

Emotional Intelligence Nexus with Job Stress, and Burnout in Khyber Pakhtunkhwa Public Sector: Mediated Self-Efficacy

Asghar Ali¹, Fayaz Ali Shah² & Shahid Jan³

¹PhD Scholar Management Sciences, Islamia College Peshawar, Email: asgharali.abc@gmail.com

²Tenured Associate Professor, Department of Management Sciences, Islamia College Peshawar, Pakistan, Email: fayaz@icp.edu.pk

³Associate Professor, Department of Management Sciences, Islamia College Peshawar, Pakistan, Email: shahidjan@icp.edu.pk

ARTICLE INFO			ABSTRACT
Article History:			<i>This study examines the impact of emotional intelligence (EI) on job stress (JS) and burnout (BO), with self-efficacy (SE) as a mediating factor. Using structural equation modeling, findings reveal a significant negative relationship between EI and both JS and BO, indicating that individuals with higher EI experience lower stress and burnout levels. Additionally, SE significantly mediates these relationships, suggesting that emotionally intelligent employees with high self-efficacy are better equipped to manage workplace stressors. These findings align with recent literature emphasizing EI's protective role in occupational well-being. However, some studies suggest EI's influence varies across job roles and industries. This study contributes to the growing discourse on workplace psychology by highlighting EI and SE as crucial factors in mitigating workplace stress and burnout. Future research should explore industry-specific variations and longitudinal effects.</i>
Received:	January	13, 2025	
Revised:	February	24, 2025	
Accepted:	February	25, 2025	
Available Online:	February	27, 2025	
Keywords:			
Emotional Intelligence, Job Stress, Burnout, Self-Efficacy, Workplace Well-being			
Corresponding Author:			
Asghar Ali			
Email:			
asgharali.abc@gmail.com			



Introduction

Employees in public service bear a particular burden, necessitating excellent emotional management abilities due to their regular engagement with citizens, often during their most difficult times (Guy and Lee, 2015; Farihah et al., 2022). It might be contended that any endeavor involving interpersonal interaction will inevitably necessitate the regulation of emotions. Public service employment represents a significant advancement in the realm of professional occupations (Hsieh, 2014; Zimmerman, 2011). The dynamic interplay between governmental authority and citizen agency yields a potentially volatile combination: Individuals frequently turn to the government for assistance during the direst moments of their existence. The emotional intensity associated with emergency response, domestic violence, protective services for abused children,

law enforcement arrests, and victim services, serves as a distinguishing factor between public work and the comparatively routine realm of business enterprises.

The role of EIs is of utmost importance in the reduction of job stress and burnout experienced by personnel in the public sector. Individuals who exhibit a high level of emotional intelligence demonstrate the capacity to accurately perceive and regulate their own emotions, thereby equipping them with the skills necessary to effectively handle challenging circumstances while maintaining a state of resilience and composure (Aghdasi, Kiamanesh, & Ebrahim, 2011). Emotional resilience serves as a protective mechanism against the adverse consequences of occupational stress, effectively mitigating the risk of burnout.

In addition, individuals with a high level of EI have the ability to effectively comprehend and interpret the feelings of others, enabling them to respond with empathy and so promoting the development of favorable interpersonal connections (O'Boyle, et al., 2011). In the realm of public service, wherein personnel regularly engage with others during their most arduous circumstances, possessing the capacity to empathize and communicate proficiently is of immense worth. Empathetic interactions have been shown to not only augment job happiness and job involvement, but also mitigate the emotional strain associated with the job, hence diminishing the likelihood of experiencing burnout.

EI refers to the capacity to recognize, utilize, and generate emotions in order to facilitate the development of corresponding cognitive processes. It encompasses the aptitude to comprehend emotions and the insights they provide, as well as the capability to effectively manage emotions with the aim of fostering intellectual advancement (Goleman, 1995). According to Angelidis and Ibrahim (2011), managers that possess higher EI exhibit robust ethical conduct, which in turn contributes to favourable professional engagement within the workplace. According to Mittal and Sindhu (2012), leaders who possess effective communication skills, have an optimistic outlook, demonstrate flexibility in their thinking, and exhibit emotional equilibrium are considered to be effective in their leadership roles.

