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***Role Of Supportive Leadership and Leader Member
Exchange in Buffering the Negative Effects Of
University To Work Interference***



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Contents

DECLARATION	5
CERTIFICATE	Error! Bookmark not defined.
DEDICATION	6
ACKNOWLEDGEMENT	7
Research Topic	Error! Bookmark not defined.
ABSTRACT	8
INTRODUCTION	9
Context of Study:	10
Broad Problem Area:	10
Problem Statements:	11
Gap Analyses:	13
Research Objectives:.....	14
Research Questions:.....	14
Theoretical Framework:.....	20
LITERATURE REVIEW	15
University to Work Interference and Emotional Fatigue:.....	15
Supportive Leadership and Emotional Fatigue:.....	17
Moderating Role of Supportive Leadership:.....	18
Leader member exchange and Emotional Fatigue:.....	19
Moderating Role of Leader Member Exchange:	19
Theoretical Framework:.....	20
METHODS	21
Population and Sample:	21

Instruments:.....	21
<input type="checkbox"/> University to work interference:	21
<input type="checkbox"/> Supportive Leadership:	21
<input type="checkbox"/> Leader Member Exchange:	22
<input type="checkbox"/> Emotional Fatigue:.....	22
<input type="checkbox"/> Data Analyses:.....	22
<input type="checkbox"/> Questionnaire.....	22
RESULTS.....	26
Demographic Description:	26
Measurement Properties of Instruments:	28
Hypotheses Testing:.....	28
DISCUSSION.....	32
Findings:	32
Limitation:.....	32
Future Suggestions:.....	33
Practical Implications:	34
Conclusion:	35
REFERENCES	36

DECLARATION

I Manahil Malik hereby declare that I have produced the work presented in this thesis, during the scheduled period of study. I also declare that I have not taken any material from any source except referred to wherever due that amount of plagiarism is within acceptable range. If a violation of HEC rules on research has occurred in this thesis, I shall be liable to punishable action under the plagiarism rules of the HEC.

Date: _____

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DEDICATION

I want to dedicate this thesis to my loving parents, the incredible individuals who have played an integral role in shaping the person I am today. Throughout the ups and downs, you've stood by me, offering unwavering support and guidance. I extend my heartfelt thanks for your unconditional love, constant encouragement, and invaluable assistance, which have not only contributed to my success but have also instilled in me the confidence that I can conquer any challenge. Your presence in every step of my journey has been a source of strength, and for that, I am profoundly grateful.

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Manahil Malik (01-321212-025)

ABSTRACT

This research study investigates the detailed characteristics of university-to-work disturbance, especially analyzing its effects on staff member emotional tiredness. In today's professional landscape, where employees often play twin roles as students, the difficulties of stabilizing scholastic and job demands are pervasive. This sensation is aggravated by the enhancing fad of organizations motivating higher education for job efficiency. Our research addresses the more comprehensive issue location, incorporating the impact of university-to-work interference on task performance, personal effectiveness, and emotional wellness. By exploring the moderating role of helpful management and leader-member exchange, we aim to uncover insights that inform techniques to minimize negative impacts and advertise a much healthier equilibrium in between academic pursuits and expert duties. Through distinct issue declarations, this research study determines the requirement for targeted treatments, such as flexible work plans and enhanced social assistance. The research objectives and concerns guide our exploration, offering a focused structure for understanding the developing dynamics of university-to-work interference and offering useful options for individuals browsing this complex junction. This research is classified under the Journal of Economic Literature (JEL) codes J14, J24, I23, examining the impact of supportive leadership and leader-member exchange on university-to-work interference.

INTRODUCTION

In today's world, many people juggle being employees and students, facing a challenge known as university-to-work interference. This interference happens when the demands of university studies clash with the responsibilities of a job. Some organizations even require employees to pursue higher education while working to handle more complex job requirements. For instance, faculty members in universities often teach and pursue Ph.D. programs as it has become a necessary requirement for their jobs. Doctors, too, are required to enroll in specialized programs alongside their jobs.

This dual role of work and study poses difficulties, impacting well-being and job performance. The study delves into this interference's impact on emotional fatigue among employees and explores how supportive leadership and leader-member exchange might moderate this relationship.

University-to-work interference, as discussed in the literature, encompasses the challenges faced by individuals managing both higher education and paid employment. It goes beyond time constraints, affecting task performance and personal efficacy negatively. Research shows that individuals experiencing high interference may see a decline in confidence and belief in their abilities, leading to emotional exhaustion and burnout.

Recognizing the widespread consequences of this interference, it is crucial for institutions, employers, and individuals to address it constructively. Strategies like flexible work arrangements and enhanced social support can help strike a healthier balance between academic pursuits and professional responsibilities. This study contributes to ongoing research, aiming to understand and alleviate the evolving dynamics of university-to-work interference in the modern world.

Context of Study:

In today's era a large number of employees in the different organizations are also students. These dual roles create interference between university and work demands. For example, many organizations are demanding their employees to engage in higher studies along with the job to perform better. This is happening because the jobs have become more complex, and more education is needed to perform more complex jobs (Rosenzweig, 1990). Especially, many university faculty members are teaching and also enrolled in PhD programs because the PhD has become the necessary requirement for their job. Similarly, doctors are required to enroll in FCPS program to become the specialist and they are required to complete this program along with their job. The involvement in university studies affects their performance on the job and they cannot pay attention to their job activities. In fact, engaging in work and study roles is very challenging and can have bad effect on their wellbeing (Creed, French, & Hood, 2015). It also has harmful effects on their work performance (Schneider & Yin, 2011). With advancement of technology, job demands are increasing, so students are supposed to gain more and more knowledge and education to meet the job demands. In this study, we contribute to the literature of university-to-work interference by examining its impact on employee's emotional fatigue and then examining the moderating role of supportive leadership and leader member exchange on this relationship.

