

Effect of Leadership Competencies on Burnout through Family Work Conflict

Andi Zulkifli, Muhammad Ali, Cepi Pahlevi, Idrus Taba
Faculty of Economic and Business Hasanuddin University

Abstract:- Research Objectives (1) To analyze the influence of leadership competencies on work and household conflicts, (2) to analyze the influence of leadership competencies on burnout, (3) to analyze the influence of work-family conflicts with burnout, (4) to analyze the influence of leadership competencies on burnout through work and household conflicts. The research method took a sample of 156 respondents of mining employees in Indonesia at the operator level. The analytical method uses the integration of factor analysis with the simultaneous equation modeling (SEM) estimation.

The results showed that there was no relationship between leadership competencies with work-family conflict, leadership competence had a direct negative effect on burnout, family work conflict had a positive effect on burnout, and leadership competence had no indirect effect on burnout through family work conflict.

Keywords:- Burnout, Work Conflict, family.

I. INTRODUCTION

Burnout is a global problem related to work and has a negative potential to influence the psychological and physical health of individuals, as well as the effectiveness of an organization. Therefore, burnout is a major challenge to the health of workers and the function of an organization. In recent decades, several epidemiological studies have found a high prevalence of burnout syndrome in western countries and also in developing countries (Maslach *et al.* 2001).

Individual characteristics, such as personality, values, goals, age, gender, level of education, and family situation interact with environmental risk factors, exacerbate or act as a buffer against the effects of individual and organizational factors that can cause fatigue (Cassitto *et al.* 2003: S. Bährer-Kohler, 2013).

Organizational risk factors are known to lead to burnout including too heavy workload, lack of control over decision making, inappropriate incentives and rewards, personal relationships and cooperation that do not respect each other, lack of sense of justice, openness and respect, and value conflicts between work and personal core values (Nuallaong, 2013).

The survey found that 55% of employees admitted that they had work creeps, namely situations where work had to be taken home, 95% felt pressured by time to work so that they did not come home late, and 65% felt that the more days they spent using work rather than for families (Mihelic

and Tekavcic, 2014). This situation must be addressed wisely by the company because a non-constructive reaction can actually worsen the condition of the employee and lead to a decline in performance and ultimately loss of intellectual.

There is a logical reason for lifting the leadership factor. Seen as influencing family work conflicts, all depends on managerial abilities. Therefore, it is important to bring leadership competence variables (Byron, 2005).

Nuosce touched this problem on formal leadership as a manager, and even then examined the inverse relationship, namely the influence of family work conflict on leadership in the workplace. Supposedly, if a worker has good leadership in the family, he can manage in such a way that there is no work and family conflict that ultimately leads to Burnout (Nuosce, 2007).

II. PROBLEM

- Does leadership competence affect work and household conflicts?
- Does leadership competence affect burnout?
- Does family work conflict affect Burnout?
- Does leadership competence affect burnout through work and household conflicts?

III. RESEARCH OBJECTIVES

- To analyze the influence of leadership competencies on work and household conflicts.
- To analyze the influence of leadership competence on burnout.
- To analyze the effect of work and household conflicts on burnout.
- To analyze the influence of leadership competence on burnout through work and household conflicts.

IV. LEADERSHIP COMPETENCIES

Daniel Goleman, the originator of the concept of Emotional Intelligence, explained that there are four leadership competencies that include self-awareness, self-management, social awareness, and relationship management (Cotterell et al, 2006: 189).

Looking at these four competencies, self-awareness is the most basic and sustains three other competencies. Self awareness is the ability of individuals to recognize their emotions. By being able to recognize their own emotions, a leader is better able to manage them and also better able to understand others. Bradley (2016) sees that leadership

ability is the top competency of a leadership, while Evans (2016a) assesses the ability to think strategically as one of the important competencies in leadership.

Leadership competence observed in a person is in turn supported by a deeper mental structure than someone. This deeper mental structure is the identity of the leader (Miscenko, 2017). Identity is a knowledge structure that provides information about the skills and competencies behind a person's individual behavior. Identity as a leader motivates someone to be actively involved with leadership (Day and Sin, 2011).

The development of leadership competencies varies depending on specific competencies (Lord and Hall, 2005). This is because some competencies rely on a more complex knowledge structure, so it requires a longer time to develop (Lord and Hall, 2005). In addition, some competencies are applied more often in the work context, so that they develop expertise more quickly (Dragoni et al, 2009). Moreover, the executive can prioritize the development and practice of certain competencies compared to others because these competencies are considered more important in the situation they face (Miscenko, 2017).

The study found that leadership competencies have a positive impact on the advancement of managerial careers (Claussen et al, 2014) and job promotion (Ng et al, 2005). This is especially true for certain competencies that are considered important for new positions held by someone (Miscenko, 2017). In addition, it is also known that leadership competencies have a strong influence on leadership effectiveness (Hollenbeck et al, 2006).

