*Corresponding Author's Email: mohammad.karami@neu.edu.tr
Proceedings of the International Conference on Humanities, Psychology and Social Sciences
Vol. 2, Issue. 2, 2025, pp. 35-49
DOI: https://doi.org/10.33422/hpsconf.v2i2.1370

ISSN: 3030-0576 online

Diamond Scientific Publishing

When Listening Hurts: Emotional Exhaustion in Beauty Services and the Moderating Role of Emotional Intelligence and Self-Emotion Regulation

Mohammad Karami* and Serife Zihni Eyüpoglu

Department of Marketing, Near East University, Nicosia, Cyprus

Abstract

The service industry has always been relationship-oriented, where the interaction between service providers and their clients is a core component of service sustainability. The highly frequent interaction between service providers and clients has increased concerns about the quality of life for service providers in the service context. Managing the emotional experiences of service providers is therefore essential to maintaining their health, effectiveness, and the quality of the service they deliver. This study aims to extend the knowledge of service provider-client interactions in beauty salon services, which are characterized as high-contact services. Specifically, it investigates the impact of active empathetic listening on emotional exhaustion. It additionally examines the moderating roles of emotional intelligence (trained skill) and self-emotion regulation (biological mechanism) in this relationship. Data were collected from 204 beauticians in Cyprus and analyzed using PLS-SEM. Results revealed a positive relationship between active empathetic listening and emotional exhaustion. Emotional intelligence and self-emotion regulation both moderate the relationship, with self-emotion regulation showing a stronger influence. Despite limitations, the findings contribute to the literature on emotional labor, service climate, and occupational well-being and provide practical implications for enhancing emotional skills and resilience in service roles.

keywords: beauticians' well-being; empathetic listening; service interaction; emotional labor; service climate

1. Introduction

Relationships form the backbone of the service industry, where repeated and meaningful interactions between clients and service providers are critical to ensuring long-term success and sustainability (Bitner et al., 1990; Grönroos, 1995). This is particularly evident in high-contact service settings, such as beauty salons, where the frequency and emotional intensity of

interactions present unique opportunities and challenges (Dagger et al., 2011; Hülsheger et al., 2015; Chou & Chen, 2018; Karami et al., 2024). One of the growing concerns in such environments is the emotional well-being of service providers, who are routinely exposed to the personal stories, emotional needs, and expectations of clients (Brotheridge & Grandey, 2002; Mechinda & Patterson, 2011). Managing these emotional exchanges is crucial not only for maintaining high service quality and customer satisfaction but also for protecting the mental and physical health of providers (Hall et al., 2002; Hausman, 2004).

The complex dynamics of emotional interactions in beauty salons have received little attention in the growing body of research on emotional labor in service industries (e.g., Hülsheger et al., 2015; Pugh, 2023; McCann, 2024). Prior research has mostly focused on emotional labor in service industries like hospitality (J. H. (Jay) Lee & Ok, 2014), healthcare (Mechinda & Patterson, 2011), sport service (Y. H. Lee, 2023), and customer service (Ngcobo et al., 2022), and education (Y. H. Lee et al., 2019), leaving a gap in our understanding of emotional regulation in beauty salons industry. Moreover, while much of the existing literature has focused on negative outcomes such as burnout and emotional exhaustion (Kim et al., 2012; Choi et al., 2014; Wen et al., 2020; Lu et al., 2020), the underlying mechanisms linking interpersonal engagement and emotional strain in beauty services remain unclear.

One interpersonal skill often highlighted in high-contact settings is active empathetic listening (AEL), which enables service providers to recognize, interpret, and respond to the emotional needs of clients (Tan et al., 2019; Wieseke et al., 2012; Winsted, 2000). This form of empathy is vital for building rapport and trust, particularly in contexts where clients share personal and emotional experiences (Decety & Jackson, 2004). However, although empathetic listening can improve client satisfaction, it also places emotional strain on service providers. Continuous exposure to emotionally intense interactions can lead to emotional exhaustion, a form of long-term mental fatigue, which may reduce service quality and harm overall well-being (Maslach, 2018). Therefore, finding a balance between expressing empathy and protecting service providers' emotional health is an important challenge for professionals like hairstylists (Kemper et al., 2020; Ko & Lee, 2021).

This challenge becomes more complicated by the interference or interaction of two individual-level psychological mechanisms, such as "emotional intelligence (EI)" and "self-emotion regulation (SER)". Emotional intelligence refers to a learned set of skills that help individuals perceive, understand, and manage emotional experiences, and is widely recognized as a tool for moderating/reducing the adverse effects of emotional labor (Goleman, 1995; Mayer et al., 2004). Similarly, self-emotion regulation, a biologically based mechanism that allows individuals to manage their emotional responses to external stimuli, plays a crucial role in maintaining emotional balance (Gross, 1998). While both constructs have been studied independently in service research, their combined influence in moderating the emotional costs of empathy, particularly in beauty service settings, remains underexplored.

Addressing this gap, the current study investigates the relationship between active empathetic listening and emotional exhaustion among hairstylists working in beauty salons, with particular attention to the moderating roles of emotional intelligence and self-emotion regulation. This study uses Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze data from 204 hairstylists in Cyprus. It aims to better understand how personal emotional abilities can help reduce the stress caused by emotionally demanding service interactions. The following research questions guide this investigation:

1. How does active empathetic listening influence emotional exhaustion among hairstylists in high-contact service settings?
2. To what extent do emotional intelligence and self-emotion regulation moderate the relationship between empathetic listening and emotional exhaustion?