Broad Problem Area:

University-to-work interference, as defined by Lingard (2007), is a critical aspect of the modern academic and professional landscape. It encompasses the challenges faced by students who simultaneously pursue higher education while maintaining paid employment. This interference can manifest in various ways, from time constraints to reduced energy and increased stress levels. One significant consequence of university-to-work interference is its impact on task performance. Research conducted by Wyland, Lester, Ehrhardt, and Standifer (2016) has demonstrated that when individuals experience high levels of interference between their academic and work commitments, their ability to perform tasks in both domains may suffer. This can lead to decreased productivity and effectiveness, which can be particularly concerning for both students and employers.

Moreover, the effects of university-to-work interference extend beyond task performance. Lingard's (2007) research findings indicate that this interference is negatively correlated with personal efficacy. In other words, students who perceive a high degree of interference may

experience a decrease in their confidence and belief in their abilities to meet the demands of both university and work. This erosion of personal efficacy can have cascading effects on motivation and overall well-being.

Additionally, university-to-work interference has been found to be positively correlated with emotional exhaustion. The constant juggling of academic assignments and work responsibilities, coupled with the associated stressors, can lead to feelings of emotional fatigue and burnout. This emotional exhaustion can impact not only academic performance but also the overall quality of life and mental health of individuals who experience it.

In light of these findings, it is evident that university-to-work interference is a multifaceted challenge with far-reaching consequences. It is crucial for educational institutions, employers, and students themselves to recognize and address this interference constructively. Strategies such as flexible work arrangements, time management skills development, and enhanced social support can help mitigate the negative effects and promote a healthier balance between academic pursuits and professional responsibilities. Furthermore, ongoing research and dialogue on this topic are essential for understanding the evolving dynamics of university-to-work interference in the modern world.

Problem Statements:

A well-constructed problem statement serves as the cornerstone of any academic inquiry, providing clarity and direction to the research endeavor. Sekaran and Bougie (2016) emphasize that an effective problem statement is characterized by its unambiguous, specific, and focused nature. It delineates the problem at hand, highlighting the critical aspects and nuances that warrant investigation within an academic context.

In essence, a problem statement functions as a diagnostic tool, enabling researchers to identify and articulate the issues and conditions in a structured manner. It not only points to what needs improvement but also serves as a bridge between the current state of affairs and the desired outcomes. This bridge often represents the gap between reality and aspiration, emphasizing the need for change or intervention.

Within the problem statement, researchers should craft both the statements of research objectives and research questions. The research objectives offer a broader perspective on the goals and intentions of the study, outlining the overarching purpose and desired achievements. On the other hand, the research questions provide a more granular view, delving into specific aspects or facets

of the problem to be explored through the research process.

Gap Analyses:

1. McNall and Michel (2017) highlighted that the relation of interference between work and study demands and negative health outcomes is more proximal.
2. Kremer (2016) highlighted that majority of studies on work study interface focused on work to study interference but not on study to work interference. This study attempted to close this gap by looking at university to work conflict as a predictor of employee emotional fatigue.
3. Bakker and Demerouti (2017) recommended studying the link between leadership behaviors and employee wellbeing. In this regard, it's important to note that there aren't many studies on the relation between supportive leadership and emotional fatigue as well as leader member exchange and emotional fatigue. This study filled these gaps by investigating the direct relation between supportive leadership and emotional fatigue as well as the relation between leader member exchange and emotional fatigue.
4. Choo, Kan, & Cho (2019) suggested that several situational factors seem to moderate the relations among study-work-life interface and its predictors. Following this suggestion, this study proposed supportive leadership and leader member exchange as two moderators that could buffer the negative consequences of university to work interference.

Research Objectives:

5. To study the relation between university to work interference and emotional fatigue.
6. To identify the relation between supportive leadership and emotional fatigue.
7. To establish the moderating role of supportive leadership in the relation between university to work interference and emotional fatigue.
8. To identify the relation between leader member exchange and emotional fatigue.
9. To establish the moderating role of leader member exchange in the relation between university to work interference and emotional fatigue.

Research Questions:

1. How does university to work interference relate with emotional fatigue?
2. How does supportive leadership relate with emotional fatigue?
3. How does supportive leadership moderate the relation between university to work interference and emotional fatigue?
4. How does leader member exchange relate with emotional fatigue?
5. How does leader member exchange moderate the relation between university to work interference and emotional fatigue?

LITERATURE REVIEW

This chapter provides an overview of relevant literature that will serve as the foundation for the creation of this study. It describes the relationship and conceptual model between all of the variables analyzed in this study. We will explain the relation between university to work interference and emotional fatigue with the two moderators (supportive leadership, leader member exchange) and their impacting role on the relationship between these two variables.

University to Work Interference and Emotional Fatigue:

Emotional fatigue, often characterized by extreme exhaustion of one's emotional resources and an impaired ability to experience or express emotions, has garnered significant attention in the field of psychology (Frone & Tidwell, 2015). Research indicates a notable association between the interference of university commitments with one's work responsibilities and the emergence of emotional fatigue. This relationship can be attributed to the perception that the demands of university education clash with those of the workplace, leading individuals to believe that they are not performing their job roles as effectively as they could (Frone & Tidwell, 2015).