One qualitative study, Ruderman et al (2002) found that managers with multiple roles actually have high life satisfaction, self-confidence, and self-acceptance. This is an indication that high leadership competencies will be able to reduce family work conflicts so that someone can feel satisfied with his life.

Authentic leadership theory states that authentic leaders are able to create a healthy work environment for employees. This is because authentic leaders encourage employees to be involved in their work and this involvement is a long-term solution to the burnout problem. That is, with authentic leadership, a bad work environment cannot develop. However, this is only oriented towards the leadership of others towards employees. The question then is whether the same effect might occur if the leader is ourselves. This can happen because before someone can lead others, he must be able to lead himself. If leadership for other people can reduce burnout in other people, then there should be the same effect on burnout on the leader himself. (Shirey, 2006).

Maslach et al (2001) explained in JOB BURNOUT that there is a possibility that leadership competence influences burnout about the determinants of personal characteristics of burnout. Some of these determinants are the personal characteristics of a leader, such as a sense of

self-control, locus of internal control (attribution of events and achievements to one's own abilities and efforts), thinking style (rather than feeling), and emotional stability. That is, there are some guidelines that leadership competence can reduce burnout. Therefore, the authors state that leadership competence has a direct effect with burnout.

V. FAMILY WORK CONFLICT

Job and family conflict is a form of inter-role conflict where the role pressure of the work and family domains together is not suitable in certain matters (Greenhaus and Beutell, 1985). This conflict occurs when a person's business to meet the demands of the work role intersect with one's ability to meet the demands of the family and vice versa (Frone, 2000). Greenhaus and Beutell (1985) divided family work conflicts into three types:

- Time conflict, ie the time given to one role makes it difficult to fulfill other role requirements. In the work domain, time pressure comes from the number of hours worked, inflexible work schedules, and job shifts. In the family domain, time pressure comes from the existence of a small child, the workings of a spouse, and the size of a large family.
- Conflict of tension, ie the tension generated by a role makes it difficult to fulfill other role requirements. In the work domain, the source of tension comes from a role conflict, role ambiguity, and boundary spanning activities. Boundary stretching activities are activities that encourage employees to interact with colleagues from other departments or organizations (MacCrorry III, 2012). In the family domain, sources of tension come from family conflict and low partner support.
- Behavioral conflict, that is, the behavior needed in one role makes it difficult to fulfill other role requirements. In the work domain, behavioral pressure comes from expectations of confidentiality and objectivity. In the family domain, behavior pressure comes from expectations to be warmer and more open.

Furthermore, according to Greenhaus and Beutell (1985), work-family conflicts result in the emergence of negative sanctions for non-compliance in both the work domain and family domain. In addition, work-family conflicts result in role differentiation. Role salience is the degree to which a person views the role of a particular life as an important tool for self-definition and breadth where one wants to use personal resources to ensure the success of that role (Gahan and Abeysekera, 2000). In other words, the role salience as the effect of work-family conflict is a situation where a person must provide value and commitment to work or family

The definition of work-family conflict implies that work and family conflicts contain effects that occur from the work domain and effects of the family domain. The effect of the work domain is referred to as work interference on the family, while the effects of the family domain are referred to as family interference in work (Nielson et al, 2001). Both types of conflict are strongly correlated with each other, but in general, the situation of work interference in families is

more reported than family interference in work (Kinnunen et al, 2003).

Carlson and Frone (2003) further divide the two types of conflict in two dimensions, namely internal and external. The internal dimension is related to psychological involvement, while the external dimension is related to behavioral involvement. The existence of internal-external dimensions results in the formation of four types of work-family conflicts, namely:

- Interference with family on work internally, that is psychological burden with family when someone is working which interferes with a person's ability to be involved in his work role. Examples of family interference in work internally are not being able to stop thinking about family while in the office.
- Interference of work for families internally, that is psychological burden with work when someone is at home which interferes with a person's ability to be involved in the role of his family. Examples of work interference for families internally are not being able to stop thinking about work while at home.
- Family interference on work externally, that is, demands at home that are externally raised which interfere with participation in the workplace. An example of family interference on work externally is to minimize the amount of time spent in the office to fulfill family duties.
- Interference of work for families externally, namely demands at work that are externally raised which interfere with participation at home. Examples of work interference for families externally are work schedules or work deadlines that interfere with employees carrying out family functions or taking responsibility at home.

VI. BURNOUT

The concept of burnout first appeared in the mid-1970s in the United States. Psychiatrist Freudenberger observed that many of the volunteers he observed experienced emotional decline and gradual loss of motivation and commitment. This process generally occurs in one year and is followed by various health problems, both physical and mental health problems. Freudenberger then called this phenomenon the term burnout (Maslach and Schaufeli, 1993). Independently, Maslach also gave the concept of burnout after studying the same reactions in various workers (Kristensen et al, 2005). Maslach studied various human service workers to find out the level of emotional stress on their work and found a number of coping strategies that have an impact on the identity and work behavior of one's profession (Maslach et al, 2001).

