et al. 2005; Schaufeli, et al., 2020). It is measured on a five-scale Likert Scale ranging from 1 = *Never* to 5 = *Always*.

Procedure

Several experts have tested the content validity of this questionnaire in various fields related to human behaviors and organizations. The questionnaire was found to be clear, coherent, and explicit manner. After that data was collected from two elite schools of Karachi. Then data screening was conducted through SPSS to check univariate, multivariate outliers, and missing values. Finally, the data were comprised of 196 valid responses. Structural Equation Modelling (SEM) using Smart PLS 3.2.4 was applied to validate outer measurement and hypotheses (Hair et al., 2011). SEM is generally recommended for complex models with less than 200 data. Moreover, before the employment of partial least square structural equation modelling (PLS-SEM), any possible biases were assessed, i.e., non-response biases, which may lead to distorted results.

Results

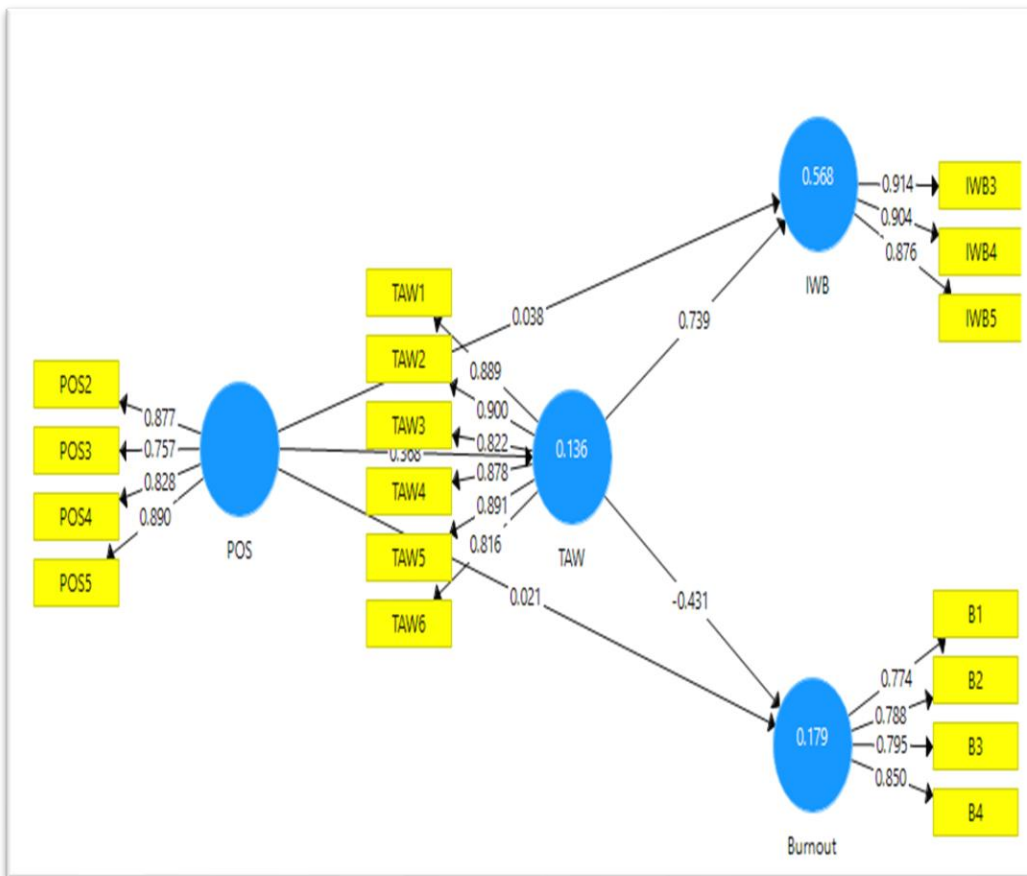
The core target of this investigation was to explore the relationship of developed hypothesis on POS, thriving at work, innovative work behavior, and teacher burnout. In conducting a substantial study, the most functional approach of quantitative research is statistical scrutiny, and this was adopted to endorse the collected sample data with the help of practical implementation, instrument authenticity, reliability, and validity test, model fit, and finding the essential purpose of the variables mentioned, i.e., POS, Thriving at Work, innovative work behavior, and teacher's Burnout. However, the control variable remains gender, age, and experience. Despite this, the data was first to run in the SPSS for thorough screening and analysis, followed by the partial least square regression method. PLS-SEM 3.2.4 was also used to evaluate the model fitness, validity, and reliability of data and explore the possible relationship among variables.

