The Relationship between Job Crafting and Burnout in University Teachers: Moderated Moderation by Social Load and Time Pressure

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This study examined whether job crafting was associated with burnout and whether social load and time pressure jointly moderated the relationship of job crafting and burnout in a sample of university teachers. Using a cross-sectional research design, the researchers collected data from N=328 university teachers who completed the Job Crafting Questionnaire (JCQUT, Makhdoom, 2021), Challenging Job Demands Scale (CJDS, Makhdoom et al., 2022) and Oldenburg Burnout Inventory (OLBI, Demerouti et al., 2010). The primary objective of the study was to find out whether the moderated relationship of job crafting and burnout through social load changed across varied levels of time pressure. Model 3 of Hayes' PROCESS Macro for SPSS (Hayes, 2022) applied moderated moderation on the data that revealed social load moderated the relationship between job crafting and burnout such that the negative relationship of job crafting and burnout was strengthened when there was high social load. Further, the results of moderated moderation were found significant as the social load moderated the relationship only when time pressure was low. In the end, the researchers discussed implications of these results for teachers and researchers working in fields of organizational behaviour and occupational health, as well as for the employers working in higher education institutes.

Keywords: job crafting, burnout, social load, time pressure, challenging job demands, university teachers

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Introduction

Job burnout is one of the most researched topics in the field of occupational health since Freudenberger (1974) explored the phenomenon. In a current post-pandemic world, where several work dimensions have been changed, the concept of burnout is even more important as it has changed dramatically over

the recent post-pandemic years. The Work and Well-being Survey concluded that a substantial number of US adult workforce reported physical fatigue and exhaustion in 2021 and more than 70% reported that they felt stressed during their workday (American Psychological Association, 2021). This prevailing nature of stress and stress related problems has always caught the attention of researchers and several stress related models have been proposed in order to explain this process including Conservation of Resources Theory, Social Cognitive Theory, Existential Perspective, Burnout as a Developmental Process Model, and the most welcomed theory is Job Demands/Resources Theory (Çam & Öğülmüş, 2019). The Theory was originated by Demerouti et al. (2001), and many extensions were made to the model. The present paper addresses the predictive role of job crafting for burnout along with the moderated moderation of two challenging job demands (i.e., social load and time pressure) on the stated job crafting-burnout relationship.

Theoretical Background

The Job Demands-Resource Model (Demerouti et al., 2001) explains health impairment and engagement processes in detail. At the outset, the theory asserted that there are certain bad things at work and there are certain good things at work. Bad things result in negative outcomes including creating hindrance in smooth performance of work, bringing stress and ill health to employees and deteriorating the performance of the employees. These bad things were termed as job demands. On the other hand, there are certain good things. The good things not only foster performance and affect health positively but also mitigate the effects of job demands. These are termed as job resources (Demerouti et al., 2001). Later researchers, however, concluded that not all job demands operate in the same way. Some demands, under certain circumstances, may be lesser negative and even can bring positive outcomes too. These job demands were termed as challenging job demands; whereas the job demands which only brought negative consequences, impaired health and hindered performance were termed as hindering job demands (Crawford et al., 2010; Schaufeli & Taris, 2014).

As far as the challenging job demands were differentiated from hindering ones in the model, a new stream of research emerged which found that challenging job demands yielded many positive outcomes including increased performance (Van Laethem et al., 2019), enhanced work

engagement with more positive affect (Tadić et al., 2015), higher cognitive wellbeing (Chen et al., 2021) and many more. Further research extended that the challenging job demands produced differential effects for different professionals (Meyer & Hünefeld, 2018) and these job demands follow an appraisal process in a sense that those who positively appraise them, find their positive impacts whereas, those who negatively appraise them, find negative outcomes of these job demands (Li et al., 2020). This stream of research exerts that the mechanism and effects of challenging job demands are not simple ones; and need more explorations.

For instance, challenging job demands either independently or interact with each other to produce different outcomes for the employees. Although their interaction with other factors such as personal and job resources have often been studied (see for example Rai, 2018; Tadić et al., 2015), how they affect each other is yet to be explored. Certain challenging job demands can also affect each other and thus can harm or improve the health outcomes for the employees specifically can target their burnout.

