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The Effect of Emotional Intelligence and Adaptivity on Burnout Among Gen Z Employees at the Depok City Department of Education

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ABSTRACT
This study aims to analyze the influence of emotional intelligence and adaptability on burnout among Generation Z employees at the Depok City Education Office. Burnout is a state of exhaustion caused by prolonged work-related pressure, which may affect employees' psychological well-being and job performance. Therefore, this study was conducted to examine the relationship between these two factors and burnout levels within a government institution. This study employed a quantitative approach using an associative method. Data were collected by distributing questionnaires to 50 respondents. The data were subsequently analyzed to identify the influence of emotional intelligence and adaptability on burnout, both partially and simultaneously. This approach was used to obtain an empirical overview based on respondents' answers regarding the variables under investigation. The results indicate that emotional intelligence does not have a significant effect on burnout. Meanwhile, adaptability has a negative and significant effect on burnout, indicating that better adaptability is associated with lower levels of burnout. Based on the ANOVA table, the significance value of the simultaneous test was 0.449, which is greater than 0.05. Therefore, emotional intelligence and adaptability do not have a significant simultaneous effect on burnout. These findings are expected to serve as a consideration for the institution in improving human resource management and creating a work environment that supports the well-being of Generation Z employees.

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INTRODUCTION

Burnout is a psychological issue that requires attention in the workplace because it can affect both individual well-being and organizational performance. According to (Maslach & Leiter, 2016), burnout is a psychological response resulting from continuous stress and work pressure, characterized by emotional exhaustion, depersonalization, and a decline in personal accomplishment. Emotional exhaustion occurs when individuals feel drained of energy in coping with job demands, while depersonalization is manifested through cynicism or maintaining emotional distance from others. Meanwhile, a reduction in personal

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accomplishment is associated with feelings of inadequacy and ineffectiveness in completing tasks (Sari, 2023). (Ainul, A. K. S. A., 2025). Burnout can be influenced by various factors, such as excessive workload, an unsupportive work environment, an imbalance between work and personal life, and low engagement and job satisfaction Kurniawati (2025). Thes Burnout is a psychological issue that requires attention in the workplace because it can affect both individual well-being and organizational performance. According to (Maslach & Leiter, 2016), burnout is a psychological response resulting from continuous stress and work pressure, characterized by emotional exhaustion, depersonalization, and a decline in personal accomplishment. These conditions can lead to a decline in employee performance and job satisfaction (Arasyid, Suganda, & Muharam, 2025).

The issue of burnout is particularly relevant to study among Generation Z employees who are beginning to enter and navigate their professional lives amid a dynamic and ever-changing work environment. Job demands, changes in systems and technology, and the need to adapt to organizational culture can pose significant challenges for young employees. In the face of these conditions, an individual's ability to manage emotions and adapt to change becomes a crucial aspect that has the potential to help reduce the risk of burnout. Therefore, emotional intelligence and adaptability are two factors that must be considered in understanding the psychological state of Generation Z employees, particularly within government agencies such as the Depok City Education Office.

According to Cooper and Sawaf in Djihadah (2020), emotional intelligence is the ability to recognize, understand, and utilize emotions as a source of information and a guide in building interpersonal relationships. Emotional intelligence helps individuals manage their feelings, control their responses to stress, and maintain healthy interpersonal relationships in the workplace. Goleman, as cited Goleman dalam Ntountoulaki and Mitevska (2023), explains that emotional intelligence encompasses self-awareness, self-regulation, self-motivation, empathy, and social skills. These abilities enable employees to understand their emotional state, control their reactions when facing stress, and maintain motivation in completing their work. Thus, emotional intelligence can serve as a personal resource for coping with job demands and reducing the likelihood of emotional exhaustion.

In addition to emotional intelligence, adaptability also plays a role in dealing with the dynamics of the work environment. (Bhashanjaly, S., 2024) explains that adaptability is an individual's capacity to adjust to work situations, task demands, new problems, and changes in the organizational environment. According to Savickas & Porfeli dalam Hartung & Savickas (2023), adaptability relates to an individual's ability to cope with change by adjusting to tasks, the work environment, and changes, as well as by managing stress adaptively. Employees who can adapt to job demands, understand organizational rules, build relationships with coworkers, and respond flexibly to change are better equipped to handle work-related stress. Fitri dkk. (2023) also explain that Generation Z employees' adaptability is related to work experience, age, and the transition process from education to the workforce. Additionally, social support, emotional stability, opportunities for self-development, and work motivation are aspects that can support employees' adaptation process.

