EMOTIONAL AND SOCIAL INTELLIGENCE AS PREDICTORS OF OCCUPATIONAL STRESS AMONG CIVIL SERVANTS IN RIVERS STATE

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ABSTRACT: *The study investigated emotional and social intelligence as predictors of occupational stress of civil servants in Rivers State. The study adopted correlational design. A total of 600 civil servants were drawn through proportionate stratified sampling technique. Three instruments, Emotional Intelligence Scale (EIS), Social Intelligence Scale (SIS) and Occupational Stress Inventory (OSI) which were validated and had reliability coefficients of 0.827 for EIS, 0.849 for SIS and 0.953 for OSI respectively. Three research questions and three hypotheses guided the study. Relevant data gathered were analyzed with multiple regression analysis as statistical tool. The result of the study showed that relationship management dimension of emotional intelligence is a significant predictor of the occupational stress of civil servants while emotional self awareness, emotional self management, and emotional social awareness dimensions are not. In addition, relationship management dimension of emotional intelligence is the strongest predictor. Furthermore, the components of social intelligence such as social skills and social awareness are significant predictors of the occupational stress of civil servants, while social information processing is not significant predictor. Social skills component of social intelligence is the strongest predictor. The finding also showed that the dimensions of emotional intelligence and the components of social intelligence when considered collectively, significantly predict the occupational stress of civil servants and the combined prediction could account for up to 74.9% of the variance in the occupational stress of civil servants. Based on the findings, it was recommended among others that since it has been established that both emotional intelligence and its dimensions as well as social intelligence and its components could predict the occupational stress of civil servants, efforts should be made by employers of civil servants for training to enable them acquire the competencies inherent in emotional and social intelligences. This is sequel to the fact that these skills or competencies are acquirable and have been found to reduce stress among workers as reported in literature.*

KEYWORDS: Emotional Intelligence, Social Intelligence, Occupational Stress, Civil Servants.

INTRODUCTION

The importance of civil servants in nation building cannot be over emphasized. One cannot discuss the role of the government in national development without giving central attention to civil servants as one of the real agents of development. National development hinges on the contributions of civil servants towards attainment of ministerial goals (Igbokwe-Ibeto, Agbodike & Osawe, 2015). The major work of civil servants is to implement and execute the policies and programmes of the government in power creditably, by harnessing both material and human resources available to them (Olu-Adeyemi, 2009). The different professionals trained in different fields of human endeavour have their contributions to make to national

development. Thus, civil servants are very important in the actualization of national goals and development. In spite of the central role civil servants occupy in the national development, research works such as those of Adeyemo and Ogunyemi (2005) have identified stress as one of the cardinal factors militating against their effective performance.

Stress is a very complex phenomenon. It is an issue with which many people are familiar with though, it is so widely misused. It is often subject to ambiguity and confusion. An individual stress can be another's excitement and energizer. However, different researchers defined it differently depending on their orientation.

The word stress is defined by the Oxford Dictionary as a "state of affair involving demand on physical or mental energy". It is a condition or circumstance, which can disturb the normal physiological and psychological functioning of an individual. In the medical parlance, stress is defined as a perturbation of the body's homeostasis (James, 2013). Stress can best be described as the adverse psychological and physical reactions that occur in an individual as a result of their being unable to cope with the demand made on them (Cole, 2002). Stress therefore could be seen as the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressure of the situation. It is a state of emotional strain or tension resulting from demanding circumstances. Stress arises when people worry they cannot cope with the demands placed upon them. In this case pressure can arise from an individual's personal life as well as from work. This takes us to the definitions of occupational stress, the dependent variable of this study.

Occupational stress refers to a mismatch between the demands of the job and the resources of the individual. Irene (2005) explained that insecurity about successful performance and fear of negative consequences resulting from performance failure may evoke powerful emotions of anxiety, anger and irritation. She asserted that these stressful experiences are intensified if no help is available from colleagues or supervisors at work. Occupational stress is the emotional, cognitive, behavioural and physiological reaction to aversive and noxious aspects of work, work environments and work organizations.

