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EFFECT OF EMOTIONAL INTELLIGENCE ON JOB STRESS IN THE PRESIDENTIAL AMNESTY PROGRAMME, ABUJA, NIGERIA

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Abstract

This study examined the effect of emotional intelligence on job stress in the Presidential Amnesty Programme, Abuja. The population of the study comprised of 170 employees of the Presidential Amnesty Programme Abuja. The study employed a census sample as such the entire population was studied. The study employed a descriptive survey research design and the data was collected with the aid of questionnaires which was adopted and modified to fit the study. The questionnaire was tested for reliability using the Cronbach Alpha Test. The study employed the use of descriptive statistics, correlation and regression to analyse the collected data. It was discovered that Emotional Intelligence has an effect on job stress of employees of the Presidential Amnesty Programme, Abuja. Therefore, it was concluded that there is a relationship between Emotional Intelligence on job stress. The study recommended amongst others that the Presidential Amnesty Programme can improve the ability of its employees to become more adaptability or self-management by building their capacities through seminars and advising them to engage in personal development programmes.

Keywords: *Emotional intelligence, Human resources, Intrapersonal emotions, Interpersonal emotions, Self-management*

JEL Classification Codes: *D72, J21, J24*

1. INTRODUCTION

The organization is rather considered a complex setting because of the components that it is made up of. That is the structure, the culture and various other components that are all aimed at achieving the set goals of the firm. One of the most important components is the employees, this is because the structure and culture of the firm is designed to suit the goals of the firm and these organizational structures and cultures must be projected and practiced by the employees of the firm. Though the firm struggles hard to make the behaviors of its employees unique to the employees of other firms, the employees have different backgrounds and training which influences the way they behave to each other in the organization. The recognition of one's feeling and that of others, the ability to differentiate them and understand that everyone is different which influences the way one thinks is emotional intelligence. It is

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important for the organization to understand how each employee manages his emotions as it brings about a sustainable relationship which will aid the firm in attaining its corporate objectives.

The presidential amnesty programme was initiated in Nigeria by the late Umaru Musa Yar'adua GCFR, on the 25th of June 2009, and it was aimed towards resolving the protracted insecurity in the Niger-Delta as at that time. The main objective of the programme is to contribute to security stabilization in Nigeria through the disarmament, demobilization, rehabilitation and provision of reintegration of ex-militants as a pre-condition for medium and long-term development. The programme has provision for beneficiaries who are trained and employed in various sectors and hence it has offices around to follow up on the stated objectives. In August 2018, no fewer than 2,500 beneficiaries were trained and are expected to be employed in the fishing sector in line with the federal government's economic recovery growth plan (ERGP) to restore growth in the economy (Uwugiaren & Francis, 2018).

Researchers and managers have turned their minds towards the emotions of employees and how well they manage these emotions or put them to use. Emotions have been linked by researchers to bring about lack of innovativeness, depression and stress on the job which leads to the lack of desired productivity that the firm requires. An employee that has a deficiency in emotional intelligence can cost the firm a lot of damage in so many ways. It has also been understood that the inability of the employee to find a balance in his work life is very frustrating thereby making the firm not to get the usefulness of the working hours of the employee (Rani & Yadapadithaya, 2018).

Job stress is a pervasive problem, which affects all professional and occupational groups of the individuals in society. It causes a lot of mental and physical illness. Furthermore, it is costly to organizations and companies due to reduced performance of the employees, increased absence from work, medical costs and disability of the workers and funding for new recruitment (Yamani, Shahabi, & Haghani, 2013). Based on this assertion it is drawn that employees that are stressed on the job tend to be less productive and less useful for the organization because they are unable to give their all to the activities of the firm. This is a problem because when the employee is unable to deliver his/her duties diligently, then the firm is unable to meet up with its goals and objectives. The study therefore seeks to establish the existence of emotional intelligence on job stress in the Presidential Amnesty Programme and project solutions for the organization.

2. LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Concept of Emotional Intelligence

Over the last decade emotional intelligence has drawn significant interest from academics and human resource practitioners throughout the world (O'Neil, 1996). The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment (Jang & George, 2017). Many of the greatest productivity gains, innovations, and accomplishments of

individuals, teams, and organizations have occurred within such a framework (Mohammed & Nagy, 2017).

Emotional intelligence is defined as a social intelligence that enables people to recognize their own, and other peoples' emotions. In other words, emotional intelligence has to do with the individual understanding himself and the behavior of his fellow colleague in the workplace. It has to do with understanding that everyone is created different and the ways people think are different. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Sunil & Rooprai, 2009). To further support the previous view on emotional intelligence, Goswani and Talukdar (2013) defined emotional intelligence as an intelligence that may be learned, developed and improved. This definition shows that emotional intelligence is not an a trait that is an individual is been born with and even if certain individuals are being born with it, it is a trait that can be learned, developed and improved upon.