Within the realm of public service, EI can be conceptualized as the capacity to effectively navigate and manage emotions within the professional environment. The construct encompasses self-emotion & other emotion appraisal, utilization and regulation of emotions, as posited by Goleman in 1995. Multiple research studies conducted in different contexts have shown evidence that EI plays a crucial role in promoting worker well-being and reducing job challenges (Ahmad & Din, 2022; McCleskey, 2014). Considerable study has been undertaken in the field of public administration, particularly within the education sector. However, there is a dearth of research specifically focused on the public sector (Lee 2018; Guy and Lee 2015). According to Puertas Molero et al. (2019), EI plays a significant role in the educational setting, as it has a positive impact on the psychological well-being of educators.

The purpose of this study is to address the existing vacuum in knowledge by examining the impact of EI on job stress and burnout within the public sector. In particular, the paper considers public administrators working in the Khyber Pakhtunkhwa public service in Pakistan. In the public sector where the emotional demands from dealing with the public citizens are high, the importance of EI in reducing stress and preventing burnout from job is of big deal. In addition, it should be pointed out that EI plays an important role in the development of self-efficacy, that is, the degree of confidence in one's ability to successfully solve and overcome many challenges (Carmeli, 2003). Having employees with high levels of self-efficacy is an ability to effectively manage the stressors of their profession which prevents the accumulation of stress and achieving burnout. They are able to manage their emotions effectively, work out intricate interpersonal relationships and keep their mental status high. The findings show that EI is a powerful predictor of organizational

commitment in enhancing favorable organizational performance and reducing job stress and burnout (Adeoye and Torubelli, 2011; Morrison, 2007). Therefore, this paper aims to investigate the interplay between EI and JS and BO, with mediating role of self-efficacy. By doing so, the paper offers novel insights into existing body of knowledge related to EI and job outcomes within the context of public sector. The study contributes to the growing discourse on workplace psychology by highlighting EI and SE as crucial factors in mitigating workplace stress and burnout.

Literature Review

Emotional Intelligence

The present-day workplace demands a strong emphasis on EI because of its vital importance in professional development. EI demonstrates significant effects on numerous professional areas which researchers discuss extensively. The vast literature shows a multitude of research examining EI-outcome relationships (Aghdasi, Kiamanesh, & Ebrahim, 2011; O'Boyle et al., 2011). The available studies demonstrate how EI enhances basic organizational outcomes through increased job satisfaction and improved job involvement and better job performance.

Research on the positive connection between EI and individual and organizational outcomes like job satisfaction, job involvement, and job stress and burnout through Western cultural lenses has resulted in a vital research gap despite its substantial academic investigation (Carmeli, 2003; O'Boyle et al., 2011). Very few studies have analyzed the connection between EI and these outcomes in Eastern cultural environments (Gong, Chen, and Wang, 2019). Cultural variations significantly impact how emotions are perceived, expressed, and managed (Kitayama & Markus, 1994), suggesting the possibility of diverse implications for EI in different cultural settings. Consequently, the question arises: does EI exert a uniform influence on outcome variables across cultures? The scarcity of research in Eastern cultural contexts necessitates comprehensive investigations to bridge this gap and provide a nuanced understanding of the cultural nuances influencing the relationship between EI and outcomes.

Emotional Intelligence and Job Stress

Job stress, a problem that is common in many contemporary organizations is defined as the psychological and physiological impacts resulting from pressures associated to the work (Lazarus & Folkman, 1984). Research on EI (EI)–job stress linkage has looked extensively at the negative association between the two, implying that people with higher EI are less stressed. Several studies affirm this negative relationship. For example, the argument that employees with high EI are able to regulate their emotions and thereby lower stress levels due to the demands of work comes from Cherniss et al. (2017). Similarly, Goleman et al. (2018) also testified that people with higher emotional regulation skills are more resistant, i.e. they suffer from less stress. As Joseph and Newman (2019) in a meta-analysis report, emotional awareness and regulation significantly buffer job stress across a variety of industries supporting the viewpoint that these are essential stress buffer. Moreover, it is found by Lee and Cheung (2020) that the presence of EI promotes the adaptive coping strategies that contribute to reducing work related distress.

H1: There is a significant and negative effect of emotional intelligence on job stress

Emotional Intelligence and Job Burnout

More specifically, job burnout is considered one of the essential concerns in workplace psychology because it is a chronic state of emotional exhaustion, depersonalization, and reduced personal

accomplishment (Maslach & Leiter, 2016). Many studies highlight EI as a protective factor against burnout by its role in the regulation of emotions and stress coping.

