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EFFECT OF EMOTIONAL INTELLIGENCE ON JOB SATISFACTION AMONG ACADEMICS OF UNIVERSITIES IN KANO STATE: A CONCEPTUAL MODEL

DR. ABDU JAFAR BAMBALE
ASSOCIATE PROFESSOR
BAYERO UNIVERSITY
KANO

DR. BALARABE A. JAKADA
SR. LECTURER
BAYERO UNIVERSITY
KANO

SULAIMAN IBRAHIM KASSIM
LECTURER
FEDERAL UNIVERSITY
DUTSE

USMAN AHMAD KUMO
PRINCIPAL AUDITOR
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ABSTRACT

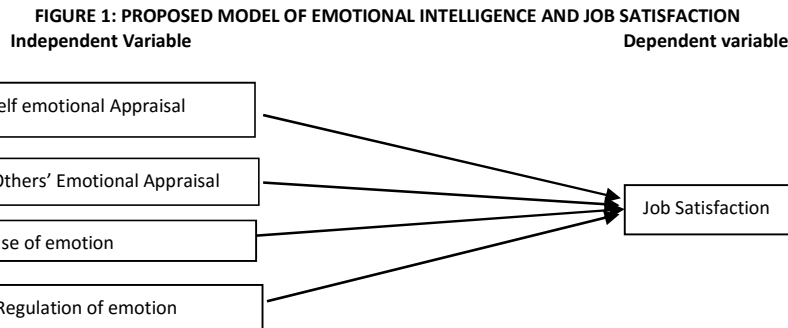
Emotional intelligence and job satisfaction are two concept of high interest in modern work environment. They serve as a competitive edge in personal and organizational life. The educational system or lecturing profession is one of those within which the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurring human interaction that exist among the lecturers and between the lecturers and students. The study aim to examine the relationship between lecturers emotional intelligence and their job satisfaction in Universities within kano state. Result from literature survey revealed a significant relationship between emotional intelligence and job satisfaction. The study intend to use Wong and Low emotional intelligence scale (WLES) to measure emotional intelligence and the scale of Mcdonald and Mclintyre (2007) to measure job satisfaction, the study will use regression for analysis.

KEYWORDS

emotional intelligence, lecturers, job satisfaction.

1. INTRODUCTION

One of the biggest challenges facing organizations (Private or Public) is to retain their talented, experienced, committed and effective employees and to exploit their full potential for the betterment of the organization. Job satisfaction has been found to be one of the most important factors in this regard (Corneliben(2006). Employees who are satisfied with their job are less likely to search for another job and may not quit from their job (Corneliben 2006). Satisfaction itself was viewed by Robbins (1998) as the contentment felt when a need is fulfilled. There are various factors that determine satisfaction in the work place, some are related to job factors (like pay, work, and supervision), and other factors relate to individual /personal characteristic (demographic) and other social and group factors (Shajahan & Shajahan, 2004). In every organization individuals bring with them some drives/needs that affect their performance, studying how needs and drives result in performance and how reward on such performance result in job satisfaction is an unavoidable exercise in every type of organization that strive for prosperity (Saif, Nawaz, Jan & Khan, 2012). 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 (Shootarcan, Lar, Ameli & 2012). In a different perspective Hoppoch (1935) views job satisfaction as a stable and balanced arrangement of environmental, physiological, psychological situations at work place. It has been argued that job satisfaction plays a crucial role in every type of organization with the respect to employee retention, commitment, and his outcome or productivity while the lack of job satisfaction may bring about unwanted job attitude and behaviors like absenteeism, poor judgment, defensive behavior, hostility, and reduction in creativity and job turnover (Mandip, Ali, Godulika & Kamna, 2012; Cornerbelin 2006). This justified the argument of Mitchel and Lasan, (1987) that job satisfaction is generally recognized in the organizational behavior field as most important and frequently studied job attitude. In another perspective job satisfaction has been argued to be very relevant in determining lecturer's commitment (Awang, Ahmad & Zin, 2010). The importance of job satisfaction led to the development of different researches and theories to explain job satisfaction (Smerek & Peterson 2007; Bhatti 2013; Elsy, Luc & Eric 2009; Kucel, & Bui, 2013; Aziri 2011; Zampetakis & Kafetsios 2008).



2. WORK ADJUSTMENT THEORY

Work environment and personal characteristic of employees has been used in explaining job satisfaction of employees (Saif-Ud-Din, Khair-uz-Zaman & Nawaz, 2012; Shajahan & Shajahan 2004). The theory of work adjustment (Dawis, England & Loftquist 1964) is based on the concept of correspondence between an individual and the work environment. Correspondence then is a relationship in which the individual and the environment are responsive, that is being mutually responsive. The individual bring into the relationship his/her requirement of the environment (skills, abilities); while the environment has its requirement for the individual (wages, prestige, personal relationship). The individual skills enable him to respond to the requirement of the environment likewise the reward of the environment enable it to respond to the requirement of the individual. If the individual fulfils the requirement of the environment, he/she is seen as satisfactory worker. If the work environment fulfils the requirement of the individual he is defined as satisfied worker (Dawis,England & Loftquist, 1964). Therefore, if an employee finds a correspondent relationship between himself and the work environment he/she seeks to maintain it because he/she is satisfied.

