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THE EFFECT OF WORK STRESS ON EMPLOYEE PERFORMANCE WITH EMOTIONAL INTELLIGENCE AS A MODERATING VARIABLE

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ABSTRACT

This study aims to analyze the effect of work stress on employee performance with emotional intelligence as a moderating variable. This type of research is descriptive quantitative. The object of research is PT. X and the subject in this study is using the Slovin formula. The sample selection was 87 samples. All data have met the classical assumption test and the regression model has met the model feasibility test. Based on the discussion that has been done, it can be concluded that work stress and emotional intelligence have a positive and significant effect on employee performance, emotional intelligence increases the effect of work stress on employee performance. Job stress is a major problem both for employees and for organizations.

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Introduction.

The findings obtained in previous empirical studies regarding the relationship between job stress and job performance are inconsistent. Although most empirical research results have shown a negative linear relationship between stress and performance (Siu, 2003; Van Dyne et al., 2002). To address the theoretical issues underlying the stress-performance relationship, the aim of this study is to develop and test theories that can help researchers and managers better understand this relationship. One possible explanation for the inconsistent findings may be an existing moderator. While Jex (1998) suggested adding a wider range of moderators for the stress-performance relationship, Jordan et al. (2002) recommends that emotional intelligence should be considered as an “individual difference variable that moderates the stimulus-behavior relationship”. In line with the suggestion Carmeli (2003) that researchers should investigate the effect of emotional intelligence on the relationship between job stress and performance.

Job stress is one of the common problems that employees face with increasing frequency. Recently work stress has become an epidemic in the work environment. Therefore a large number of studies have focused on job stress and its effect on various aspects of organizational output. Due to the fact that work stress has become a common negative more and more people are complaining about stress as a result of overwork, job insecurity and increased pace of life. Beehr & Newman (1978) states that job stress is generally a situation in which work-related factors interact with a worker to alter (i.e., interfere with or improve) his or her psychological and/or physiological state (Jamal, 2005).

Everyone in an organization must have experienced work stress. To prevent work stress from continuing, a work stress management is needed. As a management, managing employee stress is more

about understanding the causes of stress and taking action to reduce it in order to achieve organizational goals. Performance can be seen as an activity in which an individual can successfully complete the task assigned to him in a period (Jamal, 1984). In order to compete in the rapidly changing economy and work environment, employee performance must be improved and consequently the company's performance becomes more crucial. Therefore it is necessary for the company to analyze the problems related to performance. In a recent study, it has been found that there are four types of relationship between measures of job stress and performance: negative linear relationship, positive relationship, curvilinear/U-shaped relationship, and no relationship between the two at the conceptual level (Jamal, 1984). Findings obtained from previous studies regarding this relationship are considered inconsistent.

Previous research on the relationship between job stress and employee performance is inconsistent (Y.-C. Wu, 2011). Although, the majority of research results show that work stress is negatively related to performance (Siu, 2003; Van Dyne et al., 2002), but still doing research on the positive relationship of work stress on performance (Y.-C. Wu, 2011). Several previous studies have shown that certain types of stress can have the desired consequences and some types of stress are also positively related to employee performance. For example research by LePine et al. (2005), explains that when sources of stress, such as targets and high work demands appear as challenges, it will provide personal arousal and provide better job outcomes. On the other hand, high work targets and demands for employees also trigger stress on employees (Richardson & Rothstein, 2008).

Recent studies in the field of stress show that employees who have the ability to manage stress have a significant effect on employee performance (Hsieh et al., 2004; Leka et al., 2003; Wetzel et al., 2006). In the stress model, some researchers believe that employees who can control and manage stress well at work will have higher performance in the company (Adler et al., 2006; Wetzel et al., 2006).

