

## Psychological Capital Intervention between Burnout and Turnover Intentions of Teachers: Mediation versus Moderation Testing in Educational Organization

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**Abstract:** This study was conducted to examine psychological capital as a mediator and moderator to reduce burnout linking with turnover intentions. A descriptive survey research design was selected to collect data through a questionnaire. There were 1005 primary school teachers who participated in this study. The teachers' psychological capital, burn out and turnover intentions were measured through psychological capital questionnaire, Maslach Burnout Inventory, and Turnover intention scale correspondingly. The findings of the current study depict that burnout is strongly positively associated with turnover intentions. On contrary, psychological capital negatively correlates with burnout (frequency & intensity) and turnover intentions. Furthermore, full significant mediation has existed between burnout and turnover intentions association. A partial insignificant moderation explained the weak full effect on burnout linking to turnover intentions. This study significantly testified the existing theory that psychological capital mediated to reduce burnout to turnover intentions.

**Keywords:** Psychological Capital, Burnout, Turnover Intentions, Teaching, Mediation Vs Moderation

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## Introduction

Traditionally burnout has been investigated as a social aspect rather individual consideration (Chacón-Cuberos et al., 2019). While personal components of an individual regulate their emotional factors. All those factors enable him to deal with certain conditions within a specific environment. This emotional competency is the fundamental essence of every organization (Jacobs, 2021; Özsungur, 2019). Sometimes, optimizations of those emotional factors can distort greater emotional stretches. That can be caused burnout. A sense of burnout is characterized by cynicism, mental fatigue, emotional exhaustion, and overwhelming flow in work feelings (Yan et al., 2021; Zhiyong et al., 2021). A higher level of burnout provoked any individual towards excessive stress, conflicts, and distresses (López-Núñez et al., 2020). Organizational structure considers burnout as one of the biggest challenges leading to turnover intentions.

Turnover intentions occur when employees experienced irregular working environments, overexpectations, low opportunities, and organizational stress (Zhiyong et al., 2021). Employees decide to leave their current position voluntarily. Sometimes, employees' inabilities to meet high demands and tasks directed them towards forcible turnover (Dhiman & Arora, 2018; Karatepe & Avci, 2017; Tian & Qin, 2021). Whether voluntary or involuntary, both conditions terminate professional growth not even for individuals but the organization itself. The moment when the employee feels burning out within the organizational environment and decided to leave starts losing the working cycle (Rivaldi & Sadeli, 2020).

In the schooling context, burnout refers to a syndrome that affects the entire teaching-learning process. An educational burnout is explained by a lack of well-being to perform in an educational environment (Anjum et al., 2021). A cynical behavior of teachers develops inadequacy and incompetency in teaching (Chacón-Cuberos et al., 2019). Teaching is an integral part of the educational process. Competent, deliberate, and committed teaching is very important in educational setup. While burnout and turnover intentions manifested a lack of interest, dissatisfaction, and weak efficacy within the teaching process. The multidimensional effects of burnout encourage individuals to drop down the current situation.

Further research studies investigated that burnout and turnover intentions consequence psychological distress and physical problems as well (Anjum et al., 2021; Chen et al., 2019; Mahfud et al., 2020). Concretely, teachers with burnout syndrome and turnover decisions are high-risk factors to demotivate the learning process. Oppositely, teachers with strong emotional regulations and dealing can cope with challenging situations. This positively enables them to tackle inside and outside conditions. It can be identified as psychological capital (Freire et al., 2020; Gom et al., 2021; Salam, 2017). A sufficient effort to deal with situations, stay strong emotionally, and have the enthusiasm to complete tasks are included in psychological capital. The four components of psychological capital as self-efficacy, hope, optimism, and resiliency develop enough positive perspectives to achieve desired goals. They demonstrate as innovative entrepreneurs in individual development. The maximum tendency of psychological capital serves as an effective intervention to deal with occupational stress (Özsungur, 2019).

## Current Research

Several studies have been investigated psychological capital as strong relative to bridge productivity (Chacón-Cuberos et al., 2019; Chen et al., 2019; Ferradás et al., 2019), role as mediator (Anjum et al., 2021; Freire et al., 2020; Liu et al., 2012; Mahfud et al., 2020), and moderator to switch down performance terminational factors (Gan & Cheng, 2021; Nikbin Dafchahi & Hemmati Noedoust Gilani, 2021; Ribeiro et al., 2021). In this scenario, the current study was designed to examine this background

as hypothetical conditions for primary school teachers. As psychological capital mediates their burnout leading to turnover intentions. And it moderates the association between burnout and turnover intentions of primary school teachers. The main objective of this study was to test theoretical models where psychological mediates and moderate breach of psychological contraction. This intervention is examined between burnout and turnover intentions of schoolteachers. Based on this research situation, the following research hypotheses were formulated to be examined in this study.