Farber (1998) identified three types of burnout. The first type is wearout or brown-out, which is a situation when a person finally gives up or does work in a casual way when faced with too much stress and too little appreciation. An important element in wearout is neglect, that is not seeing someone as a response to a difficulty. Abandonment is associated with inefficiencies in work (Montero-Marin et al, 2014).

The second type is classic or phrenetic burnout, which is when a person works harder and harder until finally exhausted, to get an award to match the level of stress experienced. Classic burnout arises from overload, which is a person's feeling that he is risking his health and personal life in pursuit of good work. Overload leads to a situation of exhaustion (Montero-Marin et al, 2014).

The third type is under challenged, which is a situation where a person is not faced with great stress, but instead, faces monotonous and non-challenging work conditions, which fail to provide sufficient rewards. The type of under challenged comes from the absence of development, namely the absence of one's personal growth experience along with the desire to get other jobs that can further build their skills. Underchallenged leads to a situation of cynicism at work (Montero-Marin et al, 2014). In other words, burnout can be work despair, work exhaustion, or work boredom.

Schaufeli (2003) in 2003 summarizes all the results of burnout studies that have been carried out since the 1970s by proposing a number of answers to 10 questions. One of the questions that concern us is: is burnout relevant to the organization? This question is quite strange. At first glance it is clear that he is associated with the organization because an employee who works and experiences burnout, works in an organization and the rules issued by the organization can cause stress that leads to burnout.

VII. CONCEPTUAL FRAMEWORK

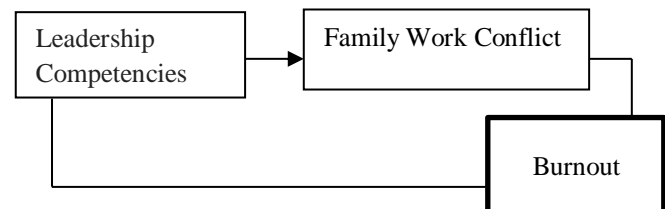


Fig 1:- Framework for Research Concepts

➤ Hipotesis Penelitian

- H1. There is a significant relationship between leadership competency and work-family conflict.
- H2. There is a significant relationship between leadership competence and burnout.
- H3. There is a significant relationship between work-family conflict and burnout
- H4. There is a relationship of leadership competence in burnout through work and household conflicts?

VIII. RESEARCH METHODS

Data retrieval is done by survey method, namely by proportionally selecting samples among the population in mining companies. The results of the survey data are cross-section data, which is a collection of data obtained from research at one point in time, where data varies according to the characteristics of respondents rather than time series.

This research was carried out by taking steps such as: a) determination of research analysis unit, b) identification

of research variables, c) determination of time and location of research, d) measurement of variables, and e) analysis of research results.

➤ *Research sites*

This research was carried out in a Mining Company in Indonesia. The number of samples taken is 156 samples.

➤ *Data Analysis Technique*

For the purposes of descriptive and inferential analysis, the existing survey data are processed using the EXCEL and SPSS (Statistical Package for Social Science) programs. The hypothesis was tested using SEM (Structural Equation Model) analysis. SEM analysis consists of measurement and structural model through the AMOS (Analysis of Moment Structure) program.

IX. RESEARCH RESULT

Descriptive Statistics of Leadership Competencies

Based on the results of descriptive statistics, it is known that employees have excellent criteria in the areas of management control, thinking and planning, leading change. Lower competencies include managing people from diverse backgrounds, planning and evaluating, building vision, and awareness with the outside environment, technology management, and human performance management. The average item of leadership competence is 3.97 and the average standard deviation is 1.17.

No	Indicator	Mean	Assessment	Std. Deviation
X1.1	Management control	4,20	Very well	1,09
X1.2	Manage people from a variety of backgrounds	3,78	Good	1,23
X1.3	Think and plan strategically	4,24	Very well	1,03
X1.4	Leading change	4,21	Very well	1,06
X1.5	Plan and evaluate	3,82	Good	1,27
X1.6	Build vision	3,78	Good	1,27
X1.7	Awareness of the outside environment	4,07	Good	1,11
X1.8	Technology management	3,80	Good	1,28
X1.9	Human performance management	3,82	Good	1,25
X1.10	Financial and budget management	3,98	Good	1,18

Table 1. Descriptive Statistics of Leadership Competencies

Source: primary data processed, 2018

➤ *Descriptive Statistics on Family Work Conflict*

Item	Indicator	Mean	Assesment	Std.Deviation
Y1.1	Do not have enough time for family or other important person because of work	3,33	Fair	1,44
Y1.2	Do not have the energy to do things with family or other important people in life because of work	3,21	Fair	1,38
Y1.3	Not able to finish everything at home every day because of work	3,27	Fair	1,44
Y1.4	Do not have enough personal time for yourself because of work	3,12	Fair	1,49
Y1.5	Do not have the right spirit at home for work	2,99	Fair	1,55

Tabel 2 Descriptive Statistics on Family Work Conflict

Source: primary data processed 2018

➤ *Statistik Deskriptif Burnout*

Penilaian burnout sama dengan penilaian Konflik Kerja Keluarga. Sebagian besar item memiliki penilaian cukup. Tujuh item memiliki penilaian baik, yang menandakan bahwa responden masih merasa sanggup

bekerja, bugar ketika siap bekerja, bekerja di pekerjaan yang tidak membuat frustrasi, masih memiliki tenaga setelah bekerja, dan mudah bekerja dengan rekan. Nilai rata-rata adalah 2,71 dengan penyimpangan standar 1,49.

