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IS SOCIAL SUPPORT MODERATES BETWEEN WORKLOAD AND EMOTIONAL EXHAUSTION?

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ABSTRACT

The central theme of the study is to investigate influence of workload on burnout dimensions, especially emotional exhaustion, and explores the moderating effect of social support. Data has collected through the Cross-sectional method over questionnaire in Khyber Pakhtunkhwa, Pakistan. The overall level of emotional exhaustion among employees is high as compared to other professions. Both, the job demands and resources were associated with burnout, especially workload has main predictor of emotional exhaustion. It further suggests that exhaustion of the employees has been minimized by making reasonable demands in working environment. Also, from findings, social support influence workload and emotional exhaustion, where it concludes that resources increase level of emotional exhaustion and demands are decreased. Future research is needed to deal with the substantive problems and methodological limitations of the present study.

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INTRODUCTION

Work as a teaching profession has been characterized by several aspects that can cause stress in the work environment. The development of this chronic stress in teaching profession will lead to rise of burnout (Ortega, Román, Soriano, Suleiman García & Urquiza, 2020). Organizations are profit determination, where it directly associated with how productive employees can be for an organization. Furthermore, it is expected that employees provide the maximum amount of input without sufficient changes, to what effects the working tasks and hours. In the 21st century, some changes have been identified in working environment and cultures, advanced technology where these changes bring innovation and make new challenges in every sector. As mentioned earlier, the transformations created a different educational institution problem, resultantly; unusual job-related demands and these innovations make the working place more complex. In

this context, due to plenty of changes in working area and complexity in working environment, the employees face a new problem, like the unusual innovation and reforms that transfer the employees into stress due to uncertain situations at workplaces. Such a type of the demand has created tension, anxieties or pressure in the working environment that can slow down employee productivity.

In this modern era, the professionals are sensitive about burnout (Embriaco, Azoulay, Barrau, Kentish & Papazian, 2007). Several studies determined burnout and different opinions were concluded (Demerouti, Bakker, Nachreiner, & Schaufeli, 2000; Halbesleben & Buckley, 2004; Kahill, 1988a, 1988b; Lee & Ashforth, 1996; Perlman & Hartman, 1982). It has extracted that significance of employee's well-being and health cannot underestimate because the employee is the organization's asset and they became burnout. As a result, it will negatively affect both the individual and organizational productivity and the employee will be less engaged, reduction in employee motivation towards work and commitment within the organization, absenteeism of employees, family roles, psychosomatic diseases, temporary work disability, organizational citizenship behavior, satisfaction during work, mental and physical health, turnover and productivity both individual and organizational (Cropanzano, Rupp, & Byrne, 2003; Merrill, Aldana, Pope, Anderson, Grossmeier & Whitmer, 2013; Schaufeli & Peeters, 2000). The burnout phenomenon can be occurring in every type of occupation. Burnout has mostly been measured in human services organizations like education, social welfare, and health (Bakker., Zee, Lewig, & Dollard, 2006; Kemper, Schwartz, Wilson, Staples & Batra, 2020; Khan, Yusoff, & Khan, 2014).

According to the researchers, Hamama (2012) and Sánchez, Roldán, Peralta & Barrón (2014), burnout develop in the lack of social support among the employees within the organization. In the same way, the studies suggested that the teaching profession is concerned with one of the stressful environment, among others (Khan., Khan, & Naz, 2017; Khan., Rasli, Yusoff, & Ahmad, 2015; Khan., Yusoff, & Khan, 2014). Consequently, the current research examines the direct relationship between the demands like workload with the burnout dimension, especially emotional exhaustion among the faculty members in the public sector universities in Khyber Pakhtunkhwa Pakistan. More specifically, the research's main objective is whether job resources like social support buffer the association between workload and emotional exhaustion among the faculty members of public sector universities in Khyber Pakhtunkhwa Pakistan. Moreover, the current research study consequences will allow us the concepts of stress and burnout in the organization that has developed in different stages. After distinctive stages, the idea became multifold and complex. Furthermore, the study proposes different steps of new measurement scales, which has recommended for emotional exhaustion by researcher (Demerouti., Bakker, Vardakou, & Kantas, 2003; Khan., Rasli, Yasir, & Malik, 2014; Lee, Kim, Paik, Chung, & Lee, 2020).