2.1.2 Concept of Intrapersonal Emotions

According to Bar-On (1988), this meta-factor of intrapersonal emotions comprises of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization. This meta-factor relates primarily to self-awareness and self-expression, governing our ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves non-destructively. The intrapersonal emotion is the ability to accurately perceive, understand and accept ourselves. Self-regard is the ability to respect and accept ourselves as basically good. Respecting ourselves is the way we like ourselves and self-acceptance is the ability to accept our positive and negative aspects as well as our limitations and possibilities. A person with good self-regard feels fulfilled and satisfied.

Emotional self-awareness is the ability to be aware of and understand our emotions while assertiveness is the ability to constructively express our feelings and ourselves in general. assertiveness is thus composed of three basic components: (i) the ability to express our feelings; (ii) the ability to express beliefs and opinions; and (iii) the ability to stand up for our rights and not to allow others to bother or take advantage of us. However, independence is defined as the ability to be self-reliant and free of emotional dependency on others while finally, self-actualization is the ability to set personal goals and the drive to achieve them in order to actualize our potential (Bar-On, 1988).

2.1.3 Concept of Self-Management

According to Bar-On (1988), self-management comprises of Stress Tolerance and Impulse Control. This component of self-management intelligence relates primarily to emotional management and control and governs our ability to deal with emotions so that they work for us and not against us. Stress tolerance is the ability to effectively and constructively manage emotions. In essence, stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress while impulse control is the ability to effectively and constructively control emotions. More precisely, impulse control is the ability to resist or delay an impulse, drive or temptation to act. It entails a capacity for accepting our aggressive

impulses, being composed and controlling aggression, hostility and irresponsible behavior. (Bar-On, 1988).

2.1.4 Concept of Interpersonal Emotions

According to Judith (2006) interpersonal emotional-social intelligence comprises Empathy, Social Responsibility and Interpersonal Relationship as defined below. It relates primarily to social awareness, skills and interaction. This meta-factor is, essentially, concerned with our ability to be aware of others' feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. They understand, interact with and relate well with others. They inspire trust and function well as part of a team. Empathy is the ability to be aware of and understand how others feel. It is being sensitive to what, how and why people feel the way they do while social responsibility is the ability to identify with our social group and cooperate with others. Social responsibility is the ability to demonstrate ourselves as cooperative, contributing and constructive members of our social group (in the family, among friends and at work). Finally, interpersonal relationship is the ability to establish and maintain mutually satisfying relationships and relate well with others. Mutual satisfaction describes meaningful social interactions that are potentially rewarding and enjoyable for those involved.

2.1.5 Concept of Adaptability

Goleman (1998) adaptability is the ability to be flexible and work effectively within a variety of changing situations and with various individuals or groups. Superior managers have been shown to exhibit this competence. Adaptability comprises of Reality Testing, Flexibility and Problem Solving as defined below. This meta-factor relates primarily to change management i.e., how we cope up with and adapt to personal and interpersonal change as well as change in our immediate environment. Reality testing governs the ability to objectively validate our feelings and thinking with external reality. Reality testing, essentially, involves tuning into the immediate situation, attempting to keep things in correct perspective and experiencing things as they really are without excessive fantasizing or daydreaming while flexibility represents the ability to adapt and adjust our feelings, thinking and behavior to new situations. This entails adjusting our feelings, thoughts and behavior to changing situations and conditions. However, problem solving governs the ability to effectively solve problems of a personal and interpersonal nature. Problem solving entails the ability to identify and define problems as well as to generate and implement potentially effective solutions. (Bar-On, 1988).

2.1.6 Concept of General Mood

General Mood comprises Optimism and Happiness. This meta-factor is closely associated with self-motivation. It determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment. Optimism is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity. It represents a positive approach to daily living and a very important motivating factor in whatever we do while happiness is defined as the ability to feel content with ourselves, others and life in general. It is the ability to feel satisfied with our life, enjoy others and have fun. In this context, happiness combines self-satisfaction, general contentment and the ability to enjoy life. (Bar-On, 1988).

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2.1.7 Concept of Job Stress

Job stress has become a common issue that always happens in every organization (Mohammed & Nagy, 2017). According to Goswani and Talukdar (2013), job stress is defined as “an adverse reaction people have to excess pressure or demands placed on them at work”. In other words, job stress is developed as a result of the complexity of work activities which is beyond the capability of the employee. For stress to exist, the demand from the environment (the job) versus the capability of the individual (the employee) will typically be considerably out of balance (Afang, 2017). In addition, work stress happen because of many factors that influence employee to facing stress on their work. One of the most factors that influence work stress is work demand and time. The workplace had become a high stress environment in many organizations cutting across industries. Employees were experiencing high level of stress due to various factors such as high workload, tight deadlines, high targets, type of work, lack of job satisfaction, long working hours, and pressure to perform. Interpersonal conflicts at the workplace, such as boss-subordinate relationships and relationships with peers, were also a source of stress (Rani & Yadapadithaya, 2018). Experts believed that the dysfunctional aspects of stress could directly impact an organization’s performance and also affect the well-being of its employees. Stress at the workplace was linked to absenteeism, higher attrition, and decreased productivity. Stress led to fatigue, irritability, poor communication, and quality problems/errors (Razak, Yusof, Azidin, Latif, & Ismail, 2014).

