# AN EMPIRICAL STUDY OF THE RELATIONSHIP BETWEEN JOB DEMAND-CONTROL-SUPPORT MODEL, SELF-EFFICACY, BURNOUT, INFORMAL LEARNING, AND JOB PERFORMANCE: A CASE OF EMPLOYEES IN THE THAI BANKING SECTOR

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*Abstract: Job Demand-Control-Support model addresses occupational stress and the model was developed by Johnson and Hall (1988). The model predicts that work designs and the health and productivity of workers are related. Occupational stress is stress related to one's job which do not fit for one's knowledge, skills, or expectations, and cause difficulty for solving. It can increase when one receives little support from supervisors or colleagues. The purpose of this study is to fulfil the gap from previous research by choosing self-efficacy as personal resource, and informal learning to be incorporated to this model. Data was collected from five hundred and thirty-nine (539) sample of respondents from three public commercial banks in Thailand. Level of analysis is at individual level to focus on the perceptions and personality of individuals. Data was analyzed using SEM to test measurement model and structural model. The findings revealed that psychological strain or burnout is occurred when psychological job demands are high; the employee's decision authority is high, and socially isolating. Informal learning could be found in demanding situations, high skill discretion and decision authority, and through social interaction with supervisors and coworkers. In addition, the result showed that high level of self-efficacy reduced psychological demand, and later reduced burnout. Self-efficacy also directly and indirectly affected informal learning through job demands, job control, and social support provided by organization.*

*Keywords: Job Demand-Control-Support model; workplace learning; burnout; informal learning.*

## 1. Introduction

An increasingly competitive environment affects many organizations including banks to change in organizational structure, a flexible working practice in response to the new, rapidly evolving change in technology and an emphasis on customer centric.

Employees are assigned to do more complex work to meet the satisfaction of stakeholders. Organizations increase employees' responsibilities and more autonomy than in the past. (Appelbaum, Bailey, Berg, and Kalleberg, 2000).

Though, this has increased productivity, has also increased daily job demands because employees have to perform multi-task and lead to experience levels of work stress receiving from

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pressure（Bevan, 2012）. However, in demanding situations can encourage employee to require learning to improve performance and create new products. To date, on the job learning or informal learning is valuable source of most innovation and performance improvement in organizations. More than 70% of learning in the workplace is informal learning on the job（Kim, Hagedorn, Williamson, and Chapman, 2004）.

The purpose of this study is to fulfil the gap from previous research to investigate that job demands-control-support model, and self-efficacy will be related to burnout in employees as well as will promote personal development on informal learning on the job. This underlying psychological process of the model is the development of job strain and motivation. Poorly designed jobs lead the depletion of energy and to health problem that would affect job performance. Job control and social support particularly decrease burnout and influence motivation or work engagement when job demands are high（Karasek, 1979; Johnson and Hall, 1988; Bakker, Demerouti, De Boer, and Schaufeli, 2003; Bakker and Demerouti, 2007）. Self-efficacy is a personal resource that is associated with positive perception of work environment and social aspects. Individual with self-efficacy tried to proactively search for resources that benefit to his job. Therefore, individual with high level of self-efficacy is likely to perceive low level of psychological demands which later reduced burnout. He is also likely to engage in active learning than individual with low level of self-efficacy.

## 2. Literature Review
## 2.1 The Job Demand-Control-Support Model

The job demand-control-support model was assumed that any occupation has its own risk factors. Poorly designed jobs or chronic job demands exhaust employees' mental and physical resources. In turn, this leads the depletion of energy and to health problem that would affect job performance. In motivational process: job control and social support exert their motivating potential and lead to high work engagement, low cynicism, and excellent performance (Karasek, 1979; Johnson and Hall, 1988; Bakker et al., 2003; Bakker and Demerouti, 2007). According to Johnson and Hall（1988）who extended Karasek's model by suggesting that job demand-control model is limited to social environment. Job demand-control-support model is similar to Karasek's model by assuming that job burnout occurs when the employee experiences a high degree of job demand, but a low level of job control and a low level of social support. Employees will require learning when he receives high certain job demands, and a high level of job control together with greater social support (Taris and Kompier, 2005).

Job demand is constant physical and mental efforts that are associated with certain physiological and psychological costs. This involves conflict between workers' role expectations and actual tasks. Karasek（1979）defined "Job demand consists of both work overload and role conflict, and studies measuring variables differently of both subjectively and objectively" (p. 245). Demerouti, Bakker, Nachreiner, and Schaufeli（2001）defined "Job demands are defined as the physical,

social, or organizational aspects of the job that require sustained physical or mental efforts and are, therefore, associated with certain physiological and psychological costs" (p. 501).