Employees who can control and manage stress well are employees who have high emotional intelligence (Wu & Tsai, 2009). Emotional intelligence affects the behavior of each individual in overcoming problems that occur within the person, including in the work environment, by having emotional intelligence one can motivate oneself, not easily get frustrated, and most importantly be able to control stress (Goleman, 2003). Goleman, in Trihandini (2005) revealed that emotional intelligence accounts for 80% of the determinants of a person's success, while the other 20% is determined by IQ (Intelligence Quotient). Boyatzis & Ron (2001) also revealed that several consultants and sales agents who had high emotional intelligence competency scores had better performance and income results. Additional reports from Hay/Mcber Research, in (Trihandini, 2005) produced research showing that emotional intelligence can actually increase the average salesperson's performance. The results showed that emotional intelligence had a positive effect on job performance and moderated this relationship. In this case, highly emotionally intelligent employees are more likely than employees with low emotional intelligence to be able to reduce or change the potential negative effects of job stress on employee performance (Wu, 2011). Research result by Sakti (2018) shows that job stress negatively affects member performance while emotional intelligence has a positive impact on member performance and moderates the relationship between job stress and member performance.

Findings obtained from previous studies regarding this relationship are considered inconsistent. To clarify the theoretical problems related to stress and performance relationship, this study aims to determine the possibility of moderators such as emotional intelligence.

Formulation of the problem.

1. Does the variable work stress affect employee performance?
2. Does Emotional Intelligence variable affect Employee Performance?
3. Can the Emotional Intelligence variable moderate the relationship between job stress and employee performance?

Literature review and hypotheses.

LePine et al. (2005) observed that when a stressor is rated primarily as a challenge, it can lead to internal arousal and better performance outcomes. Although some researchers have shown that the relationship between stress and performance is a positive linear or inverted U shape, most have found a negative stress-performance relationship (Gilboa et al., 2008; Siu, 2003; Van Dyne et al., 2002). Job stress is often viewed as dysfunctional because it reduces the quality and quantity of job performance. Job stress also wastes time and energy that individuals spend dealing with stressors, limiting

concentration on the task at hand and thereby affecting performance (Siu, 2003). Based on research conducted by Arbabisarjou et al. (2013) ; Hon & Chan (2013); Nur et al. (2017) work stress has a negative and significant effect on performance. Considering these findings led to the formulation of the following hypothesis:

H1: There is a relationship between work stress and employee performance.

Emotionally intelligent individuals have the capacity to be aware of, regulate, and make effective use of their own emotions as well as their relationships with others (Salovey & Mayer, 1990). Most of the researchers focused on the effect of emotional intelligence on management leadership skills. Managers with high levels of emotional intelligence tend to exhibit high levels of job satisfaction, job performance, and transformational leadership, as well as low levels of intention to leave their jobs (Mandell & Pherwani, 2003; Slaski & Cartwright, 2002). In addition, emotional competence has been identified as a need to facilitate performance in many jobs (King & Gardner, 2006). If stress occurs all the time, it will cause reduced personal accomplishment (lack of job satisfaction), feeling less satisfied and uncomfortable at work (Nur et al., 2017). Furthermore, employees with high levels of emotional intelligence are generally aware of, and manage, their emotions in terms of maintaining a positive mental state, a situation that leads to improved performance. Based on these findings, the following hypothesis is proposed:

H2: There is a Positive Relationship between Emotional Intelligence and Employee Performance.

Emotional intelligence has also been found to influence individual responses and the ability to deal effectively with organizational demands (Slaski & Cartwright, 2002). Highly emotionally intelligent individuals tend to understand emotions through cognitive reassessment, and use strategies that include social resources and feelings disclosure in stressful workplaces (King & Gardner, 2006), so that high emotional intelligence can be associated with resilience and adaptability in stressful environments. While the results of simple regression analysis (Fahri, 2019; Sanjaya, 2012) shows that emotional intelligence moderates the effect of job stress on performance. These results indicate that emotional intelligence weakens the effect of job stress on performance. In this study it was expected that highly emotionally intelligent employees would be more likely than employees with little emotional intelligence to reduce or change the potential negative effects of job stress on performance. This leads to the following hypothesis:

H3: Emotional Intelligence moderates the relationship between job stress and employee performance.