Burnout is defined as the outcome of chronic stress at work which is marked by emotional exhaustion, reduced personal accomplishments and cynicism or depersonalization (Maslach et al., 2001; Maslach & Leiter, 2005). JD-R Theory suggests that job demands are positive predictors of burnout whereas job resources are negative predictors of burnout and thus may affect various occupational, performance and health related outcomes for the employees. Examples of these outcomes include (but not limited to) poor performance, reduced commitment and overall poor occupational health of the employees (Demerouti et al., 2001). Later extensions in the JD-R theory introduced newer concepts with more emphasis on the proactive roles of employee themselves. One such example is job crafting.

Job crafting, the proactive changes performed by the employees themselves to make their jobs more meaningful, more interesting and more personally aligned was found to be a negative predictor of burnout. These changes may take form of task crafting (i.e., adding or deleting something in the defined tasks), cognitive crafting (rethinking about the job in a non-traditional manner) and relational crafting (restructuring the nature and extent of contact with others at work) (Wrzesniewski & Dutton, 2001).

Moderating Effect of Social Load and Time Pressure between Job Crafting and Burnout

Job crafting enhances person-job fit, results in psychological need fulfilment and enhances the work engagement of the employees (Demerouti, 2026) and thus brings positive outcomes for the employees. Through crafting resources and demands, they can affect the stressors and thus, may result in lesser level of burnout. Therefore, reducing burnout is one of the most cited outcomes of job crafting in the literature of job crafting. More specifically, when employees are active job crafters, they are more likely to enjoy positive consequences for them. Their work identities are changed for them; they begin to enjoy more achievements and meanings in their jobs, and their resilience increases even more (Berg et al., 2008). Likewise, it increases job satisfaction (Kim et al., 2018), positively affects psychological capital and enhances work engagement (Vogt et al., 2016), facilitates job performance (van Hoof, 2016) and contributes to the overall well-being of the employees (Tims et al., 2013). The inverse relationship between the two is often empirically tested. For instance, Cheng and O-Yang (2018) studied a sample from hotel industries and concluded that job crafting is inversely related with burnout. They concluded that effect of burnout on job satisfaction is also mediated by job crafting. Similarly, Tims et al. (2013) observed that job crafting was positively associated with job resources and thus, increased the level of well-being of the employees by enhancing job engagement and reducing burnout. Further, Lynner et al. (2025) studied a sample of occupational therapy professionals and reported that the professionals who were using higher level of job crafting reported lesser level of burnout.

However, the relationship may be moderated by certain job demands. More specifically, we study the impact of challenging job demands. As described earlier, challenging job demands produce many positive outcomes to the employees. One possible outcome is that such demands add to engagement and reduce exhaustion through psychological need satisfaction (Albrecht, 2015). On the other hand, there are active job crafters who are proactive enough to yield favourable outcomes (such as cultivating more meanings in their jobs, enjoying more person-job fit and making their jobs more interesting to themselves) from their jobs to themselves. Such employees when find more challenging job demands (which provides a means to

psychological need satisfaction as well bring many positive outcomes related to personal growth and development), the level of their burnout is even more reduced.

Previously, the researchers have observed the role of various third variables in the job crafting-burnout relationship. For example, Cheng and O-Yang (2018) studied the moderating role of perceived organizational support within the relationship of job crafting, burnout and job satisfaction. Further, Hubert et al. (2025) observed the moderating role of organizational identification among the relationship of psychosocial safety climate, job crafting and burnout. Though the interaction effect of job demands and job crafting on burnout has been previously observed (see, for example, Hakanen et al., 2017), the interaction of challenging job demands has not yet been explored.

In the present study we propose social load as a challenging job demand. Social load is defined as the job demand that arises from contact with others at the workplace. Traditionally, it is considered a negative job demand, as it has been associated with burnout. For instance, in traditional definition of burnout, it was included that burnout is a response to chronic stress at work experienced by the employees who must do some kind of work with people (Maslach et al., 2001). However, it may act as a challenging job demand. For example, Kern et al. (2021) stated that social stressors, such as attending meetings and responding to phone calls, are important aspects of job which may act as challenging. However, as they stated, such stressors are ignored in the literature. Moreover, since such stressors bring positive outcomes to the employees, they can be labelled as challenge stressors. Similarly, Makhdoom and Malik (2018) categorized these stressors as challenging ones.

