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The Role of Job Demands and Job Resources on Academicians' Emotional Wellbeing: Mediated by Organizational Identification

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The Role of Job Demands and Job Resources with Academicians' Emotional Well-being: Mediated by Organizational Identification

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



…….

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ABSTRACT

The emotional well-being of employees significantly influences an organization's overall effectiveness, impacting productivity, job satisfaction, collaboration, innovation, and leadership efficacy. Recent studies have identified a strong correlation between emotional well-being, reduced emotional exhaustion, and higher levels of flourishing. This leads to improved performance and lower turnover rates).The emotional well-being of employees is primarily affected by the volatile working environment. In economically volatile developing countries such as Pakistan, the combination of increased job demands, and a lack of sufficient resources substantially impacts the well-being of employees. The economy's volatility contributes to a demanding work environment, exacerbating the burden on employees. Scholars highlight that heightened demands can lead to stress and burnout among employees, mainly when there is a discrepancy between the demands imposed on them and the resources at their disposal to fulfill job demands.Furthermore, it is also reported that insufficient financial, technological, or human resources exacerbate the strain on employees, making it difficult for them to perform effectively. Therefore, this study offers valuable insights into how the working environment, defined by job demands and resources, impacts employees' emotional well-being. Furthermore, it explores the psychological process through which job demands and resources impact the emotional well-being of employees, based on the principles of social identity theory (SIT) and job demands-resources (JD-R). The primary aim of this study is to examine how job demands, and job resources affect the emotional well-being of academicians in Pakistan, with organizational identification serving as a mediator in this relationship.The research objective was accomplished by administering a survey to academicians throughout Pakistan, which resulted in 750 responses for further analysis. The collected data was then

analyzed using descriptive and inferential statistics in Smart PLS4.0 and SPSS 23.0 to answer the research questions in this study.The study found a significant direct hypothesized relationship between job demands (workload and emotional pressure) and emotional exhaustion and flourishing. Furthermore, a direct relationship between all three job resources (job autonomy, social support, and performance feedback) and flourishing was discovered; however, only two job resources, job autonomy and social support, were found to predict emotional exhaustion.Furthermore, organizational identification significantly predicted academic flourishing but not emotional exhaustion.Moreover, this study revealed intriguing findings regarding an insignificant negative relationship between job demands and organizational identification.Furthermore, this study showed a significant mediating relationship between job demands and emotional exhaustion and between job resources and emotional exhaustion and flourishing. However, this study found no mediatingeffect of organizational identification on job demands (e.g., workload and emotional pressure) and flourishing. The study concluded with its limitations, theoretical and practical implications, and recommendations for future research.

Keywords: Workload, Emotional Pressure, Job Autonomy, Social Support, Performance Feedback, OrganizationalIdentification, Emotional Exhaustionand Flourishing.

Peranan TuntutanKerja dan SumberPekerjaanterhadapKesejahteraan Emosi Ahli Akademik: Dimediasioleh IdentifikasiOrganisasi

ABSTRAK

Kesejahteraanemosipekerjamempunyaiimpak yang signifikanterhadapkeseluruhankeberkesananorganisasiyang kemudiannyamempengaruhiproduktiviti, kepuasankerja, kerjasama, inovasi, dan keberkesanankepimpinan. Kajian-kajianterkinimenunjukkanhubungan yang kuatantarakesejahteraanemosi, pengurangankeletihanemosi, dan peningkatantahapperkembanganpekerja. Ini membawakepadapeningkatanprestasi dan kadarpusinggantipekerja yang lebihrendah.Persekitarankerja yang tidakstabilmampumempengaruhikesejahteraanemosipekerjaterutamanya di negara membangun yang mengalamiketidakstabilanekonomiseperti Pakistan. Ketidakstabilanekonomimenyumbangkepadapersekitarankerja yang mencabarsekaligusmenambahkanbebantekanankerjakepadapekerja. Ulamamenekankanbahawatuntutankerjayang tinggibolehmenyebabkantekanan dan keletihandalamkalanganpekerja, terutamanyaapabilaterdapatketidakselarasanantaratuntutan yang dikenakan pada mereka dan sumber yang adauntukmemenuhituntutantersebut. Selain itu, ia juga dilaporkan menunjukkanbahawasumberkewangan, teknologi, atausumbermanusia yang tidakmencukupimenambahtekanan pada pekerja, menjadikanseseorangpekerkaitusukaruntukberfungsisecaraefektif.Oleh itu, kajianinibertujuanuntukmemberikaninput dan pandangan yang berhargatentangbagaimanapersekitarankerja, yang ditentukan oleh tuntutankerja dan sumbermampumempengaruhikesejahteraanemosipekerja, berdasarkanprinsipteori identity

sosial (SIT) dan tuntutan-sumberkerja (JD-R). Objektifkajiandicapaimelaluikajiselidikyang dijalankankeatas para akademik di seluruh Pakistan, 750 maklumbalastelahditerimabagianalisislanjut. Data yang dikumpulkandianalisismenggunakan statistic deskriptif dan inferensialdalam Smart PLS 4.0 dan SPSS 23.0 untukmenjawabsoalan-soalanpenyelidikandalamkajianini. Kajian inimenemuihubunganhipotesislangsung yang signifikanantaratuntutankerja (bebankerja dan tekananemosi) dan keletihanemosisertaperkembanganpekerja. Selain itu, hubunganlangsungantaraketiga-tigasumberkerja (autonomikerja, sokongansosial, dan maklumbalasprestasi) dan perkembanganpekerjajuga ditemui.Namun, hanya dua sumberkerja, iaituautonomi dan sokongan social didapatidapatmenyebabkankeletihanemosi. Selanjutnya,identitifikasiorganisasisecarasignifikanmampumeramalkanperkembanganpekerjaakademiktetapitidakbagikeletihanemosi.Selain itu, kajianini juga telahmenemukanhubungannegatif yang tidaksignifikanantaratuntutankerja dan identifikasiorganisasi. Dapatankajian jugamenunjukkanterdapathubunganperantara yang signifikanantaratuntutankerja dan keletihanemosisertaantarasumberkerja dan keletihanemosi dan perkembanganpekerja. Walaubagaimanapun, kajianinitidakmenemuikesanperantaraanidentifikasiorganisasiterhadaptuntutankerja (misalnya, bebankerja dan tekananemosi) dan perkembanganpekerja. Kajian inidiakhiridenganmenyatakan had-hadnya, implikasiteoretikal dan praktikal, serta Cadangan untukpenyelidikandi masa hadapan.

Kata kunci: *beban kerja, tekanan emosi, autonomi pekerjaan, sokongan sosial, maklum balas prestasi, pengenalan organisasi, keletihan emosi dan perkembangan pekerja.*

TABLE OF CONTENTS

		Page
DECLARATION		i
ACKNOWLEDGEMENT		ii
ABSTRACT		iii
ABSTRAK		v
TABLE OF CONTENTS		vii
LIST OF TABLES		xvii
LIST OF FIGURES		xix
LIST OF ABBREVIATIONS		xx
CHAPTER 1 INTRODUCTION		1
1.1	Introduction	1
1.2	Study Background	1
	1.2.1 Higher Education in Pakistan	5
1.3	Problem Statement	6
	1.3.1 Population Gap	8
	1.3.2 Theoretical Gap	9
	1.3.3 Knowledge Gap	12
	1.3.4 Evidence Gap	13
	1.3.5 Justification for the selection of variables of this study	16

1.4 Research Questions 23

1.5 Research Objectives 25

1.6 Significance of Study 27

1.6.1 Theoretical Contribution 28

1.6.2 Contextual Contribution 30

1.6.3 Practical Contribution 32

1.7 Scope of Study 33

1.8 Organization of Thesis 35

CHAPTER 2 LITERATURE REVIEW 37

2.1 Introduction 37

2.2 Definition and Conceptualization of Variables in this Study. 37

2.2.1 Emotional Well-being 38

2.2.2 Job Demands 44

2.2.3 Job Resources 52

2.2.4 Organizational Identification 63

2.3 Past Studies on Employee Well-being 67

2.4 Underpinning Theories 70

2.4.1 Job Demands and Resource (JD-R) Theory 71

2.4.2 Social Identification Theory 75

2.5 Development of Conceptual Framework 79

2.6 Development of Hypotheses 80

2.6.1 Workload and Emotional Exhaustion. 81

2.6.2 Emotional Pressure and Emotional Exhaustion 83

2.6.3 Workload and Flourishing. 85

2.6.4 Emotional Pressure and Flourishing. 86

2.6.5 Job Autonomy and Emotional Exhaustion 87

2.6.6 Social Support and Emotional Exhaustion 90

2.6.7 Performance Feedback and Emotional Exhaustion 92

2.6.8 Job Autonomy and Flourishing. 95

2.6.9 Social Support and Flourishing 97

2.6.10 Performance Feedback and Flourishing 99

2.6.11 Workload and Organizational Identification. 101

2.6.12 Emotional Pressure and Organizational Identification 104

2.6.13 Job Autonomy and Organizational Identification. 106

2.6.14 Social Support and Organizational Identification 108

2.6.15 Performance Feedback and Organizational Identification 110

2.6.16 Organizational Identification and Emotional Exhaustion 112

2.6.17 Organizational Identification and Flourishing 113

2.6.18 Organizational Identification mediates the relationship between Workload and Emotional Exhaustion. 115

2.6.19 Organizational Identification mediates the relationship between Emotional pressure and Emotional Exhaustion. 117

2.6.20 Organizational Identification mediates the relationship between workload and flourishing. 119

2.6.21 Organizational Identification mediates the relationship between Emotional Pressure and Flourishing. 121

2.6.22 Organizational Identification mediates the relationship between Job Autonomy and Emotional Exhaustion. 123

2.6.23 Organizational Identification mediates the relationship between Social Support and Emotional Exhaustion. 125

2.6.24 Organizational Identification mediates the relationship between Performance Feedback and Emotional exhaustion. 127

2.6.25 Organizational Identification mediates the relationship between Job Autonomy and Flourishing. 129

2.6.26 Organizational Identification mediates the relationship between Social Support and Flourishing. 131

2.6.27 Organizational Identification mediates the relationship between Performance Feedback and Flourishing. 133

2.7 Chapter Summary 136

CHAPTER 3 RESEARCH METHODOLOGY 137

3.1 Introduction 137

3.2 Research Design 137

3.2.1 Research Philosophy 139

3.3 Population and Sampling 140

3.3.1 Study Population 140

3.3.2 Sample Size 142

3.3.3 Sample Technique 144

3.4 Operational Definition and Instrument Development 145

3.4.1 Flourishing 146

3.4.2 Emotional Exhaustion 148

3.4.3 Workload 148

3.4.4 Emotional Pressure 150

3.4.5 Job Autonomy 151

3.4.6 Social Support 152

3.4.7 Performance Feedback 154

3.4.8 Organizational Identification 155

3.5 Data Collection Procedure 156

3.5.1 Pre-test 157

3.5.2 Pilot Test 158

3.5.3 Actual Data Collection 160

3.6 Data Analysis Strategy 160

3.7 Chapter Summary 163

CHAPTER 4 DATA ANALYSIS AND RESULTS 165

4.1 Introduction 165

4.2 Response Rate 165

4.3 Preliminary Data Analysis 166

4.3.1 Missing Values Analysis 167

4.3.2 Non-Response Bias Analysis 168

4.3.3 Assessment of Outliners 169

4.3.4 Data Distribution 169

4.4 Descriptive Statistics 170

4.4.1 Respondents' Demographic Profile 170

4.4.2 Descriptive Analysis of Variables 173

4.5 PLS-SEM Analysis 176

4.5.1 Measurement Models 177

4.5.2 Structural Model 186

4.6 Assessment of the Structural Model's Direct Relationship Between Exogenous and Endogenous Variables. 197

4.6.1 Workload and Emotional Exhaustion. 200

4.6.2 Emotional Pressures and Emotional Exhaustion 202

4.6.3 Workload and Flourishing 203

4.6.4 Emotional Pressure and Flourishing 205

4.6.5 Job Autonomy and Emotional Exhaustion 207

4.6.6 Social Support and Emotional Exhaustion 209

4.6.7 Performance Feedback and Emotional Exhaustion 210

4.6.8 Job Autonomy and Flourishing 212

4.6.9 Social Support and Flourishing 214

4.6.10 Performance Feedback and Flourishing 215

4.6.11 Workload and Organizational identification 217

4.6.12 Emotional Pressure and Organizational Identification 218

4.6.13 Job Autonomy and Organizational Identification 220

4.6.14 Social Support and Organizational Identification 222

4.6.15 Performance feedback and Organizational identification 224

4.6.16 Organizational identification and Emotional Exhaustion 226

4.6.17 Organizational identification and Flourishing 228

4.7 Mediation Analysis 229

4.7.1 Workload, Organizational Identification, and Emotional Exhaustion 232

4.7.2 Emotional Pressure, Organizational Identification, and Emotional Exhaustion 235

4.7.3 Workload, Organizational Identification, and Flourishing. 237

4.7.4 Emotional Pressures, Organizational Identification, and flourishing 239

4.7.5 Job autonomy, Organizational Identification, and Emotional Exhaustion 241

4.7.6 Social Support, Organizational Identification, and Emotional Exhaustion 244

4.7.7 Performance feedback, Organizational Identification, and Emotional Exhaustion 246

4.7.8 Job Autonomy, Organizational Identification, and Flourishing 248

4.7.9 Social Support, Organizational Identification, and Flourishing 250

4.7.10 Performance feedback, Organizational Identification, and Flourishing 253

4.8 Chapter Summary 255

CHAPTER 5 DISCUSSION AND CONCLUSION 257

5.1 Introduction 257

5.2 Summary of Findings 257

5.3 Discussion of Findings 263

5.3.1 Job Demands (Workload and Emotional Pressures) and Emotional Exhaustion. 263

5.3.2 Job Demands (Workload and Emotional Pressures) and Flourishing. 266

5.3.3 Job Resources (Academicians' Autonomy, Social Support, and Performance Feedback) and Emotional Exhaustion 268

5.3.4 Job Resources (Job autonomy, Social Support, and Performance Feedback) and Flourishing 272

5.3.5 Job Demands (Workload and Emotional Pressures) and Organizational Identification 277

5.3.6 Job Resources (Job Autonomy, Social Support, and Performance Feedback) and Organizational Identification 280

5.3.7 Organizational Identification and Emotional Exhaustion 283

5.3.8 Organizational Identification and Flourishing 286

5.3.9 Job Demands (Workload and Emotional Pressures), Organizational Identification, and Emotional Exhaustion. 289

5.3.10 Job Demands (Workload and Emotional Pressures), Organizational Identification, and flourishing. 293

5.3.11 Job Resources (Job Autonomy, Social Support, and Performance Feedback), Organizational Identification, and Emotional Exhaustion 296

5.3.12 Job Resources (Job Autonomy, Social Support, and Performance Feedback), Organizational Identification and Flourishing 299

5.4 Implications of Research 302

5.4.1 Theoretical Contribution 304

5.4.2 Practical Implication 308

5.5 Limitations of the Study 311

5.6 Recommendation for Future Study 314

5.7 Chapter Summary 316

REFERENCES 319

APPENDICES **394**

LIST OF TABLES

		Page
Table 2.1	Systematic Operational Definition of Flourishing	42
Table 3.1	Total Academicians in Higher Educational Institutes of Pakistan	141
Table 3.2	Original and adapted versions of the Flourishing Scale	147
Table 3.3	Original and adapted versions of the Emotional Exhaustion Scale	148
Table 3.4	Original and adapted versions of the Workload Scale	149
Table 3.5	Original and adapted versions of Emotional Pressure Scale	150
Table 3.6	Original and adapted versions of Job Autonomy Scale	151
Table 3.7	Original and adapted versions of the Social Support Scale	152
Table 3.8	Original and adapted versions of the Performance Feedback Scale	154
Table 3.9	Original and adapted versions of Organizational Identification Scale.	155
Table 3.10	Systematic Process to Perform PLS-SEM	162
Table 4.1	Responses in seven administrative locations of Pakistan	166
Table 4.2	Mardia's Multivariate Skewness and Kurtosis	170
Table 4.3	Summary of demographics of the study	171
Table 4.4	Descriptive Statistics- Indicator Level	173
Table 4.5	Descriptive Statistics- Variable Wise	175
Table 4.6	Assessment Process for Reflective Measurement Models	178
Table 4.7	Rules of Thumb to Evaluate Reflective Measurement Models	179
Table 4.8	Outer loadings	180
Table 4.9	Internal Consistency Reliability	182
Table 4.10	Convergent Validity	183
Table 4.11	Discriminant Validity via HTMT Ratios	186
Table 4.12	Assumptions of PLS-SEM	187

Table 4.13	Rules of thumb for evaluating the structural model.	188
Table 4.14	Inner VIF Values in the Structural Model	189
Table 4.15	Structural Model Path Coefficients	191
Table 4.16	R^2 values for all endogenous constructs	193
Table 4.17	Summary of Effect Size of all Constructs	194
Table 4.18	Predictive relevance (Q^2) and effect size (q^2)	197
Table 4.19	Results of Hypotheses Testing	198
Table 4.20	Type of Mediations	230
Table 4.21	Results of Hypothesized Mediation Effects	231
Table 5.1	Summary of Findings	259

LIST OF FIGURES

		Page
Figure 2.1	Conceptual Framework	**Error! Bookmark not defined.**
Figure 4.1	PLS Structural Model Path Model	190

LIST OF ABBREVIATIONS

UNIMAS	Universiti Malaysia Sarawak
ERI	Effort-reward Imbalance
JDC	Job Demand and Control
JD-R	Job Demands and Resources
JD	Job Demands
JR	Job Resources
EE	Emotional Exhaustion
FL	Flourishing
OID	Organizational Identification
SIT	Social Identification Theory
CRC	Compensatory Regulatory-Control
GDP	Gross Domestic Product
HEC	Higher Education Commission
HEI	Higher Educational Institutes
SPSS	Statistical Package for Social Sciences
PLS- SEM	Structural Equation Model-Partial Least Square 4.0
AVE	Average Variance Extracted
CMB	Common Method Bias
CR	Composite Reliability
HTMT	Heterotrait-Monotrait
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

1.1 Introduction

In this chapter, we delve into several critical aspects of workplace dynamics. We explore workload, emotional pressure, job autonomy, social support, and the impact of performance feedback. Drawing from various theories and recent research, we dissect these factors better to understand their influence on employees' emotional well-being.Additionally, we address key components of the study, such as the problem statement, the rationale behind chosen variables, research questions, and study objectives. As we wrap up, the chapter discusses the significance and scope of the research, paving the way for the organization of the thesis within this study.

1.2 Study Background

Globalization of the working environment presents several challenges to both organizations and employees. These challenges stem from increased competition from international partners, continuous pressures to provide specific performance indicators, and interaction with other stakeholders regarding new emerging trends. This is why organizations are experiencing significant shifts in their external and internal environments, which in turn demands employees to acquire new knowledge to meet the new demandsof their profession. These changes also increaseemployee stress levels andwell-being concerns (Deng *et al.*, 2021; Li *et al.*, 2023; Demerouti & Bakker, 2023).

AGallup (2021) surveyindicates that about 19 percent of employees have cited burnout due to stress at the workplace. According to studies and surveys, about 80 percent

of employees are unmotivated or apathetic about their work. This concord with the European Working Conditions Survey result, which identified stress at work as a problem that affected 20% of workers, leading to emotional disorders and lowered efficacy. Additionally, the World Health Organisation (2020) revealed that stress at work and its costs in terms of emotions and psychological problems, including depression and anxiety, are valued at approximately one trillion US dollars yearly.

Studies have shown that employees across all sectors are potentially at risk regarding their well-being. It is important to note that employees in the service sector, especially academicians (Zábrodská*et al.*, 2018; Urbina-Garcia, 2020), experience higher stress levels and face heightened well-being issues due to factors such as meeting organizational standards and goals, managing relationships with customers or other stakeholders, and addressing new requirements and problems (Shakil, 2023).

A systematic review by Kinman and Johnson (2019) revealed that the university sector has significantly changed over the last two decades, increasing stress levels and burnout among academicians. Hascher and Waber (2021) and Smith *et al.* (2022) found that working conditions account for 50% of the stress experienced by academicians, leading to anxiety and depression.

Consistent with research by Malik and Rahman (2020), it has been observed that approximately 43% of Pakistani academicians experience depressive symptoms and stress-related illnesses. Hashim *et al.* (2020) further highlights the poor working conditions faced by academics in Pakistan, with over half of them contemplating leaving the profession. However, there remains a dearth of studies on the well-being of academics, particularly in developing countries (Urbina-Garcia, 2020; Naidoo-Chetty & Du Plessis, 2021; Hascher

&Waber, 2021). Consequently, an organization's understanding of workplace health hinges on the available resources to meet implementation demands.

Employees with high workloads and limited resources are likely to experience burnout, which impairs their ability to perform efficiently, leading to higher levels of job dissatisfaction and absenteeism (Park *et al.*, 2021). Specifically, among academicians, higher job demands have a more significant influence on the emotional exhaustion components of burnout than depersonalization and decreased personal performance.

Emotional exhaustion refers to feeling emotionally overextended and exhausted of emotional resources, frequently caused by prolonged exposure to stressors without enough recovery time (Maslach & Leiter, 2016). Academicians, who regularly confront heavy workloads, tight deadlines, and the pressure to publish, are especially vulnerable to emotional exhaustion, leading to reduced job performance, more severe job satisfaction, and a higher risk of leaving the profession (Kim&Beehr, 2020). In addition, high job demands combined with insufficient resources also lead to optimal functioning based on positive affect, engagement, positive relations at work, and a sense of meaning at work,which refers to flourishing (Bakker & Vries, 2021).

These previous studies have demonstrated that job demands and resources are significant sources of emotional exhaustion and decline in flourishing (Bakker & Demerouti, 2017; Deng *et al.*, 2021; Li *et al.*, 2023). Job demands are characterized as the physical, psychological, social, or organizational work requirements involving effort and are linked with high levels of emotional exhaustion and low levels of flourishing. Conversely, job resources refer to the physical, psychological, social, or organizational aspects that help enhance performance, reduce stress, and facilitate personal development

among employees (Kelloway *et al.*, 2023; Ouweneel*et al.*, 2020; Gulzar *et al.*, 2020; Smith *et al.*, 2022).

In addition to job demands and job resources, recent works have stressed how the high level of ‘’organizational identification’’ can help minimize the extent of the negative effects of job demand and enhance the beneficial impact of job resources for employees’ well-being (Bakker & Demerouti, 2017; Valencia & de Gracia, 2020; de Giorgio *et al.*, 2023; Nwoko *et al.*,2023). More specifically, organizational identification refers to the psychological connection and the emotional commitment an employee feels toward the organization (Ashforth *et al.*, 2008).

Previous studies also support that organizational identification positively affects job satisfaction commitment, which is essential for an individual’s well-being and performance (Bakker & Demerouti, 2017; Xanthopoulou *et al.*, 2021). Also, it contributes to the minimization of emotional exhaustion (Bhowmick & Mulla., 2020; Bakhtiari *et al.*, 2021; Altınay &Bicentürk.,2023). That is when employees’ values are compatible with organizational values, which causes harmony in the organization, making the individuals better psychologically and emotionally, and they experience positive outcomes. Harahshe*et al.* (2023) also found a significant positive correlation between organizational identification and academicians' well-being in their study. Therefore, they suggested that university administration should work towards enhancing academic-institutional relations to improve the identification with the institution, managing the job demands, and providing adequate job resources to reduce emotional exhaustion and increase flourishing (Priyono*et al.*, 2022; De Giorgio, 2023).

Based on these notions, this study has developed a conceptual framework to investigate the relationship between job demands, job resources, organizational identification, and emotional well-being, encompassing emotional exhaustion and flourishing. Moreover, this study hypothesizes that organizational identification will mediate the relationship between job demands (workload and emotional pressure) and emotional well-being components (emotional exhaustion and flourishing), as well as mediate the relationship betweenjob resources (job autonomy, social support, and performance feedback) and emotional well-beingcomponents (emotional exhaustion and flourishing) among Pakistani academicians.

1.2.1 Higher Education in Pakistan

Higher education in Pakistan is regulated by the Higher Education Commission, contributing to economic growth. This sector comprises 187 higher education institutions spread across seven regions and has a population of 45,000. The overall enrolment in higher education institutions was 1.86 million in 2020-21. The enrolment is expected to grow from 1.86 million in 2020-21 to 1.96 million (5.3%) in 2021-22. However, with Pakistan's public expenditure on education as a percentage of Gross Domestic Product (GDP) estimated at 1.7% for the fiscal year 2022-23, the country ranks the lowest regionally in education funding (Pakistan Economic Survey, 2023).

Furthermore, the Global Innovation Index (2021) also indicated that Pakistan stands at the 99th position, meaning the country is still in its developmental stage regarding technology and innovation (Dutta *et al.*,2021).Moreover, Pakistani higher education institutes were not included in the list of top 200 rankings worldwide, indicating the need to improve the higher education sector in Pakistan.

To address these issues, the HEC has developed Vision 2025, and the findings of this study indicate that this vision has increased stress on academicians and created more challenges than benefits for their emotional well-being. Suh and Punnett (2022) revealed that high job demands, heavy workloads, and publishing pressures coupled with low resources lead to poor emotional well-being, such as high emotional exhaustion and low job satisfaction. As these concerns indicate, a survey by Hashmi (2021) showed that more than 30% of academic individuals experienced emotional exhaustion and depressive symptoms. Moreover, Khan *et al.* (2020) reveal that workload and lack of educational support directly impact academicians' emotional state. In the same regard, Abbasi *et al.* (2021) also emphasizethe management of job demands and resources to improve theemotional well-being of academicians.

Additionally, several authors who analysed the situation in Pakistan, such as Ali and Imran (2020), Khan *et al.* (2020), and Abbasi *et al.* (2021), emphasized the need for more research to identify the factors affecting the emotional states of academicians. Similarly, Naidoo-Chetty and DuPlessis (2021) and Urbina-Garcia (2020) highlighted the importance of enhancing the well-being of academicians to improve the quality of higher education in developing countries, including Pakistan. Therefore, the present study focuses on the emotional well-being of academicians in Pakistan's higher education sector.

1.3 Problem Statement

Today, the higher education sector in Pakistan faces significant challenges that implicitly and explicitly impact the education system. These challenges include inadequate infrastructure, subpar quality of education, limited research output, insufficient faculty development, and inadequate funding. As a result, institutions in developing countries are

often under-resourced, conduct minimal or no research, and struggle to expand access to higher education to meet growing demand. In contrast, internationally, a substantial portion of the National Gross Domestic Product is invested in education, focusing on enhancing education quality, updating curricula, and fostering innovation in teaching and learning.

According to the latest Human Development Report (HDR) -2024 by the United Nations Development Programme (UNDP), Pakistan is ranked 164thout of 193rdcountries, falling into the 'low' human development category with an HDI value of 0.540. The HDR-2024 emphasizes prioritizing investments in education, healthcare, and skills training to create a more capable and resilient workforce. However, the Pakistan Economic Survey for the Financial Year 22-23 shows that the government allocates only 1.7 percent of its budget to higher education institutions, leading to significant financial shortfalls (Hyder & Reilly, 2022). As a result, Pakistani universities have increasingly relied on alternative funding sources, such as research grants, corporate sponsorships, fundraising, and, more recently, the adjustments of tuition fees to cover operational and developmental costs (Oloyede, 2023). While these measures are crucial for maintaining financial stability, current educational policies are insufficient to address these issues comprehensively (Ahmed *et al.*, 2021). Consequently, academicians in the higher education sector face increasing pressure to secure funds from external sources (Ali & Imran, 2022; Murtaza & Hui, 2021).

Recent statistics reveal that over 40% of academicians experience stress and dissatisfaction with their work due to pressures in the academic sector (Malik *et al.*, 2023; Afaq *et al.*, 2022). However, the Higher Education Commission's Vision 2025 lacks the necessary policies to address academicians' challenges in fulfilling their responsibilities

and managing their emotions at work (Ahmed *et al.*, 2021). This highlights the need to addressthese issues to enhance the higher education system in Pakistan (Khan *et al.*, 2020). Therefore, it is essential to review existing literature to assess the emotional well-being of academicians and identify gaps that need to be addressed to improve their overall well-being (Murtaza & Hui, 2021; Laila & Hanif, 2017; Akram, 2019; Ijaz & Tarar, 2020). Consequently, the discussion will proceed with identifying gaps within the population, theoretical knowledge, and evidence.

1.3.1 Population Gap

The socioeconomic challenges in Pakistan profoundly impact the health and well-being of academics. Many universities in Pakistan face financial constraints that prevent them from offering essential services such as counselling, fitness centres, and professional development opportunities. This financial limitation leads to lower job satisfaction and stress among academicians. The situation is exacerbated by the lack of access to research grants and international collaboration needed for academic development. Additionally, political and social instability contributes to a stressful working environment, further threatening the well-being of employees.

The absence of institutional support for a secure environment in higher education institutions increases the stress and frustration experienced by academicians. Nasreen (2019) supported this view, finding that approximately 30% of academicians in Malaysian universities suffered from hypertension, 20% had diabetes, and 25% experienced psychological and emotional disorders. Similarly, Malik and Rahman (2020) reported that 45% of academicians faced heightened stress levels, significantly affecting their emotional

well-being. Ali and Imran (2020) revealed that 38% of participants experienced psychological issues, including anxiety and depression, due to stressors.

Hameed *et al.* (2022) found that 42% of academicians showed signs of emotional burnout, impacting their work productivity and personal lives, underscoring the need for policies to ensure employee health and safety (Chen *et al.*, 2019). In the Pakistani context, there is a notable gap in research concerning the well-being of academicians and the factors influencing it (Akram, 2019; Khan *et al.*, 2020; Abbasi *et al.*, 2021; Murtaza *et al.*, 2021).

Although the National Education Policy (2020) addresses student well-being, there are no specific policy solutions for academicians' emotional issues in higher education institutions. This omission is a significant shortcoming given the increasing emotional pressure on the academic workforce. Addressing these issues is crucial for enhancing higher education institutions' overall health and safety (Afzal *et al.*, 2024). Therefore, higher education institutions must address health and safety concerns and develop policies tailored to the well-being of their academic staff. Resolving these challenges will positively impact the educational community's professional activities and the institutions' overall efficiency and effectiveness.

1.3.2 Theoretical Gap

The literature review on emotional well-being revealed a lack of theoretical understanding of the relationships between job demands, job resources, organizational identification, and emotional well-being. The earlier models, including Karasek's (1979) Demand-Control-Support (DCS) model, Siegrist's (1996) Effort-Reward Imbalance (ERI) model, Hobfoll's (1989) Conservation of Resources (COR) theory, and Lazarus and

Folkman's (1984) Transactional Model of Stress and Coping, facilitated understanding of the structure of emotional well-being. However, these models and previous studies have primarily focused on limited job factors and negative aspects of academicians' well-being, such as burnout and emotional exhaustion, while ignoring positive emotions, explicitly flourishing, according to the academic well-being model.

Nonetheless, the literature emphasizes the importance of including negative and positive feelings in the employee well-being model to extensively understand academicians' emotional and organizational well-being. This viewpoint is supported by studies conducted by Khan *et al.* (2020), Ahmed *et al.* (2021), Altinay &Bicentürk (2023), and Sakarji*et al.* (2024), which suggested that an inclusive framework that considers both positive and negative emotions of academicians is critical for improving their overall well-being and productivity.

Furthermore, the literature confirmed that job demands and resources are significant predictors of explaining the emotional well-being of employees. For instance, the studies by Sheikh *et al.* (2019) and Khan *et al.* (2020) establish how aspects of job demand, such as workload and time pressure, are detrimental to the emotional well-being of employees.

In contrast, Afzal *et al.* (2019) identified job resources, including social support and decision-making autonomy in determining emotional well-being, and further emphasizing the more elaborative model of employee well-being (Ali & Imran,2020; Abbasi *et al.*,2021; Bakker & Vries,2021). However, an integrated framework including job demands and resources to determine employee well-being needs further investigation (Abbasi *et al.*,2021; Murtaza *et al.*,2021; Bhatti *et al.*,2021). Thus, this gap highlights the need to

establish a unified conceptual framework for examining employees' emotional states, considering the interconnected nature of job demands and resources. This framework will broaden the understanding of the emotional well-being of academicians.

The existing literature reveals a theoretical gapin how academicians' belongingness affects their emotional well-being. Recent research conducted by De Giorgio *et al.* (2023) and Filippi *et al.* (2024) has further underscored the significance of organizational identification in understanding the relationship between job demands, job resources, and employee wellbeing (Xanthopoulou *et al.*, 2021; Demerouti *et al.*, 2023). Prior studies have investigated the role of organizational identification in mediating the relationship between job demands, resources, and emotional well-being (Steffens *et al.*,2021; Murtaza *et al.*,2021; Abbasi *et al.*,2021; Atalay *et al.*,2022; Hameed *et al.*,2022; De Giorgio *et al.*,2023).

Furthermore, studies conducted by Farooq and Hassan (2020) and Khan *et al.* (2020) have shown that organizational identification plays a vital role in mitigating the adverse effects of high job demands on well-being. In addition, Bhatti *et al.* (2021) stated that it enhanced the positive impact of job resources. Furthermore, the research has substantiated a strong correlation between organizational identification and several factors, such as psychological and emotional indicators of happiness, across different organizations (Filippi *et al.*, 2024). Therefore, it highlighted a need to explain the relationship between job demands, job resources, organizational identification, emotional exhaustion, and flourishing to fill the theoretical gap about improving the emotional well-being of academicians in Pakistan.

1.3.3 Knowledge Gap

The existing empirical literature on occupational psychology and organizational behaviour examines different aspects that need to be considered to understand the state of the emotional well-being of employees through the context of higher education institution work. However, literature is scarce in understanding how job demands, job resources,organizational identification, and academicians' emotional well-being are related (Beta *et al.*, 2019; Bakker & Vries, 2021; Claes *et al.*, 2023).

Past research has confirmed the direct relationship between job demands and components of employees' well-being (Han *et al.*, 2019; Akhtar *et al.*,2020;Khan *et al.*,2021; Smith *et al.*,2022; Maboeta*et al.*,2023) as well direct relationship between job resources and well-being outcomes (Skaalvik& Skaalvik,2020; Redelinghuys*et al.*,2021; Bajrami *et al.*, 2022; Norouz *et al.*,2022;Liu *et al.*, 2023).

Furthermore, studies supported the relationship between job demands, job resources, and organizational identification. For example, in their studies, Khan *et al. (*2021) and Kazmi & Javaid (2022) emphasized the relationship between job demands, including workload, time pressure, work pressure, task complexity, and role ambiguity on organizational identification. Conversely, Samadi &Pusparin (2020) and Mubashar and Harzer (2023) established in their studies that job resources, including job autonomy and social support at work, correlate positively with employees' organizational identification and suggest further studies to advance the understanding of factors that determine academicians' well-being in Pakistan.

Moreover, studies have confirmed astrong relationship between the level of organizational identification and some facets of subjective well-being. For example,

Geidelina-Lugovska&Cekuls, 2023) explained that organizational identification was inversely associated with emotional exhaustion. De Giorgio *et al.* (2022), thus, noted a positive correlation between identification with an organization and overall well-being and flourishing. Other scholars like Signore*et al.* (2024) and Deniz *et al.* (2024) found a positive and significant relationship between organizational identification and well-being among academicians. They recommended further research to explore the relationship between organizational identification and well-being. There is a lack of literature on how job demands, job resources, and organizational identification influence or affect academicians' emotional well-being.

More particularly, among Pakistani academics, the role of organizational identification is to mediate the relationship between job demands and emotional well-being or between job resources and emotional well-being. Thus, closing this gap by addressing these problems would contribute to theoretical advances in stress research and guide practical initiatives to promote academicians' well-being.

1.3.4 Evidence Gap

The lack of empirical evidence on the relationships between job demands, job resources, organizational identification, emotional exhaustion, and flourishing among academicians in Pakistani higher education institutions is due to previous studies' contradictory findings. The cross-sectional study on job demands and emotional exhaustion in academicians reported a negative relationship between job demands and emotional exhaustion (Bao *et al.,* 2019; Urbina-Garcia,2020). However, Laila and Hanif (2017), Khan *et al.* (2020), and Abbasi *et al.* (2021) are among the limited number of researchers who have not concurrently established these correlations.

The findings from the study conducted by Hascher and Waber (2021) on job demands and flourishing were contrary to the results found in the research by Akram (2019) and Ijaz and Tarar (2020). These contradictions indicate a need for further empirical research to better understand the relationship between job demands and the emotional well-being of Pakistani academicians. Furthermore, the concept of restricted aggregation implies that there is still potential for more thorough explanations, particularly on the employment requirements of academicians that contribute to their emotional well-being.

On the other hand, the contradictory findings of the studies revealed the lack of empirical research in the academicians' context to consider job resources and the levels of emotional exhaustion. For instance, Ali *et al.* (2020) also show a negative relationship between job resources, including social support, job autonomy, performance feedback, and emotional exhaustion among academicians. On the contrary, Adil and Baig (2018) pointed out that some job resources decrease employees' emotional exhaustion while others do not in Pakistan. Therefore, more empirical work should be done to have more definitive evidence on the correlation between job resources and emotional exhaustion among academicians.

Similarly, like the empirical gap regarding the job resources to academicians' flourishing, this review of the selected literature was also characterized by contradictory empirical findings. Namely, literature by Rensburg *et al.* (2018), Claes *et al.* (2023), and A'yuninnisa*et al.*(2023) posit a positive relationship concerning job resources like autonomy, social support and recognition and flourishing in academicians. Meanwhile, other literature presents indecisive results to motivate further research on the relationship between job resources and flourishing (Lartey.,2021;Mihalca*et al.*,2024).

Prior research on the relationship between the level of identification with the organization and well-being has evidenced some inconsistencies and gaps in the existing literature, specifically regarding academicians. On the one hand, the work of Steffens *et al.* (2021) and De Giorgio *et al.* (2022) shows a positive correlation between organizational identification and optimal psychological functioning for academicians, meaning that the greater the level of identification, the more positive emotions, and engagement, as well as the experience of meaning at work. However, according to Geidelina-Lugovska&Cekuls (2023) and Avanzi*et al.* (2021), the relation between organizational identification and well-being outcomes is unclear. It implies that although identification with the organization may be positive, it does not always result in positive outcomes.

In addition, there is evidence that shows that there is an inverse of organizational identification with emotional exhaustion. For instance, Salmela-Aro and Upadyaya (2020) and Geidelina-Lugovskaand Cekuls (2023) case study illustrated the perceived organizational identification with lower levels of emotional exhaustion. Nonetheless, Avanzi*etal.* (2012), as well as Chernyakevich (2022),also showed the opposite, evidencing a negative relationship between organizational identification and well-being outcomes, meaning that high levels of identification may intensify stress and burnout if employees are expected to be loyal to the organization by their moral and professional standards.

Hence, given the empirical literature indicating a positive relationship between organizational identification and psychological ‘health,’ it should be pointed out that such a relationship cannot always be highly statistically significant since context often plays a considerable intermediary and potentially crucial role and may at times appear negligible and non-existent in the absence of other pertinent factors. This gap must be addressed to

explain the relationship between job demands, job resources, and emotional well-being factors like burnout and flourishing.

1.3.5 Justification for the selection of variables of this study

From the above discussions on academicians' emotional well-being and the gaps in theory, knowledge, evidence, and population, the present section discussion the rationale for how two job demands, i.e., workload and emotional pressure, and three job resources, for example, job autonomy, social support, and performance feedback, are related to emotional exhaustion, flourishing, and overall emotional well-being of academicians and select organizational identification as a mediator to explain the relationship between job demands and resources based on the theoretical and empirical perspectives as below:

First, the rationale for operationalizing emotional well-being as a two-dimensional construct comprising both positive and negative affect was, therefore, because an assessment of the literature showed that most of the research only focused on the negative aspects of well-being, especially aspects of burnout or emotional exhaustion. While it was crucial to comprehend the negative, on the other hand, there was inadequate focus on the positive, such as flourishing, which determines individuals' emotional well-being(Bao *et al.*, 2019; Urbina-Garcia, 2020; Naidoo-Chetty & Du Plessis, 2021; Hascher & Waber, 2021).

Remarkably, studies on flourishing and other positive aspects are scarce and appear to be relatively recent compared to numerous negative investigations (Rensburg *et al.*, 2018; Nel & Coetzee, 2020; Roskams*et al.*, 2021; Marques-Quinteiro *et al.*, 2021; A'yuninnisa*et al.*, 2023).This lack of balance in studies further complicates understanding individual affect states, as it precludes assessing the complete range of human emotions.

Likewise, focusing on negative aspects only undermines the opportunity to explore a variety of factors that might most definitely affect the multifaceted constructs. In that regard, it is proposed in the literature to consider emotional well-being concerning the positive and negative domains, which offers a broader understanding of the nature and factors influencing individual emotional well-being. This perspective allows organizations to create and deliver better plans and operations focusing on the individual's emotions.

According to research, positive and negative emotional regulation also impact subjective well-being and perceived stress (Katana *et al.*, 2019). The Scale of Positive and Negative Experiences (SPANE) was also developed in Ukraine by Olefir*et al.* (2021), who emphasized the importance of assessing both positive and negative effects to understand emotional well-being comprehensively. This broad approach allows organizations to provide and design better interventions and strategies that directly address the individual's emotions, resulting in optimal strategies for improving well-being.

Second, there are several reasons for identifying workload as a critical job demand to influence academicians' emotional well-being in Pakistan. Firstly, academicians across the globe work under immense pressure due to the numerous responsibilities and characteristics of routine jobs such as teaching, research activities, administrative tasks, supervisory roles, and others, leading to high workplace stress and lower emotional well-being (Mohamed *et al.*, 2021).

Similarly, Teoh (2021) also revealed that high job demands in Malaysian higher education institutions cause high burnout among academicians. In addition, these outcomes underscore the imperative seriousness of the necessity for HEIs to establish and guide appropriate domain-specific policies and materials to help academicians deal with the

challenges they face. If necessary, support is not provided, the chances of burnout and its impact on personal and professional domains are sustained, highlighting the need for targeted approaches to enhance the well-being of academicians. Correspondingly, the connection between workload and poor well-being of academicians in Pakistan is also starting to be acknowledged as a significant issue.

Recent research surveys also witness that workload plays an essential role in recognizing the emotional problems and the happiness level of academicians. For instance, Kanwal *et al.* (2023) described that an excess load affects the level of stress and burnout among academicians and, in turn, the academicians' and students' efficiency. Additionally, Khan *et al.* (2020) found that Pakistan academicians' job stress is linked with emotional pressure, therefore prompting the need for adequate stress coping intervention. Thus, identifying workload as a primary avenue and focusing on job demand will be necessary in assessing the role of workloads in the emotional state of academicians in Pakistan.

Third, emotional pressure is another crucial job demand for academicians in Pakistan because they face complex job demands. It is not only the amount of work an academician has to complete; academicians have to face the emotional pressure from students, colleagues, and administrative staff. However, the demands of culture and structure stress in Pakistan and culture and structure and expectation/history of hierarchy in universities make the job emotional environment challenging.

Previous studies have also established that the emotional pressure under which academicians in Pakistan work significantly affects their emotional well-being. For instance, Khan *et al.* (2020) also showed the relationship between job stress and psychological strain among academicians working in universities in Pakistan. They noted

that job stress and emotional pressure negatively impact the well-being of academicians (Khan *et al.*, 2020). Likewise, it was also shown by Sarwar and Panatik(2020) in their study, where it was established that emotional pressure adversely affects academicians' well-being (Sarwar&Panatik, 2020). Therefore, the second significant job demand, emotional pressure, plays a role in emphasizing the significance of this stressor toward the well-being of academicians in Pakistan.

Fourth, job autonomy was considered a significant job resource for enhancing the emotional well-being of academicians in Pakistan because the academicians have more control over how they want to function to produce an optimum result; hence, they feel more and less emotionally drained. However, autonomy is essential because Pakistani academicians are under pressure as they struggle with "organizational environments in the context of Pakistan, including structural, cultural, regulatory and institutional organizational work environment academicians' policies and social environment funding and governmental limitations and expectations. Consequently, academicians may be able to overcome these barriers to decrease their emotional exhaustion levels and enhance their flourishing.

Job autonomy has been posited as a mediator that elevates emotional exhaustion and job satisfaction and bolsters levels of job engagement, which is crucial to flourishing among academicians. As they stated, self-directed work decreases tension and increases organizational embedding, job satisfaction, and educational performance in an academic environment (Joarder *et al.*, 2022; Ding *et al.*, 2023).A research study conducted at a University in Pakistan indicated that less autonomy in strategic planning and curriculum development negatively affected the satisfaction and productivity of the academic

members (Sarwar &Panatik., 2020). Likewise, a study by academicians from different universities in Pakistan ascertains that job autonomy is positively related to academicians' well-being (Bodla*et al.*, 2018).

In addition, the study by Shah and Haseeb (2019) emphasizes the job autonomy and job stress of the public secondary school principals working in Punjab, Pakistan, which may pragmatically prove helpful in explaining the impact of job autonomy on the well-being of educational settings. Although little scholarly work has been done to document a connection between job autonomy and flourishing, other research has recently found that job autonomy is positively associated with self-actualization and satisfaction among academicians. Thus, this research requires investigating how autonomy affects positive well-being and emotional burnout to enhance the emotional well-being of academicians in Pakistan.

Fifth, identifying social support as the second most crucial job resource for Pakistani Academicians is significant as it helps to cope with pressures and thus minimizes the chances of emotional exhaustion. This support from the department head, co-workers, and the whole organization empowers academicians to seek guidance and counsel, share stories and emotions, and get encouragement during challenging times. As stated above, the concept of social support can create the feeling of being a part of an organization and thus enable academicians to cope with emotional exhaustion, which is prevalent among academicians. This assumptionconcurs with previous research studies showing that sufficient social support from co-workers, supervisors, and organizations reduces occupational stress, emotional strain, and burnout among academicians. For instance, some authors assert that social support is one of the critical organizational resources in academic

settings. The social component of work can be seen as an essential work resource in the educational context of Pakistan since it is directly associated with decreased levels of emotional exhaustion and the flourishing of academicians.

Indeed, the latest literature review underlines the positive effects of social support received from peers, supervisors, and organizations on the emotional state of academicians. For instance, in the quantitative analysis of emotional exhaustion and workload among Pakistani academicians, the researcher assessed how social support moderates the relationship between workload and emotional exhaustion among employees in Khyber Pakhtunkhwa. The results showed that co-workers and supervisor support eradicated the cross-sectional negative relation between job demands and emotional exhaustion due to burnout, thus urging the importance of such support to reduce burnout (Khan *et al.*, 2020).

Furthermore, a survey conducted among academicians in Islamabad reported that social support significantly predicts emotional exhaustion and continuance commitment. Similarly, Sarwar *et al.* (2022) revealed that social support helped to decrease the adverse outcomes of emotional exhaustion, emphasizing further investigation to explain the relationship between social support and emotional well-being among academicians in Pakistan.

Sixth, the justification for performance feedback as a potential predictor of emotional well-being among Pakistani academicians has been explained by the fact that academicians in Pakistan, like those in any other country, are inherently motivated to produce outstanding academic performance. However, given that many higher education institutions face constraints such as limited resources and bureaucratic structures, feedback is essential in creating opportunities to encourage and facilitate academicians. As a result,

without proper and supportive feedback, organizational development will be restricted because it will be challenging to achieve academicians' goals; professionals may lack direction and a calling, reaching a point where they will be unable to understand the purpose of their existence in terms of responding to the needs of society.

A study conducted in selected higher education institutions across Karachi found that academicians' affective support improves students' self-efficacy and intrinsic motivation, resulting in a lower rate of emotional exhaustion (Nasir *et al.*, 2023). Providing positive feedback to academicians can enhance their emotional well-being while increasing productivity for student and institutional gains (Rice & Reed,2022). The above scenarios highlight the importance of fostering a feedback culture in the workplace to make professionals feel valued and to encourage them to promote their emotional well-being.

Finally, the rationale for selecting organizational identification in explaining the effects of job demands and resources on emotional exhaustion level and flourishing is that a strong organizational identification serves as a buffer to mitigate the impact of job demands on academicians. On the other hand, it should amplify the enhancing role of job resources on emotional well-being via social support, lower job demands, decision-making authority, and perceptions of reward. When the employee is closely associated with the organization, they can easily understand the significance of these resources, and they get rewarded and motivated to do their job. It is also invigorated by the idea that high levels of identification with the organization facilitate coping with the adverse effects of emotional exhaustion through enhanced confidence in an organization (Atalay *et al.*, 2022).

As Park *et al.* (2021) pointed out, employees who display high identification, involvement, and emotional attachment to the organization express low overqualification

and ineffectiveness and thus can exhibit low levels of emotional exhaustion. The research evidence shows that allowing academicians to voice their opinions without much restriction may positively influence their organizational identification and reduce their burnout (Fitzpatrick *et al.*,2020).

The study conducted on Pakistani public sector organizations reveals that the nature of organizational change affects workplace incivility to a great extent, and this change is mediated by stress, moderated by emotional exhaustion. Organizational identification can help alleviate the pressure of change by decreasing aggression and emotional strain (Raza *et al.*, 2023). It also indicates how organizational identification works as a mediator for the effects of job demands and as a mediator for resource effects. Thus, it can be inferred that due to the importance of organizational identification in Pakistan, it becomes crucial to explore the mediating role of organizational identification in understanding the relationships between job demands, job resources, and emotional well-being in academicians.

Therefore, based on the above discussion, it is clear that theoretical knowledge, evidence, and population gaps highlighted in the literature for the identified variables and their relationships are the reasons for selecting these variables and their relevance in the study of academicians' emotional well-being in Pakistan.

1.4 Research Questions

Based on the abovementioned problems, the present study addresses the following main questions:"To what extent do job demands, and job resources influence academicians'emotional well-beingwhilst beingmediatedbyorganizational identification?"

The main research question can be achieved through the following set of specific research questions:

i. To what extent do job demands (workload and emotional pressures) affect academicians' emotional exhaustion?

ii. To what extent do job demands (workload and emotional pressures) affect academicians' flourishing?

iii. To what extent do job resources (job autonomy, social support, and performance feedback) affect academicians' emotional exhaustion?

iv. To what extent do job resources (job autonomy, social support, and performance feedback) affect academicians' flourishing?

v. To what extent do job demands (workload and emotional pressures) influence organizational identification?

vi. To what extent do job resources (job autonomy, social support, and performance feedback) influence organizational identification?

vii. To what extent does organizational identification affect academicians' emotional exhaustion?

viii. To what extent does organizational identification affect academicians' flourishing?

ix. Does organizational identification mediate the relationship between job demands (workload and emotional pressures) and academicians' emotional exhaustion?

x. Does organizational identification mediate the relationship between job demands (workload and emotional pressures) and academicians' flourishing?

xi. Does organizational identification mediate the relationship between job resources (job autonomy, social support, and performance feedback) and academicians' emotional exhaustion?

xii. Does organizational identification mediate the relationship between job resources (job autonomy, social support, and performance feedback) and academicians' flourishing?

1.5 Research Objectives

Based on the literature gaps, this study discusses the influence of job demands and job resources, organizational identification, and emotional well-beingamong academicians in Pakistan. This study usedJob Demand Research Theory and Social Identity Theory to achieve the study's primary objective: "To investigate the impact of job demands and job resources influences academicians' emotional well-beingwhilst being mediatedby organizational identification."

The main objective of this study can be achieved through the following set of specific objectives:

i. To examine the relationship between job demands (workload and emotional pressures) and an academician’s emotional exhaustion.

ii. To investigate the relationship between job demands (workload and emotional pressures) and academicians' flourishing.

iii. To examine the relationship between job resources (job autonomy, social support, and performance feedback) and academicians' emotional exhaustion.

iv. To determine the relationship between job resources (job autonomy, social support, and performance feedback) and academicians' flourishing.

v. To investigate the relationship between job demands (workload and emotional pressures) and organizational identification.

vi. To investigate the relationship between job resources (job autonomy, social support, and performance feedback) and organizational identification.

vii. To analyze the relationship between organizational identification and academicians' emotional exhaustion.

viii. To analyze the relationship between organizational identification and academicians' flourishing.

ix. To investigatethe mediating role of organizational identification in the relationship between job demands (workload and emotional pressures) and academicians' emotional exhaustion.

x. To investigate the mediating role of organizational identification in the relationship between job demands (workload and emotional pressures) and academicians' flourishing.

xi. To investigatethe mediating role of organizational identification between the job resources (academicians' autonomy, social support, and performance feedback) and academicians’ emotional exhaustion.

xii. To investigatethe mediating role of organizational identification between job resources (job autonomy, social support, and performance feedback) and academicians’ flourishing.

1.6 Significance of Study

Scholars and professionals commonly believe that information has an infinite capacity to generate power. Every study is essential because researchers seek new insights that can benefit organizations and individuals. As previously stated, the primary goal of this study was to investigate the relationship between job demands (independent variables), such as workload and emotional pressure, and job resources (independent variables), including job autonomy, social support, and performance feedback, on employees' emotional exhaustion and flourishing (dependent variables) among Pakistani academicians.

Additionally, this study aimed to determine the extent to which Organizational Identification mediates the relationship between the independent and dependent variables, drawing on the Job Demand and Resources (JD-R) Theory and the Social Identity Theory. The JD-R theory (Bakker & Demerouti, 2017) explains how workplace demands and resources impact employees' emotional well-being, while the Social Identity Theory

(Ashforth & Mael, 1989) explores how employees' identification with their organization influences their health and behaviour.

This study confirms theoretical knowledge by validating propositions from the selected theories. It enhances contextual comprehensiveness by focusing on Pakistan's socio-cultural characteristics and organizational structures. Furthermore, the study aids in developing effective interventions and strategies to improve the emotional well-being of academicians in Pakistan's higher education institutions. Considering the study's importance, the researcher discusses its contributions in the following subsections:

1.6.1 Theoretical Contribution

The theoretical contributions in emerging the response to the mentioned gaps are immense and manifold in this study. First, the theoretical contribution of this study is to develop an integrative model of emotional well-being. Previous studies have focused on either negative emotions like emotional exhaustion or positive emotions like flourishing to explain employee well-being (Fredrickson, 2001; Bao et al., 2019; Urbina-Garcia, 2020; Hascher & Waber, 2021; Rajar & Shoukat, 2023). This study provides a more integrative view of academicians' emotional well-being by including negative (emotional exhaustion) and positive (flourishing) emotions, particularly in Pakistan's higher education context. Furthermore, it responds to Imran et al. (2020) and Afzal et al.'s (2019) call to include flourishing as a variable in assessing the emotional well-being of Pakistani academicians.

Second, the study enhances theoretical understanding since a single theoretical framework incorporates job demands, job resources, and emotional well-being. However, the previous research has focused on all these factors individually, although they have not been included in one theoretical model, which is why the interaction of these factors has

not been well understood by the scholars (Sheikh*et al.*, 2019; Ali & Imran, 2020; Abbasi*et al.*, 2021; Bakker*et al.*, 2023). Furthermore, prior work suggested the need for an improved understanding of these factors that affect the emotional well-being of academicians. Other scholars, including Abbasi *et al.* (2021), Murtaza *et al. (*2021), and Bhatti *et al. (*2021), have emphasized the use of the theory-integrated approach to study factors affecting the human emotions of the employees in Pakistan. Hence, this integrated theoretical model will provide a long-term solution to the emotional well-being of academicians.

Third, the current study advances theoretical development by formulating theoretical hypotheses on the mediating role of organizational identification on job demands, job resources, and emotional well-being. These propositions are supported in the literature through the evidence for the mediating role of organizational identification in the relationship between job demands and negative emotions and the mediation role of organizational identification in the relationship between job resources and positive emotional states. For instance, in studies that adopted the JD-R model, Priyono*et al. (*2022) and Lambert *et al. (*2022) established that job demands predicted reduced organizational commitment in a reverse manner with job resources, affecting employee well-being.

To the same effect, in other studies, job resource, i.e., social support received at the workplace, leads to the enhancement of organizational identification, which in turn leads to the formation of social capital like meaningful workplace relationships and social support (Kaltiainen*et al.*, 2022), improved job performance (Nabhan &Munajat, 2023) and make employees responsible for their sustainable employability (Irfan *et al.*, 2023). As highlighted in these studies, identification with the organization to safeguard against job stresses can prevent job strains and optimize utilization of job demands in improving

employees' health and performance in numerous professions. However, the literature review reveals that the relationship between organizational identification and positive emotional well-being has not been explained enough regarding particular Pakistani academicians (Murtaza *et al.*, 2021; Abbasi *et al.*, 2021). Hence, by identifying the mediating role of organizational identification in the JD-R model for Pakistani academicians, this study substantially extends the conceptual knowledge regarding emotional well-being and forms a foundation for future research and practice. Therefore, the current study has significant contributions at the theoretical level because it has the potential to address some of the critical gaps in the literature and enhance the theoretical comprehensiveness of the emotional well-being of students in higher educational institutes in Pakistan.

In conclusion, this study has significant theoretical implications since it fills the theoretical void in the existing literature and enriches the theoretical knowledge of the emotional well-being of academicians in the Pakistani HEI context. Thus, with the focus on job demands and resources, the integration of the JD-R model with the concept of interaction between job demands and resources, as well as the analysis of the mediating role of the degree of organizational identification to explain emotional well-being in the form of emotional exhaustion and flourishing provides significant theoretical advancement for further research in this field.

