

The Contribution of AI in the Treatment of Work Anxiety

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Abstract – As researchers strive to understand the impact of emotional intelligence on various social interactions, the phenomenon of emotional intelligence is a growing topic in behavioral research. Recent studies have shown that emotions play an important role in managing stress and anxiety in the workplace. Thus, the relationship between emotional intelligence, as a main concept of stress, and anxiety management need to be studied. Additionally, Emotional intelligence plays a vital role in affecting employees' stress and has an impact on their ability to handle it. A deeper understanding of EI and its impact can be a helping hand for practice leaders and decision makers. This study is a conceptual review that examines the basis of the theory of emotional intelligence and its role in stress and anxiety management in the workplace.

Keywords – Emotional Intelligence, Workplace Stress, Workplace Anxiety, Stress Management, Anxiety Management.

I. INTRODUCTION

In today's world, companies are challenged to survive in an environment that is characterized by global competition continuous organizational development, continuous pursuit of higher profitability, strict budget control, and improved workplace competitiveness (Montes-Berges and Augusto, 2007: 165). In addition, organizational restructuring, continued technological revolution, market changes, rising unemployment, deregulation, privatization, mergers, acquisitions, workers moving to lower-cost economic sectors, consumer empowerment and changing demand patterns all bring employment additional pressure (Koortzen and Oosthuizen 2009:1).

Therefore, the organizations must change their strategies, structures, processes, and cultures continuously to ensure that the organization continues to operate and remain competitive advantages (Higgs, 2001: 520).

Challenges such as implementing new business strategies, new management systems, increased labor costs, technological and political changes may cause layoffs, multitasking and reorganization. Challenges associated with these changes include job insecurity, increased stress, turnover of skilled employees, and increased workload (brown et al. 2002, n.d: 4).

Therefore, such changes will have many impacts on the organizational, system, and individual level. For instance, individuals' behaviors, perceptions, interaction with other individuals, and coping abilities will all be impacted by these changes (Ndlouvu and Parumasur, 2005: 15).

The important thing is not experience, but adaptability. "In a corporate culture where the pressure to succeed is increasing, the control and management of stress is of extreme importance" (Kihlstrom and Cantor 2000: 1). However, organizations focus on the symptoms of stress rather than the causes of this stress. This may exacerbate the stress situation that organizations may find. Therefore, it is a key skill for stress management and emotional intelligence. The lack of emotional intelligence in such an unstable environment means that it may fa-

-il and affect everyone's future (Nikolaou and Tsaousis, 2002:1).

As today's world is faced with many challenges due to many factors such as globalization, digitalization, and increased competition, which might put so much pressure and stress on the individual leading to many consequences such as organizational ones. Thus, this study aims to shed light on the relationship between emotional intelligence, and stress and anxiety management in the workplace to maintain a clear understanding of the role of emotional intelligence on stress management in the workplace.

II. THE EVOLUTION OF THE THEORY OF EMOTIONAL INTELLIGENCE

Emotional intelligence is defined as the ability to manage and understand emotions in positive ways to communicate comfortably, relief anxiety and stress, and overcome conflicts. How great it is to fight stress at home, school and in the workplace (Segal, et al., 2021: 1)

Intelligence itself is only associated with intelligence and cognition. Psychologists believe that there is only one kind of "intelligence" called *g* which stands for general intelligence. A person is born with a certain amount of intelligence that can be assessed using short answer questions (IQ test). Add to that, psychologists believe that this kind of intelligence is difficult to change since it is about rational and cognitive skills.

Then, David Wexler published the following opinion in 1940: "The main question is whether non-intellectual abilities, that is, emotion and will, can be used as factors of general intelligence (Cherniss, 2000: 2).

Even though no one receives strong guidance, reflection and research, interest in non-intellectual factors followed later with Howard Gard in 1983. As a result, Dana's theory of multiple intelligences got revived, as a sharp critic of IQ tests. He strongly believes that the number of relatively independent skills is required more than having specific intelligence (or IQ) that can be easily controlled (Parker, 2000: 447).

