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RESEARCH PAPER

Role of Emotional Intelligence and Work Performance in Situational Anxiety of Rescue 1122 Employees/Workers

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ABSTRACT

To examine the role of emotional intelligence and work performance in situational anxiety among Rescue 1122 employees. Rescue 1122, a critical emergency service in Pakistan, faces challenging situations that affect workers' performance and emotional well-being. Using a correlational research design and purposive sampling, data were collected from 262 rescuers across various stations in South Punjab. Preliminary power analysis was conducted using G*power 3.1.9. Instruments included the Trait Emotional Intelligence Questionnaire, State-Trait Anxiety Inventory, and Individual Work Performance Questionnaire. The study found a positive correlation between emotional intelligence and work performance and a negative correlation between emotional intelligence and situational anxiety. Work performance and situational anxiety also had a negative correlation. Emotional intelligence varied significantly with job experience, but work performance and situational anxiety showed no significant differences based on age, job experience, or education. Mediation analysis revealed that emotional intelligence significantly predicts the relationship between situational anxiety and work performance.

| **KEYWORDS** | Emotional Intelligence, Rescue 1122, Situational Anxiety, Work Performance |

Introduction

At the level of government there is eternally main organization at the government level for the service of humanity is the Punjab emergency service (Rescue-1122), this service is providing facilities during any danger situation like flood, earth quick, and storm and also for human made calamities. It deals with all kinds of emergency situations. Round about three point fifty-nine millions targets of emergency have deal this this service very successfully. Not only in the Punjab this service is working on eighty million populations but also this service is working in all the provinces of Pakistan like Sindh, Baluchistan, Sarhad and Gilgit Baltistan as well. It is additionally guaranteeing its excellent execution by keeping up its normal reaction time of 7 minutes (Yasien, et al. 2016). Whereas helping peoples they unprotected to and observed them which are suffering in pain, sorrows, injuries, those whose are the victims of natural disasters like flood, earth quick, storms and so forth and those peoples who became the victims of terrorism like bomb blast, target killing, accidental situations and fires that could be enhance the susceptibility of mental illness and stress. Research demonstrated that 32.6% and 45.7% of save specialists of 1122 are encountering serious to amazingly extreme dimension of burdensome and nervousness manifestations (Ahmad, et al. 2015).

Employers of rescue team are concealed casualties of distressing events (Dyregrov, et al., 1996), which may imperil their mental prosperity. Mental distress is individual state which effect the person subjective and professional life on the both levels

of cognitive and behavior. The symptoms of depression and anxiety were categorized by Mirowsky and Ross (2002) in mental distress. So these threat provoking conditions disturbed the performance of rescue worker.

Emotional intelligence is a type of social intelligence that needs a person's and others' emotions to be controlled, discriminated against, and information is used to direct one's thoughts and behavior (Salovey& Mayer, 1990). Work performance can be defined as three variables: expertise and abilities; motivation and workload; environment and instruments (Ivancevich & Matteson, 1996). The role of emotional intelligence (EI) in enhancing work performance, particularly in high-stress environments, has garnered significant attention in recent years. One critical area of interest is the impact of EI on situational anxiety among emergency service personnel, such as the employees of Rescue 1122. Rescue 1122, a premier emergency service in Pakistan, deals with a wide range of emergencies, including medical crises, fires, and disasters. The high-stakes nature of this work inevitably exposes its employees to substantial stress and situational anxiety, making the study of EI's role particularly pertinent.

Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions and the emotions of others, has been linked to various positive workplace outcomes. These include improved job performance, better teamwork, and enhanced leadership abilities (Goleman, 1995). In high-pressure environments like that of Rescue 1122, where quick, composed decision-making can be a matter of life and death, EI becomes an invaluable asset. Employees with high EI are better equipped to handle the intense emotional labor required by their roles, thereby mitigating the effects of situational anxiety.

Situational anxiety, a form of anxiety triggered by specific circumstances, can severely impact the performance and well-being of emergency workers. It manifests as a physiological and psychological response to high-pressure situations, often leading to decreased cognitive function, impaired decision-making, and overall reduced effectiveness (Spielberger, 1972). For Rescue 1122 employees, situational anxiety is a common challenge, as they frequently encounter unpredictable and life-threatening situations. The ability to manage this anxiety is crucial for maintaining high levels of performance and ensuring the safety and well-being of both the workers and those they serve.

