

EFFECT OF EMOTIONAL INTELLIGENCE ON JOB SATISFACTION

AMONG ACADEMICS OF UNIVERSITIES IN KANO STATE

BY

SULAIMAN IBRAHIM KASSIM

SPS/12/MMN/00007

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BEING AN M.Sc DISSERTATION SUBMITTED TO THE SCHOOL OF POST-GRADUATE STUDIES, BAYERO UNIVERSITY KANO, IN PARTIAL FULFILMENT FOR THE AWARD OF MASTERS DEGREE IN MANAGEMENT (M.Sc MANAGEMENT)

SUPERVISOR: DR A.J BAMBALE

AUGUST, 2015

DEDICATION

I humbly dedicate the entire thesis to my father and mother, Ibrahim Kassim and Amina Ibrahim, who have endured the rigors of parenting from the day I was born to this time.

DECLARATION

I hereby declare that this work entitled `` the effect of emotional intelligence on job satisfaction among lecturers of Universities in Kano state`` is the outcome of my research effort, undertaken under the supervision of Dr. Abdu Jafaru Bambale. The research has not been and will not be presented elsewhere for award of any degree or certificate. All sources used in the study have been duly acknowledged.

Sulaiman Ibrahim Kassim

Date

CERTIFICATION

This is to certify that the research for this dissertation and the subsequent preparation of this dissertation by Sulaiman Ibrahim Kassim with registration number (SPS/12/MMN/00007) were carried out under my supervision.

Dr. Abdu Jafaru Bambale

(Supervisor)

Date

Dr. Abdu Jafaru Bambale

(Head of Department)

Date

APPROVAL

This is to certify that this dissertation has been read and approved as having satisfied the partial requirement for the award of M.Sc Management, Department of Business Administration and Entrepreneurship, Bayero University Kano

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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. The 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.

Keywords: Emotional Intelligence, Job Satisfaction

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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)

Nigerian universities have witnessed a series of industrial conflicts over the failure of the employers to review academic staff conditions of service and the progressive encroachment upon the power and authority of the Governing Council as well as internal day-to-day administration of universities through Government directives (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. Therefore emotional intelligence may lead to a higher job performance and satisfaction among academic staff of Nigerian Universities.

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 (Cornelissen, 2006). Employees who are satisfied with their job are less likely to search for another job and may not quit from their job (Cornelissen, 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 strives for prosperity (Saif, Nawaz, Jan & Khan, 2012). 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; Bufi & Kucel, 2013; Aziri 2011; Zampetakis & Kafetsios 2008).

This study focused on lecturers of Universities in Kano state. Specifically, the study examined the relationship between lecturer's emotional intelligence and job satisfaction. Kano state is one of the most populous states in Nigeria. The state houses three Universities including Bayero University Kano, Kano University of science and technology and North-west University Kano. The admission convention in universities gives preference to host community, admitting more from the host community and catchments area. Though some of the inhabitants of Kano are going out to other states for University education, the demand for University education from these three Universities will be very strong that will create a strong demand for admission from many students. This perhaps will result in the demand for more lecturers in the University system

in the state. Also, most Universities are expanding; there is high demand for lecturers today hence there is need to retain them by ensuring them job satisfaction. However, Ramli and Abdu Aziz (2010) found that although more lecturers are needed in the university system, more lecturers intend to quit their job from the university. It is in view of these that this study would be conducted to study the lecturer's job satisfaction and its relationship with Emotional Intelligence

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).

Emotional intelligence according to Poskey (2011)) is a set of competencies demonstrating the ability of recognizing behaviors, moods, and impulses and to manage them best according to situation. From the definition above we can deduce that emotional intelligence is required between co-workers, boss and subordinate which could eventually result in job satisfaction. The extent to which a person attends to, process and act upon information of emotional nature intra-personally and interpersonally is called emotional intelligence (Kafetsios & Zampetakis, 2008). According to Mayer and Salovey (1993) emotional Intelligence is the ability to monitor one's own feeling and emotion to discriminate among them and to use this information to guide one's thinking and action. Emotional intelligence enables employees to cope with so many emotional challenges which they face in carrying out their job in the job environment including excessive research, shortage of time, work overload, stress, handling different individuals with different attitudes. All these emotional challenges when properly managed will increase the capability of the employee to cope with occupational stress and lead to job satisfaction (Ismail, Suh-Suh,Ajis & Dollah, 2009). In the view of Hochschild, (1983) and Sutton (1991) emotional intelligence equip employees with the following job attitude required in

