The Moderating Effect of Social Support on Emotional Exhaustion and Flourishing among Academicians in Pakistan

Quratulain Memon

Ph.D. scholar, Faculty of Economics and Business, Universiti Malaysia Sarawak, Malaysia
Corresponding Author Email: qmemon2013@gmail.com

Irma Yazreen Binti Md Yusoff

Faculty of Economics and Business, Universiti Malaysia Sarawak, Malaysia
Email: myiyazreen@unimas.my

Abstract
Flourishing refers to a state of high well-being, marked by optimal functioning and positive emotions (Fabricio et al., 2022). It involves developing positive human qualities that lead to an optimistic outlook on life and greater job satisfaction (Rehal &Nieuwerburgh, 2022). Research indicates that flourishing improves work outcomes, including increased productivity and reduced turnover (Freire et al., 2020). The Job Demands-Resources (JD-R) model (Demerouti et al., 2001; Bakker & Demerouti, 2017) suggests that job resources, such as social support, can help reduce the negative effects of workplace stress on employee well-being.This study examines the role of social support from coworkers, supervisors, and organizations in buffering emotional exhaustion, which negatively impacts flourishing, particularly in the higher education sector. Data was collected via an online survey from 750 academicians across Pakistan. The analysis revealed that social support significantly moderates the relationship between emotional exhaustion and flourishing. Support from colleagues, department heads, and organizations enables academicians to cope with workplace demands, promoting well-being and productivity.The study concludes that strengthening social networks is essential to reduce emotional exhaustion and enhance flourishing, particularly in resource-constrained institutions like Pakistani universities. By fostering supportive environments, these organizations can improve productivity and retention rates. The findings emphasize the importance of creating positive workplace cultures to sustain employee well-being and performance.
Keywords: Social Support, Emotional Exhaustion, Flourishing, Academicians, Job Demands-Resources (JD-R) Model

Introduction

Flourishing is a state of high subjective well-being, characterized by optimal functioning and positive emotions (Fabricio et al., 2022). It involves developing positive human qualities that lead to optimistic life orientations and increased job satisfaction (Rehal &Nieuwerburgh, 2022). Research shows that flourishing positively affects work outcomes, including higher productivity, fewer absences, fewer workplace accidents, lower healthcare costs, and reduced turnover intentions (Freire et al., 2020; Marais-Opperman et al., 2021;A'yuninnisa et al., 2023). Additionally, flourishing is linked to improved job performance and reduced turnover (Ouweneel et al., 2020; Smith et al., 2022).

Stress from the workplace can significantly impact employee well-being, including their ability to flourish (Bakker & Demerouti, 2017; Nelson et al., 2021). Emotional exhaustion, a form of mental and emotional fatigue caused by prolonged exposure to stressors, has negative effects on employees' health, productivity, and morale (Herdiana& Sary, 2023). Studies show that high levels of emotional exhaustion lower job satisfaction, well-being, and engagement (Pindek et al., 2022; Afzal et al., 2019).

The Job Demands-Resources (JD-R) model suggests that job resources, such as social support, can buffer the negative impact of stress on employee well-being (Bakker & Demerouti, 2017; 2023). Social support from coworkers, supervisors, and organizations can mitigate emotional exhaustion, a state in which employees lose their ability to perform tasks effectively, reducing their flourishing (Afzal et al., 2019; Han et al., 2020). In sectors such as healthcare and education, social support has been shown to reduce emotional exhaustion and promote well-being (Opoku et al., 2021; Sudha & Saxena, 2021).

Research highlights the importance of social support in moderating the effects of emotional exhaustion. For example, formal support from colleagues and supervisors has been found to reduce emotional exhaustion and protect against burnout in high-stress environments (García et al., 2021; Garmendia et al., 2023). In academic institutions, where workloads are high and stress levels are significant, adequate social support can reduce emotional exhaustion and enhance organizational health (Cuadrado et al., 2022). However, research on how institutional social support—whether from coworkers, department heads, or the organization as a whole—moderates the relationship between emotional exhaustion and flourishing remains limited. This study aims to fill these gaps by examining how social support buffers the negative effects of emotional exhaustion on flourishing among academicians in Pakistan.

Significance of the Study

The higher education sector in Pakistan struggles with several significant challenges that directly and indirectly affect the education system. These challenges include inadequate infrastructure, poor quality of education, limited research output, insufficient faculty development, and a lack of funding. As a result, many institutions in developing countries are under-resourced, produce minimal or no research, and struggle to expand access to higher education to meet the growing demand. In contrast, internationally, a significant portion of national GDP is invested in education, with a focus on improving 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 ranks 164th out of 193 countries, placing it in the 'low' human development category with an HDI value of 0.540. The report highlights the need to prioritize investments in education, healthcare, and skills training to create a more capable and resilient workforce. However, the Pakistan Economic Survey for the financial year 2022-2023 reveals that the government allocates only 1.7 percent of its budget to higher education, resulting in severe financial shortfalls (Hyder & Reilly, 2022). Consequently, Pakistani universities have increasingly relied on alternative funding sources, such as research grants, corporate sponsorships, fundraising, and recently, tuition fee adjustments to cover operational and developmental costs (Oloyede, 2023). While these measures are essential for maintaining financial stability, current educational policies fail to comprehensively address these issues (Ahmed et al., 2021).

As a result, academicians in Pakistan's higher education sector face increased pressure to secure external funding, adding to their already significant workload (Ali & Imran, 2022; Murtaza & Hui, 2021). This contributes to rising levels of emotional exhaustion. Statistics show that over 40% of academicians experience stress and well-being issues, which severely impact their ability to perform effectively (Malik et al., 2023; Afaq et al., 2022). Emotional exhaustion depletes psychological resources, leading to reduced engagement, lower job satisfaction, and a diminished ability to flourish. Flourishing, which refers to an individual's capacity to thrive and find meaning in their work, is inversely related to emotional exhaustion. As exhaustion increases, academicians' ability to perform at their best and experience job fulfillment declines (Akram, 2019; Ijaz & Tarar, 2020). This resource depletion leaves them mentally and physically drained, reducing their motivation to innovate, engage with students, or contribute to institutional development.

This study is particularly significant in response to calls from scholars to address workplace stress and the flourishing of academicians in Pakistani higher education institutions (Arshad, 2019; Khan et al., 2019; Malik et al., 2018). It also aligns with the Organization for Economic Co-operation and Development's (OECD) goal of promoting educators well-being to ensure the profession's long-term sustainability (Siegerink& Murtin, 2024). Furthermore, this study will support the Higher Education Commission's 2025 vision of improving the quality of education in Pakistan by implementing interventions to minimize stress and prevent burnout in higher education institutions. The findings will also inform national policies on human resource management practices within higher education institutions and across member countries.

In practical terms, this study emphasizes the need for higher education institutions to prioritize faculty well-being and develop welfare policies that benefit all stakeholders, including students, peers, supervisors, and the institutions themselves. As empirical research on flourishing in non-Western countries is limited (Schotanus-Dijkstra et al., 2016; Abid et al., 2018), this study contributes to the literature and addresses the challenges ofapplying Western-based findings to Asian countries like Pakistan. Notably, most studies on flourishing have focused on Western contexts (Abid et al., 2018; Urbina-Garcia, 2020; Naidoo-Chetty & Du Plessis, 2021; Hascher & Waber, 2021), making it crucial to examine flourishing in non-Western settings like Pakistan.

Employee well-being in Pakistan is often supported by high levels of social support from supervisors and peers (Ali & Imran, 2020). This study highlights the importance of social support in reducing emotional exhaustion and promoting flourishing among academicians. In Pakistan's collectivist culture, individuals are deeply interdependent; however, seeking help may carry the risk of being judged or feeling inadequate, which can harm self-esteem. Therefore, this study suggests that university leadership should formally initiate mentoring programs and workshops to address these challenges. Currently, only a few high-ranking universities in Pakistan provide significant social support to buffer the emotional demands of academic work.

Additionally, institutions can foster stronger relationships among employees through informal gatherings, get-togethers, and celebration events. Encouraging peer learning and group work can also help create a supportive work environment, which in turn fulfils the socio-emotional needs of employees and enhances their level of flourishing. Organizational leaders play a key role in creating such environments, contributing to the well-being of staff within higher educational institutions.

