



## Moderating Role Of Psychological Capital In Reducing The Effect Of Burnout On Turnover Intentions Of Primary School Teachers

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**Abstract-** The major objective of this study was to examine the moderative position of psychological capital to eradicate burnout effect on intentions to turnover. A quantitative survey study was conducted to test the conditional hypotheses. A sum of 899 random in-service primary school teachers in public sector participated in this study. The data were gathered through Psychological Capital Questionnaire (PCQ) developed by Luthans Youssef, and Avolio (2007), The Maslach Burnout Inventory for Educators by Maslach, Jackson, and Leiter (1996 –2016), and turnover intention scale (TIS) by Bothma and Roodt (2013). The findings of this study reveal that there is reversal and significant association of Psy-Cap with burnout (frequency & intensity), and turnover intentions. There is negative and significant effect of psychological capital on burnout, and turnover intentions. Howbeit it is analyzed that psychological capital is significant moderation to reduce burnout effect on turnover intention.

**Keywords:** Psychological Capital, Burnout, Turnover intentions, Teaching, Wellbeing

### I. INTRODUCTION

A progressive and positive professional attitude is conceptualized under subsequent strengths and capacities of psychological orientations. Organizational performance that can be measurable developed within positivity of human behavior. These positive consequences of human behavior relate to psychological capital (Psy Cap). This capital consisted of and by efficacious behavior, optimization, determination of achievements, and resilience (López-Núñez et al., 2020; Vîrgă et al., 2020). The interrelated connection among psychological capital, intellectual capital, social and emotional capital lead human capital in productive manners. In working place challenges and issues, human capital and its subsets can be observed with significant impact of psychological capitals. A state of positive mind explored during growth and development of individual. Psychological capital stresses on individual's strength to cope work related problem, grow within organization, accomplish tasks, and thrive in working place. It is emerged with four basic components named self-efficacy, hope, optimism, and resilience (Ferradás et al., 2019; Luthans et al., 2010). In Psy-Cap, all aspects (self-efficacy, resilience, hope, and optimism) create permanent events that pervasive and internal. While negative events caused by external and specific situation. As an optimistic employee stays at organization to attain organizational goals. He stands with confident and aware about present and future whether orbital behavior, burnout, job stress, and intention to turnover.

As literature is evident that positive psychology capital had great influence on burnout. The burnout recognized as haphazard in profession including work related problems. It is a combination of weak energy, low motivation, exhaustion, and cynicism (Ahmad et al., 2018; Vîrgă et al., 2020). It clearly pointed out irrelevancy of negative attitude to strength positive syndromes of Psy- Cap (Dhiman & Arora, 2018; Gupta & Shaheen, 2017a; Luthans & Youssef-Morgan, 2017). More or less, it pays attention on people within organization, their wellbeing, performance, satisfaction, positive behavior, and sustainability. The Psy - Cap approach aligned with sustainable development inside organization. In addition, it promotes socioeconomic, professional, and ecological environment for quality of performance. This individual resource received much attention under Psy- Cap to deal with burnout. The direct and indirect effect of Psy-Cap on job satisfaction, motivation, commitment, wellbeing, and performance is significant and positive. This phenomenon helps to reduce motivational exhaustion (Ferradás et al., 2019; Vîrgă et al., 2020). Similarly, turnover is another professional issue lies in every organization (Rivaldi&Sadeli, 2020). An intention of employee to leave current job or organization in near future is considered as turnover intention

(López-Núñez et al., 2020; Peng et al., 2013). A multi patterned cognitive, metacognitive, and behavioral involved in turnover intention. There are various reasons behind every intention to leave job within future, as lack of opportunities, dissatisfaction, stress, overburdened tasks, dictated and uncooperative administrative behavior, and unrest feelings (Shang Guan et al., 2017). This process is finalized step by step till employees' withdrawal in organization. Employees' perception of leaving job and alternatives for future career captured in turnover. Though, it is observed that employees with positive Psy- Cap equip with strong determination, empowered, and motivational to stay in critical situation (Gupta &Shaheen, 2017b; López-Núñez et al., 2020; Rivaldi&Sadeli, 2020). They tend to stand in challenging tasks to complete them within predetermined framework. These indicators in an individual are enable him/her present in workplace. As, Psy- Cap in positive way exhibit quality performance and ability to deal in tough situations (Dhiman & Arora, 2018; Yim et al., 2017).