➤ *Descriptive Statistics Burnout*

Items	Indicator	Mean	Assesment	Std.Deviation
Y2.1	Feel tired	3,28	Fair	1,43
Y2.2	Feeling physically exhausted	3,28	Fair	1,38
Y2.3	Feeling mentally exhausted	2,94	Fair	1,49
Y2.4	Thinking "I can not do it anymore"	2,34	Fair	1,52
Y2.5	Feeling powerless	2,77	Fair	1,52
Y2.6	Feel weak and vulnerable to illness	2,77	Fair	1,49
Y2.7	Feeling powerless after work	2,88	Fair	1,51
Y2.8	Fatigue in the morning when thinking about going to work again	2,60	Good	1,48
Y2.9	Do not have energy for family and friends on holidays	2,66	Fair	1,50
Y2.10	Feeling working in an exhausting field mentally	2,67	Fair	1,51
Y2.11	Feel working in a frustrating field	2,47	Good	1,42
Y2.12	Feeling exhausted from work	2,49	Good	1,48
Y2.13	Feel difficulty working with colleagues	2,48	Good	1,53
Y2.14	Feeling running out of energy working with colleagues	2,44	Good	1,47
Y2.15	Feeling frustrated while working with colleagues	2,56	Good	1,57

Table 3. Descriptive Statistics Burnout

Source: Primary Data Processed 2018

➤ *Bivariate Analysis*

The results of bivariate analysis are shown in the following table.

	X1	Y1	Y2
X1. Leadership Competencies	1	0,037	-0,04
Y1. Family Work Conflict	0,037	1	0,486**
Y2. Burnout	-0,04	0,486**	1

Table 4. Bivariate Variable Research Correlation

Significant at p <0.01; * significant at p <0.05; source: data processed.

The results of the bivariate analysis above show the conclusion that, family work conflict correlates with the occurrence of burnout positively, with a correlation coefficient of 0.486 with a significance <0.01

Relationship	Path Coefficient	Standard Error	Critical Ratio	Sig.	Label
Family Work Conflict <--- Leadership Competencies	0,122	0,138	1,127	0,260	Effect of Leadership Competencies on Family Work Conflict
Burnout <--- Family Work Conflict	0,494	0,107	5,350	***	Effects of Family Work Conflict on Burnout
Burnout <--- Leadership Competencies	-0,207	0,145	-2,111	0,035	Effect of Leadership Competence on Burnout

Table 5. Hypothesis Test Results

Source: AMOS 20 program output (Processed)

Relationship	Path Coefficient		Standard Error		Z	Sig. Indirect	Label
Leadership Competence --> Family Work Conflict --> Burnout	0,122	0,494	0,138	0,107	0,87	0,38	Indirect Influence of Leadership Competence on Burnout

Table 6. Sobel Test Results on the Effect of Indirect Relationships on Burnout Variables

Source: Sobel Test calculator output from Soper (2018)

With the direct and indirect effects, the total effect of each variable on burnout can be compared. Comparison of the direct and indirect effects of each variable on burnout is shown in the following table.

Variable	Direct Influence		Indirect Influence		Conclusion
	Sig.	Sign	Sig.	Sign	
KK	0,035	Negative	0,380	Positive	There is only a direct influence on Leadership Competence on Burnout

Table 7. Significance of the Effect of Total Leadership Competence Variables on Burnout

Source: AMOS 20 program output and Sobel Test calculator (processed)

Based on the calculation table above, the conclusions can be drawn regarding the research hypotheses as follows:

➤ *Hypothesis 1*

There is a significant relationship between leadership competencies and work and household conflicts. From the results of the analysis, the significance value for the variable leadership in relation to family work conflict is $0.26 > 0.05$ and the critical ratio = $1.127 < 2$ so that H1 is rejected, which means that leadership competence does not have a significant effect on work family conflicts

➤ *Hypothesis 2*

There is a significant relationship between leadership competence and burnout. The results of hypothesis testing indicate the significance for the variable of leadership competence in relation to Burnout is $0.035 < 0.050$ and the critical ratio is $-2.111 < -2$ so that Ho is accepted, which means there is a significant relationship between Leadership Competence and Burnout. Relationships are negative which means that the higher a person's leadership competence, the lower the perceived burnout.

