

Effect Of Emotional Intelligence On Job Satisfaction Among Nursing Professionals In Selected Hospitals Within Jos Metropolis

OYELEYE BUKOLA REBECCA,
Department of Business Management,
Benue State University Makurdi
Bukky0yeleye54@yahoo.com
+2348039719425

AUDU TANIMU,
Audutanimu123@gmail.com

MARK M. ACHAKU
markachaku@gmail.com
Department of Management,
University of Nigeria, Enugu Campus
Ugbowo Campus

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ABSTRACT

This study was undertaken to ascertain the relationship between Emotional intelligence, and Job Satisfaction among Nursing Professionals in Selected Hospitals within Jos Metropolis, a survey design was adopted. The population of this study comprises nursing professionals in the teaching missionary and government hospitals within Jos metropolis of Plateau State which include Jos University Teaching Hospital (JUTH) with a population of nursing professionals of 491, Bingham University Teaching Hospital (BUTH) with population of 396, Our Lady of Apostles Hospital (OLA) with a nursing professional population of 242 and Plateau State Specialist Hospital with a nursing professional population of 358. The choice of these target institutions is based on the fact that there are the health care centres that enjoy the most patronage by patients. The nursing population of these hospitals in Jos metropolis is one thousand, four hundred and eighty-seven (1,487) as drawn from the records of nurses in the hospitals under study. Random sampling method was used by the researcher. Copies of questionnaire were administered by hand to respondents in their various locations to enhance the response rate. SPSS version 20 was used for processing of data. Descriptive statistics including mean and standard deviation was also used to analyse the data obtained for the study. The hypotheses were tested using Pearson's correlation and multiple regression analysis. The results of data analysis revealed a negative relationship between Emotional Intelligence and Job Satisfaction. This suggests that nurses high on Emotional Intelligence are not likely to be satisfied with their jobs on the basis of pay, but implies that an emphatic nurse will do well if the chances of promotion were high, and this would naturally motivate them to work hard.

It was recommended that Hospitals should invest in training nursing professionals on Emotional Intelligence since it has been found to be relevant for nursing practice, equity pay for the nursing professionals and also ensure that they enjoy fair chances of promotion on the job to avoid frustrations that could lead to transfer of aggression especially on patients.

Key Words: Emotional intelligence, Job satisfaction and nursing professional

Introduction

Organisations consist of people with diverse backgrounds, feelings beliefs, norms culture and needs and to relate with them satisfactorily and avoid conflict in the work place frequently, one has to be emotionally intelligent (stable and for managers especially intelligent (stable and for managers especially, it is imperative that they understand these diverse abilities that people come to the organisation with in order to anticipate the actions and reactions of employees in every given situation. (Osisioma et al 2016)

Overtime, organisations have often defined criteria for employment to include paper qualifications and “connections” to the neglect of Emotional Intelligence, however, modern day organisations especially those that deal with high work related stress like those in the health sector (Doctors and Nurses alike) require a high level of Emotional Intelligence and mental agility to succeed.

Emotional intelligence can be viewed as the ability to recognize and regulate emotions in ourselves and in others. (Goleman, 1998). It involves managing feelings so that they are expressed appropriately, thus enabling people to work together towards common goals of an organisations. Therefore, if the manager feels optimistic, confident, creative, flexible, tolerant, respectful and compassionate, the employees will likely mirror these feelings (Gunu & Oladipo, 2014) for this study therefore, Emotional intelligence is operationalized in terms of Self – Awareness, Self – Management, Empathy, Social Awareness and Social Skills

People come into organisations with different needs and expectations and the ability of the organisation to accommodate and meet their needs and expectation determines how committed or motivated they could be Relatedly, Job Satisfaction is positively related with organisational productivity, thus if the organisations pay good incentives to their employees, they are more satisfied with their job and work environment their efficiency of work increases and vice versa.

Emotional Intelligence develops innovation/creativity in individual and as a result, helps in the improvement of peoples' Job Performance (Ganji, 2011). It facilitates communication and cordiality among staff which fosters teamwork and thus dovetails into improved performance. EI has been found to be an important determinant of a wide range of enviable organisational outcomes such as Job Performance, Job Satisfaction, Organisational Citizenship

Behaviour and Organisational Commitment (Gunu & Oladipo, 2014).

Emotional Intelligence (EI) can be acclaimed to be of psychological background even though it has gradually formed close ties with key management areas. Emotional Intelligence (EI) has as one of its premises that emotional responses may be logically consistent or inconsistent with particular beliefs about emotion. Relatively pure emotional reactions such as instances of happiness or fear displayed early in infancy may involve relatively little cognition; these probably are best evaluated as adaptive or maladaptive. But as the person develops increasingly complex representation of situations, his or her emotional reactions may merge with more complex thoughts to develop such cognitively saturated emotions as guilt or regret. Moreover, the person may develop sophisticated internal modules that include standards of emotional functioning. These emotional reactions and models can be assessed according to their logical consistency and hence their 'intelligence' (Mayer & Salovey, 1995).

