

## **The Moderating Role Of Emotional Intelligence And Emotional Labor In The Relationship Between Burnout And Job Satisfaction**

*Author*

**Dr. I. JOE SANJAY Ph.D**

*Assistant Professor and Head*

*PG & Research Department of Counselling Psychology,*

*Sacred Heart College, Tirupattur,*

*Affiliated to Thiruvalluvar University, Vellore.*

### **ABSTRACT**

This study examined the moderating role of emotional intelligence and emotional labor in the relationship between Burnout and Job Satisfaction among call center employees. Data was gathered from 991 employees of call centres in the Philippines. The call centre employees from 10 call centres in the Philippines participated in the research. Hierarchical regression analysis was used to determine the moderating role of emotional intelligence and emotional labor. Correlation analysis was used to identify the correlation between emotional intelligence, surface acting and deep acting. The results suggest that emotional intelligence significantly moderates the relationship between burnout and job satisfaction. Surface acting significantly moderate the relationship between burnout and job satisfaction and deep acting did not significantly moderate the relationship between burnout and job satisfaction. There is a weak positive correlation between emotional intelligence and deep acting and a weak negative correlation between emotional intelligence and surface acting. The results were discussed, limitations were enumerated and suggestions for future researches were offered.

*Keywords: Emotional Intelligence, Burnout, Job Satisfaction*

### **Introduction**

As the call centers in Asia are on the rise, discussions pertaining to burnout, emotional labor and job satisfaction are also increasing because of the very nature of job at call centers. The employee is expected to follow the script that is displayed on the screen while they are interacting with the client. The instructions even explain about the emotions which the individual has to display. Added to that the job profile encompasses different shifts in the work schedule, the work style where one pretends to be someone else with false names and less interpersonal interaction. Thus the very nature of job design at call center is stressful. In the recent years studies on emotional labor and emotional intelligence and their effect on the individual's organizational performance is much researched. This research aims to

understand the moderating role of emotional intelligence and emotional labor in the relationship between Burnout and Job Satisfaction among call center employees.

### **Burnout**

Burnout is understood as a state where the individual unable to meet the physical and emotional demands of the job reaches the breaking point. The three components of burnout are emotional exhaustion, depersonalization and decreasing personal achievement. Emotional exhaustion is the feeling of emotional fatigue because of the one's job. Emotional exhaustion occurs when one goes through a phase of helplessness, low self-esteem together with lack of accomplishment and negative attitude against the job and the organization. Depersonalization is about the individual's detachment from and lack of involvement in the job. Decreased personal achievement is caused when there is a lack of success and affirmation and the individual desires accomplishment of tasks and assertion of one's competence. Among the three components emotional exhaustion plays a vital role in the individual's burnout than the other two components (Herda & Lavelle, 2012).

There are three major possible causes for burnout at work. They are job stress, job demand and role problem. Job stress occurs when the job demands do not match the resources that are available to maintain a balance. Job demand is about the workload and the time pressure which an individual encounters in one's job. Role problem involves role ambiguity and role clarity, where role ambiguity is about the insufficient availability of information to enhance the performance, and role conflict is about the conflicting goals and behaviours that the individual encounters at work (Afshin, Reza & Reza, 2012). The consequences of burnout are absenteeism, increase in the attrition rate, reduced job performance, decreased organizational commitment and reduced job satisfaction (Herda & Lavelle, 2012; Afshin, Reza & Reza, 2012).

### **Job Satisfaction**

Job satisfaction is seen as the individual's emotional and affective response to the job or one's perception of fulfillment (Rast & Tourani, 2012). Researchers explain job satisfaction in three different ways. The first group of researchers suggests that job satisfaction relies on the individuals' attitude about their job. The second group of researchers opines that job satisfaction is based on the situational factors. The third group of researchers suggests that it depends on both attitude and situation (Narjes, Hamidreza & Nouri, 2012).

