EMOTIONAL INTELLIGENCE AND JOB ANXIETY IN RELATION TO WORKPLACE RESILIENCY OF EMPLOYEES IN PRIVATE ACADEMIC INSTITUTIONS

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Abstract

This study was conducted to establish the mediating role of job anxiety on the relationship between emotional intelligence and workplace resilience of employees in private academic institutions. By the use of proportional stratified sampling, there were 300 employees who served as the respondents of the study came from the different private academic institution in Kidapawan City, North Cotabato. Standardized instruments were used in this study. The mode of data collection was face-to-face. Mediating analysis was used to determine the mediation of job anxiety on emotional intelligence and workplace resilience. In analysing the data, weighted mean, Pearson r, and path analysis were utilized. Results revealed that the emotional intelligence and workplace resilience of employees in private academic institutions were high. However, their level of job anxiety was low. Pearson's r was used in determining the relationship of three variables. It was found that emotional intelligence is significantly correlated to workplace resilience while there is no significant relationship between emotional intelligence and job anxiety. Moreover, job anxiety is not significantly correlated to workplace resilience. Furthermore, there is no mediating effect of job anxiety on emotional intelligence and workplace resilience.

1. INTRODUCTION

The workplace plays a significant role in individuals' lives, significantly impacting their overall well-being and health. Numerous studies have explored the connection between workplace characteristics and health, revealing that both stressors from exterior of work and stressors directly related to work have separate effects on mental health. The influence of the workplace is multifaceted: on one hand, it can have positive effects on well-being by offering social support, fostering a sense of identity, and boosting self-esteem. On the other hand, it also entails various demands, pressures, and potential threats that can trigger anxiety. Various stressors can elicit distinct forms of job-related anxiety. For instance, anxiety about inadequacy may arise from the pressure to meet performance standards and expectations. The surveillance and disciplinary actions imposed by superiors can trigger social anxiety specifically directed towards those in authority. Rivalries among colleagues can evoke fears of being targeted or persecuted. Additionally, concerns related to health risks stemming from hazardous substances or safety hazards, such as accidents, can induce anxiety about one's well-being.

Employee resilience is of utmost importance in private academic institutions, particularly when faced with demanding circumstances and an ever-changing and uncertain environment. The roles within these institutions often entail high levels of ambiguity, conflicting demands, and frequent alterations in circumstances. In such a context, continuous learning, collaboration, and adaptability become essential. According to a contemporary perspective, resilience is viewed as a critical ability that empowers employees to effectively handle and adjust to ongoing changes in their work environment (Näswall et al., 2019, p. 353). This modern perspective emphasizes the individual's ability to utilize personal, social, and contextual resources in relation to their work. It recognizes the dynamic interaction between individuals and their work environment in the development of resilience (Näswall et al., 2019; Pangallo et al., 2015). According to this view, resilience entails specific capabilities that enable individuals to effectively adapt to challenges and actively pursue opportunities for continuous growth and improvement (Näswall et al., 2019, p. 354). In their research, DiFabio and Saklofske (2018) discovered a strong and intricate connection between emotional intelligence and resilience. They found that emotional intelligence played a significant role in explaining the variations in resilience among individuals, and importantly, the two constructs were correlated rather than being dispensable. Cejudo et al. (2018) and Obeid et al. (2020) proposed that humans with high emotional quotient were able to discern pressure as a defiance rather

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than a menace. Emotional quotient was identified as a trait that could be developed and was also considered a predictor of overall success in life, thereby potentially enhancing resilience (Kennedy et al., 2019).

Furthermore, Turk and Wolf (2019) conducted a study focusing on emotional intelligence and resilience. They suggested that the seven resilience abilities identified by Reivich and Shatté were necessary prerequisites for individuals to possess the capacity to commence, enforce, and sustain captaincy, rather than being a byproduct of it. Moon and Yoon (2020) discovered that emotional quotient played an essential role in influencing persistence and subsequently developed a scheme aimed at enhancing resilience in specific high-risk occupations. Li et al. (2015) explored the relationship between persistence and emotional quotient and observed an eastbound association between emotional quotient, Adversarial growth, and persistence. This finding indicated that emotional intelligence had positive effects on both career development and personal well-being. Romosiou et al. (2019) conducted a study involving a group that participated in intensive training on emotional intelligence and resilience. The findings revealed significant improvements in the trained group compared to the control group, both immediately after the training and during a later measurement. In a similar vein, Shashikala and Basha (2020) carried out assessments before and after an eight-week training program on emotional quotient and persistence, and the subjects exhibited statistically significant improvement. Emotional quotient has consistently emerged as a predictive element for persistence across different populations, offering researchers valuable information on specific protective factors that enhance an individual's persistence (Xi et al., 2015). Jung et al. (2016) conducted a study investigating the impact of an online training program that targeted emotional quotient and persistence. The results demonstrated the beneficial effects of the training program.