According to Bar-On (1988), job stress is defined as a condition of physical or mental strain or physical/emotional wear and tear that can be the result of a real or perceived threat. While an over-stressed condition can have negative impact on people, some stress will result in higher performance if the stress is handled effectively. To further support this definition, job stress is be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker (Jang & George, 2017). In other words, job stress impacts on both the physical and emotions of the individual. According to Samaei, Khosravi, Heravizadeh, Ahangar, Pourshariati and Amrollahi (2017) job stress is defined as those responses that happen as a result of the conflict between job demands and the amount of time and control the employee has over meeting these demands.

2.2 Theoretical Review

Theories have been propounded by different scholars to explain the causes or remedies of job stress in employees; some of these theories are Goleman’s emotional intelligence theory, the discrepancy theory, Psychological Approach, and Physiological Approach.

2.2.1 Goleman’s Emotional Intelligence Theory

Goleman emotional intelligence theory was propounded by Goleman in 1995. The theory posits that emotional intelligence is a wide array of competencies and skills that drive leadership performance. The theory posits that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

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According to Mohammed and Nagy (2017), emotional intelligence is about having the ability to understand and manage the emotions of yourself and also those around you.

Goleman's theory also posits that it is not sufficient for managers to have a high IQ and be technically skilled. If they wanted to win the hearts and minds of staff they also needed to be emotionally intelligent. Goleman identified five characteristics that managers needed to develop if they were to be successful. They include self-awareness, motivation, empathy, social skills and self regulation. They theory opined that a brilliant brain and a high IQ are rather useless if empathy is not understood. When the emotions of the individual are hard to be understood and the person is a stranger to his own heart and lacks social awareness, that individual becomes unconnected, lack the ability to manage fear, and be assertive (Judith, 2016).

The theory further posits that two separate minds live in the brains of individuals, one rational and one emotional, and why the five skills making up emotional literacy are actually a much bigger predictor of happiness and success than the capacity by which it is usually measured which is IQ. The theory showed that when the individual is rational in his approach to the organizational activities then there is bound to be productivity. Goleman's theory therefore becomes one of the major theories that are used in terms of analyzing and getting the best out of emotional intelligence in the organization (Afang, 2017).

2.2.2 Discrepancy Theory

Discrepancy theory was propounded by Wilcock and Wright in year 1991. This theory is also referred to as the value-percept disparity model. This model hypothesizes that satisfaction depends on the extent to which outcomes which an individual thinks he/she derives from work correspond to the outcomes pursued in work. The model has three essential elements namely the perception of some aspect of the job, an implicit or explicit value standard, and a conscious or subconscious judgment of the gap (discrepancy) between one's perceptions and one's values (Atheya & Arora, 2014). Perception is the awareness that a matter existed as well as a cognitive judgment of the matter against a cognitive standard. A value judgment was defined as "an estimate of the relationship of some existent (matter) or judged relationship to one's value standards (normative standards).

The theory also posits that among the most important values or conditions conducive to job satisfaction are: mentally challenging work with which the individual can cope successfully; personal interest in the work itself; work which is not too physically tiring; rewards for performance which are just, informative and in line with the individual's personal aspirations; working conditions which are compatible with the individual's physical needs and facilitate the accomplishment of his work goals; high self-esteem on the part of the employee; agents in the workplace who help the employee to attain values such as interesting work, pay and promotions, whose basic values are similar to his own, and who minimize role conflict and ambiguity (Mohammed & Nagy, 2017).

2.2.3 Compensation Theory

Compensation theory posits that the individual is likely to exert more efforts in role as a means of making up for deficit in the other role (Jang & George, 2017). The theory shows that there are efforts intended at countering negative experiences in one domain through

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increased efforts for positive experiences in another domain. In other words, the job stress in the organization will make the individual focus more on other aspects of his life and make the job to suffer which can eventually cost the organization. An example would be a dissatisfied worker focusing more on family than work, thus reallocating human resources (Makabe, Takagai, Asanuma, Ohtomo, & Kimura, 2012). The compensation theory refers to an attempt of making up for shortcomings or deficits in one role through higher involvement in another role. These deficiencies could be the demands or satisfactions that can be fulfilled in another role (Afang, 2017). For example, an individual is highly engaged in the work life because of some negative experiences in the non-work life. The sense of doing something Worthwhile and gaining positive energy in non-work life is achieved through higher engagement at workplace and having time for resting.

2.2.4 Self-Awareness Theory

Self-awareness theory discusses the awareness of the self, with the self-being what makes one's identity unique (Atheya & Arora, 2014). These unique components include thoughts, experiences, and abilities. The psychological theory of self-awareness can be first traced back to 1972. Psychologists Shelley Duval and Robert Wicklund's developed the theory of self-awareness. They proposed that: when we focus our attention on ourselves, we evaluate and compare our current behavior to our internal standards and values. We become self-conscious as objective evaluators of ourselves. In essence, the theory considers self-awareness a major mechanism of self-contendedness. Psychologist Daniel Goleman proposed a popular definition of self-awareness in his best-selling book "Emotional Intelligence," as "knowing one's internal states, preference, resources, and intuitions."