The intrinsic factors related to job satisfaction have affective, cognitive and behavioural components. The affective component is the emotional component which comprises of positive and negative affect of the individual. The cognitive component is about the individual's evaluation or assessment regarding the job. The behavioural component involves the individual's behaviour which one exhibits at work (Fasihizadeh et al., 2012). The extrinsic factors that are pertaining to the environment have five components. They are nature of work, salary, opportunities for promotion, supervision and relationship with the co-workers. Those jobs that involves learning and personal growth brings about job satisfaction. For the individual to be satisfied with one's job the salary must be compatible with the job demand, the skill possessed by the individual and the standard scale of payment existing in the community. Promotion which involves increase in responsibility, status and remuneration leads to job satisfaction. Supervision is about the emotional and technical support which the employee receives from their immediate supervisors. The presence of supportive supervisors may and friendly atmosphere at work place will pave way for job satisfaction (Rast & Tourani, 2012).

Job satisfaction results in active engagement and enthusiasm, and job dissatisfaction results in unpleasant engagement and distress (Samanvitha & Jawahar, 2012). If the employees are satisfied with their jobs they perform effectively and produce superior outputs in optimal time. Moreover satisfaction leads to innovation, creativity and a willingness to spend more time in one's job. Naturally this will enhance the organizational goal and performance. On the other hand if the employee is not satisfied, it affects his or her job commitment and performance. That in turn, affects the organizational goal and achievement (Rast & Tourani, 2012). Emotions play a vital role in the individual's job satisfaction and organizational performance.

### **Affective Events Theory**

Affective events theory is one of the theories of emotions which is relevant to organizational performance. This is a widely tested and used theory which explains the role of emotions as a cause and consequence in a workplace environment. The basic premise of this theory is that individual's affective response to work related events largely determines one's attitudes and subsequent behaviors (Carlson, Kacmar, Zivnuska & Ferguson, 2011). According to this theory the work environment which includes role and job design has an effect on the attitude of the individual in the level of affect. The affect is the emotional part

that causes an individual to behave positively or negatively in a work situation. In other words, they are responsible for the emotion-driven attitudes and emotion-driven behaviors. Thus emotions in the long run have an impact in the individual's job satisfaction, organizational commitment, organizational trust, productivity, absenteeism and turnover (Glaso, Vie, Holmdal & Einarsen, 2011). Awareness and regulation of one's emotions helps the individual to perform better and on the other hand, lack of awareness and regulation would lead to reduced performance.

### **Emotional Intelligence**

Researchers introduced many theories and models to explain the concept of emotional intelligence. Bar-On, Mayer and Daniel Golemann were the major proponents of emotional intelligence. Bar-On focused on the traits of the individual. He suggested intrapersonal, interpersonal, stress management, adaptability, and general mood as the components of emotional intelligence (Seal & Andrews-Brown, 2010). Mayer understood emotional intelligence from the perspective of cognition and abstract reasoning. He suggested emotional intelligence as the ability to perceive and manage the emotions of self and others, and cognitively make decisions and manage the situation. The components he proposed were the ability to perceive emotions, facilitating thought along with emotions, understanding of emotion and management of emotion (Mayer, Salovey, Caruso & Sitarenios, 2001). Daniel Golemann understood emotional intelligence as a set of competencies to handle oneself, others and the environment. According to him the components were self-awareness, self-management, social awareness and relationship management (Golemann, Boyatzis, McKee & Annie, 2002). Whether emotional intelligence is seen as a trait or cognitive ability or competency, the common ground that cuts through all these understanding is that EI leads one to the understanding of one's emotion and emotion of others and thus facilitates in effective handling of people and situation.

Researchers suggest that there is a significant negative relationship between emotional intelligence and burnout (Vaezi & Fallah, 2011) and significant positive relationship between emotional intelligence and job (Mousavi, Yarmohammadi, Nosrat & Tarasi, 2012; Samanvitha & Jawahar, 2012). Beyond independent relationship with these variables we test for moderating role of emotional intelligence in the relationship between burnout and job satisfaction. If one handles one's emotions effectively one can be successful at work, and failure in handling such emotions results in negative outcomes. Emotional intelligence can

help in the effective handling of emotions and thereby reducing burnout and its impact on job satisfaction. There have been researches that identified the moderating role of EI between organizational variables (Li, 2013; Van Dijk & Kirk-Brown, 2004). In this background we suggest that emotional intelligence moderates the relationship between burnout and job satisfaction.

Hypothesis 1: EI moderates the relationship between burnout and job satisfaction.