Brackett et al. (2017) showed that those employees with higher EI, were able to better regulate the emotional distress caused by workplace sources of emotion, as the employees with higher EI experienced significantly fewer burnout rates compared to those employees with lower EI. Like Mikolajczak et al. (2019), Mikolajczak et al. concluded that EI mitigates exhaustion through the development of positive interpersonal relationships and the reduction of workplace conflicts. The study of Petrides and Furnham (2020) showed that employees with high EI are more likely to rely on problem focused coping strategies in order to reduce the emotional impact of workplace problems. In addition, a systematic review (Kotsou et al. 2021) of the effects of EI interventions in the workplace demonstrated that these interventions significantly reduce burnout symptoms, and so there is significant EI relevance for workplace well-being.

H2: There is a significant and negative effect of emotional intelligence on job burnout

Self-Efficacy as Mediator

Self-efficacy, the belief that individuals have in their ability to complete tasks successfully (Bandura, 1997), has been shown to mediate between stress (EI stress) and the relationship between stress (EI- burnout). Research indicates more recently that self-efficacy enhances the influence of EI on stress and burnout reduction by increasing the belief that one could overcome the uncertainty caused by a paper crunch.

This mediation effect is validated through several empirical studies. For instance, Caprara et al. (2017) discovered that high EI people have higher self-efficacy and consequently lower job stress. Schwarzer and Hallum (2019) study confirmed that the way self-efficacy moderates the stress response is through proactive coping mechanisms. Likewise, Montes-Berges and Augusto (2020) present that EI leads in a way such that it mediates between EI and emotional exhaustion, creating higher coping resources in employees having higher EI resulting in lower emotional exhaustion.

In spite of the robust empirical support, some scholars still doubt. While self-efficacy does not fully mediate the EI-burnout link, as argued by Judge et al. (2018), there are important personal and organizational factors that may strongly mediate the EI-burnout link. Moreover, a study by Luthans et al. (2021) also reported that self-efficacy attenuates job stress but is not consistent determiner of burnout depending on the industry. Yet, as a dominant view holds, EI's positive consequences for workplace stress and burnout are mediated by self-efficacy (Siu et al., 2023).

H3a: Self-efficacy significantly mediates the relationship between emotional intelligence and job stress and Burnout.

H3b: Organizational Politics significantly moderates the relationship between emotional intelligence and self-efficacy.

Schematic Diagram

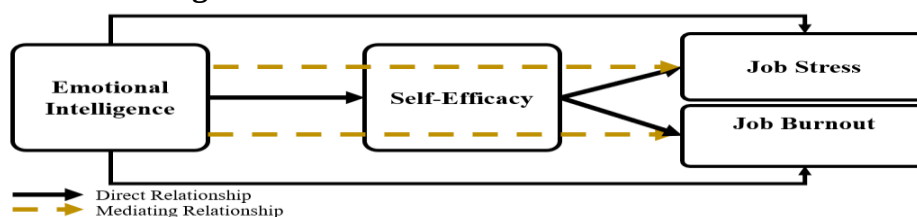


Figure 1: Conceptual Model

Source: Author

Research Methodology

Population and Sample

The sample studied includes the entire population of public sector personnel working in various departments, agencies, and organizations of Khyber Pakhtunkhwa Province of Pakistan. The individuals are directly engaged with service provision in the public sector institutions located in the region, supervising administrative duties, interacting with members of the public. The province of Khyber Pakhtunkhwa in the northwestern region of Pakistan has a heterogeneous and expansive population of labor which is involved in number of occupations in governmental establishments. The population of interest includes people with different levels of education, different experiences from work and with different positions in the public sector, from frontline service provision workers, to administrative and management. The sectors that these people work in are healthcare, education, law enforcement, social services, and a large other public service sector.

Sampling Strategy

This study employs a stratified sampling approach along with a simple random sampling technique to make sure that the sample is completely thorough and beneficial to the region of Khyber Pakhtunkhwa. The population was stratified based on the characteristic aspect of government agencies working in healthcare, education, law enforcement, social services and others relevant areas. There is one category in the space of public service assigned to each stratum. Then, a simple random sample method was used within each stratum to distribute questionnaires to public servants. The simple random sampling technique ensures that every employee within the given stratum has an equal chance of selection in order to participate. Since this is a methodology that completely erases the bias and the giving of equal time for various opinion in each department makes sure that all opinions are represented.