According to several studies (Rabe, 2018; Jung et al., 2016; Delhom et al., 2020; Zhoc et al., 2017), the existing information indicates that improving knowledge and offering instruction can boost emotional quotient and persistence. This, in turn, has a positive impact on how individuals working in asset management effectively carry out their duties. In summary, while there is a considerable amount of representative research with clear implications regarding emotional intelligence and resilience, there remains ample opportunity to further investigate and clarify the relationship specifically within the context of asset managers. These findings collectively suggest that developing resilience skills can be crucial for employees in effectively addressing mental health issues and reducing associated costs, such as presenteeism and burnout.

2.   STATEMENT OF THE PROBLEM

The primary objectives of this study are as follows:

1.   To provide an overview of the levels of emotional intelligence, workplace resilience, and job anxiety.

2.   To determine the significance of the relationships between emotional quotient and workplace resilience, emotional quotient and job anxiety, and job anxiety and workplace resilience.

3.   To establish whether job anxiety acts as a mediator in the relationship between emotional intelligence and workplace resilience.

3.   THEORETICAL FRAMEWORK

This research study was based on the theory of Resilience developed by Michael Rutter (1985), resilient individuals can be described as possessing a strong sense of self-efficacy and high self-esteem. They approach problem-solving with an action-oriented mindset and effectively seek support from others when needed. Resilient individuals are adaptable to change, capable of forming secure and close relationships, and draw upon their past successes to confront present challenges. They utilize positive affection to bounce back from negative affection experiences (Tugade& Fredrickson, 2004) and demonstrate personal competence, determination, supportive relationships, as well as reliance on faith and prayer (Werner, 1992).

4.   CONCEPTUAL FRAMEWORK

Figure 1 presents the conceptual paradigm of the study. As shown the independent variable is the emotional intelligence and the dependent variable is the workplace resilience while job anxiety is the mediating variable. In a study conducted by Goleman in 1995, influenced by the work of Mayer and Salovey, it is argued that traditional intelligence alone is insufficient for understanding human behavior. Instead, the concept of emotional intelligence is introduced, which refers to an individual's ability to recognize and comprehend their own emotions, as well as the emotions of others. Additionally, emotional intelligence encompasses the capacity to effectively manage and control emotions both within oneself and in interpersonal relationships. Goleman further elaborated on this concept in 1998 by identifying five essential components of emotional intelligence: self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. These components were collectively referred to as the "emotional quotient."

The variable that is being studied is workplace resilience. Winwood, McEwen, and Colon (2013) have identified several indicators of workplace resilience, which include living authentically, finding a sense of purpose, maintaining a balanced perspective, managing stress, cooperating with others, maintaining good physical health, and building supportive networks. Resilience, in this study, refers to the capacity to uphold a state of well-being and balance, thrive in the face of difficulties, effectively manage and cope with stressors, overcome challenges, and recover from setbacks. Previous research conducted by Di Fabio and Saklofske (2018), Droppert et al. (2019), Wilson and Saklofske (2018), Wilson et al. (2019), and Stovernick et al. (2020) has also highlighted the significance of resilience in various contexts and its role in effectively managing and overcoming challenges.