In Nigeria, recent years have witnessed the swift movement towards globalization and competitiveness among organizations thereby creating a need for emotionally competent officers in organizations to tackle the shifts and competitiveness and contend with situations however cumbersome they may be. As such the purpose of this probe is to examine the relationship emotional intelligence has with job satisfaction of the employees under study. Emotional Intelligence (EI) is operationalized in terms of self-awareness, self-management, empathy, social awareness and social skills. Job satisfaction is also operationalized in this study in terms of pay, promotion, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication (Spector, 1994).

Nursing Profession, is an integral part of the health care system that encompasses the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disable people of all ages, in all health care and other community settings.

This study will only cover Registered Nurses (RNs) among the Nursing Profession in selected hospitals in Jos metropolis of Nigeria who have been employed for five (5) years and above. Registered Nurse's (RN) unique role on the health care team is the ongoing assessment of the patient's health status and the patient's response to their plan of care. The nurse focuses on helping patients meet their needs, including physical, emotional, cognitive, social, and spiritual needs. They also provide health care to

individuals, families, and communities, and services designed to promote health, prevent illness, and achieve optimal recovery from or adaptation to health problems. Registered **nurses** have a variety of tasks to take care of **daily**; they keep records, administer medication, consult with other healthcare providers, monitor patients and educate individuals and families. Some **nurses** may also eventually attain a leadership position, such as the role of nurse manager.

www.healthipe.org/healthcare-roles/nursing

It is important especially for health care professionals to understand the relevance of Emotional Intelligence to job satisfaction because generally the health care sector is adjudged to be poor in delivery of much needed health care services. A lot of people have resorted to self-medication due to the unsatisfactory service they sometimes feel is received at the hospitals. Some other patients prefer to travel to other countries like India, Egypt, United Kingdom and many others for medical aid because they are of the impression that they are likely to be treated better in the hospitals in those countries. Our health care organizations need to know if Emotional Intelligence plays a role in job satisfaction of employees so that it can be harnessed for optimal service delivery. It is also very important for health professionals in Nigeria to understand the concept of Emotional Intelligence and how it can harness the quality of services they deliver so that the Nigerian health care system can key in to the globally accepted health care practice.

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Statement of the Problem

The Nigerian organizational system may be yet to be fully acquainted with the trends and link that Emotional Intelligence has with employee satisfaction on the job especially in the service sector. Factors such as remuneration, training and conditions of work amongst others have been thought to be mitigating factors inhibiting performance and satisfaction of employees within the health care sector. This sector has been bedevilled lately with several industrial actions geared towards the attainment of what they perceive to be commensurate reward for services rendered. Quite a number of studies (Goleman, 1995; Chaudhry & Usman, Sy, Tram & Ohara 2006; Chaudhry & Usman, 2011; Follesdal & Hagtvet, 2013; Madahi, Javidi & Samadzadeh, 2013) have been carried out globally on Emotional Intelligence and how it relates with several spheres of organizational life, thereby signalling that it may be worth the effort for the Nigerian health care sector to explore the extent of applicability of caring for sick

clients with various physical and or psychological conditions which implies the heavy presence of emotions in the service delivery process. Salovey & Mayer (1990) posited that our emotions can either enhance or inhibit our interactions with people; they further posited that negative emotions can disrupt processes which implies that Emotions and Emotional Intelligence may affect the satisfaction enjoyed in the service delivery process which involves going beyond the basic expectations on the job. Emotional Intelligence has components like self-awareness, self-management, social awareness, empathy and social skills. Some scholars, have also studied job satisfaction (McClelland, 1998; Nezap & Bahramzade, 2013; Komlosi, 2013). However these studies have not had a clear link with the peculiarities of the Nigerian health care system; none of the studies covered all the components of Emotional Intelligence studied; Job satisfaction as a whole and not from the contextual point of view. This prompts the need to study Emotional Intelligence components and establish the relationship between; Emotional Intelligence and Job satisfaction regards to the peculiarity of the Nigerian health care system; using nursing professionals in selected hospitals in Jos Metropolis of Nigeria.

Objective of the Study

To assess the relationship between Emotional Intelligence and job satisfaction of nursing professionals in the selected hospitals in Jos metropolis.

Research Question

RQ1. To what extent does Emotional Intelligence relate to job satisfaction of nursing professionals in the selected hospitals in Jos metropolis?

Research Hypothesis

H₀₁: There is no significant relationship between Emotional Intelligence and job satisfaction of nursing professionals in selected hospitals in Jos metropolis of Nigeria.

LITERATURE REVIEW

Concept of Emotional Intelligence

The Concept of Emotional Intelligence has distal roots from studies on intelligence carried out by Charles Darwin in 1880. By 1900, French scholar Alfred Binet began administering tests to French school children to determine their intelligence levels. The relevance of intelligence became even more prominent when in 1918, the US army had its first large scale administration of intelligence Quotient (IQ) tests to US army recruits. By 1920, scholars like Thorndike began to draw a line between IQ and social intelligence. At that time he defined Social

Intelligence as “the ability to understand and manage people and to act wisely in human relations”. Then in 1940, Wechsler also brought up the concept of 'non intellective' intelligence and by 1958 he went further to develop the WAIS (Wechsler Adult Intelligence Scale). But by 1983 Gardner came up with the concepts of interpersonal and intrapersonal intelligence which was the beginning of development of the concept Salovey and Mayer in 1990 called “Emotional Intelligence”. Several scholars have written on the concept of Emotional Intelligence lending their wealth of knowledge to the development of the field, but it was when Goleman, in 1995 published his book 'Emotional Intelligence' that the concept became popular. Today, researchers have linked Emotional Intelligence to various organizational outcomes making Emotional Intelligence not only relevant for personal success but also for attainment of organizational outcomes like job satisfaction. Scholars increasingly believe that an individual with high Emotional Intelligence practices self-motivation which leads to attainment of satisfaction and also a tendency for increased performance levels.