### **Emotional Labor**

Another component that is associated to emotions and emotional intelligence is emotional labor. Emotional labor is about management of one's feeling and aligning it to the existing norm. It is to alter one's emotional expressions so that the organizational goals are achieved. There are two ways in which emotions are managed. They are surface acting and deep acting. Surface acting is about altering one's behavior without altering the underlying emotion. When one attempts to fake emotions one tends to experience both emotional and physiological arousal. Deep acting is to modify one's feeling so that it could fit the expected behavior. It may involve reappraisal or self-talk technique. These acts alter the individual's cognition and in turn alter the emotional state (Scott, Barnes & Wagner, 2012).

Researchers suggest that there is a negative relationship between emotional intelligence surface acting, and a positive relationship between emotional intelligence and deep acting. (Psilopanagioti, Anagnostopoulos, Mourtou, & Niakas, 2012; Cheung & Tang, 2009). We test these propositions and predict that there is a negative correlation between EI and surface acting and a positive correlation between EI and deep acting.

Hypothesis 2: There is a negative correlation between EI and surface acting.

Hypothesis 3: There is a positive correlation between EI and deep acting.

Emotional labour results in job dissatisfaction and emotional exhaustion (Scott, Barnes & Wagner, 2012), burnout and job satisfaction (Mahoney, Bubolz, Buckner & Doverspike, 2011). Further researches on emotional labor, burnout and job satisfaction suggest that surface acting is positively related to burnout and negatively related to job satisfaction. And on the other hand deep acting is negatively related to burnout and positively related to job satisfaction (Hwa, 2012).

Researches have attempted to identify the impact of emotional labor on burnout and job satisfaction individually. There has been a study that explains the moderating role of emotional labour in the relationship between transactional leadership and team

innovativeness and it suggests that the moderating role of emotional labor was effective (Liu, Liu & Zeng, 2011). In this research we attempt to understand the moderating role of emotional labor in the relationship between burnout and job satisfaction. Based on these above mentioned claims we state that surface acting and deep acting moderate the relationship between burnout and job satisfaction.

Hypothesis 4: Surface acting moderates the relationship between burnout and job satisfaction.

Hypothesis 5: Deep acting moderates the relationship between burnout and job satisfaction.

### **Methodology**

The objective of the research is testing and hence the theoretical drive is deductive. The sampling type used in this research is probability sampling and the data type that is used is quantitative. The sample was drawn from the 991 employees of call centres in the Philippines. The call centre employees from 10 call centres in the Philippines participated in the research. Among the respondents 45.4% were male and 53.7% were female. The age of the respondents range from 18 to 60 and the average age was 25.33. 72.1% of the respondents were agents, 6.6% of them were team leaders and 2.8% were supervisors and 12.8% of them belonged to other categories.

Questionnaire method was used to collect data on individual's emotional intelligence, job satisfaction, burnout and emotional labour. Emotional intelligence was measured using IPIP Goldberg emotional intelligence measure. It is a five item scale five point Likert scale where the scores range from one to 5. This scale has a reliability of .69. Burnout was measured using Pines and Aronson burnout measure. It is a 10-item 7-point Likert scale where the scores range from one to 7. This scale has a reliability of .89. Job satisfaction was measured using Warr, Cook and Wall measure of job satisfaction. It is a 15-item 7-point Likert scale where the scores range from one to 7. This scale has a reliability of .91. Emotional labor was measured using Brotheridge and Lee's measure of emotional labor. It is a 6-item 5-point Likert scale where the scores range from one to 5. This consists of two sub-scales which measure surface acting and deep acting, Surface acting consisted of three items and deep acting consisted of three items. The highest possible score is 30 and the lowest possible score is 6. This scale has an overall reliability of .63, reliability of .67 and .58 for surface acting and deep acting respectively.

## Results

Data was subjected to the evaluation of assumptions. The sample size was adequate ( $N = 991$ ) and outliers were identified and removed. The variables Emotional intelligence and Surface acting were normally distributed. But the variable Burnout was positively skewed and the variables Job satisfaction and Deep acting were negatively skewed. A square root transformation was used to reduce the skewness. There is significant correlation between the IVs Emotional intelligence, Burnout and Surface acting and Deep acting, and the DV Job satisfaction fulfilling the requirement. At the same time the correlation between the IVs are less than .80 establishing the absence of multicollinearity among the IVs. The shape of the residual in the scatter plot is not curved proving multivariate linearity. The band enclosing the residuals in the scatter plot is approximately equal in width at all values of predicted Job Satisfaction confirming the presence of homoscedasticity.

