



Original Research Article

A Quantitative Relationship between Emotional Intelligence and Anxiety Level among the Working Professionals

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Abstract: **Introduction:** Emotional intelligence refers to the capacity to comprehend and evaluate one's own feelings, as well as those of others, which can be advantageous in a professional context. Anxiety is a specific manifestation of fear triggered by a perceived threat to self-esteem. It represents the individual's subjective experience, denoting psychological distress and discomfort. The objective of this paper is to study the quantitative relationship between emotional intelligence and anxiety level among the working professional. **Methodology:** Descriptive Research Design is used to describe the level of relationship between emotional intelligence and anxiety level among the working professional. **Findings:** The findings have been found for individual components of EI including emotional regulation, self-awareness, and stress management that have demonstrated to be strong predictors in relation to decreasing anxiety. **Conclusion:** emotional intelligence and anxiety level are conceptually connected via the constructs of emotion awareness, regulation and coping strategies. Increased emotional intelligence could act as a protective factor against anxiety, due to the ability of being more in control of emotions and handle stress better.

Keywords: Emotional Intelligence, Anxiety Level, Quantitative Relationship, Empathy, Self-Awareness, Social-Skills.

INTRODUCTION

Emotional intelligence refers to the capacity to comprehend and evaluate one's own feelings, as well as those of others, which can be advantageous in a professional context. Emotions assist us in making sound decisions in a given situation and are thus rooted in our feelings. EI is a person's ability to perceive, understand, manage and control emotions in himself or herself (Salovey & Mayer, 1990). Anxiety, however, is a mental state that involves too much worry and fear and often some kind of a physical feeling.

Emotional intelligence is the capacity to recognize emotions, to access and produce emotions to facilitate

cognition, to comprehend emotions and emotional knowledge, and to reflectively manage emotions to foster emotional and intellectual development (P. Salovey & D. J. Sluyter, 1997).

Emotional intelligence is the ability to identify, utilize, comprehend, and regulate emotions in oneself and others. This is an essential skill in both personal and professional realms, as it influences communication, relationships, and decision-making.

When considering Emotional Intelligence (E.I), immediately associate it with emotions and their expression. Emotional intelligence is a distinct form of intelligence related to the comprehension and manipulation of emotions.



Figure 1: Four Pillars of EI

The term anxiety derives from the Latin word 'anxietas,' which often denotes a blend of uncertainty, agitation, and fear (Eysenck, 1992). Anxiety is a specific manifestation of fear triggered by a perceived threat to self-esteem. It represents the individual's subjective experience, denoting psychological distress and discomfort. Individuals occasionally experience anxiety to varied degrees due to certain situations that need such a reaction. The presence of a certain degree of apprehension or concern is not intrinsically a wholly adverse factor. This emotional condition becomes problematic when it persists for an extended period or recurs with sufficient severity to incapacitate an individual in daily activities.



Figure 2: Various forms of anxiety

REVIEW OF LITERATURE

Neha Jha (2024) asserted that emotional intelligence assists individuals in mitigating anxiety and tension in the workplace. This study investigated the significance of emotional intelligence in the workplace, specifically its relationship with anxiety and stress management. The research sample consisted of 150 MBA students engaged in internships. The General Anxiety Test, Stress Inventory, and Emotional Intelligence Scale were employed to assess the constructs of anxiety, stress, and emotional intelligence. The correlation and regression analysis results indicated a significant link between stress and anxiety and emotional intelligence, with stress and anxiety serving as predictors of emotional intelligence.

The research conducted by Uysal (2024) examined the effect of anxiety levels among individuals in the education sector on their job satisfaction. The research utilized a relational survey approach. The study population consisted of all educational personnel in Turkey, while the sample comprised 110 educational staff members from a province in western Turkey. The research incorporated the State and Trait Anxiety Inventory alongside the Job Satisfaction Scale.

The study by Sneha Singh and Shakti Chaturvedi (2023) examined the substantial and strong correlation between emotional intelligence and occupational stress. Higher emotional intelligence scores in employees are associated with reduced occupational stress levels. A strong and statistically significant correlation exists between emotional intelligence and job satisfaction. Therefore, it can be asserted that employees with elevated emotional intelligence scores have greater job satisfaction than those with diminished emotional

intelligence scores.

M. Deady et al. (2022) examined the cross-sectional relationship between depression and anxiety, both separately and in combination, and their effects on job performance and absenteeism in their research. 4953 employed Australians were engaged. Within the overall sample, 7% met criteria primarily for depression, 13% exclusively for anxiety, and 16% exhibited comorbid conditions. Individuals with comorbidity exhibited greater symptom severity, diminished work performance, and higher rates of sickness absence compared to all other categories.

