Explorative Study Of Emotional Fatigue Among Employees in Educational Institutions

Kusnani Sita Handayu[1*], Anita Maharani [2] , Kurnia Endah Riana[3]
[1,3]Universitas Terbuka, Indonesia
[2]Universitas Bina Nusantara,Indonesia

Address : South Tangerang 15437, Banten - Indonesia
Korespondensi Penulis : kusnani.sh@gmail.com[*]

Abstract. This study investigates the effect of role stress and job resources on emotional exhaustion, with work-family conflict as a mediating variable among higher education personnel. Employing a quantitative research design with a causality analysis approach, data were collected through a structured questionnaire using a five-point Likert scale. The sample consisted of 200 educational staff at XYZ institution in Bogor Regency, including civil servants, permanent employees, and contract workers. Data analysis was conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) technique with SmartPLS 3 software. The findings revealed that role stress has a positive and significant impact on emotional exhaustion, indicating that increased stress from role demands contributes to higher levels of emotional fatigue. Conversely, job resources were found to have no significant direct effect on emotional exhaustion. Furthermore, work-family conflict significantly mediated the relationship between role stress and emotional exhaustion, suggesting that stress from conflicting work and family demands intensifies emotional exhaustion. However, work-family conflict did not mediate the relationship between job resources and emotional exhaustion. These results emphasize the critical need for effective stress management strategies and support systems that can help reduce work-family conflict to maintain the emotional well-being of education personnel. This study contributes to understanding the psychological dynamics in the workplace and provides insight into improving employee resilience and productivity in educational institutions.

Keywords: Education staff; Emotional exhaustion; Job resources; Role stress; Work-family conflict;

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh stres peran dan sumber daya kerja terhadap kelelahan emosional, dengan konflik kerja-keluarga sebagai variabel mediasi pada tenaga kependidikan di perguruan tinggi. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis kausalitas. Data dikumpulkan melalui kuesioner terstruktur menggunakan skala Likert lima poin. Sampel penelitian terdiri dari 200 tenaga kependidikan di institusi XYZ di Kabupaten Bogor, yang mencakup pegawai negeri sipil, pegawai tetap, dan pegawai kontrak. Analisis data dilakukan dengan metode Structural Equation Modeling-Partial Least Squares (SEM-PLS) menggunakan perangkat lunak SmartPLS 3. Hasil penelitian menunjukkan bahwa stres peran berpengaruh positif dan signifikan terhadap kelelahan emosional, yang berarti semakin tinggi tekanan dari tuntutan peran, maka semakin tinggi tingkat kelelahan emosional. Sebaliknya, sumber daya kerja tidak memiliki pengaruh signifikan secara langsung terhadap kelelahan emosional. Selain itu, konflik kerja-keluarga terbukti menjadi mediator yang signifikan dalam hubungan antara stres peran dan kelelahan emosional, menunjukkan bahwa tekanan akibat konflik antara tuntutan pekerjaan dan keluarga dapat memperburuk kelelahan emosional. Namun, konflik kerja-keluarga tidak memediasi hubungan antara sumber daya kerja dan kelelahan emosional. Temuan ini menekankan pentingnya strategi manajemen stres yang efektif serta sistem dukungan untuk mengurangi konflik kerja dan keluarga guna menjaga kesejahteraan emosional tenaga kependidikan. Penelitian ini memberikan kontribusi terhadap pemahaman dinamika psikologis di tempat kerja dan menawarkan wawasan dalam meningkatkan ketahanan serta produktivitas karyawan di lingkungan pendidikan.

Kata kunci: Kelelahan emosional; Konflik pekerjaan-keluarga; Stres peran; Sumber daya pekerjaan; Tenaga kependidikan

1. BACKGROUND

According to Demerouti et. al. (2010), *emotional exhaustion* is the existence of several consequences, such as physical, cognitive, and affective tension, experienced by individuals due to work demands. Similar to what was expressed by (Maslach et al., 2001), *emotional exhaustion* is a feeling of excessive fatigue due to emotional stress resulting from a job. Not only caused by job demands, *emotional exhaustion* can result from the relationship of one individual with another (Moore, 2000). Based on the data results above, the phenomenon of *Emotional Exhaustion* is seen in the educational staff at XYZ, thus becoming the basis for the author to conduct research.