(Kablaoui & Pautler, 1991). Surveys show that 31% of all enrolled American high school students are engaged in paid employment (U.S. Bureau of Labor Statistics, 2006). The statistics are similar in Canada and in the province of Quebec, where 36% of youth between 15 and 19 engage in some form of employment during their studies (Conseil Permanent pour la Jeunesse, 2007). A recent European Union labour force survey revealed that 24% of 15–24 years old engage in part-time employment (European Foundation for the Improvement of Living and Working Conditions, 2004). Although work plays a prominent role in the lives of many youths, it has received relatively little research attention compared to other domains such as school and family (Zimmer- Gembeck & Mortimer, 2006).

Drawing upon the Job Demands-Resources (JD-R) model, it becomes evident that job demands, such as university work interference, can serve as precursors to emotional strain and fatigue (Bakker & Demerouti, 2017). In this model, job demands are considered stressors that, when excessive or incompatible with personal resources, lead to adverse outcomes like emotional fatigue. For instance, students who simultaneously balance their studies with employment are prone to emotional fatigue due to the challenge of dividing their attention between academic and work-related tasks. The greater the extent of interference between university commitments and

work responsibilities, the higher the likelihood of experiencing emotional fatigue (Frone & Tidwell, 2015).

Furthermore, research in the field has highlighted the impact of job demands, such as university work interference, on various aspects of well-being. Notably, studies have found that job demands were significant predictors of extended absence from work, often indicating underlying health problems. This relationship is mediated by the development of burnout, a state of chronic exhaustion, and decreased performance (Bakker, Demerouti, De Boer, & Schaufeli, 2003). Similarly, university-to-work interference has been positively associated with burnout, further underlining the role of such interference in contributing to emotional fatigue and overall well-being (Kremer, 2016).

Emotional fatigue is a consequence of the conflict between university commitments and work responsibilities, as individuals struggle to balance these demands. The JD-R model provides a framework for understanding how job demands, including university-to-work interference, can lead to emotional strain and fatigue. Additionally, research underscores the broader implications of such interference, including its impact on absenteeism and burnout. These findings underscore the importance of addressing university-to-work interference to promote emotional well-being and overall job satisfaction.

Following these arguments, this study hypothesizes that:

H1: University to work interference shall be positively related to emotional fatigue.

Supportive Leadership and Emotional Fatigue:

Supportive leadership, as defined by Alannah, Rafferty, & Griffin (2006), plays a crucial role in shaping the work environment and employee well-being. Within the structure of the Work Demands-Resources (JD-R) design by Bakker and Demerouti (2007), supportive management can be classified as an important job source. Job resources are instrumental in achieving job objectives, minimizing work needs, decreasing linked physical and emotional expenses, and advertising individual growth, learning, and advancement (Bakker & Demerouti, 2007).

The impact of supportive leadership on employee well-being is evident in studies that have explored the relationship between leadership styles and emotional fatigue. Employees who receive greater support from their leaders tend to experience lower levels of emotional fatigue. In contrast, those who perceive lower levels of support from their leaders are more likely to endure higher levels of emotional fatigue (Alannah, Rafferty, & Griffin, 2006).

A recent study conducted by Stein, Vincent-Hoper, and Gregersen (2020) reinforced the notion that supportive leadership can significantly influence emotional exhaustion. Their findings indicated a negative association between the presence of supportive leaders and emotional exhaustion among employees. This underscores the vital role that leaders play in shaping the emotional well-being of their team members.

In practical terms, organizations can benefit greatly from recognizing the importance of supportive leadership in reducing emotional fatigue among employees. Implementing leadership development programs that emphasize the value of empathy, active listening, and consideration of employee needs can foster a more positive and supportive work environment. This, in turn, can lead to reduced emotional fatigue, increased job satisfaction, and higher overall productivity. Consequently, organizations should consider investing in leadership training and development to cultivate supportive leaders who can enhance the well-being of their teams and promote a healthier work culture. Thus, this study hypothesized that:

H2: Supportive leadership shall be negatively related to emotional fatigue.

Moderating Role of Supportive Leadership:

The Job Demands-Resources (JD-R) theory, as articulated by Bakker and Demerouti (2007), provides a valuable framework for understanding the intricate interplay between job demands, job resources, and the resulting strains on individuals within the workplace. In this context, supportive leadership emerges as a crucial job resource, capable of mitigating the adverse effects of job demands on employees.

University-to-work interference, characterized by the simultaneous demands of academic commitments and job responsibilities, presents a formidable job demand. This interference can potentially lead to emotional fatigue, as individuals grapple with the competing demands on their time and energy. However, the presence of supportive leadership can act as a buffer in this relationship, as it can help individuals navigate these challenges more effectively.

Supportive leadership manifests in various forms, such as extending project deadlines, offering problem-solving assistance, aiding in decision-making processes, and even reducing workloads when necessary. When leaders exhibit these supportive behaviors, they send a clear message to their employees that their well-being is a priority. This, in turn, can weaken the link between university-to-work interference and emotional fatigue.

For instance, imagine a scenario where a student-employee is facing a particularly demanding period in their academic and work life. If their leader steps in to provide flexibility in project deadlines, offers guidance in managing their workload, and actively supports their decision-making, it can significantly alleviate the stress associated with university-to-work interference. This supportive approach not only helps in maintaining employee well-being but also fosters a sense of trust and commitment within the organization.