The study by Francisco Manuel Morales-Rodríguez et al. (2019) sought to assess the relationship between self-efficacy, anxiety, coping strategies, and emotional intelligence among Spanish university students. This study employed a cross-sectional design.

Ranjan Pattnaik et al. (2016) sought to examine the relationship between emotional intelligence and anxiety in security agents. Data were collected from 104 security specialists randomly selected from a nationally respected academic institution in Eastern India. Evaluations of emotional intelligence and anxiety were utilized for data collection. The research revealed a statistically significant negative correlation between emotional intelligence and anxiety. The research proposes several coping strategies for security personnel in alleviating anxiety.

RESEARCH METHODOLOGY

This section discusses the implementation of a research study including the methods and procedures in very precise and tabular form: -

Table 1: Methods and Procedure

Particulars	Description
Problem Statement	Does any relationship between Emotional Intelligence relation and generalised anxiety?
Research Objectives	To study the quantitative relationship between emotional intelligence and anxiety level among the working professional
Research Design	Descriptive Research Design is used to describe the level of relationship between emotional intelligence and anxiety level among the working professional
Nature of Study	The study is analytical and descriptive in nature
Data Collection Method	Primary Data: Collected through a structured questionnaire from professionals like Doctors, Chartered Accountants, Software Enguneers etc. Secondary Data: Collected from journals, books, research papers, company reports, and online academic sources.
Target Population	Working professional in age group of 35- 55
Sample Area	The research is conducted in the Gurugram region of Haryana state.
Sampling Technique	Non-Probability – Purposive sampling technique was chosen.
Sample Size	150 Males and 150 Females
Variables	Independent variables Emotional Intelligence Dependent variables

	General Anxiety Level
Psychological Tools	- Beck Anxiety Inventory- BAI was developed by Aaron T. Beck and colleagues - Emotional Intelligence (EI) Questionnaire developed by NHS
Statistical Tools Used	Frequency Analysis, Descriptive Statistics, Correlation and Regression analysis to analyse collected data in a simple and systematic manner.
Limitations of the Study	- The study is limited to selected working professionals in Gurugram. - Responses are based on personal opinions of respondents, which may include bias. - Time and accessibility constraints restricted a larger sample size.

ANALYSIS AND DISCUSSION

A survey on “A Quantitative Relationship between Emotional Intelligence and Anxiety Level among the Working Professionals” was done. Total 300 respondents filled the questionnaire and valid respondents were 300 in the case of gender, age, gender and profession. The yielding response rate of approximately 100%.

Table 2: Descriptive Statistics				
		Gender	Age	Profession
N	Valid	300	300	300
	Missing	0	0	0
Mean		1.50	2.53	2.45
Std. Error of Mean		.029	.070	.067
Std. Deviation		.501	1.206	1.163
Skewness		.000	-.079	.218
Std. Error of Skewness		.141	.141	.141

Occupation Description of the Respondents:

Occupation of respondents are shown in Table 3 and figure 1. Out of 300 respondents from the survey, there were 105(35 percent) respondents were software engineers and second highest proportion i.e., 90(30%) respondents were in mix categories of profession. From the survey, there were 75(25 percent) respondents were doctors/medical professional and 30(10%) respondents were Chartered Accountants. Further as per descriptive statistics (From Table 1), the mean value and standard deviation are 2.45 and 1.163 respectively.

Table 3: Occupation Description					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctors	75	25.0	25.0	25.0
	Software Engineers	105	35.0	35.0	60.0
	Chartered Accountants	30	10.0	10.0	70.0
	Others	90	30.0	30.0	100.0
	Total	300	100.0	100.0	