H<sup>1</sup>: Teachers' Psychological Capital is negatively linked to burnout symptoms (frequency & intensity) and turnover intentions

H<sup>2</sup>: Teachers' Psychological Capital mediates the association between burnout symptoms and turnover intentions

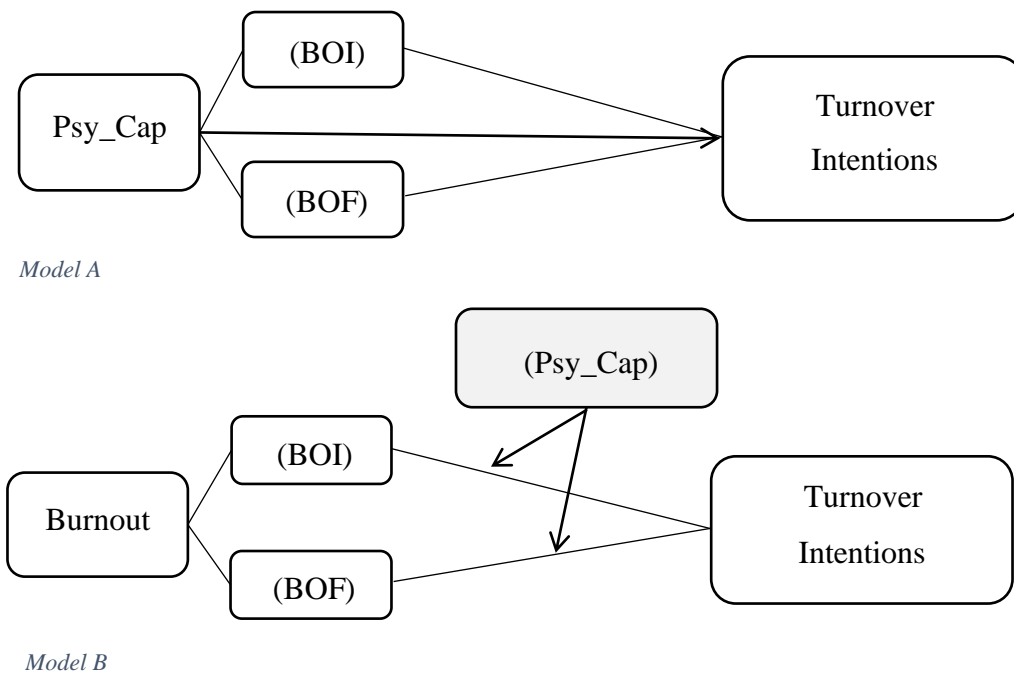
H<sup>3</sup>: Teachers' Psychological Capital moderates the association between burnout symptoms and turnover intentions

### Research Methodology

The major objective of present study was to examine the role of psychological capital inclining burnout symptoms of teachers' linking turnover intentions. The researchers developed two hypothesized research models, A and B (figure 1). The model "A" was employed to test hypothetical condition that psychological capital mediates the relationship between burnout and turnover intentions. The model "B" was developed to examine the moderating effect of psychological capital on the relationship between burnout and turnover intentions. A descriptive research design was selected to analyse research hypothesis. The data were collected through survey technique using questionnaire.

Figure 1

*Hypothetical Models of Mediating and Moderating Effect of Psy\_Cap*



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### Participants

The targeted population of this study was comprised of all the primary school teachers associated with public school in Punjab Pakistan. There were 142151 public schools in 36 districts of Punjab (School Census, 2021). The calculation of sampling was based on 95% of confidence interval and 3.08% margin of error for 1005 respondents by Solvin formula (1960). The present study was conducted with randomly selected 1005 primary school teachers of public sectors. 62.5% of teachers have belonged to rural areas and 37.2% were urban. There were 47.7% male teachers, and 52.3% female teachers while 90.9 percent of participants were married and the rest of them were unmarried.