At this juncture, a brief mention of some common sources of occupational stress in civil service will suffice. Many factors pre-dispose individuals to stress in the work place. These factors may work alone or in concert with other factors to give birth to a regime of occupational stress. It should not be forgotten that the individual spends more time outside the office. In Nigeria, civil servants work from 8am to 4pm daily, the remaining period they spend outside their place of work including public holidays. What happens in these places naturally must have influence on their lives. Some of the factors pre-disposing civil servants to occupational stress include, family background, frustration with politicians, inadequate salaries and allowances, work pressure, overbearing supervision, the fear of disengagement from service without pension and gratuity to mention but a few. Conversely, the aforementioned sources of occupational stress, impact on the performance or productivity of civil servants in the following ways: Declining productivity, absenteeism from work, problem in job relations, and misjudgment of situations etc. So, the current global work environment has made employees more accountable for the success of an organization. The accountability placed on employees is at an unprecedented high.

To this end, Gardner and Stough (2003) explained how emotional and social intelligence (EI) in the workplace reduced stress and gave workers the ability to communicate their emotions for the good of not only themselves, but for the whole organization. Therefore, any stress on

an employee coupled with a lack of emotional and social intelligence could lead to an undesirable work place prone to failure (Ramesar, Koortzen, & Oosthuizen, 2009).

In the past decade, emotional intelligence and social intelligence have generated enormous amount of interest both within and outside the field of psychology and so, a brief explanation of the two construct will suffice. The concept of emotional intelligence is slightly viewed differently by the pioneers of the construct. For instance, Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one's own and others feelings, to discriminate among them and to use this information to guide one's thinking and actions. Later this definition was refined and broken down into four proposed abilities: Perceiving, using, understanding and managing emotions (Mayer & Salovey, 1997).

Perceiving emotions as the first branch of emotional intelligence is the ability to accurately identify emotions in people and objects. It also includes the ability to identify one's emotions. This task asks people to identify the emotions that are conveyed by various pictures and designs. Perceiving emotions may represent the most basic aspect of emotional intelligence as it makes all other processing of emotional information possible.

The second branch of emotional intelligence, using emotion is the ability to harness emotions to facilitate various cognitive activities such as thinking and problem solving. Emotions prioritize thinking by directing attention to important information. Emotional state differentially encourages specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

The third branch of emotional intelligence, understanding and analyzing emotions is the ability to label emotions and recognize relations among the words and the emotions themselves such as the relationship between liking and loving. It is the ability to comprehend emotional language and to appreciate complicated relationships among emotions.

The fourth branch of emotional intelligence, managing emotions is the ability to stay open to feelings, both those that are pleasant and those that are unpleasant. It is also the ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

For Petrides (2001) emotional intelligence encompasses behavioural dispositions and self perceived abilities. Petrides see emotional intelligence as trait emotional intelligence. According to him, trait emotional intelligence is a collection of emotional self-perceptions situated at the lesser levels of personality. Put differently, trait emotional intelligence means individuals' self-perceptions of their emotional abilities. This description of emotional intelligence includes behavioural dispositions and self-perceived abilities.

Trait emotional intelligence was structured along four scopes, namely: well-being, self-control, emotionality and sociability. These four factors gave birth to 15 different sub-factors, and they include: Adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationship, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism.

Another notable proponent of emotional intelligence is Daniel Goleman who in 1995 defined Emotional Intelligence (EI) as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. In addition, Goleman in 1998 outlined four aspects of EI construct: Self-awareness – the ability

to interpret one's emotions and recognize their impact while using gut feelings to channel decisions; Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances; Social awareness – the ability to sense, understand, and react to others' emotions while acknowledging social networks; and Relationship management – the ability to motivate, persuade, and develop others while managing conflict.

In explaining further the construct, Goleman included sets of emotional competencies within each construct of EI. These are emotional self-awareness, accurate self-assessment, self-confidence for self-awareness construct. Compliance, keeping troublesome emotions and impulses in check, thoroughness and reliability, initiative and innovation and achievement drive all for self-management dimension. Social awareness construct or dimension of EI has four competencies, namely: Empathy, service orientation, organizational awareness and developing others. The fourth construct or dimension of EI according to Goleman (1995) is Social skills with seven competencies, namely: Leadership, influence, change catalyst, communication, conflict management, collaboration and building bonds and team capabilities. Furthermore, Goleman emphasized that emotional skills are not inborn gifts, but cultured capabilities that require nurturing and development to achieve exceptional feat. It is also the position of Goleman that people have general emotional intelligence which determines their potentiality in acquiring emotional competency.

