

The Effect of Psychological Empowerment on Self-Efficacy, Burnout, Emotional Intelligence, Job Satisfaction, and Individual Performance

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Abstract:

The purpose of this study was to examine and explain the direct relationship effect of psychological empowerment on individual performance, the direct relationship effect of psychological empowerment on self-efficacy, burnout, emotional intelligence, and job satisfaction. In addition, it also aimed at explaining the effect of psychological empowerment on individual performance through self-efficacy, burnout, emotional intelligence, and job satisfaction. The population of this study consisted of 563 tour guides. Sample was chosen based on stratified proportionate random sampling technique, as members of the population in this study are stratified based on the license they have namely junior, intermediate, and senior. This study was a survey because the data was collected by a questionnaire distributed to 150 guides as respondents. Data was analyzed using descriptive analyses employing SPSS version 20.0, and inferential analyses employing Generalized Structured Component Analysis (GSCA). The results of this study confirm that out of 15 hypotheses proposed in this study, 12 hypotheses are accepted or result in significant effects, and 3 hypotheses are rejected result in non-significant effects, namely (a) self-efficacy on burnout, (b) burnout on emotional intelligence, and (c) burnout on job satisfaction. The results provide a comprehensive contribution associated with the activity of tour guides and tourism service in West Nusa Tenggara.

Keywords: *psychological empowerment, self-efficacy, burnout, emotional intelligence, job satisfaction, and individual performance*

1. INTRODUCTION

The survey of the World Economic Forum in 2012 signaled that the overall competitiveness of Human Resources (HR) in Indonesian tourism needs to be improved in order to accelerate the growth of national tourism, given Indonesia's tourism human resources ranks 40th of 139 countries in the world. Human resources competitiveness will affect the quality of service, because the continuity of tourism lies in qualified pre-service. Vucetic (2012) has empirically proven that the quality of a service provided is highly determined by competitive advantages.

Human resources, especially tour guides, are the frontline for the success of tourism sector in Indonesia. Various efforts have been done by the government to improve the quality of service by providing trainings on competency standards and licensing for tour guides. The issuance of the Act Number 10 Year 2009 on Tourism offers assurance and legal standards of services, in the form of competence to gain by tour guides, in which there is a set of knowledge, skills, and behaviors to master and to practice by tourism professionals to develop their professionalism. In addition to Indonesia, several countries have realized that the tourism sector in the future will experience tougher competition, so formal training and licensing for tour guides are also imposed by Britain, France, Fiji, China, Cyprus, Thailand, India, Singapore, Korea; and Canada has had its tour guides trained and licensed since 1996 (Salazar, 2005).

In 2012, tour guides in West Nusa Tenggara Province showed such high interest to join trainings and met competency standards to obtain the license, as compared to 2010 in which of 220 tour guides listed at that time almost 50% of the tour guides did not follow trainings and competency standards, meaning that they did not have official license as a tour guide from the competent authority (Antara, 2010). In 2012, as many as 563 tour guides joined trainings and met competency standards and were licensed, 437 tour guides or 77.62% could speak English, 40 tour guides or 7.10 % could speak German, 25 tour guides or 4.44% could speak Italian, 15 tour guides or 2.67% could speak Dutch, 15 tour guides or 2.67% could speak French, 11 tour guides or 1.95 % could speak Japanese, 8 tour guides or 1.42 % could speak Spanish, 5 tour guides or 0.89% could speak Korean, 5 tour guides or 0.89% could speak Russian, and 2 people or 0.35% could speak Chinese.