Literature Review
Employee Flourishing

Employee flourishing refers to an individual's mental health, integrating both emotional well-being and personal functioning in private and public contexts (Guo et al., 2021). Those who flourish exhibit a high level of mental health, characterized by feeling well (emotional well-being) and functioning well (psychological and social well-being) (Keyes & Annas, 2009). The term "flourishing" was first introduced by Keyes (2002), who classified individuals without mental illness into three categories: flourishing, somewhat psychologically healthy, and languishing. Building on Keyes' work, Huppert and So (2011) explored how frequently people in various countries experience flourishing, adding a broader perspective to the phenomenon.

Diener et al (2010), contributed further to this field by developing the Flourishing Scale (FS), an instrument measuring six core dimensions of well-being: confidence, management, acceptance, meaning, connectivity, intellect, energy, and orientation. This scale, while more comprehensive than simple measures of happiness, also highlights key elements such as emotional well-being, stress, available resources, and relational connectedness (Houben et al., 2015; Rahe & Jansen, 2023). Expanding on these insights, Seligman (2018), identified five critical elements of flourishing: communication, positive attitude, energy, motivation, and goal achievement.

More recently, Swara and Hayati (2022), defined flourishing as optimal psychological, emotional, and social functioning, building on the framework proposed by (Rothmann, 2013). In educational contexts, flourishing holds particular importance. Rehal and Nieuwerburgh (2022), describe it as the enhancement of positive human attributes, fostering resilience and positive affect. Similarly, Gilchrist et al (2023), emphasized that positive affect and coping mechanisms are essential in cultivating a positive outlook on life.

Research has consistently shown a strong correlation between flourishing and positive outcomes. For instance, Freire et al (2020), found a significant link between employee

flourishing, psychological well-being, and productivity. Their study argued that employees' mental state directly impacts productivity, reduces sick leave, and lowers healthcare costs. A'yuninnisa et al (2023), further confirmed that promoting flourishing among employees not only enhances productivity but also reduces accidents and improves overall health. In academic settings, flourishing positively influences teaching quality, student interactions, and professional development. When academicians are flourishing, they demonstrate higher levels of energy, confidence, and commitment, which leads to increased productivity and reduced turnover (Marais-Opperman et al., 2021).

While the concept of flourishing is relatively new in well-being literature, there is still limited understanding of its definition, different types, and contexts in which it applies. Nelson et al. (2021), and Fabricio et al (2022), highlight the need for future research into the antecedents of flourishing and how these elements can be effectively implemented across various settings. This paper, therefore, underscores the critical role of flourishing in personal and organizational success, particularly within academic environments.

Emotional Exhaustion and Flourishing

Emotional exhaustion refers to a state in which individuals feel overwhelmed and depleted of the emotional energy and resources needed for positive interactions with others. This concept is well-established in the study of occupational well-being (Afzal et al., 2019; Demerouti et al., 2020). The term "burnout" was first introduced by Freudenberger in 1974, who defined it as a state of physical, emotional, and psychological exhaustion resulting from one's professional activities. Burnout often arises from low motivation and job dissatisfaction. Building on Freudenberger's work, Maslach and Jackson (1981), further explored burnout in the context of social relationships, finding that it leads to the psychological depletion of individuals' emotional reserves, limiting their capacity to manage psychosocial demands. Their research, using the Maslach Burnout Inventory (MBI), identified emotional exhaustion as the core feature of burnout, particularly in high-stress fields such as healthcare, education, and social services.

The Job Demands-Resources (JD-R) Theory provides a strong framework for understanding how emotional exhaustion affects work outcomes. According to Bakker and Demerouti (2017), the JD-R model suggests that job demands—such as heavy workload, time pressure, and emotional strain—consume employees' resources and lead to emotional exhaustion. This depletion of energy erodes their ability to thrive at work. Numerous studies have shown that emotional exhaustion has a significant negative impact on well-being across various fields (Campbell et al., 2021; Hryban et al., 2021). It reduces the energy needed to maintain high work quality and a healthy functioning environment (Pham, 2020).

Similarly, Parray et al (2023), found that emotional exhaustion is a key factor in diminished job performance and well-being, which in turn affects employees' capacity to flourish. In high-stress environments like healthcare, emotional exhaustion is linked to reduced job satisfaction, which correlates with lower levels of flourishing (Opoku et al., 2021).

Emotional exhaustion is especially relevant in academic settings, where it significantly impacts the well-being of staff. Research indicates that emotional exhaustion negatively affects academicians' psychological and physical health, work effectiveness, and organizational

commitment. For example, a study of academic administrators in Malaysia found that emotional exhaustion was a significant inverse predictor of job involvement, meaning that higher levels of exhaustion lowered academicians' well-being (Ahmad et al., 2021). Similarly, research on Nigerian tertiary institutions revealed a connection between emotional exhaustion, employee illness, and decreased performance (Akeke et al., 2020).

Given the strong evidence that emotional exhaustion negatively impacts flourishing, the following hypothesis is proposed:

Hypothesis 1: There is a significant negative relationship between emotional exhaustion and flourishing.

Social Support and Flourishing

Social support refers to the assistance, encouragement, and resources provided by colleagues, supervisors, and organizations to employees (Han et al., 2020; Sabagh et al., 2021). This support can take various forms, including emotional support, physical assistance, informational guidance, and evaluative feedback. It plays a crucial role in reducing stress, improving job satisfaction, and enhancing overall well-being, as well as helping employees manage workloads more effectively (Bakker & Vries, 2021).

The relationship between social support and flourishing suggests that when employees receive emotional, instrumental, and informational support from their department heads, coworkers, and the organization, they are more likely to feel valued and cared for. This leads to positive emotions and enhances their overall well-being, contributing to flourishing. The theoretical foundation for this connection is grounded in the Job Demand and Resource (JD-R) Theory (Bakker & Demerouti, 2017). The theory posits that social support addresses employees' emotional and instrumental needs, fostering a sense of belonging, safety, and a positive working environment. This, in turn, boosts job satisfaction and psychological well-being—key components of flourishing.

Empirical evidence strongly supports the positive relationship between social support and flourishing. For instance, Keyes (2007), and Bakker & Demerouti (2017), demonstrated that higher levels of social support correlate with increased flourishing. Several recent studies have further confirmed this. A phenomenological study in Australia, for example, explored how academicians both offer and receive social support from peers, emphasizing its role in health, professional growth, and school practices (Turner et al., 2022).

Similarly, a study involving academicians highlighted that both social support and self-efficacy enhance subjective well-being, reinforcing the importance of a supportive workplace for job satisfaction (Fu et al., 2022). This study also showed that higher social support from colleagues and supervisors positively affects emotional well-being and job satisfaction (Guo et al., 2023; Wang & Zhou, 2022). In addition, research has shown that teaching resources, social support, and administrative assistance reduce emotional exhaustion and enhance job engagement, further contributing to job satisfaction (Han et al., 2020; Yang & Hoque, 2022).

In Pakistan, several studies have identified the importance of social support in determining employees' emotional states. A cross-sectional study in Baluchistan revealed that emotional support from coworkers significantly improves the quality of working life and mitigates social

undermining in academic settings (Shaheen et al., 2021). Another study on work stress in Pakistan indicated that social support plays a key role in moderating stress and improving job satisfaction, thereby reducing work-life balance problems (Nawaz, 2021).

Additionally, research conducted among hospitality workers found that social support mitigates the negative effects of job insecurity on workers' well-being and self-esteem (Abbas et al., 2021). These findings highlight the importance of social support in enhancing the organizational climate and employee well-being in Pakistan. Imran et al. (2020) also found that the higher the level of employer support, the greater the work satisfaction among employees.

Within higher education institutions, social support is particularly vital for the emotional well-being of academicians. Research conducted at the University of Tyumen in Russia found that employees who feel valued, experience equity, and enjoy comfort in the workplace exhibit higher job satisfaction, contributing to a positive organizational culture (Efimova &Latyshev, 2023). A study on Bangladeshi academicians also emphasized the importance of interpersonal relationships in fostering job satisfaction and well-being (Saha & Awal, 2021). In Turkey, Tiryaki and Yıldırım (2023), identified social support as a key factor in enhancing job satisfaction among academicians, while Shams et al (2020), and Walumbwa et al (2020), explored the impact of social support on work engagement and organizational commitment. Moreover, recent research strongly supports the idea that social support moderates the relationship between emotional exhaustion and flourishing, buffering against the negative effects of emotional strain.Based on the existing body of research, positive associations between social support and flourishing are well-established. Therefore, the following hypothesis is proposed:

Hypothesis 2: There is a significant positive relationship between social support and flourishing.