Although little research evidence is available on the outcomes of social load, Kern et al. (2021) concluded that these stressors are positively associated with wellbeing of the employees. Moreover, these stressors enhanced the level of organizational based self-esteem. Further, as Makhdoom and Malik (2018) noted, social load is valued positively because it is a source of relationship building, adds to the problem-solving skills of the employees, acts as a learning and recognition tool at workplace. Moreover, they found that social load simply acted as a source of joy.

The other challenging job demand is time pressure. Time pressure is defined as the pressure one experiences when lesser time is available to complete more tasks (Chatterjee, 2016). It is one of the most researched challenging jobs demands within the context of JD-R model because it is vulnerable to many situational and other factors. For example, it affects creativity in a sense that the creativity is best flourished when there is neither very low nor very high time pressure (Baer & Oldham, 2006). Similarly, it produces good results when there is high job control; whereas when perceived job control is low, time pressure negatively affects engagement. Previous studies such as Kühnel et al., (2012) have concluded that time pressure positively affected work engagement only when job control was high; whereas the effect became negative when there was low job control. This differential effect of time pressure is dependent upon certain other factors such as, Baethge et al. (2018) concluded that time pressure acted as both a challenge as well as hindrance stressor under long-term and short-term time pressure respectively.

Therefore, time pressure is a unique variable with differential effects on performance and other variables. For present, we assume that social load acts as challenging job demand and contact with people at work may be beneficial for the employees. However, social load doesn't directly bring positive outcomes to the employees. As we have discussed before, social load enhances the recognition at workplace, acts as a source of relationship building and brings joy to the employees. Coping with such stressors results in psychological need satisfaction of relatedness and personal development (Albrecht, 2015; Kern et al., 2021; Makhdoom & Malik, 2018). Yet, none of the stated outcomes directly benefits the performance and goal achievement at workplace. When there is time pressure, the employees have to more focus on goal achievement and thus, the social load becomes secondary. Therefore, we expect that the effects of social load may vary with different levels of time pressure. More specifically, we expect that social load will act as challenging job demand and strengthen the negative relationship of the two under low time pressure. With increase in time pressure, social load will no longer affect the relationship of the two.

Rationale

University teaching is a demanding profession in which teachers have to meet many demands including (but not limited to) teaching, mentoring,

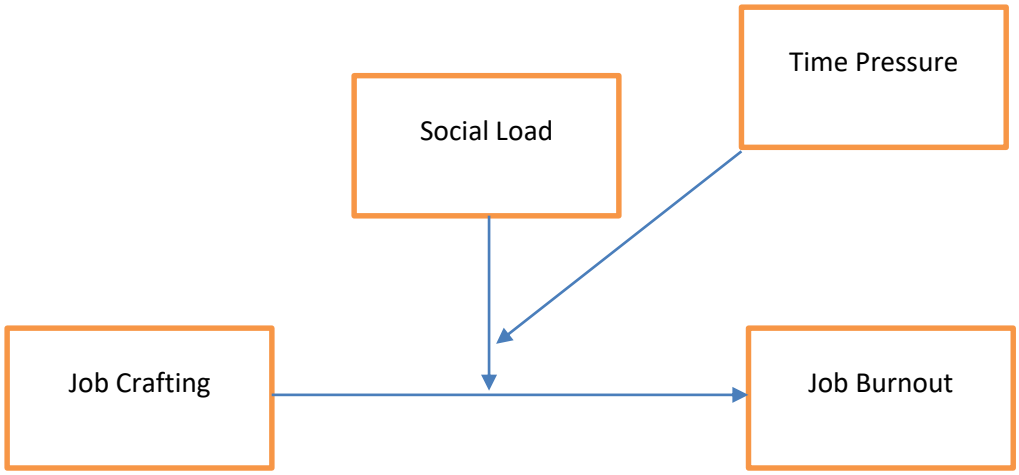
supervising, conducting and publishing research, administrative tasks, interpersonal responsibilities and many more. Particularly, in the low- and middle-income countries, where resources are even more limited, financial pressures for both performing the work-related tasks (such as getting research published in open access) as well as meeting family demands becomes another big stressor for them. These demands and lack of organizational and occupational resources put them at greater risk of burnout (Khan et al., 2019). However, as the recent JD-R scholarship asserts, burnout is not the outcome of demands and resources alone; rather it is the outcome of the interplay of several employee behaviours and characteristics, demands, resources and other characteristics of the work and personal environment of the employees (Bakker et al., 2023). This is particularly relevant to the higher academia where teachers have to face multiple role and personal stressors, high job demands and lesser resources along with interpersonal aspects of their job (Kovács et al., 2024).

