



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v10-i12/8385> DOI:10.6007/IJARBSS/v10-i12/8385

Received: 23 October 2020, **Revised:** 16 November 2020, **Accepted:** 28 November 2020

Published Online: 10 December 2020

In-Text Citation: (Teng et al., 2020)

To Cite this Article: Teng, M., Hassan, Z., Kasa, M., Nor, N. N. M., Bandar, N. F. A., & Ahmad, R. (2020).

Mediating role of Boredom in the Workplace on Turnover Intention: A Proposed Framework. *International Journal of Academic Research in Business and Social Sciences*, 10(12), 924–938.

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Vol. 10, No. 12, 2020, Pg. 924 - 938

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www.hrmars.com

ISSN: 2222-6990

Mediating role of Boredom in the Workplace on Turnover Intention: A Proposed Framework

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Abstract

Boredom in the workplace is commonly described as one of the negative and widespread phenomena where its increasing trend can be seen among employees on all occupational levels. However, the number of investigations performed on the occurrence of boredom in the eastern countries is limited. This study conceptualizes the causal and consequences of boredom in the workplace underpinned by the Job Demands-Resources (JD-R) theory. Subsequently, it postulates that boredom among employees occurs due to work-related characteristics (i.e.: job demands, job resources) and individual personality traits, as well as time orientation cultural dimension, which may lead to their turnover intention. Furthermore, several hypotheses are proposed in this study. This paper provides several empirical contributions by highlighting the tendency of boredom to occur in the workplace which may leads to the turnover intention. By determining its antecedents, boredom in the workplace can be curbed and the turnover intention can be prevented in a more practical way.

Keywords: Boredom in the Workplace, Job Demand Resources Theory, The Turnover Intention, Personality

Introduction

Since, four decades ago, boredom in the workplace has been identified as an important, but neglected, issue in organizational research (Fisher, 1994; Loukidou et al., 2009; Krasniqiet al., 2019). Although sounds simplistic, boredom at workplace has been identified by International Labor Office (ILO) Geneva on Stress at Work Prevention Checkpoints that alternative tasks should be provided to employees to prevent boredom. Moreover, Department of Occupational Safety and Health, Ministry of Human Resources Malaysia has identified boredom as one of the contributing factors to drugs and alcohol abuse among employees. Thus, it is important to further investigate this phenomenon because previous research demonstrated that boredom has negative impact to individuals and organizations such as job performance, attendance, wellbeing and monetary loss.

In the United Kingdom in 2006, a survey by the Training and Development Agency for Schools on 2,000 graduates aged 21 to 45, found more than half were regularly bored at work.