1.6.2 Contextual Contribution

The contextual contribution of the current study is threefold. First, this research will try to fill the gap within the current body of knowledge that targets the emotional well-being of academicians. Hoare and Vandenberghe (2024), Jing *et al. (*2023), Wittmers and

Maier (2023), and other researchers have made it clear that more studies need to be conducted to focus on the relations between job demands, resources, identification, and emotional well-being with the level of organizational identification.

Second, this study aims to develop more precise information about previous studies that analyzed the cross-sectional relationship between job demands, job resources, organizational identification, emotional exhaustion, and flourishing among academicians. For example, Afzal *et al. (*2019) reported a significant inverse relationship between job demands and academicians' emotional exhaustion, though this finding was not supported by Laila & Hanif (2017), Khan *et al. (*2020), and Abbasi *et al. (*2021). Similarly, job resources were also found to have a negative correlation with emotional exhaustion in some of the studies; nevertheless, there is a lack of literature about the effect of job demands and resources influencing emotional well-being (Park *et al.*, 2021; Baeriswyl*et al.*, 2017; Sahi *et al.*, 2022; Han *et al.*, 2023).

Third, since organizational identification has a crucial role in determining individuals' attitudes and behaviours in the context of academicians' work, this study would also contribute to the existing literature; however, as the literature underscores the importance of organizational identification in enhancing the positive emotional state of academicians in developing nations (Yalcin *et al.*, 2021; Sulema*et al.*,2021). They also call for further studies to better understand these interactions and present recommendations for enhancing emotional well-being and positive outcomes in academic settings. Therefore, the contextual contribution of this study lies in improving the knowledge about the emotional well-being of academicians.

1.6.3 Practical Contribution

The study's practical implications are highlighted because it predicts interventions and practices for improving academicians' emotional well-being in Pakistani higher education institutions. According to Khan *et al. (*2020), presenting such evidence to policymakers and heads of various institutions ensures that adequate measures are in place to protect academicians' interests.

Chen *et al. (*2019) also recommended that the government implement policies that balance the benefits of globalization with the protection of employees and supportive working conditions. As a result, the findings of this study can help formulate policies and measures to address rising job demands and a lack of a positive learning environment in Pakistan's higher education institutions. In addition, administrations and human resource offices may implement practices that enable stressed employees and workers to develop and strengthen their coping mechanisms. Sarwar *et al. (*2022), Gast *et al. (*2022), Weinstein *et al. (*2023), and Malik *et al. (*2023) all acknowledged that when academicians receive emotional support from their institutions, they become more committed to their duties, which improves their research and teaching productivity, job satisfaction, and health.

Moreover, it could increase the knowledge of institutional leaders and stakeholders about job demands and resources in higher education organizations. The knowledge may, therefore, help in the actualization of the High Education Commission Vision- 2025 to enhance the provision of quality education in the country through interventions aimed at minimizing stress, which is putting the higher educational institution into ‘burnout. ’ Besides, the findings of this study will also infer the national policies in the human

resource management practices adopted in higher education institutions or even at the national level among the member countries.

The Organization for Economic Cooperation and Development (OECD) study revealed that job burnout impacts productivity and the quality of outputs. This vision aligned with the sustainable development goals that the OECD pointed out. Thus, the study has a national implication (Siegerink& Murtin, 2024) and can benefit higher authorities and human resource professionals in developing countries by reducing feelings that irk academicians, for instance, emotional exhaustion, while promoting positive feelings such as flourishing in higher education institutions and across the country (Kun *et al.*, 2019; Siegerink& Murtin, 2024). It follows that this research is helpful for human resource management, and job demands should be lowered in formulating human resource strategies and enhancing available resources within the workplace. Thus, there is an opportunity to prevent the negative impact of burnout and promote a healthy organizational climate at work. Implementing such measures would help enhance the overall emotional well-being of academicians and improve productivity and the quality of education (Kun &Gadanecz, 2019; Siegerink& Murtin. ,2024).

1.7 Scope of Study

The well-being of academicians is crucial for high academic performance, education, research, and overall institutional effectiveness (Roos& Borkoski, 2021; Putri &Lutfianawati, 2023; Aithal & Aithal, 2023), particularly in developing countries like Pakistan (Arshad, 2019; Khan *et al.*, 2020). This study aims to assess the factors affecting the well-being of academicians. Specifically, it explores the complex interactions between

job demands, job resources, organizational identification, and the emotional well-being of academicians in Pakistan.

The theoretical frameworks guiding this study are the Job Demand-Resource (JD-R) Theory and Social Identity Theory. The JD-R Theory helps understand how job demands and resources impact an employee's emotional well-being (Schaufeli *et al.*, 2017; Kaltiainen*et al.*, 2022). Social Identity Theory examines how organizational identification influences the emotional well-being of employees. This research employs a quantitative approach, using an online survey to collect data from 750 full-time academicians at 185 higher education institutions in Pakistan.

Focusing on full-time academicians is essential because they face unique challenges in the educational sphere. These professionals are involved in multiple aspects of the academic process, including teaching, research, administrative duties, securing funding, and acquiring new skills. These tasks can negatively influence their emotional well-being by causing stress and emotional exhaustion, which reduces their productivity and overall well-being.

Insufficient funding to meet quality assurance requirements further complicates the work of permanent academicians in a developing nation like Pakistan. Strengthening research capacity is necessary to increase the output and impact of academic research. Therefore, addressing the psychological well-being of full-time academicians is vital for improving the quality of higher education in Pakistan.

After the initial data collection, the study used the Statistical Package for the Social Sciences (SPSS) and Smart Partial Least Squares (Smart PLS) for data analysis. The findings revealed that organizational identification mediates the relationship between job

demands and emotional exhaustion, job resources and emotional exhaustion, and job resources and flourishing. However, organizational identification did not significantly impact the link between job demands and flourishing.

In conclusion, this study highlights the importance of job demands and job resources on the emotional well-being of academicians. It also underscores the mediating role of organizational identification in buffering the negative impacts of job demands and enhancing the positive effects of job resources on the emotional well-being of academicians in Pakistan's higher education institutions.

1.8 Organization of Thesis

This thesis is structured into five chapters, each contributing to the overall investigation of the study.

Chapter 1: This chapter provides a comprehensive understanding of the subject matter, and the variables involved, establishing the framework for the investigation. It defines the research problem, formulates research questions, specifies the research objectives, and highlights the existing gap in the scholarly literature. Additionally, the significance and scope of the study are presented.

Chapter 2 provides a comprehensive analysis of the existing literature regarding the variables being studied in this research: workload, emotional pressure, job autonomy, social support, and performance feedback (independent variables), as well as their impact on emotional exhaustion and flourishing (dependent variables). The chapter further explains the role of organizational identification as a mediator. The chapter provides a

theoretical basis, introduces a conceptual framework, and concludes by formulating hypotheses for future analysis.

Chapter 3: This chapter reviews the research methodologies employed in this study for empirical analysis. It includes a detailed overview of the research design, philosophy, approach, population, sample size, sampling technique, data collection procedure, operational definitions, measurements, and questionnaire design. Moreover, it outlines the specific methodology used for data analysis to provide a clear understanding of the methods applied in this study.

Chapter 4: This chapter thoroughly examines the different methodologies and approaches used to analyse the data. It discusses the response rate, assumptions of structural equation modeling, including assessing data normality, analysis of non-response bias, and evaluation of missing values, and identification and management of multivariate outliers. Additionally, it discusses the demographic information and descriptive analysis of the variables of the study. The chapter then concluded with the assessment of the measurement model and structural model, followed by determining the mediation analysis of the hypothesized relationships in this study.

Chapter 5: This chapter presents an overview of the research findings, including a detailed discussion of the results related to the twelve research questions, their associated research objectives, and hypotheses. It discusses the implications of the findings, acknowledges any limitations of the study, and provides recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter systematically explores issues relevant to job demands, job resources, organizational identification, and emotional well-being, as discussed in the existing literature, providing a theoretical foundation for the research. It begins with describing the concept of emotional well-being, followed by findings from past studies on components of emotional well-being, including emotional exhaustion and flourishing. The chapter then examines the relationships between job demands (workload and emotional pressure), job resources (job autonomy, social support, and performance feedback), and organizational identification with emotional exhaustion and flourishing. An extensive review of previous studies on employees' emotional well-being is included to deepen the understanding of these relationships. The chapter concludes with a discussion of the underlying theories, the theoretical framework, the development of the hypothesis, and thechapter summary.

2.2 Definition and Conceptualization of Variables in this Study.

This section describes the concepts of job demands, job resources, and organizational identification. Job demands include workload and emotional pressure, while job resources encompass autonomy, social support, and performance feedback. Additionally, it addresses emotional well-being, covering both emotional exhaustion and flourishing. This section reviews how these variables have been defined and measured in past studies andconcludes with the conceptualization of the measurement of independent, dependent, and mediating variables to ensure alignment with the objectives of this study.

2.2.1 Emotional Well-being

Emotional well-being refers to an individual's ability to experience positive emotions, effectively manage negative emotions, and maintain overall resilience (Urbina-Garcia, 2020). Diener and Emmons (1984) define subjective emotional well-being as individuals' evaluations of their feelings and levels of satisfaction. Ryff and Singer (2008) expand on this by introducing a psychological framework for well-being that includes self-acceptance, personal growth, and positive social connections, emphasizing the interplay between emotional and social factors.

Fredrickson's broaden-and-build theory (2001) further enhances our understanding by highlighting the importance of positive emotions, such as happiness and respect, in fostering resilience and cognitive flexibility. Seligman's PERMA model (2018) provides a comprehensive framework for emotional well-being, identifying key elements like positive emotions, engagement, relationships, meaning, and accomplishments. This framework emphasizes fostering pleasant emotional states to boost positive affectivity.

Keyes (2002) offers a comprehensive view of emotional well-being, emphasizing the importance of both positive and negative emotions. Keyes argues that evaluating emotional well-being requires considering positive and negative emotions, satisfaction, and improvement. The highest level of emotional well-being, characterized by flourishing, encompasses a full range of positive emotions. Hascher and Waber (2021) and Rajar and Shoukat (2023) underscore the need for an exhaustive approach to assessing well-being. Demerouti *et al.* (2020) and Bautista *et al.* (2023) also advocate for a thorough definition of well-being, including both positive and negative emotions, especially in the workplace, to enhance productivity (Liona &Yurniardi, 2020).

Numerous studies demonstrate the relationship between emotional well-being and various life outcomes. Keyes (2002) and Huppert and So (2011) show that individuals with high positive psychological and emotional functioning are likelier to flourish in multiple life domains. Research by Kelly-Hedrick *et al.* (2020) and Mascaro *et al.* (2022) reinforces the importance of maintaining emotional well-being for productivity and practical learning, especially in challenging circumstances. Positive effects and resilience significantly contribute to fostering happiness and enhancing emotional well-being among academics (Urbina-Garcia, 2020; Ruggeri *et al.*, 2020; Gilchrist *et al.*, 2023).

Conversely, negative affect is positively related to emotional exhaustion. Urbina-Garcia (2020) and Skaalvik and Skaalvik (2020) highlight that poor emotional well-being is associated with emotional burnout. Chalikkandy*et al.* (2022) reveal that emotional exhaustion in academicians is linked to increased negative emotions, such as stress, frustration, and burnout.

The analysis indicates complex links between positive and negative emotions, showing that both impact an individual's emotional well-being. Positive emotions promote growth and coping, while negative emotions lead to burnout and depression. Thus, it is crucial to address these phenomena to improve overall emotional well-being, reduce emotional exhaustion, and promote flourishing, especially in service occupations (Urbina-Garcia, 2020; Demerouti *et al.*, 2020; Hascher & Waber, 2021).

This broad perspective recognizes the dual-process model of emotions and the significance of both positive and negative feelings in defining emotional well-being. It acknowledges that the inherent dual nature of human emotions regulates emotional states

and underscores the importance of considering both flourishing and emotional exhaustion when conceptualizing emotional well-being, as discussed in the following section.

2.2.1.1 Flourishing

In positive psychology, flourishing is described as a "state of high well-being characterized by optimal functioning and positive emotions" (Fabricio *et al.*, 2022). Several scholars have made key contributions to this concept. Keyes (2002) coined the term "flourishing" and classified individuals without mental illnesses into three categories: flourishing, moderately mentally healthy, and languishing. His work laid the foundation for understanding flourishing as a holistic state of well-being.

Building on Keyes' research, Huppert and So (2011) explored the applicability of flourishing across various countries through cross-sectional epidemiological surveys. Diener *et al.* (2010) developed the Flourishing Scale (FS), which measures six dimensions of well-being: competence, self-acceptance, meaning, connectedness, optimism, and engagement. According to Diener *et al.* (2010), flourishing involves essential ingredients beyond happiness, such as emotional stability, vitality, and meaningful relationships (Houben *et al.*, 2015; Rahe & Jansen, 2023).

Seligman (2018) defined flourishing using five key elements: positivity, enthusiasm, interactions, purpose, and success. Similarly, Rothmann (2013) referred to flourishing as "an emotional state encompassing emotional, psychological, and social components." Swara and Hayati (2022) explained that flourishing involves achieving an ultimate psychological, emotional, and social health state.

In educational settings, flourishing is linked to improving positive human qualities and factors that trigger positive emotions (Rehal &Nieuwerburgh, 2022). Diener *et*

al.(2010) analyzed data from cross-sectional and longitudinal studies to examine the relationship between flourishing and emotional well-being across different cultures. Their findings indicated that flourishing individuals reported higher positive emotions, suggesting that positive affect and coping mechanisms foster an optimistic perspective about a person's life (Gilchrist *et al.*, 2023). Freire *et al.* (2020) also found a positive correlation between flourishing, employees' emotional states, and positive prospects.

A'yuninnisa*et al.* (2023) support these insights by arguing that employee well-being enhances workplace productivity, reduces lost workdays, decreases workplace accidents, and lowers healthcare costs. For academicians, well-being contributes to a positive and effective education system. Improved teaching quality and professional development enhance student learning and interaction, thus benefiting the overall academic environment. Academicians who flourish exhibit higher enthusiasm and self-efficacy and are less likely to leave their careers (Marais-Opperman *et al.*, 2021).

Scholars' conceptualizations of flourishing generally align with Diener *et al.*'s (2010) comprehensive framework. This framework provides a holistic view encompassing essential factors such as competence, self-acceptance, meaning, relatedness, optimism, giving, and engagement. Empirical research by Diener *et al.* (2010), Seligman (2018), and Ryan *et al.* (2021) supports the association of these factors with emotional well-being among academicians.

Despite the increasing prevalence of the term "flourishing" in well-being literature, there remains limited insight into its general, specific, and contextual understanding, the underlying concepts and theories, and the factors that enhance it. Therefore, further

investigation is needed (Nelson *et al.*, 2021; Fabricio *et al.*, 2022). Table 2.1 offers a methodical operational explanation of flourishing based on the literature.

Table 2.1: Systematic Operational Definition of Flourishing

Source	Definition/Concept	Key Points
Keyes (2002)	A state of high well-being characterized by optimal functioning and positive emotions	The term "flourishing" was developed; it classified people into flourishing, moderately mentally healthy, and languishing.
Huppert & So (2011)	A state of high well-being characterized by optimal functioning and positive emotions	Investigated flourishing using cross-national epidemiological data
Diener *et al.* (2010)	Created the Flourishing Scale (FS) evaluating domains critical to well-being such as competence, self-acceptance, meaning, relatedness, optimism, giving, and engagement	Provides a reliable measure for assessing flourishing
Seligman (2018)	Operationalized flourishing through PERMA (positive emotions, engagement, relationships, meaning, and accomplishments)	PERMA-Profiler measures flourishing comprehensively.
Rothmann (2013)	Defines flourishing as holistic well-being, including emotional, psychological, and social dimensions	Emphasizes a comprehensive approach to well-being
Houben *et al.* (2015)	Defines flourishing as including emotional stability, vitality, and meaningful social connections	Highlights the importance of emotional stability and social connections
Freire *et al.* (2020)	Links flourishing with enhanced well-being and optimization when psychological needs are fulfilled	Flourishing contributes to positive effects and decreases the risk of burnout.
Rehal &Nieuwerburgh (2022)	State where people recognize that they are understood, acknowledged, appreciated, and enabled	Focuses on social recognition and support
Swara & Hayati (2022)	State where an individual has optimized emotional, psychological, and social self	Emphasizes optimization of self
Rahe & Jansen (2023)	Defines flourishing as highly associated with meaningful social connections and self-love	Strong social ties and self-love predict higher levels of well-being.

Given the preceding discussion, tools for measuring flourishing in academicians, such as the eight-item Flourishing Scale (Diener et al., 2010), provide a comprehensive understanding of their well-being within the academic context despite ongoing difficulties in defining and operationalizing the concept. Therefore, this study uses the eight-item Flourishing Scale (Diener et al., 2010) to measure flourishing.

2.2.1.2 Emotional Exhaustion

Emotional exhaustion, a critical aspect of occupational well-being, particularly in academic settings, refers to the overwhelming feeling of being drained and depleted of emotional resources (Afzal *et al.*, 2019; Demerouti *et al.*, 2020). The term "burnout," first coined by Freudenberger in 1974, describes a state of mental and physical exhaustion stemming from professional activities and is characterized by a lack of motivation and dissatisfaction. Freudenberger's initial concept was further explored by Maslach and Jackson (1981), who identified that burnout depletes emotional resources, reducing individuals' psychological contributions and often fostering negative and cynical attitudes toward their employers.

The theoretical development of burnout, from Maslach's early work in 1976 to the expanded understanding by Maslach and Jackson in 1981, illustrates its evolving conceptualization and organizational implications. Research has increasingly recognized emotional exhaustion as a predominant factor in academic burnout, overshadowing depersonalization and diminished personal achievement (Afzal *et al.*, 2019). Emotional exhaustion contributes to various negative outcomes, including voluntary turnover, job dissatisfaction, and health-compromising behaviours, all impacting productivity (JenTiryaki&Rundmo, 2015; Campbell *et al.*, 2021).

Further studies by Skaalvik and Skaalvik (2018) and Naidoo-Chetty and Du Plessis (2021) underscore the need for deeper investigation into the causes and consequences of emotional exhaustion among academicians. For instance, research in Malaysia highlighted moderate levels of emotional exhaustion among academicians, negatively affecting their job performance. Similarly, a study in Saudi Arabia found that emotional exhaustion moderates the relationship between role conflict and turnover intention, with relational conflict at work intensifying this effect (Asfahani, 2022).

Hryban*et al.* (2021) emphasized the increasing burnout among academicians and stressed the urgency of addressing chronic stress, which causes emotional strain and reduces productivity. Russell *et al.* (2020) observed that job demands and resources play a crucial role in burnout, suggesting that improving the work environment is essential to mitigating emotional exhaustion and its adverse effects.

The discussion reveals that positive and negative emotions significantly impact academicians' emotional well-being. Positive emotions, or flourishing, represent an optimal psychological and social well-being state, essential for maintaining resilience in high-pressure environments. Conversely, emotional exhaustion undermines well-being, affecting individual health and organizational productivity. Therefore, a holistic assessment of academicians' emotional well-being, incorporating both flourishing and exhaustion, is recommended to enhance the academic work environment and promote the well-being of academicians in Pakistan.

2.2.2 Job Demands

Job demands refer to the physical, psychological, social, or organizational aspects of the job that require effort or specific skills and are linked with particular costs at the

physiological and psychological levels (Bakker *et al.*, 2023). According to Naidoo-Chetty and Du Plessis (2021), there are three primary categories of job demands: The three basic types are quantitative, qualitative, and organizational.

Quantitative aspects include workload and stress of how many tasks will be accomplished within a stipulated time, often leading to physical and emotional breakdowns due to work pressure and interferences. Qualitative demands refer to a job's characteristics and challenging tasks, such as developing coping mechanisms for dealing with workplace stress, organizational politics, and the lack of adequate provisions foremotional well-being. These demands require significant cognitive and personal emotional efforts, which can cause emotional burnout and mental exhaustion. The broader work context, perceived, for example, in terms of technology-facilitated learning and lack of structural support, may lead to further stress.

Cross-sectional data suggest that higher job demands adversely affect employees' well-being and have been linked to exhaustion, disinterest, and decreased productivity (Lesener*et al.*, 2019; Hryban*et al.*, 2021; Bakker *et al.*, 2023). In the context of the present study, emotional pressure is the qualitative demand, while the quantitative demand extends to workload in the service sector.

Workload refers to the amount of work people are expected to accomplish within a given time, while emotional pressure means dealing with emotionally demanding situations on the job (Woerkom*et al.*, 2016). It has been postulated that job demands such as workload and emotional pressuremay significantly influence employees' health and performance in service sectors, resulting in burnout, stress, and decreased job satisfaction (Han *et al.*, 2020; Kaiser *et al.*, 2021).

In academic also the studies conducted revealed that academicians' well-being depends on workload and emotional pressures, which are two crucial job demands in higher education institutions (Afzal *et al.*, 2019; Akram, 2019; Han *et al.*, 2020; Naidoo-Chetty & Du Plessis, 2021; Kaiser *et al.*, 2021; Ahmad *et al.*, 2022).

Academicians often experience significant pressures in higher learning institutions, including administrative work, research demands, and heavy teaching loads. This quantifiable demand pressures time management and the effort needed to fulfil it, leading to exhaustion.In addition, the academic setting experiences pressure from emotional pressure produced by interpersonal relations with the directors of the department, co-workers, students, and parents. This qualitative demand means that academicians must deal with complex emotional scenarios, negotiations, conflict-solving, and supporting students, resulting in job burnout.

Therefore, it can be concluded, based on the discussion above, that workload and emotional job demands are essential factors within the educational environment where the regulation of the workforce is vital to keep the health and productivity of the workforce in consideration of the fact that these factors are detrimental to job performance and health of employees. Hence, the discussion proceeds to workload and the level of emotional pressure, which is highlighted below.

2.2.2.1 Workload

Workload refers to "employees' subjective perceptions of the volume of tasks they need to complete within a certain time frame and at a specific pace" (Ghislieri*et al.*, 2019, p. 1692). Similarly, Bakker and Vries (2021) describe workload as the cognitive and emotional demand on employees concerning task content, time, and focus. According to

the Job Demands-Resources (JD-R) model, the workload is a significant job demand that impacts stress and job satisfaction.

The literature also evidenced the positive correlation between workload and burnout in different working environments. For example, Uluturk*et al. (*2023) examined the effect of perceived workload on job burnout among public sector employees and established that workload significantly predicted burnout. Likewise, Sari and Rizaldi (2022) also established among the employees in the banking sector that burnout levels were positively correlated with workload, meaning that higher job demands lead to higher burnout among employees.

Moreover, the higher education sector acknowledges that workload can significantly lead to burnout, dissatisfaction, and decreased productivity (Urbina-Garcia, 2020; Sabagh *et al.*, 2021). Moreover, researchers have consistently identified workload as a direct cause of academic emotional exhaustion (Liu *et al.*, 2023). In addition, the study conducted by Alwaely*et al.* (2023) found that the amount of work assigned to employees in both public and private organizations in Jordan substantially influenced their emotional exhaustion and poor professional performance.

A study on academicians in Turkey revealed a significant relationship between workload and burnout (Uluturk*et al.*, 2023). These studies supported that excessive workload significantly affects academic utility, general exhaustion, and unsatisfactory experiences (Urbina-Garcia, 2020; Sabagh *et al.*, 2021). Similarly, Kaiser *et al. (*2021) demonstrated that several occupational stressors, such as heavy workload, workplace interpersonal conflict, and work-family conflict, were significant predictors of academicians' burnout. In addition, Han *et al. (*2020) supported

the idea that workload negatively affects academicians' well-being through the mediating role of emotional exhaustion.

The findings of the research studies conducted in the context of Pakistan support the adverse effects of workload on academicians' quality of life. Khan *et al. (*2020) undertook a cross-sectional survey of academicians working in higher educational institutes in Pakistan and found that chronic heavy workloads had a direct positive relationship with emotional exhaustion in the future. These results align with similar studies conducted among academicians in Pakistan that established a positive correlation between workload and burnout (Afzal *et al.*, 2019).

Moreover, Khan *et al. (*2020) highlighted workload as a significant source of emotional exhaustion in academicians from Pakistan. Their research established a substantial relationship between workload and emotional exhaustion, which is a cause of burnout. Furthermore, another study on Pakistani academicians in higher education institutes revealed that job demands increased and decreasedjob satisfaction concerning teaching responsibilities, the conflict between teaching and research, and introducing new challenges (Khan *et al.*, 2020). As highlighted in the above arguments, academicians in Pakistan experience various impacts on emotional well-being due to workload and emotional pressure.

However, there is a dearth of research in Pakistan on workload and emotional pressure as antecedent factors for academicians' emotional well-being where the sample sizes have been small and, therefore, may not have provided an adequate and detailed picture of the poor academic, emotional well-being in terms of workload and emotional pressure over time (Afzal *et al.*, 2019; Ali & Imran, 2020; Khan *et al.*

In the literature, different measurement scales arepresent to assess and capture distinct facets of workload. For example, Karasek's (1979) Job Content Questionnaire (JCQ) assesses workload through job demands, decision latitude, and social support. The Effort-Reward Imbalance (ERI) Scale, developed by Siegrist in 1996, assesses the relationship between the efforts employees put into their work and the rewards they receive in return. Demerouti *et al.* (2001) developed the Job Demands-Resources (JD-R) Scale to assess job demand and resources. This scale includes workload, time pressure, and emotional pressure. These measurementsare helpful for providing standardized procedures for measuring job demands in different settings and demographics. In Pakistan, preference is given to the self-reporting method supplemented with the occupational and culturally relevant measures adopted from the available scales.

Some of the studies utilized already developed instruments such as the Job Content Questionnaire (JCQ), Effort Reward Imbalance (ERI) Scale, and the Job Demands Resources (JD-R) Scale by Siegrist (1996), Karasek *et al. (*1979), and Demerouti *et al. (*2001) respectively. These instruments may not adequately incorporate cultural and occupational factors that shape higher education institutions in Pakistan. Hence, as stated in earlier works, it explores the workload by identifying the tasks, responsibilities, and expectations in teaching, research, administration, and other organizational assignments (Han *et al.*, 2020; Sabagh *et al.*, 2021).

This definition also encompasses the wide range of professional activities that academics engage in, reflecting the diverse nature of their workload. The study assesses workload using a 7-item scale derived from the work of Han *et al.* (2020) and Sabagh *et al.* (2021). These items exemplify the broad spectrum of tasks that academics undertake,

providing a systematic approach to examining how these tasks impact the emotional well-being of academics in higher education institutions.

2.2.2.2 Emotional Pressure

Emotional pressure refers to the efforts people make to manage their emotions in response to the demands of their jobs (Yin *et al.*, 2016). Broadly, emotional pressure at the workplace involves any strong emotion that is not positive, such as depression and irritability and experience of hopelessness or low levels of satisfaction. These pressures emanate from emotionally stimulating incidents at the workplace, thus increasing stress levels (Azharudeen&Arulrajah, 2018).

A recent study indicated that emotional pressure decreases well-being and job burnout among occupational categories (Bodenheimer & Shuster, 2020). Multiple recent studies have revealed a significant correlation between job-related emotional pressure and levels of emotional strain in various sectors, such as health care, education, and project management. A survey conducted among healthcare professionals, including frontline workers, found that the perception of being under pressure was a significant cause of emotional pressure (Wang *et al.*, 2021). Rafique *et al.* (2023) also established a correlation between employee emotional pressure and emotional exhaustion. In addition, academics experience significant emotional pressure due to interacting with parents, fulfilling the expectations of others, and engaging with various stakeholders, resulting in elevated levels of emotional burden (Jensen, 2021).

Another study conducted on academicians in Bangkok,Thailand, also showed that academicians with high levels of emotional pressure are likely to experience job burnout, de-motivation, physical and psychological exhaustion. The study conducted in Bangkok,

Thailand, revealed that university academicians who faced significant emotional pressurein their roles were prone to burnout, reduced enthusiasm for teaching, and both physical and mental exhaustion (Chen & Chenin, 2022).

Furthermore, individuals frequently express emotional exhaustion, diminished personal engagement and commitment to their work, and a dearth of job satisfaction (Skaalvik&Skaalvik, 2021). Studies indicate that academicians experience an elevated susceptibility to burnout due to the emotional pressureassociated with their work. Similarly, a study conducted on academicians in Yogyakarta revealed a significant correlation between workload, emotional pressure, and burnout (Nurendra, 2018).

Furthermore, Russel *et al. (*2020) showed a positive correlation between burnout rates among academicians in the United States and job demands, specifically emotional pressure. Moreover, Ali and Imran (2020) conducted a study among Pakistani academicians and found a noteworthy association between emotional pressure and burnout among academicians from eleven higher educational institutes. Similarly, Sheikh *et al.* (2019) found evidence to support the connection between job demands, work engagement, and burnout in their investigation of academicians from various higher educational institutions in Pakistan. A study conducted by Ahmad *et al.* (2021) found a direct relationship between job demands and burnout among academicians. Hence, it is crucial to effectively handle job-related demands, particularly emotional pressure, to minimize work's influence on academicians' emotional well-being.

The literature confirms that various measurement scales are used to evaluate the specific level of emotional pressure and stress experienced by employees. The Effort-Reward Imbalance (ERI) Scale, created by Siegrist (1996), and the Copenhagen

Psychosocial Questionnaire (COPSOQ), introduced by Pejtersen *et al. (*2010), are the most utilized instruments in this domain (Siegrist, 1996; Pejtersen *et al.*, 2010). These scales have been used in research to investigate the correlation between emotional pressure and the well-being of employees. However, in the Pakistani context, there is a lack of specific measurement scales to identify or explain the particular scales used to measure the intensity of emotional pressure.

The research conducted by Ali and Imran (2020) and Sheikh *et al.* (2019) found that Pakistani employees experience emotional pressure in various fields, including emotion regulation, interpersonal relationships, and stress management. The researchers employed established scales to assess emotional pressure and other related concepts, although they may not explicitly mention this. The emotional pressure scale utilized in this study comprises four items derived from Yin *et al.*'s (2016) work. These items assess the emotional strain experienced by academicians, their emotions, interactions, and stress levels in Pakistani higher education institutions.

2.2.3 Job Resources

Job resources are physical, psychological, social, and organizational characteristics that assist employees in meeting job demands and increasing motivation to perform better. (Demerouti & Bakker, 2023). They are essential in supporting and encouraging employees to solve job problems and improve their well-being (Bajrami *et al.*, 2022). The literature classifies job resources into personal, contextual, and organizational categories. Personal resources include attributes such as resilience and self-efficacy. Contextual resources include co-worker support and job autonomy. Organizational resources refer to broader organizational policies and structures, such as leadership quality and organizational

culture. Individuals manage their resources based on their characteristics and capacities. On the other hand, the organization plays a vital role in developing and maintaining contextual and organizational resources.

Several studies showed that job resources are instrumental in reducing negative emotions and promoting positive feelings. For instance, Claes*et al. (*2023) showed in the study that job resources mitigate the effects of job demands on burnout and turnover intention among academicians. Likewise, promising work characteristics can enhance motivation, work-related involvement, and psychological health by offering support, autonomy, and career development (Park *et al.*, 2021).

Research conducted in different fields has supported job resources and their effects on specific employee health. For instance, a cross-sectional study of the Belgian workforce established that high-level workplace resources like autonomy, relatedness, and personal growth are related to subjective well-being. These resources effectively enhanced the level of total life satisfaction and positive mood and reduced the level of negative mood (Claes *et al.*, 2023). Further, the studies conducted in the hospitality industry reveal that high job demands were associated with adverse effects on employee well-being, while job control and social support positively influenced employees' well-being. (Bajrami *et al.*, 2022).

According to the literature, job resources such as authentic leadership are the key to improving workers' emotional, psychological, and physical well-being, encouraging them to perform better, with a focus on leaders' roles in creating a nurturing environment (Liu *et al.*, 2023). Likewise, a study on public employees found that a positive human resource climate, such as autonomy, career development opportunities, and communication, improved psychological health (Hameed *et al.*, 2022).

Job resources for academicians, such as job autonomy, social support, and performance feedback, are crucial as they greatly influence academicians. For instance, Collie (2023), Malinowska *et al.* (2018), Redelinghuys*et al.* (2021), and Skaalvik and Skaalvik (2020) found that these resources had positive outcomes in terms of reducing exhaustion while increasing flourishing. Han *et al.* (2020) and Sokmen and Kilic (2020) found a positive and significant relationship between job resources and emotional exhaustion. In a study by Han *et al. (*2020), the authors found a negative relationship between available job resources and academicians' emotional exhaustion.

In their study, Norouz *et al.* (2022) also note the importance of performance feedback as the essential job resource associated with decreased burnout among academicians. Accordingly, Kinman and Johnson (2019) propose that job resources, including autonomy, social support, and performance feedback, reduce the relationship between workload and burnout.

Cao and Zhang (2021) also emphasize that supervisor supportpromotes well-being, while Kaiser *et al. (*2021) note that excessive autonomy is detrimental to burnout. Consequently, the findings of this study highlight the significance of recognizing and encouraging the implementation of these job resources in enhancing academicians' emotional well-being.

Research conducted in Pakistan demonstrates that job resources positively impact employees' well-being while decreasing the likelihood of professional burnout. In their survey with academicians, Bhatti *et al.* (2018) suggested that job resources enhance employees' well-being. Academicians have found a correlation between higher levels of social support, job decision latitude, and lower levels of burnout.

Akram (2019) presents a compelling example demonstrating the impact of job resources on the overall well-being of academicians in the country. Ahmad *et al.* (2022) identified supportive work environments as essential for mitigating and handling stress and enhancing academicians' job satisfaction and performance. Thus, several of these studies confirm that job resources are crucial in improving the workforce's well-being and preventing burnout among professionals in Pakistan. Therefore, it is also necessary to include all three job resources, specifically job autonomy, social support, and performance feedback, to fully understand their significant impact on the emotional well-being of academicians.

2.2.3.1 Job Autonomy

Job autonomy is the level of independence an individual has in planning their job tasks (work scheduling autonomy), making decisions on how to complete assigned tasks (work method autonomy), and choosing which goals and functions are essential within their job (criteria autonomy) (Sokmen& Kilic, 2019). It enables individuals to exercise their decision-making abilities in work-related tasks under favourable conditions.

Job autonomy is crucial in improving employees' performance and well-being (Clausen *et al.*, 2022). Furthermore, a study conducted on service employees has revealed a strong and positive connection between the level of job autonomy and their emotional well-being. This finding supports the idea that organizational support for employee engagement and reducing stress and turnover intentions are closely linked to the perception of job autonomy and affective organizational commitment (Zhalifunnas*et al.*, 2023).

Furthermore, a study conducted in the Netherlands has provided evidence that having control over one's job can mitigate the negative impact of perceived unfairness in

the distribution of resources and decision-making processes on emotional exhaustion (Versteegt*et al.*, 2022). Additionally, Rensburg *et al.* (2017) showed that intentions to leave a job are significantly impacted by the level of autonomy supported by supervisors, highlighting the importance of job autonomy in employee retention. Sharma's (2021) cross-sectional study found that job autonomy improves employee engagement.

Moreover, Smith *et al. (*2022) corroborated that increased job autonomy was associated with reduced burnout among employees in the technology sector. Similarly, Bakker & Vries (2021) observed that diminished employee autonomy led to heightened levels of burnout in various occupational domains. Furthermore, in higher education, substantial evidence supports the link between independence and academicians' authentic self-experience to prevent emotional exhaustion. Skaalvik and Skaalvik (2018) observed a positive correlation between higher levels of academic autonomy and increased engagement, satisfaction, and flourishing. They found that individuals with moderate or high levels of autonomy are more likely to experience flourishing.Nevertheless, research on the relationship between job autonomy and Pakistan's employees' emotional well-being is scarce.

Ali and Imran (2020) investigated the correlation between emotional pressure and job autonomy with burnout among Pakistani academicians and its potential impact on emotional well-being. Similarly, Sheikh *et al.*'s (2019) study also investigated how burnout, specifically concerning job demands such as job autonomy and work engagement, mediates emotional experiences among Pakistani academicians. The study suggests that autonomy impacts emotional experiences due to its association with burnout.

Overall, it can be inferred that job autonomy has a positive correlation with flourishing and a negative correlation with emotional exhaustion, making it crucial for the emotional well-being of employees.

The level of autonomy in literature is assessed using various scales applicable globally and in the Pakistani context. The Job Autonomy Scale (JAS) and the Job Content Questionnaire (JCQ) are widely used instruments for assessing employees' perceptions of the level of control they have over their work tasks and decisions.

Furthermore, the COPSOQ Job Autonomy subscale and the MJAS provide a methodical assessment of various aspects of autonomy, specifically work organisation, decision-making authority, and control over methods. These measurement scales facilitate interventions aimed at enhancing job design and organizational practices. They provide crucial information on how autonomy affects employees' emotional experiences and well-being in the workplace.

Although there is a lack of empirical studies specifically examining this relationship in Pakistan, studies that include Ali and Imran (2020) and Sheikh *et al.* (2019) provide valuable insights into the influence of autonomy on the emotional well-being of academics in Pakistan. These studies indirectly contribute to understanding how autonomy affects employees' emotional experience and well-being in various organizations and sectors in Pakistan. They expressed their opinion that general teaching autonomy primarily refers to the authority of academics to exercise their discretion in making decisions about teaching autonomy and curriculum autonomy within their academic context. The job autonomy in this study is derived from the works of Sokmen and Kilic (2019) and Moslehi

& Salehi (2021) to assess the extent of freedom academicians have in making decisions and exercising autonomy in teaching and curriculum development.

2.2.3.2 Social Support

Social support at work encompasses providing assistance, encouragement, and resources by colleagues, supervisors, and the organisation to employees in the workplace (Han *et al.*, 2020; Sabagh *et al.*, 2021). It encompasses emotional support, physical aid, information, and appraisal feedback. Social support is crucial in diminishing stress, enhancing job satisfaction and well-being among employees, and effectively handling workloads (Bakker & Vries, 2021).

Research conducted in the past revealed that social support enhances overall employee quality of life, job satisfaction, organizational commitment, and work performance (Schotanus-Dijkstra *et al.*, 2015; Kaminski *et al.*, 2019; Truong *et al.*, 2021; Chonody*et al.*, 2022; Claes *et al.*,2023; A'yuninnisa*et al.*, 2023). Research also revealed that social support is an essential factor that can help decrease burnout among employees in various sectors (Li *et al.*, 2022; Firdaus *et al.*, 2023; Nielsen *et al.*, 2023). These studies indicate that establishing a supportive organizational culture reduces employee burnout and improves well-being and productivity.

Social support in higher educational institutions is crucial to academics' emotional well-being. The study conducted at the University of Tyumen in Russia also observed that employees who prioritize the significance of their job, fairness within the organisation, and comfort at the workplace tend to have higher levels of job content satisfaction. A positive organizational culture can significantly improve job satisfaction and productivity (Efimova &Latyshev, 2023). Furthermore, a study on Bangladeshi academicians demonstrated that

they experience greater job satisfaction and foster more positive relationships with their colleagues. It highlighted the significance of interpersonal connections among academicians in the workplace (Saha & Awal, 2021).

Tiryakiand Yıldırım (2023) have emphasized the correlation between social support and job satisfaction among academicians in Turkey, highlighting social support as a vital factor in enhancing the work-related experience. In addition, Shams *et al.* (2020) and Walumbwa *et al.* (2020) investigate how social support affects work engagement and organizational commitment among academicians. Singh *et al.* (2019) demonstrate that social support plays a moderating role in mediating the influence of job stress on the emotional well-being of academicians.

Besides, previous studies have established that leadership and team management are significantly correlated with job satisfaction among academicians. Scientific studies indicate that effective leadership of departments and supportive teamwork relations are related to higher levels of job satisfaction and professional performance (Shah *et al.*, 2021). Likewise, in academicians of Pakistan, job satisfaction brought about significant improvements in individual performance; features like work environment, promotion opportunities, and positive relationships with superiors were also essential (Shaikh *et al.*, 2023). Altogether, these studies offer support for the effects of social support as a significant factor for academicians' well-being and work-related outcomes, underlining the importance of social support in enhancing the well-being and productivity of academicians.

There are multiple measurement scales in the literature to assess social support and its impact on employee well-being. Commonly used measuring instruments in the field of social support research include the Multidimensional Scale of Perceived Social Support

(MSPSS), the Social Support Questionnaire (SSQ), the Berlin Social Support Scales (BSSS), and the Social Provisions Scale (SPS). These scales are instrumental in studying social support in organizations and its impact on the health and well-being of employees.

These scales have been successfully utilized in other cultures, demonstrating their appropriateness and relevance for studying social support in Pakistan. It is important to note that although these scales may not have been specifically designed for the context of Pakistan, they have been successfully employed in other cultures. Within the scope of this investigation, the concept of social support is operationalized by using the measurement instruments that were developed by Sabagh *et al.* (2021) and Han *et al.* (2020) to evaluate the levels of support that are offered to academicians by department heads, co-workers, and the organisation. It is essential to highlight the significance of social support in promoting emotional well-being among academicians, and the utilization of these scales within the context of Pakistan provides a solid foundation for further research in this field.

2.2.3.3 Performance Feedback

Performance feedback is the information employees provide about their performance on different tasks to focus their attention on specific aspects of their work and enhance their performance. (Nylén*et al.*, 2019). Performance feedback is vital in shaping an employee's self-perception, enhancing their drive, facilitating learning experiences and growth opportunities, and fostering individual and organizational development (Imran *et al.*, 2020; Rajput and Sharma, 2021). Additionally, it has been established that it contributes to the subjective well-being of the individual (Rensburg *et al.*, 2018). This self-motivational tool is regarded as one of the most efficient methods for enhancing work performance and personal growth. Likewise, Mazzetti and Schaufeli (2022) revealed that

feedback substantially influences employee engagement and team productivity (Mazzetti & Schaufeli, 2022). In addition, providing feedback on employees' performance has contributed to fostering a sense of autonomy among the employees and improving their intrinsic motivation and performance.

Furthermore, providing employees with constructive feedback is crucial as research has confirmed that the quality of feedback significantly impacts their performance. Receiving precise and clear feedback regarding job performance has improved productivity (Drouvelis&Paiardini, 2022). Several empirical studies demonstrate that performance feedback substantially influences the overall well-being of employees. Imran *et al.* (2020) conducted a study that specifically investigated the impact of worksite interventions, such as feedback, on workers' vigour and learning levels. They asserted that adopting a feedback culture and improving the comprehensiveness of information sharing positively affect employee well-being and promote effective learning (Rensburg *et al.*, 2018).

Abid *et al.* (2018) highlighted that feedback plays a crucial role in enhancing work performance and individual health, ultimately leading to optimal levels of well-being. They emphasized that without this well-being, individuals would lack the motivation to produce higher-quality work. According to Mudrak *et al.* (2017), providing constructive feedback leads to increased job satisfaction and employee performance, ultimately leading to improved well-being in the workplace. The research carried out by Rajput and Sharma (2021) discovered that providing performance feedback impacts the engagement of employees, the level of job satisfaction they experience, and the organization's effectiveness, which ultimately results in increased success. In their expansion on the consequences of non-feedback, Sexton *et al.* (2018) highlighted that although feedback

does not negatively impact the morale and satisfaction of employees, it is essential for the well-being of employees.

Several measurement scales have been developed to capture this phenomenon to varying degrees. The feedback environment scale evaluates individuals' perceptions of the feedback environment in the workplace, including the feedback's frequency, quality, and relevance. The Feedback Orientation Scale (FOS) measures individuals' receptiveness to receiving feedback for self-improvement. Ashford and Cummings (1985) developed the Feedback Receptivity Scale (FRS) to assess an individual's degree of Openness/Receptivity to Feedback, their Attitudes towards Feedback, and their Readiness to Receive Feedback.

The Feedback Climate Scale (FCS) evaluates individuals' perceptions of the feedback atmosphere within the organisation, encompassing elements such as motivation, perceived significance, and assistance. The Feedback Perception Scale (FPS) evaluates individuals' perspectives on the feedback they receive, considering the provided feedback's clarity, accuracy, fairness, and effectiveness. These scales help examine the relationship between performance feedback and employee well-being within the feedback climate. They can evaluate the act of seeking feedback, perceptions of the work environment, and the effectiveness of feedback.

For this study, performance feedback was exclusively measured using items that were adapted from different sources, such as Linderbaum and Levy (2010), Ainley and Carstens (2018), and Collie (2023). The chosen items were selected to encompass different aspects of feedback and collect data on how academics perceive and experience feedback and its impact on their overall well-being.

2.2.4 Organizational Identification

Organizational identification refers to ‘an individual sense of belonging and emotional attachment to an organization, which reflects loyalty, solidarity, and alignment with the organization's goals, values, and identification.’(Haslam*et al.*, 2018). Additionally, Ashforth and Mael (1989) definedorganizational identification as a psychological state of belonging to an organization. Additional researchers have examined a comprehensive concept of identification that includes loyalty and connectedness at both the individual and organizational levels (Edwards, 2005).

Dutton *et al.* (1994) provided a more detailed explanation of organizational identification, which involves using a representation to identify oneself and the organisation, adopting a set of goals related to the organisation, perceiving similarity and belongingness with other members, and defending the organization's future. Researchers widely agree that Organisational identification refers to the degree to which an individual perceives themselves as a member of and connected to an organisation.

Organizational identification may be expressed as cognitive, affective, or a combination of both. Cognitive identification, as emphasized by Johnson *et al.* (2012), is the act of internalizing and fully embracing the values and goals of an organisation. Affective identification, conversely, involves having a favourable attitude towards an organisation and sincerely desiring its success. Moksness (2014) defined organizational identification as the process by which individuals establish a cognitive and emotional connection to a specific organisation. Based on this definition, the present study evaluates organizational identification as a psychological concept that includes psychological and emotional characteristics.

This interpretation aligns with the Social Identity Theory (Tajfel & Turner,1982), which posits that individuals derive a significant portion of their self-concept from their affiliated groups (Ashforth & Mael, 1989). According to the Social Identity Theory (SIT), individuals categorize their group, such as an organization, into various social groups and develop social identities.

Organizational identification is a process that allows people to view themselves as members of a particular organisation and incorporate the organization's values, objectives, and emotions into their perception of themselves. The literature also supports the significant role that organizational identification plays in enhancingemployees' overall health and well-being. Various research works, in general, have identified that organizational identification is positively related to higher levels of positivity in the exhibited organizational behaviours while concurrently reducing negativity (Steffens *et al.*, 2021; Avanzi*et al.*, 2021). For example, studies have established that organizational identification is negatively related to employee tardiness, withdrawal behaviours, stress, and burnout and is positively associated with in-role and extra-role performance, motivation, job satisfaction, and creativity (Avanzi*et al.*, 2018; Haslam *et al.*, 2018;Atalay *et al.*, 2022).

Furthermore, empirical data has confirmed the relationship between organizational identification, knowledge sharing, and employee organizational performance (Subba *et al.*, 2019). Steffens *et al.* (2021) found a direct relationship between how much employees identify with their organisation and their overall well-being. Although there is widespread agreement in the literature that organizational identification is essential, its relationship with employee well-being is scarce (Jetten *et al.*, 2021).

Multiple studies have identified factors contributing to organizational identification, emphasizing the job's characteristics to enhance identification with the organization and yield positive results. Pham (2020) conducted a study that found a positive relationship between high levels of decision-making autonomy and increased organizational engagement, job satisfaction, and organizational commitment among employees.

Hwang and Jang (2020) emphasized that self-identity aligns with the perception of task importance, which impacts employees' identification with the organization and, consequently, their satisfaction with their job. The study also highlighted that comprehending the significance of work and receiving constructive feedback contributes to fostering organizational identification, augmenting a sense of belonging, and promoting attitudinal commitment to the organization's success (Tevfik, 2018; Subba, 2019;De Giorgio *et al.*, 2023). Organizational identification can enhance employee resilience and motivate them to actively advocate for organizational goals within their colleagues (Haslam *et al.*, 2022).

In addition, several studies have shown that organizational identification can mediate between job demands and resources and various outcomes, in addition to the direct influence of job characteristics on organizational identification. The research conducted by Jetten *et al.* (2017), Avanzi*et al.* (2018), and Haslam *et al.* (2022) all emphasized the role of organizational identification as a mediator between employee characteristics and well-being. For instance, Jetten *et al.* (2017) demonstrated that organizational identification helps cope with job-related stress and reduces burnout.

According to Avanzi*et al.* (2018), the presence of job resources like managerial support and professional developmental activities leads to increased organizational identification. This, in turn, results in higher job satisfaction and decreased burnout. Haslam *et al.* (2022) conducted a study that showed a positive correlation between organizational identification and improved job satisfaction, reduced burnout, and increased motivation, regardless of employment conditions.

In addition, Biçkes and Yilmaz (2019) and Lopez and Topa (2019) have highlighted the crucial impact of organizational identification on improving employees' positive state and efficiency. Individuals with a strong sense of attachment to their workplace tend to have a more positive attitude towards their job. They are less likely to experience exhaustion from working long hours due to increased motivation. Thus, a strong sense of organizational identification can mitigate the negative impact of job demands on employees' well-being and simultaneously improve their overall emotional well-being.

A comprehensive literature analysis shows that various measurement scales are available to evaluate organizational identification. Each of these scales focuses on a specific aspect of the construct. An example is the Organisational Identification Scale, created by Ashforth & Mael (1989),which examined employees' level of commitment to the organisation and their sense of identification with it. Similarly, Van Knippenberg and Van Ode (2000) developed a different metric to evaluate individuals' perception of belonging to an organisation and their willingness to stay with it. Furthermore, the Organisational Identification Questionnaire developed by Cheney (1983) assesses the extent to which staff members are aligned with and committed to the goals and purpose of

the organisation. Ashforth and Mael (1989) proposed a single metric to assess how employees integrate the values and mission of the organisation. These scales are frequently utilized in organizational behaviour to study the influence of identification on employees' attitudes, behaviors, and psychological well-being. It corresponds to the research aim to determine the impact of organizational identification on the relationship between the independent and dependent variables.

Organizational identification is the psychological bond an individual forms with an organisation, involving cognitive and emotional aspects of self-categorization (Moksness, 2014). Accordingly, in this study, organizational identification is measured by adapting the items from Johnson *et al.* (2012), Smidts*et al.* (2001), and Ashforth and Mael (1989) studies to construct a comprehensive framework for assessing the levels of organizational identification and its impact on individuals and organizations. These studies have demonstrated that organizational identification significantly impacts employees' perceptions of job demands, resources, and organizational health. This study aims to enhance comprehension of how organizational identification, as a mediator variable, influences the relationship between job demands, job resources, and employees' emotional well-being.

2.3 Past Studies on Employee Well-being

The literature documents the interaction between job demands, job resources, organizational identification, emotional exhaustion, and flourishing. For example, Uluturk*et al.* (2023) investigated the impact of workload on job burnout among public sector employees and found a positive relationship between workload and burnout. Similarly, Sari and Rinaldi (2022) discovered that increased workload in banking

employees correlates positively with burnout, indicating that higher job demands lead to increased burnout.

Bakker and Demerouti (2017) found that job demands negatively relate to work engagement and flourishing, while job resources positively influence these outcomes. Further studies by Kim and Beehr (2020), Nel and Coetzee (2020), and Claes *et al.* (2023) examined the effects of job demands and resources on employee well-being, organizational commitment, job performance, and satisfaction. They concluded that high job demands, such as excessive workload and time constraints, impair employee well-being, resulting in increased stress and burnout and lower job performance. Conversely, job resources, including peer and manager support, opportunities for advancement, and sufficient autonomy, promote employee well-being. These resources strengthen employees' organizational bonds, boost job satisfaction, and enhance job performance.

Organizational identification emerges as a crucial mediator in these relationships. Employees who strongly identify with their organization benefit more from job resources and are more resilient to the adverse effects of job demands, improving well-being, commitment, and performance even under high demands. Studies emphasize the need to balance job requirements with available resources to create a positive work environment, showing that adequate resources can mitigate the adverse effects of high job demands, leading to better employee well-being and organizational outcomes.

Xanthopoulou *et al.* (2021) found that job resources, such as social support, autonomy, and feedback, improve employee well-being and engagement. Bakker and Vries (2021) expanded on these findings, emphasizing the importance of job resources in enhancing employee well-being and engagement levels. Witte *et al.* (2018) also

highlighted the importance of organizational resources like support, autonomy, and performance feedback in increasing employee engagement and overall health. Recent studies have found a strong positive relationship between job autonomy and emotional well-being among service workers (Clausen *et al.*, 2022; Versteegt*et al.*, 2022). They determined that job autonomy increased organizational well-being while decreasing turnover intentions and job stress. According to recent research, increased self-scheduling is associated with higher employee satisfaction and lower stress levels (Zhalifunnas*et al.*, 2023).

Research shows that social support improves employee outcomes, such as job satisfaction, organizational commitment, and performance (Claes *et al.*, 2023; A'yuninnisa*et al.*, 2023; Tiryaki & Yıldırım, 2023). The quality of feedback is also critical in determining employee performance. Specifically, detailed and accurate feedback increases overall attention and activity levels (Drouvelis&Paiardini, 2021). More feedback is linked to higher levels of workforce participation, whereas a lack of feedback may have a non-significant or negative impact (Sexton *et al.*, 2018).

Recent research has focused on organizational identification as a predictor of positive workplace well-being, organizational effectiveness, and a reduction in negative actions directed at or from the organization (Avanzi*et al.*, 2021; De Giorgio *et al.*, 2023). Avanzi*et al.* (2021) found that organizational identification increases social support and reduces future psychological suffering. This aligns with the present study's findings, highlighting the importance of social support in improving employee well-being through organizational identification. De Giorgio *et al.* (2023) found that employees with a high level of organizational identification are more satisfied with their jobs and less likely to

consider leaving, which enhances overall emotional well-being and job satisfaction. The authors demonstrated that staff members with strong organizational identification had higher levels of well-being, regardless of the organizational climate.

Steffens *et al.* (2021) found that organizational identification strongly mediates the relationship with increased emotional well-being. Haslam *et al.* (2022) stated that organizational identification helps employees manage stress and adversity, which aids in retaining employees by reducing the negative impact on their emotional well-being. These findings highlight that increased job demands without adequate resources lead to stress and burnout, whereas adequate job resources can buffer the effects of demands and improve well-being. Organizational identification is a psychological resource, increasing employees' sense of belonging and commitment to replenishing psychological capital. Thus, organizations should implement strategies that manage job demands and resources while promoting a positive organizational culture through employee identification to enhance emotional well-being.

2.4 Underpinning Theories

This study explores the relationships among workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, emotional exhaustion, and flourishing by applying the Job Demands-Resources (JD-R) theory and Social Identity Theory (SIT). The JD-R theory will elucidate how job demands and resources influence employee emotional well-being. Specifically, the study aims to investigate the correlation between two job demands components—workload and emotional pressure—and two aspects of emotional well-being: emotional exhaustion and

flourishing. Additionally, it will examine how three job resources—job autonomy, social support, and performance feedback—affect these emotional well-being components.

Social Identity Theory will be employed to understand the cognitive mechanisms through which job demands and resources impact emotional well-being. This theory posits that individuals derive their identities from their membership in various groups. Consequently, employees who strongly identify with their work group or organization will likely experience lower stress levels, positive emotions, and enhanced well-being.

The study will, therefore, describe how the JD-R theory and SIT provide a framework for understanding the various aspects of this research. By integrating these theories, the study aims to offer a comprehensive analysis of how job demands and resources interact with organizational identification to affect emotional exhaustion and flourishing among employees.

2.4.1 Job Demands and Resource (JD-R) Theory

The job demands and resources theory offers a comprehensive framework for understanding job stress and well-being (Schaufeli, 2017; Bakker *et al.*, 2023). It discusses classifying employee job characteristics into job demands and resources. Job demand refers to the exertion necessary for employees to fulfil their physical, psychological, and social responsibilities. Job resources are aspects of a job that can be utilized to accomplish tasks, reduce job stress, and foster growth.

The JD-R theory stands out from previous work design models due to its comprehensive approach. Unlike earlier theories that focused on specific aspects of work experience, the JD-R theory considers work demands and resources. In their study, Bakker

and Demerouti (2017) outlined the fundamental principles of the JD-R theory. Job demands can result in job pressure and processes of exhaustion that negatively impact health. Job demands contribute to burnout, whereas job resources positively correlate with energizing and motivating processes such as engagement. They agreed with the emphasis on job resources, particularly in environments where resources must be utilized efficiently to enhance work commitment and productivity.

Additionally, the model demonstrates that work demands lead to employee exhaustion, while other resources contribute to employee recovery based on their level of work experience. This framework provides valuable insights into the fluctuations in demands and resources and offers guidance on creating optimal organizational conditions to improve the health and well-being of workers (Bakker *et al.*, 2023).

Recent empirical research has provided evidence of the JD-R model and demonstrated its relevance in various contexts. Lesener*et al.* (2019) conducted a meta-analysis study to examine the assumptions of the JD-R model using longitudinal studies. Their findings highlight the impact of job demands and resources on employee well-being. The researchers presented evidence demonstrating that job resources positively impact work-related motivation and reduce levels of burnout. Conversely, high job demands are associated with increased stress and further burnout. These authors indicated a reciprocal relationship between job demands and resources and mood, asserting that they influence employees' emotional states. The integrative review demonstrates that job demands and resources are vitalto employee health, well-being, and organizational performance.