In considering emotional intelligence for this study, the dimensions presented by Goleman is of particular interest to the researcher and constitutes one of the major independent variables of this study. Also, Goleman's dimension of emotional intelligence, besides being the most popular of all the dimensions of EI, presents a model of EI that focuses on how cognitive and personality factors determine workplace success despite occupational stress.

Another major construct of this study is social intelligence. Social Intelligence (SI) is defined as a diverse and non-cognitive set of skills present in most social settings (Goleman, 2006). From the elementary playgrounds to the corporate boardroom, social intelligence is the way to handle oneself in social environments using "neural jiu-jitsu" to combat the irrational mind from taking over the rational mind. Social Intelligence is constructed not just as a mesh of the IQ and the EI constructs but rather it is interaction with a range or degree of ability categorized into two parts, social awareness and social facility (Goleman, 2006).

Social awareness is an individual's internal ability to sense another person's "inner state" in order to obtain a better perspective of social interaction with that person (Goleman, 2006). Social awareness empathizes the use of "primal empathy" along with "attunement" and "social cognition" to help an individual go beyond verbal communication for a deeper assessment of the true feelings or intentions of another individual. An example guided by Goleman's description of social awareness can be used to view the way civil servants react when they are asked to go beyond their intended tasks. There is the possibility that the civil servants body language could be miss understood when he or she is asked to work on another task in the office that was not in an original request.

On the other hand, social facility is a supplement to social awareness. It builds up self-image in order to have a significant "effect" in social interactions (Goleman, 2006). Social facility focuses on the use of synchrony, self-presentation, and influence to build on true "fruitful" social interactions. Goleman mentioned that being in harmony in both body language and verbal communication is important to move "smoothly" through a social interaction. This, along with self-presentation and influence, are the foundations of effectively getting others to

buy-in to what you are presenting. An example, guided by Goleman's description of social facility, can be used to view the ways civil servants handle themselves in situations that depend on image and presentation. In a situational setting where the civil servant has to explain himself or herself, such as to what the root cause was to a client, good social facility could lead to a positive social interaction where the client understands what the civil servant is saying. However, if the civil servant stumbles awkwardly on their words or displays body language that is not friendly, the client could walk away with a negative experience viewing the civil servant as condescending or inept.

In recent years, studies concerning emotional intelligence and occupational stress are being carried out but that of social intelligence and occupational stress are quite rare to the best of the researcher's knowledge. For instance, Slaski and Cartwright (2002) reported that managers who scored higher in emotional intelligence suffered less subjective stress, experience better health and well being and that this relationship affects management performance. Similarly, Darolia and Darolia (2005) found out that emotionally intelligent people, who are able to understand and recognize their emotions; manage themselves to keep under control in stressful situation. The relationship between emotional intelligence and stress in the work place and health related consequences in workers was investigated by Oginska – Bulik (2005). The study confirmed emotional intelligence is a shield that prevents workers from negative health outcomes, especially from the symptoms of depression. In the same year, Adeyemo and Ogunyemi (2005) examined the interactive and relative effect of emotional intelligence and self-efficacy on occupational stress of university academic staff. Their findings revealed that emotional intelligence contributed significantly to the prediction of occupational stress of the participants. Singh and Singh (2008) conducted a study on the relationship between emotional intelligence and stress among medical professionals in their organizational lives. The study reveals significantly negative relationship of emotional intelligence with stress for both the genders of medical professionals. In yet another work by Ismail, Suh-Suh, Ajis and Dollah (2009) occupational stress was found to significantly relate to emotional intelligence.

From the works cited above, it is quite obvious that emotional intelligence and occupational stress have been studied even though it is not among civil servants in Rivers State. However, works concerning the extent to which social intelligence could predict occupational stress of civil servants could not be found by the researchers. Therefore, it is against this background that the researchers conceived the idea to investigate into whether occupational stress of civil servants in Rivers State could be predicted by their emotional intelligence and social intelligence. Consequently, the study was designed to answer and test the following research questions and hypotheses respectively.

Research questions:

1. To what extent do emotional intelligence dimensions (self awareness, self management, social awareness and relationship management) independently predict occupational stress of civil servants?

