

Emotional Intelligence and Job Satisfaction among Lecturers of Universities in Kano State: Empirical Evidence

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Abstract

Emotional intelligence and job satisfaction are two concepts of high interest in modern work environment. They serve as a competitive edge in personal and organizational life. The educational system or lecturing profession is one of those within which the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurring human interaction that exists among the lecturers and between the lecturers and students. This study aims to examine the relationship between lecturer's emotional intelligence and their job satisfaction in Universities within Kano State. The study comprises of 2,502 number lecturers of all the universities in Kano State, using Convenience Sampling, 335 represents the population of the Lecturers in Kano State. The study used the scale of Wong and Law to measure Emotional Intelligence and the scale of Macdonold and MacIntyre generic scale to measure job satisfaction. Multiple linear regressions were used for the analysis. Result from the analysis revealed a significant relationship between use of emotion, regulation of emotion with job satisfaction while self emotional appraisal and other emotion appraisal were found to have no relationship with job satisfaction. It is recommended that universities should introduce an emotional Quotient programs which would be used to build the capacity of the universities for bringing out the best in the lecturers and forming powerful workplace relationships. This will helps to increase engagement, trust and integrity to build more effective teams, retain great employees, provide exceptional performance in teaching, and effectively manage change.

1.0 INTRODUCTION

Academic staff of the universities are very crucial to the development of any nation. Awang, Hanim and Mohammed (2010) argues that Lecturers perform several important functions including carrying out research to address a prevailing problem or to exploit opportunities in the society, training students who will eventually handle the affairs of different sectors of the economy including court, schools, hospitals, banks, politics, engineering etc. Also, as resource persons, they serve as consultants to companies, government, and even individuals. In addition, lecturers engage in community service and host of other functions. There is need to retain these great resources in the university system to exploit their knowledge and abilities, one way to retain them is to study their job satisfaction (Corneliben, 2006). Unfortunately, there has been a brain drain of academics in Africa. In 2006, 10.7% of the human resource who were trained in Nigeria got job abroad (Doequier & Marfouk 2006), resulting in human resource deficit in the system which costs the region over \$4 billion to get foreign professionals (Mba & Ekeopara 2012). Of course, this is huge amount that could be used in enhancing the capacity of the universities in the region. Some of the academic staff are moving from the universities to foreign countries, and some from universities to other sectors of the economy. It was reported that in 20 years from 1983-2003 a sizable number of Nigerian academics have migrated abroad in search of greener pastures (Guardian, 2003). Many of them have been absorbed into universities and Centre of Research in Europe, America and the Middle East. According to the estimates of the Presidential Committee on Brain Drain set up in 1988 by the Nigerian Government, Nigeria between 1986 and 1990, lost over 10,000 academics from tertiary education institutions alone (Tamuno, 1990)

In today's dynamic market scenario, the biggest challenge facing educational institutions is retaining the talented workforce (Tamuno, 1990). The understanding of emotions in the workplace is gaining importance as they act as a precursor in determining an individual's response as well as attitude towards the workplace. The responsibilities and duties of lecturers in the university system in terms of workload, longer working hours under stress affect their job satisfaction and performance level (Awang, Hanim & Mohammed, 2010). Emotional intelligence enables academics to manage their emotions and other members' emotions. This helps to keep an appropriate performance and increase the ability of lecturers to cope with physiological and psychological stress in performing their jobs. Social interaction is viewed as indispensable in any organization (i.e private or public), so much so that good social interaction results in synergy and positive outcome by the organization (Hagedon, 1994). Emotional intelligence is one of the guiding factors that determine the success of social interaction which eventually lead to job satisfaction and even success in life (Lar, Ameli, & Shooshtarian, 2013).

2.1 Literature Review

2.2 Job Satisfaction

There is no one single universally accepted definition of job satisfaction, different scholars defined it in a different way. Job satisfaction was defined by Locke and Narthan (1976) as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience, this denotes that the happier a person is in the work setting, the more satisfied he/she will be with the job (Rice et al. 1991). Job satisfaction has been viewed as how people feel about different aspects of their job (Lar, Ameli & Shootarcan, 2012).