The Job Demands-Resources or JD-R model has significant research evidence in academic settings. Naidoo-Chetty and Du Plessis (2021) emphasize the importance of

understanding academic work environments, indicating that this framework is still used in higher education institutions. The JD-R model has been instrumental in explaining the emotional strain experienced by academicians in recent years, particularly concerning the demands placed on them and the resources provided. A study conducted by Afzal *et al.* (2019) found that workload and pressures negatively influencedemployees' well-being and suggested managing their job demands to improve their emotional well-being. On the other hand, satisfaction was found to be associated with training opportunities and management support.

In addition, Sonnentag *et al.* (2023) recommendincluding job resources such as feedback and task variety to reduce job demands and enhance the engagement of academicians. Granziera*et al.* (2021) investigated the well-being of academicians using the JD-R theory, which considers workload and professional learning opportunities as both demands and resources. In their study, Han *et al.* (2020) applied the JD-R model to analyse various factors' impact on academicians' well-being. They discovered that demands such as emotional workload had a detrimental effect on well-being, while job resources such as teaching assistants had a positive influence (Han *et al.*, 2020).

The Job Demands-Resources (JD-R) theory has recently grown popular among Pakistani employees. Khan *et al.* (2020) specifically examined how job demands and emotional exhaustion affect the occurrence of sickness in academicians. It has been found that when organizations and employees experience high workloads and conflicts in their roles, they are prone to experiencing emotional exhaustion and related illnesses. Furthermore, a research study has confirmed that the JD-R model is relevant and applicable to the specific context of employee well-being in Pakistan. Adil and Baig (2018)

demonstrated that burnout harms employee well-being in the pharmaceutical industry, particularly concerning workload demands.

Siddiqui *et al.* (2020) further demonstrated a correlation between work demands and burnout and diminished psychosocial well-being among healthcare personnel. Gulzar *et al.* (2020) found that work stress negatively affects well-being in the banking sector. However, engagement and organizational support play a moderating role in the relationship between work stress and well-being. This study emphasizes the application of JD-R theory in Pakistan and its ability to align job demands with sufficient resources to improve the well-being of employees in various areas.

In addition, Afzal *et al.* (2019) provided insights into the impact of workload management and role clarity on employee well-being in different contexts. These studies have provided evidence for the applicability of the JD-R theory in various industries in Pakistan. Consequently, they highlight the need for academic researchers to focus on the current educational system in Pakistan. Recent studies have focused on the concept of identification in the context of the JD-R theory. These studies have established identification as the mediator that connects job demands to employee well-being (Schaufeli *et al.*, 2020; Xanthopoulou *et al.*, 2021).

López and Topa (2019) observed that organizational identification is a psychological variable in the JD-R model that positively impactsorganizations and provides a competitive advantage. The argument suggests that the degree of connection an individual feel towards their organisation plays a significant role in how job demands and resources affect their attitudes and behaviour. It also helps to establish the link between the

employee's perception of job demands and resources and the outcomes related to their well-being.

Guglielmi *et al.* (2014) presented evidence supporting its role as a mediator in the relationship between job resources and job satisfaction, further suggesting that future studies investigate the correlations among job demands, resources, identification, and well-being outcomes. Hence, the present research aligns with Xanthopoulou *et al.* (2022), who emphasized investigating the connection between job demands, resources, and well-being outcomes. It is proposed that the relationship between job demands, resources, and employee well-being can be clarified by considering additional resources.

This study acknowledges that organizational identification is a psychological resource that influences how individuals engage with organizational stimuli, ultimately impacting their emotional connection to their organization. Positive organizational identification mitigates risk to job demands and diminishes emotional exhaustion in academicians; thus, it fosters flourishing and reduces emotional exhaustion. The subsequent section of this discussion expands on Social Identity Theory to enhance our understanding of how identification with the organisation acts as a mediator in the JD-R model. It also explores how this identification may decrease negative emotions and enhance the emotional well-being of academicians.

2.4.2 Social Identification Theory

The social identity theory has been the dominant framework for comprehending organizational identification for the last four decades. Tajfel and Turner (1982) laid the groundwork and expanded upon this approach. The Social Identity Theory approach is

founded on the concept that individuals have personal and social identities that contribute to the formation of their self-concept.

Within the framework of organizational identification, Social Identity Theory proposes that employees perceive themselves as integral components of the organization (Ashforth & Mael,1989). This identification occurs when employees establish a connection between their values and beliefs and those of the organization (cognitive identification) and form emotional bonds with the organization (affective identification). Employees develop a strong sense of unity by aligning themselves with the organization, perceiving its achievements and failures as personal. This connection cansignificantly impact their behavior, attitudes, and level of engagement within the organization. Therefore, Social Identity Theory offers a thorough structure for comprehending the mechanisms and reasons behind employees' identification with their organizations.

The Social Identity Theory has laid the foundation for one of the most essential theories of organizational identification in recent times (Ashforth & Mael.,1989; Dutton *et al.*,1994; Van Knippenberg & Van Chie,2000;Steffens *et al.*, 2021). Organizational identification refers to belonging to a specific social group, where one sees oneself as a member of the organization they work for, along with other shared characteristics among its members (Patchen, 1970; Ashforth & Mael, 1989; Dutton *et al.*, 1994). Rousseau (1998) examines how individuals perceive organizations by analyzing their situational and deep structural commitment.

The application of Social Identity Theory to organizational identification has significantly improved our understanding of various organizational processes and their effectiveness. According to research, organizational identification is a powerful predictor

of commitment, engagement, and job satisfaction. Furthermore, there is a strong link between organizational identification, increased performance, motivation, and lower employee turnover. Furthermore, applying the Social Identity Theory approach sheds light on how organizations can promote the identification process.

Organizations can improve their employees' well-being and performance by cultivating a strong organizational culture, encouraging the dissemination of organizational values, and providing opportunities for employees to identify with the organisation. It investigates how people develop their self-perception and work to cultivate a positive sense of self-worth through social categorization and comparisons to others. It has contributed significantly to our understanding of organizational identification and its implications for individuals and organizations.

Van Dick *et al.* (2004) conducted a thorough investigation into the concept of organizational identification. The authors expanded on the ideas introduced in Social Identity Theory. They also emphasized the importance of better understanding and recognizing Organisational Identification, which necessitates a more comprehensive definition. The researchers propose that Organisational Identification comprises four subcomponents: affective, cognitive, evaluative, and behavioural. This is consistent with social identification theory, which states that people are more likely to participate in group activities when they perceive personal benefits and less uncertainty. Simply put, group activities help academics feel a sense of belonging and purpose at their institutions (Tajfel & Turner, 1982).

An individual's emotional attachment to the organisation can positively impact job satisfaction and well-being. Many studies have suggested examining the impact of

organizational factors, such as membership, on employees' physical and mental well-being. Jetten *et al.* (2017) reported that belonging to a group improves the formation of a positive self-identity, receiving support, and finding purpose in life, all of which positively affect one's health. Due to its significant association with health and well-being, it has recently been labelled as a "social cure" (Haslam *et al.*, 2018). In addition, it also tackles substantial cognitive and emotional issues.

Furthermore, applying social psychology and social identity theory to examine organizational commitment provides valuable insights intofostering employee dedication in the workplace. Hence, it is imperative to consider external, organizational, and individual differences to analyze how individuals perceive and encounter their workplace (Hongvichit, 2015). Integrating social identity theory, the job demand-resource theory, and organizational identification allows a comprehensive understanding of how academics' perceptions of job characteristics influence their well-being. Academics improve their emotional well-being by cultivating positive attitudes and fostering interpersonal relationships within higher education institutions. Institutions should recognize the importance of academic organizational identification in enhancing the welfare of individuals and the organization.

2.5 Development of Conceptual Framework

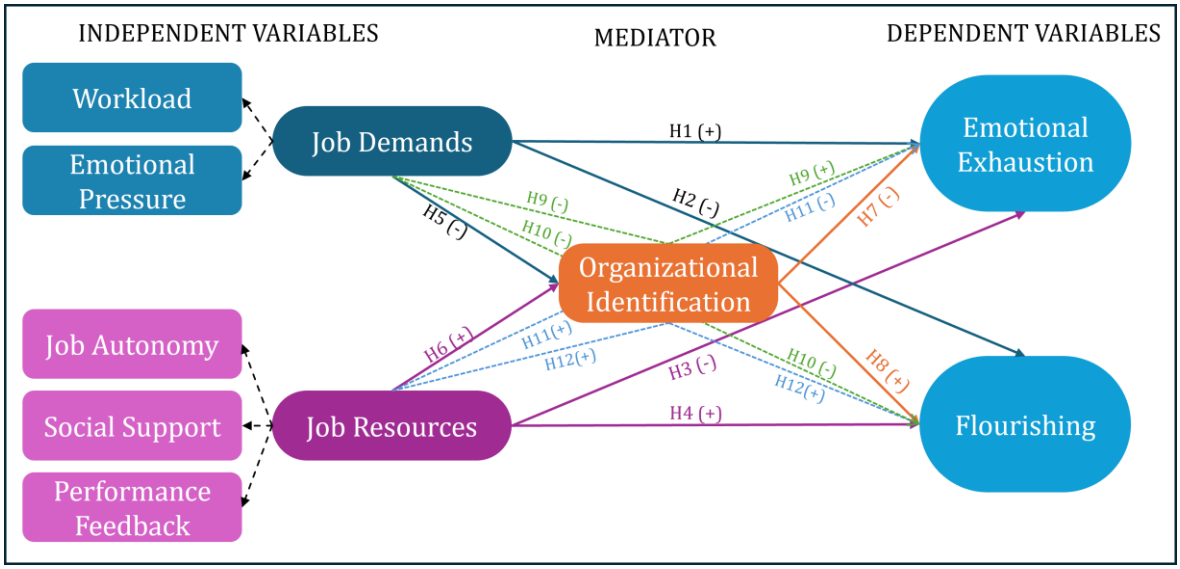


Figure 2-1: Conceptual Framework

The conceptual framework of this study as shown in Figure 2-1examines the interplay of workload, emotional pressure, job autonomy, social support, performance feedback, emotional exhaustion, and flourishing through the lens of Job Demands-Resources (JD-R) Theory (Bakker & Demerouti, 2017) and Social Identity Theory (Ashforth & Mael, 1989). According to the JD-R theory, employees facing high workloads or emotional pressure are likely to experience emotional exhaustion, which diminishes their capacity for self-development and meaningful relationships, negatively impacting their overall well-being and flourishing.

Conversely, the JD-R theory suggests that job resources—such as autonomy, social support, and performance feedback—play a crucial role in reducing emotional exhaustion and enhancing flourishing by fulfilling employees' psychological needs for self-organization, belonging, and competence.

Furthermore, this conceptual framework, based on Social Identity Theory, illustrates how Organizational Identification mediates the relationship between job

demands, job resources, emotional exhaustion, and flourishing. According to this theory, individuals rely on their groups to satisfy specific psychological needs. This group affiliation fosters identification with the organization, reducing stress levels and enhancing well-being (Hongvichit&Roonrakta, 2015; Haslam *et al.*, 2022).

The framework suggests that when employees perceive that job demands do not align with their need for competence and organizational goals, they are less likely to identify with the organization, leading to higher emotional exhaustion and lower flourishing. Conversely, when employees feel they can meet job demands due to adequate resources provided by the organization, their positive attitude towards the organization is reinforced, strengthening their organizational identification.

In summary, by promoting organizational identification through adequate job resources and managing job demands, organizations can mitigate employees' emotional exhaustion and enhance overall well-being and flourishing. Figure 2.1 depicts the conceptual framework for this study.

2.6 Development of Hypotheses

The Conceptual Framework, depicted in Figure 2.1, illustrates the relationships among exogenous variables (job demands and job resources), endogenous variables (emotional exhaustion and flourishing), and the mediating variable (organizational identification). This framework is grounded in theoretical rationale and previous empirical findings by scholars such as Skaalvik and Skaalvik (2018), Rensburg *et al.* (2018), and Kinman and Johnson (2019).

The present study considers five independent variables: workload and emotional pressures as job demands, and job autonomy, social support, and performance feedback as job resources. Organizational identification is proposed as the mediating variable, while flourishing and emotional exhaustion are dependent variables.

For this study, twenty-seven hypotheses were developed to assess the relationships among these variables. Seventeen of these hypotheses examine direct relationships, while ten explore indirect relationships. The discussion proceeds by formulating these hypotheses to explain the connections between job demands and resources, organizational identification, emotional exhaustion, and flourishing, leading to the following hypotheses.*et al.*

2.6.1 Workload and Emotional Exhaustion.

The first hypothesis of this study explores the direct and positive relationship between workload and emotional exhaustion. In the context of academicians, this relationship can be understood through the lenses of Job Demand-Resource (JD-R) Theory and Social Identity Theory. Academicians often juggle substantial workloads, including teaching, research, administrative duties, and mentoring students. According to the JD-R Theory, high job demands can lead to emotional exhaustion, where individuals feel emotionally drained and depleted.

Previous research supports the direct relationship between workload and emotional exhaustion. For instance, Afzal *et al.* (2019) and Smith *et al.* (2022) found a significant positive correlation between these two variables. Moreno-Jiménez *et al.* (2021) argued that prolonged exposure to high workloads can overwhelm an individual's ability to cope with stress, leading to emotional exhaustion. Baeriswyl*et al.* (2017) expanded on this by

suggesting that high workloads deplete cognitive and emotional resources, thus exposing individuals to emotional exhaustion.

Kinman and Johnson (2019) and Maboeta*et al.* (2023) observed that academicians are often burdened with the triple obligations of teaching, researching, and learning new technologies, significantly contributing to emotional exhaustion. Further evidence from Nurendra (2018) and Han *et al.* (2019) supports the direct relationship between workload and emotional exhaustion, particularly among academicians. These findings underscore the unique impact of workload on the emotional state of academicians in Pakistani higher education institutes.

Several cross-sectional studies have demonstrated that higher job demands, such as workload, lead to emotional exhaustion among Pakistani employees, a key component of burnout. Khan *et al.* (2021) noted that academicians in Khyber Pakhtunkhwa experienced high workloads, which increased their emotional exhaustion and decreased their personal and occupational satisfaction (Akhtar, 2020; Khan *et al.*, 2020; Kanwal *et al.*, 2023). Similarly, Muhammad *et al.* (2021) and Akhtar *et al.* (2020) found a significant positive relationship between workload and emotional exhaustion among Pakistani academicians.

The preceding discussion highlights the necessity of regulating job demands or providing adequate support to mitigate the negative effects of stress on academicians' emotions, thereby improving their emotional well-being. Based on these arguments and the evidence of the correlation between workload and emotional exhaustion, the following hypothesis is proposed:

H1(a): There is a positive relationship between workload and emotional exhaustion.

2.6.2 Emotional Pressure and Emotional Exhaustion

The second of this study posits a direct positive relationship between emotional pressures and emotional exhaustion among academicians in Pakistan. This hypothesis is based on the premise that the teaching profession in higher education institutes demands significant emotional regulation, as academicians are required to manage their own emotions to efficiently perform their job duties, including managing the students. This constant need for emotional regulation can deplete the emotional resources of academicians, leading to stress and emotional exhaustion.

This hypothesis aligns with both the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2017) and the Conservation of Resources (COR) theory (Hobfoll, 1989). According to the JD-R model, job demands are physical, psychological, social, or organizational aspects that require sustained effort and are thus associated with specific physiological and psychological costs. Similarly, the COR theory suggests that stress occurs when resources are threatened or lost or individuals fail to gain sufficient resources after substantial resource investment. Therefore, when academicians perceive a loss of resources (e.g., time, energy, and emotional well-being), they are likely to experience stress and emotional exhaustion (Bakker & Demerouti, 2017; Hobfoll, 1989).

Previous studies support the strong correlation between emotional pressure and emotional exhaustion. For instance, research by Hashmi (2021) and Qutab and Joya (2022) found that emotional pressure significantly influences burnout and psychological distress. Additionally, Wang *et al.* (2023) identified emotional working conditions as a predictor of burnout among nurses, emphasizing the importance of improving working conditions to mitigate employee stress. Similarly, Fernando and Samaranayake (2019) found positive

correlations between job demands, such as emotional pressure, and burnout among service professionals.

The literature further supports the direct link between academicians' emotional pressure and burnout, an essential aspect of emotional exhaustion. Kinman and Johnson (2019) highlighted that emotional pressure is a determinant of burnout and stressed the need for effective emotional regulation, especially when conducting tutorials in education departments. Nurendra (2018) reported that academicians struggle with their feelings while interacting with others and performing their duties. In their empirical research, Drüge et al. (2021) also found a positive correlation between emotional pressure and emotional exhaustion.

Furthermore, Naidoo-Chetty and Du Plessis (2021) corroborated these findings, indicating a direct correlation between emotional pressure and emotional exhaustion experienced by academicians. Bodenheimer and Shuster (2020) supported this perspective by asserting a positive correlation between elevated job demands and employee emotional exhaustion, mainly when job resources are insufficient to buffer the effects of these demands. Baeriswyl*et al.* (2017) also found that job demands, such as workload and emotional pressure, significantly impact emotional exhaustion, emphasizing the importance of balancing job demands with available job resources.

Based on significant evidence regarding the relationship between emotional pressure and emotional exhaustion, the following hypothesis is proposed:

H1(b): There is a positive relationship between emotional pressures and emotional exhaustion.

2.6.3 Workload and Flourishing.

The third hypothesis examines the direct negative correlation between workload and flourishing among academicians in Pakistan. It posits that individuals, particularly academics, experience reduced effectiveness and satisfaction when burdened with multiple responsibilities such as teaching, researching, managing, supervising, learning, and acquiring new skills. These demands will likely lead to stress, burnout, decreased job satisfaction, and diminished well-being.

This hypothesis aligns with the Job Demand-Resources (JD-R) framework proposed by Bakker and Demerouti (2017). According to the JD-R theory, job demands such as workload, which require sustained effort, are associated with strain and the depletion of resources. This strain makes it challenging to allocate resources effectively toward activities that promote success, growth, and flourishing. The inverse relationship between workload and emotional well-being is supported by literature (Kinman & Johnson, 2019; Urbina-Garcia, 2020; Sonnentag *et al.*, 2023).

Further evidence supporting this hypothesis includes Herdiana and Sary's (2023) findings that increased workload correlates with higher stress levels, adversely affecting employee effectiveness and health. Pindek*et al.* (2022) also noted that longer working hours negatively impact employees' emotional well-being, suggesting that effective workload management is crucial for achieving desired growth and preventing high turnover rates and burnout (Sumiyati*et al.*, 2021).

In Pakistan, research has validated the correlation between workload and various aspects of well-being. A survey by Malik and Rahman (2020) found that workload negatively impacts job satisfaction. Afzal *et al.* (2019) confirmed these findings, showing

that increased job demands detrimentally affect the quality of emotional experience and functionality. Kanwal *et al.* (2023) highlighted that the workload of academicians in public universities directly affects their academic performance. Additionally, Hussain and Saif (2019) identified a strong correlation between workload and the well-being of academicians.

To summarize, the evidence indicates that workload negatively correlates with various aspects of flourishing. Therefore, it can be postulated that workload has a detrimental impact on the well-being and success of academics. Based on this discussion, the following hypothesis is proposed:

H2(a): There is a negative relationship between workload and flourishing.

2.6.4 Emotional Pressure and Flourishing.

The fourth hypothesis aims to establish a negative correlation between emotional pressure and flourishing. This hypothesis is based on the fact that emotional pressure, the necessity for emotional regulation, interpersonal connections, and interference from situational stress negatively influence an individual's ability to flourish. This hypothesis aligns with the Job Demand and Resource Theory (Bakker & Demerouti, 2017), suggesting that individuals utilize physical and psychological resources to regulate emotions. It is linked to a decline in emotional resilience and decreased participation in activities that foster personal well-being. This is further supported by the findings from recent research, which demonstrate that emotional pressure is inversely correlated with the level of flourishing. For example, Han *et al.* (2019) and Kinman & Johnson (2019) presented compelling evidence that strengthens the inverse correlation between employees' emotional instability and flourishing.

Similarly, research on service employees also showed that employees who experience emotional pressure are perceived to have low levels of engagement (Nauman *et al.*, 2019; Duarte *et al.*, 2020; Itsnaini& Riani, 2022; Yunus *et al.*, 2023).Furthermore, in another study conducted by Drüge*et al.* (2021), it was highlighted that the detrimental impact of stress on job satisfaction, well-being, and quality of life diminishes as emotional pressure increases.

In addition, Hori *et al.* (2019) have highlighted that the level of job demands, specifically workload, and emotional pressures, impact the emotions that individuals experience. The academic professionals working in the service sectors in Pakistan were also adversely affected by emotional pressure among the employees, which hurt their well-being (Ahmed *et al.*, 2017; Nauman *et al.*, 2019). Consistent with prior research, a direct correlation is observed between emotional pressure and stress, whereas an inverse relationship is identified between self-reported emotional pressure and well-being (Shaheen *et al.*, 2021).

Based on the above discussion, emotional pressure is inversely related to flourishing.Hence, the below hypothesis is proposed:

H2(b): There isa negative relationship between emotional pressure andflourishing.

2.6.5 Job Autonomy and Emotional Exhaustion

The fifth hypothesis is formulated to understand the negative direct relationship between job autonomy and emotional exhaustion. The proposed relationship explains that academicians will likely be subjected to low emotional exhaustion when granted the freedom and independence to make decisions and exercise control over the general

teaching autonomy and curriculum autonomy within the setting. The hypothesis is consistent with job demand and resource theory (Bakker and Demerouti, 2017). According to this theory, autonomy is a resource that allows individuals to control their work and decision-making processes. This control, in turn, enhances feelings of competence, relatedness, and choice, all essential for preventing emotional exhaustion.

In other words, multiple empirical studies have presented compelling evidence that controlling one's job decreases emotional exhaustion in different work settings. An investigation ofAustralian secondary school academicians found that lower autonomy support levels are inversely associated with emotional exhaustion. It implies that academic professionals experience reduced burnout when they perceive increased autonomy support (Collie, 2023). In addition, a study on Chinese social workers discovered that role conflict was positively associated with emotional exhaustion. However, job autonomy was found to mitigate the effects of role conflict on emotional exhaustion (Li *et al.*, 2022).

Moreover, previous studies have shed light on the role of job autonomy in influencing the level of emotional exhaustion among academicians. These studies have found that academicians with a high level of job autonomy tend to experience lower levels of emotional exhaustion (Bakker & Demerouti, 2017; Afzal *et al.*, 2019). Han *et al.* (2020) supported this claim and discovered that academicians who had control over their working environment and time experienced lower levels of emotional exhaustion. It highlights the importance of job autonomy in reducing emotional exhaustion.

Research suggests that academics should take ownership of their jobs to decrease emotional strain, which entails managing their work activities. Parmar *et al.* (2022) have demonstrated a negative correlation between autonomy burnout and turnover intentions

among academicians employed in private universities.In addition, Yang *et al.* (2023) found that academicians who had increased job authority experienced reduced levels of job stress and burnout, leading to an improvement in the psychological well-being of employees.

According to Alamoudi's (2023) research, academicians from various Saudi universities agreed with the hypothesis that having a sense of autonomy reduces emotional exhaustion and burnout. Specifically, academicians who had more control over their teaching strategies experienced less work-related stress. Similarly, Han and Gao (2023) found that academicians who received autonomous support and had sufficient teaching resources reported higher levels of self-efficacy and interest while experiencing lower levels of emotional exhaustion among academicians. Asfahani (2022) and Maboeta*et al.* (2023) noticed that job autonomy is a mediator between role conflict and the extent of emotional exhaustion experienced by academicians. This emphasizes the significance of job autonomy in managing stress (Spagnoli & Molinaro, 2020; Zhu &Kanjanamekanant, 2022). Furthermore, the current study has recognized job autonomy as an additional significant factor that impacts the degree of emotional exhaustion in the workplace.

Versteegt*et al.* (2022) found that promoting job autonomy is a particular approach to decreasing employee emotional exhaustion.Similarly, Zhu and Kanjanamekanant (2022) affirmed the positive impact of job autonomy on work engagement and employees' well-being. Therefore, promoting autonomic support is crucial for enhancing well-being (Sun, 2022). Kaiser *et al.* (2021) also observed that providing autonomy in job assignments reduces academic stress, alleviating emotional strain. Moreover, regarding the existing higher education institutions in Pakistan, it has been observed that job autonomy has a

detrimental effect on emotional exhaustion due to their multi-componential nature, formal structure, and bureaucratic characteristics.

Tehreem *et al.* (2022) established that job autonomy effectively mitigated the effects of job stress and burnout. They have also stressed that actively managing work-related experiences is essential to reduceburnout and improve the quality of work life in academic settings. Furthermore, Malik and Björkqvist (2021) found strategies to prevent occupational stress and burnout in university employees. They stressed that management interventions are crucial in coping with emotional aspects of work and emotional exhaustion. In the authors' opinion, more research needs to be conducted to improve autonomy and decrease emotional exhaustion (Malik & Björkqvist, 2021).

Based on a significant amount of evidence regarding the relationship between job autonomy and emotional exhaustion, it is suggested that jobautonomy is associated with decreased levels of emotional exhaustion. Therefore, the following hypothesis is proposed:

H3(a): There is a negative relationship between job autonomy and emotional exhaustion.

2.6.6 Social Support and Emotional Exhaustion

The sixth hypothesis is proposed to investigate the inverse relationship between social support and emotional exhaustion. It indicates that when employees receive support from their colleagues, bosses, and organizations, they feel valued and encouraged in handling stress, leading to decreased emotional exhaustion. Job Demand and Resource Theory support this proposition. Based on Job Demand and Resource Theory (Bakker & Demerouti, 2017), Social support improves overall well-being by offering emotional

comfort, practical assistance, and a feeling of inclusion. This leads to increased job satisfaction and decreased levels of emotional exhaustion.

Several studies also supporta direct inverse correlation between social support and emotional exhaustion. For example, a survey conducted by Maas (2023) found that receiving social support from leaders in higher education institutions significantly decreased the perceived amount of time pressure and emotional strain. The study found a positive correlation between this support and reduced emotional exhaustion, indicating the importance of this support as a valuable resource within the organization (Maas, 2023). Likewise, Elrayah*et al.* (2023) highlighted that social support can significantly mitigate the effect of job stress on turnover intention among academicians.

Moreover, Turner and his colleagues (Turner *et al.*, 2022) have confirmed that supporting colleagues not only enhances the overall welfare of academicians but also positively impacts teaching methods employed by faculty members. According to Turner *et al.* (2022), academicians engage in specific social support activities to reduce emotional exhaustion in the workplace. Also, organizational support is crucial in fostering self-realization and preventing negativebehaviour (Parray*et al.*, 2023).

Similarly, research conducted in Pakistan also confirmed the inverse relationship between social support and emotional exhaustion among academicians. Khan *et al.* (2020) conducted a survey study and demonstrated that social support from peers and support from one's occupation and institution can effectively reduce burnout. Positive interpersonal relationships involving emotional support and practical assistance contribute to a sense of belonging with the organization.

In addition, as stated by Ali *et al.* (2020), the availability of peer support and informal support systems enables academics to share their experiences, seek guidance, and receive emotional assistance. Consequently, this results in a reduction in emotional exhaustion among academicians in the higher education sector. Tehreem *et al.* (2022) reported that social support significantly impacted academic job stress and burnout. The emotional exhaustion that academicians experience can be substantially diminished when they receive support from their colleagues, highlighting the vital importance of social support.

Moreover, Parmar *et al.* (2022) found a negative correlation between social support and burnout among private university academicians in Pakistan. Similarly, Khan *et al.* (2020) reported that community support has a mitigating effect on burnout and other associated symptoms among Pakistani employees. In conclusion, the discussion above presented sufficient evidence to claim a significant direct negative relationship between social support and emotional exhaustion. Hence, the following hypothesis is proposed:

H3(b): There is a negative relationship between social support and emotional exhaustion.

2.6.7 Performance Feedback and Emotional Exhaustion

The seventh hypothesis of the study is formulated to explain the negative direct relationship between performance feedback and emotional exhaustion.It suggests that performance feedback, which refers to the information academics receive about their

teaching, research, and other professional activities, meets employees' competency needs and is likely to reduce their emotional exhaustion.

The hypothesis is consistent with the JD-R Theory (Job Demands-Resources) (Bakker& Demerouti,2017). The JD-R theory contends that job resources, such as performance feedback, are critical in mitigating the negative effects of job demands. Performance feedback improves clarity, recognizes accomplishments, provides growth opportunities and guidance, and boosts self-confidence, all of which help employees overcome emotional exhaustion.

Empirical findings from previous studies have revealed a link between performance feedback and emotional exhaustion. For example, Pratap and Dwivedi (2023) investigated the effects of aggression, specifically feedback, on leaders' burnout. They also found that co-worker emotional support, particularly constructive support, mitigated the adverse impact of positive feedback on burnout. Similarly, Kim and Lee (2021) showed that internal openness and protectiveness of communication limit the effect of burnout and increase positivity in the workplace, increasing satisfaction and productivity (Park & Choi, 2020).

Furthermore, studies confirmed the inverse relationship betweenperformance feedback and reduced emotional exhaustion among academicians. For instance, Maas (2023) found that academicians' social support from leaders in the form of daily constructive feedback about their responsibilities was inversely related to stress levels caused by time pressure and emotional exhaustion. Similarly, Genoud and Waroux (2021) identified an inverse relationship in which feedback is negatively associated with emotional exhaustion.

Khan *et al.* (2020) and Norouz *et al.* (2022) found that positive feedback improves psychological well-being and reduces emotional pressure on academics in Pakistani higher education institutions. In more detail, Ali *et al.* (2020) found that feedback based on peer support and mentorship principles helps to reduce emotional exhaustion. These findings suggest that organizations can maintain a positive feedback culture, which means that the organization values feedback and appreciation, career development, and reducing burnout (Turkistan *et al.*, 2022).

Roczniewska& Bakker (2021) conducted a study that affirms the existence of a negative correlation between feedback and burnout. The study emphasizes that proficient management of feedback diminishes the level of burnout experienced by employees. Giesbers*et al.* (2021) concluded an inverse relationship between feedback-seeking behaviour and burnout. Bouckenooghe*et al.* (2022) highlighted that workers who proactively seek feedback have a distinct advantage in reaping its benefits, while workers who exhibit little interest in feedback may be susceptible to burnout (Sterkens*et al.*, 2024).

Yang *et al.* (2023) demonstrated a negative correlation between performance feedback and emotional pressure, highlighting the importance of implementing an effective feedback system in organizations to reduce stress and enhance well-being.
To conclude, the preceding discussion provided sufficient evidence to claim that there exists a negative correlation between performance feedback and emotional exhaustion. Therefore, the following hypothesis is suggested:

H3(c): There is a negative relationship between performance feedback and emotional exhaustion.

2.6.8 Job Autonomy and Flourishing.

The eighth hypothesis of this study suggests a positive direct correlation between Job Autonomy and Flourishing. Itindicates that when people are autonomous and self-directed in decision-making and activities abouthow and with whom they work, such personnel will be associated with positive emotional states and flourishing. This research postulated that providing academicians autonomy and authority over teaching and curriculum in the academic setting would result in their thriving in their respective disciplines.

This is consistent with job demand and resources theory (Bakker & Demerouti, 2017). According to the Job Demands-Resources model (JD-R), job autonomy is a resource that empowers employees to have authority over their tasks, methods, and decision-making, which contributes to their overall well-being and success. Keyes (2007) and Bakker and Demerouti (2017) have presented research findings indicating that varying levels of job autonomy are associated with different levels of flourishing.

The current empirical research has established a solid basis for supporting job autonomy as a crucial element in improving employee well-being. Furthermore, they support the previous research findings that demonstrate the positive impact of job autonomy on various aspects of well-being in different contexts.

Guo *et al.* (2023) conducted a cross-sectional study that found that job autonomy is negatively correlated with burnout and positively associated with subjective well-being. Job autonomy and work meaning, similar to the Chinese context, have enhanced job crafting behaviour by fostering compatible work enthusiasm. It enables individuals to

optimize their alignment with the self-organizational structure, resulting in mutual benefits for individuals and the organization (Nie *et al.*, 2023).

In a cross-sectional survey research design, Nylén*et al.* (2019) found that autonomy is associated with positive outcomes. The findings indicate that job autonomy positively impacts the perceived job satisfaction of academicians in Pakistan. It also reduces negative emotions and the intention to leave the job. These conclusions are supported by the studies conducted by Ghaffar *et al.* (2021) and Elrayah*et al.* (2023).

According to Al Riyami's (2024) research, self-scheduling tasks improve the well-being and flourishing of employees.According to Yang (2024), autonomy is an external type of motivation that, when pursued, actively promotes engagement in the workplace and strengthens the connection between autonomy and engagement.

Research in Pakistan also showed a positive relationship between job autonomy and flourishing**.** For instance, ina study conducted by Ghaffar *et al.* (2021), it was found that job crafting and job autonomy had a strong positive correlation with the satisfaction of academicians at public sector universities in the Multan district of Pakistan. Similarly, a separate cross-sectional study conducted by Elrayah*et al.* (2023) substantiated a factual connection and a favourable association between job autonomy and job satisfaction, as well as an opposite connection between job autonomy and turnover intentions among academicians. Consequently, the researchers concluded that academicians should be able to make decisions regarding their working environment.

In a study conducted by Bibi *et al.* (2022), it was found that there is a positive correlation between job autonomy and job satisfaction in public universities in Punjab. The study also emphasized autonomy's significance in enhancing academicians' emotional

well-being. The results of this study suggest that having control over one's job is associated with various positive outcomes, such as increased job satisfaction, creative behaviour, engagement, and emotional well-being. Based on compelling evidence regarding job autonomy and flourishing, it is suggested that job autonomy increases levels of flourishing. Therefore, the following hypothesis is proposed:

H4 (a): There is a positive relationship between job autonomy and flourishing.

2.6.9 Social Support and Flourishing

The ninth hypothesis of the study was formulated to investigate the positiverelationship between social support and flourishing. The relationship between social support and flourishing explains that when academiciansreceive emotional, instrumental, and informational support from theirdepartment heads, co-workers, and the organization, they are more likely to feel valued and cared for, leading to positive emotions and flourishing.

The theoretical rationale for this relationship is supported by Job Demand and Resource Theory (Bakker & Demerouti, 2017), which suggests that social support helps in addressing needs for emotional, instrumental, and informational support, thus providing belonging, safety, and a positive physical environment that positively influences job satisfaction and psychological well-being, which all the elements of flourishing. The proposed hypothesis is supported by evidence that a higher level of social support correlates with higher levels of flourishing (Keyes, 2007; Bakker & Demerouti, 2017).

Various studies conducted in the recent past have identified a significant positive correlation between social support and enhanced flourishing in multiple contexts. For

example, A phenomenological study conducted in Australia examined how academicians offer and receive social support from other academicians, emphasizing the function of such behaviour in academicians' health, growth and development, and school practices (Turner *et al.*, 2022).

Likewise, a study involving academicians also highlighted that social support and self-efficiency enhance the subjective well-being of academicians; these findings underscore the need for a supportive workplace to make academicians happy and satisfied with their jobs in particular and in general (Fu *et al.*, 2022).Moreover, it proved that if academicians are provided with higher social support from their college affiliates and supervisors, then it would be positive because it would bring changes in the emotional well-being and job satisfaction of the academicians (Guo *et al.*, 2023; Wang & Zhou, 2022).

Similarly, teaching resources, social support, and administrative support enhance job satisfaction by reducing emotional exhaustion and enhancing work engagement (Han, Zhou, & Cheng, 2020;Yang & Hoque, 2022).

In addition, studies in Pakistan have shown that social support is essential in deciding employees' emotional conditions. For instance, a cross-sectional study in Baluchistan revealed that co-workers' support in terms of emotion positively enhances the quality of working life and minimizes the impact of social undermining in academic settings (Shaheen *et al.*, 2021). A similar work stress study in different organizations in Pakistan showed that social support has a significant role in moderating the stress level between work stress and job satisfaction, likely to reduce work-life balance problems and work stress and hence enhance job satisfaction (Nawaz, 2021).

Furthermore, the research carried out among hospitality workers revealed that social support mediates the effects of job insecurity with a negative impact on the well-being of the workers and their self-esteem (Abbas *et al.*, 2021). Therefore, these findings signified the role of social support in improving the overall organizational climate and the overall well-being of the employees in Pakistan. Moreover, Imran *et al.* (2020) also explained in their study that the higher the level of employer support, the higher the level of work-related satisfaction of the employees. Therefore, based on the existing body of published research on social support and different aspects of well-being, positive associations between social support and flourishing are expected; the below hypothesis is proposed:

H4(b): There is a positive relationship between social support and flourishing.

2.6.10 Performance Feedback and Flourishing

The tenth hypothesis is suggested to examine the direct positive effect of performance feedback on flourishing. It highlights the importance of receiving feedback on academicians' performance in teaching, research, and other professional activities. This feedback is crucial for promoting emotional well-being and the overall flourishing ofacademicians.

The hypothesis regarding the correlation between performance feedback and flourishing is consistent with Job Demand and Resource Theory (Bakker and Demerouti, 2017). According to this theory, performance feedback is a crucial job resource that provides individuals with valuable information about their work performance, thereby improving their perception of competence and autonomy. Positive performance feedback boosts individuals' confidence in their abilities and fosters a positive self-image.

Constructive feedback allows individuals to enhance their skills and advance their personal and professional growth, enabling them to gain new knowledge and enhance their skills. Performance feedback is an invaluable tool that allows individuals to adapt and improve their performance, meeting job demands and effectively handling challenges. Ultimately, it fosters individual development and achievement.

Recent academic studies have shown that providing performance feedback improves employees' well-being and performance. An empirical investigation further validated that receiving constructive feedback impacts employee performance and job satisfaction, enhancing emotional well-being (Drouvelis&Paiardini, 2022). Moreover, a recent study revealed a clear correlation between employees' perception of supervisor feedback and their commitment to advancing their careers (Lampe *et al.*, 2022). The study conducted by Su and Xiao (2022) indicated that how feedback is perceived plays a crucial role in explaining in-role and extra-role performance. It, in turn, leads to an overall enhancement in employees' well-being. Furthermore, Anitha *et al. (*2020) emphasized in their study that providing regular feedback and acknowledgment in the workplaceimproves employee morale and fosters well-being.

Research conducted in Pakistan has empirically examined the correlation between feedback and the overall well-being of academicians in higher educational institutions. For instance, Khan *et al.* (2020) studied the impact of feedback processes on the positive well-being of academicians and reported that constructive feedback delivered at the right time increases job satisfaction and promotes heightened motivation for learning and personal growth. Moreover, inthe study conducted by Akram *et al.* (2019), it can be argued that offering constructive feedback improves the efficiency and achievement of academics.

Furthermore, Malik *et al.* (2017) showed that offering constructive feedback improves job satisfaction, particularly among individuals in academic environments. Furthermore, Norouz *et al.* (2022) found that feedback improves the emotional well-being of academicians. Furthermore, offering constructive feedback promotes positive emotions among academicians, which significantly indirectly improves academic institutions' working atmosphere by enhancing the learning environment (Mardiah*et al.*, 2020).

Based on a substantial amount of evidence about the relationship between performance feedback and flourishing, the following hypothesis is proposed:

H4(c): There is a positive relationship between performance feedback and flourishing.

2.6.11 Workload and Organizational Identification.

The eleventh hypothesis suggests a negative and direct relationship between workload and organizational identification. This hypothesis helps us understand how job demands impact an individual's identification with their organization. It suggests that as the workload of academicians intensifies, they experience difficulties in achieving their professional objectives, leading to a sense of disconnection and lack of engagement in their work environment. They may view their duties solely in terms of transactions, prioritizing meeting immediate operational tasks rather than aligning themselves with the core values and goals of the organization. A reduced emotional commitment can undermine their connection and feeling of belonging to the organization.

Furthermore, the increasing workload may limit opportunities for personal development and interpersonal engagement within the organizational structure, reducing

chances for collaborative interaction, active participation in organizational initiatives, and collective accomplishment of objectives.

The negative relationship between workload and organizational identification is consistent with social identification theory, which suggests that individuals derive a portion of their self-concept from their groups, including their affiliation with the organization (Tajfel & Turner, 1978). Nevertheless, a higher volume of tasks impedes this process by limiting individuals' cognitive and emotional engagement with organizational principles. Furthermore, when faced with an excessive workload, individuals may prioritize completing tasks rather than forming social connections and adhering to the organization's values. This can lead to depersonalization and a lack of organizational involvement. Individuals who struggle to manage their workload may perceive their role as purely transactional, focusing on completing immediate tasks rather than aligning with the organization's broader objectives.

Multiple studies have provided additional evidence to support the existing research on workload and organizational identification. These studies suggest that increased workload is likely to affect employees' level of commitment to the organization and their emotional connection to it, known as organizational identification (Anwar and Raharja, 2023). Moreover, a study conducted on employee performance within the banking industry discovered that the stress caused by extended work hours can lead to psychological stress. The strain negatively correlates with organizational identification and job performance (Raihan *et al.*, 2024). Moreover, recent research suggests that workload significantly influences job satisfaction and performance, emphasizing the significance of organizational identification in efficiently handling workload-related stress (Miao *et al.*, 2022).

Msuya and Kumar (2022) conducted a study investigating the correlation between workload and employees' identification with the organization. A study revealed that an augmented work employees' perception of organizational identification. This study aligns with social identity theory as it suggests that when confronted with job demands, employees are unlikely to exhibit a lack of dedication toward the organization's goals and values, which can have a demoralizing effect (Msuya& Kumar, 2022). Similarly, Islam *et al.* (2019) demonstrated that increased workload and poor working conditions are negatively related to organizational identification. This is consistent with the premise that a substantial workload can diminish employees' sense of belonging and connection to the organization.

A recent study conducted in Pakistan has revealed a negative correlation between the workload assigned to employees and their level of organizational identification. Studies have demonstrated that job demands can increase organizational stress and turnover intention and decrease employee commitment and identification. A research investigation conducted on healthcare personnel in Sindh revealed a direct correlation between a burdensome workload and the occurrence of harassment, resulting in a negative impact on employees' job satisfaction and organizational commitment (Abbas *et al.*, 2021).

Moreover, a recent study on higher education institutions in Khyber Pakhtunkhwa revealed that a substantial workload results in occupational stress, subsequently affecting employees' dedication to the organization and their intention to leave the profession (Muhammad *et al.,* 2021). These findings indicate a negative correlation between workload and organizational identification, further underscoring the significance

of implementing effective workload management strategies to promote positive organizational identities and improve the emotional well-being of employees.

Based on a significant amount of evidence regarding the relationship between workload and organizational identification, it is suggested that workload is associated with decreased levels of organizational identification. Therefore, the following hypothesis is proposed:

H5(a): There is a negative relationship between workload and organizational identification.

2.6.12 Emotional Pressure and Organizational Identification

The twelfth hypothesis of the study suggests a direct negative correlation between emotional pressure and organizational identification. This hypothesis explains how the emotional pressure experienced by academicians, which encompasses work-related stressors and challenges related to emotional management, interpersonal relationships, and coping with situational stressors, affects organizational identification.

The connection is substantiated by social identity theory (Tajfel & Turner, 1982). According to the Social Identity Theory (SIT), individuals utilize different social categorizations, particularly organization identification, to form their self-image (Tajfel & Turner, 1979). Organizational identification refers to the degree to which an individual views themselves as a part of an organization and exhibits similar attitudes and behaviors as the organization. However, individuals experiencing intense emotional pressure may develop a negative attitude towards organizational identification due to insufficient support

from their managers in effectively managing their emotions. Consequently, this results in a diminished sense of identification with the organization.

Empirical studies have also confirmed the negative correlation between emotional pressure and organizational identification. Atalay *et al.* (2022) found that emotional demand negatively influences organizational identification and trust, reducing employee loyalty. This highlights the detrimental impact of emotional pressure on employees' loyalty to the organization. The study conducted a mediated moderation analysis to examine the effect of organizational identification on the relationship between organizational role stress and job satisfaction. The findings indicate that experiencing high levels of emotional pressure results in a decline in organizational identification and job satisfaction (Eriş&Kökalan, 2022). These findings demonstrate the importance of regulating emotional pressure as it substantially influences organizational identification and employees' emotional well-being.

Furthermore, a study conducted among academicians in Bangkok showed that increased emotional pressure can negatively affect their overall health and result in job dissatisfaction, ultimately weakening the connection between scholars and their respective institutions. A study on academicians alsorevealed that performance pressure had a curvilinear relationship with organizational identification, indicating the negative effect of emotional pressure on reducing the sense of affiliation with their institution (Ding *et al.*, 2023). Similarly, the research conducted by Park (2019) and Yang *et al.* (2022) has provided evidence indicating that emotional exhaustion, which results from emotional demands, undermines employees' commitment to the organization and increases their intentions to leave.

In addition, De Carlo *et al.* (2019) and Rossouw & Rothmann (2020) emphasized the importance of supporting academicians in managing the emotional pressure they face to improve their well-being and organizational identification. Similarly, Khan *et al.* (2020) found that emotional pressure negatively affects stressors, job burnout, and organizational identification among academicians in Pakistani higher educational institutes. In summary, these studies emphasized that emotional pressure in the organization, if not managed by adequate support, will result in a reduced sense of belonging, particularly in academic and organizational settings.

Based on a significant amount of evidence regarding the relationship between emotional pressure and organizational identification, it is suggested that emotional pressure is associated with decreased levels of organizational identification. Therefore, the following hypothesis is proposed:

H5(b): There is a negative relationship between emotional pressure and organizational identification.

2.6.13 Job Autonomy and Organizational Identification.

The thirteen hypothesisis formulated to investigate a positive relationship between job autonomy and organizational identification. The hypothesis proposes that when academics are free to make decisions and control their teaching and curriculum in academic settings, they are more likely to feel trusted by the organisation, increasing their identification with it. This viewpoint is supported by the Social Identity Theory, which states that when the social environment improves employees' self-esteem by providing adequate resources, it will likely foster their identification with the organisation (Ashforth & Mael, 1989).

Prior studies also support the relationship between job autonomy and organizational identification. For instance, in a survey of service employees, job autonomy was a significant resource for strengtheningorganizational identification (Tran, 2022). Likewise, another study conducted in the Spanish IT consulting sector found a positive relationship between job autonomy, organizational identification, and well-being. In higher education, studies indicate that increasing job resources such as supervisor support and participation in decision-making can assist academicians in overcoming job demands and reducing adverse effects. This means that organizational interventions are required to improve the proportion of resources to workplace demands (De Carlo *et al.*, 2019; Rossouw & Rothmann, 2020).

Furthermore, among academicians, the study found that job discretion and organizational support moderate the relationship between performance pressure and positive organizational identification (Ding *et al.*, p. 295). Similarly, a study on academicians also concluded a positive relationship between self-organization for personal career advancement and organizational identification (Karabacak *et al.*, 2023).Moreover, research has shown that job autonomy positively impacts academicians' well-being and organizational commitment, leading to stronger identification with the institution (Khawand& Zargar, 2022; Nie *et al.*, 2023). Moreover, the study conducted by Ali and Bashir (2018) provides evidence of a strong correlation between job autonomy and organizational identification among Pakistani employees. The study suggests that organizational identification can be achieved by meeting the psychological needs of the employees.

Based on a significant amount of evidence regarding the relationship between job autonomy and organizational identification, it is suggested that job autonomy is associated with increased levels of organizational identification. Therefore, the following hypothesis is proposed:

H6(a): There is a positive relationship between job autonomy and organizational identification.

2.6.14 Social Support and Organizational Identification

The fourteenth hypothesis of this study proposes a positive direct relationship between social support and organizational identification, providing insight into how interpersonal relationships in the workplace influence employees' connection to their organization.

The Social Identity Theory (SIT) expands on how people categorize themselves within organizational contexts and influences their attitudes and emotional well-being (Ashforth & Mael, 1989). It focuses on the concept that individuals acquire a part of their personality from the roles they perform within groups, for example, at the workplace. Therefore, there is an attempt to maintain a positive self-image by embracing the norms accepted within the specific group. The above identification aligns with the encouragement that organizational members receive from peers and supervisors, which makes them feel appreciated and a part of the organization.

Further, it provides acceptance and cultivates positive interpersonal relationships, making people more willing to identify with the organisation through interaction and learn to have interpersonal relations with colleagues and direct supervisors. These enable

affection and the feeling of being a part of a body or group to be cultivated. Moreover, if the employee receives a signal of respect and better reward allocation from other workers, supervisors, and co-workers, then the employee will likely support organizational goals and values. The perception of procedural fairness affects the organizational climate with employee appreciation and respect, providingorganizational identification and commitment (Tyler &Blader, 2003). As such, social identity and support that give the perceived injustice of the signal contribute to the employees' identification with the organizations.

The literature also supported the hypothesis on the relationship between social support and organizational identification. For instance, in a study, identification with a group and social support leads to increased work-related engagement, improved performance, and decreased turnover intentions (Avanzi*et al.*, 2021; Simbula et al., 2023). Closely related, De Carlo *et al.* (2019) and Rossouw & Rothmann (2020) also confirmed that organizational support, namely the supported work climate, impacts various positive effects and well-being.

Furthermore, Ding*et al.* (2023) also concluded that support and motivation in educational organizations enhance academicians' quality of life and organizational commitment. Moreover, the literature on Pakistani organizations has highlighted that social support is highly effective in improving the level of identification with the organization amongst the employees. Similarly, among the academicians employed in Khyber Pakhtunkhwa, Pakistan, it has emerged that social support is another factor that significantly impacts the level of employees' organizational commitment (Nasir *et al.*,2022).

Research conducted in Financial and IT Firms in Pakistan provides evidence that supports the idea that perceived organizational support and organizational commitment have a positive impact on performance (Sabir *et al.*, 2022). A study conducted by Farooq and Hassan (2020) showed that academicians are more likely to strengthen their sense of belonging to their organisation when they receive peer support. Given the evidence indicating a positive correlation between social support and organizational identification, this hypothesis suggests that social support is also positively linked to organizational identification.

H6 (b): There is a positive relationship between social support and organizational identification.

2.6.15 Performance Feedback and Organizational Identification

The fifteenth hypothesis of this study is proposed to determine a positive direct relationship between employee performance feedback and organizational identification. This hypothesis investigates how the degree to which academicians receive feedback within their educational institution concerning their teaching, research, and other professional activities within the academician's setting affects employees' sense of identification withtheir organization.The proposed hypothesis is also consistent with the principles of Social Identity Theory (SIT) (Ashforth & Mael, 1989).

According to Social Identity Theory (SIT), individuals derive a significant portion of their self-esteem from affiliation with organizations. Consequently, individuals will try to safeguard and maintain the norms and values of their group to keep their sense of identity. Performance feedback, which provides employees with information about their performance, is crucial in shaping individuals' view of organizationalmembership and,

consequently, their sense of belonging. Giving feedback recognizingindividuals' specific efforts and achievements can generate social support by acknowledging their membership in the organisation,fostering a sense of responsibility, and strengtheningtheir identification with the organisation.

As Campbell (2015) noted, feedback helps employees define the requirements and make changes that align their matching personal goals and needs with their employer, increasing their organization identification (Park & Choi, 2020; Salin *et al.*, 2023). De Carlo *et al.* (2019) and Rossouw and Rothmann (2020) point out that feedback is a constructive process to improve performance and organizational commitment. In another study, it has been proved that if academicians are provided feedback often, they become aware of the changes in the organization. Hence, they feel happy and perform better, creating identification with the organization through better performance and involvement (Gan *et al.*, 2024).

Moreover, positive relationships between individuals in a positive organizational environment also enhance organizational commitment and job performance, as identified in a study by Tanyıverdi*et al. (*2022). These outcomes are further supported by the current studies conducted in the context of Pakistan in which clarification of positive feedback helps to promote the organizational attitude of employees and improve their organizational membership in terms of organizational harmony in terms of organizational goals and objectives (Sharma & Khan, 2024; Rizwan *et al.*, 2023).

Similarly, Iqbal *et al.* (2024) confirm that feedback concerning work enhances the level of identification with the organization – supporting the overall outcomes of feedback-enhancing organizational commitment. Khan *et al.* (2020) maintained that analyses

conducted in an international context indicated that the positive evaluation of organizations strengthens the identification with institutions among academicians in Pakistan.

Based on a significant amount of evidence regarding the relationship between performance feedback and organizational identification, it is suggested that performance feedback is associated with increased levels of organizational identification. Therefore, the following hypothesis is proposed:

H6(c): There is a positive relationship between performance feedbackand organizational identification.

2.6.16 Organizational Identification and Emotional Exhaustion

The sixteen hypothesis is proposed to explain a negative direct relationship between organizational identification and emotional exhaustion.Organizational identification and emotional exhaustion explain the extent to which individuals' emotional attachment to their organizations impacts the degree of their emotional exhaustion. Organizational identification and emotional exhaustion predict how organizational loyalty and commitment affect the levels of emotional exhaustion.

The Social Identity Theory (SIT) helps explain how people categorize themselves within the context of organizations and how this determines their emotional well-being (Ashforth &Mael, 1989). SIT posited that a person's self-concept is mainly defined by membership in one or many organizations. It continues to explain further that when Individuals are connected to their organization, they can have meaning, direction, and, thus, purpose in their career. In turn, this is likely to enhance the individual's coping

resources to enable them to deal with work-related demands and stress, thus decreasing their feeling of emotional exhaustion (Ashforth *et al.*, 2008).

Past research also provides positive correlations regarding the connection between organizational identification and emotional well-being. For example, studies by Bhowmick and Mulla (2020) also show that individuals with high organizational identification are highly engaged at work if faced with a workload, thereby minimizing burnout and reducing turnover intention. In addition, in their studies, Park (2019) stated that in a case where burnout is low, it is in the context of organization identification. Also, Bakhtiari *et al.* (2021) and Altınay and Bicentürk (2023) have supported the notion that organizational identification substantially reduced burnout levels. Hence,inlight of the above arguments, there was sufficientsupport to claim the following hypothesis.

H7: There is a negative relationship between organizational identification and emotional exhaustion.

2.6.17 Organizational Identification and Flourishing

The seventeen hypothesis is proposed to explain a positive direct relationship between organizational identification and flourishing. The connection between organizational identification and flourishing implies that as people experience a positive attitude towards the organizations they work for, enhancing their positive state of being in the process, they have the potential to flourish in their places of work.

This can be understood using Social Identity Theory (SIT), which offers a significant understanding of how people define themselves in organizational frameworks and how this definition shapes their frame of mind and behaviour (Ashforth & Mael,

1989). The issue of identification is crucial as it fosters purpose, belongingness, and social support within organizations. When people feel a sense of belonging to their organization, they are likely to find meaning in their work and the possibility of enhancing their level of satisfaction and achievement, which are essential ingredients for flourishing (Ashforth *et al.*, 2008).

According to the meta-analysis, the degree of organizational identification was positively related to employees' health, which is helpful for their psychological and emotional state and decreases stress levels (Steffens *et al.*, 2021). Additionally, cross-sectional research confirmed that high organization identification enhances one's job satisfaction and, at the same time,reduces turnover intention. Besides, organizational identification strongly influences job satisfaction, which increases overall satisfaction and reduces personal stress (DeGiorgio *et al.*, 2023). Similarly, organizational identification is also observed to affect well-being positively, given that there will be a healthy workplace environment (Hameed *et al.*, 2022).

In addition, it has been revealed that organizational identification has a positive relationship with meaningful job perception; in other words, academicians witha high sense of organizational identification are likely to be more satisfied and have a greater level of well-being (Yilmaz & Kaya, 2022). In addition, it has been mentioned earlier that organizational identification increases social inclusion, psychological functioning, and flourishing (Dutton *et al.*, 2010; Greenaway *et al.*, 2015; Haslam *et al.*, 2018). Thus, the present research underlines the significance of organizational identification in enhancing academicians' flourishing and emphasizes the need to developa conducive environment to strengthen the identification with the institutions.

Based on a significant amount of evidence regarding the relationship between organizational identification and flourishing, it is suggested that organizational identification is associated with increased levels of flourishing. Therefore, the following hypothesis is proposed:

H8: There is a positive relationship between organizational identification and flourishing.

2.6.18 Organizational Identification mediates therelationship between Workload and Emotional Exhaustion.

The eighteenth hypothesis of this study is proposed to investigate the mediating effect of organizational identification between workload and emotional exhaustion. When academicians are overworked, many feel their employers do not care about their welfare. This perception is due to a lack of resources or assistance in managing their multiple roles, including teaching, research, and administration. Consequently, their organizational identification is reduced since they are not appreciated or motivated to support the organization's goals and missions. This weakened organizational identification can demotivate them and negatively affect their emotional well-being. Therefore, it can be inferred that academics are more vulnerable to high levels of emotional exhaustion, which is defined as a state of emotional depletion. Thus, when academics feel they are provided with little or no organizational support for their workload, it leads to emotional exhaustion.

Job demand and resource theories and social identification theory (SIT) support this hypothesis. According to the JD-R theory, employees become stressed when they experience a heavy workload, which leads to exhaustion and withdrawal from activities (Bakker & Demerouti, 2017). Like the social identification theory, an individual must

experience personal growth and satisfaction to belong to an organization. That way, integrating the premised from both theories, it can be deduced that when an employee believes that their workload is not the source of enhancing their self-esteem, it may result in tweaking their identification with organizational identification, which in turn is likely to foster negative emotions and results in increased emotional exhaustion.