Survey Questionnaire

Emotional intelligence

EI is the independent variable in our model. The assessment of EI conducted utilizing the EI scale of 16 items designed by Wong and Law in 2002. The scale utilized in this study comprises 16 items, which are organized into four distinct dimensions. The four components encompassed in this framework include self-emotion evaluation, other's emotion appraisal, use of emotion, and management of emotion. Five-point liker-scale is used to assess the items; where 1 = "strongly disagree" and 5 = "strongly agree."

Self-efficacy

Self-efficacy is assessed using six items adapted from Luthans et al. (2007) and Parker (1998), employing a 6-point Likert scale. Five-point liker-scale is used to assess the items.

Job Stress

A seven-item scale originally created by Parker and DeCotiis (1983) a seminal powerful tool in the occupational health research is used to measure the job stress in this study. This instrument has become widely recognized as a popular and widely cited works scale for measuring the core aspects of occupational strain — perceived workload, time pressure, role ambiguity, and lack of autonomy or control over decisions related to work, among other aspects.

Job Burnout

The present study utilized the emotional exhaustion component of the Maslach Burnout Inventory–General Survey (MBI-GS), referred to as Job burnout (JBO), which was first proposed by Maslach and Jackson (1981). This scale has been widely validated and employed in other research investigations. In the current investigation, the scale was adapted and employed to examine JBO among hotel employees. The scale included of nine items, with responses measured on a five-point Likert scale ranging from 1 (never) to 5 (always). One example of an item is "Individuals experience emotional exhaustion as a result of their professional responsibilities." Participants who sense a higher level of job burnout tend to report a higher average score.

Data Analysis

The study employs PLS-SEM as the primary data analysis technique. The multivariate statistical technique known as PLS-SEM serves as a favored method for researchers studying social sciences and behavioral research fields who examine relationships of latent constructs. The present study employs PLS-SEM because the approach fits its prediction-focused analysis (Hair et al., 2021).

The selection of PLS-SEM depended on multiple factors that surpassed those available within Covariance-Based SEM (CB-SEM). PLS-SEM presents advantages over CB-SEM because it handles small sample sizes and distributes data non-normally while also requiring fewer strict assumptions (Sarstedt et al., 2020). This study chooses PLS-SEM because it robust to normality analysis and have a strong predictive capability. PLS-SEM consist of two steps; the first is measurement model, which assess model quality criteria in terms of reliability and validity. The second step is structural model, which is conducted for hypotheses testing of the research model.

Results

Demographic Characteristics

Table 1: Demographic Profile

Variable	Categories	Frequency (n)	Percentage (%)
Gender	Male	221	52.6
	Female	199	47.4
Age	20-30 years	137	32.6
	31-40 years	163	38.8
	41-50 years	79	18.8
	Above 50 years	41	9.8
Education	Bachelor	181	43.1
	Master	216	51.4
	PhD	23	5.5
Experience	1-5 years	113	26.9
	6-10 years	139	33.1
	11-15 years	87	20.7
	Above 15 years	81	19.3

Interpretation of Table 1: Table 1 depicts demographic characteristics of sample respondents. As per the statistics, male and female participation in the survey are almost equal, demonstrating a valid and reliable sample as per gender of the respondents. The education level shows that most the respondents having master degree followed by bachelor with only few respondents have a PhD

degree. The experience shows that majority of respondents having experience of more than 6 years. This sample demonstrates that a very good and even distribution of sample across different demographic characteristics.

Partial Least Structural Equation Model

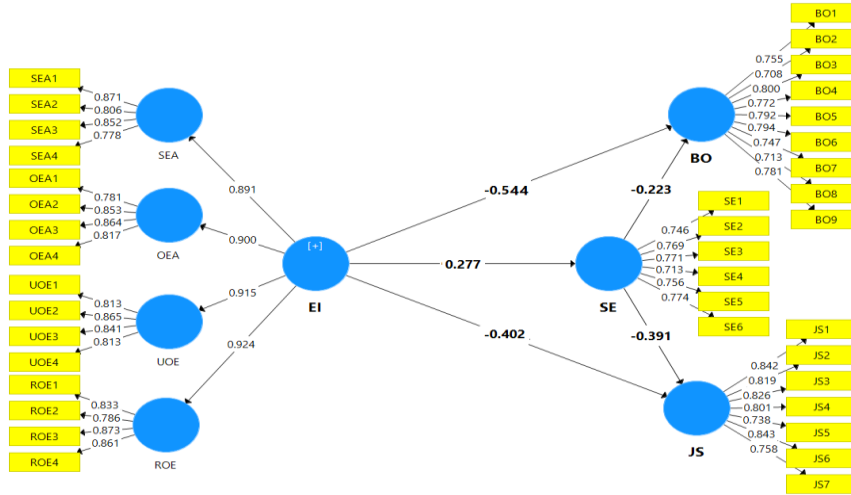


Figure 2: PLS-SEM Model

Source: Author

Figure 2 shows that PLS-SEM model generated through Smart PLS software, showing hypothesize relationship among study variables, indicators loading and coefficient value. The model examines the relationships between EI and various organizational or psychological constructs such as BO, SE(Self-Efficacy), and JS.