Measurement of Outer Model

The model consisted of one independent variable Perceived Organizational Support, and two dependent variables; Innovative work behavior and Burnout, and additionally, there was a mediator, Thriving at work.

Figure 1

Path Model Showing the Relationship among Study Variables (N=196)



The figure 1 shows the PLS path modeling estimation. With the help of indicators shown, many assessments can be made. For example, the R2 value for Innovative work behavior is 0.56, which is significant; thus, if POS and TAW increase, it will cause an increase in the IWB. Similarly, the value for Burnout is 0.17, which is not very significant, and this means that there is a slight variance recorded on Burnout by POS. Also, it shows that an increase of one unit in the independent variable will cause the rise of .30 in the mediating variable, thriving at work which is significant.

Path Coefficient: Size and Significance

According to the inner model, the most prominent effect of POS is that on IWB (0.03), next to TAW (0.30), and the most negligible impact of POS is on Burnout (0.17); thus hypothetically, it can be said that the path relationship between POS and IWB is statistically significant. Secondly, statistically, a strong relationship is observed between POS and TAW. However, the hypothetical relation between POS and Burnout is not statistically significant since the value of the standardized path coefficient is 0.021, which is clearly < 0.1 . Table 8 shows the statistics. The outer model's validity and reliability were established before analyzing the

BURNOUT AMONG TEACHERS

hypothesis using PLS-SEM 3.2.4 (Bido et al., 2014). Therefore, further description of the outer model was determined in the divisions and split into categories. These sections are content validity, convergent validity, and discriminant validity.

Content Validity

Content validity was investigated through Confirmatory Factor Analysis (CFA) and cross-loading digits. Correlated and robust factor loading of items all over is helpful for the tested model (Chin, 1998; Hair et al., 2017). However, removing the uncorrelated item increases the model authenticity and validity of strongly correlated items in the following table.

Table 2
Factor analysis results of the Study Variables (N=196)

	POS	TAW	IW	BT
B1	-0.216	-0.298	-0.139	0.778
B2	-0.047	-0.313	-0.078	0.793
B3	-0.056	-0.292	-0.318	0.772
B4	-0.138	-0.425	-0.315	0.845
IWB3	0.263	0.665	0.911	-0.290
IWB4	0.327	0.675	0.903	-0.166
IWB5	0.234	0.677	0.875	-0.284
POS2	0.870	0.395	0.295	-0.201
POS3	0.760	0.141	0.214	-0.103
POS4	0.829	0.297	0.250	-0.005
POS5	0.890	0.342	0.254	-0.137
TAW1	0.347	0.881	0.704	-0.468
TAW2	0.322	0.901	0.768	-0.353
TAW3	0.218	0.821	0.575	-0.404
TAW4	0.399	0.875	0.543	-0.390
TAW5	0.313	0.891	0.629	-0.373
TAW6	0.327	0.816	0.647	-0.204

Note. B=Burnout; IWB=Innovative Work Behavior; POS= Perceived Organizational Support; TAW= Thriving at Work

Cross-loading to more than 0.7 reflects the computing-related concept property. Tables 3 and 4 show all relevant and substantial cross-loading items loaded on their respective paradigms.

Table 3

Factor Loading of the Indicators of Study Variables (N=196)

Indicator	POS	TAW	IWB	B
B1				0.778
B2				0.793
B3				0.772
B4				0.845
IWB3			0.911	
IWB4			0.903	
IWB5			0.875	
POS2	0.870			
POS3	0.760			
POS4	0.829			
POS5	0.890			
TAW1		0.881		
TAW2		0.901		
TAW3		0.821		
TAW4		0.875		
TAW5		0.891		
TAW6		0.816		

Note. B=Burnout; IWB=Innovative Work Behavior; POS= Perceived Organizational Support; TAW= Thriving at Work

The above-mentioned table shows cross-loading items loaded on their respective paradigms which are found to be valid.