It is tacit intelligence that Psy-Cap accumulates experienced employees within identification of positive commitment. Yet, there are limited studies that describes elementary teachers' level of PsycCap and its engagement to reduce burnout and turnover intentions (Ferradás et al., 2019; Rivaldi&Sadeli, 2020; Vîrgă et al., 2020; Yardley, n.d.; Yim et al., 2017, 2017). This study fulfils the contextual gaps in literature about direct impact of Psy-Cap over burnout and turnover intentions. Specifically, burnout has gained intentions for researchers in association to Psy-Cap in negative outcomes. This study examined contributive role of Psy-Cap in reducing elementary teachers' perception towards burnout and turnover intentions. As elementary teachers face enormous stress and tensions to deal at workplace. The role of Psy-Cap is tested in this study so far in elementary context. The following research objectives followed by hypotheses are put forwards:

- To assess the association between teachers' Psychological capital, burnout, and turnover intentions.
- To examine the impact of burnout on teachers' turnover intentions with greater psychological capital
- To explore the impact of teachers' psychological capital on their burnout symptoms and turnover intentions.
- To find out the moderating role of Psychological capital in reducing the effect of teachers' burnout on their turnover intentions.

H1:: Greater psychological capital is negatively associated with teachers' burnout.

H2: Burnout has negative effect on teachers' turnover intentions with greater psychological capital.

H3: Teachers' greater psychological capital negatively effects burnout tendency.

H4: Teachers' greater psychological capital negatively effects turnover intentions.

H5: Psychological capital has a moderating role to reduce burnout symptoms linking with turnover intention.

## II. Research Methodology

A quantitative methodology is adopted to test the research hypotheses. This strategy is adopted to analyses, explain, and conclude this study (Abutabenjeh&Jaradat, 2018). A pre-specified questionnaires are used to gather the data. The data is gathered from primary teachers of public sectors only. Further, the collected data was employed with structural equation modal (path analyses), regression, and extended form of Hayes process mode 1.

### Participants

A systematic sampling technique is applied under probability method. The researchers selected the sample form public primary school teachers working in four districts as Faisalabad, Toba Tek Singh, Jhang, and Chiniot. The participants with Psy-Cap are randomly selected under the scoring points of Psy-Cap (Cid et al., 2020; Luthans et al., 2006). The data of the participants (899) were continuous and normally distributes. An inverse (positive & negative) impact of Psy-Cap change the potentiality of observed variables. In this study researcher adopted inverse belongingness of Psy-Cap with burnout to turnover intentions. In sum, 899 male and female primary school teachers are selected for this study from larger set of population. There were 14.9% male teachers and 85.1% female teachers. Their age was ranged between 35 to 45 with more than 5 years of teaching experiences. 94.78% of teachers were married while 4.22% unmarried. And 83.3% were M.A. degree holders, and 16.7% MPhil degree holders who participated in this study All the participants were briefly explained about the Psy-Cap, burnout, and turnover to clear the purpose of the study.

## Research Instrument

The researchers used Psychological Capital Questionnaire (PCQ) developed by Luthans Youssef, and Avolio (2007) to identify Psychological capital of participants. The PCQ comprised of four sub-factors self-efficacy (6 items), optimism (6 items), hope (6 items), and resiliency (6 items). The participants rated this question under seven-point Likert scale. A self-reporting inventory (The Maslach Burnout Inventory for Educators) under 22 statements is adopted to examine burnout tendency of participants (Maslach, Jackson, & Leiter, 1996–2016). The questionnaire is divided into three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The reliability, construct, and criterion validity of scores on the Maslach Burnout Inventory (MBI) have been well established in various studies (Ferradás et al., 2019; López-Núñez et al., 2020; Peng et al., 2013). A 7-point Likert scale is used to rate two dimensions of this inventory as burnout frequency (BOF), and burnout insensitivity (BOI). In order to measure teachers' intention to turnover, the researchers adopted turnover intention scale (Bothma&Roodt, 2013). It is a unidimensional scale consisted of 6 items. The reliability and validity of turnover intentions is ensured at criterion below .7 alpha value.