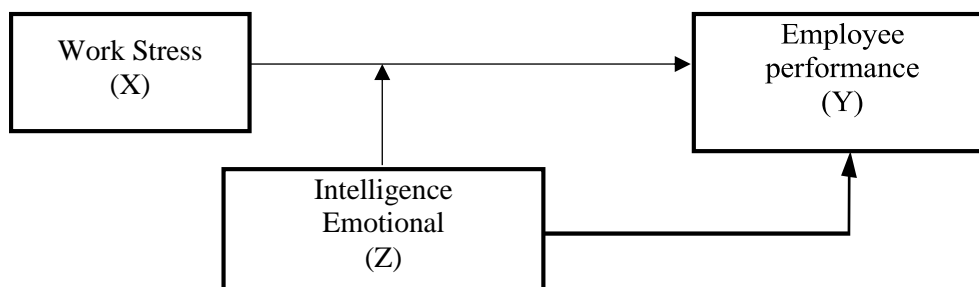


Fig. 1. Research Design
Source: Research Data, 2022

Research methods.

This type of research is descriptive quantitative. The object of research is PT. X and the subjects in this study were employees of PT. X number of 680 employees. In determining the sample size of this study using the Slovin formula. Based on this formula, the sample size can be calculated as follows:(Sunarto, 2007)

$$n = \frac{680}{1 + 680 \cdot (10\%)^2}$$

$$n = \frac{680}{1 + \frac{680 \cdot (0,01)^2}{7,8}}$$

$$n = \frac{680}{7,8} = 87,1$$

Thus, the total sample of respondents is 87 people.

Independent variables or can also be called independent variables are variables that affect the cause of changes in the dependent variable(Sugiyono, 2015). It can also be said that the independent variable is a variable whose influence on other variables is to be known. The independent variables that will be tested in this study are job stress. According toMangkunegara (2011)Job stress is a feeling of pressure experienced by employees in dealing with work. This work stress can be seen from its symptoms, including unstable emotions, feeling restless, being alone, having trouble sleeping, smoking excessively, not being able to relax, being anxious, tense, nervous, increasing blood pressure, and experiencing digestive disorders. According toDavis & Newstrom (2008)Stress is a condition of tension that affects a person's emotions, thought processes, and physical condition. Stress that is too heavy can threaten a person's ability to deal with the environment. Job stress was measured using a questionnaire developed byParker & DeCotiis (1983). Participants were asked to rate each of the 13 items using a 5-point Likert scale so that they could choose a numerical score range from 1 to 5 for each statement to indicate a degree of agreement or vice versa, where 1, 2, 3, 4, and 5 respectively. each shows.

The dependent variable or it can also be called the output variable, criteria, consequent. The related variable is the variable that is influenced or becomes the result, because of the independent variable(Sugiyono, 2015).The dependent variable in this study is employee performance.Performance is real behavior and is displayed on the performance of employees who are produced based on their duties in a company(Rivai, 2020). According to Gibson, et al (inWidyawati & Karwini, 2018)states that employee performance is the result of employee work related to goals, efficiency and other performance effectiveness. Employee performance requires an evaluation with the intention to share a good opportunity with employees regarding career plans that are seen through strengths and weaknesses (Indajang et al., 2021). Employee performance is measured by a scale developed byDubinsky & Mattson (1979), and is modified bySingh et al. (1996). Participants were asked to rate each of the 6 items using a 5-point Likert Scale (1 = poor performance, 5 = excellent performance).

The moderating variable is a variable that can strengthen or weaken the direct relationship between the independent variable and the dependent variable(Sugiyono, 2015). The moderating variable in this study is the Emotional Intelligence of employees. According toHasibuan (2005)Ability/intelligence shows the potential that a person has to carry out work. According to Kreitner and Kinicki (2003) inEdward & Purba (2020), intelligence is the capacity to think logically and solve problems constructively. Goleman (2005) inUraz & Arhan (2020), explains that: “Emotional skills are learned skills that are based on emotional intelligence and therefore result in outstanding performance in work. Emotional Intelligence is measured by the widely used Emotional Intelligence Test developed bySchutte et al. (1998). Participants were asked to rate each of the 15 items using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