This result means that leadership competency has a direct effect on decreasing burnout. In line with this, H2 is accepted that there is a significant relationship between leadership competence and burnout, with a note that this relationship is direct.

➤ *Hypothesis 3:*

There is a significant relationship between work and household conflict with burnout. From the results of the analysis, the significance value for the KKK variable in relation to B is $0.0001 < 0.001$ and the critical ratio = $5.35 > 2$ so that Ho is accepted, which means family work conflict has a very significant effect on burnout. The influence is positive, so the greater the family work conflict, the greater the burnout felt by the respondent.

➤ *Hypothesis 4:*

There is a relationship of leadership competence in burnout through work and household conflicts.

The significance value for the indirect relationship of the Leadership variable on Burnout through the Family Work Conflict mediation variable shows a value of $0.38 > 0.05$, so there is no indirect influence on Leadership Competence on Burnout. This result means that leadership competency does not have an indirect effect on decreasing burnout through family work conflicts that occur in respondents.

X. DISCUSSION

A. Relationship in Leadership Competencies and Family Work Conflict

There is no relationship between leadership competence and work and household conflicts. This can be explained because work - family conflicts can be caused by many factors other than the leadership competence of the head of the family or because of the nature of decisions taken by the head of the family. This factor can come for example from a large family environment or from the work environment and these factors are beyond the control of the head of the family. As a result, even though the head of the family has good ability to lead the family, a permanent conflict can occur, either because of interference from other parties, the influence of non-social external factors such as time and physical, or because decisions are wrong and cause new family problems

Straub (2011) argues that leadership competence plays an important role in creating a work-family culture. The reason is because good leadership provides supportive supervision for subordinates so as to reduce stress and negative affection. Good leadership will produce empathy, conflict resolution, vision, coaching, problem solving, time management, and support for family members (Poelmans et al, 2008). A good organizational leader can be formed from someone with good leadership in a family context (Poelmans et al, 2008). Qualitative research Ruderman et al (2002) found that managers with multiple roles actually had high life satisfaction, self-confidence, and self-acceptance, reflecting low family work conflicts. Sementara itu, pimpinan keluarga dengan kompetensi yang buruk akan mengakibatkan kekerasan dalam keluarga yang mengakibatkan konflik (Peiro dan Rodriguez, 2008). Hal ini berlaku pada berbagai budaya (Bird dan Mendenhall, 2016). Walau begitu, penelitian sekarang menunjukkan kalau, walaupun relatif universal, konteks pekerjaan dapat berperan penting. Banyak pegawai dalam penelitian ini meninggalkan keluarganya di rumah pada jarak yang jauh dan hanya pulang ke rumah beberapa hari sebulan. Hal ini dapat bermakna bahwa kompetensi kepemimpinan yang mereka miliki belum cukup dalam memberikan fungsi yang diharapkan karena keterbatasan waktu dan ruang lingkup pengawasan. Pegawai tidak memiliki cukup waktu untuk memberikan empati, visi, pemecahan masalah, dan dukungan bagi anggota keluarganya dan kembali ke pekerjaannya dengan cepat, sehingga keluarga mempersepsi pegawai tersebut kemungkinan mementingkan masalah pekerjaan ketimbang keluarga, membawa pada potensi konflik kerja – keluarga. Hal ini ditunjukkan oleh studi meta analisis dari Amstad *et al* (2011) yang menemukan bahwa

waktu yang dihabiskan di tempat kerja memiliki efek pada kekuatan dampak dari konflik kerja keluarga.

B. Relationship between Leadership Competencies and Burnout

Leadership competence exerts influence on burnout shown by the description of Maslach et al (2001) about the determinants of personal characteristics of burnout. Some of these determinants are the personal characteristics of a leader, such as a sense of self-control, locus of internal control (attribution of events and achievements to one's own abilities and efforts), thinking style (rather than feeling), and emotional stability

The results of the analysis show that leadership competencies have a direct effect on decreasing burnout. In line with this, H2 is accepted, that there is a significant relationship between leadership competence and burnout, with a note that this relationship is direct.

Schermuly et al (2011) assume that high leadership competencies should lead to low burnout because good leadership leads to empowerment of subordinates and hence, makes it easier for employees to see their work more meaningful. Maslach et al (2001) also saw that the personal characteristics of a leader can reduce burnout. Tat and Zeitel-Bank (2013) see that good leadership should prevent stress and maintain work-family balance in the leader himself. These results depart from aspects of negotiation and conflict resolution skills (Gabel, 2011).