The development of tourism in the Province of West Nusa Tenggara has increased significantly in the last three years starting in 2009 until 2011. The highest visits were by local tourists, as many as 522,685 people or 60.60%, and by foreign tourists, as many as 364,195 people or 39.40%. The visits by foreign tourists by country were as follows (1) Australia, as many as 112,847 people or 12.840%, (2) America, as many as 84,101 or 9.569%, and (3) Europe, as many as 505.116 or 57.473% as the top three countries. The majority of foreign tourists visiting West Nusa Tenggara from Europe included the followings: Germany, France, UK, Netherlands, Italy, Switzerland, Denmark, Austria, Spain, Sweden, and Norway. The number of tourists visiting West Nusa Tenggara was 176,817 or 20.118%, mostly from Japan, South Korea, Singapore, Thailand, Malaysia, China, and Hong Kong. The majority of guides in West Nusa Tenggara can speak English; it may be due to the fact that most foreign tourists visiting West Nusa Tenggara in the last three years mostly speak English, such as from Australia, USA, UK, Singapore, Switzerland, Denmark, Thailand, and Malaysia. Consequently, mastery of English is perceived by the tour guides as very promising.

There has been an increase in the number of tourists visiting West Nusa Tenggara in the past three years, not only from English speaking countries but also from other countries using French, Dutch, Japanese, Spanish, Korean, and Mandarin. Such situation can lead to positive implications for quality of service, since the ratio between the numbers of guides with the guests being served is still below the ideal of 1:20; thus, the task of guiding guests can be done well by guides who speak English. Overload tasks will not occur and tour guides will stay fit, be able to develop confidence, have stable emotional intelligence, and perceive an increase in job satisfaction. Negative implications, however, may happen when the in number of tour guides mastering foreign languages is less than the average number of tourists visiting the area, and this may affect the quality of service, because this exceeds the ideal ratio of 1:20 for 10 to 12 hours a day for in-group tourists, and 2-10 people a day for individual tourists (Kontan, 2010).

As many as 524 tour guides or 93.07% in NTB are freelance, a lot more when compared with tour guides working as fulltime guides at a travel, which is only 6.93% or 39 people. This means that more tour guides in West Nusa Tenggara prefer to work independently, as this lets them to directly receive orders from tourists, not necessarily from a travel agency. The question arises is then whether tour guides in West Nusa

Tenggara are professional. For that, we need a comprehensive study on psychological empowerment of tour guides in West Nusa Tenggara.

Sarwar and Khalid (2011) have done a number of studies on psychological empowerment in a banking sector in Lahore Pakistan. Kim, Losekoot & Milne (2012) conduct a study on 108 employees of 19 restaurants in the United States, while Meyerson & Dewettinck (2012) study 226 employees of telecommunications companies in the United States.

One thing that cannot be separated from the work of tour guides is burnout, given the high mobility at work in serving guests or tourists, especially during the high season. Burnout experienced by people who work in the field of social services such as education, health, and social sector includes emotional exhaustion, low sense of personal accomplishment, and depersonalization (Freudenberger, 1974). Several researchers have done survey on burnout previously; for nurses, it has been conducted by Swider and Zimmerman (2010); for teachers, it has been conducted by Shukla and Trivedi (2008); for services providers, such as for female professionals (Poulin & Walter, 1993), and for attorneys by Jackson *et al.* (1986). Yagil (2006), and Greco *et al.* (2006), and Nature (2010) have held empirical research on the relationship of burnout and emotional intelligence. Kounenou & Demerouti (2012) investigate the relationship between burnout and employee performance.

Overcoming burnout is not easy, except for those who have self-efficacy; Baron and Byrne (1991) confirm that self-efficacy serves as an evaluation tool of the ability or competence of a person to perform a task in order to achieve certain goals and to overcome barriers they experience. Furthermore, Bandura (1997) says that self-efficacy can affect a person's effort or individual's self-endurance to face difficulties and solve problems; individuals with high self-efficacy tend to see a difficult task as a challenge. Field research on self-efficacy has been done before by Maharani (2011) and Aftab Shah and Mehmood (2012).

Individual performance is not only about doing tasks perfectly, but also about the ability to control and manage one's self as well as about the ability to build relationships with others (Mayer *et al.*, 2004). These capabilities, called emotional intelligence by Goleman (2000), contribute 80% to someone's success, while the rest 20% is determined by Intelligence Quotient. Research related to emotional intelligence has been done by Jorfi, Jorfi, and Moghadam (2010); Yadav (2011); Thomas *et al.*, (2012); and Shahhosseini *et al.*, (2012).