2. To what extent do social intelligence components (social information processing, social skills and social awareness) independently predict occupational stress of civil servants?

3. What is the collective prediction of the occupational stress of civil servants by the dimensions of emotional intelligence and components of social intelligence?

Hypotheses:

1. The dimensions of emotional intelligence (self awareness, self management, social awareness and relationship management) independently, do not significantly predict occupational stress of civil servants.

2. The components of social intelligence (social information processing, social skills and social awareness) independently, do not significantly predict occupational stress of civil servants.

3. The dimensions of emotional intelligence and the components of social intelligence collectively, do not significantly predict occupational stress of civil servants.

METHODOLOGY

The design adopted in the conduct of this study was the correlational research design. The population for the study comprised of 5,959 civil servants in 26 ministries, from which 600 respondents was drawn through proportionate stratified random sampling technique. Three instruments were used for data collection in the study. The first was Emotional Intelligence Scale (EIS) modified and adapted for use in this research. It was developed by Genos in 2010. The second was Social Intelligence Scale (SIS) modified and adapted for use in this research. It was developed and standardized by Silvera, Martinussen and Dahl (2001). The third instrument was titled, Occupational Stress Inventory (OSI), modified and adapted for use in this study. The OSI was developed by Seaward (2005).

The reliability of the three instruments was determined via the application of Cronbach alpha technique as a measure of its internal consistency by administering it to 30 civil servants randomly selected, who were not part of the study. The coefficients obtained for each section of EIS were as follows; emotional self-awareness(ESA), 0.715; emotional self management(ESM), 0.523; emotional social awareness(ESOA), 0.569; relationship management(RM), 0.680; the entire instrument, 0.827. For SIS, we had 0.587 for social information processing (SIP), 0.658 for social skills (SS), 0.709 for social awareness (SA), and 0.849 for the entire instrument. The third instrument, OSI had an internal consistency of 0.953 coefficient value. Through the assistance of research assistants data were gathered for 28 working days and subjected to multiple regression analysis as statistical tool.

RESULTS

Research Question 1: To what extent do emotional intelligence dimensions (self awareness, self management, social awareness and relationship management) independently predict occupational stress of civil servants?

Hypothesis 1: The dimensions of emotional intelligence (self awareness, self management, social awareness and relationship management) independently, do not significantly predict the occupational stress of civil servants. The results of the analysis are as presented in Table 1.

Table 1: Summary of multiple regression analysis of the relative contribution of each of the four dimensions of emotional intelligence to the prediction of occupational stress of civil servants

Variables	Unstandardized Coefficients		Standardized Coefficients			
	B		Std Error	Beta	t	Sig
Constant	45.758	6.270			7.297	.000
ESA	.024	.128		.010	.189	.850
ESM	-.028	.120		-.010	-.232	.816
ESOA	.011	.165		.003	.064	.949
RM	-.264	.123		-.093	-2.151*	.032

*Significant at 0.05 level of significance

Table 1 shows the regression coefficients from the multiple regression analysis. Both the unstandardized and the standardized regression coefficients, the standard error of the estimates, the t-ratio and the level of significance for each of the dimensions of emotional intelligence have been presented.

A cursory view of the table shows that the unstandardized regression coefficients (B) range from -.264 to .024 excluding that of the constant, while those of the standardized coefficients (Beta) are from -.093 to .010. The errors of the estimates excluding that of the constant ranges from .120 to .165 which are minimal, while the t-ratio values are from -2.151 to .189 excluding that of the constant.

Also, from the table, the t-ratio of one of the four dimensions of emotional intelligence under consideration was significant predictor (at $p < .05$) of civil servant occupational stress. The dimension is relationship management (RM). However, the other remaining three dimensions of emotional intelligence were not statistically significant at .05 level of significance.

Since, one of the four dimensions of emotional intelligence is, on its merit, significant predictor of the occupational stress of civil servant, the consequence is the rejection of our null hypothesis with respect to relationship management (RM) dimension of emotional intelligence and acceptance of the null hypothesis with regards to the other dimensions. Hence, the dimension of emotional intelligence (relationship management) independently, do significantly predict the occupational stress of civil servants, while on the other hand, the dimensions of emotional intelligence (self awareness (ESA), self management (ESM), and social awareness (ESOA)) independently, do not significantly predict the occupational stress of civil servants.