### Research Measures

All the data were gathered through the questionnaire technique. The researchers adopted three questionnaires to measure the psychological capital, burnout symptoms, and turnover intentions of teachers.

#### *Psychological Capital measures*

Teachers' psychological capital was measured through a psychological capital questionnaire (PCQ) (Luthans, Youssef, et al, 2007). PCQ is comprised of four components self-efficacy, optimism, hope, and resiliency. Reliability and validity of 24-item based PCQ were demonstrated significantly strong ( $\alpha = .96$ ). These items can reflect the state of being specifications in the present situation.

#### *Burnout Measures*

Maslach Burnout Inventory consisted of three subscales was used to measure teachers' burnout symptoms (Maslach, Jackson, & Leiter, 1996). There were 24 statements under subscales named emotional exhaustion, depersonalization, and personal accomplishment. The respondents were asked to report their perception into two dimensions intensity of burnout, and frequency of burnout. A cut-off value was employed to score respondents' symptoms of burnout at emotional exhaustion  $> 26$ , depersonalization  $> 13$ , and accomplishment  $> 39$ . The cumulative reliability of frequency ( $\alpha = .93$ ) and intensity ( $\alpha = .90$ ) was found significant and strong.

#### *Turnover Intentions Measures*

A unidimensional scale was adopted to measure the turnover intentions of teachers (Bothma & Roodt, 2013). The turnover intention scale consisted of 6 unidirectional items to identify respondents' intentions of turning off the organization. All the items were found significant at the Cronbach alpha level .87 (Anjum, Shehzad, & Jalal, 2021).

All the adopted research tools had theoretical rationale to measure respective dimensions. PCQ had the foundation to measure adequate indices of self-efficacy, hope, optimism, and resiliency. Burnout inventory had sound reliability to diagnose the intensity and frequency of burnout among educators. Turnover intentions scale was frequently adopted scale to examine turning over intention within the organizational presence. PCQ was recorded at 6-point Likert, burnout inventory was recorded at 7-point Likert scale, and 5-point liker scales were used to score the turnover intention scale.

**Results**

In this study, the obtained data were analyzed through IBM SPSS, and AMOS 22. Descriptive statistics, structure equation modeling, mediation, and moderation techniques were used to demonstrate results. The mediation and moderating models were applied after obtaining satisfactory results of model fit measurements. An absolute model conditions were confirmed to demonstrate results (Chi-Square significant level > .05, RMSEA < .08, GFI > .9, & CFI > .9).

Table 1

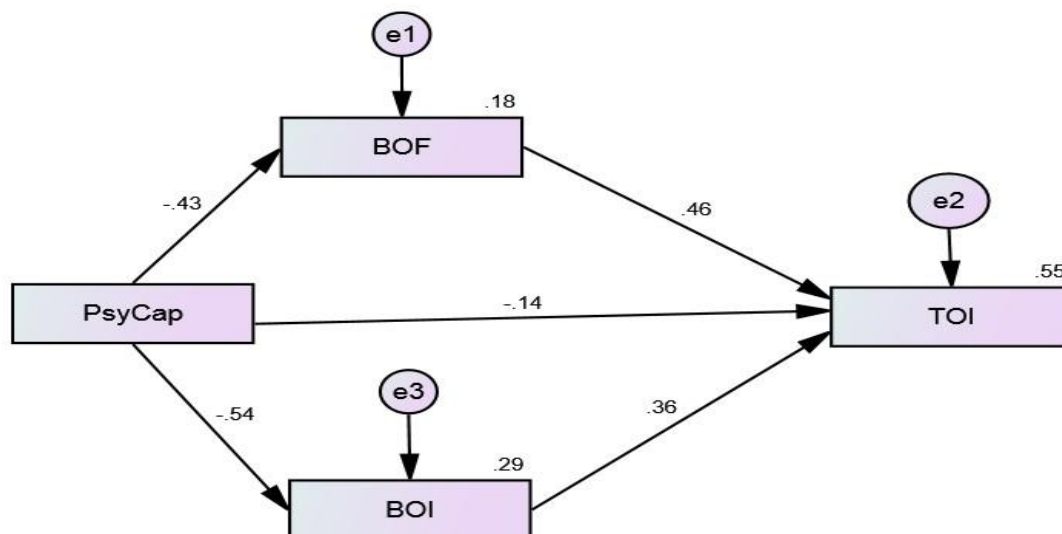
	Mean	SD	BOF	BOI	TOI
BOF	1.23	.742			
BOI	1.45	1.13	.862**		
TOI	1.71	1.32	.757**	.758**	
Psy_Cap	5.16	.789	-.427**	-.537**	-.481**