Herzberg, Mausner, and Snyderman (1959) argues that work environment that promise growth, achievement, responsibility, promotion, challenging work, will yield feeling of satisfaction. The work of Clark and Oswald (1996) as cited in Nguyen, Taylor and Bradley (2003) support the importance of work environment in bringing about job satisfaction of the employee where they found satisfaction in respect of pay, fringe benefit, promotion prospect, job security. Importantly, pay alone may not motivate and yield satisfaction unless the work environment provides for job autonomy (Nguyen, Taylor & Bradly, 2003). Other researches that acknowledge the importance of the work environment include Corneliben (2006) who found job security to influence job satisfaction and Freeman (1978) as cited in (Nguyen, Taylor, Bradley 2003) found hours of work and job tenure on the job to influence job satisfaction

However, individual characteristic, personal and his abilities to perform in the work environment were found to influence job satisfaction (Nguyen, Taylor & Bradley 2003); (Freeman 1978); (Abdullah, Uli & Parasuraman 2009). Importantly, these characteristics of the individual are very relevant in determining how well the job is going to be performed and also to achieve correspondence (Dawis, England & Loftquist, 1964). Individuals with higher levels of education more than the requirement of the job are associated with lower level of job satisfaction (Clark 1995, 1997; Clark and Oswald 1996; Sloane & William 1996) as cited in (Nguyen, Taylor & Bradley 2003). Another finding related to individual characteristic in achieving job satisfaction from the work environment was (Abdullah, Uli & Parasuraman, 2009), they found graduate teachers to be more satisfied than non-graduate teachers, higher ranking officer to be more satisfied than lower ranking officer, older officers more satisfied than younger officers. Graduate, higher ranking officers, older officers are more satisfied because they are likely to have more abilities and skills to fulfill the requirement of job environment (Correspondence).

Emotional intelligence is one of the most important job attitude found to determine job satisfaction in performing job and satisfying the job requirement (Mandip, Goduliika & Kamna, 2012). Since the success or failure of any organization depend on how well it employees perform on the job (Saetang, Sulumnad, Thampitak & Sungkaew, 2010), emotionally intelligent employees could have better performance than their counter parts which subsequently lead to job satisfaction (Wong & Law, 2004). One indispensable requirement in any organization is social interaction where ability to deal with one another aid in creating, productive, collaborative work environment (Dunbrava, 2011). In interacting with co-workers or in teams emotions such as excitement, anger, fear, love are susceptible to come about (Aboyade, 2009), emotional intelligence impact positively on team performance (Naseer, Juman, Rahman, Chisti, & 2011).

3. METHOD

3.1 PARTICIPANTS

Data for this study will be obtained from a sample of 335 lecturers of universities in Kano state. Expected participant include all the rank in the university from Graduate Assistant to Professor. This is important because this study about the effect of emotional intelligence on job satisfaction among lecturers. Respondents will be required to fill a two page questionnaire which consists of 26 items. The researcher and the research assistant will retrieve the completed questionnaire from the respondent at a given period of time.

3.2 MEASUREMENT OF VARIABLES

This research has 2 construct to be measured. They are: emotional intelligence and job satisfaction. This section measures the construct of the of the model

3.2.1 EMOTIONAL INTELLIGENCE

Emotional intelligence has been described as the extent to which a person attend to, process, and acts upon information of an emotional nature intra-personally and inter-personally. To measure emotional intelligence, the scale of Wong and Law (2002) was used, it consists of only sixteen items regarding to 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). The reliability coefficient for the four dimensions of (WLEIS) was 0.90 (Wong and Law, 2002). Each main factor would be measured using four items. The responses would be 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 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

Job satisfaction is an attitude or emotional response to one's work, or the working environment, in another words is the contentment with one's job (Nawaz, Saif, Khan, Jan, 2012). As cited in Nawaz, Saif, Khan, Jan (2012) job satisfaction can be explained according to Herzberg theory in terms of the content of the job including achievement, responsibility and recognition, they motivate the workers and cause high level of job satisfaction (Tirmizi, et al., 2008). 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. CONCLUSION

This study aims to investigate the effect of emotional intelligence on job satisfaction of lecturers of universities in Kano state. The study has both practical and theoretical significance. Relevance of emotional intelligence in determining job satisfaction have not been extensively address in the literature, this study will be significant in filling the gap. Also, this study would provide knowledge that may benefit Universities on how to increase staff job satisfaction through emotional

intelligence. Therefore, Findings of this study will provide directions and hints for development of human capital policies, training programs, management practices and management development programs to the academic staff that can help ensure employees' job satisfaction in the Universities system.

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