*Testing for the moderating role of emotional intelligence in the relationship between burnout and job satisfaction.*

A hierarchical multiple regression was performed to identify whether Emotional Intelligence would moderate the relationship between Burnout of the individual and the Individual's Job Satisfaction. To do the analysis the independent variable Burnout and the moderator variable Emotional Intelligence were standardized. Then moderated hierarchical regression analysis was conducted by entering standardized scores of Burnout and Emotional Intelligence in step one and then the interaction value between the standardized scores of Burnout and Emotional Intelligence in step two. The  $R^2$  and  $\Delta R^2$  for the first step were .25 and .25 respectively ( $p < .001$ ). The  $R^2$  and  $\Delta R^2$  for step two were .26 and .01 respectively ( $p < .05$ ). The standardized coefficients of 'Burnout' ( $\beta = -.44, p < .001$ ), Emotional Intelligence ( $\beta = .16, p < .001$ ) and interaction of Burnout and Emotional Intelligence ( $\beta = -.08, p < .05$ ) were significant proving that there is moderation. Emotional intelligence significantly moderates the relationship between individual's burnout and job satisfaction. Emotional Intelligence reduces the effect of Burnout on Job Satisfaction. The result supports hypothesis 1.

*Table 1 Reporting the values of B, SEB, Beta, Sig.,  $R^2$  and  $\Delta R^2$  of the hierarchical regression*

| Variables           | B    | SE B | $\beta$ | Sig | R <sup>2</sup> | $\Delta R^2$ | Sig of F |
|---------------------|------|------|---------|-----|----------------|--------------|----------|
| Change              |      |      |         |     |                |              |          |
| Step 1 Burnout      | -.37 | .02  | -.44**  | .00 |                |              |          |
| EI                  | .13  | .02  | .16**   | .00 | .25            | .25**        | .00      |
| Step 2 Burnout * EI | -.07 | .03  | -.08*   | .01 | .26            | .01*         | .01      |

\*  $p < .05$ , \*\*  $p < .01$

*Testing for correlation between Emotional intelligence and Surface acting and Deep acting*

There is a weak negative correlation between Emotional intelligence and Surface acting ( $r = .11$ ,  $p < .01$ ) and a weak positive correlation between Emotional intelligence and Deep acting ( $r = .19$ ,  $p < .01$ ). The results support the hypotheses 2 and 3.

*Table 2 Reporting the correlation between Job Satisfaction, Burnout, Emotional Intelligence, Deep acting and surface acting with their respective means and SD*

| Variables        | job satisfaction | Burnout | EI     | Surface Acting | Deep Acting | Mean |
|------------------|------------------|---------|--------|----------------|-------------|------|
| SD               |                  |         |        |                |             |      |
| Job Satisfaction | 1                | -.47**  | .25**  | -.18**         | -.13**      | 4.86 |
| .84              |                  |         |        |                |             |      |
| Burnout          | -.47**           | 1       | -.17** | .27**          | .04         | 1.77 |
| .30              |                  |         |        |                |             |      |
| EI               | .25**            | -.17**  | 1      | -.11**         | .19**       | 3.94 |
| .48              |                  |         |        |                |             |      |
| Surface Acting   | -.18**           | .27**   | -.11** | 1              | .21**       | 2.66 |
| .78              |                  |         |        |                |             |      |
| Deep Acting      | .13**            | .04     | .19**  | .21**          | 1           | 3.24 |
| .70              |                  |         |        |                |             |      |

\*  $p < .05$ , \*\*  $p < .01$

*Testing for the moderating role of Surface acting in the relationship between burnout and job satisfaction.*