Reliability and Validity

Table 2: Reliability and Validity

	Indicators	Loading	Cronbach's Alpha	Composite Reliability	AVE
Burnout	BO1	0.755	0.912	0.926	0.582
	BO2	0.708			
	BO3	0.800			
	BO4	0.772			
	BO5	0.792			
	BO6	0.794			
	BO7	0.747			
	BO8	0.713			
	BO9	0.781			
Job Stress	JS1	0.842	0.911	0.928	0.648
	JS2	0.819			
	JS3	0.826			
	JS4	0.801			
	JS5	0.738			
	JS6	0.843			

	JS7	0.758			
Others Emotion Appraisal	OEA1	0.781	0.849	0.898	0.688
	OEA2	0.853			
	OEA3	0.864			
	OEA4	0.817			
Regulation of Emotion	ROE1	0.833	0.859	0.905	0.703
	ROE2	0.786			
	ROE3	0.873			
	ROE4	0.861			
Self-Efficacy	SE1	0.746	0.850	0.888	0.571
	SE2	0.769			
	SE3	0.771			
	SE4	0.713			
	SE5	0.756			
	SE6	0.774			
Self-Emotion Appraisal	SEA1	0.871	0.846	0.897	0.685
	SEA2	0.806			
	SEA3	0.852			
	SEA4	0.778			
Utilization of Emotions	UOE1	0.813	0.857	0.901	0.694
	UOE2	0.865			
	UOE3	0.841			
	UOE4	0.813			

Interpretation Table 2: Internal consistency and construct validity of the constructs in the study are proved through reliability and validity analysis. All constructs Cronbach's Alpha values exceed the acceptable threshold 0.7 implying the reliability of the constructs is high. As CR values for all constructs are over 0.80, hence it is further proved that measurement model is valid. Convergent validity is established with all constructs having an AVE value greater than 0.50 for all constructs.

The factor loadings are from 0.708 to 0.800 in burnout, Cronbach's Alpha of 0.912, CR of 0.926 and AVE of 0.582, thus having reliable measurement. Loadings from 0.738 to 0.843 are strong reliability in job stress, a Cronbach's Alpha of 0.911, CR of 0.928, AVE of 0.648, and so on.

Similar to this, the reliability and validity of EI components (Others' Emotion Appraisal, Regulation of Emotion, Self-Efficacy, Self-Emotion Appraisal, Utilization of Emotions) are high. Of the factor loadings for these constructs, they are always greater than 0.70, Cronbach's Alpha values are between 0.846 and 0.859, CR values are between 0.888 and 0.905, and AVE values are more than 0.50.

Structural Model

Table 3: Structural Equation Model

Path	Coefficient	STDEV	T Statistics	P Values	0.025	0.975
EI -> BO	-0.544	0.034	16.0	0.000	-0.6106	-0.4774
EI -> JS	-0.402	0.063	6.38	0.000	-0.5255	-0.2785
EI -> SE	0.277	0.065	4.26	0.001	0.1496	0.4044

SE -> BO	-0.224	0.041	5.46	0.000	-0.3044	-0.1436
SE -> JS	-0.391	0.064	6.11	0.000	-0.5164	-0.2656
EI -> SE -> BO	-0.049	0.017	2.88	0.003	-0.0823	-0.0157
EI -> SE -> JS	-0.086	0.028	3.07	0.002	-0.1409	-0.0311

*** denotes significance; EI = Emotional Intelligence; BO = Burnout; JS = Job Stress; SE = Self-Efficacy

Interpretation Table 3: A Structural Equation Model (SEM) has been performed in order to examine the relationships between EI, BO, JS and SE and the results are presented in the table 3:

EI -> BO: EI has a significant negative impact on Burnout, with a coefficient of -0.544. This means that higher levels of EI are associated with lower levels of Burnout. The confidence interval (-0.6106, -0.4774) suggests that this effect is consistently negative across the population.