Table 1.  
*Reliability and Validity of Research Instruments\**

	Cronbach alpha	Composite reliability
BOF	0.93	0.91
BOI	0.90	0.88
TOI	0.87	0.53
PCQ	0.96	0.87

\*All the values are significant at  $p < .05$

All the questionnaires are administered to the teachers in the light of teacher's feedback and modifications to validate the adopted scales. The overall reliability and validity of PCQ, BOF, BOI, and TOI is presented in table 1. It is confirmed that all the scales of measures are reliable and valid through Cronbach alpha, and composite formation. Discriminant validity is significantly explained through Fornell-Larcker criterion along with Collinearity statistics (VIF) > 3.

## III. FINDINGS AND DISCUSSION

H<sup>1</sup>:: Greater psychological capital is negatively associated with teachers' burnout.

Table 2.  
*Psychological Capital in Association with Burnout and Turnover Intention\**

	Turnover Intentions	Burnout	<i>p</i>
Burnout	.305		0.001
Psy-Cap	-.599	-.300	0.001

\*All the values are significant at  $p < 0.001$

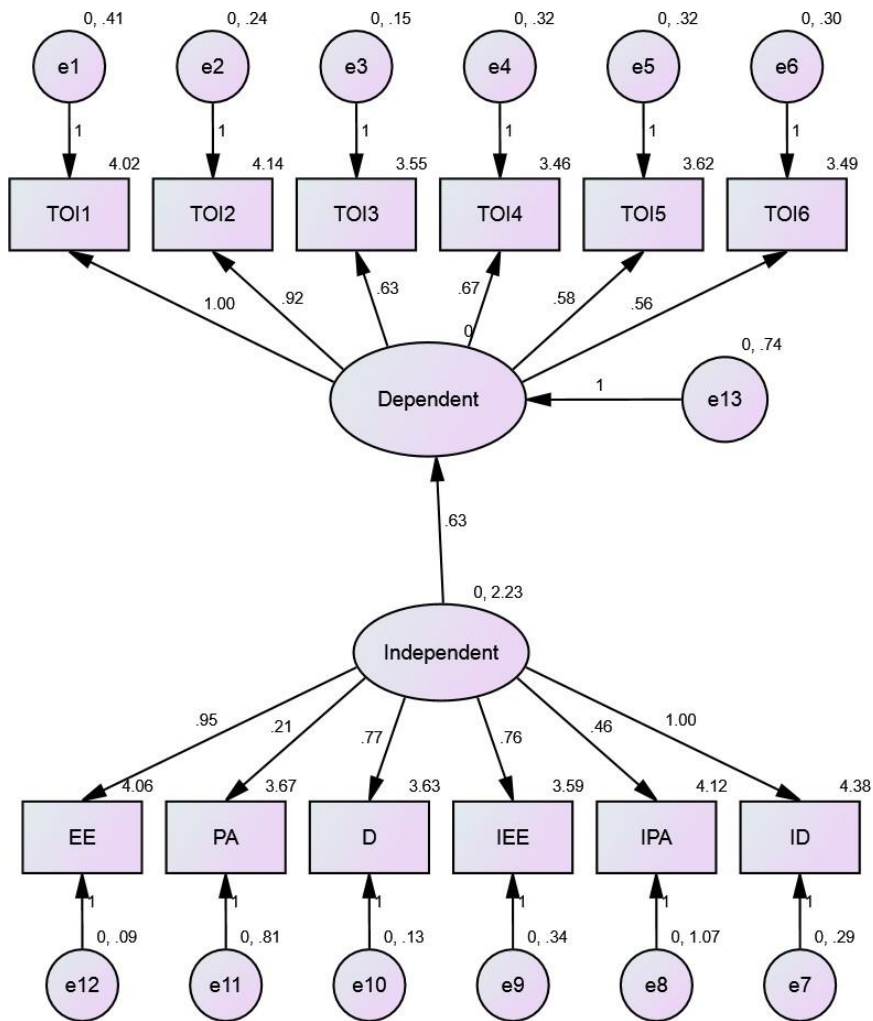
The hypothesized relationship is examined between burnout, turnover intentions, and Psy -Cap. This correlation assessment demonstrates that the values are reasonably significant at less than .001 value of  $p$ . The association between burnout and turnover intentions is moderate ( $r = .305$ ) significantly. Another moderate correlation is found between burnout and psychological capital yet inversely ( $r = -0.300$ ). While the results show that there is reversal above moderate level monotonous relationship between Psy-Cap and turnover intention ( $r = -0.599$ ). A weak, and negative relation exists between Psy-Cap, burnout, and turnover intentions. An increasing value of Psy\_Cap decreases symptoms of burnout and turnover intentions in significant ways.