2.3 Job Satisfaction: Review of Empirical Studies

Job satisfaction as an important job attitude has been researched with different findings. The purpose of this section is to review some of those works. While some factors of job satisfaction relate to the job itself others relate to the individual characteristic (Saif-ud-din, Khair-uz-zaman & Nawaz, 2012; Shajahan & Shahajan, 2004). For example Kucel and Bufi (2013) in explaining job satisfaction digest the subjective evaluation of job characteristic (such as work autonomy or learning opportunities) into surplus and deficit levels. This analysis was based on Lock's Discrepancy Theory (Locke 1969). The perception of surplus in job characteristic was found to include high level of autonomy in the job, high job security, but high earning and status were found to be factors that are not so strong in explaining surplus job characteristic. Kucel and Bufi (2013) found the importance of over-skilling and over education on job satisfaction. Over-education on the job reduces job satisfaction of workers. In addition, having more skills than necessary to perform the current job has much negative significance on the job than over education. According to Elsy, Luc and Erik (2009) higher educational level increase expectations on the job and reduces satisfaction because of the worker's perception of his/her self worth and or qualification on the job.

Additionally, Bradley, Taylor and Nguyen (2003) found pay to have a small impact on job satisfaction unless it is combined with job autonomy. However, Aziri (2011) opined that when employees are adequately rewarded with what they feel is equitable they will be satisfied and it will likely result in greater performance. More to this, he argues that human resource managers must have employees' loyalty in mind because of its negative effect when low. Aziri (2011) identified three types of loyalty (affective loyalty, normative loyalty, and continuity loyalty). Affective loyalty is when an employee feels an emotional connection with the company. Normative loyalty has to do with cases when an employee feels he owes something to the company while continuity loyalty arises when an employee does not have an opportunity to find another job. These forms of loyalty were found to have significant effect on job satisfaction. In the view of Corneliben (2006) insecurity on the job increases the tendency for job search but decreases quit. He identifies that insecurity on the job decreases job satisfaction.

Regarding individual personal characteristic, researchers used variables such as age, gender, education, marital status, hours of work (Corneliben 2006; Elsy, Luc & Erik 2009; Ibrahim, Mohsen, Elkouly & Ghoniem 2011). Bradley, Taylor and Nguyen (2003) revealed that women are more satisfied with their job than men. This may be because of lower expectation on the job due to the conventional poor position of women in labor market (Clerk, 1997; Groot & Brink 1998; Sanz de Galdeano 2001; Blanchflower & Oswald, 2001)). On the contrary, Ibrahim, Mohsen, Eksly and Ghoneim, (2011) argued that gender has insignificant influence on job satisfaction. In addition, studies showed that married individuals have higher job satisfaction than unmarried individuals (Blanchflower & Oswald 2001; Clark, 1997).

2.4 Emotional Intelligence: Review of Empirical Studies

Emotional intelligence, job satisfaction and organizational commitment have been viewed as crucial to organizations (Asan, Aydin, Guney and Gulerryuz, 2008). Ensuring team's Emotional intelligence is important because, emotional intelligence impacts positively on team performance (Juman, Rahman, Chisti and Naseer, 2011). This perhaps will enhance positive outcome and enable an employee to fit into the organization. Mayer and Salovey (1993) view emotional intelligence as overall innate abilities developed as a result of the interaction from the environments. Emotional intelligence is required in all organization with emphasis to academic profession. According to (Moghadam & Jorfi 2010) employees and managers who occupy higher level roles and responsibilities face stress that affects their Mood. But Dollah, Ajis, Yeo Suh-suh, & Ismail (2008) found that emotional intelligence mediated the effect of occupational stress on job satisfaction. Employees could cope with physiological and psychological stresses which may lead to higher job performance in the workplace; therefore they need to develop their skills in the area of interpersonal, intrapersonal, adaptability, stress management and general mood.