Social Support as a Moderator between Emotional Exhaustion and Flourishing

The inverse relationship between social support and emotional exhaustion is well-documented in the literature. For example, a survey by Maas (2023), found that social support from administrators in higher education institutions significantly reduced emotional exhaustion, highlighting its role as a critical organizational resource. Turner et al (2022), also argue that workplace social support mitigates emotional exhaustion and negative behaviors, a view supported by (Parray et al., 2023). Similarly, research in Pakistan confirmed this negative correlation among academicians. A study by Khan et al (2020), demonstrated that peer support, along with support from department heads and institutions, effectively reduces burnout. Positive interpersonal relationships that provide emotional and practical assistance foster a sense of belonging within the organization, which in turn helps alleviate emotional exhaustion.

Ali et al (2020), emphasize that peer support and informal support systems allow academicians to share experiences, seek guidance, and receive emotional assistance, further reducing emotional exhaustion. Tehreem et al (2022), also found that social support significantly influences academic job stress and burnout, with peer support playing a critical role in alleviating emotional exhaustion among academicians. Parmar et al (2022), similarly reported a negative correlation between social support and burnout among academicians at

private universities in Pakistan, a finding echoed by Khan et al (2020), who showed that social support alleviates burnout and related symptoms across various employee groups in Pakistan. The literature consistently highlights the positive impact of social support on employee well-being. Fu et al (2022), argue that greater social support from colleagues and supervisors positively affects academicians' emotional well-being and job satisfaction. Guo et al (2023), and Wang & Zhou (2022), further support this claim, stating that teaching resources, social support, and administrative backing improve job satisfaction by reducing emotional exhaustion and increasing work engagement. Research conducted in Pakistan also underscores the importance of social support in promoting emotional well-being. For instance, a cross-sectional study in Balochistan showed that coworker support significantly enhances the quality of working life and reduces social undermining in academic environments (Shaheen et al., 2021).

Similar findings were reported in a study among hospitality workers, where social support mediated the negative effects of job insecurity on well-being and self-esteem (Abbas et al., 2021). Imran et al (2020), found that greater employer support correlates with higher employee job satisfaction, reinforcing the role of social support in improving the organizational climate and employee well-being.

The literature also identifies social support as a protective mechanism against emotional exhaustion, improving overall well-being and fostering flourishing across professional environments. A study of healthcare professionals revealed that social support from supervisors and peers significantly reduced emotional exhaustion, allowing employees to maintain their mental health despite high stress levels (Garmendia et al., 2023). Singh et al. (2019), similarly demonstrated that social support moderates the impact of job stress on academicians' emotional well-being. Research on work-related stress in Pakistan also highlighted that social support moderates the relationship between work stress and job satisfaction, alleviating work-life balance issues and enhancing job satisfaction (Nawaz, 2021). Likewise, Elrayah et al (2023), emphasized that social support can reduce the effect of job stress on turnover intentions among academicians.

Social support has also been identified as a crucial protective factor against emotional exhaustion caused by secondary trauma among mental healthcare providers. Individuals with high levels of social support experienced reduced emotional exhaustion and developed stronger coping mechanisms for work-related stress (Brugman et al., 2022). Research on academicians showed that collegial social support alleviated emotional exhaustion caused by stressors like managing cultural diversity, reducing burnout and promoting professional flourishing (Cuadrado et al., 2022).

These findings underscore the importance of robust social support systems in mitigating emotional exhaustion and enhancing well-being, particularly in high-stress environments. Based on these considerations and recent empirical evidence, the following hypothesis is proposed:
Hypothesis 3: Social support moderates the negative relationship between emotional exhaustion and flourishing.
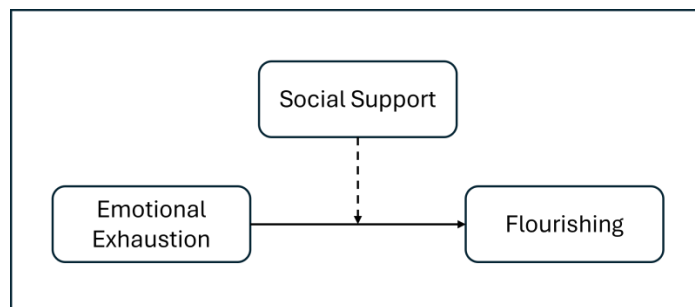Given all that is mentioned so far, the following research model is proposed.

Figure 1: Conceptual Framework

Research Method

Measures

In this study, we employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All measurement scales were adapted from established instruments. A total of 25 items were divided into three categories: Social Support, Emotional Exhaustion, and Flourishing. The Social Support scale consists of 12 items sourced from the research of Han et al (2020), and Sabagh et al (2021), measuring support levels from "minimal" to "great extent." To assess flourishing, we used the Flourishing Scale developed by Diener et al (2010), an 8-item instrument that evaluates participants' perceived success in key areas such as relationships, self-esteem, purpose, and optimism. This scale aligns with a "Never-Always" response format. Lastly, Emotional Exhaustion was measured with five items from the scale created by Han et al (2020), also using the "Never-Always" response scale.

Sample

This research employed a cross-sectional design using a questionnaire survey. Participants were contacted via email and provided with a cover letter that explained the study's voluntary nature, emphasizing that they could withdraw at any time without giving a reason. Given the study's objective to examine the relationships among variables, convenience sampling was used, which, according to Sternthal et al. (1994), does not adversely affect the findings. To determine an adequate sample size, the G*Power 3.1 software indicated that 129 participants would be sufficient to estimate medium effect sizes at a 95% confidence level (Memon et al.,2020). The study focused on academicians from higher education institutions in Pakistan, where there are 185 universities with approximately 46,000 faculty members. Since it was impractical to collect data from all institutions, a total of 750 questionnaires were distributed to academicians across Pakistan using convenience sampling.

The demographic analysis of the 750 valid responses showed that 437 participants (58.3%) were male, and 313 (41.7%) were female. Age distribution revealed that 275 participants (36.7%) were aged between 20 and 30 years, 244 (32.5%) were between 30 and 40, 178 (23.7%) were between 40 and 50, and 53 participants (7.1%) were between 50 and 60 years old.

Regarding marital status, 353 participants (47.1%) were married, 319 (42.5%) were unmarried, and 78 (10.4%) identified with the "Others" category. In terms of academic positions, 313 participants (41.7%) were lecturers, 174 (23.2%) were assistant professors, 137 (18.3%) were associate professors, and 126 (16.8%) were full professors. The participants also varied in their professional experience, with 206 (27.5%) having less than one year of

experience, 198 (26.4%) having one to three years, 221 (29.5%) reporting four to ten years of experience, and 125 (16.7%) having more than ten years.

Institutional affiliation analysis revealed that 418 respondents (55.7%) were employed at public sector institutions, while 332 (44.2%) worked at private institutions. After collecting the data, preliminary analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 23.0 for the descriptive analysis.

Findings

Following preliminary data analysis, hypothesis testing was performed using the Partial Least Squares (PLS) technique using Smart PLS 4.0 (Ringle et al., 2005).Subsequently, the study proceeded in two stages: evaluation of the measurement model and assessment of the structural model (Hair et al., 2019). The measurement model was assessed for individual item reliability, convergent validity, and discriminant validity (Hair et al., 2017). Regarding item reliability, the rule of thumb is that external loadings should be 0.50 or higher, and in this study, all items had loadings above this threshold.

To ensure internal consistency reliability, composite reliability scores were calculated, and all variables exceeded the accepted criterion of 0.70 (Hair et al., 2017). Convergent validity was examined by assessing the average variance extracted (AVE), with Chin (1998) recommending a minimum threshold of 0.50. As shown in Table 1, all variables, except EH4, surpassed the acceptable cut-off values, confirming the model's convergent validity (Chin, 1998). The indicator EH4 was subsequently removed from further analysis.