H<sup>2</sup>: Burnout has negative effect on teachers' turnover intentions with greater psychological capital

Figure 1

*Burnout (Independent) Effect on Teachers' Turnover Intentions (dependent)*

Based on the previous studies, it is hypothesized (H<sup>2</sup>) by the researchers that there is positive influence of



Note: TOI= turnover intentions, EE= Emotional Exhaustion frequency, PA= Personal Accomplishment frequency, D= Depersonalization frequency, IEE= Intensity Emotional Exhaustion, IPA= Intensity Personal Accomplishment, ID= Intensity Depersonalization,

burnout on turnover intentions. A simple linear regression through AMOS is employed to examine this effect for further moderation. Factor loadings is generated using latent variables for regression. As per fit indices, this model is acceptable based on reporting (table 3). The path coefficient from burnout symptoms to turnover intentions explains significant effects. It demonstrates the variance of burnout is estimated to be at the value of 2.233. When each symptom of burnout goes up by 1 standard deviation, the turnover intentions go up at standard deviations. This can be observed on all the values.

Table 3  
*Regression Analysis to Examine Effect of Burnout on Teachers' Turnover Intentions*

	Unstandardized Coefficients		Standardized	<i>t</i>	<i>p</i>
	B	Std. Error	Coefficients		
(Constant)	2.243	.076		29.533	.000
BO	-.183	.019	-.305	-9.594	.000

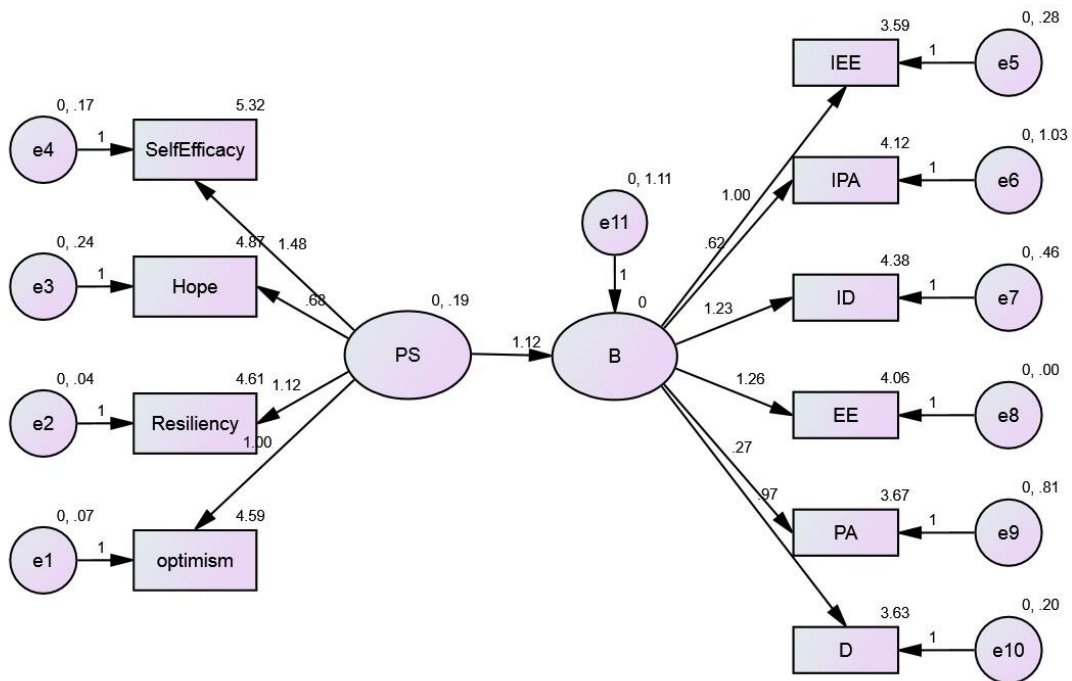
$p < .000$ ,  $df = 1, 897$ , predictor = burnout, dependent = turnover intention

