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Emotional Instability, Employees Work Outcomes among Academia: Compulsory Citizenship Behavior and Leadership Style as Moderators

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ARTICLE DETAILS	ABSTRACT
<p>History Revised format: 30 June 2019 Available Online: 31 July 2019</p>	<p>Nowadays Employees Work Outcomes is the primary concern of academia of higher education. Hence, to understand this perspective the current study has examined the impact of emotional instability on employees work outcomes (Workaholism, Organizational Citizenship Behavior and Burnout). This study also examined the moderating role of compulsory citizenship behavior and transactional and transformational leadership styles. Sample of the study was faculty members of public and private universities. Finding of the study showed that there was negative and significant relationship between emotional instability, workaholism and organizational citizenship behavior whereas, there was positive and significant relationship between emotional instability and burnout. Further results demonstrated that transactional and transformational leadership play moderating role in relation to emotional instability and workaholism. Nevertheless, this study will provide insight to develop policies to lowers the level of burnout, and will also help administrators to implement such leadership style that decrease emotional instability and raise performance.</p>
<p>Keywords <i>Emotional Instability, Burnout, Transformational Leadership, Transactional Leadership, Compulsory Citizenship Behavior</i></p>	
<p>JEL Classification: <i>M12, M54</i></p>	

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1. Introduction

Work is determined and worthwhile action, which people perform to accomplish and achieve psychological and physical demands. However, different feelings and emotions generated by work varies, as some perceive work as compulsion (Morin, 2004) and some view work as a positive feelings (Rothmann, 2003). Hence, work has both negative and positive impact on employees (Berg, 2006).

Over few decades, working environment has been changed remarkably (Rothmann, Mostert and Strydom, 2006; Worrall, Mather and Cooper, 2016). In this era of growing global economy the workers are demanded to invest more energy and time in work, which in return has decreased career opportunity and job security (Cooper, Dewe and O' Driscoll, 2001). The educational and academic territory is considered as one of the service providing area. Many researches have indicated that instructors experience high level of burnout, emotional shakiness and those

who are neurotics, have less interpersonal relations and positive association with burnout (Cano Gracia et al., 2005; Zimmerman 2008). Burnout is three-dimensional syndrome comprising mental, physical and emotional dimension as well as negative attitude towards career, people and life (Akbaba, 2014). Burnout comprises feelings of hopelessness, chronic fatigue, low self-esteem, low productivity and exhaustion (Salvagioni et al., 2017). According to Mathison (2015), the load and stress of working in teaching domain has been progressively increased in recent years which in turn has put continuous pressure on instructors. Anderson (2006) concluded that instructors during probation period experiences increased burnout due to their concerns about career building and heavy workloads.

The term “workaholism” is used with different synonyms such as heavy investment at work (Golden, 2014), work craving (Wojdylo et al., 2017) and excessive working (Andreassen, 2013). Initially this concept was thought to have correspondence with alcoholism as in both there are pattern of inappropriate obsession or reliance. However, the concept of workaholism grow with passage of time, Some researchers perceived workaholism from individual characteristics wise and mentioned them as depressed unhappy, neurotic catastrophic figure who do not fulfil their job obligation, and creates trials from idea of co-workers (Naughton, 1987). According to Kinman (1998), workaholism is a result of nature and policies of organization and one’s zest to do work. Broadly, the academic staff of universities face high work demands and low support. It is important to optimize workplace for optimizing the wellbeing of employees and their families. Due to intensive competition and globalization education sector are encountering the consequences of burnout (Mujtaba and Cartney, 2008). Professional burnout and stress has been examined in this sector and strategies to generate healthier work environment for successful job performance has been suggested (Sanford Kaila, 2017; King and Haar (2017). An organizational environment reinforces workaholic behavior and promotes work-addicts (Johnstone and Johnston, 2005). Universities seem to have various conditions linked with both poor psychological health and workaholic behavior (Winefield et al., 2014; Samad et al., 2015). The changes in education sector have intense impact on working environment and organizational culture in modern decades (Shattock, 2013).