A hierarchical multiple regression was performed to identify whether Surface acting would moderate the relationship between Burnout of the individual and the Individual's Job Satisfaction. To do the analysis the independent variable Burnout and the moderator variable Surface acting were standardized. Then moderated hierarchical regression analysis was conducted by entering standardized scores of Burnout and Surface acting in step one and then the interaction value between the standardized scores of Burnout and Surface acting in step two. The  $R^2$  and  $\Delta R^2$  for the first step were .22 and .22 respectively ( $p < .001$ ). The  $R^2$  and  $\Delta R^2$  for step two were .23 and .00 respectively ( $p = .05$ ). The standardized coefficients of Burnout ( $\beta = -.46$ ,  $p < .001$ ) was significant, but the standardized coefficient of Surface acting ( $\beta = -.05$ ,  $p > .05$ ) was not significant. The standardized coefficients of the interaction of

Burnout and Surface acting ( $\beta = -.06, p = .05$ ) was significant. It affirmed the hypothesis that there is moderation. Surface acting moderates the relationship between individual's burnout and job satisfaction. This supports the hypothesis 4.

*Table 3 Reporting the values of B, SEB, Beta, Sig., R<sup>2</sup> and  $\Delta R^2$  of the hierarchical regression*

| Variables                       | B    | SE  | $\beta$ | Sig | R <sup>2</sup> | $\Delta R^2$ | Sig of F |
|---------------------------------|------|-----|---------|-----|----------------|--------------|----------|
| Change                          |      |     |         |     |                |              |          |
| Step 1 Burnout                  | -.38 | .03 | -.46**  | .00 |                |              |          |
| Surface Acting                  | -.04 | .03 | -.05    | .09 | .22            | .22**        | .00      |
| Step 2 Burnout * Surface Acting | .05  | .03 | -.06    | .05 | .23            | .00          | .05      |

\*  $p < .05$ , \*\*  $p < .01$

*Testing for the moderating role of Deep acting in the relationship between burnout and job satisfaction.*

A hierarchical multiple regression was performed to identify whether Deep acting would moderate the relationship between Burnout and Job Satisfaction. To do the analysis the independent variable Burnout and the moderator variable Deep acting were standardized. Then moderated hierarchical regression analysis was conducted by entering standardized scores of Burnout and Deep acting in step one and then the interaction value between the standardized scores of Burnout and Deep acting in step two. The R<sup>2</sup> and  $\Delta R^2$  for the first step were .24 and .24 respectively ( $p < .001$ ). The R<sup>2</sup> and  $\Delta R^2$  for step two were .24 and .00 respectively ( $p > .05$ ). The standardized coefficients of Burnout ( $\beta = -.48, p < .001$ ) and Deep acting ( $\beta = .15, p < .001$ ) were significant but the standardized coefficient of the interaction of Burnout and Deep acting ( $\beta = .03, p > .05$ ) was not significant negating the existence of moderation. Deep acting does not moderate the relationship between burnout and job satisfaction. This negates the hypothesis 5. The result of the hierarchical regression analysis is summarized in Table 4.

*Table 4 Reporting the values of B, SEB, Beta, Sig., R<sup>2</sup> and  $\Delta R^2$  of the hierarchical regression*

| Variables                    | B    | SE B | $\beta$ | Sig | R <sup>2</sup> | $\Delta R^2$ | Sig of F |
|------------------------------|------|------|---------|-----|----------------|--------------|----------|
| Change                       |      |      |         |     |                |              |          |
| Step 1 Burnout               | -.40 | .02  | -.48**  | .00 |                |              |          |
| Deep Acting                  | .13  | .03  | .15**   | .00 | .24            | .24**        | .00      |
| Step 2 Burnout * Deep Acting | .02  | .02  | -.03    | .39 | .24            | .00          | .39      |

\*  $p < .05$ , \*\*  $p < .01$

**Discussion**

The study hypothesized the moderating role of emotional intelligence in the relationship between burnout and job satisfaction. The study validated the previous studies which explain the moderating role of emotional intelligence (Li, 2013; Van Dijk & Kirk-Brown, 2004).

What makes the present study relevant and important is the understanding of emotional intelligence as a moderator. The previous studies examined the emotional intelligence as a predictor of burnout and job satisfaction. This study explains the moderating role of emotional intelligence in the relationship between burnout and job satisfaction. Jobs that involve empathic listening and effective communication require a high degree of emotional intelligence (Mousavi, Yarmohammadi, Nosrat & Tarasi, 2012). Call center jobs demands effective listening and effective communication, and hence the employees at call center need to have high emotional intelligence. If the call center employees are low in emotional intelligence, it will result in burnout, which in turn will have a negative outcome in the individual's job satisfaction as suggested by various researchers.