most work environment: patience, tolerance, enthusiasm, perseverance, and empathy. Other positive job attitude like self confidence, being result oriented with the drive to meet personal and organizational objectives, commitment, sacrifices to meet organizational goal are associated with higher level of emotional intelligence (Goleman, 2003). It has been argued that overall organizational effectiveness improved with emotional intelligence. Areas such as employee recruitment and retention, development of talent, teamwork, employee commitment, innovation, efficiency were found to be positively related to emotional intelligence (Chemiss, 2011). Therefore, technically and academically brilliant managers may fail if they are deficient in emotional intelligence (Sy, Tram & O'hara, 2006). These have supported the argument of Aboyade (2009) that employees with rightful skills and qualification may not perform as expected in the environment; their emotional intelligence has to be put in consideration in fulfilling the requirement of the work environment. This has been rightly supported by Mayer and Solovey (1993) "that emotional intelligence consists of mental abilities necessary for an individual to be able to maintain his life and complete the different adaptation process in different conditions successfully. The good side of it is, emotional intelligence is a skill that can be taught through training (Wong and low, 2004)

1.2 Statement of the Problem

Job satisfaction as one of the most important and most recurring job attitude has been receiving huge amount of research (Corneliben, 2006; Smerek & Peterson, 2007; Zampetakis, & Kafetsios, 2008; Bhati, 2013 Elsy, Luc & Eric, 2009; Aziri, 2010; Bufi & Kucel, 2013). Therefore, it needs continuous management to comprehend and control the elements of employees' job satisfaction.

Various studies relating to organizational factors with job satisfaction were conducted with significant results. Specific organizational factors considered in these studies include salary, total work hours and support of colleagues (Austin & Gamson, 1983; Hagedon, 1994, Nguyen, Taylor & Bradley, 2003), intrinsic variable of control over one's career (Olsen, Mapple & Stage,

1994); job characteristics (Corneliben, 2006; Aziri, 2011; Eric, & Elsy, 2009); Gender (Ghoniem, Elkouly, Mohsen & Ibrahim, 2011); Job stress (Khan, Aqeel & Riaz, 2014); Work commitment (Awang, Ahmad & Zin, 2010; Tella, Ayeni & popoola, 2007; Saif, Nawaz & Jan, 2012).

On the other hand, Emotional intelligence has received considerable amount of research interest across different organizational criteria (Bhati, 2013; Psilopagioti, Anagostipoulos, Mourtou & Niakas, 2012; Kafetsios, leonidas & Zumpetakis, 2008; Carmeli, 2003; Ismaila, Suh-Suh, Ajis & Dollah, 2009). One of the previous studies that attempted to investigate the effect of EI on job satisfaction include Kamna, et al., (2008). They found that there was significant impact of self emotion appraisal (SEA) and other emotion appraisal (OEA) on job satisfaction, while the impact of use of emotion (UOE) and regulation of emotion (ROE) on job satisfaction was found to be insignificant. Another research by Kafetsios, Leonidas and Zampetakis (2008) revealed that emotional intelligence is a predictor of job satisfaction. Additionally, Ealias and George, (2010) who carried out a study on emotional intelligence and job satisfaction, their findings revealed that designation of employees does not affect their job satisfaction and emotional intelligence. However, job experience and marital status has significant effect on both emotional intelligence and job satisfaction.

Since studies on EI and job satisfaction are still new and limited (Mandip, et al., 2012; Kafetsios, Leonidas & Zampetakis, 2008; Ealias & George, 2012), more studies are needed to better understand the relationship and to validate further the initial significant relationship between EI and job satisfaction by investigating their relationship in a different context.

Majority of these studies were only conducted in the western and Asian countries. There is no similar study found in the literature conducted in Nigerian context. Even in the western and Asian countries there was only little literature that indicates the studies showing the relationship between emotional intelligence and job satisfaction using the sample of lecturers of the

universities. Only few studies were conducted regarding the relationship between emotional intelligence and lecturing profession in the university. A good example of these studies includes effect of emotional intelligence on occupational stress and organizational performance in private institution of higher learning (Ismail, Suh-Suh, Ajis & Dollah, 2009). The relationship between students academic self efficacy and emotional intelligence (Mandip, et al., 2012; Kafetsios, Leonidas & Zampetakis, 2008; Ealias & George, 2012).

In view of the focus and context of the previous studies, some gaps exist for future studies to fill in. First, previous studies did not exhaust the test of EI model across all cultures. For a broader understanding, applicability and generalization on EI model, and also to increase its validity, there is need to expand the test of EI across other cultures. Therefore, this study attempts to achieve that by testing the model of the relationship between EI and JS in Nigerian context. Secondly, even though previous studies explored the impact of EI on some higher institutions criteria, literature reveals that no single study has examined the effect of EI on job satisfaction among university lecturers. Thus, the study will examine the effect of EI on job satisfaction of academic staff of universities in Nigeria.