Emotional Instability (Neuroticism) is defined an enduring and distinctive pattern, a tendency to view world as an alarming place, to experience unpleasant emotions such as anxiety, depression, anger, impulsivity, high susceptibility to stress and impulsivity (Djurkovic,2006; Levine, 2018) and to put oneself in a situation that foster negative effect (Spurk et al., 2016). The term “Emotional Instability” is a part of FFM and is generally termed as “Big Five” (Costa and McCrae, 2017). Emotionally unstable personalities experienced less life satisfaction and poor subjective wellbeing (Olesen, Thomsen and O’ Toole, 2015). Literature support about relationship between workaholism and emotional instability (Shkoler, Rabenu, and Tziner, 2017; Clark et al., 2010; Schaufeli, 2016).

Over the past few decades, the issue of leadership has been matter of concern. However, the debate of effective leader and leadership has been a hot topic in today’s world (Bolden, 2004). Leadership is broadly discussed concept based on the success of any institution, organization and nation (Nei et al., 2014; Harper et al., 2015). No single definition of leadership exists in the literature, Chemers (2014), described leadership as a process in which leaders influence group of followers to achieve objectives and to provide coherent or cohesive direction. Similarly, Nei et al (2014), viewed leadership as an attempt of leaders to influence others for achieving specific goals. The leadership concept is still in process of refinement (Goleman, Boyatzis and Mckee, 2013) and this refinement had led towards the development of transformational and transactional leadership style (Bass and Avolio, 1994).

Robert (2014), states that transformational leadership triggers, a positive change in worker’s attitude towards the goals and strategies of the organization. Bass (1995), outline four features of transformational leaders that enable them to trigger motivation in others and these features are IM (inspirational motivation), IS (intellectual stimulation), IF (idealized influence) and IC (individualized consideration). Whereas, Transactional leadership is a process of exchange in which leader and followers engage to attain goals (Hunter et al., 2013). Zhang (2015) proposed that transactional leadership is pivotal for the effective management as the effectiveness ultimately leads towards the success of any institution. Indeed, leadership style is the attitude of the leaders towards their subordinates and the behavior they exhibit on daily basis through interaction (Naseer et al., 2016). A leader plays important in both positive and negative behavior.

Organizational citizenship behavior (OCB) has been considered, as beneficial and valuable for organization (Knippenberg et al., 2015). Since its conception, it has been area of research and interest for many researchers and scholars (Chiang et al., 2012). Initially OCB was considered as an employee’s extra-role behavior at the workplace

(Smith et al., 1983). Later researchers redefined the idea, referring Organizational Citizenship Behavior as a discretionary workplace behavior that is a part of the routine duties and which assist individuals psychological and social setting (Cem Ersoy et al., 2011; Zeinabadi and Salehi, 2011). Alfonso et al. (2016) outline two categories of OCB that are OCB-I (in which behavior is directed towards people) and OCB-B (in which behavior is directed towards organization). OCB-I comprises individuals who help their colleagues who are habitually absent from work and take personal interest in other employees. OCB-B comprises individuals who work for the betterment of the organization. (Alfonso, Zenasni, Hodzic and Ripoll, 2016).

Some researchers have found that organizational citizenship behavior occurs with the supervisor and organizational support (Chiang et al., 2012; van Knippenberg et al., 2015). Indeed, employees OCB have been recognized as a valuable behavior for organizations and societies (Dai et al., 2013; Podsakoff, 2013; Somech et al., 2013). Research conducted by Kumar et al. (2009) indicates that neuroticism (emotional instability) has no effect on organizational citizenship behavior.

The term “Compulsory Citizenship Behavior” originates from the reexamination of OCB (Organizational Citizenship Behavior). It represents the more negative side of the extra-role behavior at the workplace (Porpara, 1989). Vigoda Gadot (2006), coined the term “Citizenship Behavior”. Compulsory Citizenship Behavior has been described as workers violation of their readiness to display extra-roles that are conducted due to some organizational pressure or occupational factors (Vigoda-Gadot, 2007; Bolino et al., 2010; Zhao et al., 2014). Vigoda examines that expectation to display extra-role may put pressure on employee’s and make employee’s believe that they have to display organizational citizenship behavior to create a positive image in the workplace (Yam et al., 2017). Compulsory Citizenship Behavior is an enforced behavior in which workers take situational factor such as implicit oppression and suppression from authorities unwillingly and are vulnerable to it (Vigoda-Gadot, 2007; Bolino et al., 2015).