Previous research has also found evidence of a complex interaction between workload, organizational identification, and emotional exhaustion. For example, Baeriswyl*et al.* (2017) and Grobelna (2021) found that improved identification leads to a more transparent and supportive organizational environment. As a result, the individual's workload can be reduced while mitigating emotional exhaustion. Furthermore, Avanzi*et al.*(2015) found a negative relationship between organizational identification and emotional exhaustion in demanding occupations with high demand levels or in burnout-prone situations.

Furthermore, research has shown that organizational identification, a critical component of job resources, can reduce burnout in situations with high job demands (Xu & Yang, 2018; Gameiro *et al.*, 2020; Barello *et al.*, 2021). This finding supports the idea that when employees feel a strong connection to their organization, they have a more positive perception of their work environment and are better able to protect themselves from the adverse effects of job demands on emotional exhaustion (Jia *et al.*, 2022). Miao *et al.* (2022) found that the incongruence between identities and professionalism influenced employee emotions.

Furthermore, Kloutsiniotis and Mihail (2020) found that high-performance work systems (HPWS) improve organizational identification in high-paying job demands. The

study's findings highlight the importance of focusing on organizational identification to mitigate the adverse effects of workload on employees' emotional exhaustion.Based on a significant amount of evidence regarding the relationship between workload, organizational identification,and emotional exhaustion, it is suggested that an organization can serve as a potential mediator in the relationship between workload and emotional exhaustion. Therefore, the following hypothesis is proposed:

H9(a): Organizational identification mediates the relationship between workload and emotional exhaustion.

2.6.19 Organizational Identification mediates the relationshipbetween Emotional pressure and Emotional Exhaustion.

The nineteenth hypothesis is proposed to examine the role of organizational identification as a mediator in the connection between emotional pressure and emotional exhaustion among academicians. This suggests that academic pressure stems from the need to regulate emotions and manage complex interactions with students, colleagues, department heads, and administrative staff, which can lead to significant emotional exhaustion.In this scenario, the hypothesis proposes that organizational identification, or a sense of belonging to a particular organisation, can mediate, mitigating the impact of emotional pressure and emotional exhaustion. Academicians with strong organizational connections are more likely to view their emotional efforts as appreciated and supported by the institution. This feeling of care and inclusion helps reduce the negative effects of emotional exhaustion.

The proposed hypothesis is consistent with both the JD-R and Social Identity theories. According to the JD-R theory, job demands like emotional pressure deplete

emotional resources and eventually lead to burnout, characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. In contrast, JD-R theory suggests that personal resources, such as organizational identification, may buffer this relationship. Organizational identification can be described as a psychological resource that mitigates the effects of emotional pressure. Employees who strongly identify with their organisation are more likely to have positive perceptions, which reduces the impact of high emotional pressure on employee performance. This identification serves as psychological capital, allowing them to cope with stress and reduce emotional exhaustion.

This hypothesis is also supported by Social Identity Theory, which holds that people derive a portion of their self-identity from membership in a specific social group, such as the workplace (Tajfel & Turner, 1979). When employees identify with an organisation, they internalize its values, which improve commitment and perseverance. A strong sense of belonging, combined with the organization's values, helps employees regulate their emotions and reduce emotional pressure's positive effects onemotional exhaustion.

Empirical studies have also found support for this relationship. For example, Han *et al.* (2020) showed that the level of organizational identification buffers the relationship between academicians' perceptions of emotional pressure and emotional exhaustion. Furthermore, Teoh (2021) acknowledged that psychosocial safety climate and work engagement serve as mediators to reduce the impact of emotional pressureon burnout among academicians.

Furthermore, Atalay *et al.* (2022) emphasized that organizational belongingness may help to reduce emotional pressureand exhaustion among employees, while Park

(2019) stated that organizational identification weakens the link between stress and intention to leave the organisation. Furthermore, Walsh *et al.* (2016) revealed that organizational identification moderated the link between work-related emotional pressureand emotional exhaustion.

Furthermore, Eriş and Kökalan (2022) indicated that employees withhigh emotional pressureexperience high emotional exhaustion and poor job performance. Similarly, in a study examining the psychological effects of emotional pressure on subjective well-being, Ding *et al.* (2023) concluded that workplace support can help mitigate the phenomenon's effects by regulating employees' emotional vulnerability and coping processes. Thus, based on a significant amount of evidence regarding the relationship between emotional pressure, organizational identification, and emotional exhaustion, the following hypothesis is proposed:

H9(b): Organizational identification mediates the relationship between emotional pressure and emotional exhaustion.

2.6.20 Organizational Identification mediates the relationship betweenworkload and flourishing.

The twentieth hypothesis of this study is proposed to investigate the mediating role of organizational identification in the relationship between workload and flourishing. When academics view their workload as a means of self-actualization, they can benefit professionally and personally. This positive outlook can help them identify with the organization because they perceive a stronger connection between their values and those of the institution. The challenging work assignments become goals and accomplishments, making their work experience rewarding and meaningful.

Furthermore, this positive attitude strengthens employee relationships, encouraging academicians to interact with colleagues and participate in social and collaborative efforts. The link between professional development and improving social relationships promotes their overall flourishing and well-being. As a result, perceiving the workload as a self-enhancement activity encourages a positive upward spiral of organizational identification and flourishing.

This hypothesis is based on the principles of Job Demand and Resource (JD-R) theory and Social Identification Theory (SIT). According to JD-R theory, when employees perceive their workload as resource-depleting, their flourishing will likely decrease (Bakker & Demerouti, 2017). It also supports the social identification theory, which states that people look for jobs within organizations that affirm their identity and allow them to advance (Ashforth & Mael, 1989). If employees do not believe that such a system is positively associated with their and the organization's goals, their levels of identification and flourishing will be low.

Prior research has also supported the mediating effect or organizational identification between job demands and well-being outcomes. For example, Sameer and Priyadarshi (2021) investigated the significant relationship between organizational identification, job crafting, and job satisfaction. They discovered that organizational identification reduces the negative impact of demanding jobs and increases job satisfaction. Furthermore, Viotti and Converso (2016) show that organizational identification in stressful work environments improves positive affect.

Research has shown an interplay between workload, organizational identification, and employee well-being. Pindek*et al.* (2022) revealed that a high workload negatively

affectscognition's accuracy and creativity, increases negativity, and reduces well-being. Kinman and Johnson (2019) and Drüge*et al.* (2021) additionally demonstrate that workload, time pressure, and emotional pressurereduce employee engagement. Such findings are applicable across such contexts, as other research on Pakistani academicians has shown that academic pressure, administrative pressures, and workload increase stress and decrease well-being (Fatima *et al.*, 2024).

In their cross-sectional study, Riaz *et al.* (2021) also found that job demands were a negative predictor of employee engagement and flourishing in the Pakistani context. Avanzi*et al.* (2018) also stated that, in addition to social support and a lower perceived workload reducing stress, organizational identification plays the most significant function in mitigating the effects of high workload. Specific studies suggest that identification with the organization mediates the relationship between workload and employee flourishing. Evidence suggests that a high workload may be detrimental in particularcontexts; however, increasing membership and support within an organization enables individuals to eliminate the adverse influences of a high workload. The previous discussion has highlighted the mediating roleof organizational identification in buffering the effect of workload on flourishing. Hence, the below hypothesis is proposed:

H10 (a): Organizational identification mediates the relationship between workload andflourishing.

2.6.21 Organizational Identification mediates the relationshipbetween Emotional Pressureand Flourishing.

The twenty-first hypothesis of this study investigates the role of organizational identification as a mediator in the relationship between emotional pressure and employee

flourishing. This hypothesis states that emotional pressure, resulting from the need to manage emotions and navigate interpersonal relationships, weakens an individual's identification with their organization. Additionally, when employees are constantly experiencing emotional pressure, it is not easy to maintain a strong connection to the organization's values and goals. Employees who no longer feel a strong bond with their workplace may experience detachment and decreased motivation due to this diminished identification. As a result, their overall well-being and ability to flourish suffer, as emotional pressure affects their professional and personal lives. In essence, emotional pressure reduces organizational identity, impeding employee flourishing.

The Job Demand-Resource (JD-R) and Social Identification Theory (SIT) support the proposed hypothesis. As per the JD-R model, employees who face excessive emotional pressure may feel overwhelmed and stressed, resulting in exhaustion, dissatisfaction, disengagement, and a lack of personal growth (Bakker & Demerouti, 2017). Following the concept of Social Identity Theory (SIT), individuals are inclined to align themselves with organizations that boost their self-esteem and offer chances for personal development and satisfaction. Nevertheless, if employees do not perceive enough support or appreciation from the organization for managing their emotional pressure, their sense of affiliation with the organization is likely to diminish. This diminished sense of affiliation can restrict employees' capacity for growth and development (Ashforth & Mael, 1989).

Empirical research has also confirmed that organizational identification plays a mediating function in reducing the impact of emotional pressure on employees' well-being, attitudes, and actions. In a recent study conducted by Eriş and Kökalan (2022), it was discovered that organizational identification plays a mediating role in the adverse

correlation between emotional pressure and job performance. It implies that when employees face emotional pressure, their performance is protected by their sense of identification with the organization. Pérez-Rodríguez *et al.* (2019) have also highlighted that a strong sense of identification with an organization can led to positive perceptions of fairness, mitigating the detrimental impact of high emotional pressure on well-being. Similarly, Teetzen *et al.* (2022) also showed in their research indicating that job demands have a detrimental impact on well-being. However, this negative effect is buffered by organizational identification.

The above discussion demonstrates a clear correlation between organizational identification and employees' perception of their subjective well-being in emotionally challenging circumstances. In addition, as Kilic *et al.* (2020) observed, organizational identification acts as a mediator and promotes a feeling of belongingness, which assists in addressing emotional challenges and sustaining well-being. Based on a significant amount of evidence regarding the relationship between emotional pressure, organizational identification,and flourishing, the following hypothesis is proposed:

H10(b): Organizational identification mediates the relationship between emotional pressure and flourishing.

2.6.22 Organizational Identification mediates the relationshipbetweenJobAutonomyand Emotional Exhaustion.

The twenty-second hypothesis in this study is proposed to investigate the mediating role of organizational identification in the relationship between job autonomy and emotional exhaustion. It suggests that if employees experience job autonomy, that is, have control over their work and decisions concerning their tasks, they will have a positive

perception of the organization and will tend to have an organizational identification. This sense of identification, in turn, is expected to lead to a decrease in emotional exhaustion.

This hypothesis is based on the Job Demands-Resources (JD-R) theory and the Social Identity Theory (SIT). Based on JD-R theory, job autonomy is a crucial job resource because it helps people achieve work goals, reduce job demands, and stimulate personal development (Bakker & Demerouti, 2017). The study hypothesizes that employees with high levels of decision-making discretion exhibit high levels of organizational identification because they feel appreciated by the organization. Also, higher levels of organizational identification protect the employees fromthe detrimental impacts of emotional exhaustion by enhancing organizational commitment.

Furthermore, the social identity theory also suggests that people's perceptions of themselves as members of an organization give the employees the feeling that their organizations value them and, therefore, develop a sense of organizational identification (Ashforth & Mael, 1989). This sense of independence is a sign of trust and confidence from the organization to the employees,reducing emotional exhaustion. When employees have the autonomy to make decisions and manage their work, they will likely have a strong identificationwith the organization, which will buffer them against job demands.

Previous research has also found a link between job autonomy, organizational identification, and emotional exhaustion, emphasizing that job autonomy strengthens the relationship between employees and employers, which promotes organization identification and reduces negative emotions (Suárez-Albánchez*et al.*, 2022; Khawand& Zargar, 2022; Karabacak *et al.*, 2023; Yang *et al.*, 2023; Han & Gao., 2023; Alamoudi.,2023). Furthermore, Alcover *et al.* (2018) and Guo *et al.* (2023) found that

organizational identification is a significant factor in the relationship between employees' job autonomy and burnout. These findings indicate that autonomy is positively related to identification while negatively associated with emotional exhaustion.

In this case, job autonomy fosters empowered trust because employees feel more connected to the organization. This leads to forming a strongly positive organizational identity, a buffer against emotional pressure and burnout. As a result, it is reasonable to conclude that job autonomy has a significant positive impact on the level of organizational identification, resulting in less emotional exhaustion. Thus, based on a considerable amount of evidence regarding the mediating role of organizational identification between job autonomy and emotional exhaustion, thefollowing hypothesis is proposed:

H11(a): Organizational identification mediates the relationship between job autonomy and emotionalexhaustion.

2.6.23 Organizational Identification mediates the relationship between Social Support and Emotional Exhaustion.

The twenty-third hypothesis in this study investigates the mediating role of organizational identification in the relationship between social support and emotional exhaustion. It suggests that organizational identification strengthens the role of social support in reducing emotional exhaustion. People with strong organizational identification are more likely to believe that the organization cares about them and that they are supported by co-workers, supervisors, and the organization itself; this reduces the impact of stressors on emotional exhaustion by providing access to emotional, instrumental, and informational resources.

It is also consistent with JD-R and Social Identity Theory (Ashforth & Mael, 1989; Bakker & Demerouti, 2017).The JD-R Theory posits that social support is a crucial resource that assists employees in managing job demands and mitigating emotional exhaustion. Strong identification with an organization increases the likelihood that employees will effectively perceive and utilize social support, which helps to reduce the adverse effects of job stressors.

Social Identity Theory suggests that a strong sense of organizational identification increases employees' feelings of belonging and connection to the organization, thereby magnifying the beneficial impacts of social support to enhance employees' ability to cope with stress and decrease emotional exhaustion by creating a nurturing atmosphere and cultivating a strong sense of organizational identity. Therefore, by combining these theories, the hypothesis suggests that organizational identification plays a significant mediating role in mobilizing social support to reduce emotional exhaustion.

Prior research has also demonstrated that organizational identification is crucial in mediating the connection between social support and various aspects of burnout. Employees with a strong affiliation with the organization are more likely to receive more significant support from their colleagues and superiors, resulting in a lower risk of experiencing burnout (Presbitero & Aruta, 2024).

Shemueli*et al.* (2023) confirmed the effectiveness of social support in preventing burnout among academics. St-Jean *et al.* (2023) demonstrated the relationship between the accumulation of organizational resources and identification and decreased employee stress levels. Considering organizational identification, Tarab (2023) examined how social support influences the relationship between workplace incivility and emotional exhaustion.

Pourfaraji and Hamid (2023) found a negative relationship between social support and job burnout. They also showed that organizational identification plays a significant role in connecting social support and emotional exhaustion. Thus, the hypothesis proposed below is based on considerable evidence suggesting organizational identification mediating social support and emotional exhaustion.

H11 (b): Organizational identification mediates the relationship betweensocial support and emotionalexhaustion.

2.6.24 Organizational Identification mediates the relationshipbetween Performance Feedback and Emotional exhaustion.

The twenty-fourth hypothesis of this study is developed to investigate the mediating role of organizational identification between performance feedback and Emotional Exhaustion. It implies that the information provided to academicians about their performance concerning their teaching, research, or any activity helps create the opinion that the organisation cares for them professionally. Such a positive evaluation of the organization will likely evoke positive affect, enhance identification with the organization, and reduce emotional exhaustion.

This hypothesis also aligns with the JD-R and Social Identity Theory (SIT) (Ashforth & Mael,1989;Bakker & Demerouti, 2017). According to JD-R theory, feedback is a motivational resource that makes the employees feel valued, making them work harder and happier with their jobs. Such positive feedback improves morale and ensures people become increasingly more committed to the organization instead of experiencing burnout. In addition, the Social Identity Theory (SIT) (Ashforth & Mael,1989) also suggests that group membership, specifically organizational identification, contributes to an individual's

improved self-esteem and, inturn, positive attitudes and enhances the well-being of employees.

The literature also provides the evidence to support this relationship. For instance,organizational identification, which is described as the extent of an employee's perceived membership in an organisation, is a significant variable in fosteringfeedback on performance by supervisors within the organization and, in turn, reduces stress and negative outcomes (Han *et al.*, 2020). Furthermore, Campbell (2015) found that positive performance feedback improves performance and rewards and improves the organization's identification. This feedback helps the employees to understand expectations towards them, the goals of their employer, and goal clarifications, thus improving the employees' relationship with the organization (Park & Choi, 2020; Salin *et al.*, 2023).

In their research, De Carlo *et al.* (2019) and Rossouw and Rothmann (2020) have also identified that the provision of constructive feedback, clear communication of performance standards and objectives, and substantive and fair assessment systems and procedures have a positive impact on employee motivation, satisfaction, health, and productivity. However, in recent years, the authors highlighted that the positive effect of performance feedback for decreasing stress and burnout could be supplemented by organizational identification (Gan *et al.*, 2024). Similarly, St-Jean *et al.* (2023) also revealed that identification enhances the value, or the benefit realized by feedback and can reduce stress and turnover.

Likewise, Han and Gao (2023) stated that organizational identification is one of the crucial variables influencing how feedback on performance affects emotional well-being. Likewise, Rossouw & Rothmann (2020) also show positive feedback and, when

coupled with a high level of organizational identification, make the employees feel affiliated with the particular organization and consequently reduce emotional exhaustion. Further, their results confirm the presence of a beneficial feedback culture concerning organizational identification and employee satisfaction.

To summarise, based on a significant amount of evidence of the mediating role of organizational identification in the relationship between performance feedback and emotional exhaustion, the following hypothesis is proposed:

H11(c): Organizational identification mediates the relationship between performance feedback and emotionalexhaustion.

2.6.25 Organizational Identification mediates the relationshipbetween Job Autonomyand Flourishing.

The twenty-fifth hypothesis of this study suggests that organizational identification plays a mediating role in the relationship between job autonomy and flourishing. It shows that when employees have increased job autonomy, they are more likely to experience a sense of empowerment and connection to their organization. This increased organizational identification strengthens their feeling of belonging and alignment with the organization's objectives and principles, resulting in enhanced well-being. Thus, the hypothesis proposes that the positive effects of job autonomy on employees' well-being and flourishing are significantly enhanced through organizational identification.

This hypothesis is substantiated by integrating the Job Demands and Resources theory and the social identity theory to validate the mediator role of organizational identification in the correlation between job autonomy and flourishing. Based on the Job Demands-Resources (JD-R) theory developed by Bakker and Demerouti (2017), job

autonomy satisfies individuals' need for independence and motivates them to achieve their professional objectives. This, in turn, reduces job demands and encourages workers' progress.

Job autonomy empowers employees to exercise freedom in making decisions about task allocations, time management, and how to respond to assignments, thereby increasing their sense of control in the workplace. It satisfies the need for individual and collective decision-making and fosters a sense of inclusion and belonging within the organisation.

Consequently, this strengthens the employees' sense of belonging to the organization, as they perceive a direct connection between their identity and that of the organization. This concept aligns with the Social Identity Theory, which suggests that when individuals identify with an organisation, it is likely to lead to flourishing. Flourishing is characterized by personal growth, satisfaction, and emotional well-being (Ashforth & Mael, 1989).

Prior studies have also supported the role of organizational identification in mediating the relationship between job autonomy and various indices of employee well-being. For example, Gözükara and Simsek (2016) established a positive relationship between job autonomy and organizational identification to improve job satisfaction. This means that when decision-making about job-related matters is central to the employees, they develop an organizational commitment resulting in job satisfaction.

Likewise, Kilic *et al.* (2020) and Jing (2023) established that job autonomy and organizational identification can boost employee's positive mental health and productivity. According to Kim *et al.* (2023), identification with the organization positively correlateswith job autonomy for flourishing and emotional well-being. Mäkikangas*et al.*

(2022) proved that job autonomy leads to identification behaviour that positively impacts job satisfaction and engagement. This accounts for why job autonomy, organizational identification, and job satisfaction are mutually enhancing for the prospering of individuals at work.

Moreover,Pourfaraji and Hamid (2023) also supported the mediating effect of organizational identification in the relationship between job autonomy and well-being. This means that when employees are provided with autonomy, their positive emotional states improve, and that identification with the organisation is involved in this process. Along the same line, Mäkikangas*et al.* (2022) found that increased job autonomy was positively related to job satisfaction and subsequent engagement if accompanied by a strong identification with the organization, which results in flourishing.Based on a significant amount of evidence regarding the mediating role of organizational identification between job autonomy and flourishing, the following hypothesis is proposed:

H12(a): Organizational identification mediates the relationship between Job autonomy and flourishing.

2.6.26 Organizational Identification mediates the relationship between Social Supportand Flourishing.

The twenty-sixth hypothesis of this study seeks to explain how organizational identification mediates the relationship between social support and flourishing. That is, if employees feel as though they are cared for and valued by not only the organization but by other members of the organization as well, then they are likely to have positivity towards the organization, and therefore, it is expected that they will have positive feelings towards the organization as well as identify with the vision and mission statements of the

organization. This has enhanced the academicians' emotional resources and, in turn, enhanced flourishing.

This hypothesis is based on the Job Demands-Resources (JD-R) theory and Social Identity Theory (SIT). According to JD-R theory, social support is a job resource designed to offer assistance, encouragement, and emotional support to achieve other organizational objectives and goals that reduce demands and enhance personal development, resulting in a positive working environment and employees' well-being. This understanding relates to the social identity theory, whereby people derive their self-identity and self-esteem from membership to social groups or categories such as an organization, improving their identification with the organization and well-being.

Previous research also supported the relationship between social support, organizational identification, and flourishing. For instance, Afzal *et al.* (2024) showed that a positive organizational climate with identification reduces stress and promotes employee emotional well-being. Similarly, in their recent study, Cárdenas *et al.* (2024) posited that leadership support positively influences well-being and engagement by mediating organizational identification because it should be able to offer social support, thereby improving the degree of positive outcomes. These results indicate that the level of perceived organizational identification enhances the impact of the social support intervention for improving workers' health-related quality of life.

Furthermore, Türk *et al.* (2023) confirmed that organizational identification significantly and positively correlates with social support to enhance their well-being. This is also supported by Shemueli*et al.* (2023) and St-Jean *et al.* (2023), who argue that this

social support, when enhanced by organizational identification, leads to higher job satisfaction and engagement.

Furthermore, Nielsen *et al.* (2023) stated that social support improves the employee's psychological state and job satisfaction in the first place, demonstrating the necessity of social support for the experience of flourishing. Similarly, Mäkikangas*et al.* (2022) found that social support indirectly relates to well-being since it reduces job stress and increases engagement.

According to Kim *et al.* (2023), social support positively correlates with organizational and job satisfaction. Moreover, Kim *et al. (*2023) revealed the positive effect of social support in strengthening the identification and promoting well-being among employees.Based on a significant amount of evidence regarding the mediating role of organizational identification between social support and flourishing, the following hypothesis is proposed:

H12(b): Organizational identification mediates the relationship between social support and flourishing.

2.6.27 Organizational Identification mediates the relationshipbetween Performance Feedback and Flourishing.

The twenty-seven hypotheses are proposed to investigate organizational identification's role as a mediating variable in the relationship between performance feedback and flourishing. It implies that performance feedback, which is the extent to which academicians reported receiving feedback, particularly about their teaching, research, and other professional undertakings within the academic environment, is

expected to positively evaluatethe organisation and foster positive emotions such as flourishing.

This hypothesis is supported by the Job Demands-Resources (JD-R) theory and the Social Identity Theory (SIT). In the context of JD-R, performance feedback is one of the job resources that enables them to get support and direction to perform their job successfully (Demerouti & Bakker, 2017). Providing constructive and meaningful feedback to the employees ensures they appreciate how they perform, making them improve and flourishand enhancing their emotional well-being. Social Identity Theory (SIT) also supports that a supportive work climate offers employees a sense of improved self-enhancement and self-esteem and is likely to strengthen their identification with the organization and improve their well-being (Ashforth & Mael, 1989).

Prior research has established a connection between performance feedback, organizational identification, and flourishing. De Carlo *et al.* (2019) and Rossouw & Rothmann (2020) provide additional evidence that constructive feedback improves staff retention and commitment. The study suggests that regular feedback benefits academicians as it enables them to stay informed about any organizational changes or modifications. This, in turn, enhances their satisfaction and performance, leading to a heightened level of Positive Organizational Identification (Gan *et al.*, 2024). In addition, fostering interpersonal relationships in a supportive work environment enhances employees' sense of belonging to the organization.

Consequently, the positive impact of performance feedback on employee well-being is emphasized by Park & Choi (2020). Moreover, feedback serves as a precursor to enhancing organizational identification and improving employee health and well-being

(Sleiman *et al.*, 2020; Park & Choi, 2020; Drouvelis&Paiardini, 2022). Drouvelis and Paiardini argue that effective feedback fosters the implementation of practice paradigms and motivates staff to embody the organizational culture. Likewise, Johnson *et al.* (2023) also pointed out that supportive organizational culture and effective communication enhance the perception of affiliation with the organization and satisfaction among staff members.

Additional research conducted within Pakistani organizations further corroborates the arguments mentioned above. These studies indicate that providing positive feedback fosters the cultivation of organizational commitment, which in turn strengthens the connection between employees and the goals and objectives of the organization (Sharma & Khan, 2024; Rizwan *et al.*, 2023). Iqbal *et al.* (2024) conducted a longitudinal study and found a positive relationship between performance feedback and organizational identification. This means that feedback enhances the overall impact it has on organizational commitment. Khan *et al.* (2020) demonstrated that positive feedback has an equal effect on shaping an organization's perception and establishing a positive relationship between positive feedback and identification among academicians in Pakistan.

The studies conducted by Abid *et al.* (2018) and Rehmat *et al.* (2020) have shown that when individuals experience a sense of being recognized and respectful, it is likely to strengthen their identification with their organization, and it positively influences their emotional experience and overall emotional well-being.

Studies conducted by Sleiman *et al.* (2020) and Kazmi and Javaid (2022) show that when supervisors provide positive and supportive feedback, employees align with the values and, in turn, improve employee satisfaction and performance. These studies

demonstrate a strong positive correlation between performance feedback and flourishing with identification. It emphasizes the importance of organizations cultivating an atmosphere that fosters respect, encouragement, and constructive feedback. By doing so, positive emotions can be elicited, contributing to the development of identification and flourishing.

Based on a significant amount of evidence regarding the mediating role of organizational identification between performance feedback and flourishing, the following hypothesis is proposed:

H12(c): Organizational identification mediates the relationship between performance feedback and flourishing.

2.7 Chapter Summary

This chapter extensively reviews research on exogenous, endogenous, and mediating variables such as workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, emotional exhaustion, and flourishing. It then operationalized these concepts by examining conceptual frameworks and empirical evidence.

Furthermore, the conceptual framework, supported by the Job Demands-Resources (JD-R) theory and the Social Identification Theory, improved the study and helped develop hypotheses. Finally, this detailed analysis provided the groundwork for the following chapter, which discussed the research methodologies used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a comprehensive overview of the research methodology, encompassing the research philosophies and approaches that align with this study's objectives. It begins with discussing the population's demographics and then examines the sample size calculation method and the sampling technique employed. Next, the chapter delves into the operational definitions and measurement scales of each variable used in the study. It also outlines the structure of the questionnaire, the data collection strategy, and the data analysis techniques utilized in the present study.

3.2 Research Design

The research design of this study is meticulously crafted to address the research question and achieve the study's objectives effectively. A quantitative research approach is deemed most suitable for several reasons.

Firstly, the philosophical alignment of this design incorporates the positivism philosophy, enabling the researcher to identify potential causes of academicians' emotional well-being using the JD-R Theory and Social Identity Theory (Ashforth & Mael, 1989; Bakker & Demerouti, 2017). This approach aligns with the study's primary research question, which seeks to determine the relationships between job demands (workload and emotional pressure), job resources (job autonomy, social support, and performance feedback), emotional well-being (emotional exhaustion and flourishing), and organizational identification as a mediating variable.

Secondly, the design facilitates empirical investigation by collecting numerical data and analyzing it using statistical techniques and hypothesis testing (Creswell & Cresswell, 2017; Park *et al.*, 2021). Specifically, the researcher employs this design to explore how the variables in the study are interrelated through statistical structural equation modeling (SEM).

Thirdly, a cross-sectional and correlational study design is utilized, employing a questionnaire for data collection to provide a numerical estimate of a sample population's opinion on a specific phenomenon (Creswell & Cresswell, 2017). Data was collected using an online survey distributed via email to human resource directors of higher education institutes in Pakistan, with regular email reminders to participants. This method is particularly valuable for reaching academicians in Pakistan's higher education institutions and will likely achieve a higher response rate (Nakano *et al.*, 2019). The cross-sectional design is appropriate because data is collected over a specific period, allowing for the analysis of multiple variables simultaneously.

Fourthly, the chosen approach is efficient and applicable. It is simple, inexpensive, and allows for rapid data collection. Analysis can be performed on a large sample, making the results applicable to the entire population. Standardized and formal questionnaires are used and distributed to all respondents. The study occurs in the natural setting of higher education institutions, with minimal intervention from the researcher. The work processes and organizational environment remain unchanged, permitting respondents to continue their tasks as usual. According to Bougie and Sakaran (2019), this method ensures that respondents complete the questionnaire independently and without undue influence or pressure from the researcher, maintaining the natural environment in which they work.

In summary, this research design is robust, aligning with philosophical, empirical, and practical considerations, ensuring comprehensive data collection and analysis to address the research question effectively.

3.2.1 Research Philosophy

Research philosophy is critical to any study, particularly in business, management, and social sciences. Saunders *et al.* (2019) define research philosophy as "a collection of perspectives regarding the nature of reality and the mechanisms by which knowledge is acquired." Two primary approaches to selecting a research philosophy are epistemology and ontology. According to Bell *et al.* (2022), ontological and epistemological beliefs are key determinants of the research direction and approach. Ontology, as a branch of philosophical knowledge, studies the nature of the world and its existence (Easterby-Smith *et al.*, 2015; Saunders *et al.*, 2019).

In this study, the researcher adheres to the view that reality exists independently of observation, aligning with the objective reality paradigm. Ontology concerns what exists in the universe, while epistemology deals with how we come to know the world. Positivism is selected as the epistemological stance for this study for several reasons. Positivism asserts that phenomena exist independently of individual perception and can be described objectively, which aligns with the study's aim of mapping phenomena (Hofer &Pintrich, 1997). This philosophy supports the collection of observable facts, which facilitates gathering quantitative data and drawing conclusions (Jann & Hinz, 2016).

Furthermore, positivism often involves formulating and testing hypotheses through quantitative methods (Creswell & Cresswell, 2017), a key aspect of the research method used in this study. The quantitative approach emphasizes the measurement of variables and

testing associations using statistical methods, enabling precision and replicability in the results (Bell *et al.*, 2022). This approach also allows researchers to work with larger sample sizes, thereby enhancing the external validity of the study's findings.

Lastly, the quantitative approach supports using various statistical tools to test hypotheses and draw conclusions. It remains objective by relying on numerical data and well-defined processes (Creswell & Cresswell, 2017). Therefore, the objective ontology, consistent with positivism and quantitative methodology, is ideally suited to the study's aim of obtaining accurate and precise results.

3.3 Population and Sampling

This section provides an overview of the study population, the calculation of sample size, and the sampling technique used. It outlines the participants' demographics and justifies their inclusion in the study. Additionally, it details the methods used to determine the sample size and ensure that the sample structure closely resembles the overall population.

3.3.1 Study Population

The research objectives of the study define the population of thestudy. This research aims to assess the emotional well-being of permanent academicians in Pakistan. The rationale for selecting permanent academicians in higher education institutes in Pakistan as the target population for this research, which looks at emotional well-being, is quite evident for several reasons. First, Permanent academicians are responsible for forming the academicians' environment in Pakistan because they significantly impact institutions' stability and create incentives for learning. Arshad (2019), Ali *et al.* (2020), and Khan *et al.* (2021) stressed the permanent academicians' role to foresee the learning

environment and perform teaching, researching, and administrative tasks which contribute to increasing academicians' constant improvement. Second, permanent academicians have vast experience and are, in most cases, a part of the institution; this makes them hold senior positions and, therefore, determine organizational structures.

Table 3.1: Total Academicians in Higher Educational Institutes of Pakistan

No.	Administrative Division	Universities		Total	Academician		Total
		Public	Private		Public	Private	
1.	Punjab	34	26	60	10,730	5,182	15,912
2.	Sindh	23	31	54	5,676	5,097	10,773
3.	Khyber Pakhtunkhwa	25	10	35	4,464	1,194	5,658
4.	Baluchistan	7	1	8	1,571	79	1,650
5.	Azad Jammu and Kashmir	5	2	7	932	121	1,053
6.	Gilgit Baltistan	1	0	1	200		200
7.	Islamabad Capital Territory	15	5	20	8,246	1,747	9,993
TOTAL		**110**	**75**	**185**	**31,819**	**13,420**	**45,239**

Source:HigherEducationCommission of Pakistan (2018)

The studies by Ahmad *et al.* (2023) and Abbas *et al.* (2021) point out permanent academicians as critical in managing and leading change processes, especially in streamlining and optimizing institutional policies. These studies clearly show that their views are crucial in managing organizational culture and implementing change strategies. Thus, this study aims to contribute to the literature by focusing on improving the positive learning climate and high academic performance to analyse permanent academicians' emotional condition. While academicians employed in permanent positions in Pakistan are relatively large, with 45,239 academicians in seven administrative locations – the dispersed

nature of the members hinders a comprehensive investigation of this group primarily owing to logistical constraints. Please refer to Table 3. 1 for the summary of permanent academicians working in 185 higher education institutions in Pakistan.Therefore, the study continues by first developing an appropriate sampling frame and sampling units to estimate an adequate sample size capable of enhancing data collection.

3.3.2 Sample Size

Determining the sample size is one of the most crucial elements of research study design, as the dependability of the information gained from the sample is contingent upon its size. However, the determination of the sample size can differ based on the study's design, and there is no universally applicable method for determining the sample size (Park *et al.*, 2023). Hence, the appropriate sample size should be selected based on specific research criteria, including the research question, study objectives, and expected effect size (Besekar*et al.*, 2024).

The sample-to-item ratio method is more appropriate for determining the sample size for this study. At first, it allows for assessing the number of participants by comparing the quantity of items in the survey to the number of participants. The sample-to-item ratio technique offers significant advantages in evaluating the sample size's adequacy in factor analysis and similar statistical investigations. Osborne and Fitzpatrick (2019) reported that the sample-to-item ratio method exhibitsexceptional stability and reliability when there are more samples per item (Osborne & Fitzpatrick, 2019). Furthermore, the sample-to-item ratio is crucial in selecting the appropriate sample sizes for research involving many variables or items. Increasing the sample size improves the study's overall statistical power,

making it more likely to identify significant links and patterns in the data (Tabachnick & Fidell, 2013).

Hair *et al.* (2019) have conventionally advised using a sample-to-item ratio of 10:1. Consequently, the study requires a sample size of 600 persons to represent the 60 elements included adequately. However, this study used a proportion of 15:1 instead of a ratio of 10:1 to calculate a sample size of 900 participants, considering the intricate characteristics of the 60 items. The decision to use a 15:1 ratio supports the following arguments: The larger sample size reduces the likelihood of sampling bias and increases the chances of obtaining accurate results that reflect the diversity within the population. This, in turn, improves the external validity of the research study conclusions (Lane *et al.*, 2019).

Furthermore, the appropriate sample size will also account for fluctuations in response, thus improving the validity of a study's result by strengthening the dependability of a study in determining the presence of a relationship between variables. Furthermore, research has shown that larger sample sizes lead to narrower confidence intervals. This, in turn, enhances the precision of estimating population parameters and improves the dependability of inferential statistics (Maxwell *et al.*, 2008; Cocks & Torgerson, 2013). Schmidt *et al.* (2018) highlight the significance of choosing a suitable sample size in a research study, asserting that large sample sizes are necessary to attain enough statistical power.

Baker *et al.* (2021) further on this issue by stating that statistical power plays a crucial role in study design, especially when determining the required sample size to improve the accuracy of research findings in psychology and cognitive science. Thiele and

Hirschfeld (2023) highlight the significance of conducting adequate trials to guarantee sufficient statistical power.

Moreover, the substantial sample size improves the study's sensitivity and precision, identifying subtle and amplifying effect sizes, especially in complex and comprehensive areas such as emotional well-being (Cohen, 2013; Maxwell *et al.*, 2017). Thus, the methodological approach is reinforced by employing a 15:1 ratio for selecting samples. This ratio improves the reliability, variability, resilience, and ability within the 900 participants utilizing the 60-item instrument in this study.

3.3.3 Sample Technique

Purposive sampling was selected as the most appropriate technique for this study for several key reasons. Unlike probability sampling methods, which involve random selection to ensure that every member of a population has a known chance of being chosen, purposive sampling falls under the category of non-probability sampling. Non-probability techniques, such as convenience sampling, judgmental or purposive sampling, quota sampling, and snowball sampling, offer easier and more cost-effective approaches but may introduce some bias (Marshall, 1996; Campbell *et al.*, 2020).

Purposive sampling is instrumental in quantitative research when specific criteria are required to address the research questions effectively. In this study, the target population comprises permanent academicians. Due to the lack of a comprehensive list of all academicians in the country and the absence of a centralized directory, purposive sampling allows the researcher to focus on individuals who meet the precise criteria needed—specifically, those with permanent academic positions. This method facilitates the selection of relevant participants without necessitating a complete sampling frame, which

is particularly advantageous given the widespread and dispersed nature of the academic community.

Additionally, purposive sampling enhances the reliability and relevance of the data by ensuring that only permanent academicians are included in the study. Participants were required to confirm their status as permanent staff before being invited to complete the questionnaires. This filtering process is essential for maintaining the study's focus and ensuring that the collected data aligns with the study's objectives.

Overall, purposive sampling provides a targeted approach that aligns closely with the study's goals, thereby improving the validity and reliability of the findings. Considering the specific focus on permanent academicians and the practical challenges of obtaining a comprehensive sampling frame, purposive sampling is an effective method for gathering high-quality data from the intended population.

3.4 Operational Definition and Instrument Development

The accurate operationalization of constructs is essential for ensuring clarity and consistency in research findings. Cooper and Schindler (2014) emphasize the importance of precisely defining and operationalizing constructs to address research questions. This process ensures that all participants use consistent definitions, aligning with Bell *et al.* (2022), who assert that clear operational definitions and precise measures are crucial for credible and accurate research results. Without such clarity, the validity of the study's conclusions may be compromised.

Diener *et al.* (2018) further highlight the necessity of precise measurement in well-being research. They argue that variations in well-being require accurate measurement of

influencing factors to derive meaningful and reliable conclusions. In this study, we operationalize and measure five independent variables—workload, emotional pressure, job autonomy, social support, and performance feedback—one mediating variable, organizational identification, and two dependent variables—flourishing and emotional exhaustion. This careful operationalization is crucial for ensuring the accuracy and reliability of the study's findings.

The development of the measurement instrument for this study involved a meticulous process to ensure validity, reliability, and effectiveness. The process began with defining the research objectives: to examine the relationships between job demands, job resources, and emotional well-being and to investigate the mediating role of organizational identification. A structured questionnaire was developed to achieve these objectives, incorporating Likert scale questions to collect relevant data. Response options were carefully selected to align with the research objectives and effectively address the study's questions (Taherdoost, 2022).

The subsequent sections will detail the operational definitions and instrument development for each variable tested in this study, including flourishing, emotional exhaustion, job demands, job resources, and organizational identification. Each section is designed to capture various aspects of academicians' emotional well-being comprehensively. For additional information, please refer to Appendix A, which contains the complete questionnaire used in this research.

3.4.1 Flourishing

Flourishing is the dependent variable in this study. It is operationalized as "a positive emotional state of individuals determined through a comprehensive assessment of

academicians' positive emotions relating to personal development, their sense of meaning and direction in life, and the quality of their positive relationships."(Diener*et al.*,2010). Table 3.2 shows the measurement of flourishing using the 8-item Flourishing Scale, adapted from Diener *et al. (*2010) and modified by Imran *et al. (*2020) to reflect the Pakistani context.

Table 3.2: Original and adapted versions of the Flourishing Scale

Item Code	Original version	Adapted Version	References
FL1	I lead a purposeful, meaningful, and engaged life	I lead a purposeful and meaningful life in this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL2	My social relationships are supportive and rewarding**.**	I have supportive and rewarding social relationships at this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL3	I am engaged and interested in my daily activities.	I feel engaged and interested in the daily activities of this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL4	I actively contribute to the happiness and well-being of others.	I actively contribute to the happiness and well-being of others in this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL5	I am competent in the activities that are important to me.	I feel competent in the activities important to achieving key performance indicators of my job at this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL6	I am a good person and live a good life.	I am a good person and live a balanced work-life in this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL7	I am optimistic about my future.	I feel optimistic about my future at this university.	Diener *et al. (*2010) and Imran *et al. (*2020)
FL8	People respect me.	I feel respected by others in this university.	Diener *et al. (*2010) and Imran *et al. (*2020)

This scale's original items were in a closed-ended general format; however, for this study, the scale was modified and rated on a 'Never-Always response scale.' The reliability of the newly adapted scale in this study was compared to previous studies following

wording changes (Diener *et al.*, 2010; Imran *et al.*, 2020). Please see Table 3.2, which shows the original and adapted versions of the eight flourishing items.

3.4.2 Emotional Exhaustion

Emotional exhaustion is the dependent variable in this study. It is operationalized as "the negative emotional state caused by interpersonal relationship dealings and work-related stresses, which leads to emotional exhaustion" (Han *et al.*,2020). Table 3. 3 provides items for the emotional exhaustion scale based on the research of Han *et al. (*2020). The scales' original items were in a closed-ended general format; however, this study modified the scale to correspond with the context and rated on the Never-Always response scale. The validity of the newly adapted scale in this study was evaluated using other studies (Han *et al.*, 2020). Table 3 shows the operational definition of emotional exhaustion and the items included in the original and adapted versions.

Table 3.3: Original and adapted versions of the Emotional Exhaustion Scale

Item Code	Original version	Adapted Version	Reference
E1	I feel emotionally drained from my work.	I feel emotionally drained from my work at this University.	Han *et al. (*2020)
E2	I feel used up at the end of the workday.	I feel used up at the end of the workday at this University.	Han *et al. (*2020)
E3	I feel tired when I get up and face another day on the job.	I feel tired when I get up in the morning and face another day at work at this university.	Han *et al. (*2020)
E4	Working all day is a strain for me.	Working all day is quite exhausting for me.	Han *et al. (*2020)
E5	I feel burned out from my work.	I feel emotionally drained from my work at this University.	Han *et al. (*2020)

3.4.3 Workload

Workload is the independent variable in this study. It is operationalized as the "scope of the tasks that academicians are required to accomplish, including teaching,

research, administrative duties, and learning technological skills to meet their job and responsibilities" (Han *et al.*, 2020; Sabagh *et al.*, 2021). Table 3. 4 shows that the workload is evaluated using seven items that closely resemble the concept proposed by Han *et al. (*2020) and Sabagh *et al. (*2021). The original items were closed-ended questions. The scale'soriginal items were in a closed-ended general format; however, in this study, the scale was modified and rated from ‘minimal’ to ‘huge extent.’ The reliability of the newly adapted scale was compared to previous studies.

Table 3.4: Original and adapted versions of the Workload Scale

Item Code	Original version	Adapted Version	References
PWL1	Teaching schedules are too tight.	My teaching schedules are too tight.	Han *et al. (*2020)
PWL2	_____Teaching-related activities (e.g., course development, grading, teaching improvement, etc.)	I have too many teaching-related activities that I have to do (e.g., Course development, grading, teaching improvement, etc.)	Sabagh *et al.*(2021)
PWL3	_____Research-related activities (e.g., getting published, obtaining grants, going to conferences	I have too many research-related activities besides teaching (e.g., getting published, obtaining grants, attending conferences, etc.)	Sabagh *et al.*(2021)
PWL4	There are too many assignments and papers to mark	I have too many assignments and papers to mark	Han *et al. (*2020)
PWL5	_____Student mentoring/supervision	I have too much student mentoring/ supervision on top of teaching.	Sabagh *et al.*(2021)
PWL6	Too much clerical work.	I have too much clerical/administrative work to do besides teaching.	Han *et al. (*2020)
PWL7	Keeping up with new techniques, ideas, technology, innovations, or challenges.	My job demands that I keep up with new techniques, ideas, technology, innovations, or challenges.	Han *et al. (*2020)

The above Table 3.4 demonstratesthe operational definition of workload, scale items from the original scale, and items used in this study to assess academicians' workload.

3.4.4 Emotional Pressure

Emotional pressure is the independent variable in this study. It has been operationalized as the "extent to which a job requires employees to manage and regulate their emotions while interacting with others. It can involve displaying certain emotions that may not naturally arise, suppressing genuine feelings, and handling emotionally charged situations, which can contribute to stress and emotional strain" (Yin *et al.*, 2016). Table 3. 5 shows that emotional pressure is measured using four items adapted from Yin *et al. (*2016). The original items of the scales were in a closed-ended general format; however, in this study, the scale was modified in the context of the research and was rated on a scale from 'minimal to a huge extent.'

Table 3.5: Original and adapted versions of Emotional Pressure Scale

Item Code	Original version	Adapted Version	References
PED1	To perform my teaching well, I have to spend most of my time interacting with students, parents, and colleagues).	My job demands me to spend most of my time interacting with students, parents, and co-workers).	Yin *et al. (*2016)
PED2	To teach well, I have to be considerate and think from the point of view of my students and colleagues.	I must consider the views of my colleagues to teach my students effectively.	Yin *et al. (*2016)
PED3	To teach well, I have to spend muchtime with every student I teach.	I devote significant time to each student to teach them effectively.	Yin *et al. (*2016)
PED4	I have to use my emotions and behaviors to create a reassuring climate for my students and their parents.	I use my emotions and behaviors to create a helpful environment for my students, parents, and colleagues.	Yin *et al. (*2016)

Table 3. 5 aboveshows the emotional pressure scale used in this study. The reliability of the newly adapted scale in this study was compared with other research after modifying the wording of some of the questions (Yin *et al.,* 2016). Table 3. 5 shows the

operational definition of emotional pressure andthe original and adaptedscales used in this study.

3.4.5 Job Autonomy

Job autonomy is the independent variable in this study. It is operationalized as the "degree of decision-making and control that academicians have over general teaching freedom and curriculum freedom in the academic environment" (Sokmen and Kilic, 2019). Table 3.6 measures job autonomy using five items derived from Sokmen and Kilic (2019) and Moslehi and Salehi (2021). The scales' original items were in a closed-ended general format; however, in this study/, the scale was modified in the context of the study to correspond to the ' minimal to a huge extent.'

Table 3.6: Original and adapted versions of Job Autonomy Scale

Item Code	Original version	Adapted Version	References
PJA1	I am free to choose teaching methods and strategies in my daily teaching.	I am free to choose teaching methods and strategies.	Sokmen andKilic(2019)
PJA2	I feel free to decide what content to focus on in the subjects I teach.	I feel free to decide what content to focus on in my teaching subjects.	Sokmen andKilic(2019)
PJA3	I am free to be creative in my teaching approach.	I am free to be creative in my teaching approach.	Moslehi andSalehi (2021).
PJA4	The scheduling of use of time in my classroom is under my control	The scheduling of my classroom is under my control	Moslehi and Salehi (2021).
PJA5	I follow my guidelines for instruction.	I follow my guidelines during teaching instruction.	Moslehi and Salehi (2021).

The above table 3.6 lists the items used to measure job autonomy in this study. After revising the statement wording, the newly modified scale's internal consistency was compared to previous studies (Sokmen& Kilic, 2019; Moslehi & Salehi, 2021). Table 3.6

displays the operational definition of job autonomy, items from the original scale, and items used in this study after being adapted to the current study context.

3.4.6 Social Support

Social support is the independent variable. It is operationalized as "the extent to which academicians receive various forms of assistance and comfort from their social networks, which include family, friends, colleagues, and community members. This support can come in many different forms, including emotional support (e.g., empathy, love, trust, and caring), instrumental support (e.g., tangible aid and services), informational support (e.g., advice, suggestions, and information), and appraisal support (e.g., feedback and affirmation) (Han *et al.*, 2020; Sabagh *et al.*, 2021). Below, Table 3.7 presents the twelve items of the proposed social support scale based on the works of Han *et al. (*2020) and Sabagh *et al. (*2021).The scales' original items were in a closed-ended general format; however, in this study, the scale was modified in the context of the study to correspond to the ' minimal to a huge extent.'

Table 3.7: Original and adapted versions of the Social Support Scale

Item Code	Original version	Adapted Version	Reference
PSS1	_____Teaching-related activities (e.g., TA, freedom to choose the course)	My university supports teaching-related activities (e.g., course development, grading, teaching improvement, etc.)	Sabagh *et al.*(2021).
PSS2	_____Research-related activities (e.g., getting published, obtaining grants, going to conferences, etc.)	My university supports research-related activities (getting published, obtaining grants, attending conferences, etc.)	Sabagh *et al.*(2021).
PSS3	The university provides the technology and software resources for teaching.	My university provides the technology and software resources for teaching and research.	Han *et al. (*2020)
PSS4	The university provides the facilities and resources for teaching.	My university provides support in academicians' counseling (Counselling, Mental Wellness, and Therapy sessions)	Han *et al. (*2020)

Table 3.7 continued			
PSS5	_____Service activities	My university provides support in carrying out administration activities (administrative assistant, material, guidelines)	Sabagh *et al. (*2021).
PSS6	_____Obtaining tenured/being promoted	My university supports Obtaining tenured/being promoted (opportunities for training and development, participation in seminars &conferences, and research advancement courses.)	Sabagh *et al. (*2021).
PSS7	The administrators care about academicians' teaching effectiveness.	My head of department cares about academicians ' teaching effectiveness, including general teaching practices or subjective specific techniques. ow 12	Han *et al. (*2020)
PSS8	The administrators require academicians to provide high teaching quality.	My head of department has a comprehensive mechanism that rewards quality teaching and research.	Han *et al. (*2020)
PSS9	The university provides the facilities and resources to help you improve student learning.	My head of department provides support for new approaches in teaching and research activities.	Han *et al. (*2020)
PSS10	The colleagues provide teaching demonstration opportunities for me to observe other colleagues' teaching.	My colleagues provide teaching and research demonstration opportunities for me to observe others.	Han *et al. (*2020)
PSS11	My colleagues encourage and support me if I have an experiment with my teaching.	My colleagues encourage and support me when I explore new techniques with my teaching and research.	Han *et al. (*2020)
PSS12	My colleagues share teaching experiences with me.	My colleagues encourage and support me when I explore new techniques with my teaching and research.	Han *et al. (*2020)

Following changes to the statements in the newly modified scale, the internal consistency was compared to previous research by Han et al. (2020) and Sabagh et al. (2021). Table 3.7 shows how social support is measured, the components of the social support scale, and the specific items used in this study after the scale was adapted for this research.

3.4.7 Performance Feedback

Performance feedback is the independent variable in this study. It is operationalized as “the subjective evaluations made by academicians regarding the feedback they receive within their educational institution regarding their teaching, research, and other professional activities in the academic setting." Table 3.8 shows how performance feedback is evaluated using eight items derived from Linderbaum and Levy (2010), Ainley and Carstens (2018), and Collie (2023).

Table 3.8: Original and adapted versions of the Performance Feedback Scale

Item Code	Original Scale	Adapted Version	Reference
PPF1	Knowledge and understanding of my main subject field(s)	Feedback on my performance helps me to improve my understanding of the subject(s) I teach.	Ainley and Carstens (2018)
PPF2	The feedback I receive at my job has led to a positive change in pedagogical competencies in teaching my subject.	Feedback on my performance enables me to improve my pedagogical competencies while teaching my subject.	Ainley and Carstens (2018)
PPF3	The feedback I receive at my job has led to a positive change in using student assessments to improve student learning.	Feedback on my performance helps me change positively and improve student learning.	Ainley and Carstens (2018)
PPF4	Helpful Feedback assists in Your classroom management practices.	Feedback on my performance helps me change positively towards classroom management.	Collie (2020)
PPF5	Helpful Feedback assists in Your knowledge and understanding of your main subject field(s).	Feedback on my performance helps me change positively and improve my content knowledge.	Collie (2020)
PPF6	Helpful Feedback assists in ‘Your teaching practices.’	Feedback on my performance helps me to improve my teaching practices	Collie (2020)
PPF7	To develop my skills at work, I rely on feedback.	Feedback on my performance helps me to develop new teaching/ research/ administrative skills.	Linderbaum andLevy(2010)
PPF8	Feedback is critical for improving performance.	Feedback on my performance is critical for achieving my key performance indicators.	Linderbaum and Levy (2010)

The scales' original items were in a closed-ended general format; however, this study modified the scale to correspond to the ‘minimum’ to ‘huge extent’ scale.' Table 3.8 provides an overview of the performance feedback items used in this study. Following the wording changes, the reliability of the newly adapted scale in this study was compared to previous research. The table shows the original and adapted versions of eight performance feedback items.

3.4.8 Organizational Identification

Organizational Identification is the mediating variable in this study. It is operationalized as a "psychological resource that establishes a connection between an individual's involvement in an organization and their cognitive and emotional self-perception to influence their self-concept, values, and sense of belonging within the organizational context." (Moksness,2014).

Table 3.9: Original and adapted versions of Organizational Identification Scale.

Item Code	Original Version	Adapted items	References
OID1	I feel happy to be an academician at the university.	I feel happy to be an academician at this university.	Johnson*et al.* (2012)
OID2	I am proud to be an academician at the university.	I am proud to be an academician at this university.	Johnson*et al.* (2012)
OID3	If I were forced to leave the university, I would be very disappointed.	It would be very disappointing if I were forced to leave this university.	Johnson*et al.* (2012)
OID4	My self-identification is based in part on my membership in the university.	My self-identification is shaped in part by this university identification.	Johnson*et al.* (2012)
OID5	My membership in the university is essential to my sense of who I am	My membership in this university is significant to a sense of who I am	Johnson*et al.* (2012)
OID6	My sense of self overlaps with the identification of the university.	My sense of self overlaps with the identification of this university.	Johnson*et al.* (2012)
OID7	If the university were criticized, it would influence my thoughts.	If this university were to be criticized, it would impact how I view myself.	Johnson*et al.* (2012)

Table 3.9 continued			
OID8	I am sufficiently acknowledged in my current organization.	I am sufficiently acknowledged in this university.	Smidts*et al. (*2001)
OID9	It feels like a personal insult when someone criticizes my university/HEI.	It feels like a personal insult when someone criticizes this university.	Ashforth andMael(1989)
OID10	I'm concerned about what other people think of my university/higher education institution.	I'm concerned about what other people think of this university.	Ashforth and Mael(1989)
OID11	My university/HEI successes are my successes.	This university's success is my success.	Ashforth and Mael(1989)
OID12	When someone praises my university/higher educational Institute, it seems like a personal compliment.	When someone praises this university, it seems like a personal compliment.	Ashforth and Mael(1989)

Table 3.9 shows the original and adapted versions of the Organizational Identification scale.Organizational identification is assessed using twelve items adapted from various studies, including those by Ashforth and Mael (1989), Smidts*et al. (*2001), and Johnson *et al. (*2012). The scales' original items were in a closed-ended general format; however, for this study, the scale was modified to correspond to the 'Agree' to 'Disagree' response scale. After the changes, the reliability of the newly adapted scale in this study was compared to previous studies (Ashforth & Mael., 1989; Smidts*et al.*, 2001; Johnson *et al.*, 2012).

3.5 Data Collection Procedure

Data collection is one of the critical stages of any research as it helps generate high-quality data. Creswell and Creswell (2017) mention that this process helps ensure the study's credibility. It has three stages: Pre-testing, pilot testing, and data collection. Pre-testing allows researchers to establish if mistakes in the survey questionnaire need to be corrected before it is administered. The researcher then performs pilot testing to establish

reliability and validity in measuring data from a large sample size. The final step is the actual data-collection process.

An online survey was conducted among 185 university human resource directors, who administered it to the permanent academicians to collect data. The research objective and clear guidelines for participating in the study were outlined in an email attached to the survey. As Dillman *et al.* (2014) acknowledged, this stage is essential for accumulating the initial findings relevant to hypothesis testing and conclusion-making. Through the following stages, the data collection process guarantees that the research sits on solid, credible data, which is vital to the research's success.

3.5.1 Pre-test

The pre-test is the process of establishing the suitability of the questionnaire in terms of reliability, completeness, and clarity before field testing. The primary purpose of this phase was to validate the questionnaires employed in the study to enhance the instruments' effectiveness. There are two assessment foundations for instruments: Face and content validation.

Face validity relates to how such a construct can be perceived to be measured by a scale, while content validity is the assurance that no other factor apart from the measured construct has been included in the measure and all the aspects of the construct have been included. Besides the face validation according to criterion-related validity, an expert examined content and construct validity in a pre-test.

Human Resources and Organizational Behaviour experts from Pakistan were consulted for the current study; these include Dr Afshan Gul, Assistant Professor in the

Department of Business Administration at Sukkur IBA, and Dr Mumtaz Memon, Associate Professor of Human Resource Management at NUST Business School (NBS), Islamabad, Pakistan. They were kind enough to spare their time and furnish feedback on the questions, which was important, especially for vetting the relevance and validity of the questions to the overall questionnaire.

The content validity of the questionnaire was subject to the approval of the experts, while the primary concern was its face validity. This is where the population representatives mentioned that the questions were easy to understand and straightforward. This feedback reinforced the need to enhance the development of the questionnaire so that the respondents can understand and utilize it. Moreover, it also aimed to establish face validity by getting the correct responses from the participants, clarifying issues or concerns with them, and modifying the study, such as the language or format of the questions.