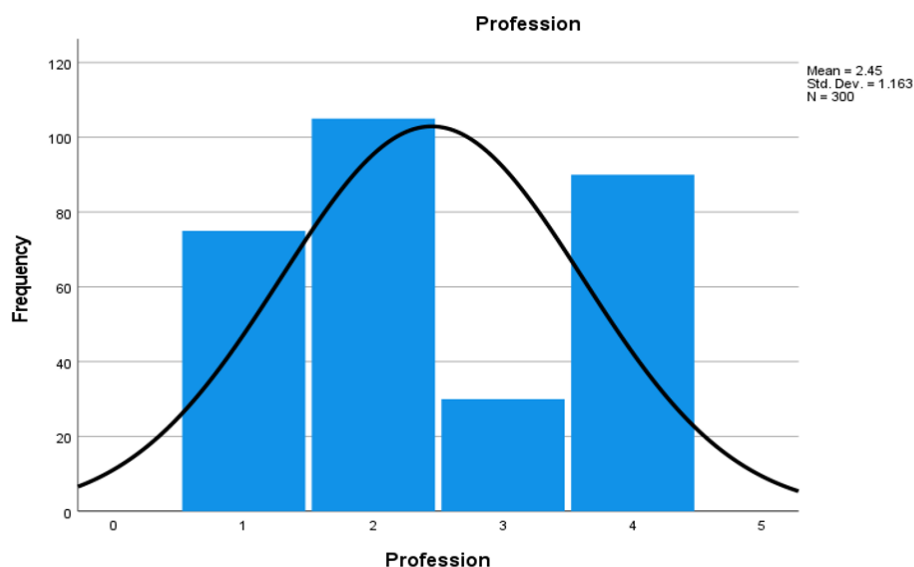


Figure 3: Occupation Description

From the below mentioned table of correlation matrix and regression analysis that the Emotional intelligence (EI) is the capacity of an individual to recognize, comprehend, control and manage one’s own emotions, as well as those of others. Anxiety, in contrast, is an emotional state where people feel worried, nervous or on edge. Psychological research from the below mentioned table evidences consistently reveals the very low level of positive relationship predictable between EI and anxiety reflecting that high levels of EI are usually correlated with low levels of anxiety.

Further, as per the below mentioned tables and figures, people with high EIs can identify their emotions and figure out where they will have come from if the day isn’t going so well. This emotional understanding helps them to use adaptive coping strategies like emotion regulation, problem solving, and cognitive reappraisal. Similarly, emotion regulation is related to lower levels of trait and state anxiety such that emotionally intelligent people are less likely become anxious even when confronted with a challenge or threat.

In contrast, those with low emotional intelligence may not be able to recognize and regulate their emotions well. Negative emotion dysregulation also has potential consequences including, emotional flooding, rumination, and maladaptive coping which compound anxiety levels. Poor ability to communicate emotion and low empathy skills may decrease social support, which in turn increases anxiety.

Table 4: Correlations between Emotional Intelligence and Anxiety			
		BAI	EI
BAI	Pearson Correlation	1	.092
	Sig. (2-tailed)		.114
	N	300	300
EI	Pearson Correlation	.092	1
	Sig. (2-tailed)	.114	
	N	300	300

Table5: Regression Analysis between Emotional Intelligence and Anxiety			
Model	R	R Square	Adjusted R Square
1	.092 ^a	.008	.005

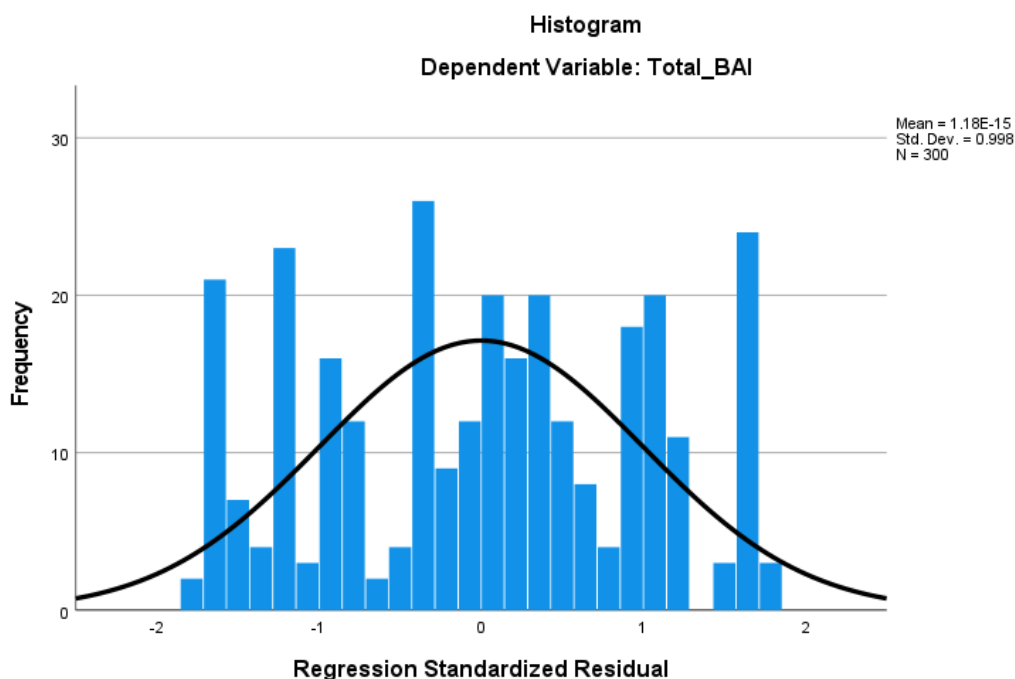


Figure 4: Histogram of Beck Anxiety Inventory Level (BAI)