As Gardner explained a person's intelligence or non-intelligence can't be determined by an intelligence test because everyone has many potential abilities in their own way. Based on this belief, he defined intelligence as "the psychobiological potential of processing information to solve problems or create valuable products in at least one cultural context" (Gardner, 1998b: 10).

In 1983, Gardner proposed more than six types of intelligence in his book "Mental Structure: Theory of Multiple Intelligences, and conducted extensive research in the fields of psychology, anthropology, cultural studies, and life sciences: language, logic, music, space, Kinesthetic, interpersonal relationship (Gardner, 1983a). Add to that, in 1995, an eighth kind of intelligence, "naturalism" was added (Linden, et al., 2003: 67).

Obviously not many people are satisfied with these statements, and some even call them "radical theories" (Gardner and Stough, 2002: 5) However, even before Gardner or Weschler, as early as the 1920s, when Thorndike talked about "social intelligence" being "the ability to understand men and others," the traditional belief that intelligence was part of cognitive skills such as memory and problem solving was challenged (Cherniss Et al., 2000).

Thorndike got rid of the traditional concept of intelligence and believed that it was not only related to human thinking and logical dexterity, but is also associated with the recognition ability related to a person's own intelligence and the intelligence of others, intentions, motivations, and actions based on them (Mohammadyfar Et al.2009: 220). This is very important. He divides intelligence into three aspects according to a person's

ability, ideas (abstract intelligence), specific understanding and processing of objects (mechanical intelligence) and people (social intelligence) (encyclopedia, 2021).

Although the concept of social intelligence paves the way for insisting on the theory of identifying a person's other potential abilities, it is both unsuccessful and unconvincing. It changes the way people perceive intelligence. However, they do not distinguish themselves as an independent form of intelligence. As Cronbach (1960) pointed out, Fifty years of regular research..... social intelligence remains undefined and unmeasured (Gayathri and Meenakshi, 2013: 44).

I. Emotional Intelligence

Although the EI concept has been debated in the business world recently, it is not new. Philosophers, psychologists, and sociologists have all emphasized the importance of managing emotional states. Thinking that other things can explain performance. This cognitive ability can be traced back to the theory of social intelligence (Colota, et al., 2003: 65) Gardner developed the theory of multiple intelligences and identified two types of intelligence, namely interpersonal intelligence and introspective intelligence (Chabra and Mohanty 2013: 301).

Initially, the cognitive aspects of intelligence, such as memory and problem solving, focused on non-cognitive aspects. In the 1940s, Wexler included non-intellectual factors in his definition of general intelligence, such as emotional, personal and social factors, and intellectual factors (Parker, 2000: 44).

Moreover, Emotional Literacy, introduced by Steiner, combines non-intellectual components and applies them in a way that not only recognizes, understands, and appropriately expresses emotions. BarOn's research shows that both emotional intelligence and social intelligence are a set of interrelated emotional, personal and social skills that affect a person's general ability to actively and effectively deal with daily needs (Bar-On, 2000: 10).

Subsequently, Goleman (1995, 1998), who is influential in this field, clearly used the term EI and defined EI as a set of skills that help recognize and regulate the emotions of oneself and others. He also stated that EI is an equal measure of personal and professional success, if not more valuable (Goleman et al., 2002). In addition, Salovey and Mayer defined EI as the ability to control one's own emotions and the emotions of others, distinguish between them, and use information to guide thoughts and actions (Mayuran, 2013: 67).

Later, they refined and defined EI as the ability to perceive emotions, acquire and generate emotions to support thoughts, understand emotions and emotional knowledge, and reflexively regulate emotions to promote emotional and intellectual growth (Chabra and Mohanty 2013: 301).

Salovey supposes there are three mental processes related to concepts: assessing and expressing the emotions of oneself and others, regulating the emotions of oneself and others, and adapting to the use of emotions, including emotional information (Salovey and Mayer, 1990: 187).

II. Stress Management

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure (Mental health, 2021).

Work-related stress is considered a major health issue for the health of employees and companies worldwide.