2. Literature Review

Active empathetic listening (AEL), characterized by sensing, processing, and responding (emotionally attuned communication), is increasingly recognized as a key interpersonal skill in service delivery (Wieseke et al., 2012; Gearhart & Bodie, 2011). Research across service industries has demonstrated a complex relationship between active empathetic listening (AEL) and emotional exhaustion (Jonsdottir & Kristinsson, 2020). While AEL fosters trust and strengthens client relationships, its emotional demands can also contribute to emotional exhaustion (Maslach & Jackson, 1981). Emotional exhaustion refers to feelings of being emotionally overextended, a draining of energy, and chronic fatigue (Lampert et al., 2019). In healthcare, professionals practicing high levels of empathetic listening often report higher emotional strain due to constant exposure to patients' suffering (Larson & Yao, 2005). Similarly, hospitality and customer service workers, who frequently engage in emotional labor through empathetic communication, are vulnerable to burnout when their emotional investments are not reciprocated (Grandey, 2003; J. H. (Jay) Lee & Ok, 2014). In social work and education, AEL is positively associated with job performance but also correlates with greater emotional fatigue when not supported by emotional regulation strategies (Miller et al., 1988; Jennings & Greenberg, 2009). Although AEL enhances service quality and client satisfaction, its cumulative emotional toll suggests a paradox: the very behaviors that improve service outcomes may undermine service provider well-being (Brotheridge & Grandey, 2002; Hülsheger et al., 2015). This highlights the need to investigate the conditions under which AEL leads to emotional exhaustion, particularly in high-contact services like beauty salons. Therefore, this study proposed:

H1: Active empathetic listening influences emotional exhaustion.

Evidence from various service industries suggests that the emotional toll of active empathetic listening (AEL) may lead to emotional exhaustion, especially when practitioners are exposed to frequent and intense client interactions (Maslach & Jackson, 1981; Hülsheger et al., 2015; Jonsdottir & Kristinsson, 2020). However, this relationship is not uniform and may be moderated by emotional intelligence (EI) and self-emotion regulation (SER). In healthcare, Codier et al. (2009) found that nurses with high EI reported significantly lower emotional exhaustion when engaging in empathetic communication. Similar findings were reported by Karatepe and Olugbade (2009) in hospitality, where front-line hotel staff with greater EI were better able to manage the emotional demands of client service. SER has also been shown to buffer emotional fatigue; (Brackett et al., 2010) observed that teachers with stronger emotional regulation skills experienced less burnout in emotionally demanding classroom environments. In educational settings, researchers found that effective emotion regulation mitigated the strain of emotional labor (Sutton, 2004; Y. H. Lee et al., 2019). These studies indicate that both EI and SER can serve as protective factors, weakening the direct impact of AEL on emotional exhaustion by enhancing emotional coping capacities. Therefore, this study hypothesized:

H2: Emotional intelligence moderates the path between active empathetic listening and emotional exhaustion.

H3: Self-emotional regulation moderates the path between active empathetic listening and emotional exhaustion.

Based on the reviewed literature, this study proposed the following model:

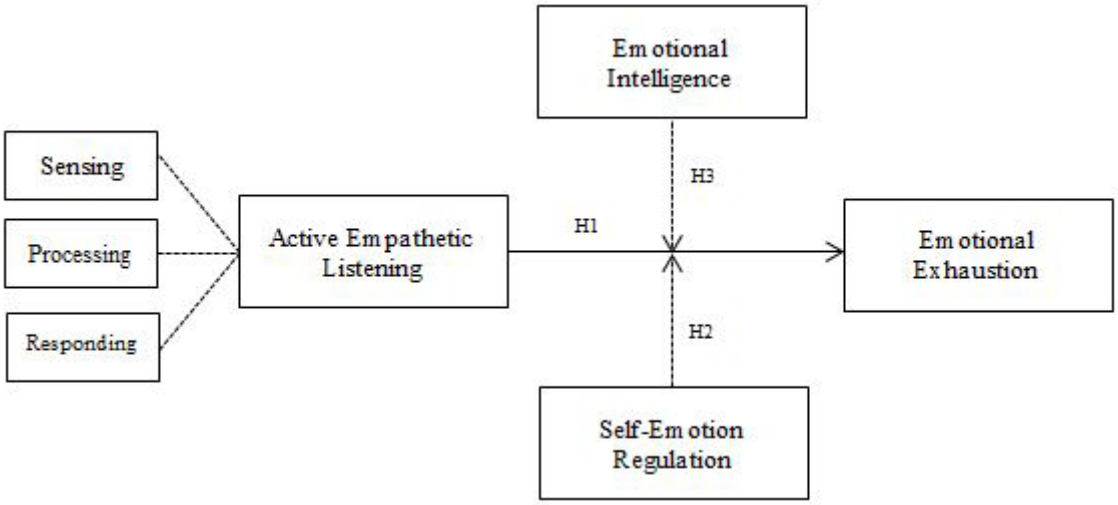

Figure 1. The research model

3. Methods

3.1 Study Design

To address the research questions and test the proposed hypotheses, this study employed a single cross-sectional approach due to collecting data from a single point in time, focusing on a particular group of the population.