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Other studies have also highlighted the importance of these two factors in coping with work-related stress. (Pawestri and Wajdi, 2025) found that emotional intelligence and adaptability have a negative effect on work-related stress among Generation Z employees in the Surakarta region. (Shafa et al., 2022) demonstrated that emotional intelligence and adaptability have a positive effect on *employee engagement*. Furthermore, (Simanjuntak, Nofrianda, & Periantalo, 2024) found that emotional intelligence has a positive effect on employee performance, whereas burnout has a negative effect on performance. These various findings indicate that emotional intelligence and adaptability are related to an individual's ability to cope with stress, maintain work engagement, and sustain performance.

Nevertheless, research on burnout still needs to be expanded to account for different subject characteristics and organizational contexts. (Theresia, 2025) highlights the importance of studies that simultaneously examine the relationship between emotional intelligence and adaptability in the context of burnout among Generation Z. Previous research has also covered diverse contexts, such as college students, corporate employees, and Generation Z workers in specific regions. Therefore, this study aims to examine the influence of emotional intelligence and adaptability on burnout both individually and simultaneously among Generation Z employees at the Depok City Education Office. This context is a key focus of the study.

Based on the above discussion, this study aims to analyze the effect of emotional intelligence on burnout, the effect of adaptability on burnout, and the simultaneous effect of emotional intelligence and adaptability on burnout among Generation Z employees at the Depok City Education Office. The results of this study are expected to contribute to the development of human resource management research, particularly regarding personal factors related to burnout, and to serve as a basis for agencies to support the psychological well-being of employees and create a healthier work environment.

METHODS

This study employed a quantitative approach with an associative research design to examine the effects of emotional intelligence and adaptability on burnout among Generation Z employees at the Depok City Education Office. The study was conducted from June to August

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2026. The data consisted of primary data collected through questionnaires and secondary data obtained from research methodology books, scientific journals, and relevant previous studies.

The study population comprised Generation Z employees at the Depok City Education Office, with a sample of 50 respondents selected using a saturated sampling technique. The respondents were required to have been born between 1997 and 2012, to be currently employed, and to have at least six months of work experience. Data were collected using a five-point Likert-scale questionnaire, ranging from strongly disagree to strongly agree. The research instrument measured three variables: emotional intelligence as the first independent variable, adaptability as the second independent variable, and burnout as the dependent variable.

The data were analyzed using IBM SPSS. The analytical procedures included validity and reliability tests, classical assumption tests covering normality, multicollinearity, and heteroscedasticity, and multiple linear regression analysis. The coefficient of determination was used to assess the extent to which the independent variables explained variations in burnout. Hypotheses were tested using the t-test to examine the partial effects and the F-test to assess the simultaneous effects of emotional intelligence and adaptability on burnout, with a significance level of 0.05.

RESULTS AND DISCUSSION

Characteristics Respondents

The characteristics of the respondents in this study include gender, age, educational background, length of employment, and employment status. Based on data collected from 50 respondents at the Depok City Education Office, the respondent characteristics are described as follows.

In terms of gender, the respondents consisted of 29 females (58%) and 21 males (42%). These findings indicate that female respondents constituted the majority, although the proportions of male and female respondents were relatively balanced. Regarding age, 35 respondents (70%) were aged 19–25 years, while 15 respondents (30%) were aged 26–30 years. Therefore, the majority of respondents belonged to the 19–25 age group.

In terms of educational background, most respondents held a bachelor's degree (S1), accounting for 33 individuals (66%). Meanwhile, 14 respondents (28%) held a diploma qualification, and 3 respondents (6%) held a master's degree (S2). These findings indicate that most respondents had an undergraduate educational background.

Regarding length of employment, 24 respondents (48%) had worked for 1–3 years, 16 respondents (32%) had been employed for less than one year, and 10 respondents (20%) had worked for 4–5 years. This indicates that the largest group of respondents had 1–3 years of work experience.

In terms of employment status, the respondents consisted of 24 civil servants (PNS; 48%), 12 honorary employees (24%), 8 prospective civil servants (CPNS; 16%), and 6 government employees under employment agreements (PPPK; 12%). Civil servants (PNS) therefore represented the largest employment-status group among the respondents.

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Overall, these characteristics provide an overview of the 50 respondents who participated in this study on emotional intelligence, adaptability, and burnout among Generation Z employees at the Depok City Education Office.