LITERATURE REVIEW

The present study has reviewed the ideas and relationship of the concepts of different demands, burnout and social support. Studies have been conducted on direct relationships with a burnout in education, but few studies have performed on the indirect relationship among the faculty members of the public sector universities. Therefore, the research variables have been examined in the light of the existing research studies along with their interrelationships in the particular context.

Burnout

Some of the most cited works that investigated burnout in last four decades include Freudenberg (1974), Maslach and Jackson (1981), Schaufeli, Leiter and Maslach (2009) and Bekker, Croon, and Bressers (2005). As cited by Khan, Yusoff, Khan (2014), in the United States Freudenberg, (1974), American researchers introduced the recent history of the burnout concept and initiated it in the mid-1970s. Besides, the researchers defined burnout as to fail, to wear out, or become exhausted by excessive demands on energy, strength, resources p. 159. Burnout is psychological dimension and consists of high level of the emotional exhaustion and disengagement and a low personal accomplishment level (Khan., et al., 2017; Maslach & Jackson., 1981). From literature, Burnout is a dramatic phenomenon in education. The burnout starts from workplace, affecting employees' health, motivation, professional behavior, commitment, and satisfaction level. In simple words, burnout increases when the demands cross the limit from its employee capacity (Maslach, 2003). It is feeling of lack of involvement, unsatisfactory performance and exhaustion (Maslach and Jackson, 1981). Since the 1970s, burnout has been considered a prominent issue among the individuals and the organizations that associate people's work-relationship and their relevant working issues (Maslach, Schaufeli, & Leiter, 2001), previous studies that burnout is multidimensional.

In employees, the dissatisfaction burnout is one of the significant contributors in their working environment, where loss or displacement of the best employee or teachers has repercussions for individuals and society. Moreover, teachers will lose their enthusiasm and idealism that affect relationship between student and teacher, achievements and efficiency (Farber, 2010). Burnout thus is negatively associated with well-being and emotional instability among working demands and insufficient resources. According to previous studies, first measure of burnout is emotional exhaustion, which is the primary predictor and exploratory factor of burnout and negatively affects (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001b). It is described as the extent where employees have depleted the emotional resources to manage interpersonal stressors. It occurs with physical exhaustion and deficiency of energy; family problems and less sleeping are the main symptoms of emotional exhaustion. Furthermore, emotional exhaustion has explained that an affected employee cannot stay in the same position for a long time. Disengagement is defined as an employee has a negative attitude towards their customers, managers, or colleagues and the factors include working failures or successes and lack of control. The last burnout factor, reduced personal accomplishment, occurs due to the unmet achievement expectations and role ambiguity.

Moreover, it is defined as reducing employees' competence feelings and successful motivation during the job. To further understand burnout, the employees are aware of individual stress, organizational stress, strain, and prevalence in every sector, especially in teaching at higher education. Previous studies on burnout were conducted on caring professions. Simultaneously, current research focused on other educational organization issues this empirical examination, including the components of burnout (emotional exhaustion) and demands. Moreover, stress increases burnout, but stress is not the only cause of burnout (Burisch, 2006; Khan, Rasli, Yusoff, & Ahmad, 2015). It is related to the emotional instability of high working demands and insufficient resources. It is part of strain, linked to chronic response to cumulative, job-related stressors and adverse long-term stress effects. Job-related burnout is at a higher level in the different profession, which decreases job performance, self-esteem, motivation, the decline in

satisfaction and increases level of turnover (Maslach, et al., 2001; Schwab, Maslach, & Jackson, 1993).