Table 1
Loadings, Composite Reliability, and Average Variance Extract

Variables	Item	Loading	Composite Reliability	AVE
Flourishing	FAW1	0.884	0.965	0.778
	FAW2	0.847		
	FAW3	0.876		
	FAW4	0.911		
	FAW5	0.877		
	FAW6	0.877		
	FAW7	0.887		
	FAW8	0.894		
Emotional Exhaustion	EH1	0.990	0.814	0.520
	EH2	0.803		
	EH3	0.680		
	EH4	0.053		
	EH5	0.713		
Social Support	PSS1	0.838	0.955	0.638
	PSS2	0.730		
	PSS3	0.707		
	PSS4	0.720		
	PSS5	0.807		
	PSS6	0.748		
	PSS7	0.801		
	PSS8	0.868		
	PSS9	0.819		
	PSS10	0.860		
	PSS11	0.817		
	PSS12	0.844		

Discriminant validity was assessed in the next phase of the measurement model evaluation. Discriminant validity refers to the degree to which a particular latent construct is distinct from other latent variables (Duarte & Raposo, 2010). In this study, it was measured using the Heterotrait-Monotrait Ratio of Correlations (HTMT) method. According to Henseler et al. (2015), discriminant validity is confirmed when the HTMT value is below the critical threshold of 0.90 for two reflective constructs. However, a more conservative threshold of 0.805 was deemed preferable, highlighting the importance of accurately assessing discriminant validity in research.Following these recommendations, this study utilizes HTMT ratio analysis to verify the discriminant validity of the latent constructs. To ensure a more robust analysis, a stricter HTMT threshold of 0.85 was applied in this study and result shows that discriminant validity exist between the variables (refer Table 2).

Table 2
Discriminant Validity of Constructs

Variables	Emotional Exhaustion	Flourishing	Social Support
Emotional Exhaustion			
Flourishing	0.329		
Social Support	0.345	0.725	
Social Support X Emotional Exhaustion	0.422	0.121	0.034

Structural Model Assessment

After thoroughly evaluating the measurement model, the next step involved assessing the structural model to examine the significance of the path coefficients, as recommended by Hair et al. (2017, 2019). In Partial Least Squares (PLS) hypothesis testing, both direct and indirect effects are evaluated for significance. The SmartPLS 4.0 software was used to conduct these significance tests through the t-statistical test in the PLS analysis model.

As shown in Table 3, the R-squared (R²) value for Flourishing (EFL) is 0.520, indicating that Emotional Exhaustion accounts for 52% of the variance in Flourishing (EFL). The remaining variance is attributed to other factors not covered in this research.

Table 3
R Square of Educator's Flourishing

Variable	R Square	R Square Adjusted
Educator's Flourishing	0.520	0.518

Based on the statistical analysis summarized in Table 4, the initial hypothesis 1 was not supported by the data. However, the findings revealed a significant and unexpected positive effect of emotional exhaustion on flourishing. This outcome may be explained by the ability of academicians with high emotional intelligence or effective emotion regulation skills to manage stress and emotional depletion, allowing them to maintain a sense of flourishing despite exhaustion (Ndukaihe et al., 2023). Meanwhile, the relationship between social support (both organizational and coworker support) and flourishing was found to be significant, confirming Hypothesis 2. Additionally, the path modeling results showed that social support significantly moderates the relationship between emotional exhaustion and flourishing, thus supporting Hypothesis 3, as shown in Table 5.

Table 4
Structural Model Path Coefficients Assessment (Direct Effects)

Hypothesis	Path	Beta	Sample Mean	Standard Deviation (STDEV)	TStatistics	P Values	Decision
H1	Emotional Exhaustion> Flourishing	0.17	0.171	0.035	4.902	0	Not Supported
H2	Social Support -> Flourishing	0.646	0.646	0.026	24.374	0	Supported

Table 5

Structural Model Path Coefficients Assessment with moderation effect of Social Support

Hypothesis	Path	Beta	Sample Mean	Standard Deviation (STDEV)	T Statistics	P Values	Decision
H3	Social Support X Emotional Exhaustion -> Flourishing	-0.188	-0.187	0.027	6.964	0	Supported

In conclusion, the statistical analysis presented in Tables 4 and 5 indicates that the direct impact of emotional exhaustion on flourishing was positively significant, leading to the rejection of Hypothesis 1. In contrast, the direct effect of social support on employee flourishing was significant, thereby confirming Hypothesis 2. Furthermore, the path modeling results demonstrated that social support significantly moderates the relationship between emotional exhaustion and flourishing, thus supporting Hypothesis 3.

Discussion
The current study aimed to deepen our understanding of the relationship between emotional exhaustion and flourishing, moderated by social support. Applying the Job Demand-Resource (JD-R) theory, the study explored both direct and indirect relationships between emotional exhaustion, social support, and flourishing.

The first hypothesis focuses on investigating the negative relationship between emotional exhaustion and flourishing. Contrary to prior research, the study found a positive significant direct relationship between the two variables. This suggests that academicians experience emotional exhaustion and flourishing at varying levels, indicating that while emotional exhaustion reduces job involvement and satisfaction, it may not directly affect negatively on more subjective measures like flourishing (Ahmad et al., 2021). Furthermore, variables such as emotional intelligence and self-regulation skills may intervene, mitigating the negative effects of emotional exhaustion on flourishing (Duru et al., 2014). Research supports this notion, showing that individuals with emotional intelligence and strong self-regulation are better equipped to handle stress and emotional depletion, maintaining their sense of flourishing despite exhaustion (Ndukaihe et al., 2023). Moreover, psychological well-being and social support serve as protective resources that enable academicians to flourish even when facing emotional exhaustion (Akbulut et al., 2023). In some cases, greater autonomy—like control over work hours—may prevent emotional exhaustion from manifesting, further supporting flourishing (Shariatpanahi et al., 2022). These findings highlight that various personal and organizational factors can alleviate emotional exhaustion, thus reducing its impact on flourishing.

The second hypothesis sought to establish the influence of social support on flourishing. The study found that emotional and informational support from colleagues, department heads, and organizations significantly contributed to flourishing. Other researchers have emphasized the importance of social support for employees' well-being. For instance, Yang et al (2024), identified support from organization such as, autonomy as a motivational work characteristic that enhances work engagement and proactivity. Encouraging academic freedom leads to

improved teaching methods and overall job satisfaction (Eda et al., 2023). This study also found that support from supervisors positively impacted academicians' mental health, job satisfaction, and well-being (Guo et al., 2023).

Wang and Zhou (2022), further demonstrated that increasing organizational support in academic settings leads to higher job satisfaction and better research practices. Their research, along with that of Han et al (2020), confirmed the positive relationship between job resources and work engagement. Naidoo-Chetty and Du Plessis (2021), found that providing resources like social support and autonomy reduces job demands and improves academicians' well-being. Collie (2023), added that leadership fostering independence and mutual respect positively affects well-being while reducing turnover intentions. Adil and Kamal's (2019), research on Pakistani academicians similarly showed that authentic leadership and psychological capital positively predict work engagement and well-being. These findings highlight the importance of enhancing job resources to support academicians' emotional health, and the current study recommends providing additional social support to encourage flourishing.

The third hypothesis explored the moderating role of social support in the relationship between emotional exhaustion and flourishing. The study found that social support significantly moderates this relationship. Recent research suggests that social support acts as a buffer against the harmful effects of emotional exhaustion, helping individuals maintain their well-being and reach their potential. For instance, Garmendia et al (2023), found that workplace social support is negatively associated with emotional exhaustion and positively related to job satisfaction. In healthcare settings, Brugman et al (2022), demonstrated that social support helps alleviate secondary trauma, reducing stress levels. Furthermore, Ersoy et al (2023), reported that job-based social support from supervisors lowered emotional exhaustion in both healthcare and hospitality industries, further underlining its significance for well-being when negative emotional outcomes arise. These studies collectively show how social support can relieve emotional exhaustion and foster thriving even in challenging circumstances.

In academic settings, social support plays a critical moderating role in mitigating the effects of emotional exhaustion on flourishing. Despite high workloads and pressures from research and teaching activities, academicians can maintain their well-being and productivity through support from colleagues and supervisors. Cuadrado et al (2022), found that social support alleviates teachers' emotional exhaustion, improving their professional practice despite stress. In China, Jiang et al (2023), showed that social support from supervisors and coworkers reduced emotional exhaustion, particularly in high-stress academic environments. This finding is further supported by research showing that emotional support in the workplace is essential for sustaining job satisfaction and preventing burnout, even in intellectually demanding fields (Garmendia et al., 2023). Consequently, fostering effective support networks within academic institutions is crucial for reducing emotional exhaustion and promoting well-being among academicians. These studies confirm that social support significantly moderates the relationship between emotional exhaustion and flourishing, reinforcing the importance of social support in reducing burnout and enhancing flourishingand overall well-being in academic environments. Therefore, academic institutions should prioritize the development of strong social support systems, ensuring that

academicians have access to the necessary emotional and organizational resources to thrive despite the pressures of their roles. Social support, as demonstrated by this study and supported by previous research, plays a critical role in mitigating the negative effects of emotional exhaustion, ultimately fostering a more positive and productive academic community.