3.5.2 Pilot Test

The pilot test used in this study is an integral part of the data collection strategy because it allows us to assess the survey instrument's reliability and validity before collecting actual data. Whereas the pretest sample size was small, the pilot test used a larger sample size to gather additional information and feedback to help fine-tune the final survey instrument. The pilot test used convenience sampling, which was validated in the pilot test by Etikan*et al.* (2016) and Bassi *et al. (*2018). As these studies have demonstrated, convenience sampling is beneficial because it is simple and convenient, particularly when time and other resources are limited.

Several studies used Google Forms, one of many online self-administered survey tools, due to its easy distribution and data collection (Dillman *et al.*2014). Google Forms

also allows for data collection from a large population, fast data collection, and real-time data analysis, thereby increasing process efficiency. The pilot study received 103 responses, and 86 met the filter criteria of being permanent academicians. This resulted in an 83% response rate, considered acceptable in academically recommended online surveys. This high response rate improves the pilot study's reliability and validity by indicating that the target population is actively participating. The filtering process ensured that the data collected was relevant and representative of permanent academicians, laying the groundwork for subsequent survey instrument improvements and the main study.Following data collection, the reliability and validity of the data were examined.

The measurements were highly reliable, with outer loadings for each first-order sub-dimension exceeding the recommended cut-off value of 0.708. The average variance extracted (AVE) exceeded 0.5, indicating convergent validity. Furthermore, the composite reliability of each construct exceeded 0.7, which is considered acceptable for SEM analysis. The discriminant validity of the constructs was established by testing the HTMT ratio of correlations and comparing the results to the 0.85 threshold value recommended by Hair *et al. (*2016).

This pilot test was instrumental because it provided detailed descriptions of the working process, which helped refine the questions for the final survey compilation. In addition to increasing response rates, the survey instrument resulted in high reliability and validity coefficients for the data collected, laying the groundwork for the study's actual data collection phase. Please see Appendix "B" for pilot testing results.

3.5.3 Actual Data Collection

The actual data collection step is the final stage in the data collection process. In this study, an online survey was distributed to the human resource directors of 185 institutions, who were asked to complete it and send it to permanent academicians. The email outlined the study's interests, goals, and objectives and a simple participation process. According to Dillman *et al. (*2014), this step is critical for collecting preliminary data required for hypothesis formation, testing, and concluding.

A week after the initial email, a follow-up email was sent to remind human resource directors to increase their response rates. Furthermore, the researcher provided contact phone numbers for participants to call if they needed assistance or had difficulty completing the questionnaires. This well-organized strategy facilitated the distribution and collection of questionnaires.

These activities took place between June 2022 and November 2022, allowing participants sufficient time to consider their responses. While the study intended to recruit 900 people, 750 responses were received, resulting in an 83% response rate for the analysis. This high response rate indicates high involvement among the target group, strengthening the study's reliability and validity.

3.6 Data Analysis Strategy

The data analysis strategy provides a comprehensive approach for managing and evaluating data to guarantee the accuracy of the findings. Data screening is the initial stage in implementing a data analysis strategy. According to Bowling *et al.* (2016), Desimone & Harms (2017), and Belliveau & Yakovenko (2022), screening data is crucial for assuring the credibility and high quality of obtained data. Data screening primarily analyzes missing

values, detects outliers, tests for non-response bias, and ensures that variables follow a normal distribution. These processes are crucial in guaranteeing the reliability of the collected data.

After carrying out data screening, the main element of the method is performing statistical analysis. This analysis encompasses descriptive and inferential statistics, summarising the data, and making inferences about the population. The Statistical Package for the Social Sciences (SPSS) is employed in descriptive analysis to comprehend the dataset's characteristics and detect any anomalies or discrepancies. Subsequently, partial least squares structural equation modeling (PLS-SEM) is utilized to calculate inferential statistics and propose the association between the variables in the investigation.

PLS-SEM comprises two phases: the measurement model and the structural model. The measurement model, called the outer model, examines the connections between latent variables and observed indicators. It assesses the dependability and accuracy of the constructions, guaranteeing that the collected data accurately reflects the fundamental notions. This involves evaluating the reliability of indicators, the reliability of composite measures, the extent to which different measures converge, and the extent to which different measures discriminate.

The inner structural model examines the associations between the underlying constructs, assessing their ability to predict outcomes and the proposed links between them.The process analyzespath coefficients, R^2 values, effect sizes (f^2), and predictive relevance (Q^2). Table 3.10 illustrates the sequential procedures involved in Partial Least Squares Structural Equation Modeling (PLS-SEM) described by Hair *et al.* (2016).In the subsequent phase, this study employed the Hayes *et al.* (2018) methodology to evaluate the

indirect impact of organizational identification on this study's independent and dependent variables.

The meditational analysis process proposed by Hayes *et al.* (2018) is more robust and trustworthy than other approaches. This approach thoroughly examines the influence of an independent variable on a dependent variable by considering both direct and indirect effects,assuming the role of a mediator. Bootstrapping is a re-sampling method that offers a notable advantage in estimating the indirect impact. It provides correct confidence intervals, making mediator estimation more dependable, mainly when working with non-normal data (Sarstedt *et al.*, 2020).

The study includes workload, emotional pressure, occupational autonomy, social support, and performance feedback as independent variables. The mediator in this study is organizational identification, while the dependent variables are flourishing and emotional exhaustion.

Table 3.10: Systematic Process to Perform PLS-SEM

Step 1	Specifying the structural model
Step 2	Specifying the measurement models
Step 3	Data collection and examination
Step 4	PLS path model estimation
Step 5	Assessing PLS-SEM results of the measurement models Step 5a: Assessment of reflective measurement models Step 5b: Assessment of formative measurement models
Step 6	Assessing PLS-SEM results of the structural model
Step 7	Advanced analyses in PLS-SEM, i.e., Mediator analysis, higher-order models, and multi-group analysis
Step 8	Results interpretation and conclusion

Source: Hair *et al. (*2016)

The relationships in this study are depicted as follows: Route A represents the association between the independent variables (X) and the mediator (M), Route B

represents the link between the mediator (M) and the dependent variables (Y), and Route C represents the link between the independent variables (X) and the dependent variables (Y).

This study intends to thoroughly examine how the independent variables impact the dependent variables through the function of the mediator. The goal is to gain insights into the underlying mechanisms driving these outcomes. This approach contributes to a more comprehensive comprehension of the factors that foster well-being and mitigate emotional exhaustion in the examined population. Table 3.10 illustrates the systematic procedure of Partial Least Squares Structural Equation Modeling (PLS-SEM) used to explain this work's direct and indirect relationships.

3.7 Chapter Summary

This chapter thoroughly discusses the study's methodological approach, highlighting the importance of a positivist paradigm and quantitative data analysis techniques for accomplishing the study's objectives. This chapter emphasizes that purposive sampling is the most appropriate method for data collection because it aligns with this study's aim, specifically targeting full-time academicians in 185 higher education institutes in Pakistan. Furthermore, it also states that the item-to-ratio data collection method is a more suitable sampling strategy for determining the sample size.

Moreover, this study addresses the operationalizing variables and the scales used for their measurement. The survey questionnaire was designed to collect data, focusing on operationalization and measurement scale. The survey questionnaire underwent thorough pre-testing and pilot testing before being distributed for data collection. Following the data collection, this chapter discusses the data analysis strategy, explicitly focusing on descriptive and inferential techniques and software used to analyze the collected data.

Using SPSS and PLS-SEM for data analysis provided significant insights into the relationships between workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, emotional exhaustion, and flourishing. Overall, this chapter presents an overview of the research paradigm, the population and sampling technique, the operationalization of variables, the data collection strategy, and the data analysis procedures to help policymakers and other stakeholders in Pakistan's higher education system.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter reviews the techniques used to analyse the data and results obtained during this study. This study used multivariate data analysis to extract valuable insights from its findings. This chapter is divided into five stages. In the first stage, the response rate was assessed to ensure sufficient data was collected for further analysis. In the second stage, preliminary data analysis was performed to determine missing value analysis, non-response bias analysis, outlier detection, and data distribution. The third stage included descriptive analyses, which sought to identify various characteristics or features of the collected data. This step simplifies and identifies the dataset's fundamental characteristics by categorizing the sample and clarifying its size, pattern, trend, and dispersion.

In the fourth stage, the researchers applied Partial Least Squares Structural Equation Modeling (PLS-SEM) to investigate the direct relationship between job demands/resources and two aspects of emotional well-being: emotional exhaustion and flourishing. Finally, in the fifth stage, a more advanced PLS-SEM analysis was used to investigate the effects of organizational identification on job demands, job resources, emotional exhaustion, and flourishing. The preceding steps ensured that the findings were consistent, precise, and relevant to the investigation's logical structure.

4.2 Response Rate

Theprocess of distributing the survey questionnaire and the response rate for the respondents wasa significant challenge in this study. The data was collected for about five

months and two weeks, from June 2022 to November 2022.Table 4. 1 tabulates the academicians' responses from seven administrative locations in Pakistan.

Table 4.1: Responses in seven administrative locations of Pakistan

Province	Number of Respondents	Frequency Percentage (%)
Sindh	419	56
Punjab	98	13
Khyber Pakhtunkhwa	31	4
Baluchistan	47	6
Azad Jammu and Kashmir	48	7
Gilgit-Baltistan	52	7
Islamabad Capital Territory	55	7
Total	**750**	**100**

A survey was conducted with the help of Google Forms. Initially, 900 online questionnaires were distributed to Pakistani academicians in 185 universities in Pakistan through the Human Resource Director's Department. The researcher kindly requested that these human directorsdistribute the survey among the intended target population, academicians. At the end of the survey period, out of 900 online questionnaires distributed, only 774 responses were received, yielding a response rate of 86% responses. However, 24 cases were excluded due to not meeting the inclusion criteria. Thus, 750 cases that met the inclusion criteria of 83% were used for further statistical analysis.

4.3 Preliminary Data Analysis

Preliminary data analysis is an essential part of data analysis to understand the nature and distribution of data. The initial analysis is conducted to ensure no missing values and non-response bias and to check whether the data is normally distributed and

there are no outliers. Missing value analysis can help to define the patterns of missing data and choose the techniques of their imputation if needed. The non-response analysis assists in identifying whether there was a systematic difference between the survey participants and the non-participants when extending the findings to a larger population. Further, evaluating outliers enables the researcher to determine unusual values that impact the results or indicate problems with data entry. Last, the distribution also helps decide what patterns and statistical tools are more appropriate for analysis. Therefore, the following section discusses the preliminary data analysis of this study by evaluating the missing values, non-response bias, outliers, and data distribution.

4.3.1 Missing Values Analysis

In this study, after distributing the survey, the researcher collected 774 responses; however, 750 out of 774 respondents met the inclusion criteria of this study, which states,“Are you a permanent academician in a university/ higher educational institution HEI in Pakistan?” Thus, the researcher considered that the overall response received was 750 out of 900 students, making it an 83% response rate sufficient to study this issue in this research. The data was only collected through an online survey using Google Forms, and hence, the process was efficient, and all comprehensive information was captured. Also, the questionnaire created contained a feature that ensured that the participant could only go to the next part after completing the entire section. This ensured that there was no missing information in the dataset,which would have posed many challenges in subsequent analysis. As a result, the problem of missing values did not arise from the survey dataset obtained.

4.3.2 Non-Response Bias Analysis

Non-response bias frequently occurs in survey research when the attributes of individuals who choose to participate differ from those who choose to participate. This significantly affects the reliability of the survey findings, as the data collected from the sample may not precisely mirror the intended population. However, a significant response rate can effectively reduce or eliminate the bias caused by non-response. The probability of obtaining a representative sample of the target population increases when a substantial proportion of individuals from the population take part in the survey. This decreases the likelihood that the characteristics of individuals who do not respond differ significantly from those who do.

For this study, the survey yielded a response rate of 83%, indicating a representative sample of the population under study, implying that higher response rates are linked to lower levels of non-response bias. It is supported by the argument of Bethlehem (2009) that non-response bias can be minimized by achieving a high response rate and ensuring that the characteristics of both respondents and non-respondents are reflected in the results. Groves and Peytcheva (2008) also noted that higher response rates enhance the findings' precision, allowing for more generalize survey results.

Furthermore, Galea and Tracy (2007) asserted that there is an inverse relationship between response rates and non-response bias. Specifically, higher response rates are linked to lower levels of non-response bias. The significance of high response rates in ensuring the reliability and validity of surveys is underscored by this relationship.

To summarize, the above discussion showed that although non-response bias can substantially impact survey results, a high response rate can enhance the probability of the

sample being representative of the population. This, in turn, improves the reliability and validity of the findings. This is a means to enhance the inclusiveness of a research study to the intended population, thereby enhancing its overall quality.

4.3.3 Assessment of Outliners

The third step in the preliminary analysis is the detection of outliers in the obtained data set. Hair *et al.* (2017) stated that such an outlier influences the centermeasures since it distorts central tendencies, leading to inconsistent measures of statistical tests and models. Since the current study uses a closed-ended survey approach, the chances of such an outlier appearing are highly unlikely. The format of closed-ended questions suggests that the respondent has only limited choices. Therefore, the responses are made more realistic to the situation, emulating the reactions or feelings of the study participants. Furthermore, the decision to use a closed-ended study is based on Hair *et al. (*2017), who stated that the researchers were informed that survey-based study design is crucial because it influences the quality of data collection. Overall, using a closed-ended survey format in this study reduces the impact of potential outliers while increasing the overall consistency of the results, which aligns with the core principles governing data analysis.

4.3.4 Data Distribution

The fourth and final step in the preliminary data analysis is the assessment of Data distribution, which is vital since it explains the underlying structure and characteristics of the data set. Skewness represents the asymmetry of the distribution where a positive value implies right skewness while a negative one reflects left skewness. Similarly, kurtosis explains the tails' thickness and the peak in the distribution, with any value different from zero implying that the data is not normally distributed. The researcher evaluated

multivariate normality using Mardia's test by calculating skewness and kurtosis. The skewness and kurtosis values in Table 4.2 significantly differ from zero, demonstrating non-normal data. Skewness – value = 47.425 and kurtosis – value = 462.673 indicate that the distributions exhibit high skewness and peak, respectively. That said, partial least squares structural equation modeling and bootstrapping were applied as non-parametric approaches to analyse the data since these methods are less sensitive to non-normal distributions. Hence, a comprehensive representation of skewness and kurtosis analysis argues for the data set's appropriateness based on the statistical test to ensure the study's validity. Table 4.2 provides Mardia's Multivariate Skewness and Kurtosis.

Table 4.2: Mardia's Multivariate Skewness and Kurtosis

The shape of the Distribution	B value	Z Value	P-Value
Skewness	47.425	4377. 278	0.000
Kurtosis	462.673	39.357	0.000

Note: Univariate and multivariate skewness and kurtosis (n=750)

4.4 Descriptive Statistics

4.4.1 Respondents' Demographic Profile

Demographic variables are an important area of interest to policymakers and researchers due to their effects on the nature and size of survey samples. They also play a more significant role in impacting various aspects of the population. According to Kamper (2020), including demographic data in reports increases the likelihood of generalizing the conclusions, making the results more relevant for potential readers and policymakers. Akram (2019) and Chapagain (2020) confirm that demographic characteristics significantly correlate with the level of emotion among academicians. Furthermore, Norouz *et al.* (2022) emphasize the need for appropriate demographic questions to be

included in the study, especially concerning the study questions. The consideration of demographic factors in research can be recommended based on these findings. However, a concern is that asking many demographic questions in a questionnaire may reduce the likelihood of the respondent's cooperation due to privacy issues. Similarly, Frazer and Lawley (2000) noted that one potential problem with survey instruments is their concentration too much on demographic questions. Therefore, only demographic questions relevant to the objective of this study are included for further analysis.

Table 4.3: Summary of demographics of the study

Demographic Variable	Category	Frequency	Frequency Percentage
Gender	Male	437	58.30
	Female	313	41.70
Age	20-30	275	36.70
	31-40	244	32.50
	41-50	178	23.70
	51-60	53	7.10
Marital Status	Single	319	42.50
	Married	353	47.10
	Other	78	10.40
Employment Status	Lecturer	313	41.70
	Assistant Professor	174	23.20
	Associate Professor	137	18.30
	Professor	126	16.80
Teaching Experience	Less than one year	206	27.50
	1-3 Years	198	26.40
	4-10 Years	221	29.50
	More than 10 Years	125	16.70
Category of Higher Education Institute	Public Sector	418	55.70
	Private Sector	332	44.30

Note: The above table reflects the demographic profile of respondents (n=750)

The demographic questions included in this study to determine the characteristics of academicians are gender, age, work experience, job position, marital status, and type of higher education institution. Thus, by including those above relevant demographic variables in the study, it is expected that the relevant factors influencing academicians' emotional well-being can be identified effectively without compromising the participants' privacy rights and with the highest possible response rate. Table 4. 3 provides a summary of the study's demographics. The demographic data analysis revealed that out of the 750 valid responses, 437 (58.3% of the sample) were male and 313 (41.7%) were female.

Interestingly, a sizable proportion of the participants, specifically 275 individuals or 36.7% of the sample, were between 20 and 30 years old. In addition, 244 (32.5%) of the sample population were between 30 and 40. Notably, 178 people, or 23.7% of the total sample, were aged 40 to 50. In contrast, 53 respondents (7.1% of the sample) were between 50 and 60.

Furthermore, as previously predicted, the results show a uniform distribution among the participants. Out of the total 353 participants, 47.1% reported being married. Furthermore, 319 people, or 42.5% of the surveyed population, reported they were unmarried. In the study, 78 participants, or 10.4%, reported having the "Others" label. Furthermore, it has been discovered that 313 people in the entire population work as lecturers, accounting for 41.7% of the sample. Moreover, the population includes 174 individuals who hold the esteemed position of Assistant Professor, accounting for approximately 23.2% of the population.

Furthermore, the research findings reveal that 137 people, or 18.3% of the surveyed population, hold the academic rank of Associate Professor, and 126 work as Professor,

accounting for approximately 16.8% of the sample population. Within the group of subjects under investigation, it is observed that 206 individuals, or 27.5% of the sample, had a professional tenure of less than one year.Furthermore, 198 participants, or 26.4% of the sample, have professional experience ranging from one to three years. In addition, 221 participants, or 29.5% of the sample, reported having job experience ranging from four to ten years. Notably, those 125 participants, or approximately 16.7% of survey respondents, have more than ten years of work experience. Among the 750 participants, a notable subset of 418 people, or 55.7%, reported affiliation with public sector institutions of higher education. In contrast, 332 participants, or 44.2% of the surveyed population, stated they worked in private-sector higher education institutions. This study's findings are consistent with the stated goals because they include participants of various ages and geographical regions across the country actively engaged in academic pursuits.

4.4.2 Descriptive Analysis of Variables

Table 4.4and Table 4.5 show the descriptive statistics for 750 cases after deleting 24 cases that have not met the inclusion criteria. There are no missing values in the data set due to the application of online Google Forms for data collection.

Table 4.4: Descriptive Statistics- Indicator Level

Indicator	Mean	Std. Deviation	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
EH1	2.38	1.314	.663	.089	-.607	.178
EH2	2.60	1.227	.492	.089	-.645	.178
EH3	2.55	1.179	.330	.089	-.703	.178
EH4	2.71	1.136	.242	.089	-.481	.178
EH5	2.52	1.220	.431	.089	-.740	.178
FAW1	2.80	1.523	.211	.089	-1.392	.178
FAW2	3.11	1.263	.176	.089	-1.106	.178
FAW3	3.02	1.290	.053	.089	-1.008	.178
FAW4	3.04	1.288	.072	.089	-1.095	.178
FAW5	3.00	1.329	-.015	.089	-1.108	.178

Table 4.4 continued

FAW6	3.09	1.280	-.009	.089	-1.064	.178
FAW7	3.10	1.249	.001	.089	-.922	.178
FAW8	3.09	1.284	.014	.089	-1.044	.178
OID1	2.78	1.516	.104	.089	-1.454	.178
OID2	3.10	1.201	.101	.089	-1.013	.178
OID3	2.91	1.276	-.078	.089	-1.047	.178
OID4	2.97	1.243	-.122	.089	-1.071	.178
OID5	2.88	1.283	-.092	.089	-1.158	.178
OID6	2.98	1.225	-.089	.089	-1.015	.178
OID7	2.97	1.220	-.136	.089	-.921	.178
OID8	2.98	1.228	-.106	.089	-1.012	.178
OID9	2.92	1.282	-.078	.089	-1.096	.178
OID10	2.98	1.258	-.007	.089	-1.040	.178
OID11	3.02	1.273	-.136	.089	-1.055	.178
OID12	3.05	1.296	-.057	.089	-1.120	.178
PED1	2.60	1.291	.384	.089	-.887	.178
PED2	2.80	1.108	.283	.089	-.684	.178
PED3	2.81	1.108	.027	.089	-.647	.178
PED4	2.80	1.147	.075	.089	-.850	.178
PJA1	2.59	1.415	.394	.089	-1.122	.178
PJA2	2.84	1.137	.268	.089	-.717	.178
PJA3	2.90	1.190	.057	.089	-.796	.178
PJA4	2.79	1.197	.107	.089	-.934	.178
PJA5	2.84	1.252	.060	.089	-1.029	.178
PPF1	2.54	1.377	.461	.089	-1.022	.178
PPF2	2.73	1.223	.346	.089	-.869	.178
PPF3	2.78	1.238	.149	.089	-.971	.178
PPF4	2.82	1.233	.183	.089	-.959	.178
PPF5	2.83	1.299	.128	.089	-1.101	.178
PPF6	2.94	1.238	.051	.089	-.990	.178
PPF7	2.89	1.250	.070	.089	-.980	.178
PPF8	2.91	1.266	.103	.089	-1.030	.178
PSS1	2.55	1.335	.465	.089	-.937	.178
PSS2	2.80	1.181	.304	.089	-.848	.178
PSS3	2.81	1.203	.097	.089	-.911	.178
PSS4	2.79	1.242	.112	.089	-1.051	.178
PSS5	2.79	1.226	.068	.089	-1.049	.178
PSS6	2.87	1.222	.115	.089	-.983	.178
PSS7	2.88	1.241	.024	.089	-1.050	.178
PSS8	2.86	1.247	.097	.089	-1.005	.178
PSS9	2.87	1.274	.033	.089	-1.087	.178
PSS10	2.91	1.258	.082	.089	-1.068	.178
PSS11	2.87	1.259	.082	.089	-1.060	.178

Table 4.4 continued

PSS12	2.92	1.246	.111	.089	-1.010	.178
PWL1	2.35	1.475	.753	.089	-.872	.178
PWL2	2.61	1.284	.640	.089	-.740	.178
PWL3	2.49	1.386	.514	.089	-1.025	.178
PWL4	2.63	1.305	.353	.089	-1.090	.178
PWL5	2.60	1.346	.395	.089	-1.077	.178
PWL6	2.60	1.332	.395	.089	-1.099	.178
PWL7	2.70	1.383	.255	.089	-1.246	.178

Note: *n*=750

Table 4.5: Descriptive Statistics- Variable Wise

Variable	Min	Max	Mean	Std. Deviation	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
Emotional Exhaustion (EH)	5.00	25.00	12.7600	4.41184	.645	.089	-.352	.178
Flourishing (FAW)	8.00	40.00	24.2440	9.06396	.258	.089	-1.162	.178
Organizational Identification (OID)	12.00	60.00	35.5400	12.99236	-.001	.089	-1.252	.178
Emotional Pressure (PED)	4.00	20.00	11.0067	3.96260	.409	.089	-.826	.178
Job Autonomy (PJA)	5.00	25.00	13.9560	5.24048	.405	.089	-.933	.178
Performance Feedback (PPF)	7.00	35.00	19.4933	7.52880	.391	.089	-1.042	.178
Social Support (PSS)	12.00	60.00	33.9000	12.20472	.211	.089	-1.157	.178
Workload (PWL)	7.00	35.00	17.9813	8.37280	.527	.089	-1.046	.178
Valid N (listwise)								

Note: *n*=750

The skewness and kurtosis values are well within the threshold limits of -3, +3, and +10, -10, respectively, for structural equation modeling (Joanes & Gill,1998).

4.5 PLS-SEM Analysis

The researcher used Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the structural connection between the unknown variables, as Ramaya (2018) indicated. The following considerations support the selection of PLS-SEM for the present study. PLS-SEM helps identify discrepancies in the dependent variables within a conceptual model. Unlike conventional regression, this method allows for simultaneous comparison of multiple factors, which is more advantageous. Explanatory techniques enhance and clarify the definitions of fundamental constructs (Kline, 2016; Hair *et al.*, 2021).

Furthermore, PLS-SEM facilitates the comprehension of the relationship between independent variables (e.g., job demands and resources), the dependent variable (flourishing and emotional exhaustion), and the intervening variable (organizational identification). PLS-SEM, a non-parametric structural equation modeling technique, can handle various data distribution assumptions. It applies to datasets that do not meet the criteria for normality, as it does not make assumptions about the Normally distributed populations.

PLS-SEM typically employs bootstrapping, whichgenerates bootstrap samples by randomly selecting data with replacement. This procedure calculates standard errors and confidence intervals that stabilize and enhance the parameters, especially for data that does not follow a normal distribution. As Hair *et al. (*2019) described, PLS-SEM comprises two distinct stages: the measurement and structural models. The measurement model is a crucial model employed in research studies to evaluate the construct validity and reliability

of the measures. The concept involves the degree of correlation between observed variables (such as scales or indicators) and latent variables (known as constructs).

The analysis in this study includes assessing the indicator loadings, composite reliability, convergent validity, and discriminant validity of the variables, including workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, flourishing, and emotional exhaustion. Following the establishment of the measurement model, the subsequent step in the process is developing the structural model. The current stage of the study examines the correlation between five independent variables (workload, emotional pressure, job autonomy, social support, and performance feedback), two dependent variables (flourishing and emotional exhaustion), and a mediating variable (organizational identification). Therefore, it is justifiable to contend that utilizing the two-stage PLS-SEM approach is appropriate for explaining the direct and indirect correlation between latent variables. Thus, the discussion continues witha review of the measurement and structural model in this study:

4.5.1 Measurement Models

The first step in the context of PLS-SEM assessment is the pre-step of developing a measurement model that will determine the relationships between the constructs and the indicators signifying these constructs. Reflective measurement models are used when indicators reflect a construct when assessing the latent variables (Henseler *et al.*, 2015; Hair *et al.*, 2019). A reflective measurement model is suitable for this study because it uses indicators to measure latent constructs like workload, emotional stress, job autonomy and social support, performance feedback, organizational identification, emotional exhaustion, and flourishing. This one will help implement the underlying variable by discussing the

role of indicators. These models have the premise that variation in the phenomenon under consideration causes variation in the indicators, which is a logical assumption for most of the time in any theory.

Reflective models can also assist in providing a mode for obtaining internal consistency in measures. Furthermore, it enhances reliability and validity and, therefore, the accuracy of measurements (Hensler *et al.*, 2015). In the structural equation modeling framework, reflective measurement models are assumed to be essential as they assist the researchers in establishing the substantive and measurement meaning of the latent constructs and the definitions of the indicators (Schlägel*et al.*, 2018). As a result, the reflective model facilitates the verification and assessment of the measures' applicability, workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, emotional exhaustion, and flourishing. Thus, to verify or establish any of these relationships between these concepts, one has to assess the validity and reliability of these concepts in the measurement model.

Table 4.6: Assessment Process for Reflective Measurement Models

Step 1	Assessment of indicators reliability
Step 2	Assessment of internal consistency (composite reliability)
Step 3	Assessment of convergent validity (average variance extracted)
Step 4	Assessment of discriminate validity

Source: adapted from Hair *et al. (*2019)

This study used a reflective measurement model to evaluate the correlation between various indicators and latent constructs such as workload, emotional pressure, job autonomy, social support, performance feedback, organizational identification, emotional exhaustion, and flourishing. The measurement of these variables involves assessing indicators' reliability and internal consistency, convergent validity, and the discriminant

validity of the assessment method (Hair *et al.*, 2016). Composite reliability assesses the extent to which the observed variables are valid indicators of the construct of the measurement model, portraying the model's internal consistency. The average variance extracted (AVE) indicates to what extent observed variables represent actual variance while excluding measurement error. Besides, the high average variance extracted (AVE) shows that the measurement model has good convergent validity, demonstrating that the observed variables adequately capture the construct of interest.

Furthermore, discriminant validity ensures that each construct in the model is distinct from other constructs. Typically, this is accomplished by calculating the square of the average variance extracted (AVE) for each construct and then comparing it to the correlations between the construct in question and the other constructs in the model. The average variance extracted (AVE) for each construct is higher than its correlation with other constructs, indicating that there is discriminant validity. Table 4.6 displays the methods used to analyse the reflected measurement model.

Table 4.7: Rules of Thumb to Evaluate Reflective Measurement Models

Internal consistencyreliability	Composite reliability ≥ 0.708 Cronbach's alpha ≥ 0.70
Indicator reliability	Indicator's outer loadings ≥ 0.708 Remove the indicators with outer loadings between 0.40 and 0.70 only if it increases average variance extracted (AVE) and composite reliability above the desired threshold level.
Convergent validity	AVE ≥ 0.50
Discriminant validity	Outer loadings of a construct's indicator should be higher than all its cross-loadings with other constructs. (Outer loadings > Cross loadings) The square root of each construct's AVE should be higher than its highest correlation with any other construct (√AVE > Highest correlation). Aka Fornell-Larcker criterion.

Source: Hair *et al. (*2016)

4.5.1.1 Indicator reliability

Indicator reliability is the first criterion used to evaluate a reflective measuring model. Measurement model reliability is determined by the accuracy and consistency of its indications. Indicator reliability is assessed by calculating outer loadings, which quantify the correlation between the indicators and the constructs they represent.High outer loading values imply a robust association, suggesting that the indicators accurately represent the underlying variable. Reflective constructions exhibiting high outer loadings demonstrate a strong correlation between the scale items and the latent variable, indicating that the scale items well represent the basic properties of the latent variable.

Table 4.8: Outer loadings

Constructs	Indicator	Indicator Loadings	Remarks
Emotional Exhaustion (EH)	EH1	0.990	Good
	EH 2	0.803	Good
	EH 3	0.680	Adequate
	EH 4	0.053	Poor
	EH 5	0.713	Good
Flourishing (FAW)	FAW1	0.908	Good
	FAW 2	0.824	Good
	FAW 3	0.809	Good
	FAW 4	0.866	Good
	FAW 5	0.828	Good
	FAW 6	0.820	Good
	FAW 7	0.816	Good
	FAW 8	0.854	Good
Organizational Identification (OID)	OID1	0.877	Good
	OID2	0.846	Good
	OID3	0.826	Good
	OID4	0.846	Good
	OID5	0.852	Good
	OID6	0.827	Good
	OID7	0.791	Good
	OID8	0.801	Good
	OID9	0.833	Good
	OID10	0.825	Good
	OID11	0.832	Good
	OID12	0.847	Good
Table 4.8 continued			
Perceived Emotional pressure (PED)	PED1	0.803	Good

	PED2	0.827	Good
	PED3	0.695	Good
	PED4	0.852	Good
Perceived Job Autonomy (PJA)	PJA1	0.898	Good
	PJA2	0.734	Good
	PJA3	0.782	Good
	PJA4	0.787	Good
	PJA5	0.803	Good
Perceived Performance Feedback (PPF)	PF1	0.853	Good
	PPF2	0.781	Good
	PPF3	0.798	Good
	PPF4	0.860	Good
	PPF5	0.844	Good
	PPF6	0.821	Good
	PPF7	0.812	Good
	PF8	0.805	Good
Perceived Social Support (PSS)	PSS1	0.838	Good
	PSS2	0.730	Good
	PSS3	0.707	Good
	PSS4	0.720	Good
	PSS5	0.807	Good
	PSS6	0.748	Good
	PSS7	0.801	Good
	PSS8	0.868	Good
	PSS9	0.819	Good
	PSS10	0.860	Good
	PSS11	0.817	Good
	PSS12	0.844	Good
Perceived Workload (PWL)	PWL1	0.859	Good
	PWL2	0.766	Good
	PWL3	0.897	Good
	PWL4	0.799	Good
	PWL5	0.842	Good
	PWL6	0.826	Good

All outer loadings must exhibit statistical significance for the measurement model to be deemed valid. Based on the research conducted by Hair *et al.* (2016), an indicator's outer loadings should be 0.70 or higher to ensure reliability. However, in empirical studies, values of 0.40 or higher are considered acceptable, as suggested by Hulland (1999). Table 4.8 shows that most scale items have outer loadings within the permitted range except the external loading for scale item EH4, which falls below the recommended threshold of 0.70 established by Hair *et al.* (2016). Consequently, scale item EH4 was excluded from subsequent analysis.

4.5.1.2 Assessment of Internal Consistency Reliability

The second criterion for assessment discussed by Hair *et al.* (2016) is the internal consistency reliability of the reflective measurement model. Internal consistency reliability deals with the extent to which all the items in a test are homogenous and provide figures of the same magnitude. Cronbach's alpha is the most common measure used to evaluate internal consistency. Cronbach's alpha generates a numerical figure between 0 and 1, whereby figures closer to 1 indicate high internal reliability.

Generally, a Cronbach's Alpha value above 0. 7 is deemed acceptable, although numbers beyond 0. 9 are more desirable to provide maximum results' reliability. This measure ensures that the items on a scale are coherent and provide a reliable measurement of the tested construct. Cronbach's alpha should be calculated to evaluate internal consistency reliability since it reflects the measurement instrument's reliability and the data's consistency.

Table 4.9: Internal Consistency Reliability

Constructs	Composite Reliability
Emotional Exhaustion (EH)	0.814
Flourishing (FAW)	0.959
Organizational Identification (OID)	0.965
Perceived Emotional pressure (PED)	0.913
Perceived Job Autonomy (PAJ)	0.900
Perceived Performance Feedback (PPF)	0.943
Perceived Social Support (PSS)	0.955
Perceived Workload (PWL)	0.951

This step is crucial in research because it affects the validity of conclusions made from the data. Lack of internal consistency means that items administered in the study may not measure the same construct, producing some inconsistencies in the research results. In

summary, Cronbach's alpha ensures internal consistency in the reflective measurement model. This provides that the collected data is reliable and valid, establishing a solid basis for further analysis and interpretation.

Table 4.9 presents the composite reliability values for each construct examined in this study, demonstrating that the composite reliability values of all variables surpass the recommended threshold of 0.708, as Hair *et al.* (2016) suggested. The lowest composite reliability value, 0.814, is observed in Emotional Exhaustion, while the highest value, 0.965, is observed in Organizational Identification. These findings provide empirical evidence that all eight constructs have composite reliability values greater than 0.708. This study is considered empirical due to its wide internal consistency range, as Hair *et al.* (2016) stated.

4.5.1.3 Convergent Validity

The third phase involves the evaluation of convergent validity, which refers to the degree to which a measure exhibits a positive correlation with other measures that assess the same construct (Hair *et al.,* 2016). The average variance extracted (AVE) is a commonly used statistical metric for assessing the convergent validity of a construct. The average variable effect (AVE) indicates the average value of the squared loadings for each construct. The minimum acceptable threshold for the average variable effect (AVE) is 0.50. In their study, Hair *et al.* (2019) propose that if the average variance extracted (AVE) is greater than 50%, a construct explains 50% of the observed variation among its constituent parts in the specific context of this investigation.

Table 4.10: Convergent Validity

Construct	Average variance extracted (AVE)	Composite Reliability

Emotional Exhaustion (EH)	0.588	0.814
Flourishing (FAW)	0.744	0.959
Organizational Identification (OID)	0.721	0.965
Perceived Emotional pressure (PED)	0.725	0.913
Perceived Job Autonomy (PJA)	0.715	0.900
Perceived Performance Feedback (PPF)	0.716	0.943
Perceived Social Support (PSS)	0.669	0.955
Perceived Workload (PWL)	0.776	0.951

Table 4.1summarizes the Average Variance Extracted (AVE) values ranging from 0.588 to 0.776. The variable "Perceived workload" has the highest value, 0.776. This value suggests that the indicators utilized to evaluate the workload are reliable, effectively capturing the core concept. Academicians exhibit significantly fewer signs of emotional exhaustion, as evidenced by the lowest score of 0.588. The AVE score of 58% suggests that the examined items accurately measure the emotional exhaustion academicians experienced in Pakistan. This demonstrates that the indicators used in this study are highly suitable for capturing the fundamental nature of emotional exhaustion. This study provides empirical evidence to establish the convergent validity of all eight components. The analysis confirms that the values for all reflective constructs exceed 0.5, as Hair *et al.* (2016) indicated. Now, the discussion focuses on evaluating the discriminant validity.

4.5.1.4 Discriminant Validity

Discriminant validity is the last criterion used to assess the reflective measurement model. It is a fundamental concept in psychometrics that pertains to the degree of divergence between a specific construct and other constructs. As per Hair *et al.* (2016), this concept highlights the significance of ensuring that the items incorporated in a measurement scale possess distinct attributes and accurately capture a particular phenomenon that any other item cannot explain within a reflective measurement model.

To establish discriminant validity, researchers must ensure that the items on their measurement scale possess distinct characteristics that differentiate them from the other constructs under investigation.Henseler *et al.* (2015) argue against using Fornell-Larcker criteria and cross-loadings as reliable methods for assessing discriminant validity in contemporary research. They highlight these approaches' limitations in accurately identifying discriminant validity issues in modern research contexts. Henseler *et al.* (2015) suggested the Heterotrait-Monotrait Ratio of Correlations (HTMT) method to evaluate discriminant validity and address this concern.

Henseler *et al.* (2015) define discriminant validity as the Heterotrait-Monotrait (HTMT) value, which must be below the critical threshold of 0.90 for reflective constructs. However, it was determined that a stricter criterion of 0.805 is preferable. This emphasizes the significance of precisely evaluating discriminant validity in research studies.

Voorhees *et al.* (2016) conducted a study utilizing SmartPLS-4.0 and followed the recommendations put forth by Henseler *et al.* (2015). In light of these arguments, the researchers conducted a Heterotrait-Monotrait (HTMT) ratio analysis to ascertain the discriminant validity of the latent constructs of this study. This study employed a more rigorous HTMT criterion of 0.85 to ensure the robustness of their analysis.

Table 4.11 shows the Heterotrait-Monotrait (HTMT) ratio for all constructs in the present study. Based on the research findings, the Heterotrait-Monotrait (HTMT) ratio values fall within the acceptable range of 0.85. As an illustration, the correlation between Organizational Identification and Flourishing is measured by an HTMT value of 0.801, which falls below the threshold of 0.85.

Conversely, the minimum value observed for the correlation between Job Autonomy and Emotional Exhaustion is 0.302, which falls under the threshold of 0.85. The values above demonstrate that constructs represent the concept differently while falling within an acceptable range. The discriminant validity of all reflective constructs within the proposed Conceptual Framework has been successfully established, and it has been shown that HTMT values are below the predetermined threshold of HTMT0.85. Consequently, this study effectively established discriminant validity.

Table 4.11: Discriminant Validity via HTMT Ratios

Construct	Emotional Exhaustion	Flourishing	Organizational Identification	Job Autonomy	Performance Feedback	Social Support	Workload
Flourishing	0.32						
Organizational Identification	0.406	0.801					
Job Autonomy	0.302	0.706	0.686				
Performance Feedback	0.330	0.735	0.739	0.67			
Social Support	0.329	0.725	0.719	0.738	0.734		
Workload	0.484	0.557	0.606	0.587	0.621	0.648	
Emotional Pressure	0.398	0.714	0.665	0.609	0.685	0.659	0.651

Note: The above table shows the HTMT ratio values for the first-order reflective constructs

4.5.2 Structural Model

Following establishing themeasurement model and confirming the reliability and validity of the construct measures, the next step is to assess the structural model's inferences, as illustrated in Figure 4.1. This study aims to predict the model's capabilities, specifically the correlations between latent constructs such as path coefficients, as defined by the PLS-SEM assumptions in Table 4.12.

Table 4:12: Assumptions of PLS-SEM

Step1	Assess the co-linearity issues in the structural model
Step2	Assess the significance of the path coefficients and the relevance of the path coefficients.
Step3	Assess the model's explanatory power.
Step4	Assess the model's predictive power.

Source: Hair *et al. (*2014)

Given the PLS-SEM assumptions, the structural model is evaluated using the guidelines proposed by Hair *et al. (*2016), shown in Table 4.12. The first step involves testing for collinearity in constructs by using tolerance levels and VIF values. In path analysis, a Variance Inflation Factor (VIF) greater than 5 suggests the possibility of a multi-co linearityproblem that could influence path coefficient estimates. Second, the path coefficients between the constructs are estimated to assess the strength and direction of the relationships. The bootstrapping method estimates t-values and p-values by which each path is characterized in significance.

In the third step, the value of the coefficient of determination known as R^2 is used to evaluate the model's accuracy in its prediction. The R^2 value represents the level of endogenous construct variability accounted for by the exogenous construct, where the higher the R^2 value, the more accurate the prediction. The fourth step involves computing the effect size, f^2, which measures the impact of the exogenous variable on the endogenous variable. It compares the value of R^2 before and after omitting a particular exogenous variable from the model, followed by calculating the model's Predictive Relevance (Q^2), in which, in a blindfolded procedure, the data points of the indicators are well predicted.

Furthermore, the q^2 effect size measures how each exogenous variable contributes to the model's predictor significance. These steps assist in evaluating the inferences made

in the structural model and ensure that they reasonably fit the data collected and the hypothesized relationships. This structured approach, which follows the key principles of SEM, provides a relatively sound and reliable model evaluation.

Table 4.13: Rules of thumb for evaluating the structural model.

Co linearity	VIF < 5 Tolerance > 0.20
Bootstrapping	Used to assess path coefficients' significance. The bootstrapping sample should be 5000. T-value = 1.65 (10%), 1.96 (5%), 2.57 (1%) Usually, a probability of 5% or less is considered
R2 value of the endogenous construct	A value of 0.75 is considered substantial. A value of 0.50 is considered moderate. A value of 0.25 is considered weak.
Effect sizes f2 of exogenous constructs.	A value of 0.02 is considered a small effect. A value of 0.15 is considered a medium effect. A value of 0.35 is considered a large effect.
Predictive Relevance Q2	> 0

Source: Hair *et al. (*2016)

4.5.2.1 Lateral Co linearity Assessment

The first step for evaluating the structural model and making predictions about abilities is to analyse the collinearity among the latent variables. Co-linearity is the presence of strong correlations between the underlying components of a model (Hair*et al.*, 2016). The Variance Inflation Factor (VIF) is a widely employed statistical metric that helps identify the existence of collinearity.The VIF is determined by taking the tolerance value (TOL) reciprocal, which is computed as VIF = 1/TOL. Tolerance is the term used to describe the amount of variance generated explicitly by one indicator and cannot be explained by other relevant indicators in the same set (Hair *et al.*, 2016). The Variance Inflation Factor (VIF) should be below five to evaluate collinearity, but the tolerance value should exceed 10 (Hair *et al.*, 2019).

Table 4.14: Inner VIF Values in the Structural Model

Construct	Emotional Exhaustion (EH)	Flourishing (FAW)
Organizational Identification (OID)	2.598	2.598
Perceived Emotional pressure (PED)	2.032	2.032
Perceived Job Autonomy (PJA)	2.188	2.188
Perceived Performance Feedback (PPF)	2.621	2.621
Perceived Social Support (PSS)	2.824	2.824
Perceived Workload (PWL)	1.971	1.971

Note: The above table shows the inner VIF values for the structural model.

The maximum threshold value of 3 is thebenchmark, and all inner VIF values are within the specified limit.The VIF results for the constructs of the hypothesized structural model are presented in Table 4.14. The analysis of this study reveals that the VIF values fall within the range of 1.953 to 2.824, meeting the evaluation criteria. Therefore, the structural model used in this analysis has no evidence of any issues related to multicollinearity, as indicated by the VIF scores for all constructs in Table 4.14.

4.5.2.2 Structural model path coefficients

The second step following the evaluation of co-linearity is to determine the relationship in the PLS Structural Model, as shown in Figure 4.1. Hair *et al. (*2019) state that the path coefficient values standardized beta (β) values observed in regression analysis. This corresponds with the research conducted by Chin (1998), which states that each path coefficient in the hypothetical model represents a hypothesis about the relationship between two latent variables. The range of path coefficient values typically ranges from -1 to 1. Values closer to 1 indicate a robust positive link, while values closer to -1 suggest a strong negative relationship. Figure 4.1 displays a representation of the path coefficient values for the variables.

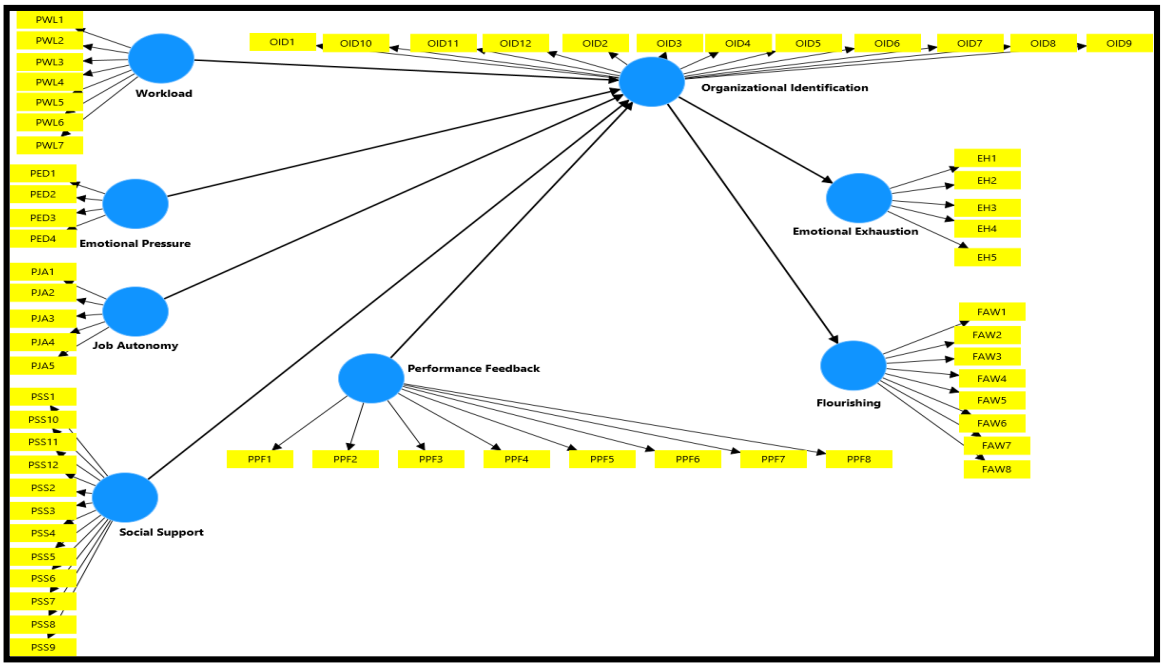


Figure 4-1: PLS Structural Model Path Model

Below, Table 4.15 illustrates the path coefficient values representing the relationships between five exogenous variables: workload, emotional pressures, job autonomy, social support, and performance feedback, and two endogenous variables, Emotional Exhaustion and Flourishing.

Refer to Table 4.15 for an explanation of how exogenous variables affect Emotional Exhaustion (EH) and Flourishing (FAW), as well as their coefficients. As mentioned, Organisational Identification (OID) has a moderate positive correlation with emotional exhaustion (β=0.147) and a strong positive correlation with flourishing (β=0.420). This suggests that while strengthening ties with an organization may promote flourishing, it can also help reduce emotional exhaustion. In line with expectations, Emotional Pressure (PED) is positively related to emotional exhaustion with a coefficient of β=0.109 and negatively associated with Flourishing with a coefficient value of β=-

0.199. This means there is a negative correlation between Emotional Pressure and flourishing but a positive correlation with emotional exhaustion.

Table 4.15: Structural Model Path Coefficients

Exogenous Variables	Emotional Exhaustion (EH)	Flourishing (FAW)
Organizational Identification (OID)	0.147	0.420
Emotional pressure (PED)	0.109	-0.199
Job Autonomy (PJA)	-0.145	0.148
Social Support (PSS)	-0.137	0.140
Performance Feedback (PPF)	-0.132	0.152
Workload (PWL)	0.323	-0.068

In line with the hypothesis, the results show a negative relationship between job autonomy and emotional exhaustion with a coefficient of β=-0.145, implying that increased job autonomy for academicians leads to less emotional exhaustion. On the other hand, Job Autonomy (PJA) has a positive coefficient of β=0.148 with well-being and identifies flourishing as an essential component. Social Support (PSS) is also negatively related to emotional exhaustion with values of β=-.137 and a positive correlation of β=0.140 with flourishing, emphasizing the importance of social support in reducing emotional exhaustion and fostering flourishing among academicians. Performance Feedback (PPF) correlates negatively (β=-0.132) with emotional exhaustion and positively (β=0.152) with flourishing. This suggests that feedback can reduce emotional exhaustion while also promoting academic flourishing.

On the other hand, there is a significant positive relationship (β=0.323) between Workload (PWL) and emotional exhaustion, indicating that high levels of emotional exhaustion are linked to workload. Furthermore, there is a small negative effecttt in the relationship (β=-0.068) between workload and flourishing, implying that workload reduces

academicians' flourishing, albeit with a small impact. Finally, table 4.15 shows that job demands contribute to increased emotional exhaustion and are negatively associated with academicians' flourishing. Job resources, which include job autonomy, social support, and performance feedback, are significant predictors of academic flourishing and emotional exhaustion management.

4.5.2.3 Coefficients of Determination (R^2 Value)

The third step is to determine the value of R^2, also known as the coefficient of determination, which is an essential metric for evaluating the predictive accuracy of structural models. Henseler and Chin (2010) define R^2 values as the extent to which latent exogenous variables explain the variability in their corresponding latent endogenous variables. R^2 values range from 0 to 1, with higher values indicating greater prediction accuracy. Table 4.16 displays R2 values for all endogenous constructs with statistical significance ($p < 0.05$). According to Table 4.16, the observed R-squared (R^2) values of all the latent variables in this study range between 0.213 and 0.688,providing important information about the model's explanatory power for each construct. For instance, the R^2 value (0.219) of Emotional Exhaustion (EH) indicates that the model's independent variables explain approximately 21.9% of the variation in emotional exhaustion. Even after accounting for the model's complexity, the adjusted R^2 remains close to 0.213, implying that the predictors continue to explain approximately 21.3% of the variation in emotional exhaustion.

In contrast, Flourishing (FAW) has a significantly higher R^2 value of 0.690, indicating that the independent variables account for approximately 69% of the variance in flourishing. The adjusted R^2 accounts for model complexity and remains high at 0.688, implying that the model accurately captures the variability in flourishing outcomes. The R^2

values indicate the model's varying explanatory power for each construct. While the model explains only a portion of emotional exhaustion, it accounts for far more flourishing. Hair *et al. (*2016) found that including more exogenous components in a model, regardless of statistical significance, can improve its robustness and coefficient of determination (R^2). This strategic inclusion enables a more complete understanding and accurate prediction of outcomes.

In addition, Hair *et al.* (2019) argue that considering effect size (f^2) is crucial in evaluating the practical significance and meaningful outcomes produced by a model. Assessing effect size enables a more nuanced comprehension of the connection between independent and dependent variables, leading to a more precise interpretation of the model's effectiveness and practical applications. The ensuing discussion centres on calculating effect size (f^2) to understand better the model's practical importance and implications for prediction.

Table 4.16: R^2 values for all endogenous constructs

Construct	R-square	R-square adjusted
Emotional Exhaustion (EH)	0.219	0.213
Flourishing (FAW)	0.690	0.688

Note: R^2 and adjusted R^2 for all the endogenous variablesin the conceptual model.

4.5.2.4 Effect Size

The fourth step is to assess the effect size of changes in R^2 values when a particular exogenous variable is excluded from the structural model, which can provide valuable information about the influence of the omitted variable on the endogenous variables(Henseler *et al.*, 2015; Hair *et al.*,2019). The effect size $f^{2,}$ also refersas the f^2 statistic, can be computed using the equation f^2 = (R^2 included - R^2 excluded) / (1 -

R^2included). Table 4.17 in the evaluation displays the effect magnitude f^2 for all possible associations.

Table 4.17: Summary of Effect Size of all Constructs

Construct	F^2	Remarks
Workload (PWL)→Emotional Exhaustion (EH)	0.068	Small
Emotional pressure (PED) → Emotional Exhaustion (EH)	0.017	Small
Workload (PWL) → Flourishing (EFL)	0.058	No effect
Emotional pressure (PED) → Flourishing (EFL)	0.063	No effect
Job Autonomy (PJA)→ Emotional Exhaustion (EH)	0.031	Small
Social Support (PSS) → Emotional Exhaustion (EH)	0.150	Medium
Performance Feedback→ Emotional Exhaustion(EH)	0.190	No effect
Job Autonomy (PJA) → Flourishing(EFL)	0.032	Small
Social Support (PSS) → Flourishing(EFL)	0.062	Small
Performance Feedback (PPF) → Flourishing(EFL)	0.048	Small
Workload (PWL) → Organizational identification(OID)	0.109	Small
Emotional pressure (PED) → Organizational identification(OID)	0.048	Small
Job Autonomy (PJA) → Organizational identification(OID)	0.038	Small
Social Support (PSS) → Organizational identification(OID)	0.047	Small
Performance Feedback (PPF) → Organizational identification(OID)	0.098	Small
Organizational Identification (OID) → Emotional Exhaustion(EH)	0.019	Small
Organizational Identification (OID) → Flourishing(EFL)	0.185	Medium

Note: Effect size (f^2) of all exogenous variables on endogenous variables.

Table 4.17 providesan overall evaluation of the effect sizes between latent variables. The findings indicated that performance feedback emerged as the most strongly associated variable with emotional exhaustion, which explained 19% of its variance. This, therefore, emphasizes the importance of performance feedback in defining and combating emotional exhaustion among academicians. Performance feedback can thus be considered among this population's most influential variables in reducing emotional exhaustion.

On the contrary, a small effect size of 0.017 was found in the link between emotional pressure and emotional exhaustion, showing that emotional pressure has very little influence on emotional exhaustion among academicians. This could explain the

finding that academicians are likely to regard emotional pressure as a normal, or at least expected, occurrence in their work. They may have learned how to deal with this stress in some way, which could have minimized the impact it will have on their level of emotional exhaustion.

Furthermore, this assessment of effect size showed that the level of flourishing was mainly explained by the organizational identification with an effect size of 0. 185. This indicates that identification with the organization is important for the flourishing academicians in Pakistan. This suggests that this high contribution emphasizes the importance of attachment to the organization to promote the emotional well-being of academicians.

Conversely, a small effect size was obtained between job autonomy and flourishing (i.e., 0.032). This means that in collectivist cultures like the one presented in the case, Pakistani employees prefer working in groups, which means that helping employees work separately contributes to improving their emotional state. Thus, they are less inclined to work independently; as a result, there is a relatively small positive link between job autonomy and flourishing in this respect.

In addition, this study showed that workload is a significant predictor of organizational identification, implying that workload impacts 11% of organizational identification. Thus, this finding underlines the significance of workload perceptions on the level of identification with the institution. This implies that higher education institutions in Pakistan should pay attention to this aspect of workload management by offering proper support that can create a healthier academic climate for work. Conversely, the impact of

job autonomy on organizational identification had the lowest value of the obtained coefficients, equal to 0.038.

In the given context, increasing the degree of decision-making discretion employees have at work has a negligible effect on their organization identification. In other words, letting people work for free does not considerably fortify their commitment or organizational identity. This fact can be considered necessary for cultures valuing collective work and group identification more than job autonomy.Based on the previous discussion,it is clear that Performance Feedback has the most significant effect size (f^2 values) on the endogenous variable, emotional exhaustion. Organizational identification has a significant impact on the success of academicians in Pakistan. A notable finding is that workload substantially affects Pakistani academicians' identification with their institutes.

4.5.2.5 Predictive Relevance (Q^2) and Effect Size (q^2)

The fifth and final step is to determine the Predictive Relevance (Q^2) and Effect Size (q^2) of a structural model using two essential measures:i) Q^2 values and ii) effect size (q^2). Q^2 results represent the model's capacity to accurately predict internal constructs, serving as a comprehensive measure of predictive significance. A Q^2 score greater than 0 is generally considered acceptable, with values closer to 1 indicating higher predictive ability (Hair *et al.*, 2016). Nevertheless, the degree to which values greater than zero are deemed acceptable can differ depending on the specific study context and subject matter.

On the contrary, the effect size (q^2) quantifies the magnitude of the predictive association between latent variables in the model. A q^2 value ranging from 0.02 to 0.15 signifies a small effect size, indicating a weak predictive connection. A medium effect size

is indicated by q^2 values ranging from 0.15 to 0.35, which suggests a moderate predictive connection. Ultimately, a q^2 value that exceeds 0.35 indicates a substantial effect size, indicating an adequate predictive connection between the latent variables.