Job satisfaction is a part of life satisfaction, not to exclude for tour guides—if they are satisfied with their work, then there is a tendency that they will improve their performance. Gibson, Ivancevich, and Donnelly (2010) describe the reciprocal relationship between performance and job satisfaction. Research related to job satisfaction has been done previously by Crossman and Zaki (2003); Ahmad, Khurshed, and Shah (2010); and Almutairi *et al.* (2013).

This research is important in a way that it can provide a comprehensive contribution associated with particular services provided by tour guides in West Nusa Tenggara. Through this study, new knowledge is being developed through several variables, among others: psychological empowerment, developed based on the theory of Jenkins (1996); self-efficacy, developed based on the theory of Pervin & John (1997); and emotional intelligence, developed based on the theory of Goleman (2000). The development of these variables results in three new relationships in the model of this study, namely: (a) the relationship between psychological empowerment and self-efficacy, (b) the relationship between psychological empowerment and emotional intelligence, and (c) the relationship between self-efficacy and emotional intelligence.

The originality of this study is in the new relationship between the three variables, namely the relationship of psychological empowerment and self-efficacy, the relationship of psychological empowerment and emotional intelligence, and the relationship of self-efficacy and emotional intelligence. In addition, this study also sees these issues in a holistic manner, in contrast to previous studies, which tend to see these issues individually. Therefore, the research problem is formulated as follows “How can psychological empowerment be developed to enhance self-efficacy, emotional intelligence, job satisfaction, individual performance, and to reduce burnout, especially for tour guides in West Nusa Tenggara Province?”

2. LITERATURE REVIEW

The Relationship of Psychological Empowerment with Self-Efficacy, Burnout, Emotional Intelligence, Job Satisfaction, and Individual Performance

Spreitzer (1995) describes psychological empowerment as the way a person perceives himself or herself at workplace and the degree to which a person would be able to form a work role. Psychological empowerment is a variable that reflects the perceived level of employee empowerment (Conger and Kanungo, 1988; Spreitzer *et al.*, 1997). Riniwati (2011: 2) asserts that "empowerment is a process that offers greater autonomy and decision-making to workers in all factors related to their work". This suggest that the process of granting greater autonomy and decision-making is given to someone as having competence or professionalism in the field of work, and the whole process will help the person to optimize their performance in conducting tasks, along with greater responsibility offered. Thus, empowered person will have the feeling of overload at work. Schaufeli, Maslach, and Marek (1993) find that excessive workload can be one of the factors that lead to burnout.

Self-efficacy refers to self-knowledge, which will influence the lives of people (Ghufran and Risnawita, 2012), since self-efficacy will influence someone in determining actions to be taken to achieve certain goals, including estimates of the various events that the person will encounter. Bandura (1986) argues that self-efficacy is a perception or subjective assessment of one's ability to organize himself or herself, and to decide on the actions needed to achieve the desired type of performance. The main source of information to support the growth of self-efficacy is the experience of success, because it is based on personal experience as individuals in the form of real successes and failures (Ghufran and Risnawita, 2012). Success will raise self-efficacy on individuals, while failure will do the vice versa (Bandura, 1997). Such experience is presumably related to indicators of psychological empowerment impact on the extent to which individuals can affect their performance (Spreitzer, 1995).

Spreitzer (1995) suggests that empowerment is basically a motivational process in which individuals feel themselves as more capable. Furthermore, Jenkins (1996) states that empowerment is important in a way that it can make people do things that they previously could not do, including the ability to recognize emotions, manage emotions, motivate oneself, recognize emotions in others, and to build relationships with others, known as emotional intelligence (Goleman, 2000).