To examine the direct impact of burnout on turnover intention linear regression ran in SPSS. The result presented in table 3 explains the impact of burnout (BO) on turnover intentions (TOI). All the dimensions of burnout significantly effect teachers' turnover intentions. The standardized  $\beta$  (constant = 2.243,  $p = .000$ ) significantly relate and effect to turnover intention. Therefore, the hypothesis 1 is supported significantly through this examination. The  $R$  (.305), adjusted  $R$  (.092), and  $R^2 = .093$ ,  $F = 92.045$ ,  $p = .000$  effect dependent variable. The predictive mean value of 1.54 (SD = 193) demonstrates weak effect of burnout on turnover intentions with greater level of psychological capital. A negative standardized and unstandardized beta values with 9.3% variance predict that burnout has negative effect on turnover intention with greater level of psychological capital.

H3: Teachers' greater psychological capital negatively effects burnout tendency.

Figure 2

*Effect of Psychological Capital on Teachers' Burnout*



Note: PS= psychological capital, EE= Emotional Exhaustion frequency, PA= Personal Accomplishment frequency, D= Depersonalization frequency, IEE= Intensity Emotional Exhaustion, IPA= Intensity Personal Accomplishment, ID= Intensity Depersonalization

The variance of psychological capital is estimated at .189 value. As increasing in psychological capital goes high by 1 standard deviation, burnout slightly changes with the values of standard deviations. It can be observed that the effect of psychological capital on burnout is higher on emotional exhaustion frequency with 1.00 value ( $\beta = -.717$ ). Further for hypothesis 3 a regression analysis is testified through linear model in SPSS (table 4).

Table 4  
*Effect of Teachers' Psychological Capital on Burnout symptoms*

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
	B	Std. Error	Beta		
(Constant)	5.285	.168		31.497	.000
Psy-Cap	-.771	.034	-.599	-22.430	.000

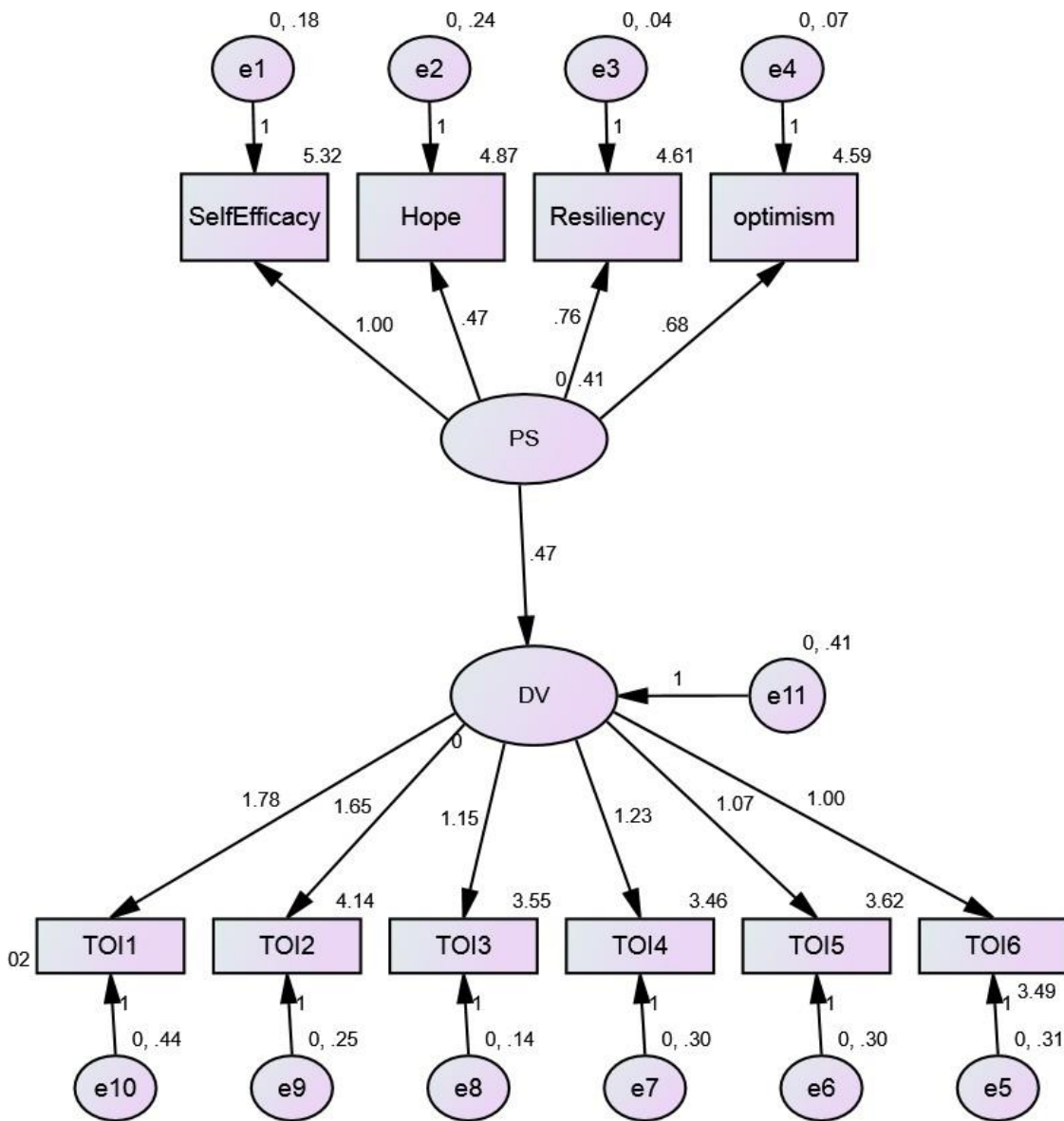
*p* < .000, *df* = 1, 897, predictor = psychological capital, dependent = burnout