Researchers increasingly suggest the importance of Emotional Intelligence in predicting success in life and resilience to stress (Goleman, 1995; Gorji & Moghim, 2012; Schneider, Lyons & Khazon, 2013). Research in management and organization also show that people with high levels of Emotional Intelligence are more effective in organizational commitment, performance and team leadership (Aghdasi, Kiamaneshb & Ebrahimb, 2011; Behbahani, 2011; Alavi, Mojtahedzadeh, Amin & Savoji, 2013; Corcoran & Tormey, 2013; Gholami, Shams & Amoozadeh, 2013), enjoy a sense of job satisfaction (Wong & Law, 2002 ; Ayub & Rafif, 2011; Seyal & Afzaal, 2013) and more adaptable to stressful events (Guy, Newman & Ganapati, 2014).

The pioneers of Emotional Intelligence posited that problem solving and wise decision making required both thought and feelings or logic and intuition. They further asserted that certain individuals possess the ability to carry out sophisticated information processing of emotions and use the emotions as a guide for thinking and behaving more effectively than others (Husin, Santos, Ramos & Nordin, 2013; Saeed & Rabiee, 2013). The facts of everyday life; when inspected critically indicate that a man has not some amount of one kind of intelligence, but varying amounts of different intelligence. His ability to think with numbers may be great; his ability to think with words small. He may be a successful student of history and a failure

at learning physics. No man is equally intelligent for all sorts of problems. Intelligence varies according to the life situation on which it works. For ordinary practical purposes, however, it suffices to examine for three “Intelligence”, which we may call mechanical intelligence, social intelligence and abstract intelligence.

Mechanical intelligence; is the ability to learn to understand and manage things and mechanisms such as a knife, gun, mowing-machine, automobile, boat, lathe, piece of land, river or storm.

Social intelligence; is the ability to understand and manage men and women, boys and girls to act wisely in human relations.

Abstract intelligence is the ability to understand and manage ideas and symbols, such as words, numbers, chemical or physical formulae, legal decisions, scientific laws and principles and the like (Thorndike, 1920)

Gardner (1983) argued that people have more than one type of intelligence and that these types of intelligence were also cognitive in nature, yet not fully defined by current models such as the standard intelligence quotient (IQ) tests. His multiple intelligence models focused mainly on intrapersonal intelligence which is the ability to understand one's own feelings, motivations and fears and interpersonal intelligence which is the ability to understand others and their desires, motivations and intentions.

According to Goleman (1998) rational intelligence is not enough to succeed in life. In fact, it is Emotional Intelligence rather than Intelligence Quotient which has recently captured public attention. Research has shown that, it is no longer considered a good predictor of how effective an employee will be in work and life; rather it suggests that it is a better predictor in determining employee outcomes such as Authentic Leadership, Organisational Productivity, Management of Job Stress and Mental Health (Kiyani, Saher, Saleem & Iqbal, 2013; Lindebaum, 2013; Yusoff, Khan & Azam, 2013; Rangrazian, Ghorbanshiroodi & Khalatbari, 2014).

Emotional Intelligence is a concept that evolved out of the recognition that social emotional competencies are an important part of performance effectiveness and measures of professional success. It is conceptualized as the ability to identify emotions accurately in self and others, use emotions to reason, understand emotions and manage emotions in self and emotional situations (Salovey & Mayer, 1990).

Goleman (1995) described Emotional Intelligence as “another type of intelligence”. This intelligence includes the identification of emotions of one's self and application of it to make suitable decisions in life. It is the ability to appropriately manage character and mental attitude and to control impulses; a factor stimulating the individual and inspiring hope in the person at the time of failure; empathy, which is the awareness of the emotions of individuals around you; social skills, which is coping well with people and controlling the emotions of oneself towards others and the ability to encourage and lead them”.

Pope & Singer (1990) define Emotional Intelligence as “the intelligence of applying affection and emotion to guide the behaviour, thoughts, effective communication with colleagues, supervisors, customers and the use of time in the estate of doing work for improving results”. Poe & Singer link the concept of Emotional Intelligence with intra organizational relationship. They give insight into areas that Emotional Intelligence can be very useful in increasing productivity in organizations.

Goleman (1998) further defined Emotional Intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”. This easily relates to how we manage our workplace relationships. It is important for negative emotions to be curtailed so that they do not interfere with the attainment of organizational goals and objectives.