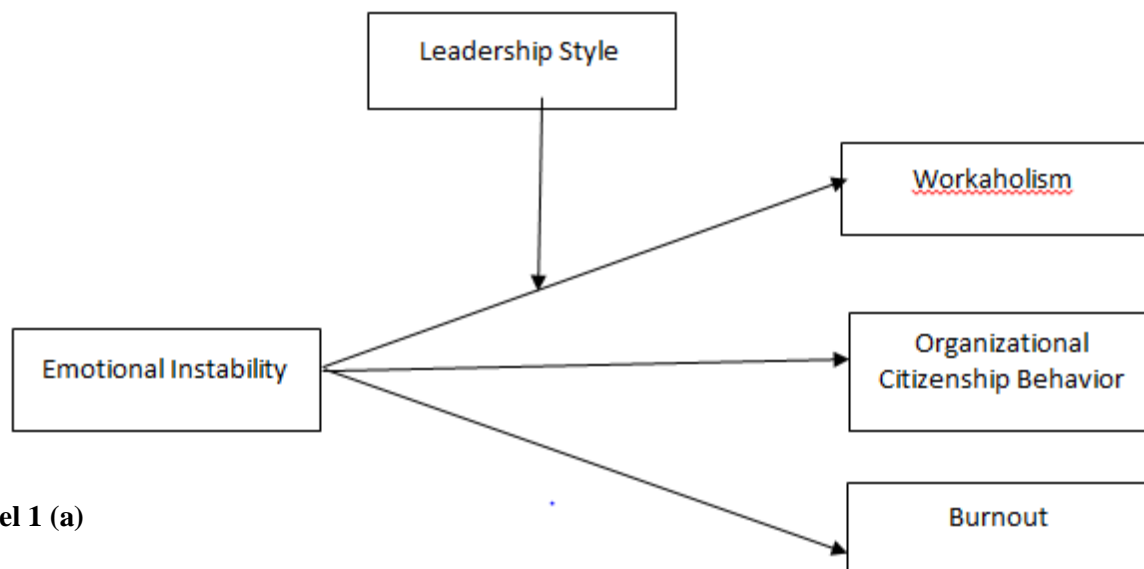
Compulsory Citizenship Behavior may deteriorate the employee’s psychological resources cause a person to encounter negative feelings and leads toward negative attitude and behavior at work. (Peng et al., 2012). Therefore, compulsory citizenship behavior reflects an instability between workers behavior and attitude. Bergeron (2007), noted that compulsory citizenship behavior markedly reduced job satisfaction, increased one’s intention of leaving the organization and cause work-family conflict (Bolino, Turnely and Nichoff, 2004).

When Destructive Leadership signals stress (Wong et al., 2018; Liu and Wang, 2013), the subordinates feel pressure of insufficient resources, therefore exhibit negative behavior such as CCB at workplace (Zang et al., 2014). Some studies have found that Compulsory Citizenship behavior reduce organizational performance and organizational effectiveness and increase workers intention to leave the organization, organizational politics and job stress (Vigoda-Gadot, 2007). The purpose of the present study was to examine emotional instability, employees’ work outcomes (i.e. workaholism, organizational citizenship behavior and burnout) among academia. Furthermore it was aimed to explore the moderating effects of compulsory citizenship behavior and leadership styles (transformational and transactional).

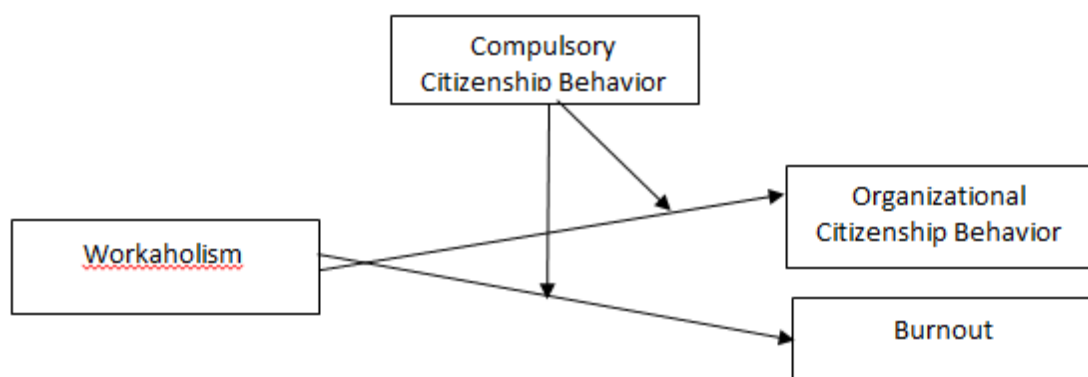
2. Objectives of the Study

- a) To access the association between emotional instability, workaholism, organizational citizenship behavior and burnout
- b) To inspect the moderating role of leadership style and compulsory citizenship in relationship of emotional instability, organizational citizenship behavior and workaholism and in relationship of emotional instability and burnout