The relationship between EI and work performance in the context of situational anxiety suggests that higher levels of EI can lead to better management of anxiety and stress, thus enhancing overall job performance. Studies have indicated that individuals with higher EI are more adept at coping with stress, maintaining emotional stability, and performing effectively under pressure (Salovey & Mayer, 1990). This is particularly relevant for Rescue 1122 employees, whose job performance directly correlates with their ability to manage stress and anxiety effectively.

Understanding the role of EI in managing situational anxiety and enhancing work performance among Rescue 1122 employees can lead to the development of targeted training programs. These programs can focus on improving EI skills, thereby equipping workers with the tools necessary to handle the emotional demands of their job more effectively. Consequently, this can lead to improved job satisfaction, reduced burnout, and better overall service delivery to the community.

Literature Review

The role of emotional intelligence (EI) in enhancing work performance, particularly in high-stress environments like rescue operations, is a critical area of study. Emotional intelligence is the capacity to recognize, understand, and manage one's own emotions and the emotions of others. It encompasses a range of skills that are essential for effective interpersonal interactions and workplace success. Research shows that emotional intelligence contributes to work success by enabling individuals to cultivate healthy workplace relationships, collaborate effectively in teams, and build social capital. These relationships and collaborations are often reflected in job satisfaction, salary, and career advancement (Seibert et al., 2001). Emotional intelligence helps individuals manage stress, perform well under pressure, and adapt to organizational changes, which are vital skills in high-stress jobs like those in Rescue 1122.

Interpersonal support, which involves activities contributing to organizational goals, is significantly influenced by emotional intelligence. Emotions serve communicative and social functions, helping to convey ideas and intentions and organize social encounters (Keltner & Haidt, 2001). The ability to decode emotional expressions can aid in assessing reactions and modifying behavior accordingly (Nowicki & Duke, 2001). Emotional skills facilitate favorable social interactions through emotional contagion, enhancing the quality of workplace relationships (Hatfield et al., 1994). Furthermore, emotional intelligence supports individuals in nurturing positive emotions, avoiding negative ones, and coping with stress (Mayer & Salovey, 1997). This capacity helps in maintaining a positive work attitude and emotional well-being, crucial for sustained job performance.

Emotional intelligence involves recognizing and understanding emotions to develop strategies and make decisions (Martinez, 1997; Dulewicz & Higgs, 2000). It includes skills such as perceiving and managing emotions, which are essential for effective leadership and teamwork. High emotional intelligence individuals are better equipped to handle stress and engage in problem-solving without succumbing to destructive behaviors (Julian, 2004). Goleman's work emphasizes the importance of emotional intelligence over intellectual capabilities in achieving professional success. His analysis indicates that emotional intelligence accounts for a significant portion of the performance of top leaders (Goleman, 1995). Bar-On (1997) and Goleman (1998) further highlight emotional intelligence as a set of competencies that influence one's ability to cope with environmental demands and achieve work success.

Studies suggest that emotionally intelligent leaders can foster trust, respect, and positive emotions among their teams, leading to improved organizational outcomes (Cherniss, 2010). Emotional intelligence also predicts job performance, with high EI individuals demonstrating better collaboration, creativity, and problem-solving abilities (Rosete & Ciarrochi, 2005; Boyatzis & Taylor, 2012). In the context of Rescue 1122 employees, emotional intelligence is crucial in managing situational anxiety and maintaining high performance under pressure. The ability to regulate emotions, maintain calm, and make quick decisions is essential in emergency response situations. Thus, enhancing emotional intelligence among rescue workers can lead to better job performance, reduced stress, and improved overall well-being. The role of emotional intelligence (EI) in workplace success, particularly for employees dealing with high-stress situations such as Rescue 1122 workers, is increasingly recognized in organizational psychology. Emotional intelligence, the ability to understand and manage emotions in oneself and others, has been linked to enhanced work performance, better decision-making, and improved stress management.

Studies show that EI can significantly impact job performance by enabling employees to build and maintain healthy workplace relationships, collaborate effectively, and create a supportive work environment (Rosete & Ciarrochi, 2005). High EI individuals tend to perform better because they can manage their emotions and those of others, leading to improved teamwork and productivity (Harris, 2009). This is particularly relevant for Rescue 1122 workers, who operate in high-pressure environments and must quickly make decisions while managing their own stress and that of their colleagues. The concept of EI gained widespread attention with Daniel Goleman's work in the mid-1990s, which highlighted its importance over cognitive intelligence in determining professional success (Goleman, 1995). Goleman's framework of EI, which includes self-awareness, self-regulation, motivation, empathy, and social skills, has been integrated into many organizational practices, including recruitment, training, and leadership development (Goleman, 1998). This framework is especially relevant for emergency responders, where emotional regulation and interpersonal skills are critical.

