Conceptual Framework for the Effect of Transformational Leadership and Emotional Intelligence on Burnout: Mediating Roles of Social Emotional Competence and Subjective Well-Being

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ABSTRACT

Purpose – The purpose of this article is to determine and analyze the effect of transformational leadership and emotional intelligence on burnout. This article also aims to analyze social emotional competence and subjective well-being as a mediating mechanism between the relationship between transformational leadership and emotional intelligence with burnout. **Design/methodology/approach** – This study uses a conceptual framework that is believed to have an impact on burnout. This study also connects several concepts that affect burnout that have been generated from several previous studies. **Finding** – Conceptual framework that involves several variables that have an influence on burnout. The relationships between the variables studied indicate that transformational leadership and emotional intelligence have a positive effect on burnout. The mechanism underlying the relationship between transformational leadership and emotional intelligence with burnout is explained through social emotional competence and subjective well-being. **Practical implications** – Overall, this study informs that social emotional competence and subjective well-being act as mechanisms underlying the relationship between transformational leadership and emotional intelligence with burnout. Further studies suggest that social emotional competence and subjective well-being should be improved to assist transformational leadership and emotional intelligence in reducing burnout rates. **Originality/value** – This study contributes to new findings in the existing literature especially in determining the mediating role of social emotional competence and subjective well-being that underlies the relationship of transformational leadership and emotional intelligence to burnout. This study also leads organizations to improve social emotional competence and subjective well-being which ultimately contributes to reducing burnout.

Keywords: burnout, emotional intelligence, social emotional competence, subjective well-being, transformational leadership.

1. INTRODUCTION

Routines and piles of work are indeed very tiring and drain time and energy. As a result, stress is unavoidable. According to [1] the consequences of work-related stress are known as burnout syndrome. [2] stated that burnout syndrome was significantly correlated with the perception of stress and its symptoms. [3]also stated that burnout occurs when faced with constant stress and without a way out. Personal and contextual factors can serve as demands or resources that cause various levels of burnout [4]. Conceptually, burnout occurs when job demands exceed job resources [5].

In some literature, there are still those who argue that burnout is synonymous with overwork or too much work. [6]states that burnout is not just exhaustion from overwork but fatigue is only one piece of the burnout

puzzle. Other pieces include psychological and spiritual factors such as cynicism, hopelessness and helplessness. The psychological, emotional, and spiritual aspects of burnout are far more damaging to people than physical exhaustion.

The expression burnout appeared in print in a novel by Greene in the 1960s and in articles by Bradley in 1969 and Sommer in 1973, but neither of these publications intends to turn this expression into a concept with a definition [7]. This step was only taken by Herbert J. Freudenberger by defining burnout as a state of mental and physical exhaustion caused by a person's professional life in a professional psychology journal in 1974. Freudenberger observed the burnout phenomenon in his free clinic workers, which was associated with drug addicts. These workers not only experienced various physical symptoms but also experienced depression and decreased energy and motivation [8].

Burnout is a psychological syndrome that arises as a prolonged response to chronic interpersonal stress at work. The three key dimensions of this response are overwhelming burnout, feelings of cynicism and detachment from work, and a sense of ineffectiveness and lack of achievement [9]. Burnout is described as a house engulfed in flames with walls still standing, but everything inside is charred ruins. In some cases, the damage may be barely visible from the outside [10]. Burnout usually affects service sector employees such as teachers, police, nurses, doctors [11].

[12]stated that many employees experience burnout at work because they are often asked by their superiors to do more without realizing that the action is overreaching. Employees themselves do not always know how to identify and prevent burnout. When employees experience burnout, not only the employee is affected, but the organization can also be affected. Leaders may not see all of these reasons as significant, and thus, when employees are pushed beyond their limits, they cannot be effective for the organization. Employees can become tired of doing the same job for a long time, so that sometimes they lose focus.

Organizations need the right leader and understand the theory or perspective of leadership. The current leadership perspective has been built to explain how leaders motivate and build relationships with their direct subordinates to achieve performance beyond expectations. [13] argue that the leadership frameworks discussed so far are all useful in different situations, however, in today's world of work, transformational leadership is often the most effective style to use. [12] states that one of the reasons employees experience burnout is due to poor leadership. A leader should be able to manage and make the best use of the organization's human resources, while preserving their human resources. According to [14]a leader can achieve company goals efficiently and effectively with the help of his subordinates.