Job crafting is one of the strongest and often cited predictors of burnout, as it serves as a means of person-job fit, psychological need fulfilment and is associated with higher work engagement. Through these means it often is associated with reduced burnout. Further, the relationship of the two is not straightforward but is subject to other factors; one such factor is challenging job demands. However, there is a dearth in literature regarding how these challenging job demands interact with job crafting alone as well as interact with one another to affect the relationship of job crafting and burnout (Silapurem et al., 2024). Moreover, recent evidence from Pakistan suggests that the job crafting of teachers depends upon several contextual features including social support, institutional resources, workload and time management of the employees (Aslam et al., 2026). Therefore, the present study aims to explore not only the direct effects of job crafting on burnout, but also addresses how the challenging job demands affect this direct relationship. Social load is an important challenging job demand for university teachers since it serves as a means of psychological need fulfilment, brings recognition to them, but needs them to invest more personal resources and energies. Thus, it can act as a challenging job demand but may also deplete the energy of the teachers and thus may act as hindering (Rigotti et al., 2024). Similarly, time pressure may also act as both a challenging and a hindering demand depending

upon the context (Schilbach et al., 2023). We propose that social load will act as a challenging stressor under low time pressure and thus will affect the job crafting-burnout relationship among the sample of university teachers.

Figure 1

Time Pressure as a Moderator for the Relationship of Job Crafting and Job Burnout Moderated by Social Load



The Figure 1 provides a graphical representation of the conceptual framework of the study and describes that social load moderates the relationship of independent variable (i.e., job crafting) and outcome variable (i.e., burnout). The figure further explains the relationship of job crafting and job burnout moderated by social load. The moderated relationship is supposed to change with the change in time pressure.

Objectives

The objectives of the study include:

- To study the moderating role of social load between job crafting and burnout
- To study the interactive effects of social load and time pressure on the relationship of job crafting and burnout

Hypotheses

In order to meet the objectives of the study following hypotheses were formulated

1. Social load will moderate the relationship of job crafting and burnout in such that the social load would strengthen the negative relationship of job crafting and burnout

2. The moderating effect of social load between job crafting and burnout will vary on different levels of time pressure in such that social load will moderate the relationship of the two under low time pressure condition.

Method

Research Design

The Correlational cross-sectional research design was used in the present study. In this design, data were collected through questionnaires.

Sample

In this study, the researchers used purposive sampling technique to recruit university teachers (N = 328) from Sargodha, Lahore, Faisalabad, Hazara and Peshawar. The age of the participants ranged from 26 to 58 (M = 35.18, SD = 6.57) years. The sample included both male (n = 172) and female (n = 156) university teachers.

Inclusion/Exclusion Criteria

The sample further included lecturers (n = 194), assistant professors (n = 110) and associate professors (n = 24). The sample represents the university faculty positions where more teachers are lecturers followed by assistant professors and few associate professors. We excluded visiting faculty members and full professors to maintain homogeneity of the sample. Moreover, we recruited only those faculty members who had served at least one year at a university to control the possible effect of socialization process.

Table 1

Sociodemographic Characteristics of the Participants of the Study (N = 328)

Demographic Variables	*f*	%
Gender		
Men	172	52.4
Women	156	47.6
Total	328	100
Designation		
Lecturer	194	59.14
Assistant Professor	110	33.53
Associate Professor	24	7.33

Demographic Variables	*f*	%
Faculty		
Social Sciences	106	32.32
Natural Sciences	55	16.77
Medical Sciences	34	10.37
Agriculture and Animal Sciences	60	19.29
Arts and Law	46	14.02
Engineering	14	4.26
Computer science and Business	13	3.97
Marital Status		
Married	234	71.3
Unmarried	94	28.7

Instrument

Job Crafting Questionnaire for University Teachers (JCQUT). Makhdoom (2021) developed the JCQUT to measure job crafting among participants. The scale consists of 17 items divided into four factors or subscales that measure cognitive (items 1, 2, 3, and 4), task (item numbers 5, 6, 7, and 8 items), relational (item number 10, 11, 12, and 13 items) and intellectual (item number 14, 15, 16 and 17) crafting and an overall job crafting which is also meaningful. Each item is measured on a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree. The scale is psychometrically sound and is specifically designed for university teachers with high internal consistency (Cronbach's alpha = .90) as reported by the author (Makhdoom, 2021).