Thomas and Velthouse (1990) assert that an important prerequisite of job satisfaction is the degree of a person to get a personally meaningful job. Kreitner and Kinicki (2005) confirm that the level of job satisfaction is based on the reality faced and accepted by someone as an impact of the effort he or she has taken. Spreitzer *et al.* (1997) have shown that an effect or impact is part of psychological empowerment positively related to job satisfaction.

Newstrom and Davis (1997) believe that empowerment is a process that provides greater autonomy to human resources through the provision of relevant information, the existence of control and decision-making that may affect the results of job performance. Empirically, Meyerson and Dewettinck (2012) have proven the existence of a significant difference on the levels of employee performance before and after empowerment.

Malliarou, Moustaka and Konstantinidis (2008) argue that nowadays burnout is increasingly found in the workplace. Most burnout is found in people whose profession is associated with community service (teachers, therapists, doctors, nurses, midwives, police, and social workers); they are frustrated at the inability to provide good and optimal assistance to the people.

Maslach (1982) state that burnout is not only due to stress, but also to other factor of individual characteristics, work environment, and emotional bond with customers. Emotional bond, in which during the provision of service both the service providers and the customers are forming emotional relationship, may lead to pressure as there is an expectation and responsibility to provide positive reinforcement or satisfaction for both parties, or the vice versa (Freudenberger, 1974). This may affect the realization of ability to effectively manage emotions that will affect relationships with others, and is commonly known as emotional intelligence (Mayer and Salovey, 1990). According to Babakus *et al.* (1999), burnout can be interpreted as exhausted and can determine job satisfaction—such a positive or negative attitude individuals perceived about their work (Greenberg and Baron, 2003). Furthermore, Maslach and Jackson (1981) describe a model of burnout as emotional exhaustion, depersonalization, and a feeling of decreased personal accomplishment. Overcoming burnout is not easy, except for those who have high self-efficacy. This is in line with the argument

of Baron and Byrne (1991), stating that that self-efficacy serves as an evaluation tool of the ability or competence of a person to perform a task in order to achieve certain goals and to overcome barriers—these refer to burnout—they experience.

Self-efficacy is an individual assessment or subjective perception of the ability to organize himself or herself and decide the actions needed to achieve the desired performance (Bandura, 1986). The assessment is subjective because it emphasizes only on individual's beliefs as a result of their perceptions about their capabilities. That belief can determine how individuals behave, think, and how they will react emotionally to certain situations. Patton (1998) asserts that individuals who have the emotional intelligence will be able to face challenges and will be a responsible, productive, and optimistic human being to face and solve problems, in which these all will make a person to be more confident about his or her ability (self-efficacy) to do a job. Feist and Feist (1998) state that self-efficacy is individual's beliefs about his or her ability to perform a particular task or action required and this is to be successfully performed. The reality faced and accepted as compensation of efforts and energy given is known as job satisfaction (Kreitner & Kinicki, 2005).

Basically, self-efficacy is not specific to certain individuals because this is a general concept. Bandura (1997) argues self-efficacy is a common capability consisting of aspects of cognitive, social, emotion, and behavior, and individuals must be able to manage these aspects to achieve certain goals. However, Bandura (1997) reminds us that self-efficacy is a multi-purpose instrument because this concept is not only related to ability, but is also able to grow belief that individuals can do various things under various circumstances. In other words, self-efficacy serves as generators of human ability to do things in order to achieve the expected results or performance both in quality and quantity.

Harrison (1997) states that emotional intelligence is the foundation of one's ability to control their emotions and feelings, to sympathize with others, and to deal in such a right manner when it relates to emotional bond. Therefore, emotion creates a very important role in interpersonal situations and acts as the main source to create an emotional reaction such as happiness, sadness, satisfaction, etc (Latimer *et al.*, 2007). McClelland (1974) states that innate academic abilities, grades, and educational background do not guarantee that one will perform well at work or will be successful in life. Instead, McClelland states that a set of specific skills, such as empathy, self-discipline, and initiative, are the things people need to achieve outstanding success; these factors are called as emotional intelligence.