Leadership competencies that have a negative influence on burnout can also be explained as the effects of career advancement (Claussen et al, 2014), job promotion (Ng et al, 2005), and leadership effectiveness (Hollenbeck et al, 2006). The expectation of employees to get a good career and effective leadership in the workplace can make employees more involved in their work, and therefore, reduce the level of burnout. In fact, it can also happen if these employees have had a positive effect on their leadership competencies on their careers and the effectiveness of their leadership so that they are more motivated to work and do not experience burnout

Another explanation is that leadership competence provides the knowledge, skills, and abilities needed to reduce burnout. This is due to knowledge, skills and abilities that provide effective coping strategies in the face of burnout. Employees who lack leadership competence in certain roles and roles are not equipped with the behaviors and skills needed to produce effective coping strategies to reduce burnout. This explains why leadership competencies are able to produce a reduction in the level of burnout of workers

C. Relationship between Work Conflict - Family and Burnout

Family work conflicts as role conflicts that occur to employees, one side of the employee must do work in the office and on the other hand must pay attention to the family as a whole, so that it is difficult to distinguish between work

disturbing family and family interfering with work (Frone, 1994)

Family work conflict has a positive effect on burnout. This can be explained because workers who face work conflict in the family experience great stress which contributes to problems in their capacity at work. Stress from work conflict - family leads to emotional exhaustion, inefficiencies, and other burnout indicators.

Positive relationships of work conflict - family with burnout are very strong relationships and confirmed by various previous studies. Amstad et al. (2011) conducted a meta-analysis study on 98 results of research on work-family conflict and found six studies that linked it to burnout. All studies support a positive relationship between work conflicts - family with burnout. Some of them are Montgomery et al (2003) and Peeters et al (2005).

Ahmad's (2008) study found a relationship of work-family conflict with external variables, mediated by burnout. Research by Wang et al (2012a) found the same thing and explained that this happened because when there was a work - family conflict, the psychological resources of the employees were thinning, leading to increased burnout. Schaufeli et al's (2009) study explains that work conflicts - families deplete employees' mental energy and therefore, produce burnout. Mazerolle et al (2008) and Wang et al (2012b) also support positive relationships of work-family and burnout conflicts.

According to Pascual et al 2003, organizational factors, such as the role of conflict, role ambiguity, business imbalance and reward, as well as perceptions of work stressors, have been found to be important in teacher burnout syndrome (Pascual et al. 2003; Sann 2003)

Some African studies have found that family working conflict, experiencing increased demands from family, home, children, and filling the role of parents can make it difficult to perform satisfying job roles (Thorsen et al. 2011).

Non-work related factors, such as the number of their own children, have been associated with burnout syndrome in African countries (Ndeti et al. 2008; Thorsen et al. 2011)

D. Relationship between Leadership and Burnout Competencies through Work-Family Conflict

Leadership competence does not have an indirect effect on burnout. This can occur because there is no significant relationship between leadership competencies and work-family conflicts. Family heads with good or bad leadership competencies can experience work-family conflicts. Even though the head of the family has a good ability to lead the family, a permanent conflict can occur, either because of interference from other parties, the influence of non-social external factors such as time and physical, or because decisions are wrong and cause new family problems. As a result, leadership competence does not determine the degree of work-family conflict. This also

means that indirect effects cannot be created because initially there has been no influence from leadership competence on work-family conflicts.

Theoretically, this can be explained by the development of leadership competencies that do not lead to efforts to manage work-family conflicts. Certain leadership competencies that are important for managing work-family conflicts require a more complex knowledge structure (Lord and Hall, 2005), such as resource management competencies and organizational competencies (Yoon et al, 2010). Meanwhile, for mining companies, competencies may be less appropriate to the work context (Dragoni et al, 2009). Therefore, executives feel that the development and practice of resource management competencies and organizing are considered unimportant in the work situation faced by employees (Miscenko, 2017).

In fact, resource management competencies are important to overcome work-family conflicts. Resource conservation theory states that individuals need to conserve the resources they have to prevent themselves from stress (Hobfoll, 1989). Wrong management can result in the loss of resources needed to overcome work-family conflicts such as social support and work autonomy. In addition, organizational competence is also important for managing conflicts that occur so as not to bring worse effects. On the other hand, miners are only responsible for the management of mining resources, and if there is training, management is directed to specific physical resources such as finance or mining equipment. Organizing is also directed only at specific organizations, rather than general training about organizing methods.

XI. CONCLUSION

- There is no relationship of leadership competence with work-family conflict. This is because leadership competence is not enough to provide the expected function due to limited time and scope of supervision.
- Leadership competence directly negatively affects burnout. This is due to the ability of employees to make their work more meaningful in the eyes of family members so family members can understand and less stress employees.
- Family work conflict has a positive effect on burnout. this is due to the depletion of employee mental energy and hence, produces burnout.
- Leadership competence does not have an indirect effect on burnout through family work conflicts. This happens due to family work conflicts that can occur both for employees who have good leadership competence or not.