Carmel (2003) argues employee designation on has no effects on emotional intelligence. However, employee experience and marital status has significant emotional intelligence. The work of Svarna, Geogiannis,, Trevellas (2013) revealed that emotional intelligence has influence on turn over intention and job satisfaction, this is because employees who can appraise and express their emotion are better understood and accepted by

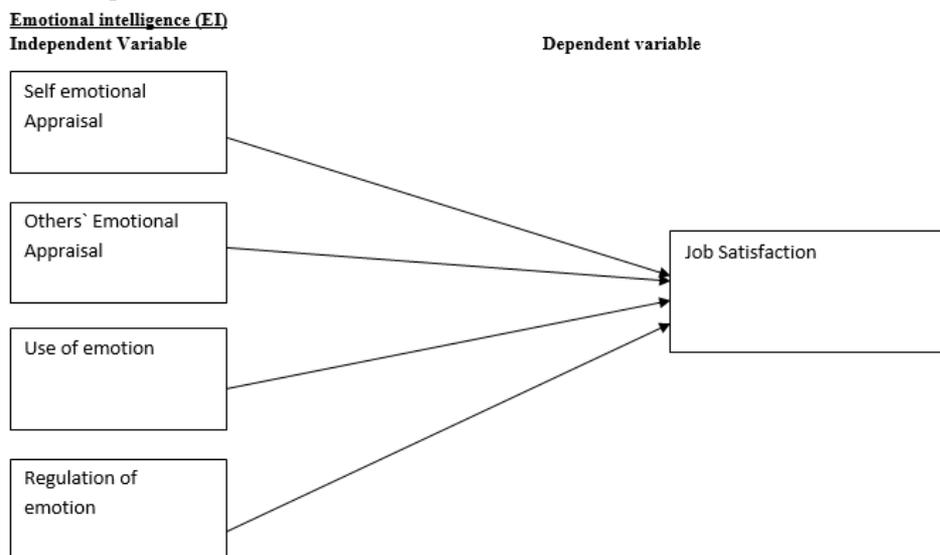
others. Gul Bhatti (2013) find that” men and women are equal on total emotional intelligence and there is no difference among employees of both government and non-government in emotional intelligence. Thus any team whether in government or non-government need high level of emotional intelligence which will eventually enhance high performance than low emotional intelligent teams (Juma, Rahman, Chishti & Naseer, 2011).

2.5 Emotional Intelligence and Job Satisfaction: Review of Empirical Studies

Researchers have empirically examined the relationships between emotional intelligence and job satisfaction and have come out with mixed findings. A number of studies have observed weak to moderat relationships between trait EI measures (i.e., EQi, Carmeli, 2003; Kafetsios & Loumakou, 2007; a Greek trait EI scale, Vacola, Tsaousis, & Nikolaou, 2003) and job satisfaction. A study of food service workers and their managers (Sy et al., 2006) observed a positive association between an ability based EI scale (Wong Law Emotional Intelligence Scale, WLEIS; Wong & Law, 2002) and job satisfaction in employees and their managers. Also, a study of a group of managers Lopes, Grewal, Kadis, Gall, and Salovey (2006) found links between EI abilities and affective proxies of job satisfaction measured via self and supervisor reports.

Cobb (2004) argues that there is significant relationship between EI and job satisfaction among teachers. The work of Mousavi (2012) opined that in an educational setting there is a significant relationship between EI and job satisfaction with the respect to teachers` years of experience as well as their qualification. In another perspective, Mahdi, Habib and Salah (2012) argue that there is relation between football coaches` emotional intelligence and their job satisfaction. The work of Afolabi (2010) found that gender influences the relationship between EI and job satisfaction among policemen. On the contrary, Salim (2012) found that gender has no effect on the relationship between EI and job satisfaction. However, Ealias and George (2012) found that marital status and experience affect the relationship between the emotional intelligence and job satisfaction; it further found that designation does not affect the relationship between the variables. Importantly, Mandip, et al. (2012) concluded that there is no relationship between EI and job satisfaction.