Despite its popularity, the conceptualization and measurement of EI have been subjects of debate. Some researchers view EI as a set of cognitive abilities related to emotional processing (Mayer et al., 2008), while others see it as a constellation of personality traits and competencies (Bar-On, 1997; Petrides & Furnham, 2001). Meta-analyses suggest that mixed models of EI, which combine cognitive abilities and personality traits, have stronger predictive validity for job performance than ability-based models alone (Joseph & Newman, 2010). In the context of situational anxiety, such as that experienced by Rescue 1122 workers, EI is particularly valuable. EI can help manage the emotional dimensions of stressful interactions, reducing anxiety and improving overall performance. High EI individuals are better equipped to handle the emotional demands of their jobs, which can mitigate the negative impacts of stress and anxiety (Jacques, 2009). This is crucial in high-stress environments where maintaining emotional control and resilience is essential for both personal well-being and effective job performance.

Further research into the specific mechanisms by which EI affects situational anxiety and job performance in high-stress occupations is needed. Understanding these relationships can help develop targeted training programs to enhance EI among Rescue 1122 workers, thereby improving their performance and well-being. As the field continues to evolve, integrating EI into organizational practices remains a promising avenue for enhancing the effectiveness and resilience of emergency responders. Emotional intelligence (EI) has garnered significant interest since the 1990s across various fields, including business, psychology, media, and education. The term "emotional quotient" (EQ) was first introduced by Bar-On (1988) as a companion to IQ, defining it as a metaphor for social and emotional capacities needed for daily life. Bar-On (1997) further defined EI as "a range of noncognitive capabilities, skills, and abilities that affect our ability to deal with environmental pressures and demands" (p.14). This definition emphasizes the noncognitive aspects of human interaction and stress management. In the same vein, Salovey and Mayer (1990) conceptualized EI differently, focusing on the cognitive processing of emotional information. They described EI as "the ability to track one's own emotions and feelings and to discriminate between them and to use this information to guide one's thoughts and actions." Their model stressed the importance of differentiating between social skills and the comprehension of emotions, promoting a cognitive approach to emotional processing and regulation.

Goleman (1995) significantly contributed to popularizing EI, positing that it plays a crucial role in human functionality and overall success. Goleman argued that EI is

fundamental to being a fully developed individual, asserting that IQ accounts for only 20% of life's success, with the remaining 80% attributed to other factors, including EI (Goleman, 1996). In educational settings, anxiety is a significant barrier to performance, particularly in foreign language courses where students from diverse backgrounds experience varying degrees of stress and anxiety. Horwitz et al. (1986) noted that many students view foreign language classes as the most anxiety-inducing part of their studies. Campbell and Ortiz (1991) further confirmed this by highlighting that anxiety in these courses often leads to poor performance and even abandonment of educational goals. Anxiety is broadly defined as a state of apprehension or fear, which manifests in different forms such as trait anxiety, state anxiety, and situational anxiety (Spielberger, 1996; Merriam-Webster, 1998).

Trait anxiety refers to a general predisposition to experience anxiety across various situations, while state anxiety is a temporary emotional state triggered by specific events (Spielberger et al., 1970). High levels of trait anxiety are linked to cognitive impairments and avoidance behaviors (Eysenck, 1979), whereas state anxiety fluctuates based on the situation and is characterized by feelings of tension and apprehension. Research underscores the importance of EI in managing anxiety and enhancing work performance, particularly in high-stress roles such as those of Rescue 1122 employees. Mayer and Salovey (1997) outlined a four-branch model of EI: perceiving emotions, using emotions to facilitate thought, understanding emotional meanings, and managing emotions. These skills enable individuals to effectively navigate and mitigate situational anxiety, thereby improving their performance at work. Studies indicate a positive correlation between high EI and job performance, as well as a negative correlation between EI and stress or burnout. Individuals with high EI are better at regulating their emotions, which enhances their resilience and work performance (Mayer & Salovey, 1995). This is particularly relevant for Rescue 1122 employees, who often face high-pressure situations that can induce significant situational anxiety. By managing their emotional responses, these workers can maintain high performance levels and reduce the risk of burnout.