The problem of *work-family conflict* is increasingly complex nowadays, and this applies to all aspects of life, including among educational staff in universities. Among the many factors that are considered to influence *work-family conflict* is *job demand resource* which in many studies leads to *emotional exhaustion*. In several studies, *emotional exhaustion* is considered interesting to study, especially because of the demands in work that force someone to have the ability to provide the best service to all parties regardless of their physical or emotional condition, and this can occur in various organizations including in the university environment.

2. THEORETICAL STUDY

Emotional Exhaustion

Emotional exhaustion is one of the components and is the main key to *burnout* (Maslach & Jackson, 1981; Maslach et al., 2001; Aryee et al., 2008). According to Demerouti et. al. (2010), *emotional exhaustion* is able to describe the essence of *burnout* itself. Montgomery et al. (2006) reveal that one of the main components *of burnout* can put pressure on an individual's physical, emotional, and mental well-being.

Emotional exhaustion can arise as a result of the lack of emotional support an individual has to cope with the stress they experience.(Maslach & Jackson, 1981; Valcour, 2020). Individuals will also feel useless and do not have enough energy to carry out their activities at work (Maslach & Leiter, 2016). This pressure not only has an impact on oneself, but can also have a negative impact on the company's clients, coworkers, and the company itself. (Maslach et al., 1997).In addition to affecting individuals within the context of the company, *emotional exhaustion* can also affect the individual's relationship with family or people around them.(Maslach et al., 2001; Valcour, 2020).

In general, one of the components of *burnout* is found in the context of a company (Lingard & Francis, 2005), one of which is a job that is involved in the service world (Maslach

& Jackson, 1981). In line with (Demerouti et al., 2001)what is stated that *emotional exhaustion generally appears in jobs that are involved in the human resources, industry, and transportation* industries. In addition, this feeling also commonly appears in companies operating in the field *of* health workers, *educational workers,* and employees working in the financial sector ((Blankert, 1964; Heinemann & Heinemann, 2017).

According to Hackman and Oldham, (Jin et al., 2018), the form of *job characteristics* itself can influence employee performance, one of which is *burnout* which is part of *emotional exhaustion.* The form of *job characteristics* that are attached to the company context can be described by *job demands* and *job resources.*(Bakker & Demerouti, 2017). In addition, according to de Jonge and Hammers (van Daalen et al., 2009), employees with high *job demands and* low *job control will certainly experience* greater *emotional exhaustion compared to employees with* low *job demands and* high (Maslach et al., 2001)*job control.* Also revealed that the pressure experienced in the company, such as *time pressure* and *workload,* and also social interactions experienced at work, can affect the level of *emotional exhaustion.* In addition, the form of *job characteristics* that can affect *emotional exhaustion* is such as *role overload, role conflict, role ambiguity,* support from coworkers, and also support from superiors (Bakker & de Vries, 2021). In general, *emotional exhaustion* is measured using the Maslach Burnout Inventory (Maslach, et al., 1996).

Work-Family Conflict

This theory consists of two words, namely *work* and *family,* so of course this theory is an important aspect for men and women, where there is a relationship between the two roles held by individuals, namely in their work life and their family ((Bellavia & Frone, 2005; Recuero & Segovia, 2021). This theory continues to attract the attention of researchers because along with the development of the times, it is common to find both parents who have two roles, namely not only as family members but also as workers (Bellavia & Frone, 2005). This is supported by the statement put forward by Greenhaus and Powell (Lavassani & Movahedi, 2014)who stated that there is a growth in the number of workers who act as *single parents* and *dual-career couples* in the 21st century.

Work-family conflict is described as an imbalance between the two roles held by an individual, both in work and family, which influence each other (Bellavia & Frone, 2015; Martin, 2013). This is in accordance with the *work-family conflict theory* proposed by Greenhaus and Beutell (Kengatharan, 2015). Several previous studies have revealed that there are two constructs owned by *work-family conflict,* including *work-to-family conflict,*

commonly abbreviated as WFC, and *family-work conflict,* commonly abbreviated as FWC. Both are two things that are interrelated, where if one of the levels owned is low, it will have a negative effect on the individual and his relationship with the surrounding environment, such as family and work (Haslam et al., 2015). All employees, both individuals who have siblings, parents, spouses, and children, are employees who can experience *work-family conflict,* because of course they have responsibilities for their families (Mansour & Tremblay, 2018).