Also, stressed employees are more likely to be unhealthy, lack motivation, and are people with low productivity and low sense of security in their workplace (Maryuran, 2013: 68).

Stress is defined as a human environment relationship (Gohm, et al. 2005: 1017), and work-related stress is the reaction that people may experience when facing job demands and pressures that are incompatible with their knowledge and skills, and which challenges their ability to cope with them (WHO, 2020).

In most cases, workplace stress is related to the organization and management of work, because these aspects of work can be harmful. They classify stress-related stress into nine categories (Linden, et al., 2003). These are the contents of the work (i.e. fewer tasks, multiple requirements, uncomfortable tasks, and uncomfortable tasks), workload, danger and workplace. (Too much or too little work, working under time pressure), working time patterns (strict and flexible working hours, long and non-social working hours, unpredictable working time patterns, poorly designed shift systems) participation and supervision, career development, status and salary, roles in the organization, interpersonal relationships, organizational culture, task interface (Fariselli and Friedman, 2008).

Salovey and Meyer proposed a model that determines various factors of emotional intelligence: the perception of emotions, the ability to reason about emotions, and the ability to process emotions: the ability to withstand stress depends on a person's emotional intelligence (Mayuran, 2013: 68).

It has also been suggested that the interweaving relationship between work stress and emotions plays a role in creating stress in the relation (Fariselli and Friedman, 2008). The use of Emotional intelligence is related to work experience and stress results, so employees who report using Emotional intelligence are less stressed (Gardner, 2005d).

Furthermore, Ogniska confirmed the important but not very important role of emotional intelligence in perceiving occupational stress and preventing social workers' negative health outcomes (Linden and Beate, 2007: 15). The workplace helps employees cope with the pressure in the workplace, so it should be developed through stress management training. Participants who are extremely nervous, but confused, especially because they have average emotional intelligence but do not seem to use it, presumably because they lack confidence in their emotional abilities (Gohm, 2005: 1018).

Solvey and Mayer's 1990 skill-based emotional intelligence model explained that the level of emotional intelligence improves people's abilities, which can improve their ability to reduce stressful situations and promote positive personal attitudes and behaviors (Mayuran, 2013: 68).

Emotional intelligence emphasizes that the level of emotional intelligence can improve people's abilities, which can help them reduce environmental pressure and improve leadership efficiency in the organization (Ismail, et al. 2010: 2).

The application of EQ theory in the workplace shows that employees' ability to adequately manage their interpersonal and introspective skills improves their ability to cope with physical and psychological stress at work (Linden and Beate, 2007: 15).

Singh found that there is no significant difference between the sexes in terms of EI level and the perception of pressure, but there is a significant negative correlation between EI and the organizational role of pressure gener-

-al practitioner (Mayuran, 2013: 67).

III. EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT

Researchers' observations indicate that organizations tend to use management procedures that focus on stress theory, its symptoms, and responses, rather than trying to predict stress responses by increasing awareness of emotional intelligence as a prerequisite for understanding it. Stress response: After an acute stressor, people with greater emotional clarity and resilience experience fewer negative emotional reactions and obsessive thoughts, which make it easier for them to adapt to this experience (Ramos and Extremera, 2007: 759).

Therefore, examining the relationship between emotional intelligence and stress helps managers develop and cope with stress. Management plan designers should be encouraged to include conclusions about emotional intelligence and stress management in their course materials to reduce stress in the organization (Mikolajczak and Luminet, 2008).

This makes managers not only good at their jobs in mechanical engineering or banking. It makes a person calm, flexible, and optimistic. In other words, to succeed at work, more than traditional cognitive intelligence is needed, you also need emotional intelligence, ability to control negative emotions such as anger, doubt, stress, and fear, and focus on positive emotions such as trust, empathy, and compassion (Sunil, 2009: 2).