Convergent and Construct Validity and Composite Reliability

The tables mentioned below shows that convergent and construct validity of the study variables with their internal consistency.

Table 4

Chornbach Alpha, Composite Reliability and Average Variance Extracted (AVE) of the Study Variables (N=196)

Variables	α	rho_ α	Composite Reliability	AVE
POS	.86	.90	.90	0.70
TAW	.93	.93	.94	0.74
IWB	.87	.87	.92	0.80
BT	.81	.83	.87	0.63

Note. BT=Burnout; IWB=Innovative Work Behavior; POS= Perceived Organizational Support; TAW= Thriving at Work

The outer model depicts the association of the variables with their respective indicators. Therefore, to check the goodness of fit of the outer model, three tests were run; Reliability, Convergent Validity, and outer loadings. The values of Average Variance Extracted (AVE) are between 0.63 and 0.80, which is satisfactory. The Composite Reliability values are above 0.7, the

BURNOUT AMONG TEACHERS

common value, suggesting that the scale reliability is well tested. Cronbach's alpha values are also > 0.7 , which is acceptable either way. All these values are on the more excellent end of the standard value, > 0.7 , which proves the internal consistency and reliability are commendable (Nunnally & Burnstein, 1994). Table 6 shows the outer loadings of only 17 items instead of the 21 original items, and it is evident that all the items show the value of factor loading greater than 0.7, which is the standard value.

Discriminant Validity

The discriminant validity of the study variables was measured through HTMT (Heterotrait-Monotrait) ratio and the findings are given below.

Table 5

HTMT (Heterotrait-Monotrait) Ratio showing the Discriminant Validity of the Study Variables (N=196)

Variables	POS	TAW	IW	BT
POS	0.83			
TAW	0.37	0.86		
IWB	0.30	0.75	0.89	
BT	-0.14	-0.42	-0.27	0.79

Note. BT=Burnout; IWB=Innovative Work Behavior; POS= Perceived Organizational Support; TAW= Thriving at Work

Two scales measure discriminant validity analysis (Fornell & Larcker, 1981) and cross-loading. The results show that the square root of the AVE of POS is greater than the other correlational value and TAW and IWB and more significant in the rows and columns; thus, the discriminant validity is accepted.

The structural model and test of hypothesis

The findings of the model testing are below in the table with respect to the hypotheses stated above.

Table 6

Showing the Results of Formative Construct and Hypothesis Testing (N=196)

	β	SD	t	p	2.5%	97.50%
POS -> TAW	0.373	0.086	4.350	0.000	0.230	0.559
POS -> IW	0.031	0.055	0.571	0.568	-0.071	0.144
POS -> BT	0.017	0.077	0.222	0.824	-0.136	0.160
TAW -> IW	0.739	0.057	13.040	0.000	0.605	0.826
TAW -> BT	-0.432	0.077	5.579	0.000	-0.572	-0.276
Predictive power of construct						
	ΔR^2	Q^2				
IWB	0.564	0.447				
BT	0.171	0.104				
TAW	0.131	0.099				

The results have revealed that POS has a significant impact on TAW ($\beta=0.373$, $t=4.350$, $p=0.000$, $r=0.564$) where β is the mean, which explains that an increase of 1 unit in POS, which is our independent variable, will cause an increase of 0.373 units in TAW, t is the strength of the relationship between the independent and dependent variable or indication of the reliability of the coefficient's predictive power and which should be > 1.96 . P is the probability value which should be < 0 . Also, the R^2 value is 0.131, which means that the total effect of POS on TAW is 13%. Thus, first hypothesis is supported that POS has a positive relation with TAW. Also, hypothesis 2 suggested a relationship between perceived organizational support and innovative work behavior (IWB). The results have revealed that POS significantly impacts IWB ($\beta=0.031$, $t= 0.571$, $p=0.568$). Thus, H2 is not supported. Furthermore, the results have revealed that POS significantly impacts Burnout ($\beta=0.017$, $t=0.222$, $p=0.824$). Thus, third hypothesis is not supported.