3. Conceptual Framework



Model 1 (a)



Model 1 (b)

3.1 Method

3.1.1 Participants

Teachers working in public and private sectors have been taken for the current study. Data has been collected from different cities of Pakistan (i-e Multan, Pakpattan, Lahore, Faisalabad and Islamabad). Convenient Sampling technique was utilized in the current study which means to select those respondents that are easily accessible in order to reach sample size. Participants who have omitted any response were not included in the study. The aim of the study was to recruit at least 400 participants. Five-hundred self-report questionnaires were distributed out of which 472 were returned. Due to missing values, 72 questionnaires have been dropped out.

3.1.2 Instruments

Instruments are being used in the current study, are as follow

- Big Five-Personality Inventory
- Organizational Citizenship Behavior Scale
- Short-Version Burnout Questionnaire
- Workaholism Battery (Work-Bat)
- Compulsory Citizenship Behavior Scale
- Leadership Style Questionnaire

3.1.3 Big Five-Personality Inventory

Scale devised by John and Srivastave (1999) has been applied to measure emotional instability. The Inventory comprises Forty-Four items. However, emotional instability has been measure using eight items from the inventory (i-e 4, 14, 19, 29, 29, 39) and three-items are reversed coded (i-e 9, 24, 34). Each Participants were supposed to

specify the degree of disagreement and agreement for every statement. Likert-type Scale has been used (Strongly Disagree “5” to Strongly Agree “1”).

3.1.4 Organizational Citizenship Behavior

To measure organizational Citizenship Behavior scale of Smith et al (1983) has been used. Eight items have been adopted from their scale of which three item were reversed-scored (i-e 3, 4 and 7).

3.1.5 Shorter-Version Burnout Questionnaire

Burnout scale by Ayala Malach Pines (2005) has been used by using ten items. This scale access the individual’s level of mental and physical exhaustion.

3.1.6 Workaholism Battery (Work-Bat)

Workaholism Battery proposed by Spence and Robbins (1992) has been used to access participant’s degree of workaholism. This Battery consist of twenty five items which is divided into 3 sub-scales

- Work Drive (3, 5, 14, 18, 20, 22 and 25)
- Work Enjoyment (2, 4, 7, 9, 10, 11, 16, 17)
- Work Involvement (1, 6, 8, 12, 13, 15, 21 and 24)

Items no. 1, 6, 8 and 11 are reversed coded .

3.1.7 Compulsory Citizenship Behavior Scale

Compulsory Citizenship Behavior was assessed by Vigoda-Gadot (2007) scale. It is five Likert-type item scale. “The management in my organization put pressure on employees to engage in extra-role work activities beyond their formal job tasks” is an example of item measuring compulsory citizenship behavior.

3.1.8 Leadership Style Questionnaire

Transformational and Transactional leadership style has been measured by Oterkiil and Ertesvag (2012). The questionnaire consists of eight Likert-type items distributed along two sub-scales: Transactional Style (1, 2, 3, 4) and Transformational Style (5, 6, 7, 8).

3.1.9 Procedure

Participants selected for the current study were given questionnaires at their work place. Instructions were being communicated to teachers on how to fill the survey questionnaire. Demographic sheet and informed consent were being attached with the booklet. Questions in other section were being coded to analyze data using SPSS and Smart-PLS version 3.

3.2 Data Analysis

3.2.1 Reliability Analysis of the Construct Scale

Firstly, the internal consistency among the items was measured. Internal consistency was measured by Cronbach Alpha having value 0 to 1. Result of the study demonstrates high internal consistency of the instrument.