REFERENCE

1. Ahmad, A. (2008). Direct and indirect effects of work-family conflict on job performance. *The Journal of International Management Studies*, 3(2), 176-180.
2. Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work-family

- conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations.
3. Bahrer-Kohler, S. (2013). Introduction. In *Burnout for Experts* (pp. 1-14). Springer US.
4. Behson, S. J. (2005). The relative contribution of formal and informal organizational work-family support. *Journal of Vocational Behavior*, 66(3), 487-500.
5. Bird, A., & Mendenhall, M. E. (2016). From cross-cultural management to global leadership: Evolution and adaptation. *Journal of World Business*, 51(1), 115-126.
6. Byron, K. (2005). A meta-analytic review of work-family conflict and its antecedents. *Journal of vocational behavior*, 67(2), 169-198.
7. Bradley, R (2016). *Developing Yourself*. In Viera, A. J., & Kramer, R. (eds). *Management and Leadership Skills for Medical Faculty* (pp.3-12).Springer US.
8. Cassitto, M. G., Fattorini, E., Gilioli, R., Rengo, C., & Gonik, V. (2003). *Raising awareness to psychological harassment at work (Protecting workers health series)*. Geneva: World health Organization. http://www.who.int/occupational_health/publications/en/pwh4e.pdf . Accessed 5 Nov 2011.
9. Carod-Altar, F.J., Vazquez-Cabrera, C. (2013). Burnout syndrome in an International Setting. In *Burnout for Experts* (pp. 15-36).Springer US.
10. Carlson, D. S., & Frone, M. R. (2003). Relation of behavioral and psychological involvement to a new four-factor conceptualization of work-family interference. *Journal of Business and Psychology*, 17(4), 515-535.
11. Claussen, J., Grohsjean, T., Luger, J., & Probst, G. (2014). Talent management and career development: What it takes to get promoted. *Journal of World Business*, 49(2), 236-244.
12. Cotterell, A., Lowe, R., & Shaw, I. (2006). *Leadership lessons from the ancient world: how learning from the past can win you the future (Vol. 20)*. John Wiley & Sons.
13. Day, D. V., & Sin, H. P. (2011). Longitudinal tests of an integrative model of leader development: Charting and understanding developmental trajectories. *The Leadership Quarterly*, 22(3), 545-560.
14. Dragoni, L., Tesluk, P. E., Russell, J. E., & Oh, I. S. (2009). Understanding managerial development: Integrating developmental assignments, learning orientation, and access to developmental opportunities in predicting managerial competencies. *Academy of Management Journal*, 52(4), 731-743.
15. Evans, C.J (2016). *Executive Physician Development*. In Viera, A. J., & Kramer, R. (eds). *Management and Leadership Skills for Medical Faculty* (pp.237-248).Springer US.
16. Evans, C.J (2016). *Thinking Strategically*. In Viera, A. J., & Kramer, R. (eds). *Management and Leadership Skills for Medical Faculty* (pp.201-214).Springer US.
17. Farber, B. A. (1998). Tailoring Treatment Strategies for Different Types of Burnout. Paper presented at the Annual Convention of the American Psychological