Lu, While, and Barriball (2005) assert that job satisfaction and performance is an interesting topic among practitioners and researchers; as job satisfaction and performance is crucial in increasing productivity (Smith, 2000). Some literature related to job satisfaction shows that job satisfaction is one of the major determinants of performance of both individuals and organizations (Angle and Perry, 1981; Riketta, 2002; and Laschinger *et al.*, 2001). Levy (2003) states that job satisfaction leads to better performance, to decreased intention to change job, and to behavioral changes. Gibson, Ivancevich, and Donnelly (2010) describe the reciprocal relationship between performance and job satisfaction. On the one hand, job satisfaction leads to improved performance—if a person is satisfied with the job he or she is doing, he or she will show good performance. On the other hand, it is also possible that job satisfaction emerges due to good performance—if a person performs well, he or she will gain job satisfaction.

3. RESEARCH METHODOLOGY

The study took place in West Nusa Tenggara Province. This province was chosen as it had been established as one of the 10 new tourist destination areas outside of Java and Bali by the central government of Indonesia. The population in this study consisted of all tour guides in West Nusa Tenggara Province having followed the competence standards training and held a license. The population in this study consisted of 563 people. The sampling technique used in this study was stratified proportionate random sampling, as members of the population have stratified levels of licenses such as junior and senior.

This study was a survey because the data collected using questionnaire distributed to 150 tour guides as respondents. The questionnaire employed the Likert scale. Data was analyzed using descriptive analyses and inferential analyses employing Generalized Structured Component Analysis (GSCA) software.

4. RESULTS AND DISCUSSION

Descriptive Analyses

This study used six variables, namely psychological empowerment, self-efficacy, burnout, emotional intelligence, job satisfaction, and individual performance. These six variables were measured using 24 indicators and 48 items.

Psychological empowerment variable was formed based on four indicators, namely meaningfulness, competence, self-determination, and impact. Respondents' highest perceptions were for meaningfulness, with a mean value of 4.53. Respondents perceived competence with a mean value of 4.52. Respondents perceived impact with a mean value of 4.46. Self-determination was perceived the least compared to the three indicators to measure psychological empowerment, with a mean value of 4.27; this indicates that in order to obtain comprehensive psychological empowerment, individuals are expected to increase their self-determination.

Self-efficacy variable was formed using three indicators of confidence in dealing with difficulty levels of tasks, generalizing tasks, and belief in power of doing tasks. Respondents' highest perception was on belief in power of doing tasks, with a mean value of 4.43. Respondents perceived confidence in dealing with difficulty levels of tasks with a mean value of 4.37. Generalizing tasks was perceived the least compared to the two indicators to measure self-efficacy, with a mean value of 4.31. This indicates that in order to obtain comprehensive self-efficacy, individuals are expected to increase their ability in generalizing tasks.

Burnout variable was formed using four indicators of physical fatigue, emotional exhaustion, depersonalization, and decreased personal accomplishment. Respondents' highest perception was on depersonalization, with a mean value of 4.11. Respondents perceived emotional exhaustion with a mean value of 4.05. Physical exhaustion was perceived the least compared to the two indicators to measure burnout, with a mean value of 3.79. This indicates that in order to reduce burnout, individuals are expected to manage physical fatigue and emotional exhaustion better.

Emotional intelligence variable was formed using five indicators of self-awareness, self-regulation, self-motivation, empathy, and social skills. Respondents' highest perception was on self-motivation, with a mean value of 4.53. Respondents perceived self-awareness with a mean value of 4.49. Respondents perceived self-regulation and social skills with a mean value of 4.47. Empathy was perceived the least compared to the four indicators to measure emotional intelligence, with a mean value of 4.41. This indicates that in order to obtain comprehensive emotional intelligence, individuals are expected to increase their empathy.