Job control refers to decision authority and skill discretion. Employee is empowered to make job-related decision and has opportunity to use the breadth of skills usable on the job. According to Karasek (1985) who defined "Job control (also termed decision latitude) refers to the extent to which a person is capable of controlling their tasks and general work activity. It is subdivided into two major aspects: skill discretion and decision authority. Skill discretion refers to a person's opportunity to use specific job skills in the working process. In contrast, decision authority refers to the extent to which a person is autonomous in task-related decisions" (p. 12)

Social support is the perception that employee receive care, assistance, supportive resources such as advices, sense of belonging from other people. According to Schwartz, Pieper, and Karasek (1988) who defined "Social support is combination of supervisor and coworker support, are constructs that may buffer the psychological effects of working in high strain jobs" (p. 906) and de Jonge, Bakker, and Schaufeli (2003) who termed "By work-related, social support means the existence of good relations with colleagues, being able to rely on others, obtaining accurate information via others, and gaining actual help, understanding and attention when difficulties are encountered" (p. 5)

## 2.2 Job Demand-Control-Support and Burnout

Across the world, 3% to 7% of the employed population have experienced job burnout which is recognized as a syndrome or disease; an internal tiredness and anxiety feeling, causing the reduction of mental, psychological health and diminishing ability of employees (Gorji, Vaziri, and Iran, 2011). Noticeably, people in developing countries experience levels of work stress increasingly (Lim, Bogossian, and Ahern, 2010). Burnout is defined as a syndrome of emotional exhaustion, cynicism, involved in long-term highly stressful situations, which cause the reduction of personal accomplishment, and one's capacity to perform. Maslach, Jackson and Leiter (1996) defined "A state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform" (p. 20).

Burnout in employees is caused by many unpleasant events that the employee can experience from workload, role conflict, and role stress (Alarcon, 2011; Bakker, Demerouti, and Sanz-Vergel, 2014). Karasek (1979) defined job control as skill discretion of the work and the decision-making authority over organizational working conditions and strategies. A constant stay in job control can create higher levels of learning across time. However, when an employee receives too much job control can cause burnout in employee. This was also found that lack of social support, such as conflict in relationships, also predicts burnout in most occupations (Tennant, 2001; Kawakami, Haratani, Kobayashi, Ishizaki, Hayashi, Fujita, and Hashimoto, 2004; Carod-Artal and Vázquez-Cabrera, 2013). When employee experiences work stress, but receive minimal control, and support. This is called isolated work situation.

Given this discussion, we offer the following hypothesis:

H1: There is a relationship between Job Demand and Burn Out

H2: There is a relationship between Job Control and Burn Out

H3: There is a relationship between Social Support and Burn Out

## 2.3 Job Demand- Control- Support Model and Informal Learning

Informal learning becomes an important factor as it usually takes place in the workplace. Informal learning is central learning at an organization, which is unstructured, and normally exists in daily routines of work (Marsick and Volpe, 1999). Rau (2006) suggested that employee usually learns from work-related learning rather than the training he has attended. Informal learning is activities of daily work life, which involve the physical cognitive, emotional effort, individual or collective learning, and result in the development of professional knowledge. Lohman (2006) explained "Eight informal learning activities were object of research: talk with others; collaborate with others; observe others; share materials and resources with others; search the internet; scan professional magazines and journals; trial and error; and reflect on your actions" (p. 146). The Job Demand- Control- Support model suggested that active learning is presented when an employee receives both greater level of job control and higher level of job demands. Employees tend to learn from a challenging situation which encourages the employee to try different solutions, and also motivate employee to have new knowledge to deal with such demands (Karasek and Theorell, 1990; Taris and Schreurs, 2009). Bliese and Castro (2000)

asserted that when direct supervisor provide feedback, can encourage employee profession development. Coworkers can support employee by helping, giving information, and courage employee to have confidence in dealing with challenging task. Given this discussion, we offer the following hypothesis:

H4: There is a relationship between Job Demand and Informal Learning

H5: There is a relationship between Job Control and Informal Learning

H6: There is a relationship between Social Support and Informal Learning

## 2.4 Self-efficacy and Burnout as well as Informal Learning

An employee who has a characteristic with self-efficacy, may feel more capable to cope with challenging situations or tasks, he is less likely to suffer from anxiety (Saks, 1994). Self-efficacy at work negatively relates to burnout (Cherniss, 1993; Alarcon, 2011), and positively relates to work engagement (Llorens- Gumbau, and Salanova, 2014). Schwarzer and Hallum (2008) revealed that employee with self-efficacy protects him from job strain and reduce the possibility of experiencing burnout. Wang, Qu, and Xu (2015) stated that employee who has self-efficacy, can cope better with challenging situations from his work, and he is able to shape the environment by optimizing the resources surrounded by him. Given this discussion, we offer the following hypothesis:

H7: There is a relationship between Self-efficacy and Burnout

H8: There is a relationship between Self-efficacy and Informal Learning

## 2.5 Self-efficacy and Job Demand-Control-Support Model

Self-efficacy is proactively acquiring cognitive perspective to the situation and adjusts for better fit with individual's expectation and psychological need. Self-efficacy increases the perception of situational opportunities and decreases the perception of situational threats (Mohammed and Billings, 2002). They are likely to emphasize more on job resources rather than job demands. They have a higher level of work engagement in order to reach successful completion of a specific task (Xanthopoulou, Bakker, Demerouti, and Schaufeli, 2007). Given this discussion, we offer the following hypothesis:

H9: There is a relationship between Self-efficacy and Job Demand

H10: There is a relationship between Self-efficacy and Job Control

H11: There is a relationship between Self-efficacy and Social Support

H12: Job demand would mediate the relationship between self-efficacy and burnout

H13: Job control would mediate the relationship between self-efficacy and burnout

H14: Social support would mediate the relationship between self-efficacy and burnout

H15: Job demand would mediate the relationship between self-efficacy and informal Learning

H16: Job control would mediate the relationship between self-efficacy and informal Learning

H17: Social support would mediate the relationship between self-efficacy and informal Learning

## 2.6 Burnout and Job Performance

Job performance refers to in-role behavior that are performed by employees to achieve the core of organization and are described as part of employees' work requirement. Park and Choi (2016) explained "Job performance refers to the respondents' perception of their completion of their work requirements given by the organization" (p. 282). Xanthopoulou (2007) defined "In-role performance refers to the activities that are performed by employees and contribute (directly or indirectly) to the "technical core" of the organization. In other words, task performance includes all those actions that employees are actually paid to perform" (p. 18). Authors explained that exhausted employees diminishes their energy to put effort into changes in their situation, and also increase in sickness absence, lack of concentrate to perform, as a result, they continue to perform ineffectively (Borritz, Rugulies, Christensen, Villadsen, and Kristenzen, 2006; Fredrickson, 2001). Bakker and Heuven (2006) took their studies and resulted showed that burnout and in-role performance was significant and negatively related. Given this discussion, we offer the following hypothesis:

H18: There is relationship between Burn out and Job Performance

## 2.7 Informal Learning and Job Performance

Watkins and Marsick (1996) stated that learning is important, as learning can improve individual and organization

performance. Several studies confirmed that informal learning had significantly associated with competencies development (Rowold and Kauffeld 2008; Choi and Jacobs, 2011). Park and Choi (2016) found that both formal and informal learning were significant and positively related to job performance. In addition,

informal learning had more powerful impact than formal learning. Given this discussion, we offer the following hypothesis:

H19: There is a relationship between Informal learning and Job Performance

**Figure 1** Hypotheses testing: the Relationship between Job Demand-Control-Support Model, Self-efficacy, Burnout, Informal Learning, and Job Performance
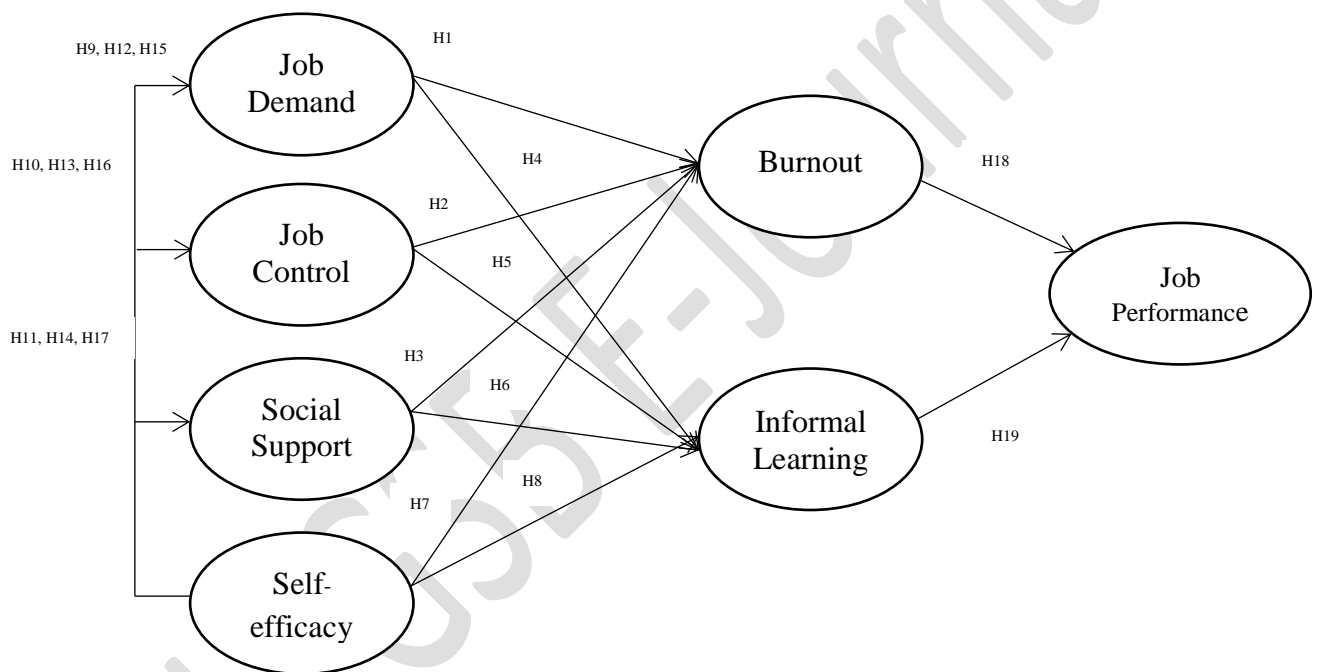


## 3. Method

### 3.1 Sample and Procedure

Researchers tend to use sampling technique in selecting a small number of units from a larger group (Creswell, 2014). The unit of analysis in this study is individual level and the group of people that researcher is interested to conduct is bank employees who share some common

characteristics. Therefore, target population for this study is employees who have been working at head office in top-rank financial banks in Thailand.

The sample will be drawn from the sample frame or the list of the elements of the target population (Creswell, 2014). The sample frame for this study is based on employees from the top-rank financial

banks in Thailand. Researcher selects consider the sample size which is significant to gain representative from population with respect to SEM. In this study, the researcher distributed 600 questionnaires but there were 539 questionnaires retrieved from three banks. 71 uncompleted questionnaires were discarded, of the valid questionnaires returned 45.8% were males. For the age of the respondents, 38.8% were 24-30 years, 18.6% were 31-35 years, 17.4% were 36-40 years, 12.8% were more than 45 years, and 12.4% were 41-45 years. As of highest level of education, 69.2% of the respondents had a Bachelor's Degree, and 30.8% had a Master's Degree.

## 3.2 Measures

All questionnaires were administered in Thai, close-ended and based on six-point Likert scale to improve validity of the answers and avoid neutral response made by respondents. Job Control consisted of two dimensions that were Job Autonomy and Task Variety. Job Autonomy was measured by using four items that developed by Hoang, Corbière, Negrini, Pham, and Reinharz (2013), and four items for Task Variety that developed by Way (2008). A six-point Likert scale ranging from (1) = "strongly disagree" to (6) = "strongly agree" was used. The example questions were "My job allows me to make many decisions" for Job Autonomy, and "Tasks you perform are similar in a typical working day" for Task Variety (Cronbach's alpha = 0.911). Social Support consisted of two dimensions that were supervisor support and coworker support. Supervisor support had seven items to be measured and developed by Janssen and Van Yperen (2004) and five items for coworker

support and developed by Taris and Schreurs (2009). For two dimensions, they were measured by a six-point Likert Scale ranging from (1) = "strongly disagree" to (6) = "strongly agree". Sample items included "I have enough confidence in my supervisor that I would defend and justify his/her decisions if he or she were not present to do so" for Supervisor Support, and "You can count on your colleagues, would you experience difficulties in your work" for Coworker support (Cronbach's alpha = 0.949). In-role behavior was measured as Job Performance. There were four items and developed by William and Anderson (1991). A six-point Likert scale was used in this study ranging from (1) = "strongly disagree" to (6) = "strongly agree". Sample question was "Adequately completes assigned duties" (Cronbach's alpha = 0.940). Exhaustion and Cynicism were two dimensions to measure Burn Out. Each dimension had four items in this questionnaire and developed by Schaufeli and Salanova (2007). A six-point Likert scale was used ranging from (1) = "never" to (6) = "Always". The example of questions for Exhaustion was "I find it hard to relax after a day's work", and for cynicism: "I feel increasing less involved in the work I do" (Cronbach's alpha = 0.920). Psychological demand was used a dimension to measure Job Demands that there were nine items and developed by Hoang et al. (2013). Then, the six-point Likert scale was used ranging from (1) = "never" to (6) = "Always". The sample items for this part was "My tasks are often interrupted before completion, which requires me to resume them later" (Cronbach's alpha = 0.950). Occupational self-efficacy was used as measuring