In light of the JD-R theory, organizations that recognize the importance of supportive leadership in mitigating emotional fatigue arising from university-to-work interference can implement leadership development programs. These programs can train leaders in the skills and behaviors needed to offer meaningful support to their employees. By doing so, organizations can create a more harmonious work environment where employees can effectively manage the demands of both their educational and professional pursuits while experiencing reduced emotional fatigue. Thus, this study hypothesizes:

H3: Higher supportive leadership shall weaken the positive relation between university to work interference and emotional fatigue and low supportive leadership shall strengthen the positive relation between university to work interference and emotional fatigue.

Leader member exchange and Emotional Fatigue:

Leader member exchange can be defined as “a working relationship that is characterized by the physical or mental effort, material resources, information and/or emotional support exchanged between the leader and the member” (Liden, Sparrowe, & Wayne, 1997, p. 48). A good relationship between leader and workers can decrease the emotional fatigue of the workers because if there is good relationship between the supervisor and worker it can decrease the emotional fatigue such as inequality. On the other hand, bad LMX can increase emotional fatigue of worker. The reason why the LMX is related to variable is that if you have bad LMX then this leads to a negative impact on the emotional fatigue. According to job demands resource theory, “Job resources refer to those physical, psychological, social, or organizational aspects of the job that are functional in achieving work goals, reduce job demands and the associated physiological and psychological costs, or stimulate personal growth, learning, and development” (Bakker & Demerouti, 2017, p. 274). Leader member exchange is a job resource that is likely to reduce emotional fatigue that is a psychological aspect of job demands. Leader member exchange was negatively associated with emotional exhaustion (Shermuly & Meyer, 2016). Thus, this study hypothesizes that:

H4: Leader member exchange shall be negatively related to emotional fatigue.

Moderating Role of Leader Member Exchange:

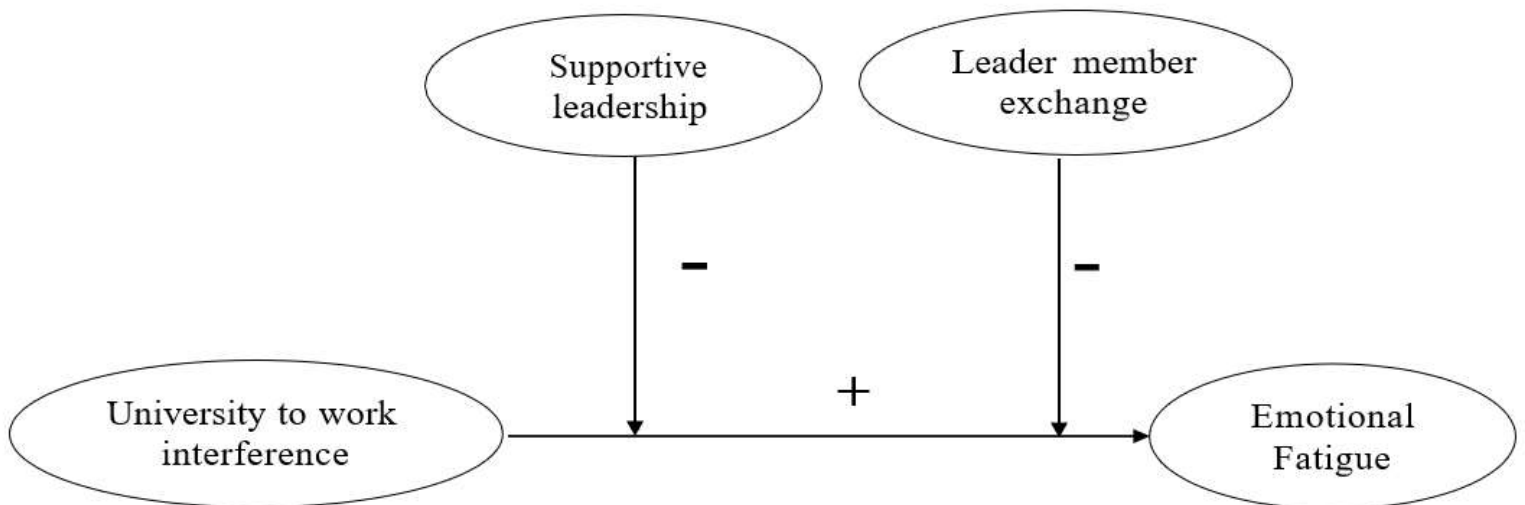
According to job demands resource theory, job resources buffer the relation between job demands and strains (Bakker & Demerouti, 2007). Leader member exchange is a job resource, university to work interference is a job demand, and emotional fatigue is a strain. Thus, leader member exchange shall act as a buffer in the relation between university to work interference and emotional fatigue. If the leader member exchange is high, it will weaken the relationship between university to work interference and emotional fatigue. For example, if a person is studying in a university and also working in any organization, the study workload and job workload will be high. Here, if the relationship between leader and follower is positive then the follower shall experience lower emotional fatigue even in university to study interference is high. Thus, this study hypothesizes:

H5: Higher leader member exchange shall weaken the positive relation between university to work interference and emotional fatigue and lower leader member exchange shall strengthen the

positive relation between university to work interference and emotional fatigue.