3.2 Sample Size and Data Collection

The rapid growth of beauty salons, training institutions, and hairstylists, combined with the rising demand for a wide range of beauty services, makes Cyprus an important target for studying the beauty and cosmetics industry among European Union regions (Statista, 2023; Karami et al., 2023). Following Hair et al. (2010), who recommended a sample size between 150 and 400 for Structural Equation Modeling (SEM) analysis, a self-administered survey questionnaire was distributed to 250 hairdressers using a judgmental sampling technique during March and April 2025. The beauty salons were targeted in the most populated cities of Cyprus (Nicosia, Pafos, Agia Napa, Larnaka, Lemesos, Paralimni, Famagusta, and Girne). In total, 204 completed questionnaires were returned, yielding a satisfactory response rate (81.6%). These 204 valid responses were used for model testing. Participants were not promised any rewards for completing the questionnaire. All participants provided free and informed consent, obtained through a process conducted independently of the research protocol, to ensure the anonymity of the collected data.

3.3 Questionnaire Construct

The first section of the questionnaire consisted of age, gender, education, marital status, years of experience, and whether the hairdresser is certified. The demographic data are presented in Table 1. The second part is items related to each construct that the respondents were asked to respond to according to their perceptions and experience.

Table 1: Demographic profile

Measure	Item	Frequency (N=204)	Percentage (%)
Age	20-24	23	11.3
	25-29	32	15.7
	30-34	121	59.3
	35-40	28	13.7
Education	Bachelor's or less	28	8.2
	Bachelor's	162	61.8
	Master's and above	14	30.2
Marital status	Single	183	60.1
	Married	98	32.2
	Divorced	23	7.5
Years of experience	Less than 1	5	22
	1 to 2	18	40.1
	3-5	103	3.9
	6-10	31	23.3
	11-15	39	10.5
	More than 15	8	3.2
Certified	Yes	191	93.6
	No	13	6.4

A total of 204 participants were surveyed. The majority (59.3%) were aged 30–34, with 79.4% holding a bachelor's degree. Most respondents (81.4%) were married, while 12.7% were single and 5.9% divorced. Regarding work experience, half (50.5%) had 3–5 years, and 19.1% had 11–15 years. Only 2.5% had less than one year of experience. In terms of professional certification, 93.6% were certified, while 6.4% were not. This indicates a highly educated, experienced, and credentialed workforce, predominantly in their early thirties and in stable personal and professional stages of life.

3.4 Assessment Instruments

In the present study, emotional intelligence was measured using the Brief Emotional Intelligence Scale (BEIS) developed by Davies et al. (2010), comprising 10 items (e.g., "I know why my emotions change"). The scale demonstrated satisfactory internal consistency of $\alpha = 0.92$. Active empathetic listening was assessed using the Active Empathetic Listening Scale (AEL) by Drollinger et al. (2006), consisting of 11 items divided into three subdimensions: Sensing (4 items), Processing (3 items), and Responding (4 items) (e.g., "I assure my customers that I will remember what they say by taking notes when appropriate").

The scale presented high reliability of $\alpha = 0.89$. Emotional exhaustion was measured utilizing the Emotional Exhaustion subscale from the Maslach Burnout Inventory (MBI) (Maslach et al., 2018), including 4 items (e.g., "I feel emotionally drained from my work"). This subscale reported excellent internal consistency of $\alpha = 0.90$. Emotion regulation was evaluated using the Emotion Regulation Questionnaire (ERQ), developed by Gross and John (2003) and further refined by Preece et al. (2021). The ERQ is a 10-item self-report measure that captures two common emotion regulation strategies: cognitive reappraisal (6 items, e.g., "When I want to feel less negative emotions, I change the way I'm thinking about the situation"; $\alpha = 0.79$) and expressive suppression (4 items, e.g., "I control my emotions by not expressing them"; $\alpha = 0.73$). Items are rated on a 7-point Likert scale from strongly disagree to strongly agree.

3.5 Data Analysis

In this study, Alpha coefficients and composite reliability (CR) are checked to determine the constructs' internal consistency. Additionally, construct validity and discriminant validity were checked relying on the values of average variance extracted (AVE) and the loading factors in confirmatory factor analysis (CFA). Structural equation modeling (PLS-SEM) was utilized to examine the hypotheses in the proposed model. The goodness of fit was assessed using cut-off criteria recommended in prior research, including X2/df <3 (Hayduk, 2023), GFI ≥0.8, AGFI≥0.8 (Scott, 1995), NFI≥0.8 (Hair et al., 1998), RMSEA≤0.8 (Bagozzi & Yi, 1988), and CFI≥0.8 (Bagozzi & Yi, 1988).

3.5.1 Common Method Bias

If data for all variables (independent and dependent) were collected via a single survey, common method variance (CMV) could have an impact on the interactions between constructs in the model (Podsakoff et al., 2003). Therefore, before assessing the validity and reliability of the constructs, it was suggested that any bias in the data be checked (Kataria & Saini, 2020). To assess common method bias (CMB), Harman's single-factor test, a widely recognized method, was conducted to determine whether a single factor accounted for the majority of the variance (Podsakoff et al., 2003). The results showed that the first factor explained 39.18% of the total variance, which is below the commonly accepted threshold of 50% (Podsakoff et al., 2003; Fuller et al., 2016), indicating that CMB is not a significant concern in this study.

4. Results

4.1 Reliability and Validity

The findings indicate that the model exhibited a satisfactory fit to the data, with all fit indices meeting or surpassing the commonly recommended thresholds: $\chi^2/df = 2.882$, GFI = 0.94, AGFI = 0.91, NFI = 0.95, CFI = 0.94, and RMSEA = 0.031.