The data analysis technique in this study used Moderating Regression Analysis (MRA). The formula used according toSugiyono (2014)is as follows:

$$Y = + 1 X1 + 2Z + 3X1.Z + e \tag{1}$$

Information :

- Yi = Employee Performance (Y)
- α = Constant
- 1.- 3 = Beta Coefficient
- X1 = Work Stress
- Z = Emotional Intelligence
- X1. Z = Interaction of Job Stress and Emotional Intelligence
- e =error

Before testing the hypothesis, the data is first tested for classical assumptions. This is done to avoid bias in the estimation, considering that not all data can be applied regression. Classical assumption

testing includes normality test, heteroscedasticity test and multicollinearity test which was carried out with the help of SPSS ver 19 for windows program.

Results and discussion.

Analysis results.

Validity test.

Table 1. Variable Instrument Validity Test Results

Indicator	rcount	rtable	Validity	
Work Stress	SK1	0.662	0.3	Valid
	SK2	0.511	0.3	Valid
	SK3	0.488	0.3	Valid
	SK4	0.692	0.3	Valid
	SK5	0.566	0.3	Valid
	SK6	0.684	0.3	Valid
	SK7	0.552	0.3	Valid
	SK8	0.693	0.3	Valid
	SK9	0.401	0.3	Valid
	SK10	0.591	0.3	Valid
	SK11	0.551	0.3	Valid
	SK12	0.491	0.3	Valid
	SK13	0.541	0.3	Valid
Emotional Intelligence	NUMBER 1	0.355	0.3	Valid
	2ND	0.513	0.3	Valid
	THE 3RD	0.393	0.3	Valid
	TO 4	0.327	0.3	Valid
	KE5	0.455	0.3	Valid
	KE6	0.524	0.3	Valid
	7TH	0.574	0.3	Valid
	8TH	0.457	0.3	Valid
	KE9	0.642	0.3	Valid
	10th	0.554	0.3	Valid
	11th	0.552	0.3	Valid
	THE 12TH	0.34	0.3	Valid
	13TH	0.37	0.3	Valid
	KE14	0.561	0.3	Valid
	KE15	0.46	0.3	Valid

Based on Table 1, it can be seen that all items on the emotional intelligence variable have a correlation coefficient > 0.3 so that it can be said that all question items are declared valid or pass the validity test.

Reliability Test.

Table 2. Instrument Reliability Test Results for X1, Z and Y . Variables

Variable Aspect	Cronbach's Alpha	Critical value/Standard	Information
Work Stress (X1)	0.789	>0.6	Reliable
Emotional intelligence (Z)	0.794	>0.6	Reliable
Employee Performance (Y)	0.753	>0.6	Reliable

Based on the summary of the reliability test results as presented in Table 3, it can be seen that the value of the Cronbach Alpha coefficient on this variable is greater than 0.6 so it can be concluded that all questions related to this research variable are reliable.

Descriptive statistics.

Table 3. Statistical Descriptive Results

Variable	Min.	Max.	mean
Work Stress	24.00	45.00	37.0115
Emotional Intelligence	60.00	106.00	87.5402
Employee performance	14.00	20.00	17000

Based on this, it can be seen that the average respondents' responses to the variables of work stress, emotional intelligence and accounting understanding are 37.01; 87.54 and 17.00. Model Feasibility Test (Test F) to find out how feasible a regression model is used as an analytical tool to test the effect of the independent variable on the dependent variable. The results of the model's feasibility test are presented in Table 3 for the multiple regression equation with the dependent variable of Employee Performance.

Classic assumption test.