This definition places more emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise. In my view, it is important to recognize that self-awareness is not only about what we notice about ourselves but also how we notice and monitor our inner world (Atheya & Arora, 2014). The theory posits that as we notice what's happening inside us, we can acknowledge and accept them as the inevitable part of being human, rather than giving ourselves a hard time about it.

Self-awareness theory posits that people can think, act, and experience, and they can also think about what they are thinking, doing, and experiencing. In social psychology, the study of self-awareness is traced to Shelley Duval and Robert Wicklund's (1972) landmark theory of self-awareness. Duval and Wicklund proposed that, at a given moment, people can focus attention on the self or on the external environment. Focusing on the self enables self-evaluation. When self-focused, people compare the self with standards of correctness that specify how the self ought to think, feel, and behave. The process of comparing the self with standards allows people to change their behavior and to experience pride and dissatisfaction with the self. Self-awareness is thus a major mechanism of self-control.

The concept of intrinsic motivation, or engaging in activities for the inherent rewards of the behavior itself, plays an important role in self-determination theory (Judith, 2016). Psychologists Edward Deci and Richard Ryan developed a theory of motivation which suggests that people tend to be driven by a need to grow and gain fulfillment. The first assumption of self-determination theory is that people are actively directed toward growth. Gaining mastery over challenges and taking in new experiences are essential for developing a

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cohesive sense of self. While people are often motivated to act by external rewards such as money, prizes, and acclaim (known as extrinsic motivation), self-determination theory focuses primarily on internal sources of motivation such as a need to gain knowledge or independence (known as intrinsic motivation).

2.3 Empirical Framework

Ifelebuegu, Martins, Theophilus and Arewa (2019) examined the role of Emotional Intelligence Factors in Workers' Occupational Health and Safety Performance of the Petroleum Industry. Despite improvements in occupational health and safety due to technological advancements and the adoption of management systems, accidents continue to occur in the oil and gas (O&G) industry. These accidents are often linked to human factors. The emotional intelligence (EI) of workers, however, has the potential to influence some of the human factors that predispose to accidents. Methods: In this study, we investigated how the EI factors of workers influence their health and safety performance in the work place. A total of 124 O&G industry workers completed a web-based questionnaire. Five and 14 key success factors of EI and effective occupational health and safety management systems were respectively identified through a systematic evaluation of the literature. Results: EI success factors of 'being able to rule one's own emotions to facilitate thinking', 'being able to deal with the emotions of others' and 'being able to discuss one's own emotions accurately' were found to have a relationship with health and safety performance of workers. Conclusion: The findings demonstrated that certain success factors of EI are vital for improving the health and safety performance of workers and that the development of these competencies should be part of the workers' professional development.

Jang and George (2017) examined the impact of emotional intelligence of employees on job stress, affective commitment, and turnover intention in the restaurant industry. Although emotional intelligence may play a critical role in the hospitality industry where there is a high component of human contact with the customers, few studies have been conducted to investigate how the emotional intelligence of employees influences work-related outcomes in the restaurant context. The sample for this study consists of 250 non-supervisory employees drawn from causal restaurants located in the Midwestern area in the U.S. The survey was distributed to the respondents by the restaurant manager at each property during a shift meeting. Structural equation modeling with path analysis is used to test proposed hypotheses. The study discovered that emotional intelligence impacts on employee job stress positively.

Samaei, Khosravi, Heravizadeh, Ahangar, Pourshariati and Amrollahi (2017) found out the relationship between emotional intelligence and job stress with occupational burnout of nurses working in public hospitals of Kerman. The study employed the descriptive-analytical and cross-sectional research design. The population of the study was 300 nurses working in Kerman hospitals who were selected randomly by stratified method. Organizational and demographic questionnaire and occupational burnout, emotional intelligence and job stress questionnaires have used. Structural and confirmatory factor analysis models were used to measure the model of the study. Emotional intelligence and job stress affect occupational burnout. The study discovered that there were meaningful and negative relationships between emotional intelligence and job stress ($P < 0.001$) and increasing emotional intelligence results in decreasing job stress. Based on the findings and the significance of occupational burnout and its adverse effects on nurses, one of the plans for

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decreasing the syndrome of occupational burnout in nurses could be concentration on improvement of psycho-personal factors of job environments including emotional intelligence and job stress.