1.3 Research Questions

Having understood the need for this research to be carried out, the following questions are to be addressed:

- I. To what extent does self emotion appraisal (SEA) affect job satisfaction of academic staff of universities in Kano state?
- II. To what extent does other emotions appraisal (OEA) affect job satisfaction of academic staff of universities in Kano state?

- III. To what extent does use of emotion (UOE) affect job satisfaction of academic staff of universities in Kano state?
- IV. To what extent does regulation of emotion (ROE) affect job satisfaction of academic staff of universities in Kano state?

1.4 Objectives of the Study

The main objective of this study is to examine the effect of emotional intelligence on job satisfaction. The literature enables us to come up with the following specific objectives:

- I. To determine the effect of self emotion appraisal (SEA) on job satisfaction among academic staff of Universities in Kano state,
- II. To determine the effect of others emotional appraisal (OEA) on job satisfaction among academic staff of Universities in Kano state,
- III. To determine the effect of the use of emotion (UOE) on job satisfaction among academic staff of Universities in Kano state,
- IV. To determine the effect of regulation of emotion (ROE) on job satisfaction among academic staff of Universities in Kano state.

1.5 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.

1.6 Significance of the Study

This research which is about investigating the effect of emotional intelligence on job satisfaction is important to both theory and practice.

1.6.1 Theoretical Significance

The study will make an important contribution to emotional intelligence and job satisfaction literature; it will find if emotional intelligence can affect job satisfaction in the University setting. Since employees (Academic staff) have to relate with one another in the workplace, the study of emotional intelligence is therefore very relevant for creating a conducive work atmosphere among employees (Academic staff) in the workplace to control interpersonal and intra-personal emotions, emotional intelligence is important in achieving job satisfaction of employees (Mandip et al, 2012). So, the success of a given job by an employee does not depend only on his academic qualification (i.e. Diploma, B.Sc., Master, or PhD) but also on skills and how one expresses emotions and manages it (Lepadotu & Tatu 2011). Relevance of emotional intelligence in determining job satisfaction has not been extensively addressed in the literature. This study will be significant in filling the gap.

This study will add to the existing literature by describing the effect of emotional intelligence on job satisfaction. Most of the previous studies were carried out in the context of organizations other than university. For example, EI and JS studies were conducted in banks (Orhan & Dincer 2002); in hospitals (Psilopanagioti, Anagnostopoulos, Mourtou & Niakas 2002; Guleryuz, Guney, Aydin & Asan 2008); in electronic industry (Ealias & George 2012); government sector

(Ghoniem, Elkouly, and Mohsen & Ibrahim 2011). This study will be conducted in the context of university setting. University is characterized by recurring human interaction among the lecturers and also between lecturers and students and even the community, therefore there is need for emotional intelligence for effective human relation. Also, previous studies were conducted in Asian countries and western countries; this study will be conducted in a newer context (i.e. Nigeria), given the fact that the findings of those researches from Asian and other developed countries may not be applied to Nigeria as a result of differences in culture and level of development between the regions.

1.6.2 Practical Significance

Apart from theoretical significance, this study would be significant in practical sense. Generally, this study would be important to public universities by providing insight into the mechanisms for enhancing employees' job satisfaction. The study would provide knowledge that may benefit Universities on how to increase staff job satisfaction through emotional intelligence. The study is important to educational institutions in general and University in particular since the University is characterized by frequent human interaction. 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 university system. This would lead to an effective utilization of the abilities and potentials of the lecturers which will subsequently lead to job satisfaction (Lar, Ameli & Shooshtarian, 2013). Job satisfaction among academic staff may reduce the tendency of job search abroad (Corneliben, 2006), thereby curbing brain drain and improving the overall performance of the Universities. Wong and Low (2004), Mayer, Caruso and Salovey (2004) argue that emotional intelligence is a skill that can be taught through training.

1.7 Scope and Limitations of the Study

The study attempts to investigate the effect of emotional intelligence on job satisfaction among the lecturers of Universities in Kano state. Therefore, the study cover two construct namely; job satisfaction which is uni-dimensional and emotional intelligence which comprises of four dimensions namely; self emotion appraisal (SEA), other emotion appraisal (OEA), regulation of emotion (ROE), and use of emotion (OEA). Specifically, this study investigates three public Universities in Kano state including Bayero University Kano, Kano University of science and technology Wudil and North-west University Kano. All the academic staff from Graduate Assistant to Professors would be considered as part of the unit of analysis for this study because we are studying the effect of emotional intelligence on lecturer's job satisfaction of universities in Kano state.