Reliability assessments, based on Cronbach's alpha and composite reliability (CR), confirmed strong internal consistency across all constructs. Both alpha and CR values exceeded the accepted benchmark of 0.7, as suggested by Fornell and Larcker (1981) and Nunnally (1975). Specifically, Cronbach's alpha ranged from 0.73 to 0.80, and CR values were between 0.76 and 0.82, demonstrating the robustness of the instrument. A detailed summary is presented in Table 2.

To establish convergent validity, it is generally advised that standardized factor loadings exceed 0.5, CR values surpass 0.7, and average variance extracted (AVE) values exceed 0.5 (Bagozzi & Yi, 1988; Jalilvand et al., 2017). The outcomes confirmed that all constructs met these criteria, with factor loadings ranging from 0.53 to 0.61 and AVE values between 0.55 and 0.62. These results affirm the adequacy of the convergent validity for the measurement model.

Table 2: The indicators of internal consistency and convergent validity

Variables	Mean	Std.Dev.	Cronbach's α	CR	AVE
AEL	6.12	1.29	0.73	0.82	0.61
EEX	5.43	2.22	0.71	0.74	0.55
EIN	5.86	1.98	0.78	0.76	0.51
SER	6.33	2.29	0.80	0.81	0.62

Notes: AE: Active Empathetic Listening; EEX: Emotional Exhaustion; EIN: Emotional Intelligence; SER: Self-Emotional Regulation.

To assess discriminant validity, the square roots of the Average Variance Extracted (AVE) were compared with the inter-construct correlation coefficients, following the procedure outlined by Fornell and Larcker (1981). The results demonstrated that, for each construct, the square root of its AVE exceeded the corresponding correlation values with other constructs, thereby confirming that the discriminant validity criteria were fulfilled. Additionally, the Heterotrait–Monotrait ratio (HTMT) was applied as a supplementary method to validate discriminant validity (Cohen, 1988; Tian et al., 2022). The HTMT values for all construct pairs remained below the conservative threshold of 0.90, as recommended by Henseler et al. (2015), indicating that discriminant validity was sufficiently established. The correlation coefficients and HTMT results are summarized in Table 3.

Table 3: Discriminant validity

Pairwise construct comparison				
Construct	AEL	EEX	EIN	SER
AEL	0.781			
EEX	0.535	0.741		
EIN	0.542	0.426	0.714	
SER	0.412	0.685	0.602	0.787
Heterotrait–Monotrait ratio (HTMT)				
Construct	AEL	EEX	EIN	SER
AEL	-			
EEX	0.672	-		
EIN	0.773	0.518	-	
SER	0.488	0.529	0.591	-

Notes: Bolded values are the square root of AVE. Below the diagonal present correlations' coefficients; level of significance is $p<0.01$.

4.2 Tests of the Structural Model

Structural equation modeling (PLS-SEM) was used to test the study's hypotheses. The results of R-squared (R2), beta coefficients (β), factor loadings, and corresponding t-values were checked to confirm the model. Hypotheses were tested based on the level of significance in the path coefficient using the bootstrapping technique (Hair et al., 2011) with 1000 iterations of resampling. An acceptable model fit was supported by the model-fit indices in the structural model ($\chi 2/df= 2.28$, GFI= 0.944, AGFI= 0.931, NFI=0.926, CFI=0.935, and RMSEA= 0.032).

4.3 Direct and Moderating Effect

Hypothesis 1 claimed that there is a positive relationship between active empathetic listening and emotional exhaustion. The results of the path coefficient ($\beta = 0.392$, $t = 18.815$, $p < 0.01$) illustrated that active empathetic listening has a positive effect on emotional exhaustion, explaining 0.522 (52.2%) of the variation in emotional exhaustion. Thus, hypothesis 1 is supported.

Hypothesis number 2 postulated that the relationship between active empathetic listening and emotional exhaustion is moderated by emotional intelligence, so that the positive relationship will be stronger for hairdressers with weak levels of emotional intelligence. As shown in Table 4, the interaction effects of active empathetic listening and emotional exhaustion (moderating effect 1) were significant on emotional exhaustion, with path coefficients of 0.288 and p-value < 0.1. Thus, hypothesis H2 is supported.

Hypothesis number 3 postulated that the relationship between active empathetic listening and emotional exhaustion is moderated by self-emotion regulation, so that the positive relationship will be stronger for hairdressers with weak levels of self-emotion regulation. As shown in Table 4, the interaction effects of active empathetic listening and self-emotion regulation were

significant on emotional exhaustion with path coefficients of 0.105 and p-value < 0.1. Thus, hypothesis H3 is supported.

As depicted in Table 4, the R-squared (R^2) value for emotional exhaustion is 0.52, with adequate explanatory power. The indices present that the moderating effects of emotional intelligence can boost the explanatory power of the relationship between active empathetic listening and emotional exhaustion up to 0.58. Furthermore, the values indicated that the moderating effects of self-emotion regulation can enhance the explanatory power of the relationship between active empathetic listening and emotional exhaustion up to 0.54.