2.6 Conceptual Model



Framework of the Study

2.7 Research Hypotheses

Based on the aforementioned research questions, the following hypotheses are formulated:

- H₁ There is a significant effect of self emotional appraisal on job satisfaction among academic staff of Universities in Kano state.
- H₂ There is significant effect of other emotional appraisal on job satisfaction among academic staff of Universities in Kano state.
- H₃ There is significant effect of uses of emotion on job satisfaction among academic staff of Universities in Kano state.
- H₄ There is significant effect of regulation of emotion on job satisfaction among academic staff of Universities in Kano state.

3.1 Methodology

Data Collection

This study involved lecturers of universities in Kano State (Bayero University Kano, North-West University and Kano University of Science and Technology Wudil). A questionnaire was distributed to a sample of 335 lecturers of these universities but only 98 were returned and completely answered. Research design adopted for this study was causal research design. Convenience sampling technique was adopted to select the respondents for the study from each university under study.

3.2 Measurement of Variables

This research has 2 construct to be measured. They are: emotional intelligence and job satisfaction. The measures for the study are discussed below:

3.2.1 Emotional Intelligence

To measure emotional intelligence, the scale of Wong and Law (2002) was used; it consists of only sixteen items regarding the dimensions of emotional intelligence including self emotion appraisal (SEA), other emotion appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE) (Wong and law 2002). Each main factor was measured using four items. The responses were rated using a Likert Scale ranging from: 1= never to 5: always. Example of sample items include ``I am sensitive to the feelings and emotions of others`` for measuring (OEA); ``I always set goals for myself and and then try my best to achieve them`` for measuring (UOE); ``I have good understanding of the emotion of the people around me`` for measuring (ROE); and ``I have good understanding of my own emotion`` for measuring (SEA).

3.2.2 Job Satisfaction

To measure job satisfaction generic job satisfaction scale was used in relation to Macdonald and MacIntyre (1997) model. The internal consistency reliability of their scale was 0.77. They would be measured on a 5 Likert Scale ranging from 1= never to 5= always. Sample item include ``I feel good about working with this company``, and ``my financial compensation is good``

4.1 Result and Discussion

Result show that $R = .438$, $R^2 = .192$, adjusted $R^2 = .155$, F-change 5.223. The multiple correlation coefficients between the predictors and the criterion variable were .438; the predictors accounted for 19.2% of the variance in the job satisfaction. The generalization of this model to the population was .155. The significant F-test shows that the relationship (5.223, <0.001) indicates the overall prediction of independent variable to the dependent variable. Furthermore, to confirm the hypothesis, the study used one tailed test to evaluate the relationship between the variables. Therefore, the finding of the study reveals that **hypothesis 1**, which states that significant relationship between self emotion appraisal and job satisfaction is rejected by the result of the analysis. Also, a correlation coefficient of .193 indicates that increase in SEA will not lead to improvement in job satisfaction. This finding is in line with work of Leryuz, Guney and Aydin (2008) that conducted research among nurses and uses the sample size of 550; their finding reveals that self emotion appraisal is not related to job satisfaction. This is because patients want to see sympathetic face from whoever is attending to them and surface acting will achieve ability to demonstrate sympathy and hospitality than self emotion appraisal (Psilopanagioti, Anagnostopoulos, Mourtou and Niakas, 2012).

TABLE 4.1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.438 ^a	.192	.155	.63085	.192	5.223	4	88	.001	1.941

a. Predictors: (Constant), ROEN, OEAP, b.