Mediation Analysis

Mediation analysis was performed to assess the impact of the mediator, i.e., TAW, on the two dependent variables, IWB and BT. Mediation analysis was performed to check the mediating impact of TAW on the linkage between POS and IWB. The total effect of POS on IWB was found to be significant ($\beta= 0.310$, $t= 3.547$, $p < .001$). By including the TAW the impact of POS on IWB became insignificant ($\beta= 0.038$, $t= 0.683$, $p= 0.494$). The indirect effect of POS on IWB through TAW was found to be significant ($\beta= 0.272$, $t= 4.838$, $p < 0.001$). Thus, it can be concluded that TAW fully mediates the relationship between POS and IWB because the direct effect became insignificant, the total effect was significant, and the indirect effect was significant. Similarly, the total effect of POS on BT was found to be insignificant (H5: $\beta= -0.138$, $t= 1.928$, $p= 0.054$). By including the TAW which is our mediator, the impact of POW on BT became insignificant ($\beta=$

BURNOUT AMONG TEACHERS

0.021, $t = 0.276$, $p = 0.782$). The indirect effect of POS on BT through TAW was significant ($\beta = -0.159$, $t = 4.676$, $p < 0.001$). Thus, it can be concluded that TAW fully mediates the relationship between POS and BT because the direct effect became insignificant, the total effect was significant, and the indirect effect was significant.

Discussion

Findings of this research reveal that the outcome fitted well with the theory and the former research done in this. This study is unique because no such study has been conducted in education, particularly with school teachers of the elitist high schools. The key findings illustrated that Perceived organizational support helps the teachers gain confidence to try innovative ways, enhance their self-efficacy, and improve their professional graph. However, if the component of Thriving is also present, then innovative work behavior rises to a considerable height. Also, teachers who enjoy organizational support tend to thrive at work, which distinctly manifests lesser chances of Burnout than in the presence of organizational support (Dogru, 2018). An essential aspect of innovative work behavior is the individual's attempt to examine the problem with an altogether new approach (West & Farr, 1990). The findings also proved that perceived organizational support is negatively related to Burnout and previous research has evidence to support this outcome. Teachers who assumed that the organization was not attentive to their needs and showed some degree of callousness appeared to be in a state of Burnout which manifests itself in poor work engagement, deteriorating physical and mental health, random bouts of irritability, open display of displeasure of any change in performing tasks or change in the official policies (Maslach & Leiter, 2007). The study revealed that some of the regular outcomes of prolonged Burnout are poor eating and sleep patterns, substance abuse, Type-II Diabetes, cardiac issues, skeletal pains, and muscular spasms.

The research has tried to bring an essential factor, burnout. Although many studies have already been conducted in different domains, including higher education institutes of Pakistan however, no such research, to the best of the author's knowledge, has been conducted in the context of elitist high school teachers and, that too, keeping thriving at work either as the mediator, moderator or any other latent variable. Thriving at work is a relatively new concept. Not much research has been conducted in its relation; whatever research has been conducted, it is mainly conducted in the corporate management sector and other care profession domains in which education has been sadly overlooked. Available research in the Pakistani context cuts an exceptionally gloomy picture. Although many research papers discussed Burnout and transformational leadership, no research was examined which Thriving and Burnout can be studied compared to each other. However, the most effective antidote to Burnout is thriving at work. Therefore, it can be assumed that this is the first research that has studied the two previously mentioned variables in the context of elitist high school teachers. Therefore, this research can be a meaningful addition to the motivation and leadership studies that provide empirical results.