A further analysis of the test result shows that relationship management dimension of emotional intelligence is the strongest predictor. This is followed closely by emotional self management, emotional self awareness and then emotional social awareness. Indeed, the prediction equation is as follows:

OS = 45.758 + .024ESA - .028ESM + .011ESOA - .264RM

From this equation, it could be seen that dimensions such as emotional self management and relationship management predicted the occupational stress of civil servants in a negative dimension while those of emotional self awareness and emotional social awareness were in

positive dimensions even though their contributions to the prediction of the occupational stress of civil servants is very low, the least of all being emotional social awareness.

Research Question 2: To what extent do social intelligence components (social information processing, social skills and social awareness) independently predict occupational stress of civil servants?

Hypothesis 2: The components of social intelligence (social information processing, social skills and social awareness) independently, do not significantly predict the occupational stress of civil servants. The results of the analysis are as presented in Table 2 which shows the regression coefficients from the multiple regression analysis. Both the unstandardized and the standardized regression coefficients, the standard error of the estimates, the t-ratio and the level of significance for each of the components of social intelligence have been presented.

Table 2: Summary of multiple regression analysis of the relative contribution of each of the three components of social intelligence to the prediction of occupational stress of civil servants

Variables	Unstandardized Coefficients		Standardized Coefficients			
	B	Std Error	Beta		t	Sig
Constant	-3.794	1.241			-3.058	.002
SIP	.162	.098	.062		1.660	.097
SS	1.213	.082	.554		14.769*	.000
SA	.731	.117	.274		6.242*	.000

*Significant at 0.05 level of significance

A perfunctory view of the table shows that the unstandardized regression coefficients (B) range from .162 to 1.213 excluding that of the constant, while those of the standardized coefficients (Beta) are from .062 to .554. The errors of the estimates excluding that of the constant ranges from .082 to .117 which are minimal, while the t-ratio values are from 1.660 to 14.769 excluding that of the constant.

Also, from the table, the t-ratio of two of the three components of social intelligence under investigation was significant predictor (at $p < .05$) of civil servant occupational stress. The components are social skills (SS) and social awareness (SA). However, the other remaining component of social intelligence (social information processing (SIP)), is not statistically significant at .05 level of significance.

Since, two of the three components of social intelligence are, on their merit, significant predictor of the occupational stress of civil servant, the consequence is the rejection of our null hypothesis with respect to social skills (SS) and social awareness (SA) components of social intelligence and acceptance of the null hypothesis with regards to the other component, social information processing (SIP). Hence, the components of social intelligence (social skills and social awareness) independently, do significantly predict the occupational stress of civil servants, while on the other hand, the component of social intelligence (social information processing) independently, do not significantly predict the occupational stress of civil servants.

A further analysis of the test result shows that social skills component of social intelligence is the strongest predictor. This is followed closely by social awareness and then social information processing. In fact, the prediction equation is as follows:

$$OS = -3.794 + .162SIP + 1.213SS + .731SA$$

From this equation, it could be seen that all the components of social intelligence such as social information processing, social skills and social awareness predicted the occupational stress of civil servants in a positive dimension. The least of all being social information processing.

Research Question 3: What is the collective prediction of the occupational stress of civil servants from the dimensions of emotional intelligence and components of social intelligence?

Hypothesis 3: The dimensions of emotional intelligence and the components of social intelligence collectively, do not significantly predict the occupational stress of civil servants.

To answer the above question and test the significance of the corresponding null hypothesis, multiple regression analysis was performed on the data obtained with occupational stress scores and the dimensions of emotional intelligence as well as the components social intelligence. The results of the joint contributions of the dimensions of emotional intelligence and the components of social intelligence on occupational stress together with the predictive power of these variables are as shown in Table 3.The table shows that the four dimensions of emotional intelligence and the three components of social intelligence could collectively predict occupational stress of civil servants. The multiple regression analysis shows an R-value of .866 and an R^2-value of .749. Table 4.3 also shows the test of significance of this predictive relationship. The test output shows an F-ratio of 249.167, which is significant at 0.05 level of significance.

The implication of this test is that the four dimensions of emotional intelligence as well as the three components of social intelligence, when considered collectively, are significant predictors of occupational stress of civil servants. To this end, the null hypothesis is rejected. The result is that the dimensions of emotional intelligence and the components of social intelligence collectively, do significantly predict the occupational stress of civil servants.