Mohammed and Nagy (2017) investigated the relationship between emotional intelligence and job stress among academic members at faculty of nursing - Cairo University. A convenient sample of 40 academic members at faculty of nursing was recruited in the study. A descriptive correlational research design was utilized in the study. The research was carried out at the Faculty of Nursing, Cairo University and the nurses made up the population of the study. Three tools were used to collect data of this study include: Socio- demographic data questionnaire, Job Stress Questionnaire and Emotional Intelligence Questionnaire. The findings of the present study revealed that, the majority of academic members had job stress (95%). There was a highly significant inverse relationship between job stress and emotional intelligence. The study concluded that, there was a negative connection between emotional intelligence and job stress among academic faculty members. This study recommended that, the nursing faculty members need to attend training courses on emotional intelligence to improve their social skills and to expand their proficiency at work. Additionally, there is great need to take into consideration fair and equal distribution of work duties among the faculty members to decrease the workload.

Rashid, Bajwa, and Batool (2016) determined the profound effect of emotional intelligence on job stress, job satisfaction and organizational commitment of bank employees. The participants were 330 bank employees. Questionnaire was used to collect information from the respondents. The questionnaire was adopted from Multan who completed a questionnaire package including emotional intelligence scale, generic job satisfaction scale, anxiety stress questionnaire and organizational commitment scale. The study made use of descriptive statistics and regression analysis to analyse the collected data. The finding shows that emotional intelligence significantly predicts job stress, job satisfaction and organizational commitment of employees and emotional intelligence has positive, negative and no correlation with organizational commitment, job stress and job satisfaction respectively. This research suggests that emotional intelligence must be a part of employees training to uphold employees' ability to develop successful performance with their organization.

Goswani and Talukdar (2013) explored the relation between emotional intelligence and job stress among engineers at public sector organization in India. The study employed the survey research design and the data was collected from a sample of 30 engineers working in a public sector organization at managerial level at Assam. Emotional intelligence was measured by a scale developed by M.K. Mandal, and job stress was measured using Occupational role stress scale by Uday Pareekh in year 1983. The mean and SD values were calculated and found to be moderate in case of stress level and higher in case emotional intelligence level. Regression analysis showed that influence of emotional intelligence was significant in occupational stress level among engineers at managerial level.

Yamani, Shahabi and Haghani (2013) investigated the relationship between emotional intelligence (EI) and job satisfaction (JS) in the faculty members of Isfahan University of Medical Sciences (IUMS) Iran. The study adopted a correlational research design. The population of the study comprises of 202 faculty members of IUMS. The data was gathered through the use of valid and reliable questionnaires. The collected data was analyzed by SPSS software using descriptive statistics, Pearson correlation coefficient, t-test, analysis of

variance (ANOVA) and linear regression analysis ($\alpha=0.05$). The study discovered that 142 individuals (70.30%) filled out the questionnaires. 75% of the respondents were male and 98% were married. There was an inverse correlation between the total score of EI and the level of JS ($r=-0.235$, $p=0.005$). Moreover, among the factors of EI, self-awareness and self-management scores had significant inverse relationship with the level of JS. Linear regression analysis showed that the EI factors explained approximately 7% of the variance of JS levels of the teachers. The study concludes that Individuals with high EI have less JS. Since the EI can be taught, it can be expected that the JS of faculty members can be reduced through training them on emotional intelligence.

Sunil and Rooprai (2009) examined the role of emotional intelligence in managing stress and anxiety at workplace in India. The study employed the use of survey research design and data was collected with the aid of questionnaires. The study examined two null hypotheses that investigate the measurement of emotional intelligence as a predictor in managing Stress and Anxiety. 120 Management students were taken for the study. Emotional Intelligence Scale, Stress Inventory and General Anxiety test were used for the measurement of all the variables. Descriptive statistics, Correlation and Regression analysis were used for data Analysis. Results indicate that there was a significant relationship between Emotional Intelligence and the variables of Stress and Anxiety. Stress management component and anxiety component; emerge as statistically significant with respect to the relationship with Emotional Intelligence.

3. METHODOLOGY

The study adopted the descriptive survey research design. This means that it has a quantitative approach. Descriptive survey design relies on numerical evidence to form conclusions or test hypothesis (Makabe, Takagai, Asanuma, Ohtomo, & Kimura, 2012). The study makes use of primary data to source information on the independent and dependent variable. The population of the study comprise of all the management and operational level employees in the presidential amnesty programme office in Abuja. The population of the study is therefore 107. The study employed the use of a random sampling technique in the distribution of the instrument. This means that every individual in the sample has an equal probability of being selected. This gave room for the limitation of bias in the input of the respondents (Atheya & Arora, 2014).

The sample size of the study was therefore drawn from the population using a census sampling method whereby all the population considered as the sample. This method of getting the sample is as a result of the population being slightly above 100. The collected data would be coded in the statistical package for social sciences (SPSS) which was used for the analysis. After the data has been coded, the statistical tools like the Cronbach Alpha, Correlation and Multiple Linear Regression was used to analyse the collected data. In other to answer the research questions, achieve the stated objectives and either accept or reject the hypotheses the study make use of Correlation, Multiple Linear Regression and Analysis of Variance (ANOVA) which was accepted at significance level $<.05$. The reliability of the instrument used first of all would be looked at using the cronbach alpha test. After the instrument has satisfied the reliability test, the study go ahead to perform the correlation to see if there is any form of relationship that exist between the variables. Since the correlation analysis is not enough to proffer a recommendation of the prediction level between the variables, the study therefore check to see the long run effect between the variables using the

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regression and ANOVA analysis. The significance of the variables was gotten based on the p-value which is $<.05$.