UOEN, SEAP

Dependent

Variable:

JSAT

Test of hypothesis 2, which states that there is significant relationship between other emotion appraisal and job satisfaction was tested and rejected. The finding shows a statistical correlation of (0.000) between other emotion appraisal and job satisfaction with a P-value.497, which indicates that there is no significant positive relationship between other emotion appraisal and job satisfaction. The present study corresponds with the finding of Guleryuz, Guney, Aydin (2008) that OEA is not positively related to job satisfaction. On the other hand the work of Mandip, Ali, Barkha, and Godulika (2012) which uses the sample of 245 found significant relationship between OEA with job satisfaction. This is because individuals with high OEA component of emotional

intelligence respond more effectively to work place stress and to the emotional cues of their co-workers. These emotionally intelligent behaviors affect job satisfaction. The difference in findings was accounted for as a result of the fact that females are more strong on OEA than men (Syt, Tram, O'Hara) and male respondents where more in the current study than female.

Test of hypothesis 3. This hypothesis states that there is significant relationship between UOE and job satisfaction. Result from Pearson coefficient correlation and multiple regression analysis supported the hypothesis. This is indicated by statistical correlation of (.333) and P-value of 0.001, indicating that there is significant positive relationship between use of emotion and job satisfaction. The finding of this study is consistent with the work of Trevellas, Geogianis, Svarna (2003) who use the sample of 145 among medical doctors in Greece also found positive relationship between use of emotion and job satisfaction.

Hypothesis 4, states that there is positive relationship between regulation of emotion and job satisfaction. The result of Pearson coefficient correlation and multiple regression analysis show positive correlation between the variable (.312) with a P-value 0.001. this indicate significant positive relationship, indicating that the ability of lecturers to quickly recover from psychological distress has a relationship with their job satisfaction, that is, increase in ROE will lead to increase in job satisfaction. However, the finding of this study agrees with work of Guleryuz, Guney, and Aydin (2008).

TABLE 4.2
Regression Results and Findings

Hypothesis	Variable	Beta	t-value	P-value	Finding
H1	Self emotion appraisal	.122	1.191	.237	Reject
H2	Other emotion appraisal	-.117	1.160	.249	Reject
H3	Use of emotion	.275	2.786	0.007	Supported
H4	Regulation of emotion	.245	2.412	.018	Supported

Based on the above, the first two hypothesis were rejected i.e self emotion appraisal and other emotion appraisal to have a relationship with job satisfaction while hypothesis 3 and 4 were accepted.

5.1 Conclusions

Theoretically, there are some gaps that exist in the literature regarding the relationship between emotional intelligence and job satisfaction. Previous studies have not addressed the relationship emotional intelligence and job satisfaction in the university 2) only few of the previous studies used the sample of lecturers 3). There has not been an empirical research concerning the variables in the context of Nigeria. The present study has contributed to the body of knowledge by providing empirical evidence about the observed gaps. Therefore, two of the dimensions of emotional intelligence namely: self emotional appraisal and other emotion appraisal were found not to be related to job satisfaction. However, other two dimensions of EI (use of emotion and regulation of emotion) were found to be related to job satisfaction.

5.2 Recommendations

The study found the effect of emotional intelligence on job satisfaction among lecturers of universities in Kano state. The study revealed that among the dimensions of emotional intelligence (independent variable), only use of emotion and regulation of emotion has positive effect on lecturer's job satisfaction (dependent variable). Based on the objectives of the study, findings and conclusions of the study, the following recommendations are hereby offered:

1. Since lecturers' job satisfaction is not only based on specific characteristic of the job, but also on non-verbal communication between the lecturers and the students, the universities are recommended to introduce a soft skill session on use of emotion (UOE) and regulation of emotion (ROE) as part of its job satisfaction strategy to all lecturers in the universities.
2. Emotional Quotient programs should be used to build the capacity of the universities for bringing out the best in the lecturers and forming powerful workplace relationships. This helps to increase engagement, trust and integrity to build more effective teams, retain great employees, provide exceptional performance in teaching, and effectively manage change.
3. Emotional intelligence test should be used in workplace for giving promotions, staff reviews, recruitment etc.

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