personal resource by using six items that developed by Rigotti, Schyns, and Mohr (2008). Also, six-point Likert scale was used ranging from (1) = "almost never true" to (6) = "Almost true" in this part. Sample question was " When I am confronted problem in my job, I can usually find several solutions" (Cronbach's alpha = 0.942). Informal Learning was measured by Engagement in informal learning activities. There were eight items and developed by Lohman (2006) and Choi (2009). In this part, six-point Likert scales was used that range from (1) = "never" to (6) = "Always". The example of question was "Reflect on my previous knowledge and actions" (Cronbach's alpha = 0.840).

All of the constructs had Cronbach alphas ranging from 0.80 to 0.95. The results presented that the construct reliability value for all of the latent variables or factors in this study provided for the existence of reliability. To assess divergent validity, the square root of the average variance extracted (AVE) of each construct was compared with the correlation estimates between constructs. The square root of AVE should be higher than the correlation estimates between the construct and all other constructs that is shown in Table 1. The square root of AVE for each construct was higher than the correlation between that construct and other constructs.

**Table 1** Inter-Construct Correlation and the Square Root of AVE

| Construct | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Job Control | **0.91** | | | | | | |
| Social Support | 0.69 | **0.89** | | | | | |
| Psychological Demand | -0.16 | -0.35 | **0.94** | | | | |
| Burnout | -0.11 | -0.29 | 0.64 | **0.91** | | | |
| Self-efficacy | 0.67 | 0.52 | -0.30 | -0.27 | **0.93** | | |
| Informal Learning | 0.59 | 0.58 | -0.22 | -0.16 | 0.66 | **0.88** | |
| In-Role Behavior | 0.60 | 0.68 | -0.35 | -0.33 | 0.60 | 0.64 | **0.94** |

**Notes:** Diagonal entries (in bold) are the square root of AVE; sub-diagonal entries are the latent construct inter-correlations

### 3.3 Structural Model Evaluation

There are six criteria to assess the measurement model (chi-square : $\chi^2$, the normed chi-square : $\chi^2$/df, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) and Root Mean Square Error of Approximation (RMSEA). The result of the measurement model is given as: $\chi^2$ value = 13529.639 with a degree of freedom of 5552 at p-value of 0.000 while the $\chi^2$/df = 2.437 is higher than the threshold of 2 indicating good fit (Tabachnick and Fidell, 2007), CFI = 0.863, TLI = 0.854 and RMSEA = 0.037. It can be concluded that the measurement model has inappropriate model fitness. Hence, the measurement model provided to proceed with the structural modeling. The indices of the structural model are as follows: $\chi^2$ = 14436.368 with degree of

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freedom of 5560 at p value of 0.000 and $\chi^2/df = 2.596$ that was higher than 2 indicating of good fit. CFI = 0.848, TLI = 0.838, and RMSEA = 0.039. However, when comparing the structural model with the measurement model; the model fitness of the structural model is slightly less than the measurement model. Therefore, the data provided good fit indices, as obtained by structural model modification are as follows: $\chi^2 = 11014.783$ with degree of freedom at 5412 leading to $\chi^2/df = 2.035$ that is higher than 2 indicating the good fit. CFI = 0.904, TLI = 0.901, and RMSEA =

0.031. It can be concluded that the modification model had good fit and was better than previous models and this model had construct validity, model fitness, and configurable invariance. CFI and TLI had a value greater than 0.90, recognized as indicative of good fit (Hu and Bentler, 1999; Hair, Black, Babin, and Anderson, 2010;). RMSEA a stringent upper limit of 0.07 provides a well-fitting model (Steiger, 2007). The structural model modification and the comparison of three models were shown in Table 1.