According to Mayer & Salovey (1993), many intellectual problems contain information that must be processed differently from non-emotional information. They posit that Emotional Intelligence could have been named “Emotional Competence” but they chose “Emotional Intelligence” so that they could link their framework to a historical literature on intelligence. They also said personality traits such as extraversion involve dispositions towards behaviour; intelligence involves people's abilities to behave. Although a trait such as extraversion may depend on social skills or result in it, a trait is a behavioural preference rather than ability. Knowing what another person feels, in contrast is a mental ability, hence Emotional Intelligence being defined as involving a series of mental abilities qualifies it as a form of intelligence.

Components of Emotional Intelligence

Salovey & Mayer (1990) coined the term “Emotional Intelligence” and developed a framework of what they believed the components of

this concept should include in guarding against fragmentation; this they felt will contribute properly to the psychology. They came up with the following components of Emotional Intelligence.

Appraisal and Expression of Emotion: This is an accurate perception of own emotions and better expression of those emotions to others; they gauge accurately the affective response in others and choose socially adaptive behaviours.

Regulation of emotion: This involves enhancing moods in self and others; also managing emotions so as to motivate others charismatically towards a worthwhile end.

Utilization of Emotion: This involves harnessing emotions in order to solve problems. The use of emotional considerations when choosing among alternatives leads to a behaviour that is considerate of the internal experience of themselves and others.

Goleman (1995) further developed a model of competencies which was to build up on previous research on competencies of Emotional Intelligence. These competencies include;

Self-Awareness: Knowing how we feel in the moment and using our gut feeling to help drive decision making. To also have a realistic understanding of our own abilities and a well-grounded strong sense of self confidence. Components of self-awareness include; emotional self-awareness, accurate self-assessment and self-confidence.

Self-Management: Handling our own emotions so that they don't interfere but facilitate the task at hand. Having the ability to delay gratification in pursuit of a goal, recovering well from emotional stress and translating our deepest truest preferences into action in order to improve and succeed. Components of self-management include self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

Social Awareness: sensing what others are feeling. This is the ability to be able to understand situations from other people's perspectives and to cultivate relationships with a diverse range of people. Components of social awareness include empathy, organizational awareness and service orientation.

Empathy: sensing what people are feeling, being able to take their perspective and cultivating rapport and attune with a broad diversity of people.

Social Skills: Handling emotions in respect to relationships with other people. Being able to read the

intricacies of social interaction; able to interact in social situations well and using this skill set to influence, persuade, negotiate and lead. Components of social skills include influence, leadership, development of others, communication, change catalyst, conflict management, building of bonds, team work and collaboration.

The development of Emotional Intelligence competence models was as a result of studies in the area and discoveries of the applicability of Emotional Intelligence and how it exhibits itself in an individual that is said to have attained maturation on the competencies of Emotional Intelligence.

Concept of Job Satisfaction

Job satisfaction has been described as an extremely complex issue so much so that no single model can adequately describe its meaning (Edmans, 2012). However, scholars in this field have proposed a number of definitions. This means that job satisfaction is not without meaning. Studies by Baron (1986), Singh & Tiwari, (2011), Kalisch, Lee & Rochman (2010) and Rehman, Saif, Khan, Nawaz & Rehman, (2013) have shown the importance of job satisfaction to any organization in terms of its efficiency, productivity, team work, employee relations, absenteeism and turn over. According to Spector (1997), Job satisfaction refers to the evaluation of the job in all its ramifications and its antecedents. Factors such as financial rewards, resources to get the job completed, interest, challenge, use of valued skills, variety, occupational prestige, autonomy, relation to co-workers and supervisors, involvement in decision making and comfort factors such as hours, physical environment and travel time are embedded in Job satisfaction.

Job satisfaction has been defined in many ways, however, the most-used definition of job satisfaction in organizational research is that of Locke (1976. P. 23), who described job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences”. Building on this conceptualization, Hulin & Judge (2003) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional) and behavioural components. Some other scholars have asserted that job satisfaction is a concept that is sometimes complex because of its many dimensions; some of which are only peculiar to the particular persons or group of persons (Volmar, Niessen, Spurk, Linz & Abele, 2011; Ravari, Mizaei, Kazemi & Jamalizadeh, 2012). However, there are two apparent difficulties with this viewpoint. As

noted by some scholars (Aziri, 2011; Parvin & Kabir, 2011), social attitudes are generally weak predictors of specific behaviours yet job attitudes are generally reliably and moderately strongly related to relevant job behaviours. If job satisfaction is a social attitude, then how might we resolve this apparent inconsistency? Although we have more to say about this issue when discussing the outcomes of job satisfaction, one possible reason for the apparent contradiction is that job attitudes may be more salient and accessible for workers than the social attitudes typically assessed in social attitude research. For instance an individual's thoughts from the moment he or she wakes to the moment the individual returns home from work (and possibly spill over into nonworking domains as well). Second, although most researchers include “affect” in their definitions of job satisfaction, such as provided by measures of life satisfaction, instruments used to evaluate job satisfaction tend to assess cognitive more than affective aspect. This bias has led some to conclude that the missing effective component sufficiently impairs extant measures and thus to recommend entirely new measures of job satisfaction (Islam, Mohajan & Rajib, 2012; Sageer, Rafat & Agarwal, 2012; Wang, Cheng & Smith, 2013).