[6] stated that at first glance transformational leadership seems to be the way to go if you want to minimize the risk of burnout in organizations. The same thing was also stated by [15]that transformational leadership refers to an approach in which leaders motivate followers to identify with organizational goals and interests and to perform work beyond expectations. Transformational leadership plays an important role in causing the changes necessary for effective management.

Regarding burnout prevention, findings [16] concluded that emotional intelligence prevents burnout. Research conducted by [17] found that emotional intelligence has a relationship with three dimensions of burnout. [18] suggest that components of emotional intelligence may be associated with burnout. While [19] found that emotional intelligence, which is a personal dimension, is a direct factor in burnout.

[20] stated that emerging theories and research suggest that social emotional competence is related to burnout. [21] found that social emotional competence has a relationship with individual burnout factors. [22] also found that transformational leadership and burnout were mediated by social emotional competence.

burnout is the opposite of well-being, namely the abundance of energy in a person or team [6]. Employees will feel enthusiastic, always ready, and energized when facing challenges. Conversely, when energy is drained, employees will feel less enthusiastic, physically tired, and mentally tired. Fatigue is one of the three important criteria that define burnout in addition to cynicism and impaired performance.

[23] stated that there are two aspects to determine the condition of organizational support felt by employees, namely organizational appreciation for employee contributions and organizational attention to employee welfare. According to [24] one of the psychological strengths that is expected to reduce stress and burnout is subjective well-being. [25] also found that burnout levels could be reduced by increasing subjective well-being. According to [6] calmness, self-confidence, and

subjective well-being are important in determining susceptibility to burnout. [26] argues that improving subjective well-being has practical value. A person with greater subjective well-being is more successful in many domains of life, and that success is at least partly due to a greater sense of well-being. [27] also argue that people with higher subjective well-being generally have better physical health and live longer than people with lower subjective well-being.

There is one interesting thing related to the results of research conducted by [28] that work burnout has a significant negative effect on subjective well-being. The results of this study are contrary to the results of several other studies that have been carried out in which subjective well-being has a negative effect on burnout, not the other way around. This inconsistency may occur due to missing parts during the analysis. So it is necessary to conduct more in-depth research to evaluate the research gap.

2. LITERATURE REVIEW

2.1. Burnout

According to [29] , burnout refers to a state in which people who are involved in helping others feel exhausted due to long-term and uncontrollable work stress, including emotional exhaustion, depersonalization and decreased personal achievement. [8] argue that burnout is a psychological syndrome that individuals may experience when faced with a stressful work context as well as with demanding tasks and insufficient resources.

[30] states that burnout is a total depletion of physical and mental resources caused by excessive efforts to achieve unrealistic work-related goals. Burnout manifests itself in symptoms such as irritability, hopelessness, exhaustion, cynicism, pitfalls, and resentment.

The definition of burnout according to [31] is a response to high stress caused by excessive work demands, which includes efforts to meet challenging, relentless, and unattainable standards. This is more likely to happen when workers have no control over their work environment. Burnout can result in failure, absenteeism or leaving the organization.

[6] argues that burnout consists of feeling a mixture of physical and mental exhaustion mixed with restlessness, worry and anxiety; experience work as meaningless, a task; feeling disconnected and cynical about work; and a marked decline in work performance. Burnout is not just an individual problem, but rather a broader organizational and systemic phenomenon.

According to [32] burnout is a syndrome conceptualized as a result of chronic stress at work that has not been successfully managed. It is characterized by three dimensions, namely, firstly feelings of depletion or exhaustion, secondly increased mental distance from one's work, or feelings of negativism or cynicism related to one's work and thirdly, a sense of ineffectiveness and lack of accomplishment. Burnout refers specifically to phenomena in the context of work within an organization and should not be applied to describe experiences in other areas of life.

2.2. Transformational Leadership

Transformational leadership is a concept where anyone who adopts the right approach can demonstrate leadership no matter where they are in the organization. Such leaders are not 'born leaders', and do not require a specific list of traits, although their leadership talent can be materially enhanced [33].

According to [34] Transformational leadership is a type of leadership in which the leaders and followers raise their motivation and morality to a higher level through cooperation. [5] states that transformational leaders are known to create a culture of inclusivity and emphasize positive behavior in the workplace. Such leaders provide structurally empowering working conditions that promote collegiality, autonomy, and rational thinking.