Challenging Job Demands Scale (CJDS). Makhdoom et al. (2022) developed CJDS to measure job demands. The scale has 13 items and is divided into three subscales Cognitive Demand (4 items), Time Pressure (4

items) and Social load (5 items). For this study we used Time Pressure and Social Load subscales. Each item is measured on a 5-point response format ranging from 1 (never) to 5 (always). The scale has good internal consistency with good reliability for Time Pressure (Cronbach's alpha = .81) and adequate reliability for Social Load (Cronbach's alpha = .74) as reported by the authors (Makhdoom et al., 2022).

Oldenburg Burnout Inventory (OLBI). Originally constructed by Demerouti et al. (2010) and translated into Urdu by Iqbal (2019), consists of 16 items divided into two factors, exhaustion and disengagement. The response format is a 4-point Likert Scale where 1 = strongly disagree and 4 = strongly agree and half of the items are reverse coded including item number 1, 5, 7, 10, 13, 14, 15, and 16. The internal consistencies of the Urdu translation (Iqbal, 2019) of OLBI were adequate for Exhaustion subscale (Cronbach's alpha = .78) and Disengagement subscale (Cronbach's alpha = .79).

Procedure

After obtaining approval from the institutional review board, the researchers contacted the teaching staff at various departments of several public sector universities of Punjab and Islamabad. After having formal permissions from the registrar's office of the university, the researchers contacted potential participants of the study in their offices at their university. The researchers obtained written informed consent signed from them and ensured all ethical protocols of voluntary participation, their right to confidentiality and withdrawal of their data, as well as no potential harm. Afterwards, the questionnaires containing all the scales and demographic sheet were handed over to them. The questionnaires were distributed among 450 university teachers while 365 teachers returned the questionnaires; thus, the response rate was 81%. Among these filled questionnaires, 32 responses were discarded due to random or incomplete responses. Afterwards, normality analyses were carried out, and 5 responses were found as outliers and therefore, were not included in the further analysis. The responses of 328 employees were subjected to further analyses.

Ethical Consideration

The researchers followed all the ethical guidelines provided in the Declaration of Helsinki for human participants. The researchers ensured that the participation was completely voluntary and that they could withdraw their data at any stage of the research. The researcher's ensured minimal harm (except that was expected due to chance) and an email was provided for debriefing. Further, the researchers ensured them that their provided

information would be kept confidential and will only be used for research purpose.

Results

This section describes the results of the present study including results of Pearson correlation moderation and moderated moderation. The data analyses were carried out using SPSS version 22 and the PROCESS Macro by Hayes, v. 3.5.2. The moderation analysis was carried out using Model 1 of PROCESS macro where job crafting was independent variable, burnout was dependent variable and social load was moderating variable. The Model 1 of PROCESS macro is used to see the interaction effect of independent and moderator variables on the dependent variable. This model was used to study hypothesis 1 which suggested that social load would moderate the relationship of job crafting and burnout. Further, the researchers used Model 3 of PROCESS macro to analyze for the hypothesis 2. The hypothesis 2 was aimed at studying the moderated moderation effect in which we analyzed the moderation effect of social load at low, moderate and high levels of time pressure in the job crafting-burnout relationship. The results of these analyses are described below

Table 2

Correlation Matrix of Study Variables (N = 328)

Variables	Job crafting	Job Burnout	Time Pressure	Social Load	*M*	SD	*α*
Job crafting	--	--	--	--	73.05	10.98	.90
Job Burnout	-.30***	--	--	--	34.69	5.00	.72
Time Pressure	.06	.06	--	--	13.99	3.39	.88
Social Load	.23***	-.02	.22***	--	13.66	2.91	.70

Note: *a* = Cronbach's alpha, M= Mean, SD= Standard Deviation, ***$p < .001$.