Implications

This study aimed to explore the relationship between emotional exhaustion and flourishing among higher education staff, with a focus on the moderating role of social support. Contrary to expectations, the findings did not reveal a significant negative relationship between emotional exhaustion and flourishing. However, a positive association between social support and flourishing was found, along with a significant moderating effect of social support on the relationship between emotional exhaustion and flourishing.

The study's theoretical foundation is the Job Demand-Resource (JD-R) theory, which suggests that job demands like emotional exhaustion typically lead to burnout, while job resources such as social support promote well-being. The findings indicate that social support can buffer the negative impact of emotional exhaustion, allowing employees to maintain well-being even under stress. The absence of a direct link between emotional exhaustion and flourishing may suggest that factors like emotional intelligence, coworker support, or other personal resources can offset the effects of high workloads.

Practically, the findings highlight the importance of fostering social support within organizations. Strong relationships between coworkers, feedback from supervisors, and employee assistance programs are key strategies to address emotional exhaustion and sustain well-being. Studies show that social support reduces burnout, increases job satisfaction, and boosts productivity, particularly in high-stress environments like education. Overall, this study supports the JD-R theory's perspective that job resources, especially social support, play a critical role in protecting against emotional exhaustion and promoting flourishing. Organizations should focus on building a supportive work environment, particularly in sectors where stress levels are high, to improve employees' mental health and job satisfaction.

Limitations and Recommendation

The current study, despite yielding interesting findings, has several limitations. First, the scope of the study is confined to higher education, with no reference to other educational segments. Specifically, the study focused solely on faculty members from higher education institutions in Pakistan, which may limit its broader applicability. Second, the research employed a cross-sectional survey design to investigate the research problem. However, future studies could benefit from adopting a longitudinal approach to better capture changes over time.Third, the data was collected through self-reported surveys, which could potentially inflate the significance of certain external variables on the outcomes. Future research could employ alternative methods such as qualitative interviews or focus group discussions to provide more nuanced insights. Lastly, the study's conclusions cannot be widely generalized, as the data was collected exclusively from participants in Pakistan. Expanding the sample to include academicians from different countries would enhance the generalizability of the findings.

Conclusion

In conclusion, this study enhances our understanding of the relationship between emotional exhaustion, flourishing, and social support among academicians. Contrary to expectations, the findings revealed a positive significant relationship between emotional exhaustion and flourishing, rather than a negative one. However, a positive link between social support and flourishing was also confirmed. Moreover, the significant moderating role of social support indicates that employees experiencing high levels of emotional exhaustion can still flourish if they receive sufficient support from colleagues, department heads, and the organization. These results highlight the critical role of workplace resources, particularly social support, in moderating the negative impacts of job demands, consistent with the Job Demand-Resource (JD-R) theory. Strengthening social support systems within organizations can enhance employees' well-being, promote flourishing, and improve overall organizational performance.

This study advances theoretical and contextual understanding by employing the Job Demand-Resource (JD-R) paradigm to elucidate the interplay between emotional exhaustion, flourishing, and social support among academicians in Pakistan. The JD-R theory posits that job demands, such as emotional exhaustion, may result in negative consequences like burnout, mitigated by job resources, including social support. The current study contradicts the prevailing premise in the JD-R theory that emotional exhaustion consistently results in adverse outcomes. Interestingly, the findings indicated a substantial positive correlation between emotional exhaustion and flourishing, implying that academicians may flourish despite experiencing emotional exhaustion in certain settings. This represents an entirely new insight, illustrating that emotional exhaustion does not inherently impede positive outcomes like flourishing. The findings augment the Job Demand and Resource Theory (JD-R) framework by elucidating the intricate link between job demands and personal well-being, providing a new perspective on individual flourishing in the face of high demands.

The study further corroborates the positive correlation between social support and flourishing, aligning with current studies while enhancing understanding by illustrating the significance of social support within an academic context. The finding of this study showed that support from co-workers, head of department and the organization is essential in alleviating the adverse impacts of emotional exhaustion, enabling employees to flourish in the face of challenging circumstances.This finding enhances the JD-R model by emphasizing that resources not only alleviate adverse outcomes but can also foster favorable results under unexpected settings.

The study has significant implications for higher education institutions in Pakistan. It highlights the fact that institutions have the ability to foster the flourishing of academicians despite the emotional exhaustion they experience by strengthening support networks through the implementation of policies that prioritize employee safety, professional development, and emotional well-being. This is especially important in Pakistan's academic landscape, which is highly competitive and has limited resources. In this environment, the well-being and happiness of academicians have a direct impact on the quality of teaching, the amount of research that is produced, and the overall performance of the institution. Therefore, making improvements in workplace environments that are helpful ultimately results in improvements for both employees and the organization.

References

Abbas, Z., Ansari, J., Gulzar, S., Zameer, U., & Hussain, K. (2021). The Role of Workload, Nepotism, Job Satisfaction, and Organizational Politics on Turnover Intention: A Conservation of Resources Perspective. *Organizacija*, *54*(3), 238–251. https://doi.org/10.2478/orga-2021-0016

Abid, G., Ijaz, S., Butt, T., Farooqi, S., & Rehmat, M. (2018). Impact of perceived internal respect on flourishing: A sequential mediation of organizational identification and energy. *Cogent Business & Management*, *5*(1), 1507276. https://doi.org/10.1080/23311975.2018.1507276

Adil, A., & Kamal, A. (2019). Authentic leadership and psychological capital in job demands-resources model among Pakistani university teachers. *International Journal of Leadership in Education*, *23*(6), 734–754. https://doi.org/10.1080/13603124.2019.1580772

Afaq, A., Khan, Q., Arshad, A., Sibt-e-Ali, M., & Malik, A. A. (2022). The job satisfaction of academic staff in higher educational institutes. *Journal of South Asian Studies*, *10*(1), 95-101. https://doi.org/10.33687/jsas.010.01.4112

Afzal, M. F., Hussain, S., & Nawab, S. (2024). How Wellbeing Oriented HRM Influence Innovative Work Behavior? Through Mediating Role of Proactive Motivation. *Journal of Business and Management Research*, *3*(1), 475-492.

Afzal, M. T., Idrees, M., Fardous, N., & Ambreen, M. (2019). Relationship between Workload and Burnout in Pakistani College Teachers. *Journal of Research & Reflections in Education (JRRE)*, *13*(1), 148-154.

Ahmad, N. S., Juhdi, N., & Fontaine, R. a. H. (2021). The Effect of Emotional Exhaustion on Job Involvement among Academic Administrators in Malaysia. *Advances in Business Research International Journal*, *7*(2), 101. https://doi.org/10.24191/abrij.v7i2.14674

Ahmed, Z., Khan, S., Saeed, S., & Haider, S. I. (2021). An Overview of Educational Policies of Pakistan (1947-2020). *Psychology and Education Journal*, *58*(1), 4459-4463.

Akbulut, C. Ü., Ceylan, M., Uşen, Ş., Nishida, E. M. Y., Uçar, E., & DemiR, İ. (2023). The effects of the Body Instrumentalization on academics' level of Burnout, Psychological Well-being and Perceived Social Support during the covid-19 pandemic. *İnsan Ve Sosyal Bilimler Dergisi*, *6*(1), 52–68. https://doi.org/10.53048/johass.1197451

Akeke, N. I., Folake, O. C., Adeniyi, B. O., & Oluwafunmilayo, A. I. (2020). Effects of Emotional Exhaustion on Employee Performance among Academic Staff of Tertiary Institutions in Ekiti State, Nigeria. *International Journal of Advances in Scientific Research and Engineering,* 6(2),60-66. https://doi.org/10.31695/ijasre.2020.33714.

Akram, M. (2019). Psychological Well-Being of University Teachers in Pakistan. *Journal of Education and Educational Development*, *6*(2), 235–253. Https://Doi.Org/10.22555/Joeed.V6i2.2473.

Ali, S., & Imran, R. (2020). An Empirical Study on Teachers' Wellbeing in Higher Education Institutions: The Case of Pakistan. *Journal of Social Sciences & Humanities,* 28(2), 1994-7046.

Arshad, M. (2019). Professional Life Stressors among Teaching Faculty at Tertiary Level. *UMT Education Review*, 2(2), 27-46. https://doi.org/10.32350/uer.22.02.