**Table 2** Comparison of Three Models

|  | Measurement Model | Structural Model | Modified Model |
|---|---|---|---|
| Chi-Square | 13529.639 | 14436.368 | 11014.783 |
| P value | 0.000 | 0.000 | 0.000 |
| Degree of Freedom | 5552 | 5560 | 5412 |
| CMIN/df | 2.437 | 2.596 | 2.035 |
| Comparative Fit Index (CFI) | 0.863 | 0.848 | 0.904 |
| Tucker-Lewis Index (TLI) | 0.854 | 0.838 | 0.901 |
| Root Mean Square Error of Approximation (RMSEA) | 0.037 | 0.039 | 0.031 |

### 3.4 Hypotheses Testing

Structural equation modeling was used to test the hypotheses. Figure 1 showed the hypotheses testing. The results indicated that Job demand had positive relationship and significant with burnout ($\beta = 0.916$, p < 0.000). Regarding the relationship between job control and burnout there was a positive and significant relationship ($\beta = 0.164$, p < 0.003).

However, there was negative relationship and significant between social support and burnout ($\beta = -0.147$, p < 0.008). Hence, H1, H2 and, H3 were supported. There was

positive and significant relationship between job demand and informal learning ($\beta = 0.076$, p < 0.031). There was a positive and significant relationship between job control and informal learning ($\beta = 0.181$, p < 0.000). The results indicated that there was a positive and significant relationship between social support and informal learning ($\beta = 0.320$, p < 0.000). Therefore, H4, H5, and H6 were supported. From the result, self-efficacy was negative and insignificant relationship with burnout ($\beta = -0.043$, $p < 0.380$). So, H7 was not supported. The relationship between self-efficacy and

informal learning was a positive and significant relationship ( β = 0.557, *p* < 0.000). Therefore, H8 was supported. There would be a negative and significant relationship between self-efficacy and job demand (β = -0.324, p < 0.000). Meanwhile, there was a positive and significant relationship between self-efficacy and job control (β = 0.799, p < 0.000), self-efficacy and social support (β = 0.824, p < 0.000). These three hypotheses ( H9, H10, and H11) were supported.

To test mediation hypothesis, the concept of Baron and Kenny (1986) was used in this study. The implication is that the effect between the independent and dependent variables describes itself through the mediator variable. The result indicated that job demand had a mediation effect on the relationship between self-efficacy and burnout (Sobel test = -6.491, p < 0.000). Job control had mediator effect on the relationship between self-efficacy and burnout (Sobel test = 2.901, p < 0.004). Social support had mediator effect on the relationship between self- efficacy and burnout (Sobel test = -2.616, p < 0.009). Job demand was a partial mediating effect between self- efficacy and informal learning (Sobel test = -2.014, p < 0.044). Job control had a mediator effect on the relationship between self- efficacy and informal learning (Sobel test = 3.665, p < 0.000). Social support had mediator effect

between self- efficacy and informal learning ( Sobel test = 5.602, p < 0.000). Therefore, H12, H13, H14, H15, H16, and H17 were supported.

In addition, there was a negative relationship and significant with job performance (β = -0.142, *p* < 0.000) and this study showed that informal learning had a positive relationship and significant with job performance ( β = 0.909, *p* < 0.000). Therefore, H 18 and H19 were supported. Job demand had a mediation effect on the relationship between self- efficacy and burnout (Sobel test = -6.491, p < 0.000).

The overall result confirmed that the model is accurate and was supported by previous studies. Interestingly, when researcher further investigated and the result showed that employees from the three banks experienced burnout from job demands, and too much job control. In addition, Bank A, employees did not perceive job demands and job control as vehicle drivers for learning. Similarly employees from Bank B, who did not perceive job control as motivating factor for learning. Bank C, employees perceived that social support could not reduce burnout, and did not support and encourage them to learn. Employees also did not perceive job demands as a driving factor for learning. Noticeably, employees with high self- efficacy from the three banks perceived low level of job demands and in turn low level of burnout.