The conflict that occurs between these two roles will affect the individual's mentality, one of which is *job burnout* (Obrenovic et al., 2020). In addition, other impacts experienced by individuals are *turnover,* decreased employee performance, decreased commitment to work, and so on (Aboobaker & Edward, 2017).

Work-Family Conflict Construct

According to Carlson, Kackmar, and Williams (2000), *work-family conflict* is seen from two perspectives, namely *work-to-family conflict* (WFC), and *family-work-conflict* (FCW). The differences between the two are as follows:

Work-to-Family Conflict

According to Frone, Russell, and Cooper (Mansour & Tremblay, 2018), WFC is the existence of work activities that interfere with personal or family life, where work life can have a negative impact (Haslam et al., 2015). According to Greenhaus, Parasuraman, Granrose, Rabinowitz, and Beutell (Aboobaker & Edward, 2017), the forms of stress experienced are unclear working hours, *work overload, interpersonal conflict* experienced at work, *job stress,* and much more related to work.

Family-to-Work Conflict

In contrast to WFC, FWC according to Frone, Russel, and Cooper (Mansour & Tremblay, 2018)is the existence of personal or family activities that interfere with work life, where negative impacts arise from family life (Haslam et al., 2015). Some examples of FWC According to Greenhaus, *et. al* ., (Aboobaker & Edward, 2017)there are small children at home, the responsibility of taking care of parents, and the lack of assistance provided by the family to lighten the responsibilities of the individual.

Forms of *Work-Family Conflict*

Work-family conflict is influenced by three factors, including *time-based, strain-based,* and *behavior-based* (Carlson et al., 2000).

Time-Based Conflict

Time-based conflict is a conflict that occurs between an individual's role as a worker and family, where the time given to one role will affect the time to another role (Mansour & Tremblay, 2018). According to Kelloway (Kayaalp et al., 2021), the existence of time conflict will put pressure on the individual who experiences it. This is in line with the expression given by Greenhaus and Beutell (Mansour & Tremblay, 2018).

An example that can describe *time-based conflict* is the inability of an individual to manage his work time with time with family, thus creating pressure for him. When associated with WFC, the form that is owned is the *overwork* that is experienced so that there is no time given to his family. Different from FWC, the form that is owned is the duration of time owned is greater given to taking care of the family than doing his work, so that his work tasks and responsibilities are neglected (Aboobaker & Edward, 2017).

Strain Based Conflict

The next form is *strain-based conflict*. According to Kelloway(Kayaalp et al., 2021) and Greenhaus and Beutell (Mansour & Tremblay, 2018), the form of this conflict is the pressure from one role that affects the role of another individual. For example, the pressure in his work will affect him in playing a role in the family, which of course will affect his relationship with his family.

A form of *strain-based conflict* when viewed from a WFC perspective is an event experienced by an individual in his work, such as fatigue or experiencing a problem, so that the impact of depression appears on the individual and can affect his relationship with his family. Different from FWC, where one example is the existence of a partner's career or family expectations that do not match expectations, thus affecting his performance at a job (Aboobaker & Edward, 2017).

Behavior-Based Conflict

The last form that influences *work-family conflict* is *behavior-based conflict,* where according to Greenhaus and Beutell (Mansour & Tremblay, 2018), the existence of behavioral factors owned by individuals in one role will affect their other roles. One example of this form

of conflict is the difference in attitude between one role and another, which causes conflict for the individual (Greenhaus & Beutell, 1985).

3. RESEARCH METHODS

This study uses a quantitative research approach and uses a questionnaire survey. The data collection process for this study was obtained through research samples that would describe the research population. In addition, this study will be conducted without any conditioned atmosphere or commonly called *field conditions*, namely the atmosphere or conditions of the study will be left alone. Finally, this study is open, namely the purpose of this study will be explained in advance to the respondents so that there is no information in this study that is hidden from the respondents.

This research was conducted on employees working at XYZ educational staff with various employment statuses, namely Civil Servants, permanent employees and contract workers with the number of respondents involved as many as 10 people.