Table 2 summarizes the relationship pattern among study variables. As depicted in the table, job crafting negatively relates with burnout whereas, is positively correlated with social load. Neither of the challenging job demands is correlated with burnout whereas both of the challenging job demands correlate with each other positively. The value of Cronbach Alpha for all the scales used in the study states that all the scales are internally consistent with internal consistencies ranging between .70 to .90.

Table 3

Job CraftingJob Burnout Relationship Moderated by Social Load (N = 328)

Predictor	Model *B*	Job Burnout	95% CI	
			LL	*UL*
Job Crafting	.02		-.17	.21
Social Load	.97		-.06	2.00
JC × SL	-.02*		-.24	-.01
R^2		.11		
ΔR^2		.02		
F		13.02***		
ΔF		4.89*		

Note. JC = job crafting; SL = social load. *$p < .05$. ***$p < .001$.

The Table 3 describes the relationship of job crafting and burnout moderated by a challenging job demand (i.e., social load). It was found that when job crafting, social load and their interaction term were added in the model, the overall model was significant with F (3, 324) = 13.02. Social load was not a significant predictor of job burnout. Moreover, the interaction of job crafting and social load produced significant negative effect on job burnout (B = -.02, t = -2.21 $p < .05$) and contributed for 2% additional variance in the outcome variable (ΔR^2 = .02). The conditional effects showed that the relationship was significant at low, moderate and high level of the moderator but was the strongest at the highest level of moderator.

Table 4

Job Crafting and Job Burnout Moderated by Social Load and Time Pressure (N = 328)

Predictor	Model *B*	Outcome: Job Burnout	95% CI	
			LL	*UL*
Job Crafting	1.09**		.37	1.81
Social Load	6.11**		2.08	10.11
JC × SL	-.09**		-.14	-.03
TP	6.22**		2.04	10.39
JC × TP	-.08**		-.13	-.03
SL × TP	-.42**		-.72	-.11
JC × SL × TP	.006**		.002	.01
R^2		.13		
ΔR^2		.02		
F		6.78***		
ΔF		8.96**		

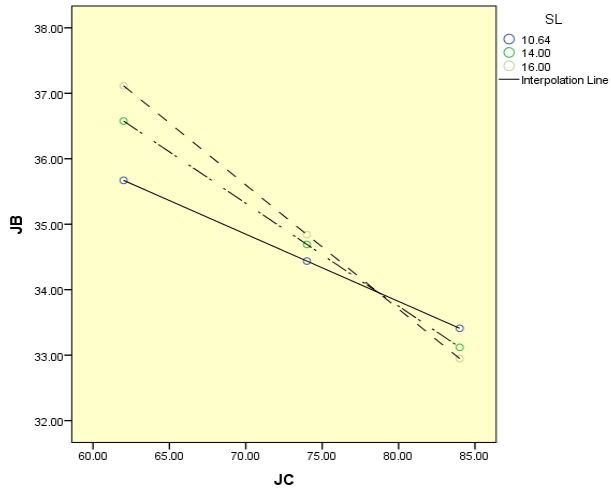
Note. JC = job crafting; SL = social load. *$p < .05$. ** $p < .01$. ***$p < .001$.

The results of moderated moderation analysis are summarized in Table 3. As shown in the Table, the independent effects of job crafting, social load and time pressure were found significant where the beta values for job crafting (B = 1.09, t = 2.99, p < .01) social load (B = 6.11, t = 2.99, p < .01) and time pressure (B = 6.22, t = 2.93, p < .01) all were positive. In a separate multiple regression analysis, the job crafting was found to be a significant negative predictor of burnout (B = -.14, β = -.31, t = -5.66, p < .001). Although the beta value of job crafting was positive in the moderated relationship, the uncentered regression coefficient of job crafting in the interaction model should not be treated as unconditional direct effect. The researchers tested the conditional effects of job crafting at low, moderate and high levels of the moderators. The results revealed that the slope showing job crafting-burnout relationship was negative with the strongest negative link between the two when social load was high and time pressure was low. Further, the researchers analysed the values of VIF and tolerance with the former values were below 1.5 and the latter were more than .90 for all the predictor and moderator variables suggesting no collinearity effects in the model and that the sign difference was due to the conditional nature of the interaction model rather than collinearity among the variables.