Theoretical Framework:

The theory that we are using for our study is job demand resource model (Bakker & Demerouti, 2017; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). According to this theory, all types of job characteristics are divided into two categories job demand or job resources. This concept was chosen because university to work interference is a job demand that occurs when an organization ties an employee's growth to professional education as well as the job. For example, university teachers are required to obtain PhD degree, doctors are required to obtain the degree of FCPS, otherwise they won't be able to become a specialist doctor. Studying while working is the job demand which leads to high emotional fatigue. Task needs were the special forecasters of exhaustion, whereas work sources were unique predictors of (dis)engagement. Job resource can buffer the effect on job need on pressure.



METHODS

In this research study there are multiple methods which are used are population and sample through various instruments and data analysis & techniques that helped the study to be more obvious and clearer.

Population and Sample:

Our population was university faculty member who are currently studying fulltime in PhD programs as well as doing full time jobs in the respective universities. We personally contacted faculty members of different universities in the area of Islamabad and Rawalpindi. We shared links of online Google forms containing survey questions. 228 faculty members provided the response in which the 76 (33%) were male and 152(67%) were females. Categorization was also done on the basis of age. There were 76 teachers aged 23 to 30 (33%), 95 teachers aged 31 to 40 (42%), and 57 teachers aged 41to 44 years (25%).

Instruments:

- **University to work interference:**

University to work interference was measured by the household to work subscale of Work-Family Dispute tool created by Netemeyer, Boles and McMurrian (1996). It is a 5-items self-report tool. All five things were ranked on a 7-point range, ranging from 1 (totally differ) to 7 (completely agree). Sample statements included: “My family has a negative impact on my day-to-day work duties” (Family-to-work sub-scale). One item of the measure states that “Family-related strain interferes with my ability to perform job-related duties”. By keeping in view the idea of this study, we replaced the word of family with study. Research has shown that scale has good level of alpha reliability (Cronbach’s $\alpha= 0.887$).

- **Supportive Leadership:**

Supportive leadership was measured by a three-item subscale of transformational leadership

instrument developed by Rafferty and Griffin (2004). Sample items included “My team leader considers my personal feelings when implementing actions that will affect me” and “My team leader takes into account my personal needs.” Reliability of this instrument was acceptable (Cronbach’s $\alpha = 0.987$).

- **Leader Member Exchange:**

The Leader-Member Exchange was measured by the leader member exchange instrument developed by Graen and Uhl-Bien (1995). It is a 7-item self-report instrument. It is a 6-point Likert scale ranging from *strongly disagree* to *strongly agree*. Reliability of this instrument was acceptable (Cronbach’s $\alpha = 0.912$)

- **Emotional Fatigue:**

Emotional Fatigue was measured by a subscale of the Three-Dimensional Work Fatigue Inventory (3D-WFI) developed by Frone and Tidwell (2015). The 18 products based self-record action captures 3 different dimensions of fatigue such as: physical, psychological, and psychological work tiredness. The scales use a 5-point Likert scale ranging from never ever to on a daily basis. Example item of emotional fatigue is: “During the past 12 months, how often did you want to avoid anything that took too much emotional energy at the end of the workday?”. Reliability of this instrument was acceptable (Cronbach’s $\alpha = 0.988$).a

- **Data Analyses:**

SSPS version 24 is used to calculate the standard deviation, means, Pearson’s bivariate correlations, Cronbach’s reliability coefficient, confidence intervals, significance values, and regression coefficients. First by averaging values of each individual item, we make the composite scores of four different items. After this, we used model 2 (Additive Two Way Moderation; Hayes, 2018) in Hayes SPSS macro to test our hypothesis.

- **Questionnaire**

Sr.	Tick one option for every statement.	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	The needs of my research hinder job-related activities.						
2	I need to avoid (cancel) doing points at the workplace because of research demands on my time.						
3	Things I intend to do at the office do not get done due to the needs of my studies.						
4	My research study disrupts my responsibilities at the workplace such as reaching work on time, accomplishing everyday tasks, and working overtime.						
5	Research related strain (pressure) interferes with my capability to perform occupational responsibilities.						
6	The needs of my domesticity hinder work-related tasks.						
7	I have to postpone (terminate) doing points at the workplace as a result of household demands on my time.						
8	Points I intend to do at the office don't get done due to the demands of my domesticity.						
9	My family life hinders my obligations at work such as reaching service time, completing daily tasks, and burning the midnight oil.						
10	Family-related stress (stress) disrupts my capability to perform occupational obligations.						
1	My manager considers my individual sensations when carrying out activities that will affect me.						
2	My employer considers my personal demands when choosing that will certainly affect me.						
3	My manager makes sure the interests of employees are taken into consideration when choosing.						
1	I such as to manage (deal with) several activities at the same time.						
2	I like to finish a whole job than to full parts of a number of tasks.						
3	I think individuals should attempt to do numerous things at the same time.						
4	I think individuals should attempt to do numerous things at the same time.						
5	I think it is best for people to be provided numerous tasks and tasks to carry out.						
6	When I work by myself, I typically work on several tasks each time.						

7	I prefer to do numerous points at a time.						
8	I think individuals do their finest work when they have many jobs to finish.						
9	I like to service more than a solitary task at the same time.						
10	I choose to complete parts of several tasks than to finish an entire task.						