Table 5: Standardized paths for hypothesis testing

Hypothesis	b	R2	Q2	SD	t-value	Decision
AEL→ EEX	0.392**	0.522	0.285	0.021	12.165	Supported
AEL × EIN → EEX	0.288*	0.541	0.217	0.036	8.133	Supported
AEL × SER → EEX	0.105*	0.584	0.154	0.044	6.618	Supported

Notes: SD: Standard Deviation; b: Path cofecient; *p < 0.10; ** p < 0.05; *** p < 0.01.

In addition to evaluating the magnitude of the R^2 values as a criterion of predictive accuracy, Stone-Geisser's Q^2 value is suggested as a criterion of predictive relevance (Stone, 1974; Geisser, 1974). The Q^2 value of latent variables in the PLS path model is obtained by using the blindfolding procedure, which is a sample re-use technique. This study also used this method to evaluate the research model's capacity to predict. The predictive relevance retrieved determined that the Q^2 values exceed zero for a certain endogenous latent variable to illustrate the predictive relevance of the model (Hair et al., 2010).

5. Discussion

This study examined the role of active empathetic listening (AEL) in predicting emotional exhaustion among beauty salon professionals, with a focus on the moderating roles of emotional intelligence (EI) and self-emotion regulation (SER). The findings present both theoretical and empirical contributions to the literature on emotional labor and occupational well-being in high-contact service settings.

5.1 Theoretical Implications

Theoretically, this research extends emotional labor theory by emphasizing that emotionally supportive behaviors, such as AEL, while typically regarded as beneficial for clients and overall service experience, can have adverse effects on service providers. The positive association between AEL and emotional exhaustion ($\beta = 0.392$, $p < 0.01$) aligns with emerging perspectives that empathy can become a burden when practiced frequently without adequate emotional coping mechanisms (Grandey, 2000; Lampert et al., 2019; Jonsdottir & Kristinsson, 2020).

Furthermore, the study introduces a dual-pathway moderating framework by differentiating between emotional intelligence as a trained social skill (Mayer et al., 2004) and self-emotion regulation as a more biologically rooted trait (Gross, 2015). The finding that both variables moderate the relationship between AEL and emotional exhaustion reinforces the idea that individual differences play a critical role in emotional labor outcomes ($\beta = 0.288$, $p < 0.10$; $\beta = 0.105$, $p < 0.1$. Notably, self-emotion regulation demonstrated a stronger moderating effect than emotional intelligence, suggesting that innate or automatic emotion regulation abilities may offer more resilience in emotionally taxing roles (Diefendorff et al., 2005).

5.2 Empirical Implications

The empirical findings of this study provide valuable insights for both researchers and practitioners in the beauty salon and service industry. The significant positive association between active empathetic listening (AEL) and emotional exhaustion indicates that although AEL is a central component of effective service delivery and client satisfaction (Bodie et al., 2015), it also presents psychological risks for service providers when practiced repeatedly without adequate emotional support. These results align with previous empirical studies in high-contact service businesses, such as healthcare and education, where determined that the intense, frequent empathetic engagement leads to burnout, emotional fatigue, and decreased job satisfaction (Grandey, 2000; Zapf, 2002). Within the context of beauty salons, where building long-term, emotionally invested client relationships is an essential part of the job, this emotional burden can become particularly notable.

The findings have important implications for how beauty salon managers and owners approach workforce management. The moderating effects of emotional intelligence (EI) and self-emotion regulation (SER) on the path of empathetic listening and exhaustion suggest that not all employees are equally affected by emotional demands. Individuals with higher levels of emotional intelligence and self-emotional regulation are more capable of handling their emotional strain; therefore, less likely to suffer from emotional exhaustion when engaging in empathetic behaviors (Joseph & Newman, 2010; Gross, 2015). These findings suggest that emotional competencies should be taken into account during the hiring process, especially in high-contact service industries. Research supports using emotional intelligence tests or situational judgment tasks to identify candidates who are more emotionally adaptable (Schutte et al., 2007).

Moreover, the findings indicate that workplace training programs should address not only technical and interpersonal skills but also incorporate emotional development. Although emotional intelligence can be improved through structured training (Slaski & Cartwright, 2003), teaching self-regulation strategies is equally important (e.g., mindfulness and stress reduction techniques). Studies have demonstrated that these interventions can effectively enhance emotional resilience and reduce emotional exhaustion in service settings (Hülsheger et al., 2013; Cutuli, 2014). By investing in such programs, managers can strengthen employees' capacity to handle emotional demands more safely and effectively. Beyond individual-focused approaches, organizational design also plays a key role in easing emotional strain. Research indicates that job recovery, through scheduled breaks or varying tasks, can significantly reduce emotional stress (Sonnentag & Fritz, 2015). To assist staff in better managing their emotional energy, salon managers can redesign work schedules to incorporate regular recovery periods or alternate emotionally intense tasks with less demanding ones. Moreover, a supportive organizational climate that fosters open communication about emotional challenges has been shown to buffer the negative effects of emotional labor (Brotheridge & Grandey, 2002). Promoting teamwork, providing peer support, and having regular check-ins with supervisors can enhance psychological safety and reduce the risk of burnout.

Salon owners should also consider the long-term business value of maintaining a healthy emotional climate. Emotional exhaustion among employees can result in decreased service quality, customer dissatisfaction, and higher staff turnover. On the other hand, investing in emotional well-being has been linked to improved performance outcomes, employee engagement, and client loyalty (Harter et al., 2002). These findings challenge the traditional service norm that prioritizes customer satisfaction at all costs. Instead, they support a more balanced approach that recognizes the interdependence between employee well-being and

service excellence. A workforce that is emotionally supported is not only more productive and committed but also more capable of sustaining high-quality interpersonal service over time.