Table 3: Matrix of intercorrelations, Summary of joint predictive strength and Analysis of Variance showing the significance of the joint prediction of emotional intelligence dimensions and components of social intelligence on occupational stress of civil servants

OS	ESA	ESM	ESOA	RM	SIP	SS	SA
OS 1.000	-.022	-.023	-.009	-.092	.663	.813	.759
ESA	1.000	.346	.477	.311	-.304	.061	.027
ESM		1.000	.138	.175	-.012	.026	.025
ESOA			1.000	.163	-.176	.014	-.032
RM				1.000	.217	.078	.206
SIP					1.000	.695	.788
SS						1.000	.789
SA							1.000
Model	**Multiple R**			**R²**	**Adj R²**		**Std EE**
Values	.866			.749	.746		7.545

SV	SS	df	MS	F	Sig
Regression .000	99300.503	7	14185.786	249.167*	
Residual	33248.792	584	56.933		
Total	132549.3	591			

*Significant at $p < 0.05$ level of Significance

A further analysis of Table 3 reveals that the four dimensions of emotional intelligence and the three components of social intelligence could account for up to 74.9% of occupational stress of civil servants. That is also to say that the four dimensions of emotional intelligence (emotional self awareness, emotional self management, emotional social awareness and relationship management) and the three components of social intelligence (social information processing, social skills and social awareness) jointly explains 74.9% of the variance in occupational stress of civil servants.

DISCUSSION

The results of this study has shown that the dimension of emotional intelligence (relationship management) independently do significantly predict the occupational stress of civil servants, while self awareness, self management, and social awareness dimensions independently do not significantly predict the occupational stress of civil servants. A further analysis of the test result showed that relationship management dimension of emotional intelligence was the strongest predictor. This is followed closely by emotional self management, emotional self awareness and then emotional social awareness being the least.

Also, the findings of this study showed that the components of social intelligence (social skills and social awareness) independently, do significantly predict the occupational stress of civil servants, while social information processing independently, do not significantly predict the occupational stress of civil servants. A further analysis of the test result showed that social skills component of social intelligence was the strongest predictor. This was followed closely by social awareness and then social information processing being the least.

A third outcome of this study was that the dimensions of emotional intelligence and the components of social intelligence collectively, do significantly predict the occupational stress of civil servants. A further analysis revealed that the four dimensions of emotional intelligence and the three components of social intelligence accounted for up to 74.9% of the variance in the occupational stress of civil servants. That is also to say that the four dimensions of emotional intelligence (emotional self awareness, emotional self management, emotional social awareness and relationship management) and the three components of social intelligence (social information processing, social skills and social awareness) jointly explained 74.9% of the variance in occupational stress of civil servants.

The findings of the present study are in agreement with some past research findings. For example, Belias, Koustelios, Koutiva and Zournatzi (2013) in a study of occupational stress and emotional intelligence among Greek Bank employees found out that occupational stress could be predicted from emotional intelligence. Similar results were found in related studies

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by Krishnakumar and Lalitha (2014), Matthew, Chigozie and Kosiso (2014), Goswami and Talukdar (2013), and Kalyoncu, Guney, Arslan, Guney, Ayranci (2012).

However, the studies by Darvish and Nasrollahi (2011), Khaniyan, Foroughan, Hosseini and Biglarian (2013) and Yamani, Shahabi and Haghani (2014) revealed findings inconsistent with the present one. Their results showed an inverse relationship (prediction) between occupational (Job) stress and the dimensions of emotional intelligence studied by them. On the other hand, the study by Khaniyan, Foroughan, Hosseini and Biglarian (2013) showed partly that relationship management and emotional social awareness dimensions of emotional intelligence are significant predictors of occupational stress. Nevertheless, a possible reason that could be adduced for such divergent findings, is that the above studies were carried out in environments other than that of civil service and so, could be challenged with stressors significantly different from those of civil servants in Nigeria.

Based on the findings, it is recommended that, employers of civil servants should make provision for training to enable them acquire the competencies inherent in emotional and social intelligences. This is sequel to the fact that these skills or competences are acquirable and have been found to reduce stress among workers as reported in literature.

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