A'yuninnisa, R. N., Carminati, L., & Wilderom, C. P. M. (2024). Job Flourishing Research: A Systematic Literature Review. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues, 43*(5), 4482–4504.https://doi.org/10.1007/s12144-023-04618-w

Bakker, A. B., & De Vries, J. D. (2021). Job Demands–Resources Theory and Self-Regulation: New Explanations and Remedies for Job Burnout. *Anxiety, Stress, & Coping*, *34*(1), 1-21.https://doi.org/10.1080/10615806.2020.1797695

Bakker, A. B., & Demerouti, E. (2017). Job Demands–Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*, *22*(3), 273-285. https://doi.org/10.1037/ocp0000056

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands–Resources Theory: Ten Years Later. *Annual Review of Organizational Psychology and Organizational Behavior*, *10(1)*, 25-53.https://doi.org/10.1146/annurev-orgpsych-120920-053933

Brugman, D. A., Van Dam, A., Van Loon, L. M., & Van Den Broek, A. H. (2022). Secondary Traumatisation and Emotional Exhaustion in Mental healthcare providers: the mediating role of Social Support. *Psychology*, *13*(1), 1865-1883.https://doi.org/10.4236/psych.2022.1313116.

Campbell, L. A., Lafreniere, J. R., Almekdash, M. H., Perlmutter, D. D., Song, H., Kelly, P. J., ... & Shannon, K. L. (2021). Assessing Civility at an Academic Health Science Center: Implications For Employee Satisfaction and Well-Being. *Plos One*, *16*(2), 1-13.https://doi.org/10.1371/journal.pone.0247715.

Chin, W. W. (1998). Commentary: Issues and Opinion on Structural Equation Modeling. *MIS Quarterly*, *22*(1), 7-16.

Collie, R. J. (2023). Teacher Well-Being and Turnover Intentions: Investigating the Roles of Job Resources and Job Demands. *British Journal of Educational Psychology*, *93*(3), 712-726.https://doi.org/10.1111/bjep.12587.

Cuadrado, E., Jiménez-Rosa, M., & Tabernero, C. (2022). Risk and protective factors of Emotional Exhaustion in Teachers. A moderating mediation on Emotional exhaustion. *Revista de Psicología del Trabajo y de las Organizaciones*, *38*(2), 111-120. https://doi.org/10.5093/jwop2022a10.

Demerouti, E., Hewett, R., Haun, V., De Gieter, S., Rodríguez-Sánchez, A., &Skakon, J. (2020). From Job Crafting To Home Crafting: A Daily Diary Study Among Six European Countries. *Human Relations*, *73*(7), 1010-1035. https://doi.org/10.1177/0018726719848809

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D. W., Oishi, S., & Biswas-Diener, R. (2010). New Well-Being Measures: Short Scales to Assess Flourishing and Positive and Negative Feelings. *Social Indicators Research*, 97(2),143-156. https://doi.org/10.1007/s11205-009-9493-y

Duarte, J., Berthelsen, H., & Owen, M. (2020). Not All Emotional Pressure are the Same: Emotional Pressure from Clients' Or Co-Workers' Relations Have Different Associations With Well-Being In Service Workers. *International Journal of Environmental Research and Public Health*, *17*(21), 1-15. https://doi.org/ 10.3390/ijerph17217738.

Duru, S., Duru, E., & Balkıs, M. (2014). Analysis of relationship among Burout Akademic achievement and Self regulation. *Kuram Ve Uygulamada Egitim Bilimleri,* 14(1), 1274-1284. https://doi.org/10.12738/ESTP.2014.4.2050.

Garmendia, P., Fernández-Salinero, S., Holgueras González, A. I., & Topa, G. (2023). Social support and its impact on Job satisfaction and Emotional exhaustion. *European Journal of Investigation in Health, Psychology and Education*, *13*(12), 2827-2840.https://doi.org/10.3390/ejihpe13120195.

Eda, K., Karel, N., & Kürüm, Y. D.,2023.Everybody has their own Image: Teacher Autonomy of the University Teachers. In Rural Environment. Education. Personality.(REEP)*, Proceedings of the 16th International Scientific Conference,* Jelgava,*12-13 May 2023*, Latvia University of Life Sciences and Technologies.

Efimova, G., & Latyshev, A. (2023). Job Satisfaction among Employees of a Higher Educational Institution. *Voprosy Obrazovaniya/Educational Studies Moscow*, 1(1), 72-108.https://doi.org/10.17323/1814-9545-2023-1-72-108.

Elrayah, M., Moustafa, M. A., Hamid, E. M., & Ahmed, S. Y. (2023). How Does Job Autonomy Influence Teachers' Turnover Intention? Testing the mediating effects of Job Stress and Job Satisfaction. *Journal of Law and Sustainable Development*, *11*(11),1-25.https://doi.org/10.55908/sdgs.v11i11.1731.

Ersoy, A., Mahmood, Z., Sharif, S., Ersoy, N., & Ehtiyar, R. (2023). Exploring the associations between Social support, Perceived uncertainty, Job stress, and Emotional exhaustion during the COVID-19 Crisis. *Sustainability*, *15*(3), 1-18. https://doi.org/10.3390/su15032150.

Fabricio, A., Kaczam, F., Obregon, S. L., De Almeida, D. M., Lopes, L. F. D., Da Veiga, C. P., & Da Silva, W. V. (2022). Quality Of Life: Flourishing In the Work Context. *Current Psychology*, *41*(10), 6987-7002. https://psycnet.apa.org/doi/10.1007/s12144-020-01203-3

Freire, C., García-Bértoa, A., Núñez, J. C., Martínez, S. R., & Piñeiro, I. (2020). Psychological Capital and Burnout in Teachers: The Mediating Role of Flourishing. *International Journal of Environmental Research and Public Health, 17*(22), 8403-8417. https://doi.org/10.3390/ijerph17228403

Fu, W., Wang, L., He, X., Chen, H., &He, J. (2022). Subjective Well-Being of Special Education Teachers in China: The Relation of Social Support and Self-Efficacy. *Frontiers in Psychology*, *13(1)*, 1-11.https://doi.org/10.3389/fpsyg.2022.802811.

García, G. M., Desrumaux, P., Ayala Calvo, J. C., & Naouële, B. (2022). The impact of Social support on Emotional exhaustion and Workplace bullying in Social workers. *European Journal of Social Work*, *25*(5), 752-765.

Garmendia, P., Fernández-Salinero, S., Holgueras González, A. I., & Topa, G. (2023). Social support and its impact on Job satisfaction and Emotional exhaustion. *European Journal of Investigation in Health, Psychology and Education*, *13*(12), 2827-2840.

Gilchrist, C. (2023). *Social Identities and Campus Belonging as Predictors of Flourishing among College Students* [Doctoral Dissertation] New York: City University of New York (CUNY) Available Through: City University of New York (CUNY) Library <https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=6451&context=gc_etds> [Accessed On 14 May 2022].

Guo, W., Hancock, J., Cooper, D., & Caldas, M. (2023). Job Autonomy and Employee Burnout: The Moderating Role of Power Distance Orientation. *European Journal of Work and Organizational Psychology*, *32*(1), 79-94.https://doi.org/10.1080/1359432x.2022.2101451.

Hair Jr, J. F., Matthews, L. M., Matthews, R. L., &Sarstedt, M. (2017). PLS-SEM Or CB-SEM: Updated Guidelines On Which Method To Use. *International Journal of Multivariate Data Analysis*, *1*(2), 107-123. https://doi.org/10.1504/ijmda.2017.087624

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to Use and How to Report the Results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/ebr-11-2018-0203

Han, J., Yin, H., & Wang, J. (2020). Examining the Relationships between Job Characteristics, Emotional Regulation and University Teachers' Well-Being: The Mediation of Emotional Regulation. *Frontiers In Psychology*, *11*(1),1-10.https://doi.org/10.3389/fpsyg.2020.01727.

Hascher, T., & Waber, J. (2021). Teacher Well-Being: A Systematic Review of the Research Literature from the Year 2000–2019. *Educational Research Review*, *34*(1), 1-25.https://doi.org/10.1016/j.edurev.2021.100411

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A New Criterion for Assessing Discriminant Validity in Variance-Based Structural Equation Modelling. *Journal of the Academy of Marketing Science, 43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8.

Herdiana, R. P., & Sary, F. P. (2023). How Workload impacts the Employee Performance and How Work Stress acts as a Mediating Variable in Shoes Manufacturing Company. *International Journal of Research in Business and Social Science, 12*(5), 164-173.https://doi.org/10.20525/ijrbs.v12i5.2756.