Job satisfaction variable was formed using five indicators of income, work, promotion, supervision, and co-workers. Respondents' highest perception was on income, with a mean value of 4.54. Respondents perceived work with a mean value of 4.51. Respondents perceived promotion with a mean value of 4.50. Respondents perceived supervision with a mean value of 4.45. Supervision was perceived the least compared to the four indicators to measure job satisfaction, with a mean value of 4.38. This indicates that in order to obtain comprehensive job satisfaction, supervision must be increased. This indicates that in order to improve individual performance as a whole, quantity must be increased.

Inferential Analysis

Inferential analysis in this study is seen from the structural model assessment and hypotheses to determine the relationship between latent variables previously set based on data observation and goodness of fit overall model on the value of the estimated path coefficients and the value of the critical point (CR*) significant at α 0.05 processed using GSCA.

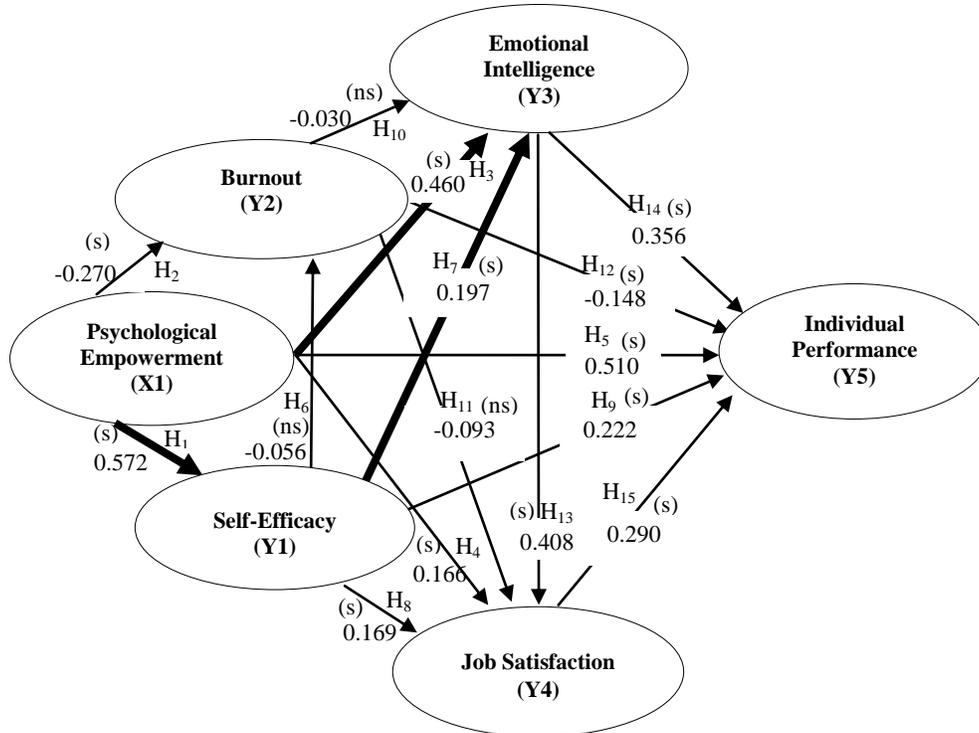
From fifteen direct influence between latent variables, there were 12 significant effects, as follows (a) psychological empowerment has a significant positive effect on self-efficacy; (b) psychological empowerment has a significant negative effect on burnout; (c) psychological empowerment has a significant positive effect on emotional intelligence; (d) psychological empowerment has a significant positive effect on job satisfaction; (e) psychological empowerment has a significant positive effect on individual performance; (f) self-efficacy has a significant positive effect on emotional intelligence; (g) self-efficacy has a significant positive effect on job satisfaction; (h) self-efficacy has a significant positive effect on individual performance; (i) burnout has a significant positive effect on individual performance; (j) emotional intelligence has a significant positive effect on job satisfaction; (k) emotional intelligence has a significant positive effect on individual performance; and (l) job satisfaction has a significant positive effect on individual performance.

The rest three variables have a non-significant effect, namely (a) self-efficacy has a non-significant effect on burnout; (b) burnout variable has a non-significant effect on emotional intelligence; and (c) burnout has a non-significant effect on job satisfaction variables.