4. FINDINGS AND DISCUSSIONS

Table 1: Data Presentation

| | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Issued | 107 | 100 |
| Returned | 92 | 86 |
| Not Returned | 15 | 14 |
| Returned and Invalid | 2 | 2 |
| Returned and Valid | 90 | 84 |
| Total Valid Response Rate | 90 | 84 |

Source, SPSS Output, (2020)

Table 1 presents the distribution of the questionnaires, and looking at the table, it is seen that 107 questionnaires were issued to the respondents who happen to be the employees of the amnesty programme in Abuja. 107 therefore represents 100% of the respondents. Out of the 107 questionnaires issued, 92 questionnaires were returned and this figure represents 86% of the response rate. This then showed that 15 of the questionnaires issued were not returned. This figure represents 14% of the response rate. Looking at Table 1 also, it is discovered that though 92 questionnaires were returned to the researcher, 2 of the questionnaires were discovered to be invalid.

4.1 Data Analysis

After the data presentation, this subsection presents the data analysis and the various tools employed in doing the analysis. The chapter began with the presentation of the reliability test which was conducted with the aid of Cronbach alpha test for reliability.

Table 2: Reliability Test

| Cronbach Alpha | N of items |
|----------------|------------|
| .829 | 16 |

Source, SPSS, Output, (2020)

Looking at Table 2, it is discovered that the instrument used has 16 questions which measures all the variables in the study. The entire variables had a Cronbach alpha of .829, which implies that the instrument has internal consistency. According to the Cronbach alpha decision rule, any instrument that is above .5 is reliable (Sekaran, 2003). Having a cronabch alpha of .8 shows that the instrument is good and fit to be used in the study to measure the variables. After the reliability test, the study then proceeded to conduct the descriptive statistics for the variables of the study. Table 3 therefore presents the descriptive statistics.

Table 3: Descriptive Statistics on the Level of Intrapersonal emotions in the Organization

| | Mean | Std. Deviation |
|--|--------|----------------|
| I prefer to do everything alone. | 4.2222 | .95726 |
| I feel motivated when faced with self change | 4.3000 | .77096 |
| I believe in giving second chances | 4.4333 | .61899 |
| I am not good at establishing boundaries | 4.4000 | .64998 |
| I sense others' wishes. | 4.3556 | .69203 |

Source: SPSS Output, (2020)

Considering Table 3, it is discovered that the employees of the presidential amnesty programme have intrapersonal emotions because looking at the mean it is seen that all the questions had were at .4 and above. This implies that the level of intrapersonal emotions was ascertained in the organization's employees. Looking closely at the table, it is also seen that most of the employees believe in giving second chances in the workplace. This trait had the highest mean score of 4.4333 and a standard deviation of .61899. The standard deviation shows a variation in the mean which means that there is the tendency that the employees believe in giving second chances can change annually with about 61%.

Table 4: Descriptive Statistics on the Level of Self-Management in the Organization

| | Mean | Std. Deviation |
|---|--------|----------------|
| I manage my activities well enough | 4.3444 | .58369 |
| I am very organized | 4.3111 | .68112 |
| I am more effective if my table is organized | 4.2889 | .69094 |
| I dislike working with people that are disorganized | 4.3222 | .70037 |
| I believe managing myself is key to success | 4.2556 | .90642 |

Source: SPSS Output, (2020)

Table 4 therefore describes the level of self-management in the employees of Presidential Amnesty programme. The study discovered that there is the presence of self-management in all the employees of the organization, however, some of the traits were found to be more than the others. The study discovered that the "ability to manage activities well enough" had the highest mean of 4.3444. This signified that the employees agreed to the fact that they have the ability to manage the activities of the presidential amnesty programme alone. This was also justified by a deviation of .58639, which further implies that the attitude of the employees towards managing their activities well can change yearly with about 58%.

Table 5: Descriptive Statistics on the Level of Interpersonal emotions in the Organization

| | Mean | Std. Deviation |
|--|--------|----------------|
| I have a lot of patients to manage people | 4.452 | .95726 |
| I give listening ears to less productive people | 4.455 | .77096 |
| I am always motivated to teach and learn from others | 4.5667 | .70037 |
| I feel inspired by others | 4.5400 | .90642 |
| I interact with everybody | 4.6756 | .70037 |

Source: SPSS Output, (2020)

Considering Table 5, it is discovered that the employees of the presidential amnesty programme have interpersonal emotions because looking at the mean it is seen that all the questions had were at .4 and above. This implies that the level of interpersonal emotions was ascertained in the organization's employees. Looking closely at the table, it is also seen that most of the employees believe in giving second chances in the workplace. This trait had the highest mean score of 4.675 and a standard deviation of .5649. The standard deviation shows a variation in the mean which means that there is the tendency that the employees believe in giving second chances can change annually with about 56%.