EI -> JS: EI also negatively affects Job Stress, with a coefficient of -0.402. Higher EI is linked to reduced Job Stress, as indicated by the confidence interval (-0.5255, -0.2785).

EI -> SE: EI positively influences Self-Efficacy, with a coefficient of 0.277. This indicates that individuals with higher EI tend to have greater Self-Efficacy. The confidence interval (0.1496, 0.4044) supports this positive relationship.

EI -> SE -> BO: The indirect effect of EI on Burnout through Self-Efficacy is negative, with a coefficient of -0.049. This means that part of EI's impact on reducing Burnout is mediated by increased Self-Efficacy, as indicated by the confidence interval (-0.0823, -0.0157).

EI -> SE -> JS: Similarly, the indirect effect of EI on Job Stress through Self-Efficacy is negative, with a coefficient of -0.086. This suggests that higher EI reduces Job Stress partly by enhancing Self-Efficacy, supported by the confidence interval (-0.1409, -0.0311).

Discussion of Findings

Structural equation model findings showed that the EI positively and significantly explains BO, JS, and self-efficacy (SE) in the work place. The negative coefficients in the paths from EI to BO (-0.544) and EI to JS (-0.402) indicate that there is a negative relationship between EI and burnout and job stress. However, since the coefficient in the path from EI to SE (0.277) is positive, it indicates that if there is a higher EI, this will result in a higher SE. Moreover, a higher level of self-efficacy, as a negative influence, decreases its rates in burnout (-0.224) and job stress (-0.391), thus reducing such negative occupational outcomes. Self-efficacy is found to mediate the indirect effect of EI on BO (-0.049) and JS (-0.086) through SE, thus mitigating the negative effects.

Previous research supports the observed negative relationship between EI and burnout. For instance, García-Sancho et al. (2021) showed that high EI reduces burnout because people with high EI are better at regulating their emotions and developing good work relationships. Just like, a meta-analysis by Kotsou et al. (2020) find out that the EI is a strong predictor of lower occurrence of burnout and psychological distress in several professions.

Contemporary research also supports the notion that EI has a negative impact on job stress. As Kaur et al. (2022) found that high EI employees experienced lower stress levels and more work adapted at the workplace, they concluded that EI can be a resilience factor against job related strain. Cheung and Lun (2023) in another study found that EI contributes to the regulation of emotions and managing of stress in employees so as to relieve employees from the challenges of the workplace. This result is consistent with prior findings with respect to the positive association between EI and SE. As stated in a study from Salas-Vallina et al. (2019), the emotionally

intelligent have higher self-efficacy because they are able to regulate their emotions and remain confident in their abilities. Furthermore, Martínez Moreno et al. (2020) find that EI self-efficacy mediates the EI and work engagement relationship, supporting the role that self-efficacy plays in workplace wellbeing.

The negative relationship of SE to burnout and job stress is in contradiction with many previous studies. According to Lee and Ok (2021) employees who had a high self-efficacy were less likely to be burnt out as they were more resilient and had better coping skills. Moreover, Huang et al. (2023) show that self-efficacy diminishes job stress by improving a positive work outlook and improved problem-solving skills.

However, some studies do not provide consensus evidence on the relationship between EI and occupational outcomes. For example, Antonakis et al. (2019) denied that EI affects burnout and job stress to a greater degree, and cognitive intelligence has a greater influence in determining workplace resilience. However, similar to Newman et al. (2020), Newman et al. (2020) find that EI does not simply improve emotional well-being but rather that its direct effect on job stress and burnout are insignificant to personality traits such as conscientiousness and neuroticism. Furthermore, Schutte and Malouff (2018) also indicated that beyond EI, the leaders in high pressure jobs do not find EI itself to be very significant in burn out, especially in jobs like the hospitals where organizational support and job autonomy plays a more dominant role in determining burn out. Another study by Chen and Kao (2021) has also found no significant relationship between self-efficacy and job stress in highly dynamic work environment, which infers that the moderating factors such as job demands and organizational offices could potentially protect the relationship.

Conclusion

Overall, the study's findings reinforce the importance of EI in mitigating burnout and job stress while enhancing self-efficacy. The observed mediation effect of self-efficacy further emphasizes the role of psychological resources in workplace well-being. However, contradictory findings suggest that the impact of EI may depend on contextual factors such as job type, organizational environment, and individual personality traits. Future research should consider these moderating variables to develop a more nuanced understanding of EI's role in occupational outcomes.