The impact of psychological capital on burnout is estimated through simple linear regression in SPSS. The result presented in table 4 explains the impact of Psychological Capital (Psy-Cap) on Burnout (BO). The standardized  $\beta$  value 5.285 with *p* < .001 significantly influence the burnout (*t* = 31.497). The *R* (.300), adjusted *R* (.591), *R*<sup>2</sup> = 0.671, *F* = 88.612, *p* = .000 effect dependent variable. The total variance of independent variable explained at 79.1% with predictive mean value of 3.85 and standard deviation of .317. Therefore, the hypothesis 3 is supported significantly through this examination. As negative value of unstandardized beta (-.771) displays monotonous effect of psychological capital on burnout.

H<sup>4</sup>: Teachers' greater psychological capital negatively effects turnover intentions.

Figure 3

*Effect of Psychological Capital on Teachers' Turnover Intentions*



The linear regression in AMOS for psychological capital on turnover intentions is estimated significant at  $p = .000$ . All the items of turnover intentions (DV) are found effected when psychological capital goes high by 1 standard deviation. Turnover intentions changed with the direct paths of psychological capital. It can be observed that the effect of psychological capital on turnover intention is significant. As confirmational test is established in SPSS for linear regression (table 5).

Table 5  
Effect of Teachers' Psychological Capital on turnover intention

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
	B	Std. Error	Beta		
(Constant)	.719	.334		2.152	.032
Psy-Cap	.644	.068	.300	9.413	.000

$p < .000$ ,  $df = 1, 897$ , predictor = psychological capital, dependent = turnover intention

The impact of psychological capital on turnover intention is estimated through simple linear regression in SPSS. The result presented in table 4 explains the impact of Psychological Capital (Psy-Cap) on turnover intention (TOI). The standardized  $\beta$  value .719 with  $p < .05$  significantly influence the turnover intention ( $t = 2.152$ ). The adjusted  $R$  (.780),  $R$  (.751),  $R^2 = 0.791$ ,  $F = 88.612$ ,  $p = .000$  effect dependent variable. The total variance of independent variable (Psy-Cap) explained at 79.1% with predictive mean value of 3.85