However, despite the revealed findings of the study, the study has some limitations which are discussed as follows:

Lack of sampling frame is considered one of the major methodological limitations encountered in this research. This study was conducted among the Lecturers of universities in Kano state. Given that these Universities do not officially allow lists of their employees to outsiders for reason of confidentiality, it poses a constraint on the current study's sampling technique.

Moreover, the number of questionnaires that were retrieved was not much as some of the lecturers were too busy to fill the questionnaires; others who are visiting lecturers were difficult to be sighted within the university when given the questionnaire, others who were given the questionnaire misplaced it, more copies were re-issued to them but still the researcher could not retrieve it from them. It takes the researcher four months from March to July, 2015 to retrieve the questionnaires used for the study. Therefore, the finding of this study cannot be generalized to other u

1.8 Outline of the Study

This study is being presented in five chapters. Chapter one generally introduces the whole work. The chapter is made up of the background to the study, problem statement, research objectives, research questions, research hypotheses, significance of the study, scope of the study, the outline of the study

Chapter two basically discusses the two major constructs of this study: emotional intelligence and job satisfaction. This chapter also highlights previous studies on emotional intelligence and job satisfaction. The conceptual framework of the study which arises from review of the literature is also being discussed here.

Chapter three. This section discusses the proposed research methodology employed for the study. The section explains the research setting, population of the study, sampling technique, method of data collection and method of data analysis.

Chapter four. This chapter presents the descriptive analysis of the respondents for this study, empirical results, key findings, test of hypotheses of the study, and also provides discussions of findings.

Chapter five. It presents the summary of the finding, recommendation and conclusion

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is concerned with review of relevant literature of job satisfaction and emotional intelligence. Specifically, it attempts to conceptualize the construct of the study and its theoretical trajectory. The chapter also discusses the relevant research findings that are relevant to the formulation of the research hypothesis.

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). In a different perspective Hoppoch (1935) views job satisfaction as a stable and balanced arrangement of environmental, physiological, psychological situations at work place. Job satisfaction is very crucial to any organization. To understand job satisfaction, life satisfaction needs to be explained first. There are so many views regarding the meaning of life satisfaction. Scholars such as Shin and Johnson (1978) believe that life satisfaction is an overall subjective evaluation of satisfaction with own life. According to Ealias and George (2012) life satisfaction spill over into satisfaction with one's own job. Therefore, if the employees reflect life satisfaction, they are likely to be satisfied with their job in general. Job satisfaction represents one of the most complex areas that are faced by today's managers when it comes to managing and leading employees (Aziri, 2011); this is because employees feeling is abstract and therefore cannot be seen or touched. It has been found

by George and Ealias (2012) that job satisfaction describes how employees feel about their job and this could determine work behaviors in organization like organizational citizenship, absenteeism, and employee turnover. This research finding correlates job satisfaction with life satisfaction. Organizations (private or public) are run by employees; the goals of the organizations are achieved by the effort of the employees, so the commitment of the employees in carrying out their responsibilities is very relevant in achieving organizational goals. Studies reported that there is positive relationship between organizational commitment and job satisfaction (Guleryuz, Guney, Aydin & Asan, 2008).

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. As has been previously explained, 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 Bufe (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 Locke'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 Bufe (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 (Aziri 2011). In the view of Corneliben (2006) insecurity on the job increases the tendency for job search but decreases quit. He identify that insecurity on the job decreases job satisfaction.

However, most other researchers on job satisfaction explain job satisfaction as a function of individual personal characteristic and the characteristic of the job itself. 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). In terms of gender, the findings of 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 Intelligence and Emotional Intelligence

There is considerable relationship about the meaning of intelligence given by different authors. Therefore, the term “intelligence” which is also one of the components of emotional intelligence cannot be explained with a monotype definition. One of the first scholars to define intelligence was Wechsler (1998); he defined it as “the aggregate or overall capacity of the individuals to act purposely, to think rationally and to deal with his environment”. In another perspective Wade and Tevris (2006) defines intelligence as the ability to benefit from experience, acquire knowledge, think abstractly, act purposely and adapt to changes in the environment. Intelligence has been described as the ability or skill that can be traditionally measured by performance on tasks that require the specified skills (Jensen, 2007). Intelligence consists of mental abilities necessary for an individual to be able to maintain his life and complete the different adaptation process in different conditions successfully. In another words, intelligence is the ability to apprehend the inter-relationships of presented facts in such a way as to guide action towards a desired goal. Ganzack (1998) denotes that individuals with high cognitive intelligence (IQ) experience higher job satisfaction. Therefore, IQ is related to job satisfaction. However, the important question here is whether IQ is the only intelligence that is related to job satisfaction, or there are other constructs such as EI that are related to job satisfaction?

Since people are thinking and feeling creatures, they are likely to react not only mentally but also emotionally both in their