Table 4.18: Predictive relevance (Q^2) and effect size (q^2)

Construct	Q^2predict	Predictive relevance	q2 effect size
Emotional Exhaustion (EH)	0.135	Acceptable	Small effect size
Flourishing (FAW)	0.585	Acceptable	Strong effect size

Table 4.18 demonstrates that both Emotional Exhaustion and Flourishing have significant predictive relevance in the model. Flourishing demonstrates a notably greater level of predictive significance, as indicated by its Q^2 value of 0.585, in contrast to Emotional Exhaustion's Q^2 value of 0.135. When examining the impact size, the association between Emotional Exhaustion and other latent variables demonstrates a low effect size, suggesting a weak predictive connection. Conversely, the link for Flourishing exhibits a substantial effect size, indicating a statistically significant predictive relationship with the other variables in the model. In summary, whereas both endogenous variables demonstrate satisfactory predictive significance, Flourishing exhibits greater predictive relevance and a more robust predictive relationship than Emotional Exhaustion. The followingsection evaluates the direct correlation between exogenous and endogenous variables.

4.6 Assessment of the Structural Model's Direct Relationship Between Exogenous and Endogenous Variables.

This study employs Partial Least Squares Structural Equation Modeling (PLS-SEM) to determine the significance level of the path coefficients between five independent

variables (workload, emotional pressure, job autonomy, social support, and performance feedback) and two dependent variables (emotional exhaustion and flourishing). This statistical analysis included 5000 samples, utilizing the bootstrapping approach proposed by Hair *et al.* (2016). The significance levels of the path coefficients are derived by considering both the t-values and p-values. The bootstrapping technique is employed to estimate the standard error of a coefficient in statistical analysis. The standard error is a prerequisite for calculating the empirical t-value, which determines the significance of the coefficient.

Table 4.19: Results of Hypotheses Testing

Hypotheses	**Beta Coefficient**	**T statistic**	**P values**	**Decision**
H1(a):Workload (PWL)→Emotional Exhaustion (EH)	0.323	6.181	0.000	Supported
H1(b):Emotional pressure (PED)→Emotional Exhaustion (EH)	0.109	1.950	0.041	Supported
H2(a):Workload (PWL)→Flourishing (FAW)	-0.068	2.114	0.035	Supported
H2(b): Emotional pressure (PED)→Flourishing (FAW)	-0.199	5.580	0.000	Supported
H3(a):Job Autonomy (PJA)→Emotional Exhaustion (EH)	-0.145	1.794	0.027	Supported
H3(b):Social Support (PSS)→Emotional Exhaustion (EH)	-0.137	1.920	0.035	Supported
H3(c):Performance Feedback (PPF)→Emotional Exhaustion (EH)	-0.132	0.531	1.595	Not Supported
H4(a):Job Autonomy (PJA)→Flourishing (FAW)	0.148	4.352	0.000	Supported
Table 4.19continued				
H4(b):Social Support (PSS)→Flourishing (FAW)	0.140	3.551	0.000	Supported
H4(c):Performance Feedback (PPF)→Flourishing (FAW)	0.152	3.943	0.000	Supported
H5(a):Workload (PWL)→Organizational Identification (OID)	0.084	2.178	0.029	Not

				Supported
H5(b):Emotional pressure (PED)→Organizational Identification(OID)	0.147	4.251	0.000	Not Supported
H6(a):Job Autonomy(PJA)→Organizational Identification (OID)	0.176	4.469	0.000	Supported
H6(b):Social Support (PSS)→Organizational Identification (OID)	0.220	4.791	0.000	Supported
H6(c):Performance Feedback (PPF)→Organizational Identification (OID)	0.300	7.160	0.000	Supported
H7:Organizational Identification(OID)→Emotional Exhaustion (EH)	0.147	2.876	0.004	Not Supported
H8:Organizational Identification →Flourishing (FAW)	0.420	10.803	0.000	Supported

Hair *et al.* (2016) state that when the t-value observed is more than the critical value, the coefficient is statistically significant at a particular error probability or significance level. In social science research, it is widely recognized to use a critical value of 1.96 for two-tailed tests at a 5% significance level (Hair *et al.*, 2016). Following Hair *et al. (*2016), this study employed bootstrapping to test seventeen (17) direct hypotheses. The study found that 13 of 17 hypotheses were empirically accepted. Table 4. 19 summarizes the empirical results of seventeen direct hypotheses.

Table 4.19 presents the results of the significance level for the path coefficients. According to the T statistics in Table 4.19, thirteen of the seventeen path coefficients of the model are significant, with p-values less than the critical level of 0.05 (5%). The highest T-value belongs to the relationship of Organizational Identification (OID) and Flourishing (EFL),i.e., 10.803, $p < 0.05$. Moreover, the p values also indicate that the relationships from all exogenous variables to endogenous variables are significant since all the p values are below the critical level of 0.05 (5%). The relationships of Workload (PWL) and

Emotional Exhaustion (EH); Emotional pressure (PED) and Emotional Exhaustion(EH); Job Autonomy (PJA) and Flourishing (EFL); Social support (PSS) and Flourishing (EFL); Performance Feedback and Flourishing (EFL); Job Autonomy (PJA) and Emotional Exhaustion(EH);Social support(PSS) and Emotional Exhaustion(EH); Job Autonomy (PJA) and Organizational Identification (OID); Social Support (PSS) and Organizational Identification(OID); Performance Feedback (PPF), and Organizational Identification (OID) are significant at $p < 0.05$ are shown significant at the critical level of 0.05 (5%) in this empirical analysis.The results of all seventeen hypotheses are described in detail as follows:

4.6.1 Workload and Emotional Exhaustion.

The first hypothesis examined the relationship between workload and emotional exhaustion in academicians. The study found a significant positive correlation between workload and emotional exhaustion ($\beta = 0.323$, t-value = 6.18, p-value = 0.000). The findings indicated that there is a positive relationship; as the workload rises, so does the level of emotional exhaustion. The statistical results suggest that the significance level is low with a beta coefficient (β) of 0. 323; this indicates that emotional exhaustion increases for every unit increase in workload, and emotional exhaustion also increases by 0.323. This relationship is further affirmed by a t-value of 6. 18, which is significantly higher than the usual limit of 5 to qualify for statistical significance, meaning there is a very close relationship between them.

Furthermore, the results also gave a p-value of 0. 000 indicates that this result is highly statistically significant. Therefore, one can argue that academicians'

workloadcomprises teaching, research, administration, and supervision, and the need to update skills exhausts them emotionally and reduces their emotional well-being.

These findings are consistent with the Job Demands-Resources Theory proposed by Bakker and Demerouti (2017), demonstrating that job demands, particularly workload, significantly predict outcomes such as exhaustion. Many studies have found a strong link between workload and emotional exhaustion. Naidoo-Chetty and Du Plessis (2021) and Urbina-Garcia (2020) found that academicians in higher education institutions experience stress and burnout due to their demanding roles. García-Arroyo and Segovia's (2019) research assessed the relationship between workload and emotional exhaustion among academicians and showed the effect of workload on one's emotional exhaustion. Furthermore, a study conducted by Nyamugoro*et al. (*2022) emphasized the importance of reducing emotional exhaustion by managing their workloads.

Similarly, other studies conducted in Pakistan have found that workload causes emotional exhaustion, with university academicians feeling compelled to complete teaching, research, and administrative tasks that comprise a large portion of their workload, leading to occupational stress and burnout and reduced well-being and job performance (Akhtar, 2020; Khan *et al.*, 2020; Kanwal *et al.*, 2023).Similar to the preceding discussion, Afzal *et al. (*2019) and Ali and Imran (2020) observed that an excessive amount of work negatively impacts academicians' emotional well-being because it causes emotional exhaustion, emphasizing the management of workload and support structures in improving academicians' positive well-being and performance.

The findings of this study support the hypothesis that workload is one of the significant contributors to academicians' emotional exhaustion and, as a result, emotional

well-being. Based on the empirical evidence presented in this study and the existing literature, hypothesis H1 (a), which states a positive relationship between workload and emotional exhaustion, has been accepted.

4.6.2 Emotional Pressuresand Emotional Exhaustion

The second hypothesis investigated the direct positive relationship between emotional pressure and emotional exhaustion among academicians. The empirical results reported a significant relationship between emotional pressure and emotional exhaustion with values ($\beta = 0.109$, t-value = 1.950, p-value = 0.041). It suggests that the pressure of managing their emotions when interacting with different stakeholders, including the heads of departments, students, parents, and co-workers, will likely lead to emotional exhaustion in academicians.

These findings are in line with the Job Demands-Resources Theory advanced by (Bakker & Demerouti, 2017); this shows that job demands,particularly emotional pressure,are among the key measures that are likely to influence an outcome such as exhaustion, as posited by (Bakker & Demerouti, 2017). Also, several other empirical studies pointed to the effect of emotional pressure in concurring with the results of emotional exhaustion. For instance, in their research, Naidoo-Chetty and Du Plessis (2021) found a positive and significant relationship between emotional pressure and burnout dimensions,incredibly emotional exhaustion. This pinpoints that academicians are involved in high emotional pressure and that it significantly impacts their level of burnout.

Kinman and Johnson (2019) substantiated that the type of work that is academic and encompasses many encounters, and the constant need to regulate one's emotions in the workplace might contribute to emotional exhaustion. However, Murtaza *et al. (*2021)

further also argued that academicians undergo emotional pressure in their teaching practice and how these prolonged depressive mood effects impact their well-being and productivity, which in turn result in manifested emotional exhaustion. The study by Nurendra (2018) identified the positive relationship between emotional pressure and emotional exhaustion and suggested managing emotional pressure among academicians. Further, in a related study, Drüge*et al. (*2021) offered supplementary data pointing to a negative association between emotional pressure and exhaustion. Therefore, they argue that high levels of emotional pressureled to high rates of emotional exhaustion.

Research in Pakistan suggests that academicians are prone to burnoutdue to high emotional pressure, inadequate resources, and heavy workloads (Hashmi, 2021). Additionally, Qutab and Joya (2022) supported the moderation of emotional intelligence in the association between burnout and emotional pressure. Sarwar and Panatik (2020) stated that as there are apparent linkages between emotional pressure and burnout, there are significant calls for developing support systems to minimize the impact of emotional pressures and emphasis on the support networks can help academicians manage their emotional pressure appropriately, thus reducing chances of burnout and enhancing emotional well-being.

In conclusion, the empirical analysis supports the second of the research hypotheses, H1 (b), which assumes a negative correlation between emotional pressure and emotional exhaustion; hence, it is accepted.

4.6.3 Workload and Flourishing

The third hypothesis was to investigate the negative relationship between workload and flourishing. The empirical results supported the hypothesis and reported a significant

negative impact of workload on flourishing (β = -0.068, t-value = 2.114, p-value = 0.035). It implies that workloads frequently deplete the cognitive, emotional, and physical resources required to flourish. Flourishing is associated with positive emotions, engagement, meaning, and accomplishment. When people have an excessive workload, they may not have the energy or time to engage in activities promoting these flourishing aspects.

This is consistent with the Job Demand and Resource Theory, which was explained by Bakker and Demerouti (2017). With this theoretical perspective, job demands, such as work density, necessitate physical and psychological energy to complete the work, which is linked to higher strain rates and resource exhaustion. As a result, when academicians are overburdened with work, people may feel threatened regarding their resources, leading to increased stress and a decline in their well-being. Consequently, the exhaustion from an overload of resources could curtail individual choices and opportunities, resulting in compromised well-being and overall life satisfaction, as seen in exercising the freedom to be, build relationships, learn, and achieve personal goals.

Evidence also clearly shows that a high workload negatively impacts workers' health, primarily because it raises stress levels, burnout, and adverse effects. Multiple empirical investigations are unequivocal in portraying that a heavy workload causes increased stress on the job, which compromises human energy and spirit, thereby affecting the physical and emotional well-being of the workers. Herdiana and Sary (2023) also found that the privatization policy impacts the workload of human resources management, increasing work stress and reducing performance and health. In addition, the workload for

employees also contributed to decreased thinking capability, overthinking, and negative emotions, thus further eradicating an individual's health (Pindek et al., 2022).

Moreover, job stress can mediate the relationship between workload and performance, underlining the importance of workload management for maintaining high-performing employees without burnout (Sumiyati*et al.*, 2021). The findings further showed that a heavy workload, as an index of job stress, negatively impactsemotional well-being and the ability to function effectively to achieve optimum performance or thrive. Additionally, another study carried out by Kanwal *et al. (*2023) among participants of public universities in Pakistan showcased that the amount of pressure exerted by working at public universities significantly affected the academicians' performance. Like employees, academicians also revealed that stress and workload lower their well-being, according to Hussain and Saif (2019).

In conclusion, this research and the studies above have presented a clear picture proving that workload interferes with the academicians' flourishing experience. Thus, the empirical validation substantiates hypothesis H2(a), proposing that workload has a significant bearing on the flourishing of academicians in the higher education sector of Pakistan. Therefore, hypothesis H2(a) is accepted.

4.6.4 Emotional Pressure and Flourishing

The fourth hypothesis was to determine the negative impact of emotional pressure on flourishing. The empirical results supported the hypothesis and reported a significant relationship between emotional pressure and emotional exhaustion (β =-0.199, t-value= 5.580, p-value = 0.000). It implies that academicians' emotional pressures when interacting with stakeholders are negatively relatedto flourishing. To understand the effects of

emotional pressure on employee well-being, consider the Job Demands-Resources Theory. This theory postulates that job resources, such as the emotional resources required when working in human services, if indeed a strain, influence employees' well-being and organizational performance.

This finding is also supported by job demands and resource theory (Bakker& Demerouti,2017). In this context, emotional pressure refers to situations in which employees must control their emotions or respond to emotionally demanding circumstances, which can lead to emotional exhaustion. Shaheen *et al. (*2021) conducted a study on interactional resources and discovered that emotional support is beneficial for enhancing employee well-being because a supportive environment helps to reduce emotional pressure and improve well-being.

Furthermore, Li *et al. (*2022) distinguished between challenge demands, such as time and work demands, and job resource HR practices, demonstrating that these factors affect employees' well-being differently. In another study, Drüge*et al. (*2021) discovered an inverse relationship between emotional pressures and the negative impact of stress on job satisfaction, overall well-being, and quality of life.

Similarly, Hori *et al. (*2019) found a negative relationship between job demands, which include workload and emotional pressure on employees, and employees' emotional well-being. Similarly, Sarwar and Panatik (2020) found that increased quantitative, cognitive, and emotional pressure is associated with increased stress and lower self-reported emotional well-being (Duarte *et al.*, 2020). The studies above support the findings that emotional pressures are significant factors that negatively impact flourishing.

In Pakistan, research has shown that service employees working in environments with high levels of emotional pressure experience a decrease in their levels of engagement. Employees in other industries, like banking and education, face similar emotional pressures, negatively impacting their emotional well-being (Nauman *et al.*, 2019; Itsnaini&Rian, 2022; Yunus *et al.*, 2023). As a result, this study's findings and previous research clearly and unequivocally indicate that emotional pressure is one of the most critical factors determining academicians' flourishing.

Therefore, hypothesis H2 (b), showing that emotional pressure has a significant influence on the flourishing of academicians, is accepted.

4.6.5 Job Autonomy and Emotional Exhaustion

The fifth hypothesis investigates the negative relationship between job autonomy and emotional exhaustion among academicians.The empirical results supported the hypothesis and reported a significant relationship between job autonomy and emotional exhaustion (β = -0.145, t-value = 1.794, p-value = 0.027). It implies that job autonomy allows academicians to make decisions related to their work, adapt their teaching and research methods according to their requirements, and efficiently manage their time. This fosters a sense of control, reducing the likelihood of feeling overburdened or stressed, common factors leading to emotional exhaustion.

To support this, the job demand and resources theory, as postulated by Bakker and Demerouti (2017), indicates that Job resources, such as job autonomy,serve as a resource that gives individuals control over their workflow and decision-making processes, thereby increasing their feelings of competence, relatedness, and independence to reduce their emotional exhaustion.

Similarly, Versteegt*et al. (*2022) and Xiao (2024) also reported the negative effect of job autonomy on emotional exhaustion. Furthermore, a similar study of Chinese social workers found that organizational commitment influences emotional exhaustion via job autonomy (Li *et al.*, 2022). Moreover, the ability to make decisions is critical to preventing managers and freelancers from becoming emotionally exhausted when completing complex tasks; this demonstrates that if an organization provides high levels of autonomy, emotional exhaustion is unlikely to occur, even if the work conditions are stressful (Spagnoli and Molinaro, 2020).

In addition, using the JD-R model, Xiao (2024) indicated that job autonomy enables employees to decide how to cope with job demands, thus minimizing stress. Similarly, other studies regarding academiciansalso affirmed the above, pointing out that autonomy minimized emotional exhaustion and burnout by a considerable level, meaning that increased levels of autonomy in teaching approaches provided less emotional exhaustion (Yang*et al.*,2023;Han& Gao. ,2023;Alamoudi.,2023; Collie., 2023). Furthermore, Zhu and Kanjanamekanant (2022) stated that job autonomy contributes positively to work engagement and overall well-being, emphasizing the importance of autonomic support in promoting organ wellness at work. Fourth, according to the conservation of resource theory, job autonomy significantly contributes to burnout prevention by ensuring compliance with work demands and resource conservation (Sun *et al.*, 2022).

Moreover, Kaiser *et al. (*2021) emphasized job autonomy in their conclusion to stress reduction, which reduces emotional pressure on academicians. Indeed, this study reveals that providing academicians with operational and decisional autonomy improves

their quality of life and reduces their risk of burnout and its dimensions. In conclusion, the findings of this study, along with those of previous studies, strongly suggest that job autonomy plays an essential role in reducing academicians' emotional exhaustion.

Thus, the empirical evidence accepts hypothesis H3(a), asserting that job autonomy significantly impacts the emotional exhaustion experienced by academicians.

4.6.6 Social Support and Emotional Exhaustion

The sixth hypothesis investigated a negative correlation between social support and emotional exhaustion among academicians. The empirical findings indicated a statistically significant inverse correlation between social support and emotional exhaustion (β = -0.137, t-value = 1.920, p-value = 0.035). It implies that when academicians receive emotional, informational, and instrumental support from their peers, department heads, and institutions, they can better communicate, exchange ideas and knowledge, seek directions, and effectively manage issues and challenges, resulting in lower emotional exhaustion.

This finding is supported by the job demand and resource theory and based on the most recent studies on academicians that social support is essential for improving academicians' health and performance. According to the JD-R Theory, personal and organizational resources such as social support, client feedback, and decision-making authority can act as moderators, reducing the impact of job demands on burnout rates (Bakker &Demerouti, 2017).

Furthermore, existing research indicates that social support effectively reduces emotional exhaustion levels among academicians. For example, Elrayah*et al. (*2023) explained that social support mitigates the adverse effects of job stress on turnover

intentions by preventing or reducing the desire to leave a job due to stress. The recommendations for managerial action demonstrate that organizational support is critical in encouraging self-development and combating undesirable behaviours (Parray*et al.*, 2023). In fact, according to Maas (2023), social support from department heads reduces perceived time pressures and, consequently, emotional exhaustion, making it a contentious job resource.

Furthermore, Turner *et al. (*2022) found that providing social support to colleagues improves well-being, student relations, and professional development. It was determined that social support in Pakistani culture was critical in reducing depression and anxiety (Abbas *et al.*, 2021).Another study found that social support from family and community can help reduce cases of emotional exhaustion and burnout among Pakistani employees (Khan *et al.*, 2020).

Usman *et al. (*2021) found that supervisor and coworker social support reduces emotional exhaustion and increases satisfaction. Overall, these studies emphasize the importance of an effective academic climate for academicians, including establishing high-quality social support networks to reduce negative affectivity and, as a result, emotional exhaustion. Therefore, the empirical analysis supports H3(b) by demonstrating a negative relationship between social support and emotional exhaustion among Pakistani academicians; hence, it is accepted.

4.6.7 Performance Feedback and Emotional Exhaustion

The seventh hypothesis investigated the link between negative performance feedback and emotional exhaustion among academicians. The study found a statistically insignificant negative correlation between performance feedback and emotional exhaustion

(β = -0.132, t-value = 0.531, p-value > 0.05). Surprisingly, the study found that performance feedback had no significant relationship with the level of emotional exhaustion. This finding contradicts earlier research in the literature that performance feedback is helpful in the reduction of emotional exhaustion among employees, and thus appropriate, timely constructive feedback may enhance motivation, build confidence, and reduce emotional pressure, thereby reducing emotional exhaustion (Kim & Lee, 2021; Park & Choi, 2020; Turkistani*et al.*, 2022; Pratap & Dwivedi, 2023).

Conversely, in this study, performance feedback is not influential in reducing emotional exhaustion. These studies show that the impact of feedback on emotional exhaustion is complex and influenced by various factors. For example, Roczniewska and Bakker (2021) show that employee burnout, characterized by chronic fatigue and decreased effectiveness, can impair people's ability to process and utilize feedback. This suggests that burnout should be addressed before optimizing the beneficial effects of feedback.

Furthermore, Giesbers*et al. (*2021) argue that negative attitudes toward feedback can exacerbate burnout, emphasizing the importance of feedback delivery in shaping employee perceptions and emotional outcomes. According to Bouckenooghe*et al. (*2022), people respond differently to feedback, with active seekers benefiting more positively and others experiencing increased stress and burnout if feedback is perceived negatively.

Sterkens*et al. (*2024) expand on this by stating that employees who have previously experienced burnout may value constructive feedback even more, but they are also more sensitive to its delivery and content, necessitating careful management to avoid exacerbating emotional exhaustion. Finally, Yang *et al. (*2023) investigate how delays in

feedback provision contribute to emotional exhaustion, emphasizing the importance of timely and supportive feedback practices in mitigating adverse psychological effects.

Similarly, this study contends that performance feedback does not impact academic emotional exhaustion. It is because these institutions have not ensured the efficacy of their feedback mechanisms. This is especially true when feedback is provided six months later, significantly reducing its effectiveness as an incentive due to the delay. Yang *et al. (*2023) discovered that anxiety and the development of perceived helplessness among academicians can contribute to emotional exhaustion.

As a result, these findings highlight the need for higher education institutions to improve feedback timeliness, comprehensiveness, and clarity. Relevant institutions can effectively address these inefficiencies, increasing feedback's impact and reducing emotional exhaustion. This is consistent with previous research demonstrating that feedback improves emotional well-being. Finally, the findings show that performance feedback can significantly reduce emotional exhaustion. The empirical analysis does not support the hypothesis stated in H3(c), which suggests a negative relationship between performance feedback and emotional exhaustion among academicians.

4.6.8 Job Autonomy and Flourishing

The eighth hypothesis investigated the relationship between job autonomy and flourishing among academicians. The empirical analysis found a significant positive relationship between job autonomy and flourishing ($\beta = 0.148$, t-value=4.352, and p-value=0.000). It suggests that the highlevel of academicians' freedom of choice in the decision-making environment, mainly in the curriculum design and classroom organization, leads to a higher level of flourishing.

This study corresponds to the JD-R theory by Bakker & Demerouti (2017), which notes that autonomy is motivational job content that generates positive attitudes, reduces negativity, and enhances positive outcomes. Similarly, the literature also offers evidence for the positive relationship between some specific job resources, including autonomy, and the emotional well-being of academicians. For example, Job autonomy correlates with increased satisfaction and decreased burnout in the social worker. In the Kurdistan Region of Iraq, there is evidence that job autonomy leads to increased job satisfaction and innovation (Bibi *et al.*, 2022). Job autonomy and work-meaning stimuli are crucial in advancing job-creating behaviours in Chinese organizations and contributing positively to personal and organizational growth (Nie *et al.*, 2023).

Nylén*et al. (*2019) also went further to establish that more autonomy leads to the experience of positive emotions among workers. Job autonomy is significant to academicians' emotional well-being in Pakistan, leading to increased job satisfaction, decreased negative emotions, and turnover intentions (Ghaffar*et al.*, 2021; Elrayah*et al.*, 2023).

Moreover, AlRiyami (2024) also emphasized that autonomy in organizing tasks could directly produce job satisfaction and the flourishing of workers. In addition, Yang*et al. (*2024) also supported in their study that autonomy is a motivating factor that encourages proactive behaviour at the workplace, thus supporting the relationship between autonomy and engagement proactively.These studies collectively prove that job autonomy is crucial in fostering the positive emotions essential for an individual to flourish.

In conclusion, the empirical evidence from this study, combined with the extensive body of research, supports the hypothesis that job autonomy significantly influences the

flourishing experienced by academicians. Therefore, enhancing job autonomy by giving academicians more control over their work processes and decision-making can contribute to their flourishing. Hence, hypothesis H4 (a), which showsa significant positive relationship between job autonomy and flourishing, is accepted.

4.6.9 Social Support and Flourishing

The ninth hypothesis examined a positive relationship between social support and flourishing among academicians. The empirical results supported the hypothesis and reported a significant positive relationship between social support and flourishing among academicians ($\beta = 0.140$, t-value = 3.551, p-value = 0.000). It highlights the significance of receiving support from department heads, colleagues, and the organization in cultivating a favourable work atmosphere, enhancingacademicians' emotional well-being and satisfaction. When academicians experience support and respect in their jobs, it fosters positive emotions such as satisfaction and happiness, which are essential to flourishing.

This finding supports job demand, resource theory (Bakker & Demerouti,2017), and recent empirical studies. Social support is one of the job resources that reduce job demands as it encompasses emotional and practical support that enhances motivation, psychological capital, and psychological freedom for development and accomplishment and the promotion of a flourishing state.

Recently, literature has underlined the importance of social support in promoting the growth of positive subjective experiences andemotional well-being. When academicians experience more social support from their college affiliates and supervisors, it can enhance their mental health, job satisfaction, and well-being in their work (Guo *et al.*, 2023).

Imran *et al. (*2020) found that the more organizations are supportive, the higher the level of work-related fulfilmentis likely among the employees. School organizational support enhances job satisfaction and engagement in their job (Wang & Zhou, 2022). The results showed that social capital, academicians' efficacy, and organizational support are predictors of job satisfaction. The academicians' connectedness within the trusted network of their school and the denseness of academic advice networks received influence it positively.

Job resources also play a critical role as predictors of university academicians' job satisfaction and work engagement. The teaching resources, social support, and administrative support enhance job satisfaction by reducing the amount of emotional exhaustion and enhancing work engagement (Han *et al.*, 2020). A systematic literature review highlights the determinants of university academicians' perceived job satisfaction, which include the university climate, the teacher-related characteristics, and factors related to the students (Yang & Hoque, 2022).In conclusion, the above empirical findings and previous studiesstrongly support H4(b), which suggests that social support significantly influences the flourishing of academicians; hence,hypothesis H4(b) is accepted.

4.6.10 Performance Feedback and Flourishing

The tenth hypothesis investigated the positive relationship between Performance Feedback and flourishing among academicians.The empirical results supported the hypothesis and reported a significant relationship between Performance Feedback and flourishing ($\beta = 0.152$, t-value = 3.943, p-value = 0.000). It indicates that the levels of flourishing experienced by academicians are influenced by the feedback they receive about their performance. Feedback is a multipurpose tool in higher education, educating and

informing while fostering a learning process supporting academic advancement. Recent research supports the importance of performance feedback in improving emotional well-being.

Constructive feedback significantly improves the well-being of university academicians by creating a supportive and engaging professional environment. This is consistent with the job demand and resources theory (Bakker & Demerouti,2017) and other empirical evidence. In JD-R Theory, performance feedback is one of the particular jobresources that play an influential role in improving well-being through learning and development through performance feedback. Positive feedback, in addition, enhances interpersonal relations at the workplace since it denotes social support. In conclusion, performance feedback positively decreases stress and subsequently enhances burnout,improving employee emotional well-being.

Furthermore, research has shown that regular feedback, recognition, and prompt addressing of concerns can significantly boost employee morale, promoting well-being (Anitha *et al.*, 2020). In addition, constructive feedback contributes positively to students' academic achievement and learning processes, thus indirectly contributing positively to academicians by creating a better learning environment in class (Mardiah*et al.*, 2020). In addition, the elements of constructive feedback include using structured feedback mechanisms, which have been reported to positively impact academicstress and satisfaction and underscore the role of feedback in creating a healthier working culture.

Likewise, receiving positive feedback from supervisors translates to an enhanced promotion focus among employees, which plays the intermediate role of enhancing in-role and extra-role performance, thereby improving the general emotional well-being of these

employees (Su & Xiao, 2022). Constructive feedback positively impacts academicians' lives by creating an engaging working environment. Therefore, when supported by empirical findings and recent research, the argument for the positive association between performance feedback and the enhancement of scholars' well-being implies that by developing effective feedback processes and feedback culture, institutions may enhance the performance of academicians. Finally, it confirms Hypothesis H4(c) that performance feedback enhances the capabilities of academicians to flourish in higher education institutes.

4.6.11 Workload and Organizational identification

The eleventh hypothesis investigated the negative relationship between workload and organizational identification among academicians. The study found aninsignificant negative correlation between workload and organizational identification (β = 0.084, t-value = 2.178, p-value = 0.029). Contrary to prior research, this study's results do not support the notion that the link between job demands and organizational identification is always linear.

This finding directly opposes recent studies that have demonstrated a negative impact of high workload on employees' organizational identity (Shahzad *et al.*, 2020; Fitriana, 2022). Nevertheless, the conflicting outcome of this hypothesis is substantiated by the rationale presented in the Job Demands-Resources (JD-R) theory (Bakker & Demerouti, 2017). According to the Job Demands-Resources model (JD-R), resources such as social support help employees manage job demands and facilitate their professional development.

According to Afshari (2022), if job demands provide learning opportunities, employees may view them as valuable assets, increasing their intention to stay with the organization. Furthermore, job demands might help employees identify the specific direction of the organizational work efforts (Lesener*et al.,* 2019). It emphasizes that perceived job demands can increase the value of resources by enhancing the organization's identification level.

Furthermore, the societal expectation for commitment and dedication can be considered pertinent. In Pakistan, it has been shown that academicians perceive increased efforts as a means of personal fulfilment and advancing their professional progression. The cultural emphasis on professionalism ensures that high job demands do not undermine their organizational membership and is expected to be insignificant due to many mediating variables, such as coping resources and job demand appraisals (Ali & Bashir, 2018; Kanwal *et al.*, 2023).

In conclusion, while previous research has generally suggested that workload reduces organizational identification, this study's contradictory finding is consistent with the JD-R model and societal factors that emphasize dedication, commitment, and organizational identification. Therefore, hypothesis H5(a) is not accepted in this study, which suggests that workload negatively influences organizational identification among academicians.

4.6.12 Emotional Pressure and Organizational Identification

The twelfth hypothesis examined a negative relationship betweenemotional pressure and organizational identification among academicians. The empirical results reported an insignificant negative relationship between emotional pressure and

organizational identification (β = 0.147, t-value = 4.251, p-value = 0.000). Based on the premise that emotional pressure at work does not weaken organizational identification, academicians may believe that emotional pressure is an assumed reality of the profession. This perception may be attributed to the fact that academic positions generally entail high emotional and intellectual demands. Thus, this emotional pressure does not reduce the feeling of belonging or identification within their organization.

In contrast, academicians may perceive emotional pressure not as a negative phenomenon but as a part of their work, leading to the preservation or enhancement of their organizational identification. This acceptance of emotional pressure as a standard job feature assistsin maintaining their loyalty and affiliation with their institution even if they have to deal with some unfavourable conditions on the job.

This argument is supported by the JD-R theory (Bakker & Demerouti, 2017). Emotional pressure is viewed as an ordinary and necessary part of the job. Academicians accept these high expectations as a standard, preventing emotional pressure from undermining their sense of organizational identification.

Furthermore, the availability of job resources helps balance these demands, buffering the potential adverse effects and maintaining a positive connection to their institution. Additionally, job demands can be motivating when viewed as challenges. For academicians, emotional pressure may be viewed as a challenge that inspires them to achieve high standards, reinforcing their organizational identity. In other words, the JD-R Theory explains why emotional pressure in the academic field does not diminish organizational identification but is accepted as a part of their profession.

Moreover, the study also revealed that employees in collectivistic cultures, such as Pakistan, draw resilience from their social connections, reducing emotional pressure's effects (Ali & Bashir, 2018). In such societies, academicians employ coping techniques to alleviate the stress resulting from their professions. They achieve this by discussing with others, including colleagues and supervisors. These actions effectively reduce stress levels. The communal support system fosters a sense of belonging and cohesion without compromising organizational identification (Javaid *et al.*, 2020). It indicates how a collectivist culture protects academicians from the detrimental consequences of emotional pressure, enabling them to cultivate a favourable relationship with their organization. It contradicts a prior study, which established that emotional pressure diminishes organizational identification. For instance, Park (2019) and Yang *et al.* (2022) have shown that stress, explicitly resulting from emotional pressure, can lead to adverse outcomes in organizations, such as less organizational engagement and increased employee turnover intentions.

In conclusion, the lack of a substantial correlation between emotional pressure and the identification withan organization among academicians implies that emotional pressure does not consistently weaken organizational identification. Therefore, hypothesis H5(b), which suggests that emotional pressure has a substantial negative effect on the organizational identification of academicians, is not accepted in this study.

4.6.13 Job Autonomy and Organizational Identification

The thirteen hypotheses investigated the positive relationship between job autonomy and organizational identification among academicians. The empirical results supported the hypothesis and reported a significant positive relationship between job

autonomy and organizational identification (β = 0.176, t-value = 4.469, p-value = 0.000). It implies that when academicians are allowed to exercise independence to plan their teaching strategies, select their areas of interest for research, and engage in other academicians' activities. However, this independence in their work enables them to assume responsibilities and gives them several chances to grow in their careers. For this reason,academicians feel they have closer identification with the university than other institutional employees.

This finding aligns with the concept of social identity theory and the latest emerging data on the direct link between job autonomy and organizational identification. According to this theory, people develop a part of their identity through groups and organizations with which they are affiliated and seek to maintain a positive image of themselves through association with those groups (Tajfel & Turner, 1986). When academicians have a high level of job discretion, they have a sense that they have control and can influence many factors in the workplace. Thus, they are intrinsically motivated and satisfied in their workplace. This sense of control enhances their organizational commitment because it also aligns with their self-image and role identity. This kind of autonomy allows them to bring individual characteristics of personalities, beliefs, and values into the workplace environment and, thus, adjust the resulting objectives and goals to the organization’s aims and values. This realigns them and evokes a stronger sense of organization membership and identification (Ali & Bashir, 2018).

Similarly,job autonomy helps improve the well-being and commitment of employees, as explained by Suárez-Albanchez*et al. (*2022), who state that self-efficacy and actualization are fostered through a moderate level of emotional intelligence. To

potentially identify organizations, enhance health and well-being, and reduce performance pressure, autonomy remains important to academicians (De Carlo *et al.*,2019; Rossouw & Rothmann,2020; Ding *et al.*,2023). It also enhances professional development and decision-making, strengthening identification with the organization (Karabacak *et al.*, 2023; Khawand& Zargar, 2022).

Consequently, the level of organizational identification of the academicians, whose job autonomy was high, has been increased. Therefore, the study results show that job autonomy should be crucial in determining the level of organization identification among academicians in Pakistan's higher education institutions. Thus, empirical analyses support hypothesis H6(a) of this research,which states that job autonomy is positively related to organizational identification.

4.6.14 Social Support and Organizational Identification

The fourteen hypotheses examined the direct positive relationship between social support and organizational identification among academicians. The empirical results supported the hypothesis and reported a significant relationship between social support and organizational identification ($\beta = 0.220$, t-value = 4.791, p-value = 0.000). The study findings indicate that social networks within the workplace offer academicians social learning and social support functions within their communities. These networks help inspire and support academicians in their professional lives, fostering the feeling of being part of the organizations and enhancing their sense of organization identification. In this way, academicians have found that social networks help them develop contact and sources of help in emotional and professional terms, which enable them to complete their reported obligations more effectively. Therefore, this increases commitment to their work and

strengthens their loyalty to the organization, which promotes togetherness and positive culture within the education sector.

This is supported by the social identity theory (Ashforth & Mael,1989). It positsthat membership in social categorizations, especially professional affiliations, will enhance a person's sense of identity and self-image (Tajfel&Turner,1986). This has the effect of improving an academician's professionalism since one feels affiliated and supported through social relationships at their place of work, namely the institution. These networks provide a cultural platform for sharing knowledge, cooperation, and emotional support, which are crucial for effectively implementing their responsibilities. Emotional support helps lower stress levels, including burnout, while professional support enhances feelings of competence and performance.

When academicians get more linked and supported by the community, identification with this organization grows. It reinforces their capacity to discharge their responsibilities and promotes harmony between the individual and the organization. Therefore, based on Social Identity Theory, social networks enhance organizational identification. Research shows that academicians who get support from colleagues or supervisors feel affiliated with their institutions. For instance, Avanzi*et al.* (2021) found that academicians with more effective co-worker support relationships had lesser burnout levels, which enhanced their organizational identity.

Hwang and Jang (2020) and De Giorgio *et al.* (2023) also pointed out in their studies that organizational identification depends on social support. Additionally, Farooq and Hassan (2020) found that when peers support academicians, they are more likely to enhance their organizational identification. Johnson *et al.* (2023) also suggested in their

research on supportive organizational culture and clear communication that they support the identification with the organization and enhance the well-being of the employees. Thus, hypothesis H6(b) has been supported in this study, underlying the significance of social support in promoting academicians' organizational identification in Pakistan.

4.6.15 Performance feedback and Organizational identification

The fifteen hypotheses examined the direct correlation between performance feedback and organizational identification among academicians. The empirical findings confirmed the hypothesis and revealed a substantial correlation between performance feedback and organizational identification (β = 0.300, t-value = 7.160, p-value = 0.000).The evidence illustrates that receiving feedback promotes personal and professional development while strengthening connection and dedication to the organization's objectives. Alternatively, receiving performance evaluations from supervisors, peers, and colleagues fosters trust and mutual comprehension, leading to a cooperative and encouraging atmosphere. In such a context, academicians have a sense of recognition and motivation, enhancing interpersonal relationships withinthe institution.Consequently, they may perceive feedback as a tool that strengthens their commitment to institutional objectives and improves their sense of belonging to the organization.

This finding corresponds with the Social Identity Theory (Ashforth & Mael,1989). It postulates that people obtain a part of their self-esteem from their group affiliations; feedback is therefore helpful in improving the co-relation between the person and the group norms. Feedback is of positive form since it boosts the self-esteem of the individuals and affirms their competence to meet the expected performance standards within the group

besides developing their skills for personal and career advancement (Blader *et al.,* 2017; Haslam *et al.*, 2022).

Similarly, performance feedback impacts the employees' organizational belongingness. A positive manner cited is that positive feedback tools enhance the appreciation of the tasks the employees are supposed to handle, strengthening their affiliation with the organizational entity (Campbell, 2015).

Feedback that is comprehensible, unambiguous, and positively oriented feedback is associated with greater job satisfaction, improved performance at work, and organizational identification because the personnel feel that they are more appreciated inside the organization. Besides, performance feedback also positively correlates with goal clarity, which can be viewed as a moderator between feedback and individual performance. When goals are evident, the employees can know what the employer expects of them, enhancing their organizational commitment. Self-directed workers can align future career goals with organizational goals, which enhances the employee-employer bond (Park & Choi, 2020). Therefore, while performance feedback improves performance, it also allows organizations to make sense of them by providing clarity, recognizing particular goals, and aligning with the organizational goals.

Recent studies support the relationship in the context of Pakistan. According to the studies of academicians conducted by Sharma and Khan (2024), supportive feedback promotesa pro-organization attitude. It enhances the organizational identification among the employees owing to the alignment towards organizational goals and objectives.

Furthermore, Khan *et al. (*2020) showed that the relationship between feedback and perceived organizational identification is universal across cultures, including the culture of

Pakistan, where respect for others and continuous improvement are embraced, and the positive outcome of feedback on perceived organizational identification is further augmented. Thus, it is seen that the knowledge of the performance feedback makes academicians identify with organizations, and the workplace relationship enhances the positive impact. Therefore, the empirical validation of hypothesis H6(c) that performance feedback significantly influences organizational identification among academicians in the higher education sector of Pakistan is supported.

4.6.16 Organizational identification and Emotional Exhaustion

The sixteen hypotheses examined the negativerelationship between organizational identification and Emotional Exhaustion among academicians. The empirical results revealed an insignificant negative relationship between organizational identification and Emotional Exhaustion ($\beta = 0.147$, t-value =2.876, p-value = 0.004). It indicates no direct link between organizational identification and emotional exhaustion. This finding contradicts previous research. For instance, the study by Li *et al. (*2022) & Xu *et al. (*2022) indicates a rich pattern between social identity, organizational identification, and burnout; thus, there is no straightforward direct relationship. It can be understood from the cultural perspective of Pakistan, where social values of commitment and hard work in one's career can exacerbate this.

This pressure is apparent because academicians must meet these standards to conform to their community of practice. As a result, even though respondents have a strong sense of attachment and identification with their organization, there may be significant emotional costs associated with pursuing professional advancement and working long hours. Where academicians are strongly identified with their organizations, they will

dedicate most of their passion, energy, and time to their work to conform to the organizational goals as they advance in their careers.

While the level of engagement and commitment is adequate for achieving professional and organizational goals, the opposite results in stress and burnout because personnel are constantly under pressure to perform and produce excellent results, as Campbell (2015) highlighted. The pursuit of high-performance levels, combined with the belief that work performance is directly proportional to workload, increases emotional exhaustion, resulting in negative organizational outcomes.

The study by Atalay *et al. (*2022) also showed that employees' strong commitment to their organizations and their emotional attachment can occasionally lead to negative emotions and attitudes. Furthermore, emotional exhaustion has been shown to mediate the relationship between organizational identification and turnover intentions partially, implying that an employee who strongly identifies with the organization but is emotionally exhausted is more likely to consider leaving the profession (Park, 2019). When employees have a strong sense of identification with their organization, they are more likely to exert significant effort to fulfil its goals. However, this increased effort can lead to exhaustion and negative outcomes.

In conclusion, these studies collectively highlight that organizational identification is insignificant in reducing emotional exhaustion among academicians. Therefore, hypothesis H(7) is not supported, showing that organizational identification negatively influences emotional exhaustion among academicians.

4.6.17 Organizational identification and Flourishing

The seventeen hypothesisexamined the direct positive relationship between Organizational identification and flourishing. The empirical results supported the hypothesis and reported a significant relationship between Organizational identification and flourishing ($\beta = 0.420$, t-value = 10.803, p-value = 0.000). Accordingly, this finding suggests that organizational identification is positively related to organizational flourishing.

Organizational identification positively affects affective and normative commitment and is likely to make the individuals engage, feel happy, and perform well to enhance the achievement of the organizational objectives. It implies that academicians view strong organizational identification as evidence of job satisfaction. In other words, this sense of belonging and the recognition of shared values and goals positively impact members' well-being.

Social Identity Theory (SIT) (Tajfel & Turner, 1979) supports this relationship by explaining the positive correlation between organizational identification and flourishing. According to Social Identity Theory (SIT), individuals derive a substantial part of their self-concept from affiliation with social groupings, such as organizations. This theory implies how employees bolster their identities by associating themselves with the objectives and principles of their organization, a phenomenon referred to as self-categorization (Ashforth & Mael, 1989). When employees have a strong sense of identification with their organization, they feel a strong connection and purpose, which enhances their overall well-being and success. This correlation implies that promoting

organizational identification can improve employee well-being and flourishing (Dutton *et al.*, 1994).

Previous research has found a positive direct correlation between organizational identification and flourishing. A meta-analysis examined the critical relationship between health and social identification, focusing on organizational identification (Steffens *et al.*, 2021). Organizational identification revealed a pattern: the means of subgroups with high identification were positively related to overall job satisfaction but negatively related to turnover intentions. These levels of job satisfaction are associated with higher average happiness and lower personal stress (DeGiorgio *et al.*, 2023).

Furthermore, organizational identification improves subjective well-being by fostering a culture of acceptance (Hameed *et al.*, 2022). These findings point to a positive relationship between organizational identification and positive attitudes in the workplace, supporting the hypothesis that employees who identify with the organization are likely to flourish at their workplace. Inconclusion, these studies collectively highlight the significant role of organizational identification in fostering flourishing among academicians, underscoring the importance of supportive workplace relationships and a sense of belonging within the organization. Therefore, Hypothesis H(8) is supported, showing that organizational identification positively influences the flourishing of academicians.

4.7 Mediation Analysis

Following an examination of direct effects, this study evaluates the role of organizational identification in mediating the relationship between independent variables (job demands and job resources) and dependent variables (flourishing and emotional exhaustion). The study applies Hayes' (2018) mediation analysis method to investigate

how job demands (workload and emotional pressure) and job resources (job autonomy, social support, and performance feedback) affect organizational identification, which in turn influences emotional well-being components that encompass emotional exhaustion and flourishing.

The mediation analysis focuses on two essential pathways: job demands/resources and organizational identification (Path 'a') and the relationship between organizational identification and emotional well-being (Path 'b'). If both pathways reveal significant relationships, Hayes's (2018) method uses organizational identification to estimate the overall indirect effect of job demands/resources on emotional well-being. This procedure helps to determine whether organizational identification acts as a mediator, explaining these relationships fully or partially. Understanding the mediation effect can help to shape interventions and strategies for increasing job resources while decreasing job demands, resulting in increased flourishing and less emotional exhaustion. This framework thus provides a more thorough understanding of the mechanisms that link job demands, job resources, organizational identification, emotional exhaustion, and flourishing, as well as insights into potential workplace improvement opportunities. Table 4.20 depicts the various types of mediation proposed by Hayes (2018).

Table4.20: Type of Mediations

Types	X-M(a)	M-Y(b)	X-Y(c)
Full Mediation	Sig.	Sig.	Insig.
Partial Mediation	Sig.	Sig.	Sig.
No Mediation	Sig. /Insig.	Insig.	Sig. /Insig.
Inconsistent Mediation	Sig.	Sig.	Sig. (Different Sign)

Table 4.21: Results of Hypothesized Mediation Effects

Hypotheses	Beta Coefficient	T statistics	P values	Decision
H9(a):Workload (PWL) →Organizational Identification (OID)→Emotional Exhaustion (EH)	0.016	1.970	0.049	Partial Mediation
H9(b):Emotional pressure → Organizational Identification (OID) → Emotional Exhaustion (EH)	0.029	2.624	0.009	Partial Mediation
H10(a):Workload (PWL)→Organizational Identification (OID)→Flourishing (FAW)	0.033	2.076	0.038	No Mediation
H10(b):Emotional Pressure→Organizational Identification (OID)→Flourishing (FAW)	0.057	4.010	0.000	No Mediation
H11(a):Job Autonomy (PJA)→Organizational Identification (OID)→Emotional Exhaustion (EH)	-0.034	2.799	0.005	Partial Mediation
H11(b):Social Support (PSS)→Organizational Identification (OID)→Emotional Exhaustion (EH)	-0.043	2.593	0.010	Partial Mediation
H11(c):Performance Feedback (PPF)→Organizational Identification (OID)→Emotional Exhaustion (EH)	-0.059	3.166	0.002	Full Mediation
H12(a):Perceived Job Autonomy (PJA)→Organizational Identification (OID)→Flourishing (FAW)	0.068	4.196	0.000	Partial Mediation
H12(b):Perceived Social Support (PSS) →Organizational Identification (OID) →Flourishing (FAW)	0.085	4.290	0.000	Partial Mediation
H12(c):Perceived Performance Feedback (PPF)→Organizational Identification (OID)→Flourishing (FAW)	0.116	5.362	0.000	Partial Mediation

For this study, the researcher employed bootstrapping techniques to assess the presence of the mediation effect. Bootstrapping is a valid non-parametric statistics technique used to estimate the sample distribution of a statistic. It involves selecting randomly and re-sampling the original data, allowing for replacement.

Bootstrapping allows the researcher to generate multiple resamples and compute the indirect effects of each, resulting in the creation of the empirical sampling distribution. This distribution provides a strong foundation for assessing the relative importance of

indirect factors on the overall measurement error by calculating confidence intervals, p-equivalent values, and standard errors of indirect effects becomes more manageable as these calculations are crucial for evaluating statistical significance.

Furthermore, this study investigated the indirect impact of organizational identification, serving as a mediator, on job demands, job resources, and emotional exhaustion and flourishing. The mediation analysis revealed that organizational identification fully mediates the relationship between performance feedback (PPF) and emotional exhaustion (EH). Individuals provided with timely constructive feedback are more inclined to develop a sense of connection with the organization, resulting in decreased emotional exhaustion. Table 4.21 displays the role of organizational identification as a mediator between the independent and dependent variables.

On the other hand, this study also found the partially mediating effect of organizational identification in following relationships. Workload (PWL) and Emotional Exhaustion (EH); Emotional Pressure (PED) and Emotional Exhaustion (EH); Job Autonomy (PJA) and Emotional Exhaustion (EH); Social Support (PSS) and Emotional Exhaustion (EH); Job Autonomy (PJA) and Flourishing (EFL); Social Support (PSS) and Flourishing (FAW); and Performance Feedback (PPF) and Flourishing (EFL). On the other hand, this study also found the insignificant mediating effect of Organisational Identification between Emotional Pressure (PED) and Flourishing (FAW), as well as Workload (PWL) and Flourishing (FAW).

4.7.1 Workload, Organizational Identification, and Emotional Exhaustion

The first mediating hypothesis examined the mediating effect of organizational identification between workload and emotional exhaustion. Using bootstrapping analysis

with 5,000 data points and a 95% confidence interval in Smart PLS 4.0, the study found that organizational identification partially mediates the relationship between workload and emotional exhaustion (β = 0.016, p-value = 0.049). The mediation effect was computed by combining pathways 'a' and 'b'.'Path 'a' showed aninsignificant direct relationship between workload and organizational identification (β = 0.084, p-value = 0.029). This implies that academicians in Pakistan perceive workload as a necessary part of their jobs, but it does not significantly impact their sense of belonging to the institution. Path 'b' revealed an insignificant negative correlation between organizational identification and emotional exhaustion (β = 0.147, p-value = 0.004). This suggests that having a strong sense of belonging to an organization does not affect reducing emotional exhaustion. Path 'c' revealed a direct correlation between workload and emotional exhaustion (β = 0.323, p-value = 0.03505).

The analysis highlights that the influence of workload on emotional exhaustion is more robust than organizational identification, which has an indirect impact, with the total indirect effect being 0. 016. It shows how organizational identification mediates workload, on the one hand, and emotional exhaustion, on the other, by creating a strong organizational culture toward developing a healthy and strong workplace. Employees with an organizational identity have a sense of support in their organization and thus less stress from workload. This feeling of belongingness increases internal motivation and the employees' ability to handle workloads as challenges rather than hindrances. Moreover, organizational identification allows accessing other job resources,such as social support, which is fundamental in addressing pressures arising from high demands at the workplace (Atalay *et al.,* 2022). Increased identification at the organizational level ensures

interpersonal support and open information sharing, which mitigates workload stress and reduces the chance of emotional exhaustion (Baeriswyl*et al.*, 2017).

Additionally, those identified with the organizational values exhibit increased extra-role performance that fosters teamwork and shared obligations in balancing the workload (Grobelna, 2021). Consequently, it remains imperative to stress organizational identification to minimize workload on the level of emotional exhaustion. This finding supports the findings ofAvanzi*et al.* (2015),concluding that organizational identification can lessen burnout through factors such as social support and collective efficacy but exerts influence on mediating the relationship between job demands and burnout. The Job Demands-Resources (JD-R) theory (Bakker & Demerouti, 2017) also affirms this, which shows that workload directly influences burnout while organizational resources can buffer the relationship. In the empirical study by Gameiro *et al.* (2020), organizational identification as part of job resources was identified to mediate the relationship between job demands and burnout.

Similarly, as Xu and Yang (2018) concluded, perceived organizational support, linked to organizational identification, may lessen the interaction between job stress and burnout. Xu and Yang (2018) showed that job stress that results from low levels of organizational support causes feelings of exhaustion and inefficacy. In conclusion, the findings from the empirical study indicate that workload and emotional exhaustion have an inverse relationship and that organizational identification acts as a partial mediator in the relationship. As a result, hypothesis H9 (a), stating that the relationship between workload and emotional exhaustion is mediated by organizational identification, is partially supported.

4.7.2 Emotional Pressure, Organizational Identification, and Emotional Exhaustion

The second mediating hypothesis attempted to investigate the role of organizational identification in the relationship between emotional pressure and emotional exhaustion. The study used Smart PLS 4.0 to conduct a bootstrapping analysis with 5,000 samples and a 95% confidence interval. The study found that organizational identification partially mediates the relationship between emotional pressure and exhaustion ($\beta = 0.029$, $p = 0.009$).

The mediation effect was calculated by combining routes 'a' and 'b.' The path 'a' showed a weak and statistically insignificant correlation between emotional pressure and organizational identification ($\beta = 0.147$, $p = 0.05$). It explains that emotional pressure is insignificant in influencing the organizational identification of academicians. Similarly, Path 'b' showed an insignificant relationship between organizational identification and emotional exhaustion ($\beta = 0.147$, $p = 0.004$). These findings suggest that emotional exhaustion is unrelated to organizational identification in this context. However, the direct path Path 'c' representing the relationship between emotional pressure and emotional exhaustion ($\beta = 0.109$, $p = 0.0041$) was found significant, indicating that as emotional pressure increases, personnel in Pakistani higher education institutions are more likely to experience increased emotional exhaustion.

In this study, the direct effect of emotional pressure was found to be more significant on emotional exhaustion ($\beta = 0.109$) than indirectly influenced by organizational identification ($\beta = 0.029$). It shows that employees closely tied to their organization do not feel lonely or experience stress oremotional pressure because their workplace community supports them. This sense of belonging makes it possible for the

employees to overcome emotional conflicts because they believe they are part of the organization. Organizational identification also helps you access other job resources, including social support, which is vital in regulating emotional pressurein the workplace. Thus, a positive organizational environment due to strong identification supports communication and helps one another, decreasing and minimizing the impact of emotional strain on emotional exhaustion.

Research has established that if employees identify closely with the organisation, they may suffer low levels of emotional exhaustion due to high emotional demands. Atalay *et al.* (2022) also noted a negative relationship between organizational identification and trust and organizational cynicism, which suggests that the results show that increased identification with the organization reduces feelings of emotional exhaustion. Park (2019) also showed the mediating effect of the level of organizational identification on the impact of turnover intention, where employees with a high level of organizational identification stand to be less stressed by emotional exhaustion. Moreover, Lavelle *et al.* (2019) agreed with this notion, stating that a positive organizational climate lowersemotional pressure. Therefore, in preventing the detrimental effects of emotional pressure on the well-being of the employees, it is imperative to encourage the enhancement of strong organizational identification and effective support systems. Supporting this notion, Walsh *et al.* (2016) also emphasized in their study that organizational identification is a significant mediator that buffers the negative impact of emotional pressure on commitment.

Eriş and Kökalan (2022) also showed that high emotional pressure causes emotional exhaustion, which impairs job performance. However, organizational identification can act as a buffer, indicating that employees who strongly identify with their

organization are less likely to experience decreased productivity due to emotional exhaustion. Similarly, Ding*et al. (*2023) emphasized the role of workplace support in mitigating the negative effects of emotional pressure, emphasizing the significance of emotional resilience and coping mechanisms.The current study found that organizational identificationpartially mediates the relationship between emotional pressure and emotional exhaustion among Pakistani academicians.Thus, the H9(b) hypothesis issupported in this study.

4.7.3 Workload, Organizational Identification, and Flourishing.

The third hypothesis investigated the mediating effect of organizational identification between workload and flourishing. The bootstrapping analysis with 5,000 samples and a 95% confidence level in Smart PLS 4.0 found the insignificant mediating effect of organizational identification in the relationship between workload and flourishing (β = 0.033, t-value = 2.076, p-value = 0.038). The mediation effect was calculated by combining the paths 'a' and 'b.' The initial analysis found no significant negative impact of workload on organizational identification (path 'a') (β = 0.084, p-value = 0.029). The correlation between organizational identification and flourishing (Path 'b') was significant (β = 0.420, p-value = 0.005). In addition, the empirical analysis revealed a negative correlation between workload and flourishing (Path 'c') (β = -0.068, p-value = 0.035).

This empirical study found that workload directly impacts flourishing; however, organizational identification does not mediate workload and flourishing. This demonstrates that organizational identification does not serve as a mediator between workload and employee emotional well-being. This finding is supported by the JD-R and Social Identity theories. According to JD-R theory (Bakker & Demerouti, 2017), workload, a job demand,

is proportional to employees' well-being, and job resources such as social support can mediate this relationship. While organizational identification helps to strengthen feelings of identity and meaning, it does not mitigate the direct impact of workload on employee well-being. Whereas job resources can directly influence personal factors such as social support, the assistance provided is more direct and effective in reducing stress and emotional exhaustion.

Similarly, social identity theory (Ashforth & Mael,1989) proposes that organizational identification increases organizational commitment, but it primarily affects motivational processes and involvement rather than providing an opportunity to relieve workload stress. However, the degree of job demands appears to be more strongly influenced by job resources than the level of organizational identification, demonstrating that effective workload management significantly impacts employee well-being.

Furthermore, the culture of academicians in Pakistan includes pressure and expectations, limited resource availability, and increased administrative pressure, leading to increased workload (Fatima *et al.*,2024). In line with this, Avanzi*et al. (*2018) also showed that organizational identification is ineffective in reducing the negative consequences of workload on employees.

Similarly, Ho and Chan (2022) confirmed the mediating function of perceived organizational support and psychological capital to support the well-being argument that organizational identification is insufficient to buffer the pressure from high work demands. In light of the established research, it is evident that while organizational identification enhances job satisfaction and reduces stress, it partially buffers employees against the detrimental impacts of a high workload (Abid *et al.*, 2018). The work noted that

organizational identification is a motivational variable that contributes to employee productivity, but it also noted that workload stress is a separate process that has tobe retained to promote employee well-being at work (Blader *et al.*, 2017). In such an environment, support, including peer and manager support, is more likely to minimize stress and enhance the well-being of the employees (Shemueli*et al.*, 2023). Pourfaraji and Hamid (2023) found that, while Organizational Identification positively correlates with direct support resources in educational organizations like peer and managerial Support, this is a better predictor for emotional exhaustion.