From early studies, burnout was conceptualized as the multidimensional construct (emotional exhaustion, disengagement and reduced personal accomplishment). Thus, burnout refers that it occurs who work with others in any capacity. In this context, teaching profession is considered one of the vulnerable among the human services profession. In 2000, studies examined that employees in the Netherlands' teaching profession have found and declared unfit. In the past studies, burnout has measured by different instruments. In which Maslach Burnout Inventory was first introduced (Maslach, Jackson, & Leiter, 2014), which have mostly been used in various studies, and commercially available (Ahola, Toppinen-Tanner, & Seppänen, 2017). Several other free inventories have introduced like Oldenburg Burnout Inventory (Demerouti, et al., 2001b; Khan, Khan, Naz, & Rasli, 2016), Copenhagen burnout inventory (Kristensen, Borritz, Villadsen, & Christensen, 2005); the Educator Burnout Inventory (Wang, Liu, & Wu, 2003); the Bergen Burnout Indicator (Salmela-Aro, Rantanen, Hyvönen, Tilleman, & Feldt, 2011); and the Spanish Burnout Inventory (Pedro, Viotti, & Converso, 2017). According to the researchers, Demourti et al. (2000) and Khan et al. (2014), OLBI is the most commonly used instrument compared to the MBI.

Job Demands

Research studies show a profound influence on burnout on reduced commitment and indirectly affect the absentees among organization employees. Job demands attain importance in working environment stress literature during the 1970s. Job demands are a series of complex factors, which are multifold; therefore, no specific definition could be assigned. Authors have defined it differently, depending on the context and situation where it has been identified. Job demands, as highlighted by Sargent and Terry (1998), "is the amount of work required from the employee, the extent to which he or she has to work under time pressure, and the degree to which employee has expected to complete conflicting job demands" (p. 219). Moreover, it has explained as those physical, psychological, organizational and social aspects in which employee needs the effort to achieve individual and organizational goals (Chen & Chen, 2012; Schaufeli & Bakker., 2004). From previous existing literature, job stressors directly related to increase of Burnout (Hakanen, Bakker, & Schaufeli, 2006; Khan., et al., 2017; Schaufeli & Taris, 2014). Burnout is partial result of qualitative and quantitative overload. Qualitative overload is individual experience and spirits that insufficient skill is present to complete task, while quantitative overload is the individual's observations that work could be not done in given time (Khan, Rasli, Yasir, & Khan, 2019; Pines & Maslach, 1978). Both qualitative and quantitative workload pays to burnout. The burnout point occurs when the employee cannot control the situation in the demands during the working place.

Workload

Workload has become common phenomenon within organizations which needs to manage more effectively. The unmanaged workload affects employee the health, commitment, motivation and productivity. The workload is one of main predictors of burnout in several studies. The workload is defined as amount of work supposed to do in a specific time. The most natural and common work-life area is overload which implies job demands crossing bearable limits, particularly when it does not correspond to resources. Researchers defined a workload that "hours per day, week, year or to work beyond, one's physical and mental capacity" p.223. Workload increases stress,

strain and burnout, (Embriaco et al., 2007; Lindholm, 2006). The researcher defined workload as research productivity, professional development and time. The previous studies like Miller, Ellis, Zook and Lyles (1990), Demerouti et al., (2001b), Blau, (2003), Bakker, et al., (2006), Engelbrecht, Beer, and Schaufeli, (2020) proved in their studies that as the level of workload increases, level of burnout risen, while study like Elloy, Terpening and Kohls (2001) determined that workload have inverse relationship emotional exhaustion (Mullins, 2005; Teven, 2007). An unpleasant working environment also puts stress on teachers and adversely affects quality and quantity.