Further, when job crafting interacted with social load (B = -.09, t = -3.21, p < .01) and time pressure (B = -.08, t = -2.98, p < .01); or social load interacted with time pressure (B = -.38, t = -2.60, p < .01), the produced beta coefficients were significant and negative. Finally, the interaction of the three variables including job crafting, social load and time pressure produced the significant positive effect on the outcome variable (B = .006, t = 2.88, p < .01) and the interaction of the three produces 2% additional variance in burnout which is significant (ΔF = 8.96, ΔR^2 = .02, p < .001).

Figure 2

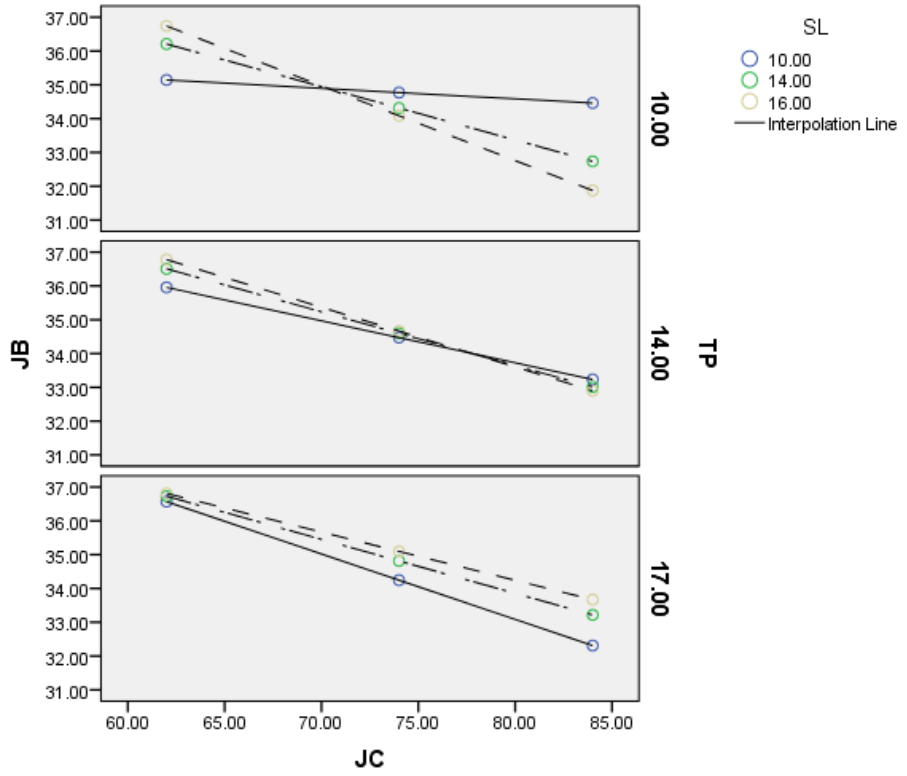
The Relationship of Job Crafting and Job Burnout at Different Levels of Social Load (N = 328)



The Figure 2 clarifies the moderated relationship of the JC and JB through SL. The slopes suggest a weak negative relationship between job crafting and burnout at lower level of social load, and the strongest negative relationship at the high level of social load. The figure articulates that the negative relationship of JC and JB is strongest when SL is high suggesting that the moderator (i.e., SL) strengthens the negative relationship of the predictor (i.e., JC) and the outcome variable (JB).

Figure 3

The Moderated Relationship of Job Crafting and Job Burnout at Different Levels of Social Load and Time Pressure



Note. JB = job burnout; JC = job crafting; TP = time pressure; SL = social load.

Figure 3 portrays the relationship of job crafting and job burnout highlighting the interactive moderating effect of social load and time pressure in this relationship. The Figure indicates that the moderated relationship of the independent variable (i.e., job crafting) and outcome variable (i.e., burnout) varies at various levels of time pressure in such that high level of social load

strengthen the negative relationship of job crafting and burnout only when time pressure is low.