Job satisfaction is a salient and perhaps inveterate attitude, cognitive, affective and behavioural aspects of peoples' work and nonworking lives (Lambrou, Kontodimopoulos & Niakas, 2010). These features accentuate the importance of job satisfaction as a construct worthy of attention in the organizational sciences as well as subjective well-being highlight the fact that a sound understanding of one domain is incomplete without due consideration of the other. Also, the place of organizational commitment and attitudes as well as subjective wellbeing contribute to job satisfaction (Tripathi, Tiwari & Singh, 2012; Yeh & Hong, 2012; Affandi & Riza, 2013; Oge & Damar, 2013).

Relationship between Emotional Intelligence and Job Satisfaction

According to Seyal & Afzaal (2013 p.46); “Job satisfaction relates to people's evaluation of their job against those issues that are important to them”. Job satisfaction is regarded as related to important employee and organizational outcomes, ranging from job performance to health and longevity (Khamisa, Oldenburg, Peltzer & Ilic, 2015). The nature of the environment outside of the job directly influences a person's feelings and behaviour on the job (Mehdi, Habib Nahid & Gashtaseb, 2012). Cekmecelioglu, Günsel & Ulaas (2012) reinforced this idea by stating that there is a positive and reciprocal relationship between job and life satisfaction in the short term and

that over time, general life satisfaction becomes more influential in a person's life. Specifically, the role of emotional recognition, the first dimension of emotional intelligence on internal satisfaction was found as being relevant.

Further note was made that emotional recognition was positively and significantly related to internal satisfaction. Olugbenga (2014) emphasized that people spend one third to one half of their waking hours at work, for a period of 40 to 45 years and that this is a very long time to be frustrated, dissatisfied and unhappy, especially since these feelings carry over to family and social life and affect physical and emotional health. Jacob & Cuza (2010) stated that people experience job satisfaction when they feel good about their jobs and that this feeling often relates to their doing their job well or their becoming more proficient in their professions or their being recognized for good performance. Literature suggests that, a variety of factors motivate people at work, some of which are tangible, such as money and some of which are intangible such as a sense of achievement (Goleman, 1996). Jacob & Cuza (2010) held the view that job satisfaction encompasses the positive and negative feelings and attitudes people hold about their jobs and these depend on many work – related characteristics, such as age, gender, health and social relationships.

Employee motivation and job satisfaction cannot be isolated but they complement each other and respond to different organizational variables like productivity and working conditions. Employee and job satisfaction depends on people's insight and behaviour at the work place which is driven by a set of intrinsic, extrinsic needs and by their view of numerous job – related and organization related attitudes (Ayub & Rafif, 2011). The relationship has long been ignored by researchers, although a very strong relation exists that can be supported by previous literature such as Sageer, Rafat & Argawal (2012) found that the extent to which people are motivated by outward signs of position, status and due regard for rank, is positively related to their experience of job satisfaction. Therefore, financial compensation is assumed to play a significant part when people choose jobs, stay in jobs and are motivated in jobs. The possible explanations of these findings are when the managers basic and higher order needs are fulfilled at work, the employee will have a positive attitude towards job that will eventually lead to job satisfaction. Some researchers in management have shown significant relationship between Emotional Intelligence and Job satisfaction. Goleman (1995) studied the effect of Emotional Intelligence on Job satisfaction. The

results showed that there is significant relationship between Emotional Intelligence and job satisfaction and those employees with high Emotional Intelligence seek jobs that need high ability.

Tripathi, Tiwari & Singh (2012) found that although Emotional Intelligence was related to Job satisfaction, this was moderated by environment characteristics like job control. Based on the result they stated that it is not sufficient to hire emotionally intelligent employees, organizations must offer autonomy in decision making.

Wong & Law (2002) found a significant relationship between Emotional Intelligence and Job satisfaction in their own study on the impact of Emotional Intelligence on job satisfaction, efficient management and organizational development. Sy, Tram & O'hara (2006) did a similar study and found that employee Emotional Intelligence was positively associated with job satisfaction and performance.

Ghoniem, Khouly, Mohsen & Ibrahim (2011) examined the effect of Emotional Intelligence and gender on job satisfaction in different organizations in Egypt. The results have shown that Emotional Intelligence and gender could be used as predictors of satisfaction. Some other studies have indicated a negative relationship between Emotional Intelligence and Job satisfaction. Gardner & Stough (2013) found no significant relationship between Emotional Intelligence and Job satisfaction. Hosseinian, Yazdi & Ashtani (2008) also found no significant relationship between Emotional Intelligence and Job satisfaction. Nezaad & Bahramzade (2013) opined that self – awareness and self – confidence, more than other components of Emotional Intelligence play key roles in improving job satisfaction since they are related to individual behaviour. Emotional Intelligence aids in establishment of good relationship with fellow workers and other individuals and it also exerts influence on everyday life of employees, thereby modulating levels of professionals' satisfaction (Hassan, Pheng & Yew, 2013; Papathanasiou & Siati, 2014). One of the intents of this study is to find the correlation between Emotional Intelligence and Job satisfaction within the Nigerian context.