This study will provide plenty of insights to conduct research in this domain. It can be safely asserted that these results may go a long way to help organizations, specifically the educational ones, acknowledge the significance of devising policies that help their teachers feel cared for and valued for their efforts and contributions. Teachers working in elitist private schools are often considered highly fortunate and seen with awe by other teachers since these schools are the best paymasters and provide special work conditions such as air-conditioned classrooms, well-equipped computer labs, an opportunity for conducting lessons on overhead projectors, international tours, multiple opportunities for on-the-job continued professional development and at the end of the day a hefty salary. Some lesser-known facts are that these teachers do feel stressed when they are made accountable and answerable for the poor performance of a child or his/her irregularity because the parents are either too busy in their frivolities or are too busy working to pay for the high fee of the school are not ready to accept that their child/ward has performed less than satisfactorily, thus these diligent checkers are nudged to improve the marks to save the principal's room for any unnecessary drama and eventual loss of 'customers.' This loss of customer will be deemed as a failure on the part of the principal whose own job will be at stake if the count of pupils falls from a certain threshold. This behavior stamps a big question mark on the system. Teachers develop Burnout when they see the members of the 'in-group' enjoy the perks of being in the 'in-group,' and they are treated as too-ordinary-to-be-given-any-value since each campus is run at the sole discretion of the principal. More studies are required to be made in this direction as well.

The results can also be relevant to other organizations since every organization, big or small, private or public, expects its employees to align with its vision and mission. Literature supports the results of this research that only those employees anticipate according to the organization who feel that their organization is honest, equitable, value leadership and teamwork equally, provide opportunities for career development to let each employee glide up his/her career ladder and provide support in his/her trying times.

References

- Abid, G., Zahra, I., & Ahmed, A. (2015). Mediated mechanism of thriving at work between perceived organizational support, innovative work behavior and turnover intention. *Pakistan Journal of Commerce & Social Science*, 9(3), 982-989. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2728112
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121. <https://www.jstor.org/stable/40862298>
- Bensemmane, O., & Stinglhamber, S. M. F. (2018). Team justice and thriving: a dynamic approach. *Journal of Managerial Psychology*, 33(2), 229-242. <https://doi.org/10.1108/JMP-07-2017-0223>
- Bido, D. D. S., Silva, D. D. & Ringle, C. M. (2014). Structural equation modeling with the Smart PLS. *Revista Brasileira de Marketing*, 13(2), 56-73.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford University Press.

BURNOUT AMONG TEACHERS

- Caesens, G., Stinglhamber, F. (2014). The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes, *European Review of Applied Psychology*, 64(5), 259-267. <https://doi.org/10.1016/j.erap.2014.08.002>
- Caesens, G., & Stinglhamber, F. (2020). Toward a more nuanced view on organizational support theory. *Frontiers in Psychology*, 11, 231–245. <https://doi.org/10.3389/fpsyg.2020.004764>
- Carmeli, A. & Spreitzer, G. (2011). Trust, connectivity, and thriving: Implication for innovative behaviors at work. *Journal of Creative Behavior*, 43(3), 169-191. <https://doi.org/10.1002/j.2162-6057.2009.tb01313.x>
- Chin, W. W. (1998). The partial least squares approach to structural equation modeling. *Modern Methods for Business Research*, 295(2), 295-336.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains: Correction to Deci and Ryan. *Canadian Psychology / Psychologie canadienne*, 49(3), 262-278. <https://doi.org/10.1037/0708-5591.49.3.262>
- De Jong, J. P., & Den Hartog, D. N. (2008). Innovative work behavior: Measurement and validation. *EIM Business & Policy Research*, 8(1), 1-27. <https://ondernemerschap.panteia.nl/pdf-ez/h200820.pdf>
- De Jong, J., & den Hartog, D. (2010). Measuring innovative work behaviour. *Creativity & Innovation Management*, 19(1), 23–36. <https://doi.org/10.1111/j.1467-8691.2010.00547.x>
- Dogru, A. (2018). The Relationship between Perceived Support and Innovative Behavior: Analyzing the Mediating Role of Work Engagement. *Journal of Business Research - Turk*, 10(2), 384–402. <https://doi.org/10.20491/isarder.2018.435>
- Devloo, T., Anseel, F., De Beuckelaer, A., & Salanova, M. (2015). Keep the fire burning: Reciprocal gains of basic need satisfaction, intrinsic motivation and innovative work behaviour. *European Journal of Work & Organizational Psychology*, 24(4), 491-504. <https://doi.org/10.1080/1359432X.2014.931326>
- Eisenberger, R., Shoss, M. K., Karagonlar, G., Gonzalez-Morales, M. G., Wickham, R. E., & Buffardi, L. C. (2013). The supervisor POS-LMX-subordinate POS chain: Moderation by reciprocation wariness and supervisor's organizational embodiment. *Journal of Organizational Behavior*, 35(5), 635–656. <https://doi.org/10.1002/job.1877>
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86(1), 42–51. <https://doi.org/10.1037/0021-9010.86.1.42>
- Eder P. & Eisenberger, R. (2008). Perceived organizational support: Reducing the negative influence of coworker withdrawal behavior. *Journal of Management*, 34(1), 55–68. <https://doi.org/10.1177/0149206307309259>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507. <https://psycnet.apa.org/doi/10.1037/0021-9010.71.3.500>
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research*, 18(3). <https://doi.org/10.1177/002224378101800313>
- Iqbal, K., Fatima, T., & Naveed, M. (2019). The impact of transformational leadership on nurses' organizational commitment: a multiple mediation model. *European Journal of*