Houben, M., Van Den Noortgate, W., & Kuppens, P. (2015). The Relation between Short-Term Emotion Dynamics and Psychological Well-Being: A Meta-Analysis. *Psychological Bulletin*, *141*(4), 901–930. https://doi.org/10.1037/a0038822

Hryban, H., Liashevych, A., Solodovnyk, O., Tkachenko, P., Skoruy, O., Pantus, O., Denysovets, A., & Pilipchuk, P. (2021). Prevention of the Psychoemotional Burnout of Academicians during their Professional Activities. *Науковий Часопис Національного Педагогічного Університету Імені МП Драгоманова. Серія 15. Науково-Педагогічні Проблеми Фізичної Культури (Фізична Культура І Спорт)*, *11* (143), 41-46.https://doi.org/10.31392/npu-nc.series15.2021.11(143).10.

Huppert, F. A., & So, T. T. (2013). Flourishing across Europe: Application of a new conceptual framework for defining Well-being. *Social indicators research*, *110*(3), 837-861.

Hussain, F., & Saif, A. (2019). Teacher's Job Security and Workload Factors Affecting Job Satisfaction of Teachers in Multan (Southern Punjab)–Pakistan. *Journal of Education and Vocational Research*, *10*(1), 1-8.https://doi.org/10.22610/jevr.v10i1(v).2957.

Hyder, A. And Reilly, B. (2022). The Public and Private Sector Pay Gap in Pakistan: A Quantile Regression Analysis. The Pakistan Development Review, *44*(3),271-306. https://doi.org/10.30541/v44i3pp.271-306

Ijaz, M. M., & Tarar, A. H. (2020). Work Autonomy, Organizational Climate and Employee Engagement. *Pakistan Journal of Social and Clinical Psychology*, *18*(1), 43-55.

Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of Perceived Organizational Support on Work Engagement: Mediating Mechanism of Thriving and Flourishing. *Journal of Open Innovation: Technology, Market, and Complexity*, *6*(3), 1-18. https://doi.org/10.3390/joitmc6030082.

Jiang, S., Liu, Z., Nayilan, H., Du, R., & Wang, L. (2023). Examining the mediator of emotional exhaustion and the moderator of work support in the association between person–Job Fit and mental health: Evidence from a nationally representative sample of social

workers in China. *The British Journal of Social Work*, *53*(8), 3882-3902.https://doi.org/10.1093/bjsw/bcad148.

Johnson, R. E., Chang, C. H., & Yang, L. Q. (2023). Organizational Identification and Employee Well-Being: The Role of Organizational Culture. *Journal of Organizational Behavior*, *44*(2), 112-126. https://doi.org/10.1002/job.2654

Kaiser, S., Richardsen, A. M., & Martinussen, M. (2021). Burnout and Engagement at the Northernmost University in the World. *SAGE Open*, *11*(3), 1-10. https://doi.org/10.1177/21582440211031552

Kelloway, E. K., Dimoff, J. K., & Gilbert, S. (2023). Mental Health in the Workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, *10*(1), 363-387. https://doi.org/10.1146/annurev-orgpsych-120920-050527

Keyes, C. (2007). Towards A Mentally Flourishing Society: Mental Health Promotion, Not Cure. *Journal of Public Mental Health*, *6*(2), 4–7. https://doi.org/10.1108/17465729200700009

Keyes, C. L. (2002). The Mental Health Continuum: From Languishing To Flourishing In Life. *Journal Of Health And Social Behavior*, 43(2) 207-222. https://doi.org/10.2307/3090197

Khan, A., Anwar, M., Khan, M. S., & Rehman, K. (2020). Determinants of Job Stress among Faculty Members in Universities of Pakistan. *Academic Journal of Social Sciences (AJSS)*, *4*(3), 443-459.https://doi.org/10.54692/ajss.2020.04031115.

Li, N., Zhang, L., Li, X., & Lu, Q. (2022). Moderated role of Social Support in the relationship between Job Strain, Burnout, And Organizational Commitment among Operating Room Nurses: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, *19*(17), 1-11.https://doi.org/10.3390/ijerph191710813.

Maas, J. (2023). *Explanatory Pathways of the association between Receiving Social Support and Teachers' Well-Being* [Doctoral Dissertation] Zurich:University of Zurich Available through: University of Zurich Library <Https://Www.Zora.Uzh.Ch/Id/Eprint/234538/1/Maas_Jasper_Dissertation.Pdf> [Accessed On 14 May 2024].

Malik, A., & Rahman, M. (2020). Exploring the Relationship between Social Support, Organizational Identification, and Academicians Well-Being among Pakistani Higher Education Institutions. *Journal of Organizational Behavior*, 45(2), 189-203. https://doi.org/10.1002/job.2475

Malik, F. A. A., Jaganathan, M., Zakaria, N., & Puthran, L. U. (2023). High-Performance Work Systems and Academicians' work Performance: The Mediating Role of Quality of Working Life. *Russian Law Journal*, *11*(4), 167-188.https://doi.org/10.52783/rlj.v11i4s.822.

Marais-Opperman, V., Rothmann, S., & Van Eeden, C. (2021). Stress, flourishing and intention to leave of teachers: Does coping type matter? *SA Journal of Industrial Psychology*, *47(1),* 1-11. https://doi.org/10.4102/sajip.v47i0.1834

Maslach, C., & Jackson, S. E. (1981). The Measurement of Experienced Burnout. *Journal of Organizational Behavior*, *2*(2), 99-113. https://doi.org/10.1002/job.4030020205.

Memon, M. A., Ting, H., Cheah, J. H., Thurasamy, R., Chuah, F., & Cham, T. H. (2020). Sample Size for Survey Research: Review and Recommendations. *Journal of Applied Structural Equation Modelling*, *4*(2), 1-20. https://doi.org/10.47263/jasem.4(2)01.

Mooi, E., & Sarstedt, M. (2011). *A concise guide to Market Research: The process, data, and methods using IBM SPSS Statistics*. Berlin: Springer.

Murtaza, K. G., & Hui, L. (2021). Higher Education in Pakistan: Challenges, Opportunities, Suggestions. *Education Quarterly Reviews*, *4*(2),213-219. https://doi.org/10.31014/aior.1993.04.02.211

Naidoo-Chetty, M., & Du Plessis, M. (2021). Job Demands and Job Resources of Academicians in Higher Education. *Frontiers In Psychology*, *12(1)*,1-13.https://doi.org/10.3389/fpsyg.2021.631171.

Nawaz, M. A., Ahmed, S., & Ali, M. H. (2021). The Impact of Work Stress on Employee Job Satisfaction with the Moderating Effect of Social Support: An Empirical Study from Pakistani Organizations. *Journal of Development and Social Sciences*, *2*(1), 1-10.https://doi.org/10.47205/jdss.2021(2-i)01.

Ndukaihe, I. L., Ogbonnaya, C. E., Arinze, N. C., & Ugwu, F. O. (2023). Do Emotional Intelligence and Academic Persistence Mitigate the Relationship Between Lecturer-Initiated Incivility and Emotional Exhaustion?. *Journal of College Student Retention: Research, Theory & Practice*, *0*(0),1-18.https://doi.org/10.1177/15210251231178018.

Nelson, V., Derrett, S., & Wyeth, E. (2021). Indigenous Perspectives on Concepts and Determinants of Flourishing in a Health and Well-Being Context: A Scoping Review Protocol. *BMJ Open, 11*(2), 1-6. Https://Doi.Org/10.1136/Bmjopen-2020-045893

Opoku, M. A., Yoon, H., Kang, S. W., & You, M. (2021). How to mitigate the negative effect of emotional exhaustion among healthcare workers: The role of safety climate and compensation. *International Journal of Environmental Research and Public Health*, *18*(12), 1-15.https://doi.org/10.3390/ijerph18126641.

Ouweneel, E., Le Blanc, P. M., & Schaufeli, W. B. (2020). Do-It-Yourself: An Online Positive Psychology Intervention To Promote Positive Emotions, Self-Efficacy, And Engagement At Work. *Career Development International*, 25(6), 669-686. https://doi.org/10.1108/cdi-10-2019-0273

Parmar, V., Channar, Z. A., Ahmed, R. R., Streimikiene, D., Pahi, M. H., & Streimikis, J. (2022). Assessing The Organizational Commitment, Subjective Vitality And Burnout Effects On Turnover Intention In Private Universities. *Oeconomia Copernicana*, *13*(1), 251-286. DOI: 10.24136/Oc.2022.008

Parray, Z. A., Islam, S. U., & Shah, T. A. (2023). Impact of Workplace Incivility and Emotional Exhaustion on Job Outcomes – A Study of the Higher Education Sector. *International Journal of Educational Management,* 37(5), 1024-1041. Https://Doi.Org/10.1108/Ijem-07-2022-0267

Pham, V. (2020). Emotional exhaustion: How does it relate to work engagement?. *Journal of Science and Technology Issue on Information and Communications Technology*, *18*(12)33-37.https://doi.org/10.31130/JST-UD2020-161E.