Table 1: Cronbach Alpha reliability of Scales

Scales	Items	Sample	Cronbach Alpha
Emotional Instability	08	400	0.722
Organizational Citizenship Behavior	08	400	0.750
Burnout	10	400	0.914
Workaholism			
Leadership	25	400	0.824
Compulsory Citizenship Behavior	08	400	0.885
	05	400	0.811

3.2.2 Descriptive Information of the Participants

The descriptive information of the respondent demographic characteristics showed that about 60% of the respondent were males. Mostly participant’s age was between 24 to 32 years. Majority of the participants were holding M.Phil degree. Out of 400 respondents, approximately 58% were having work experience between one to nine years, 52% respondents were lecturer and 88% were permanent employees. Approximately 60% respondents in this survey were government employees.

Table 2: Two-tailed Correlation among Variables

Variables	EI	OCB	BO	WD	WE	WI	TS	TF	CCB
EI									
OCB	-.135**								
BO	.519**	-.464							
WD	-.114*	.499**	.076						
WE	-.441	.511**	-.130**	.573**					
WI	-.265**	.503**	-.032	.597**	.497**				
TS	.085	.271**	-.056	.254**	.243**	.219**			
TF	.052	.322**	-.094	.263**	.307**	.209**	.658**		
CCB	.334**	-.117*	.459**	.072	.007	.048	.128*	.057	

*p<0.05, **p<0.01, ***p<0.001

3.2.3 Hypothesis Testing and Direct Effect

In order to test hypothesis and to determine direct association between the variables including t-value and path coefficient structure model of Smart (PLS) has been utilized. This study utilized bootstrapping resampling for 400 observation. The t-value should be > than 1.64 for significant relationship. The central theme of the present study was to determine model evaluation by analyzing the direct association and to verify the proposed assumed relationship of the variable with the help of structural model. However in the current study (05) hypothesis have direct relationship were analyzed, out of which (04) were supported and only (1) was not supported. Moreover, figure (1) demonstrates direct effect.

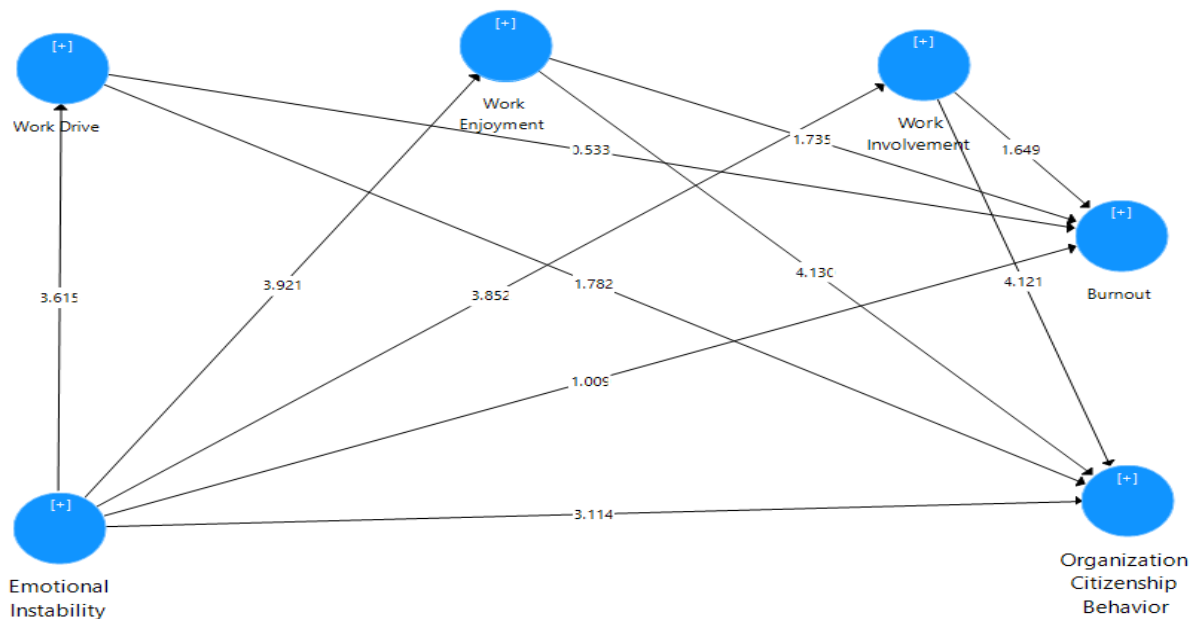


Figure 1: Structure Model of Relationship

Figure (1) fully explains and highlight the direct effect of each variable on the dependent variable.