The variable that acts as a mediator in the study is job anxiety. Muschalla and Linden (2008) have identified five

domains related to job anxiety. In both personal and workplace contexts, individuals constantly face stimuli that can trigger anxiety. While individuals typically adapt and overcome anxiety in response to their daily work assignments, it becomes concerning when persistent worrying and apprehension arise due to work pressure. Such prolonged experiences of anxiety can manifest in noticeable changes in behavior, such as overthinking, irritability, excessive control, reluctance to delegate, mistrust, and the use of harsh language. These alterations in behavior have adverse effects on an employee's performance and create tensions in workplace relationships. Job anxiety is characterized by feelings of fear and emotional stress resulting from an individual's perceived engagement in work-related circumstances. Psychologically, this is known as job anxiety (Srivastava & Sen, 1995).
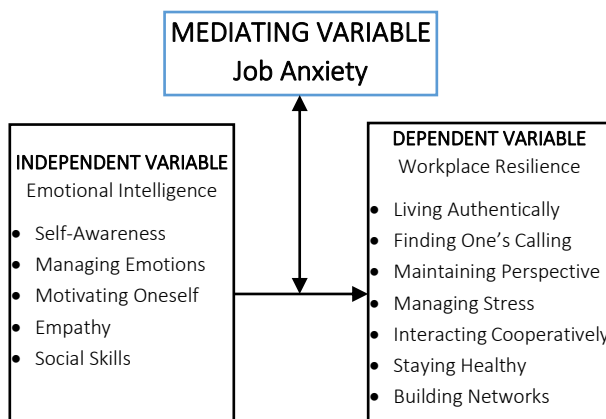

Figure 1 Conceptual Framework of the Study

5. METHODS

Research Design

This study utilized a research design that is non-experimental and descriptive-correlational in nature, incorporating mediation analysis.

The study utilized Mediating Analysis to explore the connection between emotional intelligence, workplace resilience, and job anxiety. The aim was to understand the mechanism through which emotional intelligence affects workplace resilience, with job anxiety playing a mediating role in this process.

Data Gathering Methods

The researcher was first secured the approved letter to conduct the study from the private academic institutions in Kidapawan City, namely, Central Mindanao College, Kidapawan Doctors College Inc., North Valley College Foundation Inc., and Notre Dame of Kidapawan College. The researcher gave an informed consent form to the respondents prior to the conduction of the study. Furthermore, the researcher provided them sufficient information and assurance about taking part in the study, the title and objectives are clearly stated and allow respondents to understand the implications of his/her participation. The respondents were scheduled appointments for the distribution of questionnaires. The respondents were given enough time to answer. To ensure 100% retrieval rate, the questionnaires were retrieved immediately after the respondents answered. After the data was completed, the questionnaires were considered

as classified, tallied, and tabulated. Throughout the course of the study, the data collected were dealt with utmost care and proper storage. This indicates that the confidentiality of the data gathered along with the identities of the respondents was properly ensured. Data collection took place from December 2022 – February 2023 and was done on the expected duration allotted. As a result, the researcher was able to examine the data by the end of February, and the month of March saw the beginning of the interpretation and writing of the remaining chapters in preparation for the public forum and final defense.

6. PARTICIPANTS OF THE STUDY

In this study, 300 employees from the different private schools in Kidapawan City were the respondents. The respondents were selected through proportional stratified sampling, a probability sampling technique in which the respondents were selected based on characteristics of the population and the objectives of the study. The participants were employees from private academic institutions. Respondents from public/government academic institutions were not allowed to participate in this study. If the respondent was not willing to participate in the study, the respondent can withdraw his/her participation.

Statistical Tools and Data Analysis

To interpret the gathered data for this study, the following statistical techniques were used. The level of emotional intelligence, workplace resilience and job anxiety were assessed using standard deviation and mean to answer the objectives from one to three. Moreover, the correlation between emotional intelligence and workplace resilience as well as emotional intelligence and job anxiety and job anxiety and workplace resilience among employees from private academic institutions was examined using Pearson r. Third, path analysis was used to identify the mediating effect of job anxiety on emotional quotient and workplace resilience.

Ethical Considerations

In accordance to the requirements of the UM Research Ethics Committee (with approved UMERC Certification No., UMERC-2022-382) in observing the ethical consideration of this study, the researcher was first secured the approved letter to conduct the study from the private academic institutions where the data was collected. The participation of respondents in this study is voluntary, and they retain the right to withdraw from the study at any point if they choose to do so. It is important to note that the involvement in this study will not cause any harm to the respondents. On the contrary, the study aims to provide benefits to the respondents by increasing their awareness of their levels of job anxiety, emotional intelligence, and workplace resilience. The researcher gave an informed consent form to the respondents prior to the conduction of the study. Furthermore, the researcher provided them sufficient information and assurance about taking part in the study, the title and objectives are clearly stated and allow respondents to understand the implications of his/her participation. This research strictly avoided any form of deception or exaggeration regarding its aims and objectives. Moreover, the study ensured that offensive, discriminatory, or any other unacceptable