Pindek, S., Zhou, Z. E., Kessler, S. R., Krajcevska, A., & Spector, P. E. (2022). The Lingering Curvilinear Effect of Workload on Employee Rumination and Negative Emotions: A Diary Study. *Work & Stress*, *36*(3), 292-311. Https://Doi.Org/10.1080/02678373.2021.2009055.

Rahe, M., & Jansen, P. (2023). A Closer Look at the Relationships between Aspects of Connectedness and Flourishing. *Frontiers In Psychology*, *14(1)*,1-6. https://doi.org/10.3389/fpsyg.2023.1137752.

Rehal, B. And Nieuwerburgh, C. V. (2022). Understanding the Factors That Contribute To Educator Flourishing. International Journal of Wellbeing, 12(2), 36-87. https://doi.org/10.5502/ijw.v12i2.1931

Ringle, C. M., Wende, S., & Will, A. (2005). *Smart PLS 2.0 M3*. Hamburg: University of Hamburg.

Rothmann, S. (2013). From happiness to flourishing at work: A Southern African perspective. In *Well-being research in South Africa*, pp. 123-151. Dordrecht: Springer Netherlands.

Sabagh, Z., Hall, N. C., Saroyan, A., &Trépanier, S. G. (2021). Occupational Factors and Faculty Well-Being: Investigating the Mediating Role of Need Frustration. *The Journal of Higher Education*, *93*(4), 559–584. https://doi.org/10.1080/00221546.2021.2004810.

Saha, A., & Awal, M. R. (2021). Measuring the Level of Job Satisfaction of University Academicians: A Cross-Sectional Study from Bangladesh. *Economic Insights-Trends & Challenges*, 10(73),45-57.https://doi.org/10.51865/eitc.2021.03.05.

Schotanus-Dijkstra, M., Pieterse, M. E., Drossaert, C. H. C., Westerhof, G. J., De Graaf, R., Ten Have, M., . . . Bohlmeijer, E. T. (2015). What Factors Are Associated With Flourishing? Results from a Large Representative National Sample. *Journal of Happiness Studies*, *17*(4), 1351–1370. https://doi.org/10.1007/s10902-015-9647-3

Seligman, M. (2018). PERMA and The Building Blocks Of Well-Being. *The Journal of Positive Psychology*, *13*(4), 333-335. Https://Psycnet.Apa.Org/Doi/10.1080/17439760.2018.1437466

Shaheen, R., Bano, S., & Ahmed, J. (2021). Impact Of Emotional Support On Wellbeing, Mediating Role Of Social Undermining: A Study Of Academia In Balochistan. *American Journal of Psychology*, 3(2), 1-19. Https://Doi.Org/10.47672/Ajp.821

Shams, M. S., Shakir, M., & Niazi, M. M. (2020). Stress and Work Engagement among Academicians of Private Higher Education Institutions (Pheis) In Afghanistan: A Conceptual Framework. *Kardan Journal Of Economics And Manangement Sciences*,3(1),1-13. https://doi.org/10.31841/kjems.2021.35

Shariatpanahi, G., Asadabadi, M., Rahmani, A., Effatpanah, M., & Ghazizadeh Esslami, G. (2022). The impact of Emotional intelligence on Burnout aspects in medical students: Iranian research. *Education Research International*, *2022*(1), 1-7.https://doi.org/10.1155/2022/5745124.

Siegerink, V. And F. Murtin (2024), *An OECD Survey Of Employee Well-Being: An Instrument To Measure Employee Well-Being Inside Companies*[e-book], *Paris:* OECD Publishing. Available Through : OECD Library <https://doi.org/10.1787/74f48e24-en> [Accessed On 14 May 2024].

Singh, B., Selvarajan, T., &Solansky, S. T. (2019). Coworker Influence on Employee Performance: A Conservation of Resources Perspective. *Journal of Managerial Psychology*, *34*(8), 587–600. https://doi.org/10.1108/jmp-09-2018-0392.

Smith, J. M., Smith, J., Mcluckie, A., Szeto, A. C., Choate, P., Birks, L. K., ... & Bright, K. S. (2022). Exploring Mental Health and Well-Being among University Faculty Members: A Qualitative Study. *Journal of Psychosocial Nursing and Mental Health Services*, *60*(11), 17-25.Doi: 10.3928/02793695-20220523-01.

Sonnentag, S., Tay, L., & Nesher Shoshan, H. (2023). A Review on Health and Well-Being at Work: More than Stressors and Strains. *Personnel Psychology*, *76*(2), 473-510. http://dx.doi.org/10.1111/peps.12572

Sternthal, B., & Calder, B. (1993). Experimental design: Generalization and theoretical explanation. In *Principles of marketing research*,pp. 195-220. Oxford.Blackwell.

Sudha, K. S., & Saxena, M. (2021). Affective States and Emotional Exhaustion: Mediating Role of Depersonalisation and Personal Accomplishment. *Asia-Pacific Journal of*

Management Research and Innovation, 17(3), 129-136.https://doi.org/10.1177/2319510X221135947.

Sunday Akinwale Oloyede (2023). Challenges and Prospects of Fund Generation in Christian Higher Education Administration. *International Journal of Innovative Research and Development.12*(9) 135-140.https://doi.org/10.24940/ijird/2023/v12/i9/sep23025

Swara, G. And Hayati, R. (2022). The Flourishing Level and Willingness to Speak English of English Language Department Students. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 9*(2), 229-235. https://doi.org/10.36706/jele.v9i2.19225

Tehreem, H., Ali, M. M., & Tasneem, S. (2022). Job Stress and Burnout among University Teachers with Mediating Effect of Social and Gender Support. *Review of Applied Management and Social Sciences, 5*(4), 587-603.DOI: https://doi.org/10.47067/ramss.v5i4.278.

Tiryaki Sen, H., & Yildirim, A. (2023). The Relationship between Nurses' Perceived Organizational, Supervisor and Co-Worker Support, Psychological Well-Being and Job Performance*. Journal of the Pakistan Medical Association, 73*(3), 552–557. Https://Doi.Org/10.47391/JPMA.6594.

Turner, K., Thielking, M., & Prochazka, N. (2022). Teacher Wellbeing and Social Support: A Phenomenological Study. *Educational Research, 64*(1), 77-94.Https://Doi.Org/10.1080/00131881.2021.2013126.

Urbina-Garcia, A. (2020). What Do We Know About University Academicians' Mental Health? A Systematic Literature Review. *Stress and Health, 36*(5), 563–585. Https://Doi.Org/10.1002/Smi.2956.

Voorhees, C. M., Brady, M. K., Calantone, R., & Ramirez, E. (2016). Discriminant Validity Testing In Marketing: An Analysis, Causes for Concern, and Proposed Remedies. *Journal of the Academy Of Marketing Science, 44*(1), 119-134. https://psycnet.apa.org/doi/10.1007/s11747-015-0455-4

Walumbwa, F. O., Christensen-Salem, A., Perrmann-Graham, J., & Kasimu, P. (2020). An Identification-Based Framework Examining How And When Salient Social Exchange Resources Facilitate And Shape Thriving At Work. *Human Resource Development Review, 19*(4), 339–361. https://doi.org/10.1177/1534484320946208

Wang, W., & Zhou, S. (2022). The Effect of School Organizational Support on Job Satisfaction of Primary and Secondary School Teachers: The Mediating Role of Teachers' Engagement in Educational Research. *Best Evidence in Chinese Education, 11*(2), 1499-1515.https://doi.org/10.15354/bece.22.or064.

Yang, C., Bao, Y., & Zhang, Z. (2024). More Autonomy, More Proactive? The (In)Congruence Effects of Autonomy on Proactive Behavior. *Management Decision, 62*(5), 1560-1575. https://doi.org/10.1108/md-05-2023-0867

Yang, C., CHEN, A., & Sheng, N. (2022). Work–Family Conflict, Organizational Identification, and Professional Identification among Chinese Nurses from a Resource Perspective. *Journal of Nursing Research, 30*(5), 1-10. Https://Doi.Org/10.1097/Jnr.0000000000000516

Yang, Q., & Hoque, K. E. (2023). Job satisfaction of university teachers: A systematic literature review (2010-2021). *Journal of University Teaching & Learning Practice, 20*(1).1-30