Similarly, regular working hours, fewer facilities, administrative red-tape cause stress (Eckert & Williams, 1972; Michie & Williams, 2003). Researchers determined that senior and early faculty has fewer workloads than the mid-career faculty due to having experience. There are two types of workload, subjective and objective. The researcher studied that the physical workload has not much associated with workload as compared to subjective workload. Different problems have identified in the teaching and other professions, like lack of information, miscommunication, rewards, control, workload, technological changes, drop-down of family relations, Insufficient or mismatched awards, friendly supporter, long working hours and facing other conflicts (Blix, Cruise, Mitchell, & Blix, 1994; Leiter & Maslach, 1999; Maslach & Leiter, 1997; Michie & Williams, 2003; Yusoff, Khan, Mubeen, & Azam, 2013). Furthermore, from previous studies, it has been concluded that as an employee experiences the high level of the job demand, especially workloads, their burnout levels are high (Hakanen, et al., 2006; Khan., et al., 2017). Moreover, the research also found burnout is significantly positively related to workload and long working hours. Meanwhile, the researcher also elaborated that the workload and emotional exhaustion are highly associated (Hakanen, Bakker & Schaufeli, 2006; Khan, Khan, Kanwal, & Bukhair, 2018).

Job Resources

Job resource is another very prominent variable in the reduction of burnout among employees. Khan et al. (2014), and Bakker et al. (2004) determined that resources are necessary demands within the organization to utilize in the achievement of work objective, to get both personal and professional growth and decreases organizational requirements to achieve goals of organization (Hobfoll., 1989). According to Chen and Chen (2012) and Schaufeli and Maslach (2017), JR is physical, psychological, organizational, or social views of the jobs that reduce demands during the career and achieve their organizational objectives, professional development and personal growth. Some organization resources are like performance feedback, organizational, or support administrative and social support (Chen & Chen, 2012; Khan, et al., 2019; Park, Kim, & Lee, 2019; Yusoff & Khan, 2013). Resources negatively correlated with job demands. These resources have a negative relationship with exhaustion and burnout does not act as moderator between demands and exhaustion (Engelbrecht et al., 2020; Khan et al., 2019; Khan et al., 2017; Khan Yusoff et al., 2014; Taris, Ybema & Beek, 2017). If funds are sufficiently provided to employees in working environment, they will be more capable of dealing with demands and will have low emotional exhaustion levels (Bakker et al., 2005; Khan, et al., 2019). Hobfoll, Freedy, Lane and Geller (1990) argued that the conservation of resources theory stated that employees protect to preserve and assemble resources. The researcher further elaborated that resources such as the autonomy, social support, etc., can solve the problems and achieve them. Using the COR theory, the employees who help from any resources decrease the level of the demands and emotional exhaustion.

Social Support

Social support has been used as the resources available by third party. From different research scholars, social support has further divided into psychological and non-psychological support (Cheng, Zhao, Wang, & Sun, 2019; Cohen & Ashby, 1985; Gellert et al., 2018). The psychological support is defined as the provision of information, while non-psychological support refers to the provision of material aid. In the same way in literature, social support is not the cause of stress, depression, anxiety and burnout. Tremblay & Messervey (2011) concluded that social support is a combination of coworkers and friends. It decreases the effect of stressors by eliminating the physical environment and supports acquired from the most experienced and efficient persons (Khan., et al., 2017; Lee & Ashforth, 1996). Besides, some researchers like Maslach and Goldberg (1998) and Schaufeli and Enzmann (1998) demonstrated that support group or teamwork helps prevent burnout. Support from supervisor is also important than coworker support and social support has a moderating relationship with job demands and burnout (Maslach, et al., 2001). Lack of social support directly links with emotional exhaustion and disengagement (Bakker, et al., 2004; Janssen et al., 2004; Khan., et al., 2016). This research main theme is cross-sectional test of moderating effect of social support in association among independent variable workload and dependent variable emotional exhaustion. To support conceptual framework, Job Demands Resources theory has used, where the researcher hypothesized that a high level of job demands meet with a low level of social support would harm outcome like burnout. As previous research, it has been suggested that social support influences the linkages between working demands and burnout.