language was not used during its implementation. Retrieval of the questionnaire was collected after the respondents answered the survey to ensure that all the items are clearly understood and filled out. The respondents were ensured that the gathered data will be kept confidential. The researcher ensured a high level of objectivity in discussions and analyses, maintaining the accuracy of the data results. They declared any affiliations, sources of funding, and potential conflicts of interest. In addition, all online communications regarding the research were conducted with honesty and transparency. The researcher also acknowledged the contributions of other authors whose works were utilized in the study.

7. RESULTS AND FINDINGS

Emotional Intelligence of Employees in Private Academic Institutions

The initial research objective aimed to provide a description of emotional intelligence, specifically focusing on aspects such as self-awareness, emotion management, self-motivation, empathy, and social skills.

Table 1 Level of Emotional Intelligence of Employees in Private Academic Institutions

Indicators	SD	Mean	Descriptive Level
Self-Awareness	0.47	4.07	High
Managing Emotions	0.58	3.76	High
Motivating Oneself	0.55	3.92	High
Empathy	0.59	3.88	High
Social Skills	0.61	3.84	High
Overall	0.46	3.89	High

Table 1 presents the level of emotional intelligence of employees in private academic institutions. Data shows that the emotional intelligence of employees in private academic institutions has a standard deviation of 0.46 and a mean of 3.89. This simply implies that the level of emotional intelligence of employees in private academic institutions is high. Employees working in private academic institutions possess the capacity to identify and regulate their own affections as well as the affection of others. They are adept at utilizing emotional information to guide their thoughts and behaviors, accurately distinguishing between different emotions and appropriately labeling them, and adjusting their emotions to suit different environments.

Research suggests that individuals with higher emotional intelligence possess the skills to regulate their emotions and respond constructively in stressful situations (Francis et al., 2018). They demonstrate the ability to swiftly and accurately adapt their competencies (Preston et al., 2015) and exhibit proficiency in reasoning and problem-solving (Wilderom et al., 2015). Furthermore, Lemisiou (2018) and Kanesan and Fauzan (2019) highlight emotional quotient as a human's capability to understand and navigate their own affections as well as the emotions of others, thereby influencing their behavior.

Workplace Resilience of Employees in Private Academic Institutions

The second research objective involves assessing the degree of workplace resilience by examining several aspects. These aspects encompass living authentically, discovering one's purpose, maintaining a positive outlook, effectively coping with stress, fostering cooperative interactions, prioritizing well-being, and cultivating supportive networks.

Table 2 Level of Workplace Resilience of Employees in Private Academic Institutions

Indicators	SD	Mean	Descriptive Level
Living Authentically	0.51	4.28	Very High
Finding One's Calling	0.59	4.12	High
Maintaining Perspective	0.53	4.10	High
Managing Stress	0.69	4.20	Very High
Interacting Cooperatively	0.67	4.22	Very High
Staying Healthy	0.85	3.63	High
Building Networks	0.65	4.25	Very High
Overall	0.47	4.11	High

Table 2 presents the level of workplace resilience of employees in private academic institutions. Data revealed that the workplace resilience of employees in private academic institutions has a standard deviation of 0.47 and a mean of 4.11. This suggests that the level of workplace resilience of employees in private academic institutions is high. Employees in private academic institutions have the ability to adapt in the face of challenging circumstances, while maintaining wellbeing. Employees who possess a strong level of resilience are less likely to be deterred by obstacles.

Furthermore, according to Burton (2017), employee resilience is essential for enabling organizations to adapt to unpredictable and dynamic business conditions. This quality of resilience is deemed crucial for facilitating organizational integration, fostering learning and knowledge sharing, promoting organizational flexibility, and ultimately driving organizational success (Jozaei& Mitchell, 2018).

Job Anxiety of Employees in Private Academic Institutions

The third purpose of the study was to assess the extent of job anxiety by examining different aspects such as anxiety related to stimuli and avoidance behaviors, social anxieties, concerns about health, feelings of inadequacy, and worries specific to work-related situations.