Transformational leadership theory describes how effective leaders inspire and change followers by appealing to their ideals and emotions [35]. [6] states that transformational leadership helps organizational members connect with the meaning and purpose of what they do, and emphasizes the importance of actively showing genuine concern and responsibility for organizational members.

According to [3] a transformational leader is a leader who treats the relationship with followers in terms of motivation and commitment, influencing and inspiring followers to provide more than just compliance to improve organizational performance. [13] also states almost the same thing, namely that transformational leaders are leaders who inspire their followers to go beyond their personal interests for the good of the organization and are committed to a shared vision. That

is, transformational leadership transforms employees to pursue organizational goals above self-interest.

2.3. Emotional Intelligence

[36] argue that emotional intelligence is an important part of effective leadership and has a strong relationship with decision making and organizational performance. The definition of emotional intelligence itself refers to the ability to understand and manage the emotions of yourself and those around you.

In addition, individuals with high emotional intelligence are able to identify their own emotions and those of others, express emotions in socially acceptable ways, understand the causes and consequences of emotions, use them to improve their thoughts, actions, and social relationships, and regulate them. when it does not fit their purpose or situational context [17].

According to [37] emotional intelligence is a set of noncognitive skills that spreads an individual's ability to successfully deal with environmental complications. There are five dimensions of emotional intelligence, namely recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships.

2.4. Social Emotional Competence

[22] stated that social emotional competence is the ability to help people to overcome various problems that arise in learning, relationships and daily life, enabling people to build effective interpersonal relationships and finally achieve the realization of good development.

The definition of social emotional competence according to [38] is the effective management of intrapersonal and interpersonal social and emotional experiences by encouraging the development of oneself and others. This definition considers both manifestations (i.e. behavior) and mechanisms (i.e. need satisfaction, motivation)

[39] argues that social emotional competence refers to individual level abilities involved in understanding and accepting oneself, in negotiating everyday situations and interactions with others, to face challenges and adapt to changing conditions.

[40] state that social emotional competence is the result of social emotional learning and involves developing strong skills across the five core competency domains of social-emotional learning. According to [41]

the core is self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Self-awareness is related to the ability to accurately assess one's strengths and limitations; self-management is related to the ability to set and work towards personal and academic goals; social awareness is related to the ability to take perspective and empathize with others; relationship skills related to the ability to build and maintain healthy and rewarding relationships with diverse individuals and groups; Responsible decision making is concerned with realistic evaluation of the consequences of various actions, and consideration of the well-being of oneself and others.

2.5. Subjective Well-Being

[42] suggests that an individual's subjective well-being refers to their cognitive and affective evaluation of their own life. The concept of subjective well-being differs from the affective component, which includes frequent experiences of positive emotions and infrequent experiences of negative emotions, and the cognitive component, which includes a positive evaluation of one's life, namely life satisfaction.

According to [43] subjective well-being is a comprehensive indicator of the main reactions to social functioning and adaptation, subjectivity, integrity, relative stability and other characteristics. [44] argue that subjective well-being is based on an individual's emotional reactions and cognitive assessments, which provide a comprehensive perspective on mood and self-evaluation of satisfaction or happiness in general and regarding specific aspects of life.

[26] states that subjective well-being is a psychological construct that is not concerned with what people have or what happens to them, but with how they think and feel about what they have and what happens to them. The study of subjective well-being makes a distinction between the objective conditions of a person's life and the person's subjective evaluation of and feelings about his or her life.

According to [42] there are two aspects of subjective well-being, namely the emotional component and the cognitive component. There are two main dimensions in the study of emotional components, namely positive affect and negative affect. Positive affect gives the extent to which a person feels always ready, excited, interested while negative affect includes various unpleasant mood states such as restlessness, fear, and

nervousness. The cognitive component refers to life satisfaction i.e. the appraisal process in which people evaluate their quality of life according to their own unique criteria. This component is not measured by a specific domain but by a general assessment of life satisfaction. While the affective component is more related to everyday situations, the cognitive component is less specific and more stable over time.

3. METHODS

This study uses a literature study research method and Some previous studies are used as references and comparisons for researchers in conducting research so that they can enrich references in reviewing the research conducted. By using the literature study research method, the researcher hopes to find out the relationship between several research results related to burnout and some of the factors that influence it. Researchers analyzed seventeen selected burnout articles which are expected to later be used to connect one concept to another so that in the future it can be used to help solve burnout problems. The articles were selected based on an in-depth discussion of burnout so that they can help researchers focus on conducting research. In addition, the researcher also sorts out articles from the point of view of discussions that are rarely encountered.