6. Limitation

Despite its contributions, this study is not without limitations. The cross-sectional design restricts causal inferences, and the self-reported data may be subject to social desirability bias. Additionally, the focus on a single country limits generalizability to broader cultural contexts. Future research could employ longitudinal designs and cross-cultural comparisons to deepen understanding.

7. Conclusion

In conclusion, this study underscores the emotional costs of empathetic behavior in service settings and the critical role of individual emotional capacities in buffering these effects. While active empathetic listening enhances client relationships, it may also contribute to emotional exhaustion if not balanced by robust emotion regulation strategies. For practitioners, the findings advocate for training programs that not only foster emotional intelligence but also strengthen automatic self-regulatory capacities, ultimately supporting sustainable service careers and better occupational well-being.

References

Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, *16*(1). https://doi.org/10.1007/BF02723327

Bitner, M. J., Booms, B. H., & Tetreault, M. S. (1990). The Service Encounter: Diagnosing Favorable and Unfavorable Incidents. *Journal of Marketing*, *54*(1). https://doi.org/10.1177/002224299005400105

Bodie, G. D., Vickery, A. J., Cannava, K., & Jones, S. M. (2015). The Role of "Active Listening" in Informal Helping Conversations: Impact on Perceptions of Listener Helpfulness, Sensitivity, and Supportiveness and Discloser Emotional Improvement. *Western Journal of Communication*, *79*(2). https://doi.org/10.1080/10570314.2014.943429

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among british secondary-school teachers. *Psychology in the Schools*, *47*(4). https://doi.org/10.1002/pits.20478

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of "people work." *Journal of Vocational Behavior*, *60*(1). https://doi.org/10.1006/jvbe.2001.1815

Choi, C. H., Kim, T. T., Lee, G., & Lee, S. K. (2014). Testing the stressor-strain-outcome model of customer-related social stressors in predicting emotional exhaustion, customer orientation and service recovery performance. *International Journal of Hospitality Management*, *36*. https://doi.org/10.1016/j.ijhm.2012.09.009

Chou, S., & Chen, C. W. (2018). The influences of relational benefits on repurchase intention in service contexts: the roles of gratitude, trust and commitment. *Journal of Business and Industrial Marketing*, *33*(5). https://doi.org/10.1108/JBIM-08-2017-0187

Codier, E., Kamikawa, C., Kooker, B. M., & Shoultz, J. (2009). Emotional intelligence, performance, and retention in clinical staff nurses. *Nursing Administration Quarterly*, *33*(4). https://doi.org/10.1097/NAQ.0b013e3181b9dd5d

Cohen, J. (1988). Statistical power analysis for the behavioural sciences. Hillside. In *NJ: Lawrence Earlbaum Associates*.

Cutuli, D. (2014). Cognitive reappraisal and expressive suppression strategies role in the emotion regulation: An overview on their modulatory effects and neural correlates. In *Frontiers in Systems Neuroscience* (Vol. 8). https://doi.org/10.3389/fnsys.2014.00175

Dagger, T. S., David, M. E., & Ng, S. (2011). Do relationship benefits and maintenance drive commitment and loyalty? *Journal of Services Marketing*, *25*(4), 273–281. https://doi.org/10.1108/08876041111143104

Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and Reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, *31*(4). https://doi.org/10.1027/1614-0001/a000028

Decety, J., & Jackson, P. L. (2004). The functional architecture of human empathy. In *Behavioral and cognitive neuroscience reviews* (Vol. 3, Issue 2). https://doi.org/10.1177/1534582304267187

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, *66*(2). https://doi.org/10.1016/j.jvb.2004.02.001

Drollinger, T., Comer, L. B., & Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. In *Psychology and Marketing* (Vol. 23, Issue 2). https://doi.org/10.1002/mar.20105

Fornell, C., & Larcker, D. F. (1981). Structural Equation Models with Unobservable Variables and Measurement Error: Algebra and Statistics. *Journal of Marketing Research*, *18*(3). https://doi.org/10.1177/002224378101800313

Fuller, C. M., Simmering, M. J., Atinc, G., Atinc, Y., & Babin, B. J. (2016). Common methods variance detection in business research. *Journal of Business Research*, *69*(8). https://doi.org/10.1016/j.jbusres.2015.12.008

Gearhart, C. C., & Bodie, G. D. (2011). Active-Empathic Listening as a General Social Skill: Evidence from Bivariate and Canonical Correlations. *Communication Reports*, *24*(2). https://doi.org/10.1080/08934215.2011.610731

Geisser, S. (1974). A Predictive Approach to the Random Effect Model. *Biometrika*, *61*(1). https://doi.org/10.2307/2334290

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. *Learnning*, *24*.