In conclusion, emotional intelligence is crucial for managing situational anxiety and improving work performance. For Rescue 1122 employees, high EI facilitates better emotional regulation, reduces stress, and enhances job performance, highlighting the need for EI development programs in high-stress occupations.

Hypothesis

- There will be relationship between Emotional intelligence, work performance and situational anxiety.

- It is hypothesized that emotional intelligence will mediate the relationship between work performance and situational anxiety.

- It is hypothesized that Emotional intelligence, work performance and situational anxiety will be differ in term of job performance, education, and age.

Material and Methods

The purpose of the study is to investigate the effect of situational anxiety on Emotional intelligence and work performance of rescue 1122 workers during dealing emergency. The Aim of study is to find the emotional intelligence and situational anxiety on work performance. Rescue 1122 is the back bone of Pakistan in helping people in case

of emergencies. Rescue 1122 workers face a lot of difficult situations some are so threatening that effect their performance and intelligence.

Nature of the study

The presented study would be conducted through a quantitative correlational research design.

Population and sample

The sample was selected using purposive sampling technique. The data was collected in south Punjab by rescuers from various stations in 1122 rescue. The study included 200 rescue workers—the sample size reached by the process of the predictor. A preliminary power analysis was determined using G*power analysis 3.1.9 for the correlation (Faul et al., 2007). In addition to overcoming attrition rate and bias, the sample size for the current study was (200) 62 participants.

Research Tool

The research used a survey questionnaire as a tool to gather relevant data. Researchers approached this according to the information needed.

- Trait Emotional Intelligence Questionnaire

- State Trait Anxiety Inventory

- Individual Work Performance Questionnaire

Data Collection

A standardized questionnaire was created to collect the student's responses. For the evaluation of situational anxiety on Emotional intelligence and work performance of rescue 1122 workers during dealing emergency we asked to complete the Trait Emotional Intelligence Questionnaire, State Trait Anxiety Inventory, and Individual Work Performance Questionnaire. The participants were 200 rescuers from various stations in 1122 rescue. The rescuers were initially questioned as to whether they were willing to attend the research. Each rescuers was given this questionnaire and educated about the entire procedure. In around 20 minutes, a majority of the rescuers finished the survey.

Table 1
Correlation among Study Variables

Variables	Mean	S.D.	1	2	3
1. Emotional Intelligence	147.6	23.9	1	.474**	-.609**
2. Work Performance	57.80	7.89		1	-.322**
3. Situational Anxiety	33.92	10.8			1

**p<.01

This table indicated that the significant positive correlation between emotional intelligence and work performance. Whereas, significant negative correlation between

emotional intelligence and situational anxiety. The result indicated the significant negative correlation between work performance and situational anxiety

Table 2
Independent Measure ANOVA Comparing emotional intelligence Level in age of rescue workers (N=200).

Variable	24-27 (n = 28)		28-31 (n = 69)		32-35 (n = 78)		36-40 (n = 25)		$F_{(3, 196)}$	p	Partial η^2
	M	SD	*M*	*SD*	*M*	*SD*	*M*	*S.D.*			
Emotional Intelligence	143.96	21.78	150.07	24.44	147.07	25.16	146.76	21.62	.478	.698	0.0851

This table shows that there is no significant difference of emotional intelligence among rescue workers of different age group. The 69 workers of age group 28-31 (M=150.07, S.D = 24.44) are emotionally intelligence then other workers.

Table 3

Independent Measure ANOVA Comparing emotional intelligence Level in job experience of rescue workers (N=200).

Variable	2-5 (n = 56)		6-9 (n = 98)		10-13 (n = 37)		14-17 (n = 9)		$F_{(3, 196)}$	p	Partial η^2
							M	*S.D.*			
	M	SD	*M*	*SD*	*M*	*SD*					
Emotional Intelligence	142.73	24.31	150.18	23.29	144.48	11.47	163.33	11.47	2.72	.046	0.1994

This table shows that there is significant difference of emotional intelligence in rescue workers according to job experience. The 9 workers of job experience 14-17 (M=163.33, S.D = 11.47) are emotionally intelligence then other workers.