- Association (106th, San Francisco, CA, August 14-18, 1998).
18. Frone, M. R. (2000). Work-family conflict and employee psychiatric disorders: The national comorbidity survey. *Journal of applied psychology*, 85(6), 888.
 19. Frone, M. R., Barnes, G. M., & Farrell, M. P. (1994). Relationship of work-family conflict to substance use among employed mothers: The role of negative affect. *Journal of Marriage and the Family*, 1019-1030.
 20. Gabel, S. (2011). Ethics and values in clinical practice: whom do they help?. In *Mayo Clinic Proceedings* (Vol. 86, No. 5, pp. 421-424). Elsevier.
 21. Gahan, P., & Abeysekera, L. (2000). How do couples experience work-family conflict? The effect of role salience. Monash University.
 22. Greenhaus, J. H., & Beutell, N. J. (1985). Sources and conflict between work and family roles. *The Academy of Management Review*, 10, 76-88.7.
 23. Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
 24. Hollenbeck, G. P., McCall Jr, M. W., & Silzer, R. F. (2006). Leadership competency models. *The Leadership Quarterly*, 17(4), 398-413.
 25. Kinnunen, U., Vermulst, A., Gerris, J., & Mäkikangas, A. (2003). Work-family conflict and its relations to well-being: The role of personality as a moderating factor. *Personality and Individual Differences*, 35(7), 1669-1683.
 26. Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192-207.
 27. Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16(4), 591-615.
 28. MacCroy III, F. E. (2012). Explaining the Exceptions: Theory and Evidence on the Economic Behavior of IT Professionals. University of California, Irvine.
 29. Maslach, C., Schaufeli, W.B (1993). Historical and Conceptual Development of Burnout. *Professional burnout: Recent developments in theory and research*, 1-16.
 30. Maslach, C. (2001). What have we learned about burnout and health?. *Psychology & health*, 16(5), 607-611.
 31. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
 32. Mazerolle, S. M., Bruening, J. E., Casa, D. J., & Burton, L. J. (2008). Work-family conflict, part II: job and life satisfaction in National Collegiate Athletic Association Division IA certified athletic trainers. *Journal of Athletic Training*, 43(5), 513-522.
 33. Mihelič, K. K., & Tekavčič, M. (2013). Work-Family Conflict: A Review Of Antecedents And Outcomes. *International Journal of Management & Information Systems (IJMIS)*, 18(1), 15-26.
 34. Miscenko, D. (2017). Leader development: An identity-based perspective. *Disertasi Doktor*. The University of Western Australia.
 35. Montero-Marin, J., Prado-Abril, J., Demarzo, M. M. P., Gascon, S., & García-Campayo, J. (2014). Coping with stress and types of burnout: explanatory power of different coping strategies. *PloS one*, 9(2), e89090.
 36. Montgomery, A. J., Peeters, M. C. W., Schaufeli, W. B., & Ouden, M. D. (2003). Work-home interference among newspaper managers: Its relationship with burnout and engagement. *Anxiety, Stress, and Coping*, 16(2), 195-211.
 37. Ndeti, D. M., Pizzo, M., Maru, H., Ongecha, F. A., Khasakhala, L. I., Mutiso, V., et al. (2008). Burnout in staff working at the Mathari psychiatric hospital. *African Journal of Psychiatry*, 11, 199-203.
 38. Nielson, T. R., Carlson, D. S., & Lankau, M. J. (2001). The supportive mentor as a means of reducing work-family conflict. *Journal of vocational behavior*, 59(3), 364-381.
 39. Nuallaong, W. (2013). Burnout symptoms and Cycles of burnout: the Comparison with Psychiatric Disorders and Aspects of Approaches. In *Burnout for Experts* (pp. 47-72). Springer US.
 40. Nuosce, M. B. (2007). The relationship between role salience, work-family conflict, and women's managerial leadership practices (Doctoral dissertation, The University of Akron).
 41. Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel psychology*, 58(2), 367-408.
 42. Pascual, E., Perez-Jover, V., Mirambell, E., Ivañez, G., & Terol, M. C. (2003). Job conditions, coping and wellness/health outcomes in Spanish secondary school teachers. *Psychology & Health*, 18, 511-521.2.
 43. Peeters, M. C., Montgomery, A. J., Bakker, A. B., & Schaufeli, W. B. (2005). Balancing Work and Home: How Job and Home Demands Are Related to Burnout. *International Journal of Stress Management*, 12(1), 43.
 44. Peiró, J. M., & Rodríguez, I. (2008). Work stress, leadership and organizational health. *Papeles del Psicólogo*, 29(1), 68-82.
 45. Poelmans, S. A., Kalliath, T., & Brough, P. (2008). Achieving work-life balance: Current theoretical and practice issues. *Journal of Management & Organization*, 14(03), 227-238.
 46. Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. N. (2002). Benefits of multiple roles for managerial women. *Academy of management Journal*, 45(2), 369-386.
 47. Sann, U. (2003). Job conditions and wellness of German secondary school teachers. *Psychology & Health*, 18, 489-500.
 48. Schermuly, C. C., Schermuly, R. A., & Meyer, B. (2011). Effects of vice-principals' psychological empowerment on job satisfaction and burnout. *International Journal of educational management*, 25(3), 252-264.

49. Schaufeli, W. B. (2003). Past performance and future perspectives of burnout research. *SA Journal of Industrial Psychology*, 29(4), 1-15.
50. Schaufeli, W. B., Bakker, A. B., & Van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*, 30(7), 893-917.
51. Shirey, M. R. (2006). Authentic leaders creating healthy work environments for nursing practice. *American Journal of Critical Care*, 15(3), 256-267.
52. Straub, C. (2012). Antecedents and organizational consequences of family supportive supervisor behavior: A multilevel conceptual framework for research. *Human Resource Management Review*, 22(1), 15-26.
53. Tat, U., & Zeitel-Bank, N. (2013, June). Self-leadership development: The link between body, mind, and reflection. In *Active Citizenship by Knowledge Management & Innovation: Proceedings of the Management, Knowledge and Learning International Conference 2013* (pp. 183-189). ToKnowPress.
54. Thorsen, V. C., Teten Tharp, A. L., & Meguid, T. (2011). High rates of burnout among maternal health staff at a referral hospital in Malawi: A cross-sectional study. *BioMed Central Nursing*, 23, 9.
55. Wang, Y., Liu, L., Wang, J., & Wang, L. (2012a). Work-family conflict and burnout among Chinese doctors: the mediating role of psychological capital. *Journal of occupational health*, 54(3), 232-240.
56. Wang, Y., Chang, Y., Fu, J., & Wang, L. (2012b). Work-family conflict and burnout among Chinese female nurses: the mediating effect of psychological capital. *BMC public health*, 12(1), 915.
57. Yoon, H. J., Song, J. H., Donahue, W. E., & Woodley, K. (2010). *Penn State Leadership Competency Inventory™: A Comprehensive Approach for Developing and Validating Measurement*.