Table 3 Level of Job Anxiety of Employees in Private Academic Institutions

Indicators	SD	Mean	Descriptive Level
Stimulus-Related Anxiety and Avoidance Behavior	0.72	1.99	Low
Social Anxieties	0.70	1.86	Low
Health Related Anxieties	0.83	1.74	Very Low
Cognitions of Insufficiency	0.79	1.91	Low
Work-related Worries	0.87	2.28	Low
Overall	0.70	1.96	Low

Table 3 presents the level of job anxiety of employees in private academic institutions. Data revealed that the level of job anxiety of employees has a standard deviation of 0.70 and a mean of 1.96. This simply implies that the level of job anxiety of employees in private academic institutions is low. This mean that low level of job anxiety displayed improved working performance.

Marques (2018) suggests that low levels of anxiety can be characterized by mild feelings of fear or uneasiness, subtle physical sensations such as muscle tightness and sweating, and occasional doubts about one's capabilities.

It is important to note that these normal anxiety symptoms do not significantly disrupt daily functioning. Instead, they can actually improve attention, problem-solving skills, and motivation to work harder. Additionally, they can serve as an alert for potential threats.

Correlation between variables

The fourth research objective focused on the significance of the relationship between emotional quotient and workplace resilience; emotional quotient and work anxiety; and work anxiety and workplace resilience.

Table 4 displays the association between emotional qoutient and work environment resilience among employees in private academic institutions. The data reveals a significant correlation between emotional quotient and workplace resilience of these employees.

Table 4 Significance on the Relationship between Emotional Intelligence and Workplace Resilience of Employees in Private Academic Institutions

Emotional Intelligence	Workplace Resilience							
	Living Authentically	Finding One's Calling	Maintaining Perspective	Managing Stress	Interacting Cooperatively	Staying Healthy	Building Networks	Overall
Self-Awareness	.521** .000	.429** .000	.428** .000	.475** .000	.448** .000	.225** .000	.419** .000	.557** .000
Managing Emotions	.417** .000	.296** .000	.382** .000	.441** .000	.422** .000	.232** .000	.328** .000	.482** .000
Motivating Oneself	.467** .000	.455** .000	.377** .000	.517** .000	.492** .000	.353** .000	.374** .000	.587** .000
Empathy	.506** .000	.481** .000	.530** .000	.420** .000	.472** .000	.324** .000	.370** .000	.590** .000
Social Skills	.370** .000	.378** .000	.426** .000	.416** .000	.484** .000	.379** .000	.410** .000	.557** .000
Overall	.549** .000	.493** .000	.521** .000	.548** .000	.563** .000	.371** .000	.460** .000	.673** .000

Based on the table above it was found that emotional intelligence as an independent variable is significantly associated with workplace resilience since Pearson's r looks at the relationship of these variables. The stated hypothesis of the study was rejected because the probability value is significantly lower than 0.05 level of significance. The findings provide validation for the assertion made by Magnano et al. (2016) that emotional intelligence plays a crucial role in individuals' ability to accurately evaluate their environment, display empathy, prioritize problems, and structure their thoughts. These capabilities contribute to the cultivation of active coping skills, including resilience resources. These resources, in turn, enable the accumulation of an energy reserve that fuels positive states such as vigor, dedication, and absorption, which are key aspects of engagement (Brennan, 2017; Meintjes& Hofmeyr, 2018).

Furthermore, Droppert et al. (2019) conducted a study that investigated the relationships between emotional intelligence, resilience, and performance. Their findings revealed a significant predictive link between emotional intelligence and resilience, which is consistent with earlier research conducted by Armstrong et al. (2011) and Magnano et al. (2016). Specifically, Magnano et al. (2016) identified emotional intelligence as a fundamental factor contributing to resilience. Another notable study by DiFabio and Saklofske (2018) uncovered a robust and complex relationship between emotional intelligence and resilience, with emotional intelligence accounting for variations in resilience. It is important to note that these two constructs are correlated and not simply redundant or duplicative.

Table 5 illustrates the relationship between emotional quotient and work anxiety among employees in private academic institutions. The results indicate that there is no significant association between emotional quotient and work anxiety among these employees.