$p < .001$

Descriptive statistics and correlation between the variables are presented in Table 1. The mean score of teachers' psychological capital (M = 5.16, SD = .789) is far greater than burnout and turnover intentions. The least mean scores were recorded regarding burnout and turnover intentions of teachers. While strong significant correlations were existed between burnout frequency ( $r = .757$ ), and burnout intensity ( $r = .758$ ) with turnover intentions. Noticeably, psychological capital negatively correlates to burnout (BOF =  $-.427$ , BOI =  $-.57$ ) and turnover intentions ( $r = -.481$ ). A reversal relationship of psychological capital explained that an increasing level of psychological capital can decrease burnout (frequency & intensity) and turnover intentions.

Figure 2

Mediation Effect of Psychological Capital Towards Burnout and Turnover Intentions



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A structural equation model 4 (Hayes, 2012) was used to examine whether psychological capital mediates the association of burnout with turnover intentions. Psy\_Cap has significant strong direct effect on BOF ( $\beta = -.43$ ,  $B = -.65$ ,  $R^2 = .18$ ) and BOI ( $\beta = -.54$ ,  $B = -.96$ ,  $R^2 = .29$ ) more than TOI ( $\beta = .14$ ,  $B = -.13$ ,  $R^2 = .55$ ). The strong positive effect of BOF and BOI on TOI is mediated by Psy\_Cap.

Figure 2 and Table 2 strongly supported hypothetical situation 1 at a significant level .000. The mediating effect of Psy\_Cap reversing down the positive contributed effect of burnout to turnover intentions.

Table 2

Regression weights of Mediation Results (Burnout→Psy\_Cap→TOI)

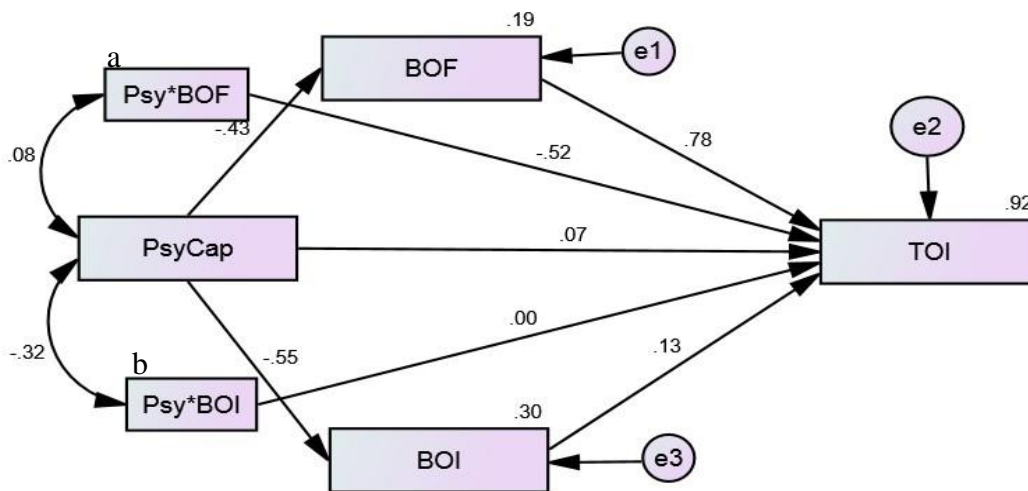
						Effects	
Paths		Estimate	S.E.	C.R.	Direct	Indirect	
BOI	←	PSY	-.959	.048	-20.185	-.537	
BOF	←	PSY	-.652	.044	-14.956	-.427	
TOI	←	BOF	.294	.015	19.795	.464	
TOI	←	PSY	-.133	.026	-5.102	-.138	-.391
TOI	←	BOI	.194	.014	14.287	.359	

All the values are significant at  $p < .001$

The structural equation model was found significantly fit. The greater regression weight was found at the path a (Psy\_Cap →BOI) with an estimated value of -.959. All the direct effects of Psy\_Cap on burnout and turnover intentions were found monotonous and significant. That explained every change in one unit of Psy\_Cap can change burnout and turnover intention reversibly.