Research Hypotheses

Hypothesis 1: Workload has a positive association with emotional exhaustion.
Hypothesis 2: Workload has a negative association with social support.
Hypothesis 3: Social support moderates association between workload & emotional exhaustion.

RESEARCH METHODOLOGY

The current study uses positivism, where it ensures facts and figures. Furthermore, positivism is based on natural phenomena and their properties and relationships. Present study framework has based on the previous literature, where the hypotheses have been tested quantitatively. For testing the hypotheses, the data has been collected from the public sector universities in Khyber Pakhtunkhwa, Pakistan. The study's target population is 1600 faculty members from different universities, where the sample size has drawn 310 (Krejcie & Morgan, 1970). As per the sample size, 310 questionnaires have distributed among the employees, where 239 out of the 258 were completed and received, while the remaining 19 were incomplete. Thus, the completion rate was 83%.

Instruments

In the current administrated questionnaire, the workload has measured on bases of professional development, the number of working hours, research and career development, where it contains twelve items, including three items of Boyd, Bakker, Pignata, Gillespie and Stough (2011), five items of Gmelch and Miskin (1993), four items of Fimian and Fastenau (1990) whose reliability values are 0.62, 0.80 and 0.75 Cronbach's alpha (Boyd, et al., 2011; Fimian & Fastenau, 1990; Mcafee, 2008). The core factor, emotional exhaustion measured burnout. Researcher adopted eight items from alternate inventory of Maslach Burnout Inventory called Oldenburg Burnout Inventory (OLBI) (Demerouti., Mostert, & Bakker, 2010), where the Cronbach's alpha is 0.82

and 0.75 (Bakker, et al., 2004; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001a; Demerouti., et al., 2003; Khan, et al., 2019). In last, social support has measured on bases of 30 questions, where the social support has divided into tangible help, emotional and appraisal support; their reliability was about 0.90 (Iverson, Olekalns, & Erwin, 1998; Peirce, Frone, Russell, & Cooper, 1996).

Demographic Variables

The demographic variables have been used to find the impact like age, gender, marital status. Gender wise the male respondents were more than female, where the percentage-wise males are 71.1%, while female respondents were 28.9 percent. The respondents were calculated by marital status, having 1 for single and 2 for married, wherein the result, the married are more than single respondents. The respondents' age has divided into the five different groups 1 for less than 25, 2 greater than 25 and less than 30, 3 assigned for greater than 30 and less or equal than the 35, 4 for greater than 35 and less than or equal to 40, while the 5 has recorded for greater than 40 age.

Preliminary Analysis

A preliminary analysis has been carried out and final findings in underlying social science stand to answer the research questions. The different multivariate test has calculated to check out the data's suitability, ensuring that the following assumption of multivariate analysis has not been violated.

Normality Test

The normality test has been calculated by comparing the histogram residual and the final data's normal distribution curve. In this connection, table 1 about normality test shows the value of skewness and kurtosis are within the acceptable range of ±2, which confirms normality of the data.

Table 1

Normality Test

		Skewness		Kurtosis	
Variables	N	Statistic	Std. Error	Statistic	Std. Error
Workload	239	-0.049	0.150	-1.051	0.298
Emotional Exhaustion	239	-0.212	0.150	-0.369	0.298
Social Support	239	0.251	0.150	-1.034	0.298

Multicollinearity Test

A multicollinearity test has conducted among variables was measured. The result indicates that the tolerance value is more than 0.10 and VIF values are less than 0.10, as shown in the table below.