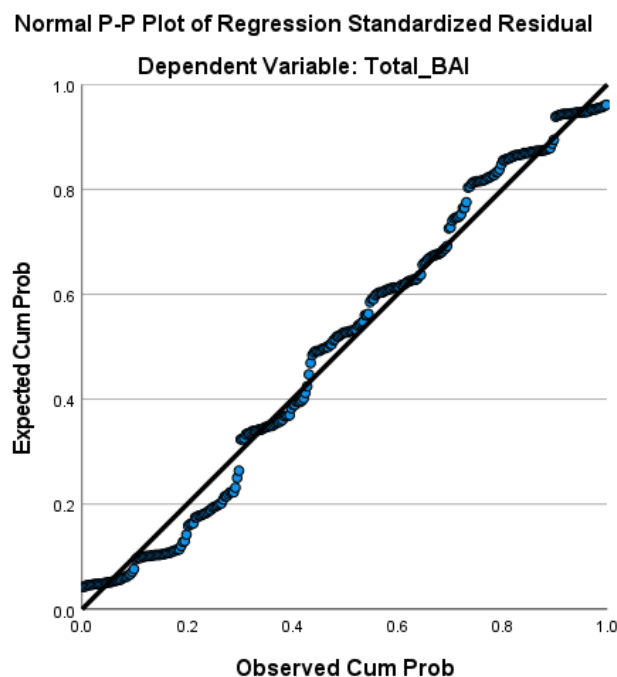


Figure 5: Normal P-P of Regression of Dependent Variable (BAI) and Independent Variable (EI).

SUMMARY OF FINDINGS

The findings have been found for individual components of EI including emotional regulation, self-awareness, and stress management that have demonstrated to be strong predictors in relation to decreasing anxiety. Emotional regulation assists with managing anxious thoughts, and self-awareness facilitates early recognition of signs of anxiety. Furthermore, interpersonal facets of EI, including empathy and social skills, facilitate attempts to gain support and effectively receive it in favor of

reducing anxiety.

In pedagogical and clinical situations training and interventions designed to augment emotional intelligence have decreased anxiety and promoted mental health. In sum, the negative correlation between high EI and anxiety underlines the role of emotional skills in mental health protection.

In conclusion, as per this psychological study consistently reveal a significant negative relationship between EI and anxiety (high levels of EI are positively

related to low levels of anxiety). EI is a protector variable of anxiety and its improvement can be useful in preventative or managing strategies for anxiety.

CONCLUSION

Emotional intelligence (EI) is an individual's capacity to recognize, understand and manage emotional states in self or others. Anxiety, however, is an emotional condition that includes excessive feelings of tension, worry, nervousness and physical changes involving increased activity of the autonomic nervous system. Theoretical links, conceptually or theoretically related to those between emotional intelligence and level of anxiety, have been proposed in psychological literature, suggesting a negative relationship.

A person with a high emotional intelligence is more sensitive and aware of their mood changes, and the reasons behind them. This knowledge helps them deal calmly with difficult situations and lowers the risk they will become overwhelmed by anxiety. Components of emotional intelligence such as self-awareness, self-regulation, motivation, Empathy and social skills that are also closely tied into anxiety management. For example, with the aid of self-regulation individuals can suppress impulsive reactions and cope with negative emotions to avoid anxiety from increasing.

On the contrary, people with low emotional intelligence may find it difficult to recognize and understand their emotions. This wellspring of emotional confusion can result in overload and stunting coping, while amplifying an individual's susceptibility to anxiety. An inability to regulate one's emotions leads to chronic worry, fear and increased response of stress. In social situations, lower emotional intelligence may be associated with interpersonal difficulties, social fears, and a lack of social participation.

Finally, emotional intelligence and anxiety level are conceptually connected via the constructs of emotion awareness, regulation and coping strategies. Increased emotional intelligence could act as a protective factor against anxiety, due to the ability of being more in control of emotions and handle stress better. As such, education and psychological interventions that increase emotional intelligence may be highly conducive to the relief of anxiety levels and the enhancement of mental health.

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