Table 4. Normality Test Results

Unstandardized Residual		
N		87
Normal Parameters(a,b)	mean	.0000000
	Std. Deviation	1.66853958
Most Extreme Differences	Absolute	-.121
	Positive	-.121
	negative	-.108
Kolmogorov-Smirnov Z		1.132
asympt. Sig. (2-tailed)		.154

Based on table 4, it can be seen that the value of Sig. (2-tailed) in the One-Sample Kolmogorov-Smirnov Test is 0.154 which is greater than > 0.05 , so H_0 is accepted. This means that the tested data is normally distributed/normally distributed.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF
Work Stress	0.673	1.485
Emotional Intelligence	0.727	1.376

Based on the results of the multicollinearity test in Table 5, it can be seen that all independent variables have tolerance greater than 10 percent (0.1) and VIF is less than 10, so there is no indication of multicollinearity symptoms. The results of the heteroscedasticity test can be seen in Table 6, which can be concluded that there is no independent variable that is statistically significant affecting the dependent variable because the p-value is above 0.05.

Table 6. Heteroscedasticity Test Results with Glejser

Variable	Significance	Information
Work Stress (X1)	0.668	Free of heteroscedasticity
Emotional Intelligence (Z)	0.313	Free of heteroscedasticity

Table 7. Model Feasibility Test Results (F Test)

R Square Change	F Change	Sig. F Change
0.239	3,663	0.000

Based on Table 7, it can be seen that the regression model has a P-value (Sig. F Change) of 0.000, this value is smaller than (5%) so it can be said that the regression model meets the model fit test. The magnitude of the coefficient of determination R² for each regression model (2) can be seen in Table 9 for the multiple regression equation with the dependent variable Employee Performance.

Table 8. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.635(a)	0.403	0.400	1.67929

Based on table 8, it can be seen that the coefficient of determination R² is 40.3% which means that variations in changes in independent variables in the model (Work Stress, emotional intelligence, and spiritual intelligence) are able to explain variations in changes in the dependent variable of Employee Performance by 40.3% while the rest of 59.7% is explained by variations in changes in independent variables outside the model.

Moderated Regression Analysis(MRA).

Table 9. Results of Hypothesis Testing with MRA

Variable	Unstandardized Coefficients	Standardized Coefficients		Sig.
	B	Std. Error	Beta	
(Constant)	17.046	2.018		0.000
SK	0.364	0.039	0.256	0.038
TO	0.256	0.021	0.234	0.029
SK_KE	0.986	0.020	0.245	0.033

Based on table 9, the regression equation is obtained as follows:

$$KK = 17.046 + 0.364 \times SK + 0.256 \times KE + 0.629 \times SK_KE + e$$

Information:

- KK = Employee Performance
- SK = Work Stress
- TO = Emotional Intelligence
- SK_KE = Interaction Job Stress and Emotional Intelligence
- e = error

The t statistic test is basically done to show how far the influence of one independent variable and the moderating variable individually in explaining the variation of the dependent variable. The t-statistical test was carried out by comparing the results of the significance value of the p-value of the influence of the independent variable and the interaction variable on each dependent variable (Employee Performance and ethical attitude) with =0.05. If the p-value is smaller than = 0.05 then the independent variable has a significant effect on the dependent variable, and conversely, if the p-value is greater than = 0.05, the independent variable has no significant effect on the dependent variable.

Discussion.

The Effect of Work Stress on Employee Performance.

Based on Table 9, the results of the regression test of the partial effect of the independent variable SK on employee performance are obtained. Regression test of Job Stress variable on Employee Performance obtained the results of the coefficient = 0.364 with a P-Value of 0.038 which is smaller

than (5%). This means that work stress has a positive and significant effect on employee performance. Thus, the results of this hypothesis test accept the hypothesis of Ha.1 which states that job stress has a positive and significant effect on employee performance. This result also strengthens previous research by (Diputra & Surya, 2018; Zafar et al., 2015) who found the effect of work stress on employee performance. This means that employees with low stress levels will have higher performance compared to employees with higher stress levels. However, the results of this study contradict the results of this study (Prawira & Suwandana, 2019; Sandiartha & Suwandana, 2020; Wu, 2011) revealed that there is a significant negative relationship between work stress variables and employee performance.