Sr.	During the PAST 12 MONTHS,	Never	Rarely	Once in a while	Often	Always
1	How frequently did you feel psychologically exhausted throughout the day?					
2	How often did you have difficulty assuming and concentrating during the day?					
3	How commonly did you feel psychologically worn out during the workday?					
4	Just how usually did you intend to psychologically shut down throughout the day?					
5	How frequently did you really feel emotionally drained throughout the day?					
6	How often did you want to prevent anything that took excessive psychological power during the day?					
1	Exactly how often did you feel mentally tired throughout the day?					
2	Just how often did you have problem revealing and dealing with your emotions during the day?					
3	Exactly how commonly did you really feel emotionally put on during the workday?					
4	Just how often did you intend to psychologically close down during the workday?					
5	Exactly how usually did you really feel emotionally drained pipes during the day?					
6	How usually did you intend to stay clear of anything that took excessive emotional energy during the day?					

Sr.	Questions	Tick one option for every statement.				
1	Do you normally recognize just how completely satisfied you are with what you do?	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
2	How well does your manager understand your job troubles and requirements?	Not a Bit	A Little	A fair amount	Quite a bit	A great deal

3	How well does your boss recognize your capacity?	Not at all	A Little	Moderate	Mostly	Fully
4	What are the possibilities that your employer would certainly utilize his or her power to help you resolve problems in your job?	None	Small	Moderate	High	Very High
5	What are the possibilities that he/she would "bail you out," (rescue or conserve you out) at his/her expense?	None	Small	Moderate	High	Very High
6	I have enough self-confidence in my boss that I would protect and validate his/her choice if he/she were absent to do so?	Strongly Disagree	Small	Moderate	High	Very High
7	Exactly how would you characterize your functioning connection with your boss?	Extremely Ineffective	Worse than Average	Moderate	Better than Average	Extremely Effective

Name _____

Organization _____

Gender _____

Degree Enrolled _____

Age _____

Degree Completed _____

Email _____

Marital Status _____

Job Position _____

Contact _____

RESULTS

This chapter explains the descriptive, hypothesis testing and the measurement properties of instrument. In this chapter data analyzation through numeric way is done and hypothesis testing according to these results are done weather these hypothesizes are significant or not. All this is explained below in this chapter.

Econometric Model:

In order to investigate the relationships between university to work interference, supportive leadership, leader-member exchange (LMX), and emotional fatigue among faculty members, an econometric model was employed. The model was specified as follows:

$$Y = \beta_0 + \beta_1 X + \beta_2 W + \beta_3 V + \beta_4 (X \times W) + \beta_5 (X \times V) + \mu$$

Where Y represents emotional fatigue, X denotes university to work interference, W stands for supportive leadership, and V signifies leader-member exchange. The coefficients β_1 , β_2 , β_3 capture the main effects of the respective variables, while β_4 and β_5 represent the interaction effects between university to work interference and supportive leadership, and between university to work interference and leader-member exchange respectively.

Multiple regression analysis, specifically Ordinary Least Squares (OLS) regression, was utilized to estimate the parameters of the model. The analysis aimed to assess the significance of coefficients and their signs to determine the direction and strength of relationships, as well as to examine the moderating effects of supportive leadership and leader-member exchange on the relationship between university to work interference and emotional fatigue

Demographic Description:

In this study, the total number of respondents is 228. Faculty members provided the response in which the 76 (33%) were male and 152(67%) were females. Categorization was also done on the basis of age. Age from 23 to 30, there are 76 teachers (33%) who responded, from 31 to 40, there are 95 teachers (42%) and from 41 to 44 years there are 57 teachers (25%).

Table 4.1 Demographic Summary

Variables	Frequency	Percentage
Gender		
Male	76	33
Female	152	67
Age		
23-30	76	33
31-40	95	42
41-44	57	25
Total	228	100

n

=

Measurement Properties of Instruments:

“Reliability is a test of how consistently a measuring instrument measures whatever concept it is measuring” (Sekaran & Bougie, 2016, p. 220). Inter-item reliability of 5-item University to work interference instrument shows that it is a reliable instrument (Cronbach $\alpha = .887$). Inter-item reliability of 3-item supportive leadership instrument shows that it is a reliable instrument (Cronbach $\alpha = .987$). Inter-item reliability of 7-item LMX instrument shows that it is a reliable instrument (Cronbach $\alpha = .912$). Inter-item reliability of 6-item emotional fatigue instrument shows that it is a reliable instrument (Cronbach $\alpha = .988$). Inter-item reliability of .70 and above shows acceptable reliability of an instrument (Sekaran & Bougie, 2016 p. 220).

“Validity is a test of how well an instrument that is developed measures the particular concept it is intended to measure” (Sekaran & Bougie, 2016). One of its type is discriminant validity that is established when bivariate correlation between two variables is not too high. University to work interference was positively correlated with emotional fatigue ($r = .904$, $p < .05$). Discriminant validity of university to work interference and emotional fatigue was challenged due to high correlation but discriminant validity of other variables was established. Supportive leadership was not correlated with emotional fatigue ($r = -.043$, $p > .05$). Leader member exchange was not correlated with emotional fatigue ($r = -0.161$, $p > .05$). University to work interference was positively correlated with supportive leadership ($r = .130$, $p < .05$). Supportive leadership was positively correlated with leader member exchange ($r = .895$; $p < .01$). University to work interference is positively correlated with leader member exchange ($r = .049$, $p < .01$).