Discussion

The aim of the present paper was to conclude the direct and interactive role of challenging job demands between the job crafting-burnout relationships. For this purpose, the direct and interactive effect of social load and time pressure (challenging job demands) were studied in a sample of teaching staff from Pakistani higher education institutes. More specifically, the researchers were interested in finding out how social load affects the relationship of the job crafting and burnout; and how this moderation changes with the change in time pressure. It was observed that job crafting negatively predicted burnout among the sample. The results are justified in terms of the theory behind two constructs. Job crafting, by definition, involves proactive changes at work in terms of task, relations and cognitive aspects with the aim of making the job more interesting, more meaningful and more aligned with personality (Berg et al., 2008; Wrzesniewski & Dutton, 2001). When an employee successfully does job crafting, the result is lesser stress at work. This lesser stress may ultimately affect the burnout directly and indirectly through affecting certain job demands and resources.

Traditionally, it was expected that interaction with others at work is a prime source of burnout, as Maslach et al. (1996), who originally defined this construct, stated that it is more common in employees who have to "work with people in some capacity" (Maslach et al., 1996, p. 20). Working with people was a source of stress leading to burnout. However, recent studies assert that working with people has positive outcomes too. For example, it may enhance the problem-solving ability, become a source of learning different administrative and social skills and begets recognition both within and outside the organization, and gives pleasure and joy (Makhdoom & Malik, 2018).

When employees, particularly those employees whose social load is more cognitive and challenging in nature (like academicians), must face more cognitive demands at workplace, they are more likely to extract positivity at workplace. This positivity is even enhanced when the employee is an active job crafter. Therefore, those who actively craft their jobs experience lesser level of burnout and the negative relationship is even stronger for them who experience more social load at workplace. The moderating relationship of the social load can be justified when we have a closer look at nature of social load. Kern et al. (2021), who coined the term social job stressors, found that such stressors are positively related with self-esteem and ultimately contribute to positive professional efficacy among the employees. Therefore, the job

crafter, who experiences more social load is more likely to experience lesser level of burnout.

However, the relationship is true only when there is less time pressure. Among other job demands, time pressure is one of the most studied job demands and its differential roles as challenging or hindering have also been discussed. It is the demand which effects are subjected to the situational factors. For example, it has been found that low time pressure and very high time pressure, both were negatively related with outcome variables such as creativity. Similarly, Moore and Tenney (2012) conceptualized that time pressure hinders performance and productivity. Although it increases the time speed, however, a relaxation in time pressure, under certain conditions, doesn't prove to be a beneficial strategy. Even, the length of time itself can produce differential effects on various outcomes, for, example, only short-term time pressure contributes to more engagement in work. The longer the time pressure, the lesser is the work engagement of the employees (Baethge et al., 2018)

Therefore, those who must face higher social load under high time pressure may not enjoy the positive effects of social load. Stating otherwise, contacting people at workplace is only positive when the employees have ample amount of time; when they have lesser time, the social load no more affects the relationship of job crafting and burnout.

Limitations and Suggestions

Although the study was carefully designed, several factors may have limited the scope of the study. The limitations of the study are summarized here with possible suggestions including:

Although a total score of job burnout is also meaningful, the dimensional level of job burnout is also equally important. Therefore, future researchers may test the same model with the dimensions of job burnout. Similarly, the facets of job crafting may also be tested in the stated model. There are several other challenging job demands (e.g., workload, regulatory load and cognitive demands); assessing the interaction of all of them was not feasible in a single study. The future researchers should assess the interplay of other challenging job demands with time pressure and social load. The sample was collected from different departments of only public sector universities. The setup of the two sectors is entirely different. Moreover, a very important factor, i.e., job security, may have affected the results. Therefore, future researches may be conducted with private sector employees as well. Finally, with relevance to time pressure, it was not ensured whether it was for short-term or long-term, which might have affected the results. Future researchers may overcome this limitation either by using questionnaires clearly differentiating short-term or

long-term time pressure and/or by using other study methods such as time-lagged studies, diary studies etc.

Implications

The study has important implications both at theoretical as well as practical level. At theoretical level it extends to the role of time pressure within the context of JD-R Model from a simple challenge or hindrance stressor to a more complex third variable. Moreover, it extends the role of social load as challenging job demand which has often been neglected in the past. At practical level, the study acts as a double-edged sword. At one hand, it suggests to the employers that if they want to take more benefits out of social load, they must reduce the time pressure; on the other hand, it offers to the university teachers that if they effectively want to manage their time pressure, the best way is to manage their social load.

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