Table 6: Descriptive Statistics on the Level of adaptability in the Organization

| | Mean | Std. Deviation |
|---|-------|----------------|
| I am able to fit into any situation. | 4.442 | .5726 |
| Am not good at working with a group. | 4.485 | .7096 |
| Often feel awkward around people. | 4.467 | .6037 |
| I have the ability to make others feel interesting. | 4.440 | .4064 |
| I am always happy. | 4.567 | .5007 |

Source: SPSS Output, (2020)

Considering Table 6, it is discovered that the employees of the presidential amnesty programme have adaptability because looking at the mean it is seen that all the questions had were at .4 and above. This implies that the level of adaptability was ascertained in the organization's employees. Looking closely at the table, it is also seen that most of the employees believe in giving second chances in the workplace. This trait had the highest mean score of 4.456 and a standard deviation of .6539. The standard deviation shows a variation in the mean which means that there is the tendency that the employees believe in giving second chances can change annually with about 56%.

Table 7: Descriptive Statistics on the Level of general mood in the Organization

| | Mean | Std. Deviation |
|--|-------|----------------|
| I don't mind being the center of attention. | 4.656 | .5870 |
| Anxiety when I am working | 4.576 | .5486 |
| Enjoy being part of a group. | 4.876 | .5475 |
| Am interested to solve other people's problems. | 4.356 | .5576 |
| Work perfectly well even when I am in a bad group. | 4.345 | .5678 |

Source: SPSS Output, (2020)

Considering Table 7, it is discovered that the employees of the presidential amnesty programme have general mood because looking at the mean it is seen that all the questions had were at .4 and above. This implies that the level of general mood was ascertained in the organization's employees. Looking closely at the table, it is also seen that most of the employees believe in giving second chances in the workplace. This trait had the highest mean score of 4.4554 and a standard deviation of .51899. The standard deviation shows a variation in the mean which means that there is the tendency that the employees believe in giving second chances can change annually with about 52%.

Table 8: Descriptive Statistics on the Level of Job Stress in the Organization

| | Mean | Std. Deviation |
|--|--------|----------------|
| My superior's cause job stress at work | 3.8778 | 1.24366 |
| I experience job stress due to long working hours | 3.7333 | 1.17846 |
| When I lack organizational support I experience job stress | 3.7000 | 1.20346 |
| Organizational change causes job stress | 3.6778 | 1.13006 |
| Multitasking causes job stress in the work place | 3.8333 | 1.11426 |

Source: SPSS Output, (2020)

Looking at Table 8, it is discovered that most of the employees do not have strong feelings in the presence of stress in the Presidential Programme in Abuja. However they do accept that there is stress on the job because all the mean score were above 3.5 which is approximately close to 4. The level job stress that had the highest mean was the level of multitasking which cause job stress in the work place. The employees had more perception that it caused job stress the more. This was justified by a mean of 3.8333 and a variation of 1.11426. This result implies that the level of multitasking on the job causes the stress level to increase and this has a tendency to change with about 11% annually. It was also discovered that the employees did not believe that there was no job stress as all the mean scores were above 2 and closer to 4.

Table 9: Correlation

| | Intrapersonal emotions | Self-Management | Interpersonal emotions | Adaptability | General Mood | Job Stress |
|------------------------|------------------------|-----------------|------------------------|--------------|--------------|------------|
| Intrapersonal emotions | 1 | | | | | |
| Self-Management | .329 .002 | 1 | | | | |
| Interpersonal emotions | .007 .404 | .333 .000 | 1 | | | |
| Adaptability | .168 .234 | .342 .000 | .223 .003 | 1 | | |
| General Mood | .167 .116 | .443 .024 | .547 .000 | .434 .006 | 1 | |
| Job Stress | -.018 .866 | .779 .034 | .637 .016 | .447 .096 | .453 .000 | 1 |

Source: SPSS Output, (2020)

Considering Table 9, it is seen that intrapersonal emotion, self-management, interpersonal emotions, adaptability and general mood had a correlation of .329, .367, .435, .5336, .533, which was significant at .002. This implies that 1% increase in the level of all the variables will lead to about increase in the level of job stress in the employees of Presidential Amnesty programme Abuja. This relationship was also found to be significant with a p-value of .002. The decision rule behind the significant level with p-value is that, any p-value that is above .05 is not significant and any p-value that is discovered to be lower than .05 is found to be statistically significant.

Table 10: Model Summary

| R₂ | Sig. | F-Stat | Std. Error |
|----------------------|-------------|---------------|-------------------|
| .321 | .000 | 20.562 | 1.03653 |

Source: SPSS Output, (2020)

Table 10 presents the model summary of the study. Looking at the table, it is discovered that the model had an R₂ of .321 which signifies that 32% of job stress is explained by the emotional intelligence of the employees. This impact was found to be statistically significant with a p-value of .000. However, the impact between emotional intelligence and job stress happen to be a weak impact because the R₂ is found to be below 50. This result further shows that the more employees gain emotional intelligence then the more there will be reduction in job stress. This finding goes in line with the finding of Goswani and Talukdar (2013); Jang and George (2017) who discovered about 28% and 45% impact between the variables respectively. The model had an F-stat of 20.562 and a standard error of 1.03653, which happens to be very low.