According to Goleman (1998), Emotional Intelligence affects Job satisfaction due to the fact that interpersonal feelings and intrapersonal emotion control negative feelings and emotion and improve performance. Better performance causes more job satisfaction. It seems that employees with high emotional intelligence have more job satisfaction because they control hopelessness and stress well. They also have life satisfaction too because Job

satisfaction is one of the factors that leads to life satisfaction. They agree that less job stress influences Job satisfaction and increases motivation to perform.

Nursing Professionals

Nursing is a **profession** within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Nursing Profession, is an integral part of the health care system that encompasses the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disable people of all ages, in all health care and other community settings. (www.icn.ch/definition-of-nursing).

Nursing is also a discipline that focuses on alleviating pain and suffering through protection, promotion of health, wellness, and prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response. The **nursing profession** is an advocacy in the care of individuals, families, group, communities, and populations, so they may attain, maintain, or recover optimal health and quality of life

(<https://www.sharecare.com/health/nursing/what-is-nursing-profession>).

Registered Nurses (RNs) must complete a diploma, associate's degree or bachelor's degree program in nursing and pass the Registered Nurses Council of Nigeria administered examination to qualify to practice nursing profession and be termed nursing professionals. Advanced practice nurses typically need to have completed a registered nursing program, earned RN licensure and gained experience working as RNs prior to enrolling in Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) program.

Nurses may work in a variety of health care settings, such as primary, secondary and tertiary health care points, private physicians' offices and nursing facilities. In some cases, they run immunology clinics, general health screening clinics, public seminars and blood drives, as well as working in emergency departments. Nurses can also have uncommon schedules, working long hours in numerous facilities, based on need as well as their understandings of care types.

Although degrees of responsibility vary between nursing levels, job duties are principally similar. Daily duties involve activities such as: Administering medications, Managing intravenous (IV) lines, Caring for patients, Observing and recording patients' conditions, Communicating with doctors, Providing emotional support to patients and

their families, Advising patients on how to self-administer medication and physical therapy. Educating patients and the public on disease management, nutritional plans and medical conditions.

Theoretical Framework

There are two predominant models of Emotional Intelligence addressed in the literature, the ability model (Mayer & Salovey, 1997) and Mixed or Trait-based Model (Goleman, 1995). The ability model is represented by Mayer and Salovey who view Emotional Intelligence as an actual domain of intelligence composed of specific emotional and mental abilities. Mayer & Salovey (1997 p.86) defined it as 'the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others'. Ability Emotional Intelligence pertains primarily to the realm of cognitive ability, which is accordingly most appropriately measured by performance tests (Petrides & Furnham, 2010). The latter, mixed or trait-based model, takes a narrow approach to Emotional Intelligence combining emotional abilities with elements of personality, motivation and social skill (Goleman, 1998). This model is derived from Goleman definition of Emotional Intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". Trait Emotional Intelligence has been defined by Petrides (2010 p.47) as a "constellation of emotional self perceptions located at the lower levels of personality hierarchies". Trait Emotional Intelligence recognizes the inherent subjectivity of emotional experience. The trait Emotional Intelligence facets are personality traits as opposed to competencies, mental abilities and facilitators (Petrides, 2010). This type of Emotional Intelligence pertains to the realm of personality which can be assessed by self-report questionnaire (Schutte, 1998). As mentioned, correlations between measures of Trait Emotional Intelligence and Ability Emotional Intelligence are invariably low, thereby supporting the explicit distinction between them. The former belongs within the realm of personality, whereas the latter (theoretically, if not empirically) belongs within the domain of cognitive ability. The distinction between Trait Emotional Intelligence and Ability Emotional Intelligence is now standard in the science literature, which helps to organize its development and the accumulation of knowledge on the construct. Research does not heed the fact that distinction does exist and there have also been cases where the distinction was acknowledged, but explicitly misinterpreted. It is now generally acknowledged that

Trait Emotional Intelligence and Ability Emotional Intelligence are different constructs. This study shall align itself with the trait model of Emotional Intelligence due to the fact that it is a personality based study. The study is not keen on seeing Emotional Intelligence from the cognitive point of view but more as a personality based construct, especially due to the population and specific problem the study intends to solve. Also, Trait Emotional Intelligence theory has been found to connect the Emotional Intelligence construct to mainstream research in nursing (Quoidback & Hansenne, 2009).

This study examined the relationship between Emotional Intelligence and, Job Satisfaction. Emotional Intelligence stood as the independent variable of the research while Job Satisfaction is the dependent variables. The study assessed if emotionally intelligent people are better able to handle stress generated from their careers and if they are able to experience positive emotional states for the most part of the time; if they are also more likely to be able to build constructive and productive relationships with others.

METHODOLOGY

This study employed a survey design due to the fact that the researcher has no control over the independent variable that determine the value of the dependent variables. The researcher can only control the measurement for the study, but does not interfere with the research settings. The unit of analysis of this study was individual due to the nature of the study.