Hypothesis Testing

The overall results of direct influence between latent variables based on the results of analyses can be seen in Figure 1.

Figure 1. Path Coefficient Diagram and Hypothesis Testing



Note:

1. ns = non-significant, s = significant.
2. thin black line shows a relationship between variables that have been studied by previous researchers
3. thick black line shows a relationship between variables studied in this present study
4. H₁ to H₁₅ is a hypothesis

The result of the analysis in Figure 1 shows that psychological empowerment has a significant positive effect on self-efficacy—meaning that the higher the level of psychological empowerment the guides perceive, the higher the level of confidence in their self-efficacy will be. This relationship is a new finding in this study. This study confirms and extends the theory of psychological empowerment by Thomas and Velthouse (1990); Spreitzer (1995); Jenkins (1996); and the theory of self-efficacy by Feist and Feist (1998).

The result of the analysis in Figure 1 shows that psychological empowerment has a significant negative effect on burnout—meaning that the higher the level of psychological empowerment perceived by tour guides, the lower the level of burnout they will experience. These results differ from the theory presented by Schaufeli, Maslach and Marek (1993); and Santrock (2003) on the theory of burnout. Nevertheless, the result of this study confirms and extends the results of the studies conducted by Yagil (2006); and Nature (2010), and in contrast to the results of the study conducted by Greco *et al.*, (2006).

The result of the analysis in Figure 1 shows that psychological empowerment has a significant positive effect on emotional intelligence; this indicates that the higher the level of psychological empowerment perceived by tour guides, the higher the level of emotional intelligence the guides will

experience. This relationship is a new finding in this study. The result confirms and extends the theory of emotional intelligence by Goleman (2003); and the theory of psychological empowerment by Jenkins (1996).

The result of the analysis in Figure 1 shows that psychological empowerment has a significant positive effect on job satisfaction—meaning that the higher the level of psychological empowerment perceived by tour guides, the higher the level of job satisfaction they feel. The result confirms and extends the theory of job satisfaction proposed by Robbins (2006); and the results of this study confirm and extend the results of the research that has been done before by Tsai *et al.* (2010); and Sarwar and Khalid (2011).

The result of the analysis in Figure 1 shows that psychological empowerment has a significant positive effect on job satisfaction—meaning that the higher the level of psychological empowerment perceived by tour guides, the higher the level of individual performance they will show. The result of this study confirms and extends the results of previous research conducted by Kim *et al.* (2011); and Meyerson and Dewettinck (2012).

The result of the analysis in Figure 1 shows that self-efficacy has a non-significant and negative effect on burnout—meaning that the higher the level of self-efficacy, the lower the level of burnout, yet it is not supported by the existing empirical data. The result of this study confirms and extends the results of previous research conducted by Maharani (2011); and Aftab, *et al.* (2012). However, this result differs from the burnout theory by Feist and Feist (1998), and the theory by Baron and Byrne (1991) on self-efficacy.

The result of the analysis in Figure 1 shows that self-efficacy has a significant positive effect on emotional intelligence—meaning that the higher the level of self-efficacy, the higher the level of emotional intelligence. This relationship is a new finding in this study. The result of this study confirms and extends the theory of self-efficacy by Pervin and John (1997); and the theory of emotional intelligence by Mayer and Salovey (1990).

The result of the analysis in Figure 1 shows that self-efficacy has a significant positive effect on job satisfaction—meaning that the higher the level of self-efficacy, the higher the level of job satisfaction experienced by tour guides in West Nusa Tenggara. The result of this study confirms and extends the theory proposed by Feist and Feist (1998) on self-efficacy, and also confirms and extends the research results done by Klassen and Chiu (2010); Adebomi, Olufunke & Oluyemisi (2012); and Stephanou, Gkavras and Doukeridou (2013).