Table 11: Coefficient of the Variables

| Variable(s) | Coefficient | t-statistics | Sig. |
|------------------------|-------------|--------------|------|
| Intrapersonal Emotions | .032 | .204 | .839 |
| Self-Management | -.778 | -6.411 | .000 |
| Interpersonal Emotions | .454 | .566 | .023 |
| Adaptability | -.454 | .533 | .011 |
| General mood | .123 | .344 | .022 |

Source: SPSS Output, (2020)

Considering Table 11, the study discovered that all the independent variables had an impact on the dependent variable. Looking at the first independent variable which was self-awareness, the study discovered that Intrapersonal Emotions had a positive coefficient of .032 and a p-value of .839. This signifies that Intrapersonal Emotions impact on job stress with about 3%, however this impact have a significant p-value as the value is below .05 significant level with Self-management, Interpersonal emotions, Adaptability and General mood. After the coefficient presentation, the study went further to present the hypotheses of the study.

4.2 Test of Hypotheses

The hypotheses of the study were all stated in null form and the study developed two hypotheses. The study's first hypothesis was stated as such;

H₀₁: Intrapersonal emotions has no significant effect in job stress in Presidential Amnesty Programme, Abuja.

Looking at the first hypothesis which stated that Intrapersonal emotions has no significant impact on job stress in the presidential amnesty programme. However, the results of the study showed otherwise as it was discovered that Intrapersonal emotions and job stress had an insignificant impact with a p-value of .839. Based on this result, the study therefore accepts the null hypothesis since there was no significant impact between the variables.

H₀2: Self-management has no significant effect in job stress in Presidential Amnesty Programme, Abuja

The study discovered that there is a significant impact between self-management and job stress. This was justified with a significant p-value of .000. This further implies that the impact that self-management and job stress share is significant since the p-value is below .05. Based on the finding, the study therefore rejected the null hypothesis as there was a significant impact between the variables.

H₀3: Interpersonal emotions has no significant effect in job stress in Presidential Amnesty Programme, Abuja

The study discovered that there is a significant impact between interpersonal emotions and job stress. This was justified with a significant p-value of .000. This further implies that the impact that interpersonal emotions and job stress share is significant since the p-value is below .05. Based on the finding, the study therefore rejected the null hypothesis as there was a significant impact between the variables.

H₀4: Adaptability has no significant effect in job stress in Presidential Amnesty Programme, Abuja

The study discovered that there is a significant impact between adaptability and job stress. This was justified with a significant p-value of .000. This further implies that the impact that adaptability and job stress share is significant since the p-value is below .05. Based on the finding, the study therefore rejected the null hypothesis as there was a significant impact between the variables.

H₀5: General mood has no significant effect in job stress in Presidential Amnesty Programme, Abuja

The study discovered that there is a significant impact between general mood and job stress. This was justified with a significant p-value of .000. This further implies that the impact that general mood and job stress share is significant since the p-value is below .05. Based on the finding, the study therefore rejected the null hypothesis as there was a significant impact between the variables.

5. CONCLUSION AND RECOMMENDATIONS

Since the study found that there is an impact between emotional intelligence and job stress, the study therefore concludes that emotional intelligence impact on job stress of Presidential amnesty programme. The study also looked at the impact of intrapersonal emotions, self-management, interpersonal emotions, adaptability and general mood and job stress in the presidential amnesty programme and discovered that an impact exist between the variables. The study then concluded that intrapersonal emotions does not impacts on job stress of the presidential amnesty programme in Abuja. The study also discovered that self-management, interpersonal emotions, adaptability and general mood impacted on the job stress of the employees, based on that finding, the study therefore concluded that there is an impact between emotional intelligence and job stress.

Based on the findings, the study has the following recommendations to proffer.

- i. The study concluded that there is an impact between intrapersonal emotions and job satisfaction, based on that the study therefore recommended that the presidential amnesty programme can improve the ability of its employees to become more self-aware by creating seminars and advising them to engage in personal development programmes.
- ii. The study also recommends that the presidential amnesty programme can instil in its employees the ability to develop themselves in the area of self-management by providing trainings and practical application of the trainings in carrying out the duties of the organization.
- iii. It also recommends that the company should add a soft skills category as part of its performance appraisal of the employees. Success is not only based on reaching the targets, but also on the development of his or her team and their interactions with others.
- iv. The study indicated that the adaptability is related to job performance, since adaptability emerged as an important factor impacting on job stress, the leadership team should be coached on adaptability skills.
- v. Employees at different levels in the organisation should have differences in the ratters' ratings and self-ratings of high-level employees.

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