This suggests that while organizational identification may improve overall job flourishing, it does not directly alleviate the chronic strain caused by workload. Eventually, this study did not find any empirical support to confirm themediating effect of organizational identification on the relationship between workload and flourishing. Hence, hypothesis H10(a) is not accepted in this study.

4.7.4 Emotional Pressures, Organizational Identification, and flourishing

The fourth mediating hypothesis investigated the role of organizational identification as a mediator of emotional pressure and flourishing. The bootstrapping analysis with 5,000 samples and a 95% confidence interval in Smart PLS 4.0 revealed no significant relationship between emotional pressure and flourishing (β = 0.029, t-value = 2.624, p-value = 0.009). The pathways 'a' and 'b' were combined to assess the mediation effect. The path 'a' shows no significant direct relationship between emotional pressure and organizational identification (β = 0.147, p-value = 0.000). The study found a strong correlation (β = 0.420, p-value = 0.005) between organizational identification and flourishing (Path 'b'), highlighting the significance of organizational identification in

promoting flourishing. Furthermore, there was a significant association (Path 'c') between emotional pressure and flourishing (β = -0.199, p-value = 0.005), indicating that emotional pressure in the working environment is likely to influence the flourishing of academicians.

The empirical analysis found that emotional pressure had a significant direct effect on flourishing, but that individuals' organizational identification is insignificant in mediating the relationship between emotional pressure and flourishing.

This study supports the JD-R theory, which holds that the primary method of stress regulation is using resources in one's immediate work environment, and organizational identification does not help reduce the negative effect of workload on academicians' well-being (Bakker & Demerouti, 2017). Collie (2023) also concluded in their study that direct support mechanisms, such as social and emotional support, played a significant role in influencing the academicians' well-being rather than their level of identification with the organization. This means that while belonging to the organization increases flourishing, it does not address the chronic sources of stress caused by high job demands.Furthermore, Sun *et al. (*2022) discuss how job autonomy, which allows employees to control their work processes, is one of the primary causes of reduced emotional exhaustion and increased well-being.

In contrast, while organizational identification makes an individual feel like they belong to the organization, it does not provide the necessary sense of support for effectively managing workload stress. Correspondingly, Yang *et al. (*2023) found that colleague support has a direct relationship with employees' stress and well-being, outweighing the importance of organizational identification. This study demonstrates that direct and tangible support systems can help alleviate emotional exhaustion. Similarly, Han

and Gao (2023) noted that job resources directly provided to and closest to employees are more relevant to well-being than organizational identification. Shemueli*et al. (*2023) also emphasized the importance of social support in preventing burnout and improving the health of academicians. Furthermore, St-Jean *et al. (*2023) show that organizational identification increases the positive effect of social support; however, the impact of high job demands is not reduced even when there is organizational identification.

Furthermore, Alamoudi (2023) emphasizes direct intervention to minimize job resources, such as providing adequate material and social support. This is highly important to the immediate availability of job resources rather than the long-term organizational identification of reducing emotional exhaustion and promoting well-being. Furthermore, even if an individual has a strong organizational identification, high levels of emotional pressure can result in burnout and psychological distress. This effect is likely to be exacerbated by over-commitment, which, due to a high level of organizational identification, leads to adverse outcomes such as workaholism and a decline in well-being (Avanzi*et al.*, 2021). In this regard, it is critical to manage organizational identification to maintain its positive effects on well-being.

To summarize, the empirical data did not support the indirect effect of organizational identification on the relationship between emotional pressure and flourishing. Thus, hypothesis H10 (b) is not accepted.

4.7.5 Job autonomy,OrganizationalIdentification,and Emotional Exhaustion

The fifth mediating hypothesis investigates the mediating effect of organizational identification between job autonomy and emotional exhaustion. The empirical study revealed that organizational identification partially mediates the relationship between job

autonomy and emotional exhaustion among academicians. The study utilized bootstrapping with 5,000 samples and a 95% confidence interval in Smart PLS 4.0, yielding values (β = -0.034, p = 0.005).

The mediation effect was identified by combining pathways 'a' and 'b.' The path 'a' shows a significant positive correlation between job autonomy and organizational identification (β = 0.176, p = 0.000). Path 'b' showed a statistically insignificant inverse correlation between organizational identification and emotional exhaustion (β = -0.147, p = 0.004). It suggests that identifying with the organization doesn't necessarily reduce the emotional exhaustion among academicians.In addition, Path 'c' demonstrated a substantial inverse relationship between job autonomy and emotional exhaustion (β = -0.145, p = 0.027), suggesting that more job autonomy leads to decreased emotional exhaustion. Consequently, academicians are less likely to encounter emotional exhaustion when they have greater autonomy over their responsibilities and work setting.

The mediating analysis suggests that academicians with more autonomy are more likely to identify with the organization and, in turn, are less likely to experience emotional exhaustion. This finding is also supported by social identity theory; job autonomy promotes identification because it gives employees a sense of freedom and trust; they are more likely to be recognized and appreciated by their organizations, resulting in a more robust identification with the organization. Individuals with organizational identification require positive emotions and job satisfaction to reduce stress and avoid burnout.

Similarly, Job Demands and Resource Theory (Bakker & Demerouti, 2017)also confirmedthat increased job autonomy means that employees can better regulate their work environment and working processes to meet their personal needs and work preferences

rather than simply reducing potential strain and emotional pressure. This control assists in reducing the adverse effects of job demands on people, thus decreasing emotional exhaustion. The presence of job autonomy enables workers to work on priorities and look for other identifications at the organizational level, leading to checking stress and burnout levels.

The JD-R and Social Identity Theory (Ashforth & Mael,1989;Bakker & Demerouti, 2017)altogether understate that job autonomy is an essential job resource that connects with organizational identification and, hence, with managing emotional exhaustion. According to this logic, job autonomy enables employees to feel valued in the organisation and, therefore, enhances organizational identification and, in turn, reducesemotional exhaustion among employees. Having autonomy has been recognized as significantly influencing the level of organizational identification among academicians in prior studies.

For instance, studies by De Carlo *et al.* (2019), Rossouw & Rothmann (2020), Suárez-Albánchez*et al.* (2022), Khawand& Zargar (2022), and Karabacak *et al.* (2023) established in their studies that that increased autonomy among employees is likely to result in high level of identification because It develops positive image of the institution among academicians, thereby increasing their loyalty to the institution. Moreover, job autonomy is also highly relevant when it comes to minimizing emotional exhaustion, which has been found in studies by Kaiser *et al.* (2021), Sun *et al.* (2022), Yang *et al.* (2023), Han & Gao (2023), Alamoudi (2023), and Collie (2023). Job autonomy enables academicians to manage their workload and working conditions effectively,making them experience less stress and emotional exhaustion. Academicians are relatively free from stress and burnout since they can exercise autonomy and self-control over situations that define their working environment.

In conclusion, the empirical analysis of the present study revealed that job autonomy is a significant predictor of strengthening the identification with the organization and, in turn,negatively impacting emotional exhaustion. As a result, hypothesis H11(a) is supported, emphasizing the importance of both job autonomy and organizational identification in reducing emotional exhaustion among academicians.

4.7.6 Social Support,OrganizationalIdentification,and Emotional Exhaustion

The sixth hypothesis examines how organizational identification mediates the relationship between social support and emotional exhaustion. An empirical study found that organizational identification partially mediates the relationship between social support and emotional exhaustion among academicians. The analysis used bootstrapping with 5,000 samples and a 95% confidence interval in Smart PLS 4.0, yielding values (β = -0.043; p-value = 0.010). The mediation effect was determined by combining pathways ‘a’ and ‘b’.The path ‘a’ indicates a significant positive correlation between social support and organizational identification (β = 0.220, p = 0.000). This suggests that when academicians receive social support at work, they are more likely to feel a sense of belonging and commitment to their institution.

Nevertheless, Path 'b' revealed a statistically insignificant inverse correlation between organizational identification and emotional exhaustion (β = -0.147, p = 0.004). This suggests that while organizational identification results in attachment tothe organization, it is ineffective in preventing emotional exhaustion in Pakistan. Path 'c' found a significant inverse relationship between job social support and emotional exhaustion (β = -0.137, p = 0.035). This suggests that academicians who receive support from their

department heads, colleagues, and organizations are less likely to experience emotional exhaustion.

The study found that social support affects emotional exhaustion more than organizational identification. The JD-R theory supports this finding. Bakker and Demerouti (2017) pointed out that social support is essential to protect individuals from stress and emotional exhaustion. Moreover, based on the social identity theory (Ashforth & Mael,1989), support reaffirms that perceived social support leads to enhanced organizational identification, and increased identification offers a purpose and cohesion at the workplace and reduces their experience of emotional exhaustion.When taken together, these theories demonstrate that social support plays a significant role in positively evaluating an organisation and, as a result, in strengthening the identification with that organisation, reducing the feeling of emotional exhaustion.

Empirical studies also echo this finding. For example, employed in the study concerning the impact of social support on burnout, Shemueli*et al.* (2023) highlighted the significance of social support as a factor that may enhance academicians' quality of life. Besides, organizational identification plays a crucial role as a mediator of this connection. Employees who feel embedded in their workplaces and are in harmony with the goals and values of the company do not feel emotionally drained. St-Jean *et al.* (2023) have also argued that whereas social support is enhanced through organizational identification, it reduces emotional exhaustion. Similarly, Tarab (2023), employing cross-sectional survey data, further confirmed that although social support reduces the adverse effects of workplace incivility, organizational identification enhances the beneficial influence of social support.

Similarly, Pourfaraji and Hamid (2023) emphasized that promoting a sense of place in educational settings enhances social support and thus improves academicians' well-being, particularly regarding emotional exhaustion. As a result, these studies provide compelling evidence to support the argument that a positive organizational climate is essential for promoting organizational identification and reducing employee emotional exhaustion. Finally, the empirical analysis conducted in this study demonstrates that job autonomy significantly impacts organizational identification, decreasing emotional exhaustion among academicians. As a result, empirical evidence supports Hypothesis H11(b), which states that organizational identification partially mediates the relationship between social support and emotional exhaustion.

4.7.7 Performance feedback,OrganizationalIdentification,and Emotional Exhaustion

The seventh mediating hypothesis investigated organizational identification's role in the relationship between performance feedback and emotional exhaustion. The empirical study showed that organizational identification partially mediates the relationship between performance feedback and emotional exhaustion among academicians. The analysis used bootstrapping with 5,000 samples and a 95% confidence interval in Smart PLS 4.0, yielding values (β = -0.058, p-value =.002).

The mediation effect was identified by combining pathways 'a' and 'b.'Path 'a' found a significant negative correlation between performance feedback and organizational identification (β = -0.300, p-value =.000). This highlights the significance of constructive feedback in fostering a sense of belonging and commitment among academicians. Path 'b' does not show a significant correlation between organizational identification and emotional exhaustion (β = 0.147, p-value = 0.004). This suggests that while organizational

identification is usually beneficial, its protective effect against emotional exhaustion varies depending on the situation. Path 'c' indicates no significant correlation between perceived feedback and emotional exhaustion (β = -0.132, p-value = 1.595).

Since the direct impact of performance feedback on the dependent variable of emotional exhaustion was insignificant, the mediating analysis revealed that Organizational Identification could act as a mediator in reducing the negative effect of the relationship between performance feedback and emotional exhaustion. It can be argued that having an effective feedback system makes employees believe that the organization has their professional development at heart, meaning that they will be more willing to perceive feedback as beneficial to their career progression and realizing organizational objectives. With the help of such interpretation supported by organizational identification, one can decrease emotional exhaustion.

This finding is also supported by job demand and resource theory (Bakker & Demerouti, 2017). According to Bakker and Demerouti (2017), performance feedback as a job resource helps employees manage job demands and thus reduces emotional exhaustion. Performance feedback is significant in establishing the competence and productivity of the employees on the job. Such feedback is encouraging and productive in enabling individual or organizational development work.

In addition, St-Jean *et al.* (2023) proved that organizational resources mediate the relationship between performance feedback and stress and turnover, indicating that organizational identification is significant in continuing the effect of performance feedback to decrease emotional exhaustion. Along the same line, Han and Gao (2023) posited and provided evidence to support the assertion that performance feedback is mediated by

organizational identification, which plays a crucial role in developing a positive motivational environment at the workplace, thus acting as a buffer to employees' emotional exhaustion. Additionally, in a more recent study, Rossouw and Rothmann (2020) found that constructive feedback strengthens employees' level of identification with the organisation and decreases their emotional exhaustion. Consequently, improving organizational identification could increase the specific positive impact on emotional exhaustion stemming from the performance feedback.

In conclusion, this empirical analysis found that performance feedback is crucial beyond performance appraisal, particularly in helping employees foster a positive association with their organisation. This, in turn, would reduce emotional exhaustion, highlighting the multifaceted role of feedback in organizations. Therefore, the finding that supports hypothesis H11(c) is that organizational identification fully mediates the relationship between performance feedback and emotional exhaustion.

4.7.8 Job Autonomy, Organizational Identification, and Flourishing

The eighth mediating hypothesis investigated the effect of organizational identification on the relationship between job autonomy and flourishing. This empirical analysis indicated the mediating effect of organizational identification between job autonomy andflourishing. The analysis was applied to bootstrap with 5,000 samples and a 95% confidence interval in Smart PLS 4. 0, while the t-statistic equals 0, resulting in values (β = 0. 068; p-vale = 0. 000).

The mediation effect was derived from integrating pathways 'a and 'b.The path 'a' indicates a significant positive correlation between job autonomy and organizational identification (β = 0.176, p = 0.000). This suggests that academicians with more autonomy

in their work have a stronger sense of belonging to the organization. This suggests that when academicians feel autonomous in their jobs, they are more likely to identify with and be committed to their institution. Path 'b,'highlighting the significance of organizational identification in fostering flourishing,reveals a significant positive correlation (β = 0.420, p-value = 0.000). It emphasizes the importance of organizational identification in promoting well-being and producing positive outcomes.

Likewise, the direct positive relationship between job autonomy and flourishing (Path 'c') (β = 0.148, p-value =.000) is also evidenced, showing that autonomy enhances academicians' flourishing. Furthermore, as previously demonstrated, job autonomy indirectly influences flourishing through partially mediated organizational identification. While job autonomy directly and indirectly affects flourishing, the direct impact is more significant. Job autonomy gives employees control over their work processes and decisions, fostering a sense of empowerment and alignment with the organization's goals and values. This alignment enhances the level of identification with the organization whereby people perceive themselves as belonging to a particular organization, which is likely to lead to high flourishing.

This concurs with the theories of Job Demands and Resources (JD-R) and Social Identity (Ashforth & Mael,1989;Bakker & Demerouti, 2017). As per JD-R theory, job autonomy is a critical resource that enables an employee to deal with work, environment, and all other related demands, providing better health, development, and fulfilment at the workplace (Bakker and Demerouti, 2017). In addition, by extending the social identity theory (Tajfel & Turner, 1979), organizational identification enhances employees' emotional well-beingand positive attitudes toward the values and goals of the organization.

Another study showed that high levels of job autonomy enhance organizational commitment; employees who feel they have the freedom to make decisions at the workplace are likely to have a high sense of attachment to the organization. It, in turn, results in positive social relationships and improved well-being at the workplace.

Prior research has provided evidence in support of this finding. In the study conducted by Kim *et al.* (2023), for example, the authors stated that employees their organisation identified had a higher likelihood to adopt positive human resource practices, reducing the levels of emotional exhaustion they experienced. Consequently, an identification with the organisation can improve job autonomy, lower emotional exhaustion, and improve the workforce's overall health. Researchers Makikangas*et al.* (2022) demonstrated that job autonomy is associated with identification behaviour, leading to increased job satisfaction and engagement in the workplace.

According to Pourfaraji and Hamid (2023), an increase in autonomy resulted in significant improvements in the well-being components, with organizational identification mediating these improvements. In conclusion, the findings support the hypothesis that organizational identification mediates the relationship between job autonomy and emotional exhaustion. Thus, Hypothesis H12(a) is supported in this study, confirming that organizational identification partially mediates the relationship between job autonomy and flourishing.

4.7.9 Social Support, Organizational Identification, and Flourishing

The ninth hypothesis investigated the mediating role of organizational identification in the relationship between social support and flourishing. According to the empirical findings, organizational identification partially mediates the relationship between

social support and academic flourishing. The analysis used bootstrapping with 5,000 samples and a 95% confidence interval in Smart PLS 4.0, yielding values (β = 0.085; p-value = 0.000). The mediation effect was identified by combining pathways 'a' and 'b.'

The path 'a' shows a strong positive correlation between social support and organizational identification (β = 0.220, p-value = 0.000). This highlights the importance of social support in creating a sense of belonging and identification with the institution. Path 'b' shows a positive correlation between organizational identification and flourishing (β = 0.420, p-value = 0.000), highlighting the significance of organizational identification in academicians' emotional well-being and flourishing.

The positive correlation between social support and flourishing (β =0.140, p-value = 0.000) highlights the importance of social support for academicians' flourishing. In addition to the direct paths described above, organizational identification mediated the relationship between social support and flourishing. Social support promotes flourishing, both directly and through the mediating effect of organizational identification. The directimpact is more substantial as social support mitigates stress and enhances well-being. Organizational identification enhances the effectby fostering a feeling of belonging and alignment with the organization's values. However, its role as a mediator result in a less powerful indirect effect than social support's direct impact.

The findings also support the Job Demands and Resource theory (JD-R) and social identity theories (Ashforth & Mael, 1989; Bakker & Demerouti, 2017). According to JD-R theory, social support is a job resource that helps employees manage stress and job demands, resulting in increased well-being and flourishing. Positive coping mechanisms include social support, emotional, instrumental, and informational support, stress

management, job satisfaction, and overall well-being. On the other hand, according to SIT (Tajfel &Turner, 1979), organizational identification, or employees' perception of a close connection with their organizations and their policies and goals, improves the effectiveness of social support. Employees who receive social support are more likely to develop a strong relationship with the organization, which enhances their health and productivity. This finding is supported by Shemueli*et al.* (2023) and St-Jean *et al. (*2023), who confirm that social support combined with organizational identification significantly reduces burnout and stress while increasing turnover intentions, job satisfaction, and engagement levels.

Furthermore, Nielsen *et al. (*2023) showed that social support improves employees' psychological resources and job happiness in the first instance, demonstrating the effectiveness of social support in promoting flourishing. Similarly, Mäkikangas*et al.* (2022) found that social support directly impacts well-being by significantly reducing job stress and increasing engagement. Kim *et al.* (2023) discovered that social support improves organizational identification, increases job satisfaction, and reduces emotional exhaustion; however, they also found that the total direct impact of social support is more significant than mediated by organizational identification. Cárdenas *et al. (*2024) revealed that through organizational identification, identity leadership influences well-being and engagement, implying that leaders who foster a sense of belonging can increase the impact of social support.

Furthermore, Türk *et al. (*2023) also found that organizational identification is a buffer between perceived organizational support and prosocial service behaviours that improve employee well-being and service quality in the hospitality sector.

Furthermore, Pourfaraji and Hamid (2023) reported that social support is vital in reducing job burnout among academicians, with organizational identification as a buffer in this relationship. In conclusion, it is established that the findings support the fact that organizational identification can amplify the benefits of social support to increase positive well-being rather than the direct effects of social support. This research aligns with the notion that high levels of social support and organizational identification directly relate to the flourishing of academicians. By supporting practices and settings, institutions can foster the development of high degrees of organizational identification that can enhance the employee's emotional well-being and consequently affect organizational performance positively.

Therefore, this study highlights the mediating role of organizational identification in the link between social support and flourishing. They stress having a supportive climate at institutions and ensuring people have social support to enhance organizational identification so academicians can flourish. Therefore, by maintaining that organizational identification mediates the relationship between support and flourishing, hypothesis H12 (b) is supported.

4.7.10 Performance feedback, Organizational Identification,and Flourishing

The tenth hypothesis examined how organizational identification influences the relationship between performance feedback and flourishing. The empirical study found that organizational identification mediates the relationship between performance feedback and academic flourishing. The analysis used bootstrapping with 5,000 samples and a 95% confidence interval in Smart PLS 4.0, yielding values ($\beta = 0.116$; p-value = 0.000). The mediation effect was identified by combining pathways 'a' and 'b.' The path 'a' indicates a

significant positive correlation between performance feedback and organizational identification (β = 0.300, p-value = 0.000). This highlights the significance of constructive feedback in increasing employees' sense of commitment and belonging to the organization. Similarly, Path 'b' shows a significant positive correlation between organizational identification and flourishing (β = 0.420, p-value =0.000). This emphasizes the importance of organizational identification in promoting academicians' flourishing. Path 'c' shows a significant direct correlation between performance feedback and flourishing (β = 0.152, p-value = 0.000).

This finding is also supported by job demand and resource theory and social identity theory(Ashforth & Mael,1989;Bakker & Demerouti, 2017), implying that when employees are provided with job resources to enhance self-performance, they tend to hold a favourable perception towards the organization. Such a positive evaluation of the organization can improve the level of identification with the organization, which means that the employees will have a higher identification level with the organization. Consequently, these aspects of integration and positive perception promote the well-being and flourishing of the employees.

Empirical studies also support this finding. For instance,Kim *et al. (*2023) showeda weak indirect effect of organizational identification betweenperceived organizational support for performance feedback andwell-being. Likewise, Drouvelis and Paiardini (2022) indicated that by providing quality feedback, one could set standards for practice and encourage employees to do better while also developing a sense of identification and obligation to the organization (Drouvelis&Paiardini, 2022).

Similarly, when feedback is specific, actionable, and supportive, it always creates a positive feedback loop that encourages the individual's growth and improvement (Sleiman *et al.*, 2020; Park & Choi, 2020). It also supports the argument that when feedback is valuable and positive, it creates a positive feedback loop that promotes improvement and individual development (Sleiman *et al.*, 2020). This environment fosters organizational identification, in which an individual is more aligned with the organization's goals and vice versa, resulting in a very close positive association between an organizational member and the organization (Park & Choi, 2020). In conclusion, the empirical analysis supported hypothesis H12(c), which states that organizational identification partially mediated the relationship between performance feedback and academicians' flourishing.

4.8 Chapter Summary

This chapter thoroughly reviews the methods and procedures used to analyze data to meet the research study's objectives. The primary focus is on comprehending the complex relationships between underlying concepts. Initially, the procedure required thorough data analysis to identify missing values, abnormal response patterns, outliers, and data distribution. It also included presenting descriptive statistics and demographic profiles for the participants.

The data analysis was divided into two major parts. The first section investigated the direct relationships between job demands (Workload and Emotional Pressure), job resources (Job Autonomy, Social Support, and Performance Feedback), emotional exhaustion, and flourishing. The second part involved using structural models to investigate the mediating effect of organizational identification in the relationship between job demands (Workload and Emotional Pressure), job resources (Job Autonomy, Social

Support, and Performance Feedback), emotional exhaustion, and flourishing. Finally, the chapter concludes with a thorough examination and analysis of the results of hypothesis testing, which provides a comprehensive understanding of the research findings.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter describes the results of the twelve research questions related to the research objectives and hypotheses andcompares the results to theory and previous literature. First, it examines the direct effects of exogenous factors such as workload, emotional pressure, job autonomy, social support, and performance feedback on the outcomes of interest, specifically emotional exhaustion and flourishing. Following that, the discussion moves on to the research questions, which investigate the mediating role of organizational identification in the relationship between job demands/resources and emotional exhaustion flourishing. The Job Demand-Resource (JD-R) Theory and Social Identity Theory (SIT) explain how the independent, dependent, and mediating variables interact in the given context. Finally, this chapter discusses the study's theoretical and practical contributions, limitations, a suggestion for future research, and the chapter's conclusion.

5.2 Summary of Findings

This study aimed to investigate the emotional well-being of academicians working in higher education institutions in Pakistan in response to the research problem. This study fills a gap in the literature by examining how the demands of the job and the resources available to Pakistani academicians affect their emotional well-being. After reviewing the research problem, the study was conducted to investigate the impact that job demands, job resources, and organizational identification have on the emotional well-being of

academicians working in higher education institutes in Pakistan. By recognizing the number of research works on the prevalence of well-being issues among academicians in Pakistan, the motivation to read this study is the limited literature in the bibliometric analysis regarding this matter through the job demands, specifically the workload and emotional pressure and job resources, which include job autonomy, social support, and performance feedback. Since holistic work management research in the context of employee well-being for academicians has not been studied in Pakistan, this study represents an opportunity to investigate this matter. Therefore, this study aims to examine the problem, particularly among academicians in Pakistan, to fill in the gap that is still unexplored. Additionally, this research aims to develop a deeper comprehension of academicians' organizational identification with their respective institutions by focusing on their profession's role as a source of identification with their respective institutions. Consequently, it is proposed that promoting organizational identification among academicians might decrease the negative impact of workload on negative emotions and increase the positive effects of job resources on positive emotions, thereby enhancing the overall emotional well-being of academicians.

The conceptual framework of this study was developed according to the Job Demands-Resources (JD-R) theory and Social Identification Theory; a conceptual framework was designed to investigate the impact of job demands and resources on emotional well-being, with organizational identification serving as a bridge between job demands, job resources, and academicians' emotional well-being. A critical review of previous literature resulted in the selection of these constructs.

The data collection tool for this cross-sectional study was an online survey that assessed responses to questionnaire items using a 5-point Likert scale. Purposive non-probability sampling was used to identify participants who met the inclusion criteria, which included permanent regular academicians from universities throughout Pakistan. A total of 750 responses were determined to be appropriate for statistical analysis. Smart PLS 4.0 was used to assess the measurement and structural models. All constructs met the required reliability measures, with composite reliability greater than 0.70, indicating convergent validity and no co-linearity issues (VIF values less than 5.0). The structural model was tested using R2 values and path coefficient significance testing, with t and p values determined at a 5% significance level. The study proposed twenty-seven hypotheses—seventeen direct and ten indirect (mediating effects). Out of twenty-seven, five hypotheses are not supported in this study.

This study contributes to the existing body of knowledge by focusing on specific job demands and resources that influence the emotional well-being of Pakistani academicians. Please refer toTable 5.1 for the systematic presentation of the scope (e.g., Job Demands, Job Resources) and dimensions (e.g., workload, emotional pressure, job autonomy, social support, performance feedback). It details their effects on emotional well-being (emotional exhaustion and flourishing) and illustrates how these effects are mediated through organizational identification.

Table 5.1: Summary of Findings

Hypothesis 1:	*Hypothesis 1(a):* There is a significant explanatory positive relationship between Workload and academicians‘ Emotional Exhaustion	Accepted
	Hypothesis 1(b): There is a significant explanatory positive relationship between Emotional Pressure and academicians‘ Emotional Exhaustion	Accepted

Table 5.1	Continued	
Hypothesis 2:	*Hypothesis 2(a):* There is a significant explanatory negative relationship between Workload and academicians‘ Flourishing	Accepted
	Hypothesis 2(b): There is a significant explanatory negative relationship between Emotional Pressureand academicians‘ Flourishing	Accepted
Hypothesis 3:	*Hypothesis 3(a):* There is a significant explanatory negative relationship between Job Autonomy and academicians ‘Emotional Exhaustion.	Accepted
	Hypothesis 3(b): There is a significant explanatory negative relationship between Social Support and academicians’ Emotional Exhaustion.	Accepted
	Hypothesis 3(c): There is an insignificant explanatory negative relationship between Performance Feedback and academicians’ Emotional Exhaustion.	Not Accepted
Hypothesis 4:	*Hypothesis 4(a):* There is a significant explanatory positive relationship between Job Autonomy and academicians’ Flourishing.	Accepted
	Hypothesis 4(b): There is a significant explanatory positive relationship between Social Support and academicians’ Flourishing.	Accepted
	Hypothesis 4(c): There is a significant explanatory positive relationship between Performance Feedback and academicians’ Flourishing.	Accepted
Hypothesis 5:	*Hypothesis 5(a):*There is an insignificant explanatory negative relationship between Workload and Organizational Identification.	Not Accepted
	*Hypothesis 5(b):*There is an insignificant explanatory negative relationship between Emotional pressures and Organizational Identification.	Not Accepted
Hypothesis 6:	*Hypothesis 6(a):*There is a significant explanatory positive relationship between Job Autonomy and Organizational Identification.	Accepted
	*Hypothesis 6(b):*There is a significant explanatory positive relationship between Social Support and Organizational Identification.	Accepted
	*Hypothesis 6(c):*There is a significant explanatory positive relationship between Performance Feedback and Organizational Identification.	Accepted
Hypothesis 7:	There is an insignificant explanatory negative relationship between Organizational Identification and Emotional Exhaustion.	Not Accepted

Table 5.1	Continued	
Hypothesis 8:	There is a significant explanatory positive relationship between Organizational Identification and Flourishing.	Accepted
Hypothesis 9:	*Hypothesis 9(a):* There is a significant explanatory mediating role of Organizational Identification between the positive relationship of Workload and academicians' Emotional Exhaustion.	Accepted
	Hypothesis 9(b): There is significant explanatory mediating role of Organizational Identification between the positive relationship of Emotional pressures and academicians' Emotional Exhaustion.	Accepted
Hypothesis 10:	*Hypothesis 10(a):* There is insignificant explanatory mediating role of organizational identification between the negative relationship of Workload and academicians' Flourishing.	Not Accepted
	Hypothesis 10(b): There is an insignificant explanatory mediating role of Organizational Identification between the negative relationship of Emotional pressures and academicians' Flourishing.	Not Accepted
Hypothesis 11:	*Hypothesis 11(a):* There is a significant explanatory mediating role of Organizational Identification between the negative relationship of Job Autonomy and academicians' Emotional Exhaustion.	Accepted
	Hypothesis 11(b): There is a significant explanatory mediating role of Organizational Identification between the negative relationship of Social Support and academicians' Emotional Exhaustion.	Accepted
	Hypothesis 11(c): There is significant explanatory mediating role of Organizational Identification between the negative relationship of Performance Feedback and academicians' Emotional Exhaustion.	Accepted
Hypothesis 12:	*Hypothesis 12(a):* There is a significant explanatory mediating role of Organizational Identification between the positive relationship of Job Autonomy and academicians' Flourishing.	Accepted
	Hypothesis 12(b): There is significant explanatory mediating role of Organizational Identification between the positive relationship of Social Support and academicians' Flourishing.	Accepted
	Hypothesis 12(c): There is a significant explanatory mediating role of Organizational Identification between the positive relationship of Performance Feedback and academicians' Flourishing.	Accepted

Furthermore, this study also has theoretical implications because it incorporates organizational identification as a mediator into the conceptual framework and shows how it influences the relationship between job demands, job resources, emotional exhaustion, and flourishing. The findings highlight the effects of job demands and resources on emotional exhaustion and flourishing, consistent with organizational behaviour literature emphasizing the importance of establishing a positive emotional environment to improve organizational effectiveness. Organizational behaviour has practical implications, such as implementing policies and practices that promote emotional well-being, creating work environments that reduce job demands while increasing job resources, cultivating strong organizational cultures, and providing support systems such as counselling and stress management programs. Moreover, the study has implications for the human resource management of higher education institutions, as the findings stress the necessity of enacting policies to regulate job demands, enhance job resources, and foster organizational identification. Thus, implementing such strategies can improve academicians' well-being and performance, which is consistent with the overall goal of human resource management to improve overall organizational efficiency (Litchfield., 2020; Shahid *et al.*,2022).

In addition, the findings align with the literature on service management and innovation, where employees' well-being is highlighted as a key determinant of organizational performance and innovation. This view concurs with the service-profit chain model for a university context that asserts that academicians’ well-being is strongly linked to quality education and research outcomes. Moreover, these strategies are essential for addressing the emotional well-being of the academicians, which will, in turn, increase the quality of education in the higher education sector of Pakistan.

5.3 Discussion of Findings

This section discusses the findings from analysing twelve research questions, objectives, and corresponding hypotheses presented in the preceding chapter. The aim is to explain the proposed model that encompasses the correlation between job demands, job resources, organizational identification, emotional exhaustion, and flourishing. Moreover, it involves assessing whether these findings align with or contradict the existing knowledge in this field of study.

5.3.1 Job Demands (Workload and Emotional Pressures) and Emotional Exhaustion.

The first research question investigated the positive relationship between academicians' job demands (workload and emotional pressures) and emotional exhaustion. The research objective and two hypotheses, H1(a) and H1(b), consistent with the research question, revealed a positive correlation between emotional exhaustion and workload and a positive correlation between emotional pressure and emotional exhaustion.

This finding is particularly relevant to the field of organizational behaviour. It has been established that job demands contribute significantly to academicians' emotional exhaustion. However, workload related to teaching, research, publication, and learning new skills was more significant in predicting emotional exhaustion than emotional pressure. This is because the workload takes time and requires a lot of psychological and emotional capacity, resulting in emotional exhaustion in the long run. On the other hand, academiciansview emotional pressure as a core aspect of teaching, so they develop various coping techniques to manage emotions and counteract the effects of emotional pressures, resulting in a comparatively lower impact on emotional exhaustion than workload. As a

result, this finding suggests that institutions should focus on managing and structuring academicians' job demands to reduce their emotional exhaustion.

This insight is also helpful in holistic work management, specifically in developing and implementing strategies to manage academicians' workloads, well-being, and performance. Thus, this study's findings will help improve the overall quality of Pakistan's higher education sector. Furthermore, considering the high job demands placed on academicians in Pakistani higher education institutions, workload management and emotional regulation strategies will help improve the emotional well-being of academicians and the overall performance of higher education institutes in Pakistan.

This finding is also supported by Bakker and Demerouti's (2017) Job Demands-Resources model, which categorizes job demands into aspects of the job that necessitate continuous effort and job resources, which help to mitigate these demands. Employees' physical and mental resources are consistently depleted due to a heavy workload and high job demand. This depletion occurs more quickly and persistently than the effects of emotional pressure, which are sporadic and more manageable with coping strategies such as emotional regulation or social support. Furthermore, the workload's chronic and quantitative nature—such as the volume of tasks and the required speed—often leaves employees feeling overwhelmed and out of control, leading to helplessness and emotional exhaustion.

Previous research on job demands and components of burnout, including emotional exhaustion, has reported a positive correlation between the two factors. In a cross-sectional study of several occupational sectors, Bakker *et al. (*2023) indicated that workload, rather than emotional pressure, was a stronger predictor of emotional exhaustion. It implies that

while both factors contribute to burnout, having too many responsibilities at work is the primary cause of emotional exhaustion. Similarly, various scholars in the literaturehave identified workload as one of the significant causes of burnout (Skaalvik&Skaalvik., 2023; Uluturk*et al.*, 2023; Alwaely*et al.*, 2023; Maboeta*et al.*, 2023). In addition, the studies in the Pakistani context also showed a substantial and positive relationship between job demands and emotional exhaustion among Pakistani academicians (Afzal *et al.*, 2019; Khan *et al.*, 2020; Muhammad *et al.*, 2021; Kanwal *et al.*,2023).

On the other hand, the positive relationship between emotional pressure and emotional exhaustion is also evidenced in the literature. For instance, Ahmad *et al.* (2021) pointedout that academicians experiencing increased emotional pressure result in emotional exhaustion. Pindek*et al.* (2022) and Herdiana and Sary (2023) reinforce this finding by stating that organizations that fail to provide sufficient institutional resources and effective stress-coping mechanisms contribute to higher emotional pressure among academicians. Urbina-Garcia (2020) conducted a cross-sectional analysis using data from multiple organizations to substantiate these conclusions. In addition, they substantiated their claim by finding a positive relationship between high emotional pressure and academicians' burnout.

In conclusion, this study provided sufficient evidence to answer the first research question aligned with the first research objective and two hypotheses, H1(a) and H1(b), that there is a significantly positive relationship between academicians' job demands (workload and emotional pressure) and emotional exhaustion.

5.3.2 Job Demands (Workload and Emotional Pressures) and Flourishing.

The second research investigated the negative relationship between academicians' job demands (workload and emotional pressures) and flourishing. The second research objective aligned with the research question was proposed to examine the direct negative link between job demands, such as workload and emotional pressure, and flourishing. Following that, two hypotheses, H2(a) and H2(b), consistent with the research objective, revealed a negative correlation between workload and flourishing and a negative correlation between emotional pressure and academicians flourishing.

These results indicate that the volume of work influences well-being. However, emotional demands related to work detractfrom the well-being of academicians to a more significant extent than the amount of work. Emotional pressure forces an individual to constantly regulate emotions and be tolerant and compassionate at their workplace, which inhibits the experience of enjoyment and purposefulness and personally develops positive emotions. On the other hand, workload entails tasks that are likely related and can be categorized, enhancing an individual’s professional development and job contentment. In addition, the workload can be managed effectively after the stipulated time is reached, while pressure can be minimized by altering the timetable or duties for sometime.

However, emotional pressure does not disappear and can be connected to cultural or professional demands. Hence, the trends in emotional pressure threaten academicians' continued emotional and psychological growth. It gives a clear perspective on how different types of job stressors influence academicians in the Higher Education Institutes of Pakistan. This study is relevant to organizational behaviour because it focuses on applying specific interventions that address workload and emotional pressure to enhance academicians' quality of life and optimum functioning. The flourished academicians are

expected topositively impactstudents' work environment, health and well-being, physical health issues, quality education, and turnover in Pakistani higher education institutions.

Prior studies have provided evidence supporting these findings to demonstrate a negative correlation between job demands and employee well-being. The increased workload had a detrimental effect on employees' cognitive abilities and emotional well-being, significantly impacting their health (Pindek*et al.*, 2022; Noja*et al.*, 2023). Moreover, the impact of burden on performance can be influenced by job stress, necessitating efficient workload management to maintain employee engagement and productivity while reducing burnout rates (Sumiyati*et al.*, 2021). The results also indicated that a substantial amount of work, which measures job-related stress, negatively affects emotional well-being and hinders one's capacity to perform optimally or flourish. In addition, a study by Yunus *et al.* (2023) found that increased job demands negatively influence the well-being of employees. Itsnaini and Rian (2022) reported that job demands not only strongly predict stress and burnout but also hinder the potential for experiencing flourishing, encompassing emotions, motivations, relationships, social connections, purpose, and accomplishments. As individuals experience increased job responsibilities, they often experience stress and dissatisfaction in their professional and personal lives.

Moreover, Kinman and Johnson (2019) and Drüge*et al.* (2021) showed a correlation between workload, time constraints, emotional pressure, and adverse outcomes such as decreased employee engagement, increased absenteeism, and increased turnover rates. In addition, Hoare and Vandenberghe (2024) identified a negative correlation between job demands and well-being indices, particularly withflourishing. Employees who

report being exposed to significant emotional pressure are more prone to disengagement, underperformance, job inefficiency, and a lack of job satisfaction.

In addition, studies on academicians also revealed an inverse relationship between job demands and well-being outcomes. For instance, Riaz *et al.* (2021) conducted a cross-sectional study investigating the relationship between job demand, job resources, and employee engagement in the educational setting. They reported that the primary factor contributing to stress was the high level of job demands, which had a detrimental effect on employee engagement, an essential component of flourishing.

In conclusion, this study provided sufficient evidence to conclude that there is a significant positive relationship between job demands and flourishing. Thus, the second study question is addressed by achieving the second research objective by confirming research hypotheses H2(a) and H2(b), which proposed a significant negative relationship between job demands (workload and emotional pressure) and academicians' flourishing.

5.3.3 Job Resources (Academicians' Autonomy, Social Support, and Performance Feedback) and Emotional Exhaustion

The third research question investigated the impact of job resources, encompassing job autonomy, social support, and performance feedback, on the emotional exhaustion of academicians. Three hypotheses, H3(a), H3(b), and H3(c), were formulated to correspond to the third research objective. The study revealed that among all the job resources, two, namely autonomy and organizational support, reduced the experience of the level of emotional exhaustion of an academician in the institution. Contrary to the expectation, the third job resource, performance feedback,did not significantly loweremotional exhaustion. This finding implies that job autonomy and social support are crucial job resources through

which academicians can manage their levels of emotional exhaustion. Autonomy at the workplace in the context of Pakistan fosters a sense of belonging in academicians because it suggests that their employers trust them and allow them to devise their approaches to teaching and developing their curriculum.

Similarly, the social support from their peers, superiors, and organizations in the form of emotional and practical support received by academicians gives them a sense of care and belongingness with the organization. Consequently, when the academicians perceive that they are trusted and supported by their institution, they are less likely to experience emotional exhaustion.

This finding addresses the challenges of educational quality faced by higher education institutions in Pakistan due to limited financial resources. It is implied that when higher education institutions experience financial limitations, they must have alternative resources, such as autonomy and social support. These resources can potentially enhance individuals' performance and educational excellence within the institution. Practical work and organizational structure management significantly optimize subjective resources,improving the balance between work responsibilities and emotional well-being. This aspect is emphasized in the literature on organizational behaviour, which suggests that psychological and social factors, such as a certain level of autonomy in carrying out responsibilities and the support from co-workers and administrators, can serve as a protective buffer against stress, enhance job satisfaction, and foster a collaborative work environment. Furthermore, it will also improve the ability to promote organizational structures that facilitate open communication and collaboration, leading to a highly engaged and motivated workforce that is less likely to get emotionally exhausted.

This finding is also supported by the Job Demands-Resources (JD-R) theory by demonstrating that two specific job resources, namely job autonomy and social support, have a motivational effect. This results in high work engagement and low emotional exhaustion and burnout levels. Collie (2023), Li *et al.* (2022), Yang *et al.* (2023), Alamoudi (2023), Han and Gao (2023), Asfahani (2022), and Xiao (2024) all contribute to a better understanding of the relationship between various job resources, such as job autonomy and social support, and burnout components, such as emotional exhaustion in academic settings. The findings of this study can shed light on the importance of promoting job autonomy and the impact of social support on reducing negative emotions, increasing productivity, and improving overall well-being in higher education institutions. Furthermore, Parray*et al.* (2023) argue that organizational support is critical for promoting personal growth and reducing negative behaviours. According to Maas (2023), social support from department heads can reduce the perception of pressures and emotional exhaustion, making it a valuable resource in the workplace.

Furthermore, Turner *et al.* (2022) emphasized that providing social support to colleagues enhances their well-being, engagement, and professional development. Maas (2023) and Zhang *et al.* (2021) presented research demonstrating the importance of social support in enhancing positive feelings and reducing emotional exhaustion in various cultural and organizational settings. A study conducted in Pakistan by Shah and Haseeb (2019) found that job resources motivate academics, resulting in less emotional exhaustion.

Furthermore, it was demonstrated that job autonomy positively affected the levels of emotional exhaustion and burnout experienced by employees in Pakistan. Furthermore, Elrayah*et al.* (2023), Usman *et al.* (2021), and Abraham *et al.* (2022) have demonstrated

that seeking assistance from colleagues, supervisors, and the institution may help academicians avoid burnout. Similarly, Nasharudin*et al.* (2020) concluded that social support and job autonomy are critical in reducing burnout symptoms. It emphasizes the positive effects of supportive resources in addressing burnout. Furthermore, as previously stated, a lack of statistical significance was found between performance feedback and emotional exhaustion among academicians (H3). This highlights some of the limitations of feedback systems, as well as the effects they have on academicians' emotions. This can be attributed to the poor assessments conducted in higher education institutions, which span significant periods and rely heavily on Key Performance Indicators (KPIs). This is because, compared to feedback that provides timely advice and assistance, delayed input may be less effective in preventing the emotions associated with feeling exhausted. This demonstrates that the lack of an integrated feedback structure in higher education causes academicians to view feedback as an inconsistent approach to managing their emotional exhaustion.

The findings of this study revealed factors that academicians do not view feedback as motivating, primarily due to improper implementation and utilization. The literature also supports this finding. For example, Roczniewska, Bakker, and Vries (2021) confirmed that burnout is a chronic reaction that impairs a worker's ability to use feedback, emphasizing the importance of adequately addressing these issues. In another study, Giesbers*et al.* (2021) found that how and when feedback is delivered significantly impacts burnout. According to a recent survey by Bouckenooghe*et al.* (2022), one is more likely to feel stressed out if they receive insufficient feedback or if the value derived from feedback comments is lower than expected.

Likewise,Sterkens*et al.* (2024) concluded that constructive feedback significantly impacts employees' burnout experiences. Moreover, Yang *et al.* (2023) found that feedback delays cause anxiety, helplessness, and emotional exhaustion among academicians. Finally, the third study question was addressed by confirming an inverse relationship between two job resources, namely job autonomy and social support, and emotional exhaustion. As a result, hypotheses H3(a) and H3(b) were confirmed. However, hypothesis H3(c) was not accepted in this study, which revealed a negative relationship between performance feedback and emotional exhaustion.

5.3.4 Job Resources (Job autonomy, Social Support, and Performance Feedback) and Flourishing

The fourth research question investigated thepositive correlation between job resources (autonomy, social support, and performance feedback) and flourishing. Subsequently, three hypotheses, namely H4(a), H4(b), and H4(c), all in line with the fourth objective of the study, provided evidence for the positive correlation between a) job autonomy and flourishing, b) social support and flourishing, and c) performance feedback and flourishing. This finding highlights the importance of job autonomy, social support, and performance feedback in determining academicians' flourishing. It was highlighted that there is significant scope for enhancing positive emotions, happiness, and optimal functioning of academicians in higher education institutions by providing autonomy, supportive environments, and valuable feedback practices, leading to a creative and healthy academic climate. It is crucial to understand that enhancing job discretion, social support, and performance feedback is critical in changing organizational behaviour and improving performance (Eda *et al.*, 2023; Yang *et al.*,2024).

Job autonomy, which measures the level of discretion employees have when making decisions about their work and the decisions they are authorized to make, fosters accountability and results in motivation and productivity (Guo *et al.*,2023). In addition, Yang *et al.* (2023) revealed that social support from coworkers and supervisors reduces stress levels while enhancing job involvement. Miao *et al.* (2020) observed that if the performance feedback is constructive, ithelps employees know their strengths and weaknesses and embark on professional growth to achieve higher performance standards. Such provision of these resources is also relevant to overall work management and organizational structure to create positive and enabling workplaces.

Furthermore, real-time feedback, virtual support communities, and work arrangements flexibility are types of feedback that can be offered in the use of technology in the academic profession, thus enabling autonomy and social support. This is in congruence with the principles of holistic work management in promoting tools and platforms that enhance communication, collaboration, and feedback for managing the work experiences and welfare of the employees (Kelloway *et al.*, 2023).

In addition, the well-being and performance of academicians are positive and related. Bakker and Demerouti (2017) posit that a work environment that is both supportive and autonomous affects academicians' mental health and job satisfaction, which enhances their teaching and research. Administrators can foster a thriving academic climate by nurturing these elements in educational institutions. This will make the academicians feel appreciated and challenged to work hard toward organizational productivity and efficiency.

This finding is supported by Job Demand and Resources Theory (Bakker & Demerouti, 2017), suggesting a positive correlation between job resources and flourishing. According to JD-R theory, when academicians have access to job resources like decision-making authority, support from colleagues, and feedback, they will experience a state of well-being and flourishing. Job resources facilitate professional growth, enhance psychological well-being, and cultivate a work atmosphere supporting sustained progress by mitigating job pressures and stress. The argument asserts that academicians flourish when provided with the freedom and autonomy to make general teaching and curriculum autonomy decisions.

Furthermore, the research suggests that the impact of social support from management, colleagues, and the organization, in terms of emotional and informational assistance, on flourishing is quite significant. Furthermore, the receipt of feedback regarding the performance of academicians in teaching, research, and other activities also plays an incremental role in fostering well-being. The limitations of feedback reduce its ability to effectively identify professional strengths and areas for progress and hinder its capacity to assist academicians in clarifying their performance and fostering an engaging and flourishing culture.

Theliterature also emphasized the importance of ensuring access to job autonomy, social support, and performance feedback to improve positive emotions and, as a result, emotional well-being. For example, Bibi *et al. (*2022) showed that job autonomy helps to increase job satisfaction while encouraging behavioural innovation among employees. Similarly, Nie *et al. (*2023) in China demonstrated that job autonomy and work-meaning stimuli are critical in encouraging job-creating behaviours while enhancing

personal and organizational development. Nylén*et al. (*2019) also confirmed that job autonomy positively affects employees. Job autonomy is vital for Pakistani academicians' emotional experiences, as it is positively related to job satisfaction, negative emotions, and turnover intentions. AlRiyami (2024) also argued that self-organization of work improves job satisfaction and can predict flourishing.

Yang *et al. (*2024) proposed that autonomy is an energizing factor that leads to proactively and increased engagement. Promoting academic autonomy can result in more effective teaching practices and job satisfaction (Eda *et al.*, 2023).This study also found that affiliation support from college academicians and supervisors improves academicians' mental health, job satisfaction, and subjective well-being (Guo *et al.*, 2023). Imran *et al. (*2020) found a direct link between organizational support and employee job satisfaction.

Wang and Zhou's (2022) study found that increased school organizational support improves the micro-context for academicians, promoting job satisfaction and participation in educational research. Han *et al. (*2020) also showed that administrative support increased work engagement. Furthermore, Yang and Hoque (2023) showed that various factors influence university academicians' job satisfaction, including a supportive work climate. Moreover, literature has confirmed that when feedback systems are well implemented, psychological risks are reduced, and employee well-being is improved, fostering a positive learning culture (Norouz *et al.*2022). Positive feedback improves students' academic performance, which leads to increased job satisfaction among academicians as the classroom climate improves (Mardiah, 2020) and a positive and supportive workplace culture is fostered, reducing stress and increasing job satisfaction (Wang *et al.*, 2022).

Furthermore, institutions that prioritize and implement effective feedback systems report higher job satisfaction and lower faculty turnover, indicating that such practices benefit the academic workforce (Su *et al.*, 2022). Su and Xiao's (2022) study emphasizes that positive supervisor feedback increases employees' promotion focus, improving their in-role and extra-role performance and overall well-being. Furthermore, the impact of feedback on motivation and performance has been validated in various contexts, highlighting its importance in improving individual and organizational outcomes (Miao *et al.*, 2020).

Research has established a correlation between job resources and academicians' well-being. Han *et al.* (2020) employed the Job Demands-Resources (JD-R) model to examine faculty members at universities in mainland China. The researchers found that job resources, such as teaching, social, and administrative assistance, substantially impacted job satisfaction by enhancing engagement in work. In addition, Naidoo-Chetty and Du Plessis (2021) demonstrated that job resources, such as social support and personal resources like autonomy and meaningful work, play a crucial role in decreasing job pressures and enhancing the well-being of academicians.In addition, Collie (2023) revealed that job resources such as leadership that promotes autonomy and mutual respect had a positive correlation with the well-being of academicians but a negative correlation with their intentions to leave their profession.

Adil and Kamal (2019) found that in Pakistan, authentic leadership and psychological capital significantly positively impacted reducing burnout and enhancing work engagement and well-being among academicians. These findings underscore the importance of job resources in higher education institutes to improve the emotional well-

being of academicians. The results emphasize the significance of efficient feedback systems in fostering a favourable work atmosphere and academic success, irrespective of cultural variances. These findings underscore the importance of offering sufficient job resources to enhance university academicians' emotional well-being and job satisfaction, leading to increased flourishing.

To summarise, the fourth research question is addressed by achieving the research objective and confirming the three hypotheses H4(a), H4(b), and H4(c), proposing the significant positive relationship between job resources (job autonomy, social support, and performance feedback and flourishing of academicians.

5.3.5 Job Demands (Workload and Emotional Pressures) and Organizational Identification

The fifth research question investigated the inverse relationship between job demands (workload and emotional pressure) and organizational identification among academicians. The research objective aligned with the research question examined the direct negative relationship between job demands (workload and emotional pressure) and organizational identification of academicians. Following that, two hypotheses, H5(a) and H5(b), revealed an insignificant negative correlation between workload and organizational identification and between emotional pressure and organizational identification. The reason is that workload and emotional pressure do not play a role in reducing the level of identification with the institution, which can be attributed to severalinherent and structural reasons.

Firstly, the insignificance relation may be that academicians often exhibit elevated levels of intrinsic motivation stemming from their passion for conducting research,

imparting knowledge, and advancing their field, aligning with the institution's objectives and principles. Their organizational identification is further reinforced by their professional pride, which stems from achievements such as published research and successful student mentoring. Academicians can enhance their ability to efficiently handle their workload and emotional pressure by adopting a holistic approach to work management. This approach prioritizes support arrangements in higher education institutes. Moreover, a robust correlation exists between the level of organizational identification and intrinsic motivation, which directly impacts the performance of academicians. Academicians who feel a strong connection to their institution and find personal satisfaction in their work are likelier to excel, surpassing the basic expectations of their jobs and making a valuable impact on the institution's objectives.

Secondly, open and transparent lines of communication within the organization and efficient systems for acknowledging and rewarding employees are essential in reducing the adverse effects of heavy workloads and emotional pressure. Additionally, these systems strengthen the significance of academicians' work and their position within the organization. Academicians' sense of belonging and identification with the institution is reinforced by a positive work environment that fosters collegiality, mutual respect, and a sense of community. This helps mitigate the challenges associated with a heavy workload and emotional pressure that academicians experience. That way, a supportive and empowering organizational environment helps academiciansfulfill their job demands without reducing their identification with their institution.

This finding is supported by the Job Demands-Resources Theory (JD-R)(Bakker & Demerouti, 2017). It suggests that job resources, including social support, help employees

handle job demands and promote personal development. According to Afshari (2022), when job demands allow them to learn new skills, they are perceived as potential resources that can benefit the organization, increasing their likelihood of staying with it. Furthermore, job demands may enable employees to coordinate their efforts to achieve organizational goals (Lesener*et al.*, 2019).

Furthermore, social pressure and the demand for commitment and dedication are relevant in Pakistan. Pakistan's academics believe they work harder to achieve personal satisfaction and career advancement. The emphasis on professionalism implies that high job demands cannot undermine organizational membership and are assumed insignificant due to various mediating variables such as coping resources and job demand appraisals (Ali & Bashir, 2018; Kanwal *et al.*, 2023). In such societies, academics cope with work stress by interacting with others, such as department heads and co-workers. In other words, the communal support system fosters social belonging and cohesiveness while also recognizing their organizational identification (Ali & Bashir, 2018; Javaid *et al.*, 2020; Miao *et al.*, 2022; Anwar &Raharja, 2023; Kanwal *et al.*, 2023; Raihan *et al.*, 2024). It demonstrates how a collectivist culture shields academics from the adverse effects of job demands, fostering a positive perception of their institution.

In conclusion, the study's fifth research question is answered in a way that contradicts the study's premise, accepting hypotheses H5(a) and H5(b), which assert a negative relationship between job demands (workload and emotional pressure) and organizational identification.

5.3.6 Job Resources (Job Autonomy, Social Support, and Performance Feedback) and Organizational Identification

The sixth study question examined the relationship between job resources (particularly job autonomy, social support, and performance feedback) and academicians' organizational identification. To answer this question, the sixth study objective aligned with three hypotheses, H6(a), H6(b), and H6(c),which were established to investigate the relationshipbetween job autonomy, social support, performance feedback, and organizational identification. It shows that all three job resources are relevant as they allpoint out that job autonomy, amount of social support, and amount of feedback influence the level of organizational identification. However, performance feedback has a more significant effect on organizational identification than social support and autonomy. Perhaps this is why the academicians in Pakistan pay special attention to the evaluations and the results, and hence, the performance feedback is the essence of the academicians' professions to determine their emotional state.

The relation between the propensity of performance feedback towards normality and the level of organizational identification is that while constructive feedbackon performance imposes a sense of duty to conform to organizational norms, academicians are expected to remain active to meet predetermined objectives in teaching, research, or any other activity. It helps enhance and promote self-esteem recognition in a society emphasizing performance and achievement. Social support, however, is considered a cultural aspect, and being supported in the organization is generally expected as an organizational expectation; on the other hand, autonomy is also likely to deal with the demanding tasks in Pakistani higher education institutions.

This finding acknowledgesholistic work management, which postulates that a positive working environment that entails feedback, autonomy, and social support improves productivity and the overall well-being of academicians. When academicians are allowed to have self-direction, they can bring out creativity in their work and regulate their assigned tasks; this results in more job satisfaction and better relationships with the organization. The department heads and peers endorse them, and the organization improves support and recreation,essential for positive attitude and organization membership among the employees.

Furthermore, organizational structure, ensuring that such job resources form part of the institutional framework, can lead to more integrated and dedicated staff. The positive correlations between performance feedback, social support, and autonomy with organizational identification provide insight into why organizations should encourage these resources in the workplace to enhance positive organizational identification. This, in turn, can mean increased employee well-being and organizational performance and positively contribute to achieving the organization's goals and objectives.

The Job Demand and Resource Theory and the Social Identity Theory also support these findings. As stated by the Job Demand and Resource Theory, job resources like autonomy, help, and feedback are motivating and, thus, assist in decreasing the demand at work and stress. In this way, the enhancement of employees' positive emotions and personal engagement in the organisation is promoted (Bakker and Demerouti, 2017).

The Social Identity Theory (Ashforth & Mael,1989) also corroborates this argument by implying that organizations help satisfy people's psychological needs, as seen in self-esteem and belongingness. When these needs are met, self-categorization theory

posits that the persons involved will feel valued, enhancing organizational identification (Tajfel & Turner, 1979). Thus, it can be deduced that increasing job resources is essential for developingorganizational identification.