- Investigation in Health, Psychology & Education*, 10(1), 262-275.
<https://doi.org/10.3390/ejihpe10010021>
- Goodwin, R. E., Groth, M., & Frenkel, S. J. (2011). Relationships between emotional labor, job performance, and turnover. *Journal of Vocational Behavior*, 79(2), 538-548.
<https://doi.org/10.1016/j.jvb.2011.03.001>
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159-165.
<https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Hair, J. F., Hult, G. T. M., Ringle, C. & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* [Eds. 2nd]. CA: Sage, Thousand Oaks.
- Hair, J. F., Ringle, C. M. & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory & Practice*, 19(2), 139-152. <https://doi.org/10.2753/MTP1069-6679190202>
- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, & Complexity*, 6(3), 82-92.
<https://doi.org/10.3390/joitmc6030082>
- Jabbar, M. N., Mahmood, W., & Qambar, G. (2020). Mediating role of organizational commitment and work environment on the relationship between transformational leadership and job satisfaction. *Talent Development & Excellence*, 12(2), 3974–3988.
http://journal.suit.edu.pk/index.php/sjms/article/view/360/html_1
- Janssen, O. (2000). Job demands, perceptions of effort-reward fairness and innovative work behavior. *Journal of Occupational & Organizational Psychology*, 73(3), 287–302.
<https://doi.org/10.1348/096317900167038>
- Kanter, R. M. (1988). When a thousand flowers bloom: Structural, collective, and social conditions for innovation in organizations. *Knowledge Management and Organizational Design*, 10, 93-131. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780080509839-7/thousand-flowers-bloom-rosabeth-moss-kanter>
- Khar Kheng, Y., June, S., & Mahmood, R. (2013). The Determinants of innovative work behavior in the knowledge intensive business services sector in Malaysia. *Asian Social Science*, 9(15), 134–166. <https://doi.org/10.5539/ass.v9n15p47>
- Köhler, T., Cortina, J. M., Kurtessis, J. N., & Gözl, M. (2015). Are We Correcting Correctly? *Organizational Research Methods*, 18(3), 355–428.
<https://doi.org/10.1177/1094428114563617>
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2015). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854–1884.
<https://doi.org/10.1177/0149206315575554>
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate—employee performance relationship. *Journal of Organizational Behavior*, 29(2), 219–238.
<https://doi.org/10.1002/job.507>
- MacDonald, S., & Headlam, N. (2008). *Research Methods Handbook: Introductory guide to research methods for social research*. Centre for Local Economic Strategies.
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192-207. <https://doi.org/10.1080/02678370500297720>