The population of this study was made up of nursing professionals in the teaching missionary and government hospitals within Jos metropolis of Plateau State which include Jos University Teaching Hospital (JUTH) with a population of nursing professionals of 491, Bingham University Teaching Hospital (BUTH) with a nursing professional population of 396, Our Lady of Apostles Hospital (OLA) with a nursing professional population of 242 and Plateau State Specialist Hospital with a nursing professional population of 358. The choice of the population was as a result of the fact that those are the health care centres that enjoy the most patronage by patients. These are the hospitals that are likely to be stressful for human service employees to work in. The nursing population of these hospitals in Jos metropolis is currently one thousand, four hundred and eighty-seven (1,487) as drawn from the records of nurses in the hospitals under study.

Sample size of nursing professionals was drawn from the population using the Bartlett, Kotrlik & Higgins (2001) Table. The sample size as drawn from the Table was 300. This comprises of 99 from Jos University Teaching Hospital (JUTH), 80 from Bingham University Teaching Hospital (BUTH), 49 from Our Lady of Apostles Hospital (OLA) and 72 from Plateau State Specialist Hospital (PSSH).

To ensure effective sampling, the Probability sampling procedure (Random sampling method) was used by the researcher, because it involves sample selection in which the elements are drawn by chance. Here, every member or element of the population has a known probability of being selected in the sample. Meaning none of the elements in the population was deliberately omitted except by chance.

The staff list of the nursing professionals was obtained from the various Human resource units of the hospitals and crosschecked with the respective Directors of Nursing Services from the list of the nursing professionals of the various hospitals. The researcher numbered all the personnel and drew from a basket at random till the required number for each of the hospitals was met. The selected numbers were matched with the numbers attached to the nursing professionals on the staff list of the hospitals and copies of the questionnaire administered to the nursing professionals selected.

The respondents after selection were expected to complete Schutte's Emotional Intelligence Scale (SEIS), (Schutte, 1998), Job Satisfaction Survey (Spector, 1994) and Koopmans, Bernaards, Allard & Henrica. (2013) individual working performance scale. Copies of the questionnaire were administered by hand to respondents in their various locations. Within a period of four weeks, visits were made to retrieve the copies of questionnaire. However, in cases where questionnaire could not be retrieved, the individuals were excluded from the study.

Assessment of outliers which is another important stage of the data screening was done. Extreme case scores – either too high or too low or a unique combination of values across several variables were deleted. This was done using multivariate analysis; in this study the case wise diagnostic sub command is Statistical Package for Social Sciences (SPSS) was carried out. Cases of standardized residuals greater than 3 were eliminated hence 53 cases were deleted from further regression.

The study has Emotional Intelligence operationalized on a trait based measurement hence the use of a trait based measure. The Emotional Intelligence

questionnaire was presented on a five point Likert like Scale. The Job Satisfaction scale was however presented on a six points Likert like Scale. A preamble note was attached to the questionnaire guiding the respondents on how to answer questions.

Emotional Intelligence: The instrument which was used to assess the group was Schutte's Emotional Intelligence Scale (SEIS), which is a 33 – item self-report questionnaire to assess trait Emotional Intelligence (Schutte, 1998). This scale has questions 5, 28 and 33 scored in the reverse. Based on both empirical and conceptual grounds, item 33 (it is difficult for me to understand why people feel the way they do) was eliminated from the original SEIS resulting in a 32-item scale. The assessment was carried out on the basis of a 5 – point Likert like Scale (Schutte, 1998).

Job Satisfaction: Was measured using Job Satisfaction Survey (Spector, 1994). The Job Satisfaction Survey (JSS) is a 36 item, nine (9) facet scales to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four (4) items and a total, score is computed from all items. A summated rating scale format was used, with five (5) choices per item ranging from “disagree very much” to “agree very much”. Items were written in both directions, so about half must be reverse scored. The 9 facets are Pay, Promotion, Supervision, Fringe benefits, Contingent rewards (performance based rewards), Operating procedures (required rules and procedures), Co – workers, Nature of work and Communication.

To determine the reliability, Cronbach's coefficient alpha was used so that the instruments reliability will be measured. Cronbach's alpha of <0.70 signifies unreliability of the instrument.

SPSS version 20 was used for processing of data. Descriptive statistics including mean and standard deviation was obtained before analysing the data obtained for the study. Descriptive statistics were important for the study because they show a pattern of the responses of respondents. The mean scores show the average responses to questions of the research. The Standard Deviation was relevant to show if the responses received are statistically to be accepted for analysis. The hypothesis was tested using Pearson's correlation and multiple regression analysis. These methods were used so as to describe the results in details for clear understanding of the relationships between the variables. The Pearson's correlation displayed the relationship or lack of it between the variables while regression analysis aided in establishing the extent of relationship. The use of Pearson's correlation was for accurate test of

interrelationship between the variables; this is the most relevant tool for use when carrying out relationship tests. The use of multiple regression analysis was due to the fact that many factors emerged after the factor analysis. Multiple regressions made it easier to capture all components in one regression test. Multiple regression analysis was further used to test restated hypotheses after factor analysis since the three variables of the study were now categorized into several components.

DISCUSSIONS AND RESULTS

Characteristics of the Population

The majority of respondents of this study were female. Generally the nursing profession in Nigeria is a female dominated one.

Test of Hypothesis

Hypotheses One: There is no significant relationship between Emotional Intelligence and Job Satisfaction of nursing professionals in selected hospitals in Jos metropolis of Nigeria.