Hypotheses Testing:

We hypothesized that university work interference shall be positively related with emotional fatigue. We found support of this hypothesis ($b = 0.572$, $p < .001$). We hypothesized that supportive leadership shall be negatively related with emotional fatigue. We could not find support of this hypothesis because a positive relation was found ($b = 0.186$, $p < .001$). Third hypothesis was high supportive leadership shall weaken the positive relation between university to work interference and emotional fatigue and low supportive leadership shall strengthen the positive relation between university to work interference and emotional fatigue. The relation of the interaction term of university to work interference and supportive leadership with emotional fatigue was significant ($b = -0.307$, $p < .001$). We found that the relation between university to

work interference and emotional fatigue was high at low value of moderator supportive leadership ($b = 1.017, p < .001$). We also found that the relation between university to work interference and emotional fatigue was lower at medium value of moderator supportive leadership ($b = 0.572, p < .001$). We also found that the relation between university to work interference and emotional fatigue was non-significant at high value of moderator supportive leadership ($b = 0.120, p > .05$). These results show that third hypothesis is partially supported. Fourth hypothesis leader member exchange shall be negatively related to emotional fatigue. We could not find support of this hypothesis because a positive relation was found ($b = -0.607, p < .001$). Fifth hypothesis was that the high leader member exchange shall weaken the positive relation between university to work interference and emotional fatigue. The relation of the interaction term of study-work interference and leader member exchange with emotional fatigue was significant ($b = 0.672, p < .05$). We found that the relation between university to work interference and emotional fatigue was weakest at low value of moderator leader member exchange ($b = -0.055, p < .001$). We also found that the relation between university to work interference and emotional fatigue became stronger at medium value of moderator leader member exchange ($b = 0.572, p < .001$). We also found that the relation between university to work interference and emotional fatigue was strongest at high value of moderator leader member exchange ($b = 1.200, p < .05$). These results show that we could not find support of fifth hypothesis.

Table 4.2 Means, Standard Deviations, Reliability, and Pearson's Correlations

Variables	Mean	Standard Deviation $n \sigma$	Cronbach's α	1	2	3	4	
1. University to work interference	4.716	1.757	.887	1				
2. Supportive Leadership	3.027	1.446	.987	.130*	1			
3. Leader Member Exchange	3.381	0.933	.912	.049	.895***	1		
4. Emotional Fatigue	3.222	1.214	.988	.904***	-.043	-.161*	1	
n	=	228;	*p	<	.05,	***p	<	.001.

Table 4.3 Multiple Regression Analyses

Effect of X on Y	Effect of W on Y	Effect of V on Y	Effect of X × W on Y	Effect of X × V on Y	Bootstrap results for XW interaction effects		Bootstrap results for XV interaction effects	
<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>B</i>	<i>LL95%</i>	<i>UL95%</i>	<i>LL95%</i>	<i>UL95%</i>
					<i>CI</i>	<i>CI</i>	<i>CI</i>	<i>CI</i>
0.572***	0.186***	-.607***	-.307***	0.672***	-0.395	-0.219	0.502	0.842

n = 228; X = University to work interference; W = Supportive leadership; V = Leader member exchange; Y = Emotional fatigue; b = unstandardized regression coefficient; * p < .05; *** p < .001; LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval.

Table 4.5 a Slope Test for Supportive Leadership

Supportive leadership	Conditional Effects of University to work Interference on Emotional fatigue <i>b</i>	5000 Bootstrap Results	
		<i>LL95% CI</i>	<i>UL95% CI</i>
Low	1.017***	0.900	1.133
Medium	0.572***	0.538	0.606
High	0.127	-0.017	0.272

n = 228; *** p < .001; σ = Standard Deviation; b = Unstandardized Regression Coefficient; LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval.

Table 4.5 b *Slope Test for Leader Member Exchange*

LMX	Conditional Effects of University to work interference on Emotional fatigue <i>b</i>	5000 Bootstrap Results	
		<i>LL95% CI</i>	<i>UL95% CI</i>
Low			
Medium	-0.055	-0.231	0.120
High	0.572***	0.538	0.606
	1.200***	1.052	1.347

n = 228; *** p < .001; σ = Standard Deviation; b = Unstandardized Regression Coefficient; LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval.

DISCUSSION

This chapter explains the findings, theoretical contributions, limitations, future suggestions, and practical implications of the study.

Findings:

Our first research objective was to find the direct relation between university to work interference and emotional fatigue. This objective led us to find a positive relationship of university to work interference and emotional fatigue. Second research objective was to find out the relation between the supportive leadership and emotional fatigue. For this, we hypothesized that supportive leadership shall be negative related to emotional fatigue. We could not find the support of this hypothesis because the positive relationship was found between them. Third research objective was that a high supportive leadership shall weaken the positive relation between university to work interference and emotional fatigue and low supportive leadership shall strengthen the positive relation university to work interference between and emotional fatigue. We found that the third hypothesis is partially supported such that the positive relation was strongest at high value of supportive leadership but the relation vanished at low value of supportive leadership. Our fourth objective was to find out the relation between leader member exchange and emotional fatigue. To complete this task, we hypothesized a negative relationship between the leader member exchange and emotional fatigue. We found support for this hypothesis. Fifth hypothesis was that a high leader member exchange shall weaken the positive relation between university to work interference and emotional fatigue and a low leader member exchange shall strengthen the positive relation between university to work interference and emotional fatigue. We could not find support for this hypothesis.

Limitation:

It's important to note that our study has some limitations that we should consider. Firstly, we gathered all our information from the same group of people. This means there could be a chance that the way we collected data might have influenced the results in a certain way. Secondly, we collected all our data at one specific moment in time. This makes it hard for us to say for sure which things caused others. We can't say, "A caused B," because we didn't track things over a longer period. Lastly, the group of people we studied was not chosen in a very structured way. We used a method called convenience sampling, which means we picked people who were easy

to reach or readily available. Because of this, it's tricky to say that what we found applies to everyone else outside of our study group. These limitations remind us to be careful when interpreting our results and to consider them within these constraints.