References

1. Adeoye, Hammed, and Victor Torubelli. (2011). Emotional intelligence and human relationship management as predictors of organizational commitment. *IFE PsycholoIA: An International Journal* 19: 212–26.
2. Aghdasi, S., Kiamanesh, A. R., & Ebrahim, A. N. (2011). Emotional intelligence and organizational commitment: Testing the mediatory role of occupational stress and job satisfaction. *Procedia Social and Behavioral Sciences*, 29, 1965–1975.
3. Agus, Arawati, Sunita Barker, and Jay Kandampully. 2007. An Exploratory Study of Service Quality in the Malaysian Public Service Sector. *International Journal of Quality & Reliability Management* 24: 177–90.
4. Ahmad, A., & Din, Z. U. (2022). Well-Being of Healthcare Professionals: A Post-Pandemic Analysis: Well-being of Healthcare Professionals. *Journal of Managerial Sciences*, 16(3), 75-90.
5. Angelidis, John, and Nabil A. Ibrahim. 2011. The Impact of Emotional Intelligence on the Ethical Judgment of Managers. *Journal of Business Ethics* 99: 111–19.

6. Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2019). Does leadership need emotional intelligence? *The Leadership Quarterly*, 30(3), 339-359.
7. Arfara, Christina, and Irene Samanta. 2016. The Impact of Emotional Intelligence on Improving Team-Working: The Case of Public Sector (National Centre for Public Administration and Local Government—N.C.P.A.L.G. *Procedia—Social and Behavioral Sciences* 230: 167–75.
8. Avolio, Bruce J., Fred O. Walumbwa, and Todd J. Weber. 2009. Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology* 60: 421–49.
9. Bresó et al., (2007). In Search of the “third dimension” of burnout: Efficacy or inefficacy? *Applied Psychology*, 56 (2007), pp. 460-478.
10. Chen, C. C., & Kao, R. H. (2021). Self-efficacy and job stress in dynamic work environments: Examining the moderating role of job demands. *Journal of Vocational Behavior*, 122, 103476.
11. Chen, X., He, J., Fan, X., & Cai, Z. (2021). Attachments, dispositional mindfulness, and psychological distress: A mediation analysis. *Current Psychology*, 40, 1651-1659.
12. Cheung, F. M., & Lun, V. M. (2023). Emotional intelligence and workplace stress: The role of regulatory processes. *Journal of Occupational Health Psychology*, 28(1), 67-81.
13. Farihah, Hassan., Sharfizie, Mohd, Sharip., Siti, Sara, Ibrahim., Marinah, Awang., Mohd, Afif, Mohd, Fadzil. (2022). Leaders' Emotional Intelligence Influencing Employees' Emotions: An Empirical Investigation in the Public Sector. *Global Conference on Business and Social Sciences Proceeding*, 13(1):1-1.
14. Fornell, C., & Bookstein, F. L. (1982). Two structural equation models: LISREL and PLS applied to consumer exit-voice theory. *Journal of Marketing research*, 19(4), 440-452.
15. García-Sancho, E., Salguero, J. M., & Fernández-Berrocal, P. (2021). Emotional intelligence and burnout: A meta-analytic review. *Personality and Individual Differences*, 176, 110771.
16. Gefen, D., Straub, D., & Boudreau, M. C. (2000). Structural equation modeling and regression: Guidelines for research practice. *Communications of the association for information systems*, 4(1), 7.
17. Goleman, D. (1995). *Emotional Intelligence*. New York, NY: Bantam Books.
18. Gong, Z., Chen, Y., and Wang, Y. (2019). The Influence of Emotional Intelligence on Job Burnout and Job Performance: Mediating Effect of Psychological Capital. *Frontiers in Psychology*, 10, 02707.
19. Guy, M. E., & Lee, H. J. (2015). How emotional intelligence mediates emotional labor in public service jobs. *Review of Public Personnel Administration*, 35(3), 261-277
20. Hsieh, C.-W., Yang, K., & Fu, K.-J. (2011). Motivational bases and emotional labor: Assessing the impact of public service motivation. *Public Administration Review*, 72, 241-251.
21. Huang, Y., Xu, L., & Wang, J. (2023). The role of self-efficacy in reducing workplace stress: Evidence from a longitudinal study. *Work & Stress*, 37(1), 45-62.
22. Kacmar, K.M. and Carlson, D.S. (1997), “Further validation of the Perception of Politics Scale (POPs): a multiple sample investigation”, *Journal of Management*, Vol. 23 No. 5, pp. 627-658.
23. Kaur, J., Malhotra, R., & Singh, R. (2022). The buffering role of emotional intelligence in job stress and employee resilience. *Stress and Health*, 38(3), 589-605.
24. Kerr, Robert, John Garvin, Norma Heaton, and Emily Boyle. (2006). Emotional Intelligence and Leadership Effectiveness. *Leadership & Organization Development Journal* 27: 265–79.