Grandey, A. A. (2000). Emotion regulation in the workplace: a new way to conceptualize emotional labor. In *Journal of occupational health psychology* (Vol. 5, Issue 1). https://doi.org/10.1037/1076-8998.5.1.95

Grandey, A. A. (2003). When "the show must go on": Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, *46*(1). https://doi.org/10.2307/30040678

Grönroos, C. (1995). Relationship marketing: The strategy continuum. *Journal of the Academy of Marketing Science*, *23*(4). https://doi.org/10.1007/BF02893863

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. In *Review of General Psychology* (Vol. 2, Issue 3). https://doi.org/10.1037/1089-2680.2.3.271

Gross, J. J. (2015). The Extended Process Model of Emotion Regulation: Elaborations, Applications, and Future Directions. In *Psychological Inquiry* (Vol. 26, Issue 1). https://doi.org/10.1080/1047840X.2015.989751

Gross, J. J., & John, O. P. (2003). Individual Differences in Two Emotion Regulation Processes: Implications for Affect, Relationships, and Well-Being. *Journal of Personality and Social Psychology*, *85*(2). https://doi.org/10.1037/0022-3514.85.2.348

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Multivariate data analysis with readings (5nd ed.). In *Prentice-Hall, Upper Saddle River*.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate Data Analysis. In *Vectors*. https://doi.org/10.1016/j.ijpharm.2011.02.019

Hairdressers and beauticians in the EU - Products Eurostat News - Eurostat. (n.d.). Retrieved June 4, 2023, from https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20200612-1

Hall, J. A., Horgan, T. G., Stein, T. S., & Roter, D. L. (2002). Liking in the physician-patient relationship. *Patient Education and Counseling*, *48*(1). https://doi.org/10.1016/S0738-3991(02)00071-X

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, *87*(2). https://doi.org/10.1037/0021-9010.87.2.268

Hausman, A. (2004). Modeling the patient-physician service encounter: Improving patient outcomes. *Journal of the Academy of Marketing Science*, *32*(4). https://doi.org/10.1177/0092070304265627

Hayduk, L. (2023). Structural Equation Modeling with LISREL. In *Structural Equation Modeling with LISREL*. https://doi.org/10.56021/9780801834783

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1). https://doi.org/10.1007/s11747-014-0403-8

Hülsheger, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, *98*(2). https://doi.org/10.1037/a0031313

Hülsheger, U. R., Lang, J. W. B., Schewe, A. F., & Zijlstra, F. R. H. (2015). When regulating emotions at work pays off: A diary and an intervention study on emotion regulation and customer tips in service jobs. *Journal of Applied Psychology*, *100*(2). https://doi.org/10.1037/a0038229

Jalilvand, M. R., Salimipour, S., Elyasi, M., & Mohammadi, M. (2017). Factors influencing word of mouth behaviour in the restaurant industry. *Marketing Intelligence and Planning*, *35*(1). https://doi.org/10.1108/MIP-02-2016-0024

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*(1). https://doi.org/10.3102/0034654308325693

Jonsdottir, I. J., & Kristinsson, K. (2020). Supervisors' active-empathetic listening as an important antecedent of work engagement. *International Journal of Environmental Research and Public Health*, *17*(21). https://doi.org/10.3390/ijerph17217976

Joseph, D. L., & Newman, D. A. (2010). Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model. *Journal of Applied Psychology*, *95*(1). https://doi.org/10.1037/a0017286

Karami, M., Eyüpoğlu, Ş. Z., & Ertugan, A. (2023). The Influence of Relational Benefits on Behavioral Intention and the Moderating Role of Habit: A Study in a Personal Service Business. *Behavioral Sciences*, *13*(7). https://doi.org/10.3390/bs13070565

Karatepe, O. M., & Olugbade, O. A. (2009). The effects of job and personal resources on hotel employees' work engagement. *International Journal of Hospitality Management*, *28*(4). https://doi.org/10.1016/j.ijhm.2009.02.003

Kataria, S., & Saini, V. (2020). The mediating impact of customer satisfaction in relation of brand equity and brand loyalty: An empirical synthesis and re-examination. *South Asian Journal of Business Studies*, *9*(1). https://doi.org/10.1108/SAJBS-03-2019-0046

Kemper, K. J., Schwartz, A., Wilson, P. M., Mahan, J. D., Schubert, C. J., Staples, B. B., McClafferty, H., Serwint, J. R., & Batra, M. (2020). Burnout in pediatric residents: Three years of national survey data. *Pediatrics*, *145*(1). https://doi.org/10.1542/PEDS.2019-1030

Kim, T. T., Paek, S., Choi, C. H., & Lee, G. (2012). Frontline service employees' customer-related social stressors, emotional exhaustion, and service recovery performance: Customer orientation as a moderator. *Service Business*, *6*(4). https://doi.org/10.1007/s11628-012-0164-8

Ko, H., & Lee, S. M. (2021). Effects of Imbalance of Self- and Other-Care on Counselors' Burnout. *Journal of Counseling and Development*, *99*(3). https://doi.org/10.1002/jcad.12372

Lampert, B., Unterrainer, C., & Seubert, C. T. (2019). Exhausted through client interaction—Detached concern profiles as an emotional resource over time? *PLoS ONE*, *14*(5). https://doi.org/10.1371/journal.pone.0216031

Larson, E. B., & Yao, X. (2005). Clinical empathy as emotional labor in the patient-physician relationship. In *JAMA* (Vol. 293, Issue 9). https://doi.org/10.1001/jama.293.9.1100

Lee, J. H. (Jay), & Ok, C. M. (2014). Understanding hotel employees' service sabotage: Emotional labor perspective based on conservation of resources theory. *International Journal of Hospitality Management*, *36*. https://doi.org/10.1016/j.ijhm.2013.08.014

Lee, Y. H. (2023). Understanding Emotional Labor Dynamics in Participant Sport Service: A Conceptual Framework. *Behavioral Sciences*, *13*(9). https://doi.org/10.3390/bs13090771