Future Suggestions:

For potential scientists looking to enhance the high quality of their research studies, we propose a collection of recommendations focused on improving the study procedure. Mostly, it is advisable for scientists to diversify their data sources, integrating information from a plethora of electrical outlets as opposed to counting exclusively on a solitary resource. This method reduces the danger of predisposition in data collection techniques, making certain an extra comprehensive and impartial representation of the topic. In addition, in future studies, we promote the fostering of speculative layout principles. This requires collecting details at distinct time periods, giving a temporal dimension that promotes the expedition of causation connections, such as identifying if element A precipitates the incident of variable B. This organized technique not only improves the research approach however additionally contributes to a much more nuanced understanding of the variables under consideration. Lastly, when choosing participants for study inclusion, we propose the application of random sampling techniques. By utilizing this technique, scientists can boost the generalizability of their findings to a wider population, transcending the confines of the specific study hall. This comprehensive approach ensures that the end results obtained from the research study hold importance and applicability to a much more extensive and diverse demographic. In summation, these recommendations are positioned to boost the effectiveness and energy of future study undertakings, promoting dependability and broad relevance across varied mates of people.

Diverse Data Sources: Consider collecting data from various sources to reduce the risk of bias. Using multiple data collection methods can provide a more comprehensive understanding of your research topic.

Longitudinal Studies: To establish cause-and-effect relationships, design studies that collect data at multiple time points. This approach allows for a better examination of how variables influence each other over time.

Random Sampling: Utilize random sampling methods to select your study participants. This will enhance the generalizability of your findings to a broader population.

Reliability Testing: Ensure that the measuring instruments you use in your research are reliable.

Check for inter-item reliability using Cronbach's alpha to confirm that your instruments consistently measure the concepts they are intended to measure.

Validity Assessment: Conduct thorough validity assessments, including discriminant validity, to confirm that your research instruments accurately measure the specific concepts they are meant to assess.

Supportive Leadership: Recognize the importance of supportive leadership, especially for employees who are also students. Leaders should be mindful of the emotional fatigue that such individuals may experience and offer additional support as needed.

Leader-Member Exchange: Investigate the dynamics of leader-member exchange further, considering its potential impact on emotional fatigue and other outcomes in different contexts.

Hypothesis Testing: When testing hypotheses, carefully analyze the results to draw meaningful conclusions. Some hypotheses may not be supported, and it's crucial to understand why and explore alternative explanations.

Interaction Effects: Pay attention to interaction effects, as they can provide valuable insights into how variables work together. Explore how moderating factors, such as supportive leadership and leader-member exchange, may influence the relationships between variables.

Continuous Learning: Continuously seek to enhance your research methodologies and statistical analyses. Consider consulting with experienced researchers or statisticians to ensure the robustness of your study design and data analysis.

These above recommendations would help new researchers conduct more rigorous and insightful studies, building on the lessons learned from this thesis.

Practical Implications:

This detailed study provides important understandings for leaders that find themselves navigating the fragile balance between leading teams and accommodating workers who simultaneously took part in academic pursuits. It underscores the importance of identifying that people putting on both employee and student hats may experience enhanced emotional exhaustion. In reaction, leaders are motivated to proactively prolong additional support within the workplace. This additional aid is tactically focused on promoting a smoother integration of job duties and academic commitments for these employees. Consequently, leaders play a critical function in guaranteeing the health of their team members, avoiding them from coming to be excessively burdened. Hence, the overarching theme revolves around cultivating mindfulness amongst leaders,

triggering them to be attuned to the one-of-a-kind challenges faced by staff members handling work and research studies, and using assistance as a testimony to a supportive management method.

Conclusion:

Throughout the considerable period of our thorough research campaign, a myriad of vital understandings has been discovered throughout a spectrum of crucial topics. Our exploration has actually looked into the elaborate obstacles confronted by individuals transitioning from the academic realm to the specialist landscape, inspecting the emotional toll this trip exacts. Additionally, we have actually diligently examined the transformative impact of having encouraging leaders, inspecting the intricate dynamics that characterize the communications in between leaders and team members. One salient revelation gleaned from our research pertains to the profound psychological difficulties individuals face when concurrently handling the needs of college studies and specialist duties. The detailed dancing between academic searches and work dedications can posture a powerful psychological strain. Nonetheless, our findings emphasize the critical function that helpful leadership plays in mitigating these obstacles. Leaders that foster a nurturing and understanding environment add significantly to reducing the emotional problems connected with balancing scholastic and professional commitments. This supportive environment empowers individuals to navigate their dual functions with a sense of value and understanding, avoiding emotional exhaustion. Moreover, our research casts a lighting spotlight on the collective characteristics between leaders and staff members, improving our comprehension of business performance. These nuanced insights add to a deeper understanding of exactly how efficient collaboration within organizational structures can be grown and harnessed for optimum performance. In synthesis, the complex searching stemmed from our study not just clarified the elaborate interplay in between academic quests and expert commitments but additionally supply a storage tank of insights with the potential to improve total wellness and performance. These understandings are positioned to reverberate in the ever-evolving landscapes of both scholastic and workplace setups, giving a robust foundation for continuous renovation and adaptation.

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