Table 4
Independent Samples t-test Comparing emotional intelligence in education (N=200)

Variable	10-12 (n = 75)		13-16 (n = 125)		t (198)	p	95% CI		Cohen's d
							LL	UL	
	M	SD	*M*	*SD*					
Emotional Intelligence	146.26	23.39	148.45	24.35	-.625	.533	-9.10	4.72	0.09

Note. CI = Confidence Interval, *LL*= Lower Limit, *UL* = Upper Limit.

This table shows that there is no significant difference of emotional intelligence regarding level of education of rescue workers.

Table 5
Independent Measure ANOVA Comparing situational anxiety Level in age of rescue workers (N=200).

Variable	24-27 (n = 28)		28-31 (n = 69)		32-35 (n = 77)		36-40 (n = 25)		$F_{(3, 165)}$	p	Partial η^2
	M	SD	*M*	*SD*	*M*	*SD*	*M*	*S.D.*			
Situational Anxiety	36.92	10.07	32.60	10.97	33.71	11.10	34.84	10.6	1.12	.342	0.1354

This table shows that there is no significant difference of situational anxiety among rescue workers of different age group. The 28 workers of age group 24-27 (M=36.92, S.D = 10.07) are scored more than others on scale of situational anxiety

Table 6
Independent Measure ANOVA Comparing situational anxiety Level in job experience of rescue workers (N=200).

Variable	2-5 (n = 56)		6-9 (n = 98)		10-13 (n = 36)		14-17 (n = 9)		$F_{(3, 196)}$	p	Partial η^2
	M	SD	*M*	*SD*	*M*	*SD*	*M*	*S.D.*			
Situational Anxiety	35.07	9.87	32.41	11.5	37.13	10.22	30.33	8.9	2.253	.083	0.1826

This table shows that there is no significant difference of situational anxiety among rescue workers according to job experience. The 36 workers of job experience 10-13 (M=37.13, S.D = 10.22) are scored more on situational anxiety then other workers.

Table 7
Independent Samples t-test Comparing situational anxiety in education (N=200)

Variable	3 (n = 75)		4 (n = 124)		$t_{(198)}$	p	95% CI		Cohen's d
	M	SD	*M*	*SD*			*LL*	*UL*	
Situational Anxiety	33.69	11.30	34.06	10.64	-.233	.533	-3.51	2.77	0.04

Note. CI = Confidence Interval, *LL*= Lower Limit, *UL* = Upper Limit.

This table shows that there is no significant difference of situational anxiety regarding education of rescue workers.

Table 8
Independent Measure ANOVA Comparing work performance Level in age of rescue workers (N=200).

Variable	24-27 (n = 28)		28-31 (n = 69)		32-35 (n = 78)		36-40 (n = 25)		$F_{(3, 196)}$	p	Partial η^2
	M	SD	*M*	*SD*	*M*	*SD*	*M*	*S.D.*			
Work Performance	57.0	6.86	58.8	6.94	57.6	7.96	56.24	21.62	.878	.453.	0.1102

This table shows that there is no significant difference of work performance among rescue workers of age. The 69 workers of age group 28-31 (M=58.8, S.D = 6.94) are scored more on work performance then other workers.

Table 9
Independent Measure ANOVA Comparing work performance Level in job experience of rescue workers (N=200)

Variable	2-5 (n = 56)		6-9 (n = 98)		10-13 (n = 37)		14-17 (n = 9)		p	Partial η^2
	M	SD	*M*	*SD*	*M*	*SD*				

	M	S.D.	F (3, 196)							
Work Performance	57.6	8.20	58.17	7.50	55.64	8.49	63.44	4.55	2.58	.054	0.2152

This table shows that there is no significant difference of work performance among rescue workers regarding job experience. The 9 workers of job experience 14-17 (M=63.44, S.D = 4.55) are scored more on work performance then other workers.

Table 10
Independent Samples t-test Comparing work performance in education (N=200)

| Variable	3 (n = 75)		4 (n = 124)				95% CI		
	M	SD	M	SD	t (198)	p	LL	UL	Cohen's d
Situational Anxiety	56.58	7.43	58.53	8.09	-1.699	.091	-4.21	.31	0.25

Note. CI = Confidence Interval, *LL*= Lower Limit, *UL* = Upper Limit.

This table shows that there is no significant difference of work performance regarding education of rescue workers.