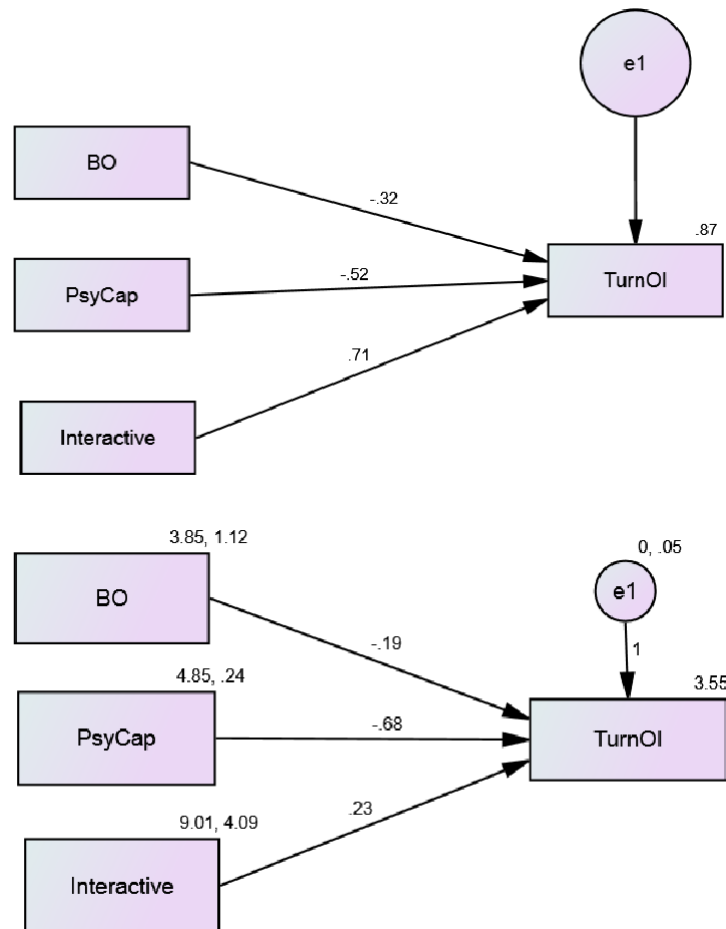
and standard deviation of .317. Therefore, the hypothesis 4 is supported significantly through this examination.

H5: Psychological capital has a moderating role to reduce burnout symptoms linking with turnover intention.

Figure 4

*Standardized and Unstandardized path coefficient for moderating role of psychological capital to Reduce the effect of burnout on turnover intentions*

The researchers ran the query in AMOS using Hayes process model 1 (Hayes, 2012). A graphical exhibition (Figure 4) explains standardized and unstandardized estimation of path analysis. It is estimated through



beta values that the predictors of TOI explain 87.2% of its variance with Chi-Square 141.4 (df= 3), Squared multiple correlation .872. While the error variance of TOI is approximately 12.8 percent of the variance of TOI itself. Conclusively, a significant strong moderation exists to reverse the effect on burnout on turnover intentions. The other detail is given table 6.

Table 6  
*Moderating Role Of Psy-Cap In Reducing Burnout Tendency That Effect Turnover Intentions*

			Standardized Estimate	Unstandardized Estimate	S.E.	C.R.	P	Label
TOI	<---	PSY-CAP	-.519	-.681	.016	-43.422	000	b2
TOI	<---	Interaction	.708	.226	.004	59.242	000	b3
TOI	<---	BO	-.317	-.193	.007	-26.491	000	b1

\*p< .000



The regression weight of Psy-Cap to predict burnout effect (conditional) on turnover intentions is significant with greater and negative critical ration -43.422. While the other variables Interaction (C.R. = 59.242), and BO (C.R. = -26.491) are significant with reversal critical ration. The interaction towards turnover intentions demonstrates larger C.R. value (59.242). It is examined in the table 6 that Psy-Cap has negative effect on burnout and turnover intentions. For b2, dividing the regression weight estimate by the estimate of its standard error gives  $z = -.681/.016 = -43.422$ . In other words, the regression weight estimate is 43.422 standard errors below zero. At b3, dividing the regression weight estimate by the estimate of its standard error gives  $z = .226/.004 = 59.242$  (SE = 59.242), and in line of b1 there is  $z = -.193/.007 = -26.491$ . (SE = 26.491). When PSY-CAP, interaction, and BO go up by 1 standard deviation, TOI goes down by 0.681, up 0.226, and down 0.193 standard deviations respectively. It can be significantly predicted that psychological capital can play an effective moderation to reduce burnout influence on turnover intention among primary school teachers.