In an era of paradigm shift, individuals must be able to develop their human resources as a source of competitive advantage (Schuler and De Cieri, 1993: 420). In the past ten years, emotional intelligence has aroused great interest from scientists and human resource professionals all over the world. Developing emotional intelligence skills is important because this is an area that is often overlooked when designing a capacity development plan. Moreover, if managed properly, these emotions can build trust, loyalty, and commitment. Many of the greatest advances in productivity, innovation, and performance of individuals, groups, and organizations occur within this framework, and come from human emotions (Cooper, 1997: 20).

According to Salovey (1990), emotional intelligence includes "the ability to control the feelings and emotions of one and others, distinguish between them, and use this information to guide thoughts and actions." The relevant definition adds: "The ability to adaptively recognize emotions, express emotions, regulate emotions, and control emotions." It has been found that personal or emotional intelligence varies with age, level of development and gender (Gardner, 1999c: 10).

Emotional intelligence can be defined as the use of one's awareness and sensitivity to identify the feelings behind interpersonal communication, and resist the temptation to react impulsively and casually, rather than the ability to act out of acceptance, sincerity and openness (Linden and Beate, 2007: 17). At best, EQ is a manipulation without manipulation or abuse of power. It is about perceiving emotions, learning, interacting, updating, and setting priorities and actions, considering emotions and legitimizing them, rather than relying solely on logic, intelligence, or technical analysis (Sunil, 2009: 2).

Emotional intelligence is now considered important in organizational factors, such as: leadership in organizational change; management activities; perception of professional stress (Nicklaou and Tsaousis, 2002: 330) and life satisfaction. In order to achieve organizational goals, emotions and related thoughts and behaviors are usually used as part of the institutional formulas of emotional culture (Sunil, 2009: 2).

IV. THE IMPACT OF EI ON STRESS AND ANXIETY AT WORKPLACE

Based on what was previously mentioned, there is a strong bond between emotional intelligence and stress and anxiety, whether it was in the workplace, at school or any other place. After studying various researches, we can declare that the stronger the emotional intelligence is, the more a person is able to control his/her stress and anxiety.

In one of his studies, Dehshiri showed that emotional intelligence and time management significantly predict the level of job stress in the teachers. Moreover, he found out that among the emotional intelligence components, self-control, empathy and self-awareness could significantly predict the occupational stress (Dehshiri, 2004: 60).

Ramesar et al., in their study, examined the relationship between emotional intelligence and stress management in managers. They showed that there was a significant relationship between emotional intelligence and stress management. Moreover, according to the results of correlation and regression in the latter study, the researchers found out that stress management (the ability to resist stress or coping skills) could be considered as components of emotional intelligence (Ramesar, et al. 2009: 7).

Moreover, Sanjay Singh found that there is no significant difference in the level of EI and perceived role of stress between genders, but significantly there are negative relationships of EI with organizational role of stress for both gender and medical professionals as a whole (Singh and Singh, 2008: 390).

In other words, if an individual's emotional intelligence increases, his ability to cope with stress increases as well. In other words, those who have higher emotional intelligence experience less stress. Since the relationship between these two variables can be beneficial in the educational planning and empowerment of the faculty members and even their selection procedure (Yamani et al. 2004: 21).

In one study, it was found that IE ability has a strong influence on employees' stress and mental health problems, and seeks solutions from the IE ability that has a positive and strong influence on stress Program. The relationship between teachers' health scores and emotional intelligence and occupational stress is significant (Supramaniam and Singaravelloo, 2021: 4).

V. CONCLUSION

The theory of emotional intelligence guarantees to predict and improve the life skills of individuals. The proponents of the speculation believe that in understanding analyzing and managing emotions in themselves and others, lies the key to an improved quality of life (Gayathri and Meenaskshi, 2013: 48).

As a result of the operationalization of the idea, is the crucial issue that validates their claim. The first and foremost challenge that faces the theorists is to vogue an instrument or improve upon existing lives which might accurately measure and assess the emotional skills of an individual. This could put together and set to rest the other fundamental question whether or not emotional intelligence could also be a definite style of intelligence (khatib, 2020). At the end and to put in a few words, emotional intelligence is a positive way to manage problems or stress in the environment or workplace.

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