These results indicate that the values contained in work stress can have a real impact on the performance of PT. X. Work stress is measured based on indicators: workload, working time, feedback obtained and responsibility proven to be able to affect the quality of work achieved, attendance and punctuality, initiative, ability and communication of employees of PT. X. This finding can be interpreted that if the factors forming job stress on employees of PT. X can be reduced, it will be able to make a significant contribution to improving employee performance.

Effect of Emotional Intelligence on Employee Performance.

Regression test of emotional intelligence variable on employee performance obtained the results of the coefficient = 0.256 with a P-Value of 0.029 which is smaller than (5%). This means that emotional intelligence has a positive and significant effect on employee performance. Thus, the results of this hypothesis test accept Ha.2 which states that emotional intelligence has a positive and significant effect on employee performance. Regression test of the partial effect of emotional intelligence on employee performance in this study showed that emotional intelligence had a positive and significant effect on employee performance. The results of this study are consistent with research (Edward & Purba, 2020; Indriyani, 2018; Octavia et al., 2020; Waskito, 2020).

The results of this study also show that emotional intelligence is the relationship between job stress and job performance. As mentioned earlier, stress does not always result directly from the source of the stress itself, but rather, from the individual's perception of that stress and it was also suggested in this study that highly emotionally intelligent employees are more likely than employees with low emotional intelligence to reduce or change potential negative effects of job stress on job performance, or at least to moderate them to an acceptable degree.

However, for employees with low emotional intelligence there is a negative relationship between job stress and job performance. These findings imply that, compared to employees with high emotional intelligence, those with less emotional intelligence are less able to handle stressful work-related issues.

The Effect of Emotional Intelligence Moderates the Relationship Between Job Stress and Employee Performance.

Test of moderating interaction of work stress with emotional intelligence on employee performance obtained results coefficient = 0.986 with a P-Value of 0.033 which is smaller than (5%). This means that job stress _ emotional intelligence has a positive and significant effect on employee performance. Thus the results of this hypothesis test accept Ha.3 which states that emotional intelligence plays a role in increasing the effect of work stress on employee performance. Regression test of the moderating role of emotional intelligence on the effect of work stress on employee performance in this study obtained the results that emotional intelligence was able to moderate the effect of job stress on employee performance. The results of this study are in line with research Sanjaya (2012), Edward & Purba (2020), Hayati (2016), Yozgat et al. (2013).

The current findings imply that organizations can add some level of challenge-related stress to stimulate highly emotionally intelligent employees to be more productive and improve their performance. However, organizations may need to help their employees reduce the amount of stress in order for employees with low levels of emotional intelligence to be productive. The moderating effect of emotional intelligence on this relationship, as evidenced in the results of the study, provides support for the observation Parker & DeCotiis (1983) that dispositional variables are associated with perceived stress, and that they moderate the effects of stress on outcomes in an organization.

Conclusions.

Based on the discussion that has been done, it can be concluded that work stress has a positive and significant effect on employee performance, emotional intelligence has a positive and significant effect on employee performance, emotional intelligence increases the effect of work stress on employee performance. Job stress is a major problem both for employees and for organizations. In order to improve organizational efficiency and organizational effectiveness in government organizations, it is advisable to help employees to cope with their stress which is uncomfortable and undesirable for individuals. Making a government budget plan for coaching and training employees on stress management can be considered as a necessary action to help them reduce stress without delay or help them succeed in dealing with them so that they can reach their full potential. Considering the positive impact of tenure on work performance, it is recommended that the government not make an early retirement policy for old employees, but support them to work longer hours. In evaluation senior employees should have an advantage over juniors regarding their higher job performance or the government could create important incentives on tenure to increase their intention to stay with the organization. Considering the positive impact of tenure on work performance, it is recommended that the government not make an early retirement policy for old employees, but support them to work longer hours. In evaluation senior employees should have an advantage over juniors regarding their higher job performance or the government could create important incentives on tenure to increase their intention to stay with the organization. Considering the positive impact of tenure on work performance, it is recommended that the government not make an early retirement policy for old employees, but support them to work longer hours. In evaluation senior employees should have an advantage over juniors regarding their higher job performance or the government could create important incentives on tenure to increase their intention to stay with the organization.

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