Previous research also supported the positive relationship between job resources and organizational identification. In a study by Ryan *et al.* (2021), the authors also showed that organizational identification was positively associated with job resources (social support autonomy(and positive outcomes. In particular, many studies highlighted that Job autonomy is a crucial factor influencing organizational identification (Ding *et al.*, 2023; Karabacak *et al.*, 2023). Furthermore, promoting autonomy in work is a critical way to improve academicians' loyalty to their institutions (Khawand& Zargar, 2022). In the same vein, De Carlo *et al.* (2019), Rossouw and Rothmann (2020), and Ding *et al.* (2023) underscore the importance of support and motivation in educational institutions because a positive work environment positively impacts the well-being and organizational commitment of the academicians doing service.

Similarly, Nasir *et al.* (2022) also stated that social support significantly affected the organizational identification of academicians in Khyber Pakhtunkhwa, Pakistan. In research conducted on the IT firms of Pakistan, the authors also emphasized the role of perceived organizational support and affective commitment regarding performance and organizational identification. They concluded that evaluating both aspects can improve performance and enhance organizational identification (Sabir *et al.*, 2022).

In addition, feedback is crucial for keeping personal behaviour in line with the overall team norms and enhancingself-esteem (Blader *et al.*, 2017; Anitha *et al.*, 2020; Haslam *et al.*, 2022; Salin *et al.*, 2023). Positive feedback improves work motivation,

performance, and organizational identification (Su & Xiao, 2022; Simbula*et al.*, 2023; Johnson *et al.*, 2023). Similarly, Sharma and Khan (2024) revealed that positive feedback significantly enhanced the organization's perception and made academicians attached. It is important to note that feedback on performance is criticalin the learning environment to foster commitment and identification with organizations (Iqbal *et al.*, 2024).

Thus, the sixth research question corresponding to the specified objective was answered by validating the hypothesis posited that job resources, including job autonomy, perceived social support, feedback on performance, and organizational identification, are positively and significantly correlated. Therefore, three hypotheses, H6(a), H6(b), and H6(c) are accepted, implying that job resources (job autonomy, social support, and performance feedback)are positively related to organizational identification.

5.3.7 Organizational Identification and Emotional Exhaustion

The seventh study question examined the relationship between organizational identification and emotional exhaustion. To answer this question, the seventh study objective aligned with the seventh hypothesis (H7), which investigated the relationship between organizational identification and emotional exhaustion and reported an insignificant negative relationship between organizational identification and emotional exhaustion.

The fact that organizational identification does not cause a decrease in feelings of emotional exhaustion is highly relevant to Pakistani academicians, given that they are subjected to organizational conditions where they have to work more than the required number of hours and are equipped with limited resources. As for the scope of organizational behaviour, positive attitudes by employees towards their organization,

including being committed to the institution, may enhance people's motivation and commitment. However, if there is inadequate support and resources, this affiliation will likely have both positive and negative influences.

Employees with a high level of organizational identification are likely to develop stress and emotional exhaustion when they meet norms their organization expects from them. However, these consequences can only be avoided by adopting comprehensive work management strategies to reduce the burden on academicians and perform their primary job responsibilitiesto teach and conduct research. Consequently, to minimize the organizational identification leading to emotional exhaustion and preserve high-performance levels, organizational identification must be backed up by adequate resources and organizational innovation.

The argument is also supported by Social Identity Theory (SIT). It provides a logical explanation for the relationship between organizational identification and emotional exhaustion. According to Social Identity Theory (SIT), organizational identification refers to the extent to which an individual internalizes the organization's values, goals, and accomplishments, resulting in self-identification or identification with the organisation. Even so, this intense association can cause emotional exhaustion. Employees can develop a strong emotional attachment to their positions when they fully participate in their organizational roles and objectives. This involves putting forth more effort and striving to meet the organization's expectations and goals while also protecting the organization's reputation. Individuals may experience emotional pressure burnout to maintain their sense of belonging to the organisation.

Previous research has also confirmed the relationship between organizational identification and emotional exhaustion. Ding *et al.* (2023) concluded that combining performance pressure and organizational identification increases stress levels and decreases employee well-being. Altınay and Bicentürk (2023) found that excessive involvement in organizational tasks can result in negative emotional states and attitudes among employees (Atalay *et al.*, 2022).

Furthermore, Senarathna and Jayarathna (2021) showed that emotional exhaustion is a critical factor in causing adverse outcomes in organizations stemming from negative workplace experiences, regardless of one's level of affiliation with the organisation. This phenomenon occurs when employees feel strongly connected to their organisation but are emotionally exhausted, prompting them to consider leaving their jobs (Park, 2019).

Furthermore, Li *et al.* (2015) established a nonlinear relationship between organizational identification and work holism, which increases stress levels. Yuan *et al.* (2022) propose that academicians with strong ties to their universities refrain from expressing their concerns or disagreements. Suppressing one's voice at work causes increased stress, decreased job satisfaction, and diminished organizational commitment. The inability to express perceived difficulties leads to a negative and counterproductive work environment (Atmaca, 2021; Yuan *et al.*, 2022).

Similarly, Tevfik (2018) and Bhowmick & Mulla (2020) revealed an inverse relationship between organizational identification and burnout. They found a positive relationship, which means that having more affection towards the organisation makes it possible to feel emotional exhaustion. Furthermore, Michael (2021) and Chernyakevich (2022) established that even though promoting organizational commitment seems to

impact employee retention and performance positively, it comes with negative side effects on the employees. The same applies to service professionals; burnout decreases affective and continuous commitment but increases the detrimental effects of affective commitment to well-being (Falce *et al.*, 2023). Another study revealed a positive relationship between increased organizational commitment among university academicians and burnout (Parmar *et al.*, 2022).

These perspectives are also consistent with the Social Identity Theory, which holds that people derive a significant portion of their self-concept from their relationships with organizations. When people strongly identify with the performance of an organisation, they may experience introjections, which can cause stress. Avanzi*et al.* (2012) emphasize that the relationship between organizational identification and its outcomes is not always positive. While it has been linked to reduced work-family conflict and a better psychological climate, it has also been linked to negative effects such as increased work holism and decreased emotional well-being. In conclusion, this study does not provide evidence to support the seventh research question following the research objective. Thus, this study did not support hypothesis H(7), which proposes a negative relationship between organizational identification and emotional exhaustion.

5.3.8 Organizational Identification and Flourishing

The eighth study question examined the relationship between organizational identification and flourishing. The study objective aligned with the research question and investigated the relationship between organizational identification and flourishing. Following that, the hypotheses (8) aligned with the eighth research objective confirmed a significant positive relationship between organizational identification and flourishing. This

demonstrates that a high level of organization identification is associated with higher levels of flourishing.

Flourishing can be defined as happiness, life satisfaction, and positive psychological functioning within an individual. Research on organizational behavior indicates that a favorable attitude and a robust affiliation with the institution result in favorable emotional outcomes within the organization's context and climate. Academicians are more likely to be content with their roles, duties, and responsibilities when they have a greater sense of belonging to the institution and more organizational support.

Furthermore, the flourishing of academicians can also be supported by implementing holistic work management approaches that emphasize the academicians' well-being. For example, the implementation of services and technologies to enable working environments that deal with stress caused by the workload but have the potential to assist academicians' primary responsibilities, which include teaching and research, and they can improve their overall performance. As a result, the flourishing and productivity of academicians can be achieved througha clear and positive organizational identification process, as well as through the utilization of appropriate management of job demands and resources management.

The findings underscore the importance of organizational identification as a determinant influencingfavourable emotional circumstances in the workplace. Therefore, if an organization successfully cultivates a sense of 'connectedness' and 'belonging' among its employees, they will experience improvements in their emotional well-being. The correlation between organizational identification and flourishing among academicians can be explained by the extent to which academicians perceive themselves as

integral members of their academic institution. These findings suggest that academicians who strongly identify with an institution are more likely to sincerely support and align themselves with its objectives, vision, and mission.

This feeling of belonging and identification enhances the psychological well-being necessary for their emotional well-being. Furthermore, it has been determined that academicians who strongly identify with the institution are more likely to value these resources and perceive them as significant, enhancing their overall experience. Moreover, organizational identification can be seen as a valuable asset for receiving social support and fostering solidarity among peers. Further, participating in a supportive group inside this institution facilitates the attainment of emotional support, acknowledgment, and a feeling of belonging, all essential for one's emotional well-being.

The recent literature also supports the positive relationship between organizational identification and flourishing. For instance, a study by Steffens *et al. (*2021) showed a positive association between organizational identification, psychological and emotional well-being, and stress reduction. Reasonably, the findings illustrated that organizational identification positively correlated with job satisfaction and negatively correlated with turnover intentions. These levels of job satisfaction specified in DeGiorgio *et al. (*2023) correlated happiness and personal stress.

Hameed *et al. (*2022) also indicated that organizational identification indirectly improves employees' subjective well-being by supporting that employees who identify with their organization will exhibit positive emotions and higher life satisfaction.Yilmaz and Kaya (2022) revealed that meaningful job perceptions have a moderate positive correlation with the level of identification with the organization. According to the study

results, self-identified academic employees with higher levels of organizational identification claimed that their work was more meaningful and experienced better self-estimated well-being.

Furthermore, Avanzi*et al. (*2018) indicated that, through colleagues' supportive responses, academicians with high levels of organizational identification experience reduced perceived stress and, hence, reduced levels of burnout. This identification benefits the workplace climate, enhancing employees' satisfaction with the job done and their emotional status.Concisely, it can be noted that organizational identification has positive implications of identification for the psychological and emotional well-being, job satisfaction, and overall health and well-being of individuals.

In conclusion, the eighth research question is addressed by fulfilling the study's objective and providing evidence supporting hypothesis H(8),which underscored the importance of nurturing a strong sense of organizational identification to promote growth and development and cultivating a sense of community and belonging, academicians institutions can enhance the well-being and overall flourishing of their academicians.

5.3.9 Job Demands (Workload and Emotional Pressures), OrganizationalIdentification, and Emotional Exhaustion.

The ninth research question examined the relationship between job demands (workload and emotional pressures), organizational identification, and emotional exhaustion. The research question aligned with the research objective investigates the mediating effect of organizational identification in the relationship between job demands (workload and emotional pressures) and emotional exhaustion. Following that, two hypotheses, H9(a) and H9(b), which correspond to the ninth research objective, revealed that organizational identification partially mediates the relationship between workload and

emotional exhaustion and between emotional pressure and emotional exhaustion. It implies that increased organizational identification will reduce the effects of workload and emotional pressure on emotional exhaustion.

It can be explained by the fact that academicians' jobs include a variety of responsibilities, including teaching, research, publishing, and learning new skills. These tasks are time-consuming and cognitively demanding, resulting in increased emotional exhaustion. Furthermore, academicians experience emotional pressure, which significantly affects their level of emotional exhaustion.

Organizational identification refers to employees' feeling of belonging to their organization and is crucial in mediating the connection between emotional exhaustion, emotional pressure, and the amount of work that should be performed. For academicians, who frequently deal with high workloads and emotional pressures as a result of teaching, research, and administrative responsibilities, having a strong organizational identification can act as a buffer against emotional exhaustion by providing a sense of purpose and alignment with the goals of the organization (Jia *et al.*,222).

In organizational behaviour, this mediating effect emphasizes cultivating a constructive organizational culture and ensuring that employees feel connected to the organization and valued. According to Atalay *et al.* (2022), this can help mitigate the negative effects of work overload and emotional pressure, which improves overall job performance and reduces intentions to leave the position.

A further enhancement of organizational identification can be achieved by implementing holistic work management approaches incorporating support systems, such as supervisor autonomy and peer support. According to Baeriswyl*et al.* (2017), these

systems not only help to ensure the efficient management of workloads but also contribute to the provision of emotional support, lowering the probability of experiencing emotional exhaustion. Whether in service innovation or technological innovation, the emotional well-being of employees is an essential component of creativity and innovation.

A high level of organizational identification may increase employees' intrinsic motivation and creative output by creating a supportive and inclusive work environment (Bibi *et al.*, 2022). Emotional exhaustion may impede innovative capabilities, while high organizational identification can improve employees' creative output.When every factor is considered, improving organizational identification is essential for effectively managing workloads and emotional pressures, which ultimately results in enhanced performance, decreased emotional exhaustion, and the development of a work environment that is both innovative and productive.

The finding is supported by propositions of Job Demand-Resource (JD-R) Theory and Social Identity Theory (Ashforth & Mael,1989;Bakker & Demerouti, 2017). According to the JD-R Theory, job demands such as workload and emotional pressure significantly predict burnout and emotional exhaustion. According to the theory, excessive job demands deplete an individual's energy and resources, causing stress and emotional exhaustion. Workload significantly influences emotional exhaustion within this framework, which is consistent with the JD-R Theory (Bakker & Demerouti, 2017). The multipleacademic demands require significant time and cognitive resources, resulting in emotional exhaustion.

Furthermore, Social Identity Theory (Ashforth & Mael,1989) supports these findings by arguing that organizational identification can serve as a psychological resource

to mitigate the adverse effects of job demands. Academics who strongly identify with their institution experience a sense of belonging and purpose, which can help reduce stress caused by heavy workloads and emotional pressures. Thus, integrating JD-R Theory and Social Identity Theory provides a comprehensive understanding of how job demands and organizational identification influence emotional exhaustion among academicians.

Previous research has also found that organizational identification mediates the relationship between job demands and emotional exhaustion. Bakker and Vries (2021) emphasize that organizational identification can be used as a personal resource to improve work performance, well-being, and the ability to manage job demands. This implies that employees with a strong affiliation with their organizationcan better manage the job demands, thereby protecting their overall well-being. Similarly, Barello *et al.* (2021) showed that organizational support mediates the link between job demands and emotional exhaustion. This finding contributes to the evidence that supportive organizational environments can reduce stress from stressful occupations. Li *et al.* (2022) prove that social support can reduce burnout. This suggests that having supportive relationships at work can help reduce job stress and increase organizational commitment.

Jia *et al.* (2022) reported that organizational identity mediates the relationship between job demand and emotional exhaustion. This demonstrates the protective effect of a strong organizational identification against job-related stressors. Similarly, Gameiro *et al.* (2020) stated that organizational identification is a valuable job resource that can help reduce burnout in stressful situations. On the other hand, Xu and Yang (2021) argue that the combination of perceived organizational support and organizational identity can help mitigate the effects of job stress on burnout. Furthermore, Atalay *et al.* (2022) proposed

that organizational identification mediates the relationship between emotional exhaustion and organizational cynicism. This suggests that when employees have a more robust organizational identification, their emotional exhaustion is reduced.

Furthermore, Walsh *et al.* (2016) found that one's level of identification with an organization influences how emotional pressure affects dedication. Specifically, it reduces the adverse effects of exhaustion. Ding *et al.* (2023) emphasized the importance of workplace support in mitigating the negative impact of emotional pressure. They proposed that organizational identification is a psychological resource that helps people cope with job demands and emotional exhaustion. The studies presented above demonstrate that organizational identification is critical in managing emotional pressure caused by workload and emotional pressure in various professions and industries. Overall, the findings support the hypothesis that organizational identification is essential in mitigating the effects of job demands such as workload, emotional pressure, and emotional exhaustion. This emphasizes the importance of developing a strong sense of organizational identification to improve employee well-being and performance.

Hence, the ninth research question is answered by achieving the study's objective and presenting evidence for hypotheses H9 (a) and H9 (b). It confirms that organizational identification partially mediates the relationship between job demands (specifically workload and emotional pressure) and emotional exhaustion.

5.3.10 Job Demands (Workload and Emotional Pressures), Organizational Identification, and flourishing.

The tenth research question investigates the correlation between job demands (workload and emotional pressure), organizational identification, and flourishing. The

objective was to explain the role of organizational identification in mediating the relationship between job demands (namely workload and emotional pressures) and flourishing. Subsequently, two hypotheses, H10 (a) and H10 (b), were formulated to address the tenth study question.

The findings revealed that organizational identification was insignificant in mediating the relationship between workload and flourishing, and it also had an insignificant mediation effect on the relationship between emotional pressure and flourishing. The lack of a significant correlation between job demands, including workload and emotional pressure, and flourishing may be attributed to various factors.

The demands of the academic profession, including workload and emotional pressures, directly impact the well-being of academics, regardless of their level of attachment to an organization. This indicates that academics' emotional connection with their institution does not play a role in mitigating the impact of work demands on their overall well-being. Instead, employees vary in their capacity to respond to and manage workplace demands and maintain a sense of well-being despite feeling strongly connected to their workplace.

The lack of substantial intervention through organizational identification implies that merely experiencing a sense of belonging to the organization does not protect academicians from the negative impacts of these stressors on their overall well-being and flourishing. This is because academicians experience considerable workloads and emotional pressures, and the lack of substantial intervention through organizational identification indicates that it is necessary to establish additional direct support systems

and resources to efficiently handle the workload and emotional stress that academics experience in their jobs.

Furthermore, rather than onlypromoting organizational identification, holistic work management strategies should emphasize concrete measures such as the distribution of workloads, the provision of emotional well-being support, and the implementation of stress management programs. Furthermore, organizations are responsible for prioritizing creatingan environment that directly addresses employees' well-beingby implementing supportive practices and innovative work processes. Stress and burnout can significantly impact performance in these areas; consequently, it is essential to have comprehensive support systems to maintain high levels of productivity and creativity. Therefore, organizational identification is necessaryfor academicians' overall job satisfaction, engagement, and emotional well-being.

This complex relationship between workload, organizational identification, and flourishing is also supported in the literature. For instance, Nel and Coetzee (2020) discovered that job demands significantly impact flourishing morethan organizational resources. Kim and Beehr's (2020) study supports the argument by showing that the association between job demands and flourishing is more substantial than between organizational identification and flourishing. This emphasizes the essential function of job demands in influencing employee well-being.

In addition, Ho and Chan (2022) have shown that organizational identification alone cannot mitigate the adverse consequences of high workloads. The study found that organizational identification has a positive effect on job satisfaction and a negative impact on stress. However, it only provides a slight buffer to employees from the negative effects

of a heavy workload (Abid *et al.*, 2018). Similarly, Pourfaraji and Hamid (2023) showed that peer and supervisor social support has better efficacy in diminishing emotional exhaustion than Organizational Identification.

In conclusion, the tenth research question and research objective corresponding with the hypotheses H10(a) and H10(b) investigating the mediating role of organizational identification between job demands (workload, emotional pressure) and flourishing are not supported in this study.

5.3.11 Job Resources (Job Autonomy, Social Support, and Performance Feedback),OrganizationalIdentification,andEmotional Exhaustion

The eleventh research question investigates the relationship between job resources (autonomy, social support, and performance feedback), organizational identification, and emotional exhaustion. In line with the eleventh research question, the eleventh objective was to explain the impact of organizational identification on the relationship between job resources and emotional exhaustion. Three hypotheses aligned with the research objective, hypothesis H11(a), H11(b), and H11(c), indicate that organizational identification plays a significant role in mediating the relationship between job autonomy, social support, and emotional exhaustion, as well as performance feedback and emotional exhaustion. It showed that when academicians are allowed autonomy in decision-making, allowing them to select teaching and research methodologies that align with their preferences and are given the freedom to manage their time with the assistance of departmental heads, colleagues, and the institution, they develop a deep feeling of belonging.

Furthermore, providing constructive performance feedback improves employee self-esteem and fosters a sense of belonging inside the organization. Hence,high job autonomy, strong social support, and positive performance feedback can help alleviate

emotional exhaustion by fostering a stronger sense of organizational identification. This identification helps cultivate a sense of belonging and purpose, which improves their capacity to deal with the pressures and workloads associated with their job, ultimately resulting in improved job performance and overall well-being (Kim *et al.*, 2023). This relationship highlights the importance of creating environments where employees feel autonomous and supported, as this can reduce emotional exhaustion and improve overall job satisfaction and performance.

In organizational behavior, this relationship highlights the importance of creating environments in which employees feel. Therefore, holistic approaches to work management should emphasize enhancing organizational identification using supportive leadership and efficient performance feedback mechanisms (Ryan *et al.*, 2021; Nasir *et al.*, 2022). Furthermore, identification with an institution also helps mitigate the adverse effects of the job demands and strengthens the ability to withstand emotional exhaustion, which in turn helps to maintain creativity and productivity (Avanzi*et al.*, 2018). It can significantly improve employee well-being and performance by integrating strategies that enhance organizational identification through job autonomy, social support, and constructive feedback. This can result in reduced emotional exhaustion and the development of a more engaged and productive workforce.

These findings are also supported by Social Identity Theory, which suggests that employees develop a strong connection with the organization when their psychological needs are met, resulting in positive work attitudes and performance. Furthermore, recent research indicates that organizational identification mediates social support and emotional exhaustion in university academicians.

Pourfaraji and Hamid (2023) showed that increasing social support significantly affected job burnout, with organizational identification mediating this relationship. This study's findings suggest that promoting a sense of belonging and connection inside educational institutions improves the positive effects of social support and reduces emotional exhaustion among academicians.St-Jean *et al.* (2023) found that organizational identification can reduce stress and emotional turnover, leading to improved outcomes from performance feedback.

Han and Gao (2023) concluded that performance evaluation creates a favorable and supportive organizational environment, reducing employee emotional exhaustion when influenced by organizational identification. Shemueli*et al.* (2023) highlighted the significance of offering assistance in mitigating burnout's effects on academicians' overall well-being.

Furthermore, employees with a strong sense of organization and commitment are more likely to improve positive human resource practices, which may help reduce employees' emotional exhaustion (Kim *et al.*, 2023). This implies that when employees possess a robust sense of affiliation with their organization, it alleviates the adverse impacts of performance evaluation on their overall well-being, hence diminishing emotional exhaustion.

Rossouw and Rothmann (2020) established that offering constructive comments enhances employees' sense of affiliation with the organization, reducing their emotional exhaustion. In a study conducted by Sokal *et al.* (2020), the Job Demands-Resources (JD-R) model was used to highlight the significance of offering specific support to academicians. This support aims to mitigate the adverse impacts of work-related stress and burnout, including their various aspects. Hence, it is imperative to enhance organizational

identity and reduce emotional exhaustion by improving job resources, such as empowering employees with greater control over their work, offering social support, and providing feedback on performance.

In conclusion, the eleventh research question has also been answered by proving the objective of the study and by supporting three of the hypotheses, H11(a), H11(b), and H11(c), that organizational identification partially mediated the relationship between job resources/job autonomy and social support and emotional exhaustion, the emotional exhaustion fully mediated the relationship between performance feedback and emotional exhaustion.

5.3.12 Job Resources (Job Autonomy, Social Support, and Performance Feedback),OrganizationalIdentificationandFlourishing

The twelfth research question focused on determining the relationship between job resources, organizational identification, and flourishing. The purpose of answering the research question was to understand the mediating role of organizational identification in the relationship between job resources and flourishing. Therefore, following the twelfth research purpose, three hypotheses,H12(a), H12(b), and H12(c),examined the mediating role of organizational identification in the relationships between job resources (job autonomy, social support, and performance feedback) and flourishing and found that academicians who receive support to make decisions, and those who are allowed to make decisions regarding their teaching and research practice and receive support from their head of departments, colleagues, and the organization and who also receive valuable feedback and appreciation for their work are likely to evaluate the organization positively and is expected to experience organizational identification and flourishing.

Academicians who are provided with support in making decisions and autonomy in their teaching and research, as well as support from department heads, colleagues, and the organization, as well as valuable feedback and appreciation for their work, are more likely to develop a strong sense of organizational identification and experience positive emotions throughout their careers. When employees feel an identification with their organization, it increases their level of commitment and satisfaction, which ultimately results in improved performance and flourishing.

In the context of organizational behaviour, this suggests that developing a more engaged and motivated workforce can be accomplished by providing academicians with more autonomy and by creating a supportive environment. Therefore, holistic work management practices that emphasize autonomy, support, and recognition have the potential to play a pivotal role in improving job satisfaction and performance among academicians. In the service and technology innovation sectors, similar principles apply, where it is possible to drive innovation and performance by cultivating a work environment that is both supportive and autonomous from management. Employees who have the sense that they are valued and empowered are more likely to contribute creatively and effectively are likely to flourish. This highlights the significance of organizational support and recognition in achieving high-performance levels and flourishing academicians.

Research conducted in the past indicates that organizational identification enhances the employee's health, satisfaction, and commitment, and job discretion, social relations, and feedback compound this. Bakker and Vries (2021) and Kim *et al.* (2023) mentioned that organizational identification can be a practical coping resource concerning job

demands and improve employees' well-being. Further, Jin (2021) and Mäkikangas*et al.* (2022) established a direct link between job autonomy and higher job satisfaction and engagement levels. This relationship was mediated by organizational identification.

In their research, Shemueli*et al.* (2023) established that social support is more important than organizational identification in moderating stress and improving job satisfaction. Likewise, according to Simbula*et al.* (2023), employees who feel a strong sense of belonging to their organizations demonstrate higher levels of engagement and commitment. De Miranda Junior *et al.* (2021) found that employees with a strong sense of identification with their organization's values and mission exhibit higher levels of motivation and commitment.

In addition, Johnson *et al.* (2023) also stated in their research that structures that encourage a supportive organizational culture and open communication help employees feel a sense of belonging and ownership and improve employee well-being. The findings of these recent studies enhance the knowledge of how job resources benefit academicians, allowing them to experience and gain psychological success with a moderator in the form of organizational identification. Therefore, by making the right availabilities of job resources, academic institutions can facilitate organizational identification for academicians, enhancing their emotional well-being and productivity.

Finally, the twelfth research question is addressed by confirming the study's objectives and accepting hypotheses H12(a), H12(b), and H12(c), investigating the mediating effect oforganizational identificationin the relationship between job resources (job autonomy, social support, and performance feedback) and flourishing.

5.4 Implications of Research

This study contributes significantly to the existing body of knowledge by identifying the specific job demands and job resources that affect academicians' emotional well-being in Pakistan. More importantly, the study provides theoretical insights by incorporating organizational identification as a mediator in the conceptual framework. This contributes to a better understanding of how organizational identification influences the relationships between job demands, job resources, emotional exhaustion, and flourishing.

The findings are consistent with previous studies on organizational behavior, emphasizing the importance of emotional well-being in increasing employee well-being and reducing employee turnover. For instance, Bautista*et al.* (2023) emphasize the importance of emotional well-being in increasing job satisfaction and lowering turnover rates.

Furthermore, this study provides empirical evidence for the Job Demands-Resources (JD-R) model, explaining how job demands and resources affect various aspects of emotional well-being, including emotional exhaustion and flourishing. These findings highlight the importance of employing organizational strategies for effectively managing job demands while providing additional resources. This approach is critical for creating a positive and productive work environment. That way, this research responds to the call of recent research emphasizing the importance of employee well-being in improving organizational performance and creativity. For example, Afzal *et al.* (2024) discovered that employee well-being positively impacts organizational identification, increasing creativity and performance.

Furthermore, this study is also crucial for promoting organizational innovation and performance, emphasizing the value of a positive work environment (Nangoy*et al.*, 2019). The relationship between organizational innovation and employee performance is influenced by emotional well-being, stressing the importance of productivity and creativity. Furthermore, human resource strategies improve employee well-being and job performance by increasing skills, motivation, and opportunities. These relationships are influenced by psychological, physical, and social well-being (Shahid *et al.*, 2022).

According to Miao and Cao (2019), high-performance work systems with transformational leadership promote employee creativity by improving work well-being. As a result, promoting employee well-being through human resource policies and supportive leadership encourages innovation and increases organizational performance.

Moreover, this study also has important implications for human resource management (HRM) in higher education. The study recommends enacting policies that address job demands, improve job resources, and promote organizational identification. This includes providing adequate assistance, efficiently managing work requirements, and promoting a positive corporate culture. Implementing these strategies can improve academicians' emotional and physical health andproductivity, consistent with Human Resource Management's overarching objective of increasing the organization's overall effectiveness (Miao & Cao, 2019; Shahid *et al.*, 2022).

In conclusion, this study provides insight into the factors influencing academicians' well-being and presents practical solutions to improve their working conditions. Implementing recommended human resource practices in higher education institutions will

increase emotional well-being, job satisfaction, and turnover rates, ultimately improving educational outcomes and organizational performance.

5.4.1 Theoretical Contribution

This study contributes to the understanding of the academicians' emotional well-being by testing theoretically based propositions derived from the JD-R theory (Bakker &Demerouti, 2017) and Social Identity Theory (Ashforth & Mael, 1989). According to the Job Demands-Resources (JD-R) model, job demands and resources are two major job characteristics that affect employees' emotional well-being (Bakker & Demerouti, 2017; Peccei & VanDeVoorde, 2019).

The Job Demands-Resources (JD-R) theory evaluates employees' emotional well-being based on job demands and resources. In this study, emotional well-being is defined by two dimensions: emotional exhaustion and flourishing; these two components are reflective of the states of emotions as defined by the JD-R theory, encompassing burnout, which is characterized by a negative emotional state, and engagement, which is characterized by a positive emotional state. Emotional exhaustion is defined as the foundational aspect of burnout, and it is a negative emotion of an academician compared to the other two components of burnout (Afzal *et al.* 2019). In contrast, flourishing is the higher level of well-being comprising positive effect, interest, sense of meaningful work, positive relationships, and engagement in work. In this way, both the negative affective state that indicates emotional exhaustion and the positive affective state that represents flourishing offer a more comprehensive view of academicians' emotional well-being.

The job demands and resources theory by Bakker and Demerouti (2017) argues that while job demands cause strain and negative ramifications, such as emotional exhaustion,

the job resources must be sufficient. Similarly, job resources can enhance positive work outcomes such as motivation and personal growth. This dual approach fully adheres to the JD-R approach, which seeks to determine the relationship between job demands and resources and positive and negative outcomes. This research, therefore, provides implications for academicians' emotional well-being in Pakistan by developing an Integrative Emotional Well-being Model. Prior research has categorized emotions as positive or negative (Urbina-Garcia, 2020; Hascher & Waber, 2021; Rajar&Shoukat, 2023; Afzal *et al.*, 2024). However, the present study focuses on emotions in a more structured manner and is consistent with the JD-R theory and social identity theory. It also recognizes the premise of flourishing, as Imran *et al.* (2020) pointed out.

Moreover, this study also established that job demands of academicians in Pakistan also involve the use of physical, affective, or psychological resources, and job resources are those content of the job that facilitates the accomplishment of work-related goals and promotional of employees' personal growth & development and thereby lead into the higher level of emotional exhaustion and less flourishing and vice versa. In addition, this study also explained that organizational identification is a significant cognitive resource in mediating job demands and job resources related to emotional exhaustion. Organizational identification is a crucial resource to buffer the negative consequences of job demands and promote the motivational effect of job resources on the emotional well-being of academicians. Hence, it can be concluded that higher education institutions should haveholistic work management to strengthen organizational identification and promote academicians' emotional well-being in Pakistan.

Second, this study has theoretical implications since it offers a new comprehensive view of job demands, job resources, and emotional well-being. These factors have been researched independently in previous research works; nonetheless, understanding how they intertwine is comparatively limited and explicates an integrative framework comprising job demands and resources (Afzal *et al.,* 2019). Murtaza *et al.* (2021) and Abbasi *et al.* (2021) have stressed the need for a more holistic approach to understand how all the factors influence academicians' emotions. The study recognizes that job demands and resources are crucial to academicians' emotional exhaustion in Pakistan. Therefore, an integrative conceptual framework based on job resources and a social identity theoretical framework is critical to filling the gap in the literature to determine the factors influencing academicians' emotional well-being in Pakistan and devise strategies to promote flourishing and reduce emotional exhaustion among them.

Third, this study uniquely and effectively contributes to the knowledge of organizational identification within the foundation of social identity theory as the mediator used to analyze the relationship between job demands, job resources, and emotional well-being. Earlier works have noted that it can be accomplished by minimizing the negative impact of job demands and increasing the usefulness of job resources (Xia *et al.*, 2020; Wang & Shaheryar, 2020; Van der Ross *et al.*, 2022). Furthermore, current studies also emphasize that the academicians' emotional experience reveals a significant relationship with social identity (Karaman &Tarım, 2018; Pedler *et al.*, 2022; Burk & Pearson, 2022).

Besides, Jetten *et al. (*2017) supported the notion that because the academic profession is central to their lives, the identified subjects are more active and have improved well-being in support of the claim that emotions are related to social

identification. However, there is a lack of studies which has examined the analytical relationship between organizational identification and positive subjective well-being among the academicians of Pakistan (Bukhari, 2018; Bibi *et al.*, 2019; Murtaza *et al.*, 2021; Abbasi *et al.*, 2021). Hence, this research advances knowledge on how organizational identification, job demands, and resources can help understand academicians' emotional well-being.

Fourth, this study contributes to the theoretical knowledge about organizational behavior, mainly targeting the academic population, by demonstrating the link between job demands and resources and the effects on the index of practical concern, namely, the outcomes for emotional well-being, embracing the levels of both emotional exhaustion and flourishing. Applying the JD-R model to higher learning helps fill the lack of concrete research on organizational behavior; it also provides the necessary evidence of the utility of the JD-R model in higher education institutes (Xia *et al.*, 2020; Wang & Shaheryar, 2020). Research on the higher education sector has proved that emotional well-being improves organizational performance through increased innovation, work behavior, and perceived working support, thus improving the effectiveness of the learning institution (Shafait& Huang, 2023; Al Qayyum & Tajuddin, 2023).

Fifth, this study contributes to the existing academic literature on Human Resource Management (HRM) by highlighting the significance of addressing job demands, enhancing job resources, and fostering identification with the organization (Xia *et al.*, 2020; Wang & Shaheryar, 2020; Hauff *et al.*, 2020; Naidoo-Chetty &DuPlessis, 2021).

Recent research convincingly supports that emotional well-being is crucial in promoting innovation and academic achievement within educational environments. By

integrating emotional stability and enhancing service quality, educational institutions can improve the well-being and performance of faculty members, thereby promoting innovation and attaining exceptional academic results (Aithal& Aithal,2023; Shafait& Huang,2023).

Overall, this study is essential for addressing the theoretical shortcomings identified in the job demand and resource theory and the social identity theory. Additionally, it is advantageous in the progress of research on organizational behavior, service, and innovation in the field of literature. It provides a thorough comprehension of how emotional well-being impacts work environments.

5.4.2 Practical Implication

The practical implications of this study suggest its significance for the various stakeholders engaged in higher education in Pakistan. In this way, the study gives insightful recommendations to policymakers and institutional leaders to improve their decisions relevant to the well-being of academicians (Khan *et al.*, 2020). This study offers a broader perspective of employee well-being than studies focusing on positive elements since it examines both negative (Emotional Exhaustion) and positive (Flourishing) components. This approach emphasizes that well-being comprises increasing positive and decreasing negative emotions. It demonstrates that organizational identification promotes flourishing and helps reduce emotional exhaustion, resulting in more effective techniques for improving the overall well-being of academicians.

According to the study, organizational identification has a higher impact on flourishing than on minimizing emotional exhaustion among academicians. For Pakistani academics, who frequently confront high demands and few resources, a strong affiliation

with their institutions can improve their well-being and professional fulfillment. This connection to the institution provides a sense of purpose and belonging, allowing academicians to flourish despite difficulties. This way, the best practices that meet the job demands and foster a supportive climate in the Pakistani HEIs can be applied for improved organizational performance and the workers' well-being.Moreover, the study's results provide practical guidance to administrations and human resource offices regarding developing stress-management strategies, fostering resilience, and offering sufficient academic support mechanisms. Academicians who perceive themselves as appreciated and assisted by their institutions are more inclined to actively participate in their work, resulting in enhanced productivity in research and teaching, job contentment, and overall well-being.

In addition, Khan *et al.* (2020) emphasize the significance of job demands and resources in influencing the well-being of employees in higher education. This comprehension might help achieve the Higher Education Commission's Vision-2025 until 2033 to advance superior education in Pakistan by mitigating academic pressure and exhaustion among educators. In addition, Chen *et al.* (2019) suggested that the government should adopt policies that balance the advantages of globalization and safeguard workers' rights and equitable working conditions.
The study's results could influence national policies regarding human resource management practices in higher education institutions and at the national level.

The reports from organizations like the Organization for Economic Cooperation and Development (OECD) indicate that employee burnout adversely affects performance and work quality. This highlights the need to take proactive steps to address concerns about well-being. The study aligns with the Organization for Economic Cooperation and

Development (OECD) 's sustainable development goals and has significant implications for national policy decisions to enhance employee well-being in Pakistan.

The findings of this study regarding employee well-being have substantial implications for research on service management and innovation. Studies indicate that internal service quality (ISQ) substantially impacts employee satisfaction, commitment, well-being, and performance. This relationship suggests that well-being strengthens the impact of satisfaction and commitment on performance, highlighting the importance of a supportive internal environment (Sharma *et al.*, 2021).

In addition, the emotional well-being of individuals plays a role in regulating the influence of organizational innovation on employee performance. According to Hanif *et al.* (2021), creating a work environment that is both supportive and innovative improves employee performance by fostering emotional well-being. Furthermore, the well-being of employees directly influences their dedication to the organization, acting as a connection between well-being and innovative work behaviour. This emphasizes the importance of promoting well-being to cultivate a culture of creativity within organizations (Nangoy*et al.*, 2019). The correlation between emotional well-being, its evolution, and performance metrics such as accountability, customer service, innovation, prosocial behaviour, and self-development is apparent.

Improving well-being can result in significant improvements in these important areas. Hence, it is evident that employees' emotional well-being significantly enhancesan organization's productivity and creativity. Organizations that place high importance on the well-being of their employees are likely to observe significant enhancements in both their performance and innovation. Considering the substantial impact of emotional well-being

on employee engagement, service quality, and customer satisfaction, the research emphasizes prioritizing well-being initiatives in higher education institutions. The subsequent section discusses the limitations of the study.

5.5 Limitations of the Study

The current study has provided significant insights into the emotional well-being of academicians in the higher education sector of Pakistan. Nevertheless, it is crucial to recognize the limitations of this study and emphasize the necessity for additional investigation and improvement in the field.

First, the data was collected from academicians in Pakistan, limiting the findingsto generalize to other contexts or populations. Pakistan comprises a distinct socio-cultural milieu with its unique educational system and societal dynamics. Thus, findings derived exclusively from academicians in Pakistan might not apply to other countries' educational systems or academic environments.

The second limitation of this study is that it depended on self-report measures, which standard methods and social desirability biases could influence. This can potentially impact the precision and dependability of the collected data.

Third, this study focused on two specific job demands - workload and emotional pressures - and three specific job resources - job autonomy, social support, and performance.

Fourth, the study mainly examined how organizational identification mediates the connection between job demands, resources, and well-being outcomes. However, it is essential to recognize the study's limitations and the possible impact of additional variables

or factors. The intricate nature of human behaviour and the diverse range of workplace interactions imply that this study might not cover other factors that impact the connection between job demands, resources, organizational identification, and well-being outcomes.

Fifth, the study solely focused on analysing two specific aspects of well-being: flourishing and emotional exhaustion. Recognizing the significance of taking into account other factors is essential. The study's limited focus on specific dimensions of well-being hinders its ability to understand individuals' overall well-being comprehensively. A lack of these dimensions impedes the study's capacity to provide significant insights for policymakers, organizations, and individuals aiming to improve well-being.

Sixth, this study exclusively examines the higher education sector, imposing specific constraints. It is important to emphasize that the data collected only comes from this sector and does not include information from other educational areas, such as elementary and secondary schools. Hence, it is essential to note that the results and inferences derived from this research should not be extrapolated or presumed to represent the entire educational system.

Seventh,this study is limited by a single-source, cross-sectional design, which impedes the ability to establish causal relationships. Furthermore, it increases the likelihood of deviations from the usual procedures and makes it difficult to determine the levels of well-being among academicians. The limitations hinder comprehending the subject matter and its broader implications.

Eighth, this study examines explicitly organizational identification without making distinctions between various levels of organizational groups, such as departments. Although this approach enables a more extensive comprehension of organizational

identification, it may be limited in providing a comprehensive understanding of the impacts of organizational identification at various levels. Nevertheless, the lack of differentiation between different levels of organizational groups, such as departments or teams, prevents it from accurately capturing the subtleties and differences present within the organization. Each department or team within an organization may possess distinct dynamics, objectives, and obstacles. Hence, comprehending the functioning of organizational identification at various levels can yield valuable insights into its impact on employee motivation, job satisfaction, and performance.

Ninth, this study included academicians from both public and private sector institutions, allowing for a comprehensive understanding of how variations in organizational structures, policies, and cultures influence their well-being. However, variations in organizational structures, policies, and cultures are significant in public and private sector higher education institutions across Pakistan. These variations can significantly impact the well-being of academicians.

Tenth, this study only focused on collecting data from Pakistan. Thus, excluding cross-cultural comparisons hinders our ability to grasp the universality, or lack thereof, of the study's outcomes. Without such comparisons, it is challenging to discern whether the observed results are exclusive to Pakistan or can be generalized to other countries.

Addressing these limitations in future research will contribute to a more nuanced understanding of academicians' well-being and inform targeted interventions to support their emotional well-being and professional fulfillment.

5.6 Recommendation for Future Study

Future recommendations are crucial in guiding research direction, enhancing methodologies, and advancing knowledge in a particular field. The following discussion outlines how future recommendations will contribute to the study:

First, future research could consider collecting data from academicians in various countries or cultural contexts. By including a more diverse sample, researchers can explore potential variations in the relationship between job demands, resources, emotional exhaustion, and flourishing among academics, thus enhancing the understanding of this phenomenonand its cultural specificity.

Second, future research may use more objective measures of the variables, employ different types of measures, and gather data from various sources to minimize the overdependence on self-report measures. By supplementing workers' self-reports with other objective measurements, for instance, performance reviews or monitoring, assessing the investigated variables may be more reliable and encompassing.

Third, future research should examine other frequently experienced job demands and resources in the academicians' position, like role conflicts, and study the effects of academicians' peculiar work resources, such as mentoring resources that may help understand academicians' well-being and design interventions that could effectively help academicians manage their working load and enhance the organizational climate.

Fourth, future research may explore more mediators/moderators to help understand better the processes through which organizational identification relates to other positive psychological characteristics and organizational well-being, particularly. It is found that

specific personal attributes, social support, and the environment can enrich/advance the degree of integration of the organizational and individual factors influencing well-being.

Fifth, future research needs to explore other aspects of well-being, such as burnout, life satisfaction, and engagement, since they were not captured in this research. Therefore, integrating these dimensions can give enhanced insight into the health and well-being of academicians and assist in designing integrated interventions regarding the well-being of these professionals.

Sixth, it is suggested that more studies can involve academicians in various settings for improved understanding and better analysis of the findings. Thus, by comparing what has been done by the teachers in elementary schools to what has been done by the teachers in secondary schools, the researchers would be able to discern where there should be improvement or enhancement and where there should be emulation. This kind of cross-over of practices can help improve the overall quality of the education system's general environment due to the efficiency of the exchange of information and best practices in multilevel forms of educational processes.

Seventh, Future research could benefit from longitudinal studies or experimental design to increase the study’s internal validity and establish stronger causal relationships between variables. These methodologies offer strict procedures to identify cause-and-effect relationships, enhance scientific knowledge, and offer application in numerous disciplines.

Eighth, While the current study focuses on organizational identification at the institutional level, future research could compare the levels of identification at the departmental/team levels of academic institutions. Multilevel data collection and analysis strategies can give a considerable understanding of how identification operates at multiple

levels of the organizations and about the specific level where identification needs to be enhanced.

Ninth, it is suggested that future research may also seek to investigate the well-being of academicians in public and private sectors to establish the differences and determine the factors that facilitate or hinder their well-being. It will thus help direct interventions and policies to promote academicians' well-being in diverse academic environments.

Finally, it is suggested that future research should replicate this study in different cultures to examine whether the obtained results are generalizable or culture-specific. When the collected data are compared across cultures, the generalizability of the study results could be enhanced, thus providing the researchers with a better picture of the phenomena being studied.

5.7 Chapter Summary

This chapter provides a comprehensive examination of the findings and presents the overall conclusion of the investigation. In addition, it emphasized the significance of seventeen direct and ten indirect research hypotheses relevant to the research question and the study objective about the emotional well-being of academicians in Pakistani higher education institutions. This chapter's hypotheses were explained using the Job Demands-Resources (JD-R) theory and Social Identification Theory. For this study, the data was collected from permanent faculty members at universities around Pakistan to conduct a more in-depth statistical analysis.

In this chapter, a total of 27 hypotheses related to 12 study questions and objectives were presented. This study concluded that out of the 27 developed hypotheses, only five received no support when assessing the association between job demands, job resources, organizational identification, emotional exhaustion, and flourishing. This study indicated that workload and emotional pressure were the most significant variables influencing emotional exhaustion and flourishing. This supports the notion that increased job demands have a detrimental impact on the well-being of employees. In addition, job resources encompassing Autonomy and social support have been identified as significant predictors of emotional exhaustion.

Furthermore, this study revealed that along with the two previously mentioned job resources, performance feedback also proved valuable for fostering flourishing in the workplace. Moreover, this chapter has also examined the mediating effect of Organizational identification on the association between job demands and emotional well-being outcomes. This study aimed to investigate the impact of organizational identification on both workload and emotional pressure and how these factors contribute to emotional exhaustion, as discussed in the chapter.

Furthermore, this chapter showed that organizational identification mediated the relationship between job resources and emotional well-being, specifically regarding emotional exhaustion and flourishing. The current study has significant implications for policymakers, managers, and practitioners in Pakistan's higher education sector. This comprehension of job demands and resources and their influence on identification and, consequently, emotional exhaustion and flourishing may guide stakeholders in devising

suitable interventions and policies to improve emotional well-being and foster a healthy academic work environment.

The study also has implications for addressing the gaps in the current literature by expanding our understanding of the psychological mechanisms that link job demands, resources, and emotional well-being of academicians through organizational identification. This research is a crucial foundation for comprehending academicians' emotional state in Pakistan's higher education institutions. It provides valuable recommendations for implementing and improving programs and policies to promote individuals' well-being within a flourishing academic community.

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APPENDICES

APPENDIX A: ACADEMIC SURVEY

Faculty of Economics and Business,
Universiti Malaysia Sarawak,
Kota Samarahan, Sarawak, Malaysia,94300,

An Academic Survey Related to:

LINKING THE ROLE OF JOB DEMANDS AND JOB RESOURCES ON

ACADEMICIANS' EMOTIONAL WELL-BEING: MEDIATED BY ORGANIZATIONAL

IDENTIFICATION

Respected Prof./Assoc. Prof./ Dr/ Sir/Madam,

Thank you for agreeing to participate in this study on emotional well-being in job demands and resource contexts.

I would appreciate it very much if you could answer the questions carefully, as the information you provided will influence the accuracy and success of this study. I will take no longer than 15 minutes to complete this questionnaire. All answers will be treated with strict confidence and used for study only.

Your participation in this study is entirely voluntary, and you can withdraw from the study at any time without completing the questionnaire without prejudice.

If you have any questions regarding the study, please contact the researcher using the contact information below.

Thank you for your cooperation and the time you took to answer this questionnaire.

Yours Sincerely,

Quratulain Memon
PhD Scholar, UNIMAS Malaysia (Cell: 00923343741661; qmemon2013@gmail.com)

Qualifying/Filter Question

Please complete the following by marking your choices with an "√" in the appropriate box.

Are you a permanent faculty member at Pakistan's university/higher educational institution (HEI)?

☐ Yes

☐ No

SECTION 1: DEMOGRAPHIC INFORMATION

This section collects basic demographic information about you. Please respond to the following questions by marking the appropriate option. Your responses will help us understand our respondents' backgrounds and ensure our study is accurate and relevant.

Q1. What is your Gender?

☐ Male

☐ Female

Q2. Age: How old are you?

☐ 20-30 Years

☐ 30-50 Years

☐ 50-60 Years

Q3. What is your Marital Status?

☐ Single

☐ Married

Q4. Job position: What is your current job position?

☐ Lecturer

☐ Assistant Professor

☐ Associate Professor

☐ Professor

Q5. Job Tenure: How long have you been working for this university?

☐ Less than a year

☐ 1 to 3 years

☐ 4 to 10 years

☐ More than ten years

Q6. Nature of this University

☐ Public Sector University

☐ Private Sector University

Q7. Kindly mention the administrative location of the University/ Higher Educational Institute in Pakistan.

☐ Sindh

☐ Punjab

☐ Khyber Pakhtunkhwa

☐ Balochistan

☐ Islamabad Capital Territory

☐ Gilgit–Baltistan

☐ Azad Jammu and Kashmir

SECTION 2: JOB RESOURCES

This section captures information about several job resources that may influence your work experience, such as autonomy, social support, and performance feedback. Please carefully read each statement and choose the response that suits your situation. Your opinion will provide valuable insights into how these instruments affect your emotional well-being.

STATEMENT	SCALE				
	To a minimal extent	**To a small extent**	**To a moderate extent**	**To a large extent**	**To a huge extent**

		1	2	3	4	5
a) Job Autonomy						
1	I am free to choose teaching methods and strategies.	1	2	3	4	5
2	I feel free to decide what content to focus on in my teaching subjects	1	2	3	4	5
3	I am free to be creative in my teaching approach	1	2	3	4	5
4	The scheduling of my classroom is under my control	1	2	3	4	5
5	I follow my guidelines during teaching instruction.	1	2	3	4	5
b) Social Support						
6	My university supports teaching-related activities (e.g., course development, grading, teaching improvement, etc.)	1	2	3	4	5
7	My university supports research-related activities (getting published, obtaining grants, attending conferences, etc.)	1	2	3	4	5
8	My university provides the technology and software resources for teaching and research.	1	2	3	4	5
9	My university provides support in academicians' counseling (Counselling, Mental Wellness, and Therapy sessions)	1	2	3	4	5
10	My university provides support in carrying out administration activities (administrative assistant, material, guidelines)	1	2	3	4	5
11	My university supports obtaining tenure and promotion (opportunities for training and development, participation in seminars and conferences, and research advancement courses).	1	2	3	4	5
12	My head of department cares about academicians' teaching effectiveness, including general teaching practices or subjective specific techniques. ow 12	1	2	3	4	5
13	My head of department has a comprehensive mechanism that rewards quality teaching and research.	1	2	3	4	5
14	My head of department provides support for new approaches in teaching and research activities	1	2	3	4	5
15	My colleagues provide teaching and research demonstration opportunities for me to observe others.	1	2	3	4	5
16	My colleagues encourage and support me when I explore new techniques with my teaching and research.	1	2	3	4	5

17	My colleagues encourage and support me when I explore new techniques with my teaching and research.	1	2	3	4	5
c) Performance Feedback						
18	Feedback on my performance helps me to improve my knowledge of the subject(s) I teach.	1	2	3	4	5
19	Feedback on my performance enables me to improve my pedagogical competencies while teaching my subject.	1	2	3	4	5
20	Feedback on my performance helps me change positively and improve student learning.	1	2	3	4	5
21	Feedback on my performance helps me change positively towards classroom management.	1	2	3	4	5
22	Feedback on my performance helps me change positively toward improving my content knowledge	1	2	3	4	5
23	Feedback on my performance helps me to improve my teaching practices	1	2	3	4	5
24	Feedback on my performance helps me to develop new teaching/ research/ administrative skills.	1	2	3	4	5
25	Feedback on my performance is critical for achieving my key performance indicators.	1	2	3	4	5

SECTION 3: JOB DEMANDS

This section examines various job demands that may influence your work experience, such as workload and emotional pressure. Please carefully read each statement and choose the response that best fits your situation. Your responses will allow us to understand better how these job demands influence your emotional well-being.

	STATEMENT	SCALE				
		To a minimal extent 1	**To a small extent 2**	**To a moderate extent 3**	**To a large extent 4**	**To a huge extent 5**
	Workload					
26	My teaching schedules are too tight.	1	2	3	4	5
27	I have too many teaching-related activities that I have to do (e.g., Course development, grading, teaching improvement, etc.)	1	2	3	4	5
28	I have too many research-related activities besides teaching (e.g., getting published, obtaining grants, attending conferences, etc.)	1	2	3	4	5
29	I have too many assignments and papers to mark	1	2	3	4	5
30	I have too much student mentoring/ supervision on top of teaching	1	2	3	4	5
31	I have too much clerical/administrative work to do on top of teaching	1	2	3	4	5
32	My job demands that I keep up with new techniques, ideas, technology, innovations, or challenges.	1	2	3	4	5
33	My job demands me to spend most of my time interacting with students, parents, and co-workers).	1	2	3	4	5
34	I must consider the views of my colleagues to teach my students effectively.	1	2	3	4	5
35	I devote significant time to each student to teach them effectively.	1	2	3	4	5
36	I use my emotions and behaviours to create a helpful environment for my students, parents, and colleagues.	1	2	3	4	5

SECTION 4: EMOTIONAL WELL-BEING

The statements below are intended to assess your emotional well-being at work. Please read each sentence carefully and select the option that best expresses how frequently you have negative emotions, such as emotional exhaustion, and positive emotions, such as flourishing at your current university.

Flourishing						
STATEMENT		**SCALE**				
		Never 1	**Seldom 2**	**Sometimes 3**	**Often 4**	**Always 5**
37	I lead a purposeful and meaningful life in this university.	1	2	3	4	5
38	I have supportive and rewarding social relationships at this university.	1	2	3	4	5
39	I feel engaged and interested in the daily activities of this university.	1	2	3	4	5
40	I actively contribute to the happiness and well-being of others at this university.	1	2	3	4	5
41	I feel competent in the activities necessary to achieve key performance indicators for my job at this university.	1	2	3	4	5
42	I am a good person and live a balanced work-life in this university.	1	2	3	4	5
43	I feel optimistic about my future at this university.	1	2	3	4	5
44	I feel respected by others at this University	1	2	3	4	5
Emotional Exhaustion						
STATEMENT		**SCALE**				
		Never 1	**Seldom 2**	**Sometimes 3**	**Often 4**	**Always 5**
45	I feel emotionally drained from my work at this university.	1	2	3	4	5
46	I feel used up at the end of the workday at this university.	1	2	3	4	5
47	I feel tired when I get up in the morning and face another day at work at this university.	1	2	3	4	5
48	I feel burned out from working at this university.	1	2	3	4	5

SECTION 5: ORGANIZATIONAL IDENTIFICATION

The final section examines how well you identify with your university or higher education institution. Organizational identification is the degree to which you consider yourself a member of your organization. Your answers will help us understand how your relationship with the organization impacts your emotional well-being.

STATEMENT		SCALE				
		Strongly Disagree 1	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**
49	I feel happy to be a teacher at this university.	1	2	3	4	5
50	I am proud to be a teacher at this university.	1	2	3	4	5
51	It would be very disappointing if I were forced to leave this university.	1	2	3	4	5
52	My self-identity is shaped in part by this university affiliation.	1	2	3	4	5
53	My membership in this university is significant to a sense of who I am.	1	2	3	4	5
54	My sense of self overlaps with the identity of this university.	1	2	3	4	5
55	If this university were criticized, it would impact how I view myself.	1	2	3	4	5
56	I am sufficiently acknowledged in this university.	1	2	3	4	5
57	It feels like a personal insult when someone criticizes this university.	1	2	3	4	5
58	I'm concerned about what other people think of this university.	1	2	3	4	5
59	The university's successes are my success.	1	2	3	4	5
60	When someone praises this university, it seems like a personal compliment.	1	2	3	4	5

Thank you for your participation.

APPENDIX B: RELIABILITY AND VALIDITY OF PILOT STUDY

1. Reliability of Pilot Study

Construct	Cronbach's alpha	Composite reliability (rho_a)	Average variance extracted (AVE)
Emotional Pressure	0.821	0.827	0.652
Emotional Exhaustion	0.916	0.937	0.747
Flourishing	0.953	0.954	0.752
Job Autonomy	0.829	0.83	0.597
Organizational Identification	0.953	0.957	0.659
Performance Feedback	0.948	0.95	0.734
Social Support	0.953	0.959	0.668
Workload	0.893	0.912	0.614

2. Validity of Pilot Study

Construct	Emotional Pressure	Emotional Exhaustion	Flourishing	Job Autonomy	Organizational Identification	Performance Feedback	Social Support	Workload
Emotional Pressure								
Emotional Exhaustion	.242							
Flourishing	.852	.253						
Job Autonomy	.698	.18	.804					
Organizational Identification	.753	.288	.784	.576				
Performance Feedback	.687	.086	.733	.588	.604			
Social Support	.748	.18	.839	.661	.653	.723		
Workload	.845	.168	.531	.552	.56	.522	.454	

APPENDIX C: PUBLICATIONS AND PROCEEDINGS

Memon, Q., & Yusoff, I. Y. (2023). The Impact Of Perceived Social Support On The Academicians's Flourishing While Mediated By The Organizational Identification. *Journal of Namibian Studies: History Politics Culture*, *33*, 1549-1581.

Memon, Q., & Yusoff, I. Y. (2022). The impact of perceived social support on the university "academicians" flourishing and the moderating effect of challenge appraisal. *International Journal of Academic Research in Business and Social Sciences*, *12*(1), 2559-2580.

Research paper presented at 9th World Conference on Women's Studies 2023

Research Paper presented in 10th International Borneo Business Conference (10thIBBC 2022)

Research Paper presented at 7th Asia Pacific Marketing and Management Conference (APMMC), UNIMAS, Malaysia.