Table 3: Summary of Direct Hypothesis Testing

Direct Hypothesis	Beta	SD	T Stats	P Values	Interpretation
EI→WH	-0.390	0.050	8.100	0.000	Supported
EI→WD	-0.442	0.121	3.615	0.000	Supported
EI→WE	-0.483	0.121	3.921	0.000	Supported
EI→WI	-0.426	0.112	3.823	0.000	Supported
EI→OCB	-0.263	0.084	3.145	0.002	Supported
EI→BO	0.386	0.289	2.991	0.022	Supported
WH→OCB	0.412	0.050	8.495	0.000	Supported
WD→OCB	0.125	0.070	1.786	0.074	Supported
WE→OCB	0.242	0.058	4.140	0.000	Supported
WE→OCB	0.221	0.053	4.186	0.000	Supported
WH→BO	-0.100	0.119	0.911	0.036	Not Supported
WD→BO	0.053	0.097	0.551	0.582	Not Supported
WE→BO	-0.165	0.097	1.697	0.090	Supported
WI→BO	-0.241	0.088	1.605	0.030	Not Supported

In order to test hypothesis and to determine the significance of path coefficient, this study utilized bootstrapping re-sampling method. In the table (3), the results demonstrated that there is negative relationship between emotional instability and workaholism and its dimension (work drive, enjoyment, involvement). The result came out to be significant because the level of significance is 0.000.

The result revealed that there is a negative relationship between emotional instability and organizational citizenship behavior and it has been found that there is positive association between emotional instability and burnout. Whereas, dimension of workaholism is also negatively associated with organizational citizenship behavior and work drive and involvement has no direct relationship with burnout.

3.2.4 Moderation Analysis

Ramaya et al. (2011), demonstrate that the analysis of moderation explains that how the variable of moderation effect the strength of relation between dependent and independent variable. Moreover, the moderator variable is added if there is a weak link between independent and dependent variable. In this study Smart PLS (3.0) has been utilized by adding interaction term in the model. Moreover, before adding interaction term R-square will also be examined. Additionally product indicator approach has been also employed.

Lastly, this study examine moderating effect of transactional and transformation leadership style on the association between emotional instability and workaholism. The moderating role of compulsory citizenship behavior has been also examined among relation of workaholism and organizational citizenship behavior and in relationship of workaholism and burnout.

Moderation Result

Moderation Hypothesis	Mean	SD	T-value	P-value	Interpretation
TS Moderator→ WH	0.181	0.037	4.850	0.000	Moderation
TF Moderator→ WH	-0.144	0.038	3.730	0.002	Moderation
CCB Moderator→ OCB	0.218	0.063	0.341	0.732	No Moderation
CCB Moderator → BO	0.087	0.095	0.093	0.351	No Moderation

The result indicated that transactional leadership strengthen the relationship of emotional instability and workaholism whereas, transformational leadership style weaken the relation of emotional instability which defend the hypothesis. The result indicated that Compulsory citizenship behavior has no moderating role in relationship of workaholism and organizational citizenship behavior and it does not effects the strength of relationship of workaholism and burnout.

4. Discussion

Firstly, it was hypothesized that emotional instability is associated with workaholism and its dimension (drive, enjoyment and involvement). The results of our study indicated that emotional instability is negatively associated with workaholism and its dimension. The emotional unstable personalities usually experience negative emotion, less enjoyment and are less engaged in their work. So many researchers have concluded that emotional instability is positively associated with all dimension of workaholism (Or Shkoler et al., 2017; Souckova et al., 2014). As it revealed by many researchers work has the potential to elevate negative emotion (Ng et al., 2007). Therefore, working can be considered as mood modifier. Workaholism is discovered as a personality trait by many researchers. So the higher score on traits such as neuroticism, leads to workaholic behavior (Andreassen et al., 2012; Burke et al., 2006; Clark et al., 2010) According to Shkoler et al. (2017), the individuals who are more emotional unstable are more work driven.