4. RESULT

[45] who conducted a study to investigate the effectiveness of interventions to reduce burnout found that these interventions had an effect on emotional exhaustion and personal achievement, but had almost zero effect on depersonalization. Almost the same finding was obtained by [46] who tried to use a social emotional learning intervention on burnout where the impact on depersonalization was also not significant. While the results obtained by [47] the effect of a brief Mindfulness-Based Intervention (bMBI) was significantly positive for stress, burnout, and depression.

The findings [48] indicate that teachers' affective support, intrinsic motivation and shyness have an effect on academic burnout. Teacher affective support also has an indirect effect on academic burnout through mediating intrinsic motivation and shyness. [49] investigated how teacher burnout was influenced by school bureaucratic empowerment as a structural factor and psychological empowerment as a psychological

factor based on empowerment theory. The results show that structural empowerment and psychological empowerment are negatively related to teacher burnout. Moreover, the relationship between structural empowerment and teacher burnout is mediated by psychological empowerment, especially the dimensions of meaning and competence.

[50] tries to analyze the effect of teacher transformational leadership on academic resilience and motivation, burnout, and academic performance. The results of the analysis indicate that the transformational leadership of teachers positively affects resilience and academic motivation; academic resilience negatively affects burnout and positively affects academic performance; similarly, academic motivation negatively affects burnout and positively affects academic performance; Finally, burnout negatively affects academic resilience. [5] tried something a little different, namely by examining the effect of the dean or director of nursing's transformational leadership behavior on academic work culture, faculty burnout and job satisfaction during COVID-19. The study found that transformational leadership has a strong direct effect on workplace culture and job satisfaction and an inverse direct effect on faculty burnout. While workplace culture mediates the effects of leadership on job satisfaction and burnout, the moderating effect of COVID-19 is not captured in the baseline model.

The moderating role of Human Resource Management (HRM) practices in the relationship between transformational leadership and burnout was investigated by [51] and revealed the dynamics of transformational leadership in reducing the three stressors, namely personal financial stress, anxiety, and loneliness at work, thereby preventing employee burnout. [25] investigated the relationship between family socioeconomic status (FSES) and learning burnout, as well as the mediating effect of subjective well-being and the moderating effect of resilience in this relationship. As a result, the learning burnout level of individuals with low resilience increased significantly with a decrease in FSES, and the learning burnout level of individuals with high resilience decreased significantly with increasing subjective well-being.

The results of research conducted by [24] demonstrated that subjective well-being, sense of coherence, and posttraumatic growth mediate the relationship between COVID stress, trauma symptoms, and burnout. The sense of coherence associated with subjective well-being and posttraumatic growth may be

a factor preventing trauma during a pandemic. The findings of [52] regarding teachers' experiences of stress and burnout showed more than half of the sample reported being highly stressed and considering leaving the profession, with early career teachers, primary school teachers, and teachers working in rural and remote areas reporting the highest levels of stress and burnout. Conditional process analysis highlights the importance of emotion regulation, workload and subjective well-being in the development of teacher stress and some forms of burnout. The identification results of [21] showed that satisfaction of basic needs was a significant mediator in the relationship between social emotional competence and the three burnout factors.

Research conducted by [53] to examine the impact of online stress interventions on burnout and teacher efficacy found that online professional development programs created for teachers instruct coping strategies and develop social-emotional competencies. The results of the exploration of [22] found that transformational leadership has a significant negative effect on teacher job burnout; This type of leadership influences teacher job burnout through the intermediary effects of social emotional competence chains and student-teacher relationships. The findings of [54] revealed the burnout and enthusiasm of teachers on three measurements throughout the year and their level of emotional intelligence at the time of the first measurement. The analysis revealed two to four trajectories, highlighting heterogeneity in burnout and teacher longitudinal strengths across the school year. In addition, the predictive role of emotional intelligence was discovered and confirmed the major role of emotional resources in teacher well-being.

The results of the study by [37] found that emotional intelligence has a direct (independent) effect on burnout so that an increase in emotional intelligence is needed to reduce burnout levels. The findings of [19] also indicated that emotional intelligence has a direct (independent) effect on burnout. Therefore, an increase in emotional intelligence is needed to reduce the level of burnout in general hospital administrative staff. Research conducted by [16] aimed to find that emotional intelligence moderates the development of burnout in the first year of postgraduate residency. The results of the study found that emotional intelligence prevents burnout and protects residents' well-being during residency.