4. RESULTS AND DISCUSSION

According to Demerouti et. al. (2010), *emotional exhaustion* is the existence of several consequences, such as physical, cognitive, and affective tension, experienced by individuals due to work demands. Similar to what was expressed by (Maslach et al., 2001), *emotional exhaustion* is a feeling of excessive fatigue due to emotional stress resulting from a job. Not only caused by job demands, *emotional exhaustion* can result from the relationship between one individual and another (Moore, 2000). Based on an initial survey conducted on education personnel at XYZ from February 3, 2025 - to February 5, 2025, which refers to the question items related to *Emotional Exhaustion* (Maslach et al., 2001), the results showed that 4 out of 10 employees felt very tired at the end of the working day and 5 out of 10 employees felt physically, mentally, and emotionally exhausted because of work. Only 1 out of 10 employees stated that they disagreed that their emotions were very drained when working and did not feel physically, mentally, and emotionally exhausted because of work. Employees who felt tired every morning to face work on the day and felt tired working with many people all day and felt overworked in their jobs were 3 out of 10 employees. More complete information about the initial survey results is presented in the following table.

Table 1. Results of the initial survey of education staff

Emotional Exhaustion (The higher the scale you choose, the more you will have conditions that are in accordance with the statement)	STS	TS	N	S	SS
EE1	I feel very emotionally drained when I work.	1	-	5	3	1
EE2	I feel very tired at the end of the work day.	-	2	1	4	3
EE3	I feel exhausted every morning when I wake up and have to face work the next day.	-	3	4	3	-
EE4	Working with many people all day is really tiring for me.	2	3	2	3	-
EE5	I feel physically, mentally, and emotionally exhausted from work.	1	3	1	5	-
EE6	I feel frustrated with my job.	4	3	2	-	1
EE7	I feel like I'm working too hard at my job.	2	3	2	3	-
EE8	Working with other people directly makes me very stressed.	2	3	4	-	1
EE9	I feel like I can't stand my job anymore.	5	4	-	-	1

Based on the data results above, the phenomenon of *Emotional Exhaustion* is seen in the educational staff at XYZ, thus becoming the basis for the author to conduct research.

5. CONCLUSION AND SUGGESTIONS

The results of the study indicate that *Role Stress* has a positive and significant effect on *Emotional Exhaustion*, while *Job Resources* do not have a significant effect on *Emotional Exhaustion*. In addition, it was found that *Work-family conflict* acts as a mediator in the relationship between *Role Stress* and *Emotional Exhaustion* but has no mediation effect on the relationship between *Job Resources* and *Emotional Exhaustion*. Thus, this study highlights the importance of managing work stress and reducing conflict between work and family to avoid emotional exhaustion in employees.

As for the suggestions based on the results of the study, they are as follows: Further research should examine other variables that have not yet been investigated in this study to strengthen future research and produce better results. Additionally, future research should include respondents from other colleges, not just employees of XYZ College.

THANK-YOU NOTE

REFERENCE LIST

Akdemir, A. (2019). The effect of teacher burnout on organizational commitment in Turkish contact. Journal of Education and Training Studies, 7(1), 171.

Amalia, Wahdiniawati, & Subroto. (2022). Analisis dampak stres kerja dan work-family conflict terhadap komitmen organisasi (studi kasus guru wanita selama pandemi). Jurnal Kewarganegaraan, 5409–5415.

Amalia. (2022). Analisis dampak stres kerja. Kewarganegaraan, 5409–5415.

Bakker, A. B., & de Vries, J. D. (2021). https://doi.org. Diambil kembali dari https://doi.org: https://doi.org/10.1080/10615806.2020.1797695

Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. Journal of Occupational Health Psychology, 22(3), 273–285.

Carvalho, V. S., & Chambel, M. J. (2018). Work-family conflict and enrichment mediate the relationship between job characteristics and well-being at work with the Portuguese Marine Corps. Armed Forces & Society, 44(2), 301–321.

Dewinta, I., & Dwirandra, A. (2019). Extrovert personality moderates the effect of role stressors elements on burnout in tax consultant office. South East Asia Journal of Contemporary Business, Economics and Law, 19(5), 5.

Farrdinna. (2019). The consequences of work-family conflict, burnout and organizational commitment among women. Jakarta: Jakarta Media.

Fibriyanti. (2019). Role stress berpengaruh terhadap emotional exhaustion pegawai RSUD Surabaya. Surabaya: Sawarna.