25. Kotsou, I., Mikolajczak, M., Heeren, A., Gregoire, J., & Leys, C. (2020). Emotional intelligence and well-being: A meta-analysis. *Journal of Applied Psychology*, 105(6), 800-818.
26. Laxmi. C., A. (2022). A study on emotional intelligence, job satisfaction and burnout syndrome on private school teachers. *Asian Journal of Research in Social Sciences and Humanities*, 12(11):1-7. doi: 10.5958/2249-7315.2022.00403.8
27. Lee, H.J. (2013). An empirical analysis of the relationship between emotional intelligence and emotion work: an examination of public service employees. *International Review of Public Administration*, 18(2), 85-107.
28. Lee, Hyun Jung. (2018). How Emotional Intelligence Relates to Job Satisfaction and Burnout in Public Service Jobs. *International Review of Administrative Sciences* 84: 729–45.
29. Lee, S., & Ok, C. (2021). The role of self-efficacy in preventing job burnout: A mediational analysis. *Journal of Business and Psychology*, 36(4), 637-655.
30. Majeed, Nauman, T. Ramayah, Norizah Mustamil, Mohammad Nazri, and Samia Jamshed. (2017). Transformational Leadership and Organizational Citizenship Behavior: Modeling Emotional Intelligence as Mediator. *Management & Marketing* 12: 571–90.
31. Marcoulides, G. A., Chin, W. W., & Saunders, C. (2009). A critical look at partial least squares modeling. *MIS quarterly*, 33(1), 171-175.
32. Martínez-Moreno, E., González-Navarro, P., & Orengo, V. (2020). Self-efficacy as a mediator in the relationship between emotional intelligence and work engagement. *Current Psychology*, 39(6), 2086-2095.
33. Maslach and Jackson, (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2 (1981), pp. 99-113
34. Maslach and Jackson, (1984). Burnout in organizational settings. *Applied Social Psychology Annual*, 5 (1984), pp. 133-135
35. McCleskey, Jim. 2014. Emotional Intelligence and Leadership. *International Journal of Organizational Analysis* 22: 76–93
36. Mittal, Er. Vipin, and E. Sindhu. 2012. Emotional Intelligence and Leadership. *Global Journal of Management and Business Research* 12: 35–37.
37. Morrison, T. (2007). Emotional intelligence, emotion and social work: Context, characteristics, complications and contribution. *British Journal of Social Work*, 37, pp. 245-263.
38. Newman, D. A., Joseph, D. L., & MacCann, C. (2020). Emotional intelligence and job performance: The role of trait emotional intelligence in predicting workplace success. *Personality and Individual Differences*, 159, 109865.
39. O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788–818.
40. Puertas Molero, Pilar, Félix Zurita Ortega, José Luis Ubago Jiménez, and Gabriel González Valero. 2019. Influence of Emotional Intelligence and Burnout Syndrome on Teachers Well-Being: A Systematic Review. *Social Sciences* 8: 185.
41. Salas-Vallina, A., Alegre, J., & Fernández, R. (2019). The influence of emotional intelligence on work engagement: The mediating role of self-efficacy. *Journal of Managerial Psychology*, 34(4), 219-233.
42. Schutte, N. S., & Malouff, J. M. (2018). The impact of emotional intelligence on work stress: A review of recent findings. *International Journal of Occupational Health*, 24(3), 210-222.

43. Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S., Jacobs, B. and Rogers, R.W. (1982). The Self-efficacy scale: construction and validation. *Psychological Reports*, 51, 663-671.
44. Sosik, J. J., Kahai, S. S., & Piovosio, M. J. (2009). Silver bullet or voodoo statistics? A primer for using the partial least squares data analytic technique in group and organization research. *Group & Organization Management*, 34(1), 5-36.
45. Wong, C.-S. and Law, K.S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: an exploratory study. *The Leadership Quarterly*, 13, 243-274.
46. Zimmerman, U. (2011). Empathy, ethics, emotional labor, and the ethos of democracy. *Public Administration Review*, 71, 497-501.