Secondly, it was assumed that emotional instability is associated with organizational citizenship behavior. Results indicated that emotional instability is negatively associated with organizational citizenship behavior. It means that academics who are emotional unstable lacks voluntarily commitment. The finding of our study are in line with study conducted by Jabbar et al. (2012) and Youngkeun et al. (2013). All these researchers found significant and negative relationship between emotional instability and organizational citizenship behavior

Thirdly, it was hypothesized that emotional instability and burnout is associated with burnout. Results revealed that emotional instability is positively associated with burnout. It means individuals who are emotionally unstable are easily frustrated at the workplace. The finding of our study is supported by study of Kokkinoss (2007), who found that neuroticism is positive predictor of burnout. The perfectionist workaholics are less adaptive and display more maladaptive behavior. Many studies of work domains support, this supposition that emotional instability is associated with all the dimension of burnout (Hill and Curran, 2016).

Fourthly, it was assumed that workaholism and its dimension are associated with organization citizenship behavior. The result unveiled that workaholism and its dimension are positively associated with organizational citizenship behavior. This indicates that employees, who are highly driven, full involve in their work and enjoy their work shows high level of organizational citizenship behavior. This supposition is supported by the study of Ali et al. (2012) who found meaningful and positive relationship between organizational citizenship behavior and dimensions of workaholism.

Another assumption was that workaholism and its dimension are associated with burnout. Findings showed that workaholism and its dimensions have no relationship with burnout except work enjoyment has negative relationship with burnout. These findings were not consistent with many researches, which examined the association between workaholism and burnout. According to Marcello, workaholism is a predictor of burnout. (Marcello et al., 2018) Out of three dimension of workaholism, work drive is considered as strongest predictor of burnout (Goncalves, 2017). As in Pakistani perspective, employees work only for their job security and the fulfillment of essential needs. They are less committed and disorganized individuals who only work to achieve power (Oates, 1970). Therefore, work drive and involvement has no relationship with burnout.

Transformational and transactional leadership styles moderate the relation of emotional instability and workaholism. Results suggested that when transformation leadership is high it will reduce negative relation of emotional instability and workaholism.

Present study also hypothesized that compulsory citizenship behavior moderate the relation of workaholism and organizational citizenship behavior and the relation of workaholism and burnout. Findings does not support this assumption and suggested that compulsory citizenship behavior has no moderating role in relation of workaholism and organizational citizenship behavior and in relation of workaholism and burnout

Nevertheless, all workers are not passionate to display voluntarily commitment and may feel pressure to conduct organizational citizenship behavior. According to Bolino et al. (2010), citizenship pressure is particular job requirement due to which employees feel pressure to perform OCBs. Vigoda-Gadot (2006; 2007) states that the voluntary nature of organizational citizenship behavior may change when employees face external pressure and OCB become a requirement. The individual who are highly driven enjoy their work and involved in their work

display voluntarily commitment to their organization so external pressure does not affect their committed behavior (Ali et al., 2012).

5. Practical Implication

The individual differences have ample influence on work (the amount of time and energy invested at work). Therefore, employees' related decision should be accounted. The management should give more attention to impact and interaction of external and internal aspects as these highly influence organizational practices.

At macro level, organization promotes long working hours and expect their employees to spend time at work than formal job obligation for the enhancement of their organization. The appreciation can be shown by organization in numerous ways. For example according to Shimazu et al. (2015), employees who work for longer hours are considered as role models or heroes. Such working environment may activates work drive, therefore organization should consider some intervention. So, employees get more involved, extracting pleasure from their work and overcoming negative consequences.

In order to maintain and build inter-personal relation with worker, management plays a crucial role. Inter-personal relationship with worker aid to exalt employee's enjoyment and to elevate their job performance. The results of the current study support the contention and stressed on the importance of the management (transformational leadership style) in contributing towards workers experience at the workplace. In fact, managerial skills lead to the development of good interpersonal relations between the boss and workers.

6. Conclusion

This study investigates the relationship between variables such as emotional instability, workaholism, organizational citizenship behavior, burnout, leadership style and compulsory citizenship behavior. The result of the study indicates that emotional instability has direct relationship with organizational citizenship behavior and burnout. Moreover, the study also reveals that workaholism play mediating role in relation of emotional instability and organizational citizenship behavior. Further, the study also shows that transformational and transactional leadership style plays a moderating in relation of workaholism and organizational citizenship behavior.

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