The job design at call center which is very stressful. It will naturally result in enhanced burnout and decreased job satisfaction. Hence training of employees at call centers need to focus more on emotional intelligence. Emotional intelligence can be taught and learnt through training programs and therapy (Vaezi & Fallah, 2011). Emotional management programs could be arranged that the employees may experience less burnout and increased job satisfaction.

The study hypothesized Emotional intelligence to be positively related to Deep acting and negatively related to Surface acting. The results validate the claim made by the previous researches that emotional intelligence has a positive relationship with deep acting and negative relationship with surface acting (Psilopanagioti, Anagnostopoulos, Mourtou & Niakas, 2012; Cheung & Tang, 2009). Deep acting which is positively related to emotional intelligence is a positive component and has a positive impact in effective handling of emotions and surface acting which involves mere faking has a detrimental effect on one's emotional wellbeing.

The study hypothesized the moderating role of deep and surface acting in the relationship between burnout and job satisfaction. The results suggest that surface acting moderates the relationship between burnout and job satisfaction. Though surface acting reduces the negative impact of burnout on job satisfaction we should be aware that this faking

of emotions will be eventually detrimental. The results suggest that deep acting did not play a moderating role in the relationship between burnout and job satisfaction. But still deep acting contributed significantly to the prediction of job satisfaction. Hence we can suggest that deep acting though not playing a moderating role can increase the individual's job satisfaction.

Rather instructing the employees at call centers to fake emotions, deep acting must be taught that they may handle burnout effectively. There is yet another emotional labor strategy which suggests allowing the employees to express natural emotions and be spontaneous at work (Cheung & Tang, 2009). If this strategy is coupled with emotional intelligence it will be healthy and beneficial to the employees.

The study also suggests that there is a direct negative relationship between burnout and job satisfaction. Burnout is one of the predictors of job satisfaction. Apart from focusing on emotional intelligence in lessening burnout and increasing job satisfaction one should also focus on the nature of job. There are certain jobs that are prone to burnout and call center jobs are one such. A study on call centre employees' burnout suggest that work overload, disproportionate expectation, customer verbal expressions, disliked customers, ambiguous expectation, control, recognition, leadership and quality of communication are the predictors of burnout (Taddei & Contena, 2010). Another study on the call center employees' jobs satisfaction suggests monitoring, flexibility and work environment as predictors for job satisfaction (Annakis, Lobo, & Pillai, 2011). Hence apart from emotional intelligence training, if additional care is taken in lessening the predictors of burnout and increasing the predictors of job satisfaction one can expect effective performance.

### **Limitation of the Study**

The limitation of this study is that there were also alternate measures to assess the individual's emotional intelligence. The measure that was used was a five item questionnaire and hence there is a possibility of missing out of other components of emotional intelligence.

Another limitation is that the sampling technique was not a pure random sampling for the data was gathered only from the medium and large call centers that volunteered to offer data.

### **Implication for future Research**

As the result affirms the moderating role of emotional intelligence in the relationship between burnout and job satisfaction, researches that examine the moderating role of

emotional intelligence in relationship between various organizational variables such as emotional labor, organizational commitment, employee engagement and the like could be performed. If such moderations are affirmed then new organizational models that involve emotional intelligence could be evolved and emotional intelligence training could be introduced as an integral part of organizational training.