5. DISCUSSION

After analyzing some of the results of the previous studies above, the researcher found several studies that were interrelated and related to burnout and several factors that influenced it. First, the research results of [50], [51], and [5] show that transformational leadership has an influence on *burnout,* in other words transformational leadership can prevent or even reduce burnout. Second, the findings of [37], [19], and [16] revealed that emotional intelligence has an effect on burnout. These findings assume that improving the ability to understand and properly manage emotions in oneself and those around them can help reduce burnout. It can also be said that individuals with high emotional intelligence are able to identify the emotions of themselves and others and use them to reduce burnout. Third, the research results of [22] show that social emotional competence is an important mediating variable in the transformational leadership process that affects burnout. Increasing social emotional competence can directly reduce burnout. In other words, burnout can be reduced by promoting effective management of intrapersonal and interpersonal social and emotional experiences by encouraging the development of self and others. Fourth, [25], [24], and [52] found that increased individual emotional reactions and cognitive assessments, which provide a comprehensive perspective on mood and self-evaluation of satisfaction or happiness in general and regarding certain aspects of life, have a negative effect on burnout.

Fifth, [22] revealed that transformational leadership encourages an increase in social emotional competence. Transformational leadership helps organizational members connect with the meaning and purpose of what they do and emphasizes the importance of actively showing genuine concern and responsibility for organizational members so as to help improve the socio-emotional competence of organizational members. Sixth, the findings of [55] show that environmental-specific transformational leadership has a significant effect on subjective well-being and the mechanism of the relationship between the two is explained through the mediation of pro-environmental behavior. Support for transformational leadership can increase the subjective well-being of organizational members. Seventh, [56] recommends that emotional intelligence is significantly related to socio-emotional competence which ultimately strengthens emotional intelligent behavior to increase human capital at the individual and organizational levels. Eighth, the findings of [57]and

[58] revealed that emotional intelligence affects subjective well-being.

Burnout as the main discussion raised in this study was found to be influenced by several variables, namely transformational leadership, emotional intelligence, social emotional competence and subjective well-being. The researcher tries to arrange some of these variables into a conceptual framework as shown in Figure 1. It can be seen that transformational leadership and emotional intelligence affect burnout through social emotional competence and subjective well-being.
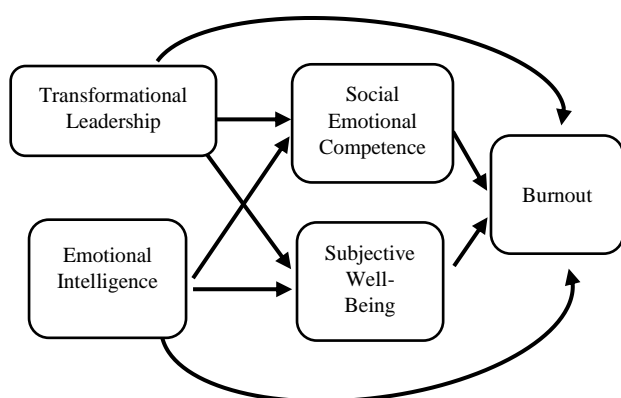

Figure 1 Conceptual Framework

Figure 1 informs that social emotional competence and subjective well-being act as mechanisms underlying the relationship between transformational leadership and emotional intelligence and burnout. The framework also suggests that social emotional competence and subjective well-being should be enhanced to assist transformational leadership and emotional intelligence in reducing burnout rates. It is hoped that the organization will also improve the social emotional competence and subjective well-being of its members, which in turn will contribute to reducing burnout.

The limitation of this study is that the results obtained are still very subjective. Future research needs to be done to investigate further related to burnout problems by modifying some existing variables or even using other variables, so that research results can be compared with the results of other studies.

6. CONCLUSION

When employees experience burnout, they have lost their passion for work and are not proud of what they might have accomplished. Instead of trying to do their best, they will only do the bare minimum at work, the important thing is to survive and still get paid. This study can find the relationship between several concepts related to burnout which stimulates more research related to burnout and the factors that influence it from a broader perspective. The findings reveal that burnout is not only detrimental to employees who experience it but also harms the organization, so it is necessary to further investigate the right formula to overcome burnout problems.

AUTHORS' CONTRIBUTIONS

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