Validity Test

Table 1. Validity Test Y (Burnout)

R Arithmetic	R Table	Information
0,334	0,2787	Valid
0,579	0,2787	Valid
0,698	0,2787	Valid
0,791	0,2787	Valid
0,541	0,2787	Valid
0,789	0,2787	Valid
0,660	0,2787	Valid
0,772	0,2787	Valid
0,765	0,2787	Valid

*) data source 2026

Based on the results of the validity test conducted using the Pearson Product-Moment method, as shown in Table 1, it was found that the items in variable Y had a calculated r value greater than the table r value of 0.2787. Thus, it can be concluded that all items in variable Y are valid and suitable for use as a research instrument.

Table 2. Validity Test X1 (Emotional Intelligence)

R Arithmetic	R Table	Information
0,370	0,2787	Valid
0,852	0,2787	Valid
0,750	0,2787	Valid
0,766	0,2787	Valid
0,889	0,2787	Valid
0,845	0,2787	Valid

*) data source 2026

Based on the validity test results in Table 2, it can be seen that all statement items have a calculated r value greater than the table r value (0.2787). These results indicate that each statement item meets the validity criteria 523ndi s therefore deemed capable of accurately measuring variable X1. Consequently, each statement item is considered valid and suitable for use as a research instrument.

Table 3. Validity Test X2 (Adaptability)

R Arithmetic	R table	Information
0,796	0,2787	Valid
0,809	0,2787	Valid
0,888	0,2787	Valid
0,804	0,2787	Valid
0,827	0,2787	Valid

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R Arithmetic	R table	Information
0,783	0,2787	Valid
0,831	0,2787	Valid
0,853	0,2787	Valid

*) data source 2026

Based on the data analysis results in Table 3, the validity test results for variable X2 show that the calculated r values for all statement items are greater than the table r value of 0.2787. Based on these findings, each statement item meets the validity requirements and is capable of measuring variable X2 in accordance with the research objectives. Thus, each statement item is considered valid and suitable for use as a research instrument.

Reability Test

Table 4. Reability Test

Variable	Cronbach Alpha	R	Keterangan
Burnout (Y)	0,844	0,60	Reliable
Emotional Intellegion (X_1)	0,834	0,60	Reliable
Adaptabillity (X_2)	0,931	0,60	Reliable

*) data source 2026

Based on the reliability test results, the Burnout variable (Y) had a Cronbach's Alpha value of 0.884; this value is greater than the minimum threshold of 0.60, so it can be concluded that the research instrument has a good level of internal consistency because it meets the reliability criteria.

Furthermore, the Emotional Intelligence variable (X1) yielded a Cronbach's Alpha value of 0.834; this result indicates a high level of reliability. This value demonstrates that the instrument used has a good level of reliability because it meets the reliability criteria.

Meanwhile, the Adaptability variable (X2) yielded a Cronbach's Alpha value of 0.931; this result indicates a very high level of reliability, meaning that each item in the Adaptability variable demonstrates that the instrument used has a good level of reliability because it meets the reliability criteria.

Normality Test

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.47525814
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.066
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200[c]

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Based on the results of the normality test in Table 4.10 using the One-Sample Kolmogorov-Smirnov Test, a Sig. (2-tailed) value of 0.200 > 0.05 was obtained; therefore, the data are normally distributed. Thus, the assumption of normality has been met, so the regression model satisfies one of the requirements for further analysis. The histogram for the normality test in this study is as follows.

Multicolinearity Test

Table 6. Multicolinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	25.370	5.613		4.520	.000		
	Kecerdasan Emosional (X1)	.359	.304	.237	1.181	.244	.511	1.956
	Kemampuan Beradaptasi (X2)	-.278	.238	-.235	-1.171	.247	.511	1.956

a. Dependent Variable: Burnout (Y)

*) data source 2026

Based on the results of the analysis in Table 4.11, the Tolerance values for X1 (0.511) and X2 (0.511) > 0.100. Meanwhile, the VIF values for X1 (1.956) and X2 (1.956) are < 10.00; therefore, it can be concluded that the regression model does not exhibit multicollinearity.