**Table 3 Analytical Finding for Overall and Bank A, B, C,**

| Hypothesized Relationship | | Overall | | Bank A | | Bank B | | Bank C | |
|---|---|---|---|---|---|---|---|---|---|
| | | β | p | β | p | β | p | β | p |
| H1 | JD → BO | 0.916 | ** | 0.894 | ** | 0.952 | ** | 0.922 | ** |
| H2 | JC → BO | 0.164 | ** | 0.152 | * | 0.248 | * | 0.156 | * |
| H3 | Social → BO | -0.147 | ** | -0.033 | * | -0.272 | ** | -0.185 | ns |
| H4 | JD → IFM | 0.076 | * | -0.015 | ns | 0.192 | ** | 0.110 | ns |
| H5 | JC → IFM | 0.181 | ** | 0.106 | ns | 0.166 | ns | 0.350 | ** |
| H6 | Social → IFM | 0.320 | ** | 0.398 | ** | 0.341 | ** | 0.045 | ns |
| H7 | Self → BO | -0.043 | ns | -0.197 | * | 0.006 | ns | 0.009 | ns |
| H8 | Self → IFM | 0.557 | ** | 0.549 | ** | 0.573 | ** | 0.610 | ** |
| H9 | Self → JD | -0.324 | ** | -0.327 | ** | -0.285 | ** | -0.332 | ** |
| H10 | Self → JC | 0.799 | ** | 0.787 | ** | 0.816 | ** | 0.782 | ** |
| H11 | Self → Social | 0.824 | ** | 0.857 | ** | 0.794 | ** | 0.786 | ** |
| H18 | BO → IRB | -0.142 | ** | -0.009 | * | -0.266 | ** | -0.220 | ** |
| H19 | IFM → IRB | 0.909 | ** | 0.943 | ** | 0.891 | ** | 0.911 | ** |

*Statistical significance depending on the p value: (*) p<0.05 and (**) p<0.01.*


**Table 4 Sobel Test with Bootstrapping Results for Mediators: Overall**

| Hypothesized relationship | | Overall | | Bank A | | Bank B | | Bank C | |
|---|---|---|---|---|---|---|---|---|---|
| | | Sobel Test | p | Sobel Test | p | Sobel Test | p | Sobel Test | p |
| H12 | Self → JD → BO | -6.491 | ** | -4.124 | ** | -3.534 | ** | -3.251 | ** |
| H13 | Self → JC → BO | 2.901 | ** | 1.959 | * | 2.196 | * | 1.328 | ns |
| H14 | Self → Social → BO | -2.616 | ** | -0.393 | * | -2.663 | ** | -1.694 | ns |
| H15 | Self → JD → IFM | -2.014 | * | 0.296 | ns | -2.342 | * | -1.261 | ns |
| H16 | Self → JC → IFM | 3.665 | ** | 1.762 | ns | 1.688 | ns | 2.650 | ** |
| H17 | Self → Social → IFM | 5.602 | ** | 4.364 | ** | 3.206 | ** | 0.403 | ns |

*Statistical significance depending on the p value: (*) p<0.05 and (**) p<0.01.*


## 4. Discussion of findings

The main objective of this study is to examine the relationship between job demand-control-support and burnout as well as informal learning, the relationship between self-efficacy and burnout as well as informal learning, the mediating role of job demand-control-support in the relationship between self-efficacy and burnout as well as informal learning, the effect of burnout and informal learning on job performance.

This finding shows that burnout in employee is affected by the demanding situations of job, too much control over the tasks. However, this study demonstrated that burnout in employees are reduced by social support. Previous studies have found significant relationship (Bakker et al., 2014; Demerouti et al., 2001). This finding also indicated that informal learning can occur in demanding

situations, when receiving skill discretion and decision authority to cope with challenging tasks, gaining support from supervisors and coworkers. Previous studies have found significant relationship (Gijbels, Raemdonck, and Vervecken, 2010; Taris and Schreurs, 2009). There was an insignificant relationship between self-efficacy and burnout. This finding shows that self-efficacy did not directly affect burnout. The result further demonstrated that there was a significant relationship between self-efficacy and informal learning. This finding indicated that employee's characteristic with high level of self-efficacy engage in more informal learning than employee with low self-efficacy. Previous studies have found significant relationship (Choi, 2009; Cho and Kim 2016). There was a significant relationship between self-efficacy and job demand-control-support. This finding indicated that employee's characteristic with high level of self-efficacy perceived lower level of job demand than employee with low level of self-efficacy. However, employees perceived that they received high level of job control and social support than those employees with a low level of self-efficacy. Previous studies have found significant relationship (Xanthopoulou, 2007; Wang et al., 2015). The finding showed that job demand-control-social support had a mediation effect on the relationship between self-efficacy and burnout. Previous studies have found significant relationship (Consiglio et al., 2013). Furthermore, job demand-control-support provided by the organization carried the influence between self-efficacy and informal learning. The result has been confirmed by aforementioned studies. The

finding indicated that employees who got job strain or burnout, suffered reduced performance regarding to their job. Previous studies have found significant relationship (Gorji et al., 2011; Bakker and Heuven, 2006). However, the finding showed that employees, who engaged in informal learning, later improved their job performance. Previous studies have found significant relationship (Park and Choi, 2016; Daryoush, Silong, Omar, and Othmam, 2013).