Table 11
Mediation Analysis between situational anxiety and work performance through emotional intelligence

Antecedent	Consequent					
	emotional intelligence			work performance		
	Coeff.	SE	P	*Coeff.*	SE	P
Constant	193.3	.37	.0000	37.92	5.29	.0000
situational anxiety	-1.34	.124	.0000	-.039	.05	.488
emotional intelligence	-	-	-	.144	.026	.0000
	R^2= .37			R^2= .224		
	F(1,197) = 116.12, *p*< .0000			F(2,196) = 28.29, *p*< .0000		

Mediation results indicated that emotional intelligence was found to be positive significant predictor between situational anxiety and work performance. So, mediation was found to be significant. Indirect effect (effect= -.19 boot strap Interval) However the indirect effect of emotional intelligence was found to be negatively significant between situational anxiety and work performance.
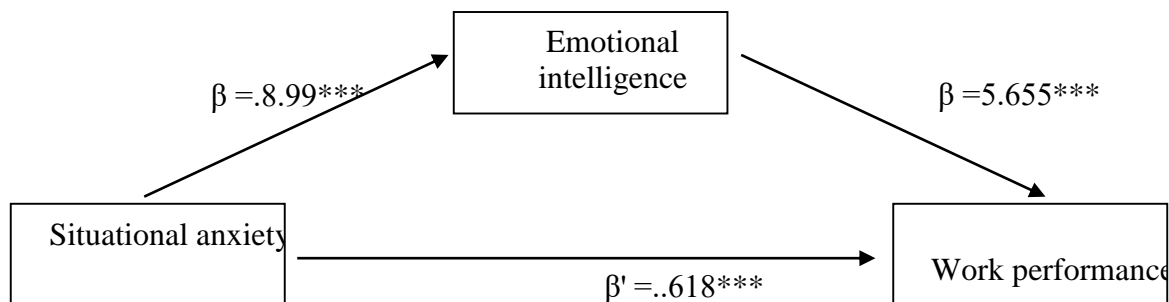
Discussion

The current research focused on understanding the role of Emotional Intelligence (EI) and work performance in situational anxiety among Rescue 1122 employees. Emotional Intelligence is known to influence employees' responses and abilities to handle organizational demands, as high EI allows individuals to comprehend their emotions and employ strategies like cognitive reappraisal and use of social resources to manage stress (Slaski & Cartwright, 2002; King & Gardner, 2006). This adaptability and resilience in stressful environments (Wu, 2011) are crucial for emergency responders who frequently face high-stress situations.

The study hypothesized a relationship between EI, work performance, and situational anxiety. Results confirmed a significant positive correlation between EI and work performance, and a significant negative correlation between EI and situational anxiety. Additionally, there was a significant negative correlation between work performance and situational anxiety, aligning with previous findings (Khanzada et al., 2018). Emotional intelligence was found to mediate the relationship between work performance and situational anxiety, indicating that higher EI can buffer against anxiety and enhance performance (Ishtiaq Ahmad, 2020).

Furthermore, the study explored variations in EI, situational anxiety, and work performance across different demographics. It found no significant differences in EI or situational anxiety based on age or education level, though some differences were noted in job experience. Older workers tended to score higher in situational anxiety, corroborating findings that anxiety disorders increase with age (Am J Geriatr 2009). These insights underline the importance of emotional intelligence in managing stress and improving performance in high-pressure jobs like those in emergency services.

Recommendation

- Implement comprehensive EI training programs for Rescue 1122 employees. These programs should focus on enhancing skills such as emotional awareness, regulation, and cognitive reappraisal. Training can help employees better manage their emotions, leading to improved stress management and reduced situational anxiety.

- Conduct regular psychological assessments to monitor the EI levels and mental well-being of employees. Early identification of low EI and high situational anxiety can allow for timely interventions, such as counseling or targeted training.

- Organize stress management workshops that provide practical strategies for dealing with high-pressure situations. These workshops can include techniques like mindfulness, relaxation exercises, and the use of social resources to mitigate stress.

Implications

Training Programs: Implementing comprehensive emotional intelligence training programs for Rescue 1122 employees can enhance their ability to manage stress and situational anxiety, improving overall work performance. These programs should focus on emotional awareness, regulation, and cognitive reappraisal techniques.

Regular Assessments: Conducting regular psychological assessments can help monitor emotional intelligence levels and mental well-being, allowing for timely interventions such as counseling or targeted training to address high situational anxiety and low EI.

Stress Management Workshops: Organizing workshops that provide practical strategies for handling high-pressure situations can equip employees with the necessary tools to manage stress effectively. Techniques such as mindfulness, relaxation exercises, and utilizing social resources should be included.

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