Multiple Linear Regression Analysis

Table 7. Coefficients Regrecy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.580	5.827		5.076	.000
	Kecerdasan Emosional (X1)	.585	.326	.436	1.793	.083
	Kemampuan Beradaptasi (X2)	-.580	.254	-.555	-2.282	.030

a. Dependent Variable: Burnout (Y)

*) data source 2026

Based on Table 4.12, the results of the data analysis above yield the following regression equation:

$$Y = 29.580 + 0.585X1 - 0.580X2$$

The coefficients of this multiple linear regression equation can be interpreted as follows:

α = 29.580 indicates that if the variables X (Emotional Intelligence and Adaptability) are assumed to have a value of 0 (zero) or remain unchanged, then the burnout score (Y) is estimated to be 29.580.

b1 = 0.585 indicates the regression coefficient for the emotional intelligence variable (X1), meaning that every 1-unit increase will raise the burnout score by 0.585.

b2 = -0.580 indicates the regression coefficient for the adaptability variable (X2), meaning that a 1-unit increase will decrease the burnout level by -0.580. The negative sign in the

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regression coefficient indicates an inverse relationship between adaptability and burnout; thus, the better an employee's adaptability, the lower their burnout level.

Determination Coefficient Test

Table 8. Coefficient Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.392[a]	.154	.095	6.064

*) data source 2026

Based on the results of the data analysis above, the percentage of variance in the burnout variable (Y) that can be explained by the variables emotional intelligence (X1) and adaptability (X2) is 15.4% (0.154), while the remaining 84.6% is explained by other variables outside the regression model, such as workload, work environment, job satisfaction, organizational support, role conflict, work-related stress, and other factors not included in the research model.

T Test (Partial)

Table 9. Test T

Coefficients[a]						
Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	25.370	5.613		4.520	.000
	Emotional Intellegion (X1)	.359	.304	.237	1.181	.244
	Adaptility (X2)	-.278	.238	-.235	-1.171	.247

*) data source 2026

Based on the results of the analysis in Table 4.14, for emotional intelligence (X1), the calculated t-value (1.181) is less than the critical t-value (2.01063) and the p-value (0.244) is greater than 0.05; therefore, it is concluded that emotional intelligence has a significant negative effect on burnout (Y).

Furthermore, for adaptability (X2), the calculated t-value (-1.171) is less than the critical t-value (2.01063), and the p-value (0.247) is greater than 0.05; therefore, it is concluded that adaptability has a negative and significant effect on burnout (Y).

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F Test (Simultant)

Table 10. F Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.161	2	35.580	.814	.449[b]
	Residual	2054.519	47	43.713		
	Total	2125.680	49			

*) data source 2026

Berdasarkan hasil analisis tabel 4.15, didapatkan nilai F hitung (0,814) < F tabel (4,047) dan Sig (0,449) > 0,05, maka disimpulkan bahwa variabel kecerdasan emosional (X_1) dan kemampuan beradaptasi (X_2) secara simultan berpengaruh negatif dan signifikan terhadap burnout (Y).

The Effect of Emotional Intelligence on Burnout

Based on the results of the partial hypothesis testing, emotional intelligence did not show a significant effect on burnout among Gen Z employees at the Depok City Department of Education. These results indicate that the employees' level of emotional intelligence has not yet been a major factor in reducing the level of burnout they experience. In other words, employees' ability to recognize, manage, and control their emotions has not yet had a meaningful impact on the onset of work-related burnout.

The Effect of Adaptability on Burnout

The results of the partial hypothesis testing show that adaptability has a negative and significant effect on burnout among Gen Z employees at the Depok City Education Office. This means that the higher an employee's ability to adapt to changes in the work environment, job demands, and organizational developments, the lower the level of burnout they will experience.

The Influence of Emotional Intelligence and Adaptability on Burnout

Based on the results of the simultaneous hypothesis testing, emotional intelligence and adaptability together have a significant influence on burnout among Generation Z employees at the Depok City Department of Education. This indicates that these two variables jointly contribute to explaining the level of burnout experienced by employees. These results suggest that burnout is a condition influenced by many factors. Although emotional intelligence alone does not have a significant effect, the presence of emotional intelligence combined with adaptability still contributes to a reduction in burnout.

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CONCLUSION

This study was conducted to identify and analyze the influence of emotional intelligence and adaptability on burnout among Generation Z employees at the Depok City Department of Education. Based on data analysis and discussion, emotional intelligence does not have a significant influence on the level of burnout among Generation Z employees at the Depok City Department of Education. This indicates that employees' ability to recognize, manage, and control their emotions is not yet a primary factor determining the high or low levels of burnout they experience. Adaptability has a negative and significant effect on burnout among Generation Z employees at the Depok City Education Office. This means that the better employees are at adapting to changes in the work environment, job demands, and organizational developments, the lower their perceived burnout levels will be. Simultaneously, emotional intelligence and adaptability have a significant effect on burnout among Generation Z employees at the Depok City Education Office. These findings indicate that these two variables together can explain variations in burnout, although adaptability has a more dominant contribution than emotional intelligence in this study.

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