#### IV. Discussion and Conclusion

The findings of this study, primary school teachers' psychological capital reduces the burnout to turnover intentions as moderator. The harmonious multiple association with organizational tasks and job can be enhanced more through Psy-Cap. There are several studies that possessed strong correlation between Psy-Cap and burnout (López-Núñez et al., 2020; Peng et al., 2013; Vîrgă et al., 2020), Psy-Cap that reduce occupational stress (Shang Guan et al., 2017), and Psy-Cap and turnover intentions (Dhiman & Arora, 2018; Gupta & Shaheen, 2017; Rivaldi&Sadeli, 2020; Shume, 2020; Yan et al., 2021). In this study, the researchers examined that greater amount of Psy-Cap level can contribute to reducing burnout and turnover intentions issues within organization. It was stated that teachers, who are the designer of school and class environment, should have a positive psychology to provide positive contributions in education system (Çakmak&Arabacı, 2017; Cid et al., 2020).

At this point, it is necessary to focus on teachers' psychological well-being which expresses their self-acceptance, purpose in life, interpersonal positive relationships, personal growth, capacity of managing themselves and their environment effectively and autonomy; their psychological capital which expresses their state of being self-efficacious, optimistic, hopeful, and resilient and their job satisfaction which expresses their internal and external satisfaction. Keeping this context this study aimed to investigate significant role of psychological capital in reduction of primary teachers' intentions towards burnout and turning over organization. The researchers hypothesized that Psy-Cap has negative association with burnout and turnover intentions, and great impact on them to reduce it. Furthermore, turnover intention directly affect burnout which is main issue in school sectors. In accordance with structural modelling to proceed examination of Psy-Cap associative impact on burnout and turnover intention is done in this study (Cid et al., 2020). From the results, the Psy-Cap is found negatively relates to burnout frequency and intensity, and turnover intentions.

The current study examined the hypothetical observation that there is moderating role of psychological capital to reduce the effect of burnout on turnover intentions. In terms of statistical analysis, it is found that a significant moderation exist among psychological capital (moderator), burnout (independent variable), and turnover intentions (dependent variables). All the dimensions of Psy-Cap (self-efficacy, hope, optimism, & resilience) greatly contribute to reduce intentions to leave and switch organization through burnout least effect. The direct and indirect effect of Psy-Cap contains measurable contribution of Psy-Cap over BO and TOI. As researchers have presented the idea that four dimensional PsyaCap can develop potential in employees to work effectively and stay in field (Ferradás et al., 2019; Rivaldi&Sadeli, 2020; Yan et al., 2021; Youssef-Morgan & Luthans, 2013). For the part of extracting tendency of burnout and intention to turnover Psy-Cap can inspire employees. The declarative conditional hypotheses are accepted on the bases of findings (Ferradás et al., 2019; Rivaldi&Sadeli, 2020; Shang Guan et al., 2017). While graphical and tabulated results testified the all the hypotheses as true and acceptable (Chen et al., 2019; Dhiman & Arora, 2018; Gupta & Shaheen, 2017a; Hsing-Ming et al., 2017; Youssef-Morgan & Luthans, 2013). It is concluded that with positive and greater level of psychological capital in primary school teachers moderate their burnout symptoms to decrease their turnover intentions. Therefore, this study recommends an authentic scientific watch of burnout symptoms among teachers. This scrutiny may lead trainers and educationist to develop methods of raising psychological capital after shortlisting them. Specifically, at the time of recruitment an analytical preference of high psychological positivity can play an effective role for wellbeing. Teachers' determination to raise quality teaching they have to satisfied learning process through demonstration of self-efficacy, hope, optimism, and resilience.

## Limitations and Suggestions

The present study contributed to body of knowledge with considerable limitations. First, the transversal mode of this study does not support psychological capital as a single factor for teachers' profile in sustainability. The researcher suggests longitudinal and experimental design to examine reversal ration of burnout and turnover as to be established. This suggestion may be helpful to analyze latent increased modelling in progression of psychological profile within organization. The other limitation is that demographical factors as years of experiences, family background, and socio-economics status of teachers varied from sample to sample. These factors also influence psychological profile of teachers other than psychological capital. This would extend the results and configuration of psychological capital unconditional hypothetical situations. In last, the data were gathered through self-reporting research tool, this could influence veracity of analyses as information as self-portrayed.

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