Figure 3

Moderating Effect of Psychological Capital Between Burnout and Turnover Intentions



Two directions were used to test hypothesis 3 for the moderation model analysis technique. The first direct has consisted of Psy\_Cap role of moderation between BOF and TOI. The second direction was comprised of Psy\_Cap moderating the role between BOI and TOI. Figure 3 explains the direct, indirect, and moderating effects on burnout (frequency & intensity) and turnover intention by psychological capital. The indirect effects of Psy\_Cap on TOI were significant ( $p < .001$ ). The direct effect of Psy\_Cap on BOI ( $\beta = -.55$ ,  $B = -.65$ ) was greater and reversal in comparison to BOF ( $\beta = -.43$ ,  $B = -.96$ ). However, under the interaction between the moderator and independent variable (Psy\_Cap\*BOF) a significant effect was found on TOI ( $\beta = -.52$ ,  $B = -.16$ ). The moderation way of Psy\_Cap and BOF is significantly responsible to change TOI at 92% total variance.

Table 3

Results of Psychological capital as Moderator between burnout (frequency & intensity) turnover intentions

	Paths	Estimate	S.E.	C.R.	P
BOI	← PSY	-.959	.046	-20.631	.000
BOF	← PSY	-.652	.043	-15.286	.000
TOI	← BOF	1.14	.014	79.208	.000
TOI	← PSY	.163	.026	6.263	.000
TOI	← BOI	.169	.013	12.792	.000
TOI	← Psy*BOF <sup>a</sup>	-.164	.003	-59.167	.000
TOI	← Psy*BOI <sup>b</sup>	.001	.003	.442	.659

$p < .001$ , a = moderation between burnout frequency and turnover intentions, b = moderation between burnout intensity and turnover intentions

A significant full moderation existed between psychological capital, burnout frequency, and turnover intentions (figure 3). Contrary, the interaction between Psy\_Cap and BOI was found insignificant ( $p = .659$ ). The estimated values revolved around zero at moderation b path. The moderation was not likely to exist between burnout intensity and turnover intentions at an estimated value .001. Between two models (a & b), a was found as the good fit model of moderation than model b. It seems psychological capital can significantly play a moderating role between burnout frequency and turnover association.

### Discussion and Conclusion

The core objective of this study was to analyze whether psychological capital performs a significant mediating or moderating role to minimize a strong association between burnout and turnover intentions (H1). Two hypothetical conditions were formulated to examine this interference. First, psychological capital is the mediator between burnout and turnover intentions of primary school teachers (H2). Second psychological capital works as a moderator between burnout and turnover intentions association (H3). Structure equation modeling techniques were employed to test the gathered data. The results explored that psychological capital is distantly and reversibly associated with burnout and turnover intentions (Anjum et al., 2021; Chacón-Cuberos et al., 2019) whereas a strong significant correlation has existed between burnout and turnover intentions (Table 1). A full mediation existed that negatively change the strong association between burnout (frequency & intensity) and turnover intentions (figure 2 & table 2). This empirical evidence indicated that phycological capital significantly mediates the relationship between burnout and turnover intentions of primary school teachers. The perceptions of teachers with a greater

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level of psychological capital revealed that they have lower burnout symptoms and turnover intentions. A greater amount of burnout symptoms made greater attributions for turnover intentions. Through, teachers with strong self-efficacy, optimism, hope, and resiliency experienced weak burnout symptoms. That's understandably reduced turnover intentions through weak burnout tendency. Conclusively, psychological capital can reduce burnout symptoms of teachers who cope with turnover intentions.

Moreover, it is found that a partial moderating role of psychological capital existed between burnout and turnover intentions. Psychological capital moderated the association of burnout frequency and turnover intentions of teachers only. An insignificant moderation was found between burnout intensity and turnover intentions. Based on the findings, hypothetical condition 1 is accepted at a significant level .001 while insignificant moderation (BOI, Psy\_Cap, & TOI) against full moderation between burnout and turnover intentions. It is obvious that primary school teachers with psychological capital are inclined towards burnout symptoms and turning down within the organization.

The role of psychological capital as a mediator on burnout and turnover intentions has been analyzed in this study. The psychological level of primary school teachers completely mediates the association between turnover intentions. While a partial moderating role of psychological capital was found. Based on this specific phenomenon, collaborative burnout measures are suggested to examine moderating effect of psychological capital. Further various factors that can be negatively associated with teachers' burnout should be part of future investigations.

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