Table 4.6 Correlations

		Emotional Intelligence	Job Satisfaction
Emotional Intelligence	Pearson's Correlation	1	.068
	Sig. (2-tailed)		.204
	N	300	300
Job Satisfaction	Pearson's Correlation	.068	1
	Sig. (2-tailed)	.204	
	N	.300	300

Source: *Field Work, 2017*

Table 4.7 Regression Analysis

	Unstd Beta	Std. Error	Std. Beta	T	Sig.
(Constant)	3.127	.400		7.822	.000
Emotional Intelligence	.125	.099	.068	1.272	.204

Source: *Field Work, 2017*

Table 4.8

R	.068
R ²	.005
Adjusted R ²	.002
Std. Error Est.	.77498
F	1.619
Sig.	0.204
Durbin Watson	.949

Source: *Field Work, 2017*

The results in Table 4.9 shows that the regression equation predictors were significant, $R = 0.068$, $R^2 = 0.0005$, Adjusted $R^2 = 0.002$, Std. Error Est = 0.77498, $F = 1.619$, Sig. = 0.204. In other words the correlation between the predictor and the dependent variable was 0.204. The predictor accounted for 6.8% of the variance in Job Satisfaction. Table 4.9 shows the contributions of Emotional Intelligence to Job Satisfaction. The standardized Beta coefficient ($\beta = 0.068$, $t = 1.272$, $p = 0.204$) which indicates that Emotional Intelligence was not a predictor in determining Job Satisfaction amongst nursing

professionals. The implication of this is that hypothesis one (H_0) be accepted since the results show no significant relationship between Emotional Intelligence and Job Satisfaction. This is consistent with the findings of Gardner & Stough (2003) and Hosseinian, Yazdi & Ashtani (2008).

Discussion of Findings of the Study

The main objectives of this study was to ascertain the relationship between Emotional Intelligence, and job satisfaction of nursing professionals in selected hospitals within Jos metropolis of Plateau State. The framework was supported by trait Emotional Intelligence model which views Emotional Intelligence from the personality perspective even though cognitive in nature.

Relationship between Emotional Intelligence and Job Satisfaction

Regression analysis suggested a negative relationship between Emotional Intelligence and Job Satisfaction. This suggests that nurses high on Emotional Intelligence are not likely to be satisfied with their jobs on the basis of pay. This implies that an empathic nurse will do well if the chances of promotion were high. This would naturally motivate them to work hard. However it also suggests that the empathic attribute keeps the nurse satisfied irrespective of the ability of the organization to meet that need for promotion on the job, pay or the work environment. The ability to manage emotions also affected chances of promotion are slim or non-existent a nursing professional that manages emotions well enough will suppress the feeling of disappointment and hurt and still find a way of finding satisfaction on the job.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In general, the data showed partial support for variables of the study with Emotional Intelligence taking centre stage in relationship with job satisfaction of the nursing professionals under study. This study concludes that Emotional Intelligence is very relevant for nurses' team performance, openness to co-workers and patients while on the job.

Management of emotions, is of paramount importance to the nursing professionals even if his/her emotions conflicts with organizational objectives and goals. A nursing professional that manages emotions well enough will suppress the feeling of disappointment and hurt and still find a way of finding satisfaction on the job. Let me still conclude that; satisfaction enhances performance.

Recommendations

Based on the findings and conclusions of this research, the following recommendations are made:

1. Managers of Jos University Teaching Hospital (JUTH), Bingham University Teaching Hospital (BUTH), Plateau Specialist Hospital and Our Lady of Apostles Hospital should invest in training nursing professionals on Emotional Intelligence

since it has been found to be relevant for nursing practice.

2. Emotional Intelligence should be a critical requirement for recruiting nursing professionals by Management of Jos University Teaching Hospital (JUTH), Bingham University Teaching Hospital (BUTH), Plateau Specialist Hospital and Our Lady of Apostles Hospital. Emotional intelligence test should be administered to prospective nursing employees. In addition Management of the studied hospitals should train and retrain existing nursing professionals to always learn to understand what patients are passing through and also understand that people around them too may be undergoing stress. This will help them perform better and find satisfaction on the job.

3. Nursing professionals should always be trained and retrained on Emotional Intelligence because this will help in harnessing their Emotional Intelligence skills. Training on Emotional Intelligence will reduce incidences of transferred aggression on patients and colleagues at work.

4. The management of Jos University Teaching Hospital (JUTH), Bingham University Teaching Hospital (BUTH), Plateau Specialist Hospital and Our Lady of Apostles Hospital should ensure that they coach nurses on the impact that working with others without bickering can impact on their individual work experience. Nurses should be encouraged to be open about their feelings on the job. This has been seen as a factor that can contribute significantly to increased contextual performance on the job.

5. The management of Jos University Teaching Hospital (JUTH), Bingham University Teaching Hospital (BUTH), Plateau Specialist Hospital and Our Lady of Apostles Hospital should ensure equity pay for the nursing professionals and also ensure that they enjoy fair chances of promotion on the job to avoid frustrations that could lead to transfer of aggression especially on patients. Managers need to create conducive working environments for these professionals. This will hopefully bring out the best in them.

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