Table 5 Significance on the Relationship between Emotional Intelligence and Job Anxiety of Employees in Private Academic Institutions

Emotional Intelligence	Job Anxiety					
	Stimulus-Related Anxiety and Avoidance Behavior	Social Anxieties	Health Related Anxieties	Cognitions of Insufficiency	Work-Related Worries	Overall
Self-Awareness	-.007 .905	.035 .545	-.014 .814	.012 .843	-.006 .913	.004 .948
Managing Emotions	.039 .502	-.001 .980	-.025 .662	-.073 .205	-.057 .324	-.029 .620
Motivating Oneself	.023 .689	-.031 .594	-.066 .258	-.157** .007	-.132* .023	-.085 .142
Empathy	-.089 .124	-.054 .355	-.002 .973	-.062 .285	.017 .774	-.039 .504
Social Skills	.046 .427	-.023 .698	.013 .822	-.050 .390	-.055 .341	-.017 .774
Overall	.003 .955	-.020 .727	-.022 .706	-.082 .155	-.057 .322	-.041 .479

The data above shows that emotional intelligence as an independent variable has no significant relationship with the mediating variable workplace resilience. The stated hypothesis of the study was accepted because the probability value is significantly higher than 0.05 level of significance.

The findings of this study are consistent with the assertions made by Cejudo et al. (2018) and Obeid et al. (2020), suggesting that individuals with emotional intelligence tend to perceive pressure as a challenge rather than a threat. Emotional intelligence is seen as a malleable trait and a predictor of overall life success, thereby enhancing resilience (Kennedy et al., 2019). Furthermore, the results indicate that employees with higher levels of emotional intelligence experience lower levels of stress and greater levels of happiness (Naseem, 2018). In Table 6 shows the relationship between work anxiety and workplace resilience of employees in private academic institutions. The results show that there is no significant relationship between job anxiety and workplace resilience of employees.

Table 6 Significance on the Relationship between Job Anxiety and Workplace Resilience of Employees in Private Academic Institutions

Job Anxiety	Workplace Resilience							
	Living Authentically	Finding One's Calling	Maintaining Perspective	Managing Stress	Interacting Cooperatively	Staying Healthy	Building Networks	Overall
Stimulus-Related Anxiety and Avoidance Behavior	.005	-.073	-.009	-.040	.071	.111	.086	.038
	.936	.210	.883	.494	.222	.055	.138	.511
Social Anxieties	-.069	-.086	-.005	-.041	.045	.103	.024	.005
	.234	.139	.937	.480	.436	.076	.679	.929
Health Related Anxieties	-.040	-.099	-.029	-.106	.004	.074	.021	-.027
	.489	.088	.615	.066	.942	.202	.719	.646
Cognitions of Insufficiency	-.084	-.108	-.018	-.097	-.002	.070	.073	-.024
	.146	.061	.751	.093	.970	.229	.208	.681
Work-Related Worries	-.042	-.052	-.110	-.118*	.033	-.083	.129*	-.047
	.468	.374	.057	.041	.564	.150	.026	.416
Overall	-.051	-.092	-.041	-.093	.032	.055	.076	-.014
	.376	.112	.483	.110	.576	.338	.192	.804

Based on the table above it was found that effect of the mediating variable has no significant relationship on workplace resilience of employees since Pearson's r looks at the association of these variables. The stated hypothesis of the study was accepted because the probability value is significantly higher than 0.05 level of significance.

The results indicate that resilience plays a significant role in organizations, as it is linked to various positive outcomes. Persistent workers are less likely to be absent due to health issues, demonstrating the importance of resilience in maintaining attendance (Kotze & Lamb, 2012). Additionally, resilience is negatively associated with negative consequences such as turnover intentions, turnover characteristics, and burnout (Seligman et al., 1986; Van Katwyk, Fox, Spector, &Kelloway, 2000; Dyrbye et al., 2010). Moreover, resilience has shown promising effects in combating depression and anxiety, and it is inversely related to presenteeism, which is working while being sick (Steinhardt &Dolbier, 2008; Scali et al., 2012; Thogersen-Ntoumani et al., 2017). These findings collectively suggest that fostering persistence can be crucial for employees to effectively address mental health issues and mitigate related costs like presenteeism and burnout.