## 5. Contributions and implications

Significant contributions have been made by testing a theory in a new setting, commercial banks in large sector, Thailand examined in this study. Secondly, the model of Job demand-control model has been augmented by including social support which was supported by Johnson (1986), personal resource such as self-efficacy (Demorouti et al., 2001) informal learning (Lohman, 2006) and job performance (Park and Choi, 2016) to explain in a larger context. Overall, the study confirms and reveals that burnout in employee is occurred in a high level of demand, high level of control, but low level of social support. Interestingly, job control fails to explain in causing the reduction of burnout, because employees receive too much autonomy – curve linear relationship. Employees face more uncertainty, difficulty in decision making, and high responsibility on the job. Characteristic of employees with self-efficacy was significantly related to burnout and informal learning both directly and indirectly. They feel more capable to cope with challenging situations or tasks; they are less likely to suffer from anxiety. They have a capability to control and influence their

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environments to meet accomplishment. Job control and social support carry the influence between self-efficacy and burnout as well as informal learning. The result confirmed the assumptions that burnout in employee was negatively related to individual job performance. Informal learning was positively related to individual job performance. However, individual bank was further investigated, and the result showed that Bank A should emphasize more on the appropriate management of job demands and job control in order to achieve in a higher result in individual informal learning at workplace. Bank B should focus on the management of job control assigned to employees. Bank C should improve the level of social support in order to help peers from job strain and support peers to engage informal learning because burnout and informal learning are affecting individual job performance. And also, the suitable running of job demands to reach in a higher result in individual informal learning. The important implications for organization level, HR, and managers are discussed in order to reduce burnout experience by employees and the same token finding the applicable management to encourage informal learning through redesign of job, improvement of social support, and self-efficacy enhancement.

The result of our study has important implications for organizations, HR, and managers. Since employees were pressured from job demands and high level of job control that affect their health or burnout. Firstly, organizations and HR therefore should strengthen stress management policy to prevent from burnout. The policy should address how to prevent, identify, and manage stress in the workplace. Organizations and HR should redesign work to ensure that banks organize flexible work arrangement and suit the needs of employees. Since the result presented that employees received too much of job control that affected burnout. In solving this, manager therefore should provide a clear direction to ensure employees keep on the right track. Then, manager should coach them or give constructive feedback, and recognize their achievement. HR's training should be involved when a new set of skill is required. In addition, managers and employees should work together to facilitate supportive climate; open communication, good interpersonal relationships, opportunity to provide suggestions, listening to each other. These practices can reduce employee's stress from job. Moreover, organizations and HR should monitor for assessing workplace stress including demands of the job, level of job control assigned to employees, and relationship with supervisors and peers.

Informal learning is seen as a central which work is designed and affected individual and organizational performance. Organizations and HR should therefore establish policy that support workplace learning in long-term strategic goals. In response to ever changing demands, organizations and HR should support on-the-job learning and development activities such as project working, or cross-functional team to develop individual competence, problem solving, and mutual learning process. Knowledge and skills have been shared from other team members directly, employee can learn informally from observing others working, members try to seek or give new information, and test out ideas, and reflect on hidden assumptions. Since job demands and job control influenced informal learning. Manager

should therefore enhance professional development through assigning challenging works to employees. These will be the skill builder that will enhance learning curve and best prepare for the next step on employee's career ladder. Besides, organization and HR should promote teamwork. Coach from supervisors or mentoring from seniors is effective way of supporting employees to take challenging tasks as well as encourage individual learning. Lastly, HR and managers can enhance self-efficacy with professional development opportunities for all employees. Job demands, job control and social support should be involved as they could support self-efficacy to achieve greater result.

## 6. Limitations and recommendations

The limitation of the study is regarding to technique used to analyze information. Since this study employ SEM technique which could explain cause and effects, and cross-sectional study that limit conclusion about causal relationships among variables. Therefore, longitudinal study is necessary to confirm the findings over time, and provide insights regarding causality and reciprocal relationship. For instance, the relationship between burnout and informal learning since Holman and Wall (2002), claimed that there is an effect of strain on learning, people are unlikely to experiment new ideas because of strain. Burnout can lower self-efficacy over time when people are getting suffered from stress that might reduce their confidence to manage their work. (Brouwers and Tomic, 2000) Since this study is quantitative study analysis, this should be done in qualitative method in order to gain some useful insight from discussing with some HR, manager, and employee next

time since this time has limited resource in term of time, and budget.

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