Table 2

Tolerance and VIF Values

Variables	Tolerance	VIF
Workload	0.740	1.351
Emotional Exhaustion	0.738	1.355
Social Support	0.993	1.007

Response Rate

Data has been collected from faculty members that includes academic staff associate professors, professors, assistant professors and lecturers from public sector universities at KP, Pakistan. A total of 310 questionnaires were distributed among the respondents. Data were collected within time frame of six months, where 258 out of 310 questionnaires were received, in which 19 out of total returned were incomplete and excluded from final data analysis. Therefore, researcher used the completed 239 questionnaires for final data analysis. The overall response rate was 83%.

Demographic Characteristics

Demographic characteristics are considering an essential variable among the social sciences. It provides a significant influence on overall results. Table 3 shows the details of the demographic variables. The table shows the respondents' description; most of them were male (71.1 percent), while most of the respondents were the Assistant Professor (39.3 percent), aged between 30 and 35. These information helps in understanding respondents' participation and contribution in responses.

Table 3

Characteristics of the Respondents

Characteristics		N	Percent
Age	Less than 25	27	11.2
	25-30	52	21.8
	30-35	71	29.7
	35-40	59	24.7
	more than 40	30	12.6
Gender	Male	169	71.1
	Female	70	28.9
Designation	Lecturer	86	35.9
	Assistant Professor	94	39.3
	Associate Professor	44	18.4
	Professor	15	6.0

Descriptive Statistics

In current study, descriptive statistics have been used to describe respondent's characteristics regarding burnout, workload and emotional exhaustion. Table 4 shows that descriptive statistics give information towards the study variables in describing the research variables to understand, which show that social support has the highest score, followed by the emotional exhaustion and workload.

Table 4

Descriptive Statistics

Variables	N	Mean	Standard Deviation
Workload	239	2.54	.615
Emotional Exhaustion	239	2.87	.545
Social Support	239	3.21	.928

Reliability

After data collection, researcher examined the questionnaire's reliability through Cronbach's alpha using SPSS, as indicated in Table 5. The reliability of the self-administrated questionnaire shows the level of consistency is possessed. The table shows that Cronbach's Alpha for the construct's given items is within range of 0.71 to 0.93, acceptable. Therefore, the current scales of research study seem to have internal consistency.

Table 5

Cronbach's Alpha

Variables	Items	Cronbach's Alpha
Workload	12	0.74
Emotional Exhaustion	8	0.71
Social Support	6	0.93

RESULTS AND DISCUSSIONS

Testing of Hypotheses

This part of the research will provide information about the associations among the research variables (workload, social support and emotional exhumation) using the different statistical tools.

Hypothesis 1: Workload has a Positive Association with Emotional Exhaustion

The first hypothesis of research was association between independent and dependent variables. The relationship predicted significant positive impact (0.68) association between workload and emotional exhaustion, as shown in table 6. The result clarifies the positive relationship between the job demands, especially the workload and core dimension of burnout. Results are parallel to the previous studies' results (Cohen, Village, Ostry, Ratner & Yassi, 2004; Greenglass, Burke, & Fiksenbaum, 2001). Therefore, from results of correlation about association, H1 is supported by data.

Table 6

Correlation Analysis

Variables	Workload	Emotional Exhaustion
Workload	1	
Emotional Exhaustion	0.68*	1
Social Support	-0.57*	-.32*

Hypothesis 2: Workload has a negative association with Social Support

The second hypothesis of the research was the relationship between the independent variable and social support. According to table 6, the relationship predicted the negative impact (0.57) between the workload and social support. The result also clarifies that there is the negative relationship between workload and social support. Therefore, H2 is supported by the empirical data.

Hypothesis 3: Social Support Moderates between Workload & Emotional Exhaustion

The Third and central hypothesis of the study was influencing effect of social support between workload and the main predictor of burnout emotional exhaustion; table 7 explained the first step of the Hierarchical Regression Model, the independent variables, the dimension of the job demands like workload have entered. The result shows that there are 20.7% variance exists in emotional exhaustion. While in second step, the moderating variable social support has entered as job resource, then results indicated a 29.0% variation in emotional exhaustion. Consequently, in the third step, both the independent workload and the moderator social support interactions entered the model, where the result shows a 29.9% variance in emotional exhaustion. Besides, interaction effect was significant at $p>0.001$ and $p<0.05$. Consequently, it has been concluded that social support significantly moderates these relationships. Thus, these results support the H3.