Fincham, J. E. (2008). Response rates and responsiveness for surveys, standards, and the journal. American Journal of Pharmaceutical Education, 72(2), 1–3.

Firdaus. (2021). Peran burnout, kepuasan kerja dan job resource pada pengaruh job demand terhadap kinerja karyawan. Jakarta: Jakpubl.

Frank, M. L., & Kodikal, R. (2017). Role stress study: An effective tool for employee engagement. International Journal of Management and Social Sciences Research, 6(8), 1–4.

Gabriel, A. S., & Aguinis, H. (2022). How to prevent and combat employee burnout and create healthier workplaces during crises and beyond. Business Horizons, 65(3), 287–298.

Ghozali, I. (2015). Konsep, teknik, aplikasi menggunakan Smart PLS 3.0 untuk penelitian empiris. Semarang: BP UNDIP.

Hair, J. F. (2017). A primer on partial least squares structural equation modeling (PLS-SEM). Thousand Oaks, CA: Sage Publications.

Huang, J. (2020). Work hours and difficulty in leaving work on time in relation to work-to-family conflict. International Journal of Environmental Research and Public Health, 17(2), 605.

Jack E. Fincham, P. (2008). Response rates and responsiveness for surveys, standards, and the journal. American Journal of Pharmaceutical Education, 72(2), 1–3.

Jayarathna, T. (2021). The impact of job demands and job resources on work-family conflict: Mediating effect of emotional exhaustion and the moderating effect of job demands and job resources a conceptual framework for research. Kelaniya Journal of Management, 9(1), 71–85.

Kementerian Pendidikan dan Kebudayaan. (2014). Peraturan No. 88 Tahun 2014. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Khan, S. (2020). Efek mediasi burnout pada konflik dan komitmen organisasi. Jakarta: Jakarta Media.

Khan, S., Sufyan, M., & Malik, M. (2020). Mediating effect of burnout on the relationship between work-family conflict and organizational commitment. Jakarta: JakPubl.

Kumar, R. (2018, February 30). Preventing and managing burnout: What have we learned? Biomedical Journal of Scientific & Technical Research, 2(3). Diambil kembali dari https://doi.org/10.26717/BJSTR.2018.02.000703

Laporan Kinerja Perguruan Tinggi XYZ. (2023). Laporan Kinerja Perguruan Tinggi XYZ. Jakarta: Perguruan Tinggi XYZ.

Listiara, D. S., & Setyawan, A. (2018). Hubungan antara persepsi mengenai status perguruan tinggi negeri badan hukum dengan kesiapan untuk berubah pada tenaga kependidikan Universitas Diponegoro. Jurnal Empati, 6(4), 6–10.

Mark, G., & Smith, A. (2018). A qualitative study of stress in university staff. Advances in Social Sciences Research Journal, 5(2), 1–10.

Martin, J. (2013). Work/family conflict as a predictor of employee work engagement of extension. Doctoral dissertation, University of Tennessee Knoxville.

Molina-Sánchez, R., Ariza-Montes, A., Ortiz-Gómez, M., & Leal-Rodríguez, A. L. (2019). The subjective well-being challenge in the accounting profession: The role of job resources. Journal of Environmental Research and Public Health, 16(17), 3018.

Munshi, J. (2014). A method for constructing Likert scales. SSRN 2419366, 9–12.

Oktarina, D. (2019). Pengaruh job demand pada burnout dengan job resources dan personal resources sebagai pemoderasi. Karanganyar: Kusuma Putra Santosa.

Pozo-Antúnez, D., Ariza-Montes, A., Fernández-Navarro, F., & Molina-Sánchez, R. (2018). Effect of a job demand-control-social support model on accounting professionals' health perception. International Journal of Environmental Research and Public Health, 15(12), 2437.

Priyono, A. (2022). Job demands-resources, work engagement, and organizational commitment: Study among employees in a state-owned enterprise. International Journal of Research in Business & Social Science, 11(1), 117–129.

Priyono, A., Irawanto, D. W., & Suryadi, D. (2022). Job demands-resources, work engagement, and organizational commitment: Study among employees in a state-owned enterprise. International Journal of Research in Business & Social Science, 11(1), 117–129.

Rahmandani, S., Kahija, Y. R., Kaloeti, D. V. S., Sakti, H., & Ediati, A. (2021). Dist