Mediation Analysis of the Three Variables

The fifth research objective focused on the significance of the mediating effect of job anxiety on the relationship between emotional intelligence and workplace resilience.
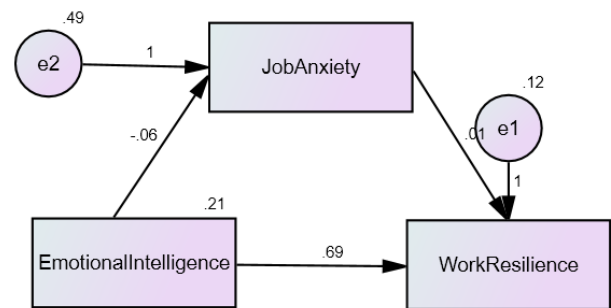

Figure 2 Mediation Analysis of the Three Variables

Table 7 Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Job Anxiety	<---	Emotional Intelligence	-0.062	0.088	-0.71	0.478	
Work Resilience	<---	Emotional Intelligence	0.688	0.044	15.72	***	
Work Resilience	<---	Job Anxiety	0.009	0.029	0.308	0.758	

Figure 2 shows the mediation analysis of three variables. The results show that there is no mediating effect of job anxiety on emotional intelligence and workplace resilience. The stated hypothesis of the study was accepted because the probability value is significantly higher than 0.05 level of significance.

The results of the path analysis reveal important insights into the relationships between emotional quotient, job anxiety, and workplace resilience. The analysis shows a significant positive correlation between emotional quotient and workplace resilience, indicating that

individuals with higher emotional intelligence tend to exhibit greater levels of resilience in the workplace. However, no significant relationship was observed between emotional intelligence and job anxiety. Additionally, job anxiety was found to have no significant correlation with workplace resilience. These findings suggest that job anxiety does not play a mediating role between emotional intelligence and workplace resilience.

Numerous studies provide support for the concept of resilience in various domains. Lin et al. (2019) defined resilience as the ability to adapt and remain flexible in the face of workplace challenges. Gerino et al. (2017) observed that resilience is strengthened by social connections and leads to an improved quality of life. Zhang et al. (2019) discovered that resilience is a powerful predictor of social adaptation. Ayyash-Abdo et al. (2016) and Magnano et al. (2016) demonstrated a positive correlation between resilience, performance, and satisfaction, highlighting the ability of resilient individuals to regulate their emotions, stay motivated, and achieve their goals. Resilient individuals exhibit proficient problem-solving abilities, foster positive relationships, and employ effective strategies for emotional regulation (Roth & Herzberg, 2017). Soverink et al. (2020) emphasized the crucial factors and mechanisms that define resilient work teams, highlighting that teams that perform well under normal circumstances may encounter challenges when faced with adversity.

Richard (2020) conducted a study that focused on the development of resilience skills to mitigate the adverse impacts of future stressors. This concept is rooted in the understanding that a system has the capacity to restore itself to its original state after being disrupted, considering its complex adaptive nature (von Bertalanffy, 2008). Research conducted by Kim et al. (2018) and Plexico et al. (2019) has demonstrated that higher levels of resilience are linked to greater satisfaction and an improved quality of life.

8. CONCLUSIONS

The findings of the study lead to the conclusion that employees in private academic institutions exhibit a high level of emotional intelligence and workplace resilience. Conversely, employees in these institutions display a low level of job anxiety.

The results indicate a significant correlation between emotional intelligence and workplace resilience, while no significant relationship exists between emotional intelligence and job anxiety. Additionally, there is no significant correlation between job anxiety and workplace resilience.

There is no mediating effect of job anxiety on emotional intelligence and workplace resilience. Moreover, the anchored theory in this study gives support to the given findings. Rutter (1985) states that resilient people are more capable of adapting to change, capable of forming close and secure attachments and use past success to confront current challenges.

9. RECOMMENDATIONS

Based on the conclusion of the study, the researcher offered the following recommendations of the study.

1. The management can organize social gatherings and events to promote socialization and foster stronger relationships among employees. Creating opportunities for employees to interact and connect with one another can help alleviate feelings of loneliness and isolation. Encouraging regular meetings and fostering a supportive work environment can contribute to improved mental well-being among employees.

2. Employees may encourage social interaction to prevent anxiety in the workplace, and seek for help if they are emotionally tired and if they are losing motivation to do their works.

3. Future researchers may also conduct a similar study with different respondents to compare and validate the results of the present study.

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