BURNOUT AMONG TEACHERS

- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout Assessment Tool (BAT)—development, validity, and reliability. *International Journal Of Environmental Research & Public Health*, 17(24), 94-95. <https://doi.org/10.3390/ijerph17249495>
- Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative Leadership: A Multi-Context Conceptualization. *The Academy of Management Annals*, 9(1), 393–482. <https://doi.org/10.1080/19416520.2015.1024502>
- Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: A moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6(1), 6–21. <https://doi.org/10.1186/s43093-020-00027-8>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422. https://dspace.library.uu.nl/bitstream/handle/1874/13606/maslach_01_jobburnout.pdf?sequence=2
- Maslach, C. & Leiter, M. (2007). Burnout. *Encyclopedia of stress* [Ed. 2]. Elsevier. <https://10.1016/B978-0-12-800951-2.00044-3>.
- Muleya, D., Ngirande, H., & M.P., R. (2016). Human resource practices as determinants of employees' intention to leave: a study from a selected South African institution. *Investment Management & Financial Innovations*, 13(3), 403–409. [https://doi.org/10.21511/imfi.13\(3-2\).2016.13](https://doi.org/10.21511/imfi.13(3-2).2016.13)
- Mumford, M. D. (2003). Where have we been.where are we going? Taking stock in creativity research. *Creativity Research Journal*, 15(2), 107-120. https://10.1207/S15326934CRJ152&3_01
- Naeem, M., Jamal, W., Iqbal, M. N., Shah, F. A., & Riaz, M. K. (2019). Leadership styles in Government High schools: Evidence from Khyber Pakhtunkhwa KKP. *Sarhad Journal of Management Sciences*, 5(1), 125-141. http://journal.suit.edu.pk/index.php/sjms/article/view/360/html_1
- Nunnally, J. C. and Bernstein, I. H. (1994) *The assessment of reliability*. *Psychometric Theory*, 3, 248-292.
- Porath, C. L., Spreitzer, G. M., Cristina, G., & Garnett, F. G. (2012). Thriving at work: Towards its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior*, 33(2), 250-275. <https://doi.org/10.1002/job.756>
- Rehman, A. (2020). Innovations in education management: impact of emotional intelligence and demographic variables on occupational stress among university teachers. https://essuir.sumdu.edu.ua/bitstream/123456789/79976/1/Anis_ur_Rehman_mmi_3_20_20.pdf
- Samma, M., Zhao, Y., Rasool, S. F., Han, X., & Ali, S. (2020). Exploring the relationship between innovative work behavior, job anxiety, workplace ostracism, and workplace incivility: Empirical evidence from small and medium sized enterprises (SMEs). *International Journal of Environmental Research in Public Health*, 17(3), 912. <https://doi.org/10.3390/ijerph17030912>
- Scott, S. G. & Bruce, R. A. (2017). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 37(3). <https://doi.org/10.5465/256701>
- Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of management journal*, 37(3), 580-607. <https://doi.org/10.5465/256701>

- Shore, L. M., Coyle-Shapiro, J. A. M., Chen, X. P., & Tetrick, L. E. (2009). Social Exchange in Work Settings: Content, Process, and Mixed Models. *Management & Organization Review*, 5(3), 289–302. <https://doi.org/10.1111/j.1740-8784.2009.00158.x>
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Spreitzer et al. (2005). A socially embedded model of thriving at work. *Organization Science*, 16(5), 537-549. Retrieved from <https://doi.org/10.1287/orsc.1050.0153>
- Srivastava, S., & Agrawal, S. (2020). Resistance to change and turnover intention: a moderated mediation model of burnout and perceived organizational support. *Journal of Organizational Change Management*, 33(7), 1431–1447. <https://doi.org/10.1108/jocm-02-2020-0063>
- Tahira, M., Hassan, A., Malik, A., & Yousuf, M. I. (2020). Teachers' education in Pakistan: Issues and problems. Retrieved from <https://files.eric.ed.gov/fulltext/ED608314.pdf>
- West, M., & Farr, J. L. (1990). Innovation at work. In M. A. West, & J. L. Farr (Eds.). *Innovation and creativity at work: Psychological and organizational strategies* (pp. 3-13). John Wiley & Sons, Ltd.
- Zhang, J., Bal, P. M., Akhtar, M. N., Long, L., Zhang, Y., & Ma, Z. (2018). High-performance work system and employee performance: the mediating roles of social exchange and thriving and the moderating effect of employee proactive personality. *Asia Pacific Journal of Human Resources*, 57(3), 369–395. <https://doi.org/10.1111/1744-7941.12199>