Table 7

Main and Interactive effect of Social Support, Workload, and Emotional Exhaustion

	Emotional Exhaustion [a]		
	Standardized β Coefficients		Std. Error
STEP 01			
Workload	0.447		1.24*
R^2 Model		0.207	
Adjusted R^2		0.204	
F Model	68.498**		
STEP 02			
Workload	0.300		2.43*
Social Support	-0.342		2.02**
R^2 Model		0.290	
Adjusted R^2		0.284	
F Model	30.665**		
STEP 03			
Workload	0. 301		2.84*
Social Support	-0.349		1.87**
Workload x Social Support	0.106		0.907**
R^2 Model		0.299	
Adjusted R^2		0.291	
F Model	29.428**		

**Significant at $p<0.001$; *Significant at $p>0.05$

The moderation offered significant information where moderation step of Table 7 has explained that as social support is low, then low workload has little emotional exhaustion. At same time, the high workload has high emotional exhaustion among faculty members. In contrast to social support decreases, the level of workload and emotional exhaustion is decreases, as shown in the tables-3.

CONCLUSION AND RECOMMENDATIONS

This Study insight burnout, raising awareness among the faculty and their key stakeholders and educating employees regarding changes to promote a productive environment for individuals

and organizations. Furthermore, the study will promote future research to investigate practical strategies, awareness, well-being, and the burnout prevention. Moreover, the research study has explored the items that reduced risk of burnout at both levels of organizational interventions, with appropriate workload, reward, recognition, alternate working schedules and the individual interventions, including easy and relaxation techniques, stress, training, exercise, and sleep hygiene measures. Likewise, for more effective results, information is needed where strategies are useful for organization's employees. The cross-sectional study determined the main effect and interactive relationships of demands (workload), burnout (emotional exhaustion), and social support among university faculty members in KP, Pakistan. The study has examined that emotional exhaustion is one of the core factors contributing to burnout. Moreover, the study identified that workload has a positive relationship with the emotional exhaustion, which shows that as level of workload of a faculty members increased than the level of emotional exhaustion is increasing (Cohen et al., 2004; Demerouti et al., 2001a; Khan et al., 2019; Khan., Rasli, et al., 2014).

Furthermore, this study focused on the moderating or influencing effect of social support on the association between workload and EE among the faculty members. The study's current analysis reveals that social support significantly moderates association between workload and emotional exhaustion. It is further explained that social support increases; it will decrease level of demands and EE. The results are parallel to findings (Khan, et al., 2014; Xanthopoulou et al., 2007). From previous literature, it has been concluded that as JR's level increases, level of job demands and burnout will be decreased (Khan et al., 2014). JR is negatively correlated with job demands and negatively related to the job burnout. Several studies like Lee, Kim, Paik, Chung and Lee (2020), Dishop, Green, Torres and Aarons (2019), and Acker, (2008) shows that emotional exhaustion is common dimension among social workers. As mentioned earlier, researcher recommended future directions. Firstly, the social support buffering hypothesis may be evaluated with other variables like stress, depression, work-family conflict and anxiety. From study, it may evaluate the vulnerability of social support and its factors. Secondly, researcher recommended that the study be conducted on longitudinal research, where result is more accurate. Although research provided support to Job Demands- Resources theory in form of workload, social support and emotional exhaustion in university faculty members, study results recommended directions for future studies that sample may be increased and extend the area other than KP. In last, the study was conducted quantitative, where the study recommended for the qualitative research. Future research is needed to deal with substantive problems and methodological limitations of present study.

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