The result of the analysis in Figure 1 shows that self-efficacy has a significant positive effect on individual performance—meaning that the higher the level of self-efficacy, the higher the level of individual performance shown by tour guides in West Nusa Tenggara. The result of this study confirms the theory of self-efficacy by Bandura (1986) and the research results by Khurshid *et al.* (2012).

The result of the analysis in Figure 1 shows that burnout has a non-significant negative effect on emotional intelligence. This indicates an inverse relationship between burnout and emotional intelligence—the higher the level of burnout felt by tour guides, the lower the level of emotional intelligence they experience. The result of this study differs from the burnout theory by Banughopan (2006), and the results of research conducted by Thomas *et al.* (2012).

The result of the analysis in Figure 1 shows that burnout has a non-significant negative effect on job satisfaction—meaning that the higher the level of burnout experienced by guides in West Nusa Tenggara, the lower the level of job satisfaction they experience. The result of this study differs from the burnout theory by Babakus *et al.* (1999), and the results of research conducted by Matin, Kalali, and Anvari (2012); and Sharma, Verma and Malhotra (2010).

The result of the analysis in Figure 1 shows that burnout has a non-significant negative effect on individual performance—indicating that the higher the level of burnout experienced by guides in West Nusa Tenggara, the lower the level of individual performance they show. The result of this study differs from the burnout theory by Cordes and Dougherty (1993), and Maslach (2001). However, this result confirms and extends the research conducted by Kounenou and Demerouti (2012); and Gorji & Vaziri (2011).

The result of the analysis in Figure 1 shows that emotional intelligence has a significant positive effect on job satisfaction—meaning that the higher the level of emotional intelligence experienced by the tour guides in West Nusa Tenggara, the higher the level of job satisfaction they perceive. The result of this study is consistent with the emotional intelligence theory by Harrison (1997), and the theory of job satisfaction by Latimer *et al.* (2007). The result also confirms and extends the findings by Nature (2009); Yadav (2011); Orhan & Hasan (2012); and Psilopanagiti *et al.* (2013).

The results of the analysis in Figure 1 shows that emotional intelligence has a significant positive effect on individual performance—meaning that the higher the level of emotional intelligence experienced by the tour guides in West Nusa Tenggara, the higher the level of individual performance they show. This result confirms and extends the self-motivation theory by McClelland (1974) and emotional intelligence theory by Goleman (2003); and the result of this study confirms and extends the findings of previous research conducted by Jorfi, Jorfi, and Moghadam (2010); Yadav (2011); and Shahhosseini *et al.* (2012).

The results of the analysis in Figure 1 shows that job satisfaction has a significant positive effect on individual performance—meaning that the higher the level of job satisfaction experienced by the tour guides in West Nusa Tenggara, the higher the level of individual performance they show. This result confirms and extends the theory by Angle and Perry (1981); Riketta (2002); Laschinger *et al.* (2001) and Smith (2000). The result of this study confirms and extends the findings of previous research conducted by Ajzen (2011); Prasanga and Gamage (2012); and Almutairi *et al.* (2013). Nevertheless, the result differs from the research results conducted by Ahmad *et al.* (2010) and Jones (2006).

5. CONCLUSION AND LIMITATION OF THE STUDY

Based on the research problem, research objectives, and the results of the descriptive analyses and inferential analyses using Generalized Structured Component Analysis (GSCA), some conclusions can now be drawn. In general it can be concluded that psychological empowerment directly affects individual performance, self-efficacy, burnout, emotional intelligence, and job satisfaction. Psychological empowerment also indirectly affects individual performance mediated by self-efficacy, burnout, emotional intelligence, and job satisfaction.

There is no such perfect study because each has limitations, not to exclude this present study. Its limitations are as follow (a) the research items were prepared based on the organizational behavior theory, and were adapted from previous studies—thus, it did not rule out the existence of ambiguously-perceived items by respondents; and (b) the data collected through direct assessment by delivering questionnaires to respondents—thus, it did not take into account the existence of subjective assessment by respondents which may have caused any bias to our research results.

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