### References

- Afshin, S., Reza, O. H. & Reza, A. M. (2012) *Interdisciplinary Journal of Contemporary Research in Business*, 3(12), 551-558.
- Annakis, J., Lobo, A. & Pillai, S. (2011). Exploring monitoring, work environment and flexibility as predictors of job satisfaction within Australian call centres. *International Journal of Business and Management*, 6(8), 75-93.
- Carlson, D., Kacmar, K. M., Zivnuska, S. & Ferguson, M. (2011). Work-Family enrichment and job performance: A constructive replication of affective events theory. *Journal of Occupational Health Psychology*, 3, 297-312.
- Cheung, F. Y. & Tang, C. S. (2009). The Influence of emotional intelligence and affectivity on emotional labor strategies at work. *Journal of Individual Differences*, 30(2), 75-86.
- Fasihzadeh, Narjes, Oreyzi, Hamidreza, Nouri & Aboulghasem (2012). Investigation of positive affect and emotional intelligence effect on Job satisfaction among oil refinery personnel of Isfahan. *Interdisciplinary journal of contemporary research in business*, 4(2), 355-366.
- Glaser, L., Vie, T. L., Holmdal, G. R. & Einarsen, E. (2011). An application of affective events theory to workplace bullying Spirituality and intelligence. *European Psychologist*, 16(3), 198-208.
- Golemann, D., Boyatzis, R. & McKee, Annie (2002). *Primal Leadership: Realizing the power of Emotional Intelligence*. Boston, USA: Harvard Business School Press.
- Herda, D. N. & Lavelle, J. J. (2012). The auditor-audit firm relationship and its effect on burnout and turnover intention. *Accounting Horizons*, 26(4), 707-723.
- Hwa, M.A.C. (2012). Emotional labor and emotional exhaustion: Does Co-worker support matter?. *Journal of Management Research*, 12(3), 115-127.
- Li, Y. (2013). Moderating effects of emotional intelligence in the relationship between emotional labor, emotional exhaustion and organizational citizenship behaviour of first-line hotel service staff. *Actual Problems of Economics*, 140(2), 226-236.
- Liu, J., Liu, X., & Zeng, X.(2011). Does transactional leadership count for team innovativeness?: The moderating role of emotional labor and the mediating role of team efficacy. *Journal of Organizational Change Management*, 24(3). 282-298.
- Mahoney, K. T., Bubolz, W. C., Buckner, V. J. E., & Doverspike, D. (2011). Emotional labor in American professors. *Journal of occupational Health Psychology*, 16(4), 406-423.
- Mayer, J.D., Salovey, P., Caruso, D. R. & Sitarenios, G. (2001). Emotional Intelligence as a Standard Intelligence. *American Psychological Association*, 1(3), 232 – 242.
- Mousavi, S. H., Yarmohammadi, S., Nosrat, A. B. & Tarasi, Z. (2012), The relationship between emotional intelligence and job satisfaction of physical education teachers. *Scholars Research Library*, 3(2), 780-788.
- Narjes, F., Hamidreza, O. & Nouri, A. (2012). Investigation of positive affect and emotional intelligence effect on Job satisfaction among oil refinery personnel of Isfahan. *Interdisciplinary Journal of Contemporary Research in Business*, 4(2), 355-366.

- Psilopanagioti, A. Anagnostopoulos, F. Mourtou, E. & Niakas, D. (2012). Emotional intelligence, emotional labor, and job satisfaction among physicians in Greece. . *BMC Health Services Research*, 12(463), 1-12.
- Rast, S. & Tourani, A. (2012). Evaluation of employees' job satisfaction and role of gender difference: An empirical study at airline industry in Iran, *International Journal of Business and Social Science*, 3(7), 91-100.
- Samanvitha, S. & Jawahar, P. D. (2012). Emotional intelligence as a predictor of job satisfaction. *The IUP Journal of Management Research*, 11(1), 7-28.
- Scott, B. A., Barnes, C. M., & Wagner, D. T. (2012). Chameleonic or consistent? A multilevel investigation of emotional labor variability and self monitoring. *Academy of Management Journal*, 55(4), 905-926.
- Seal, C. R. & Andrews-Brown, A. (2010). An integrative model of emotional intelligence: emotional ability as a moderator of the mediated relationship of emotional quotient and emotional competence. *Organization Management Journal*, 7, 143 – 152.
- Taddei, S. & Contena, B. (2010). Burnout in call centre workers between demands and resources. *Bolettino di Psicologia Applicata*, 261-262, 37-48.
- Vaezi, S. & Fallah, N. (2011). The relationship between emotional intelligence and burnout among Iranian EFL teachers. *Journal of Language Teaching and Research*, 2(5), 1122-1129.
- Van Dijk, P. A. & Kirk-Brown, A. (2004). A model of the moderating influence of emotional intelligence on the relationship between emotional labor, burnout and the service experience. Conference paper published in *Cauthe 2004: Creating Tourism Knowledge*, 830-837.