Lee, Y. H., Kwon, H. H., & Richards, K. A. R. (2019). Emotional Intelligence, Unpleasant Emotions, Emotional Exhaustion, and Job Satisfaction in Physical Education Teaching. *Journal of Teaching in Physical Education*, *38*(3). https://doi.org/10.1123/jtpe.2018-0177

Lu, S., Zhang, L., Klazinga, N., & Kringos, D. (2020). More public health service providers are experiencing job burnout than clinical care providers in primary care facilities in China. *Human Resources for Health*, *18*(1). https://doi.org/10.1186/s12960-020-00538-z

Maslach, C. (2018). Burnout: a Multidimensional Perspective. In *Professional Burnout*. https://doi.org/10.4324/9781315227979-3

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, *2*(2), 99–113. https://doi.org/10.1002/job.4030020205

Maslach, C., Jackson, S. E., & Leiter, M. P. (2018). Maslach Burnout Inventory Manual. In *Mind Garden, Inc*.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. In *Psychological Inquiry* (Vol. 15, Issue 3). https://doi.org/10.1207/s15327965pli1503_02

McCann, H. (2024). 'Very unsure of what's to come': Salon worker experiences of COVID-19 in Australia during 2020. *Current Sociology*, *72*(3). https://doi.org/10.1177/00113921221129315

Mechinda, P., & Patterson, P. G. (2011). The impact of service climate and service provider personality on employees' customer-oriented behavior in a high-contact setting. *Journal of Services Marketing*, *25*(2). https://doi.org/10.1108/08876041111119822

Miller, K. I., Stiff, J. B., & Ellis, B. H. (1988). Communication And Empathy As Precursors To Burnout Among Human Service Workers. *Communication Monographs*, *55*(3). https://doi.org/10.1080/03637758809376171

Ngcobo, N. F., Chiwawa, N., & Wissink, H. (2022). Emotional labour: The effects of genuine acting on employee performance in the service industry. *SA Journal of Human Resource Management*, *20*. https://doi.org/10.4102/sajhrm.v20i0.1583

Nunnally, J. C. (1975). Psychometric Theory' 25 Years Ago and Now. *Educational Researcher*, *4*(10). https://doi.org/10.3102/0013189X004010007

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies. In *Journal of Applied Psychology* (Vol. 88, Issue 5). https://doi.org/10.1037/0021-9010.88.5.879

Preece, D. A., Becerra, R., Hasking, P., McEvoy, P. M., Boyes, M., Sauer-Zavala, S., Chen, W., & Gross, J. J. (2021). The Emotion Regulation Questionnaire: Psychometric Properties and Relations with Affective Symptoms in a United States General Community Sample. *Journal of Affective Disorders*, *284*. https://doi.org/10.1016/j.jad.2021.01.071

Pugh, A. J. (2023). Constructing What Counts as Human at Work: Enigma, Emotion, and Error in Connective Labor. *American Behavioral Scientist*, *67*(14). https://doi.org/10.1177/00027642221127240

Schutte, N. S., Malouff, J. M., Thorsteinsson, E. B., Bhullar, N., & Rooke, S. E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality and Individual Differences*, *42*(6). https://doi.org/10.1016/j.paid.2006.09.003

Scott, J. E. (1995). The Measurement of Information Systems Effectiveness: Evaluating a Measuring Instrument. *ACM SIGMIS Database*, *26*(1). https://doi.org/10.1145/206476.206484

Slaski, M., & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health and performance. *Stress and Health*, *19*(4). https://doi.org/10.1002/smi.979

Sonnentag, S., & Fritz, C. (2015). Recovery from job stress: The stressor-detachment model as an integrative framework. *Journal of Organizational Behavior*, *36*(S1). https://doi.org/10.1002/job.1924

Stone, M. (1974). Cross-Validatory Choice and Assessment of Statistical Predictions. *Journal of the Royal Statistical Society Series B: Statistical Methodology*, *36*(2). https://doi.org/10.1111/j.2517-6161.1974.tb00994.x

Sutton, R. E. (2004). Emotional regulation goals and strategies of teachers. *Social Psychology of Education*, *7*(4). https://doi.org/10.1007/s11218-004-4229-y

Tan, A. H. T., Muskat, B., & Johns, R. (2019). The role of empathy in the service experience. *Journal of Service Theory and Practice*, *29*(2). https://doi.org/10.1108/JSTP-10-2018-0221

Tian, H., Siddik, A. B., & Masukujjaman, M. (2022). Factors Affecting the Repurchase Intention of Organic Tea among Millennial Consumers: An Empirical Study. *Behavioral Sciences*, *12*(2). https://doi.org/10.3390/bs12020050

Wen, B., Zhou, X., Hu, Y., & Zhang, X. (2020). Role Stress and Turnover Intention of Front-Line Hotel Employees: The Roles of Burnout and Service Climate. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00036

Wieseke, J., Geigenmüller, A., & Kraus, F. (2012). On the Role of Empathy in Customer-Employee Interactions. *Journal of Service Research*, *15*(3). https://doi.org/10.1177/1094670512439743

Winsted, K. F. (2000). Service behaviors that lead to satisfied customers. *European Journal of Marketing*, *344*(3). https://doi.org/10.1108/03090560010311920

Zapf, D. (2002). Emotion work and psychological well-being. A review of the literature and some conceptual considerations. *Human Resource Management Review*, *12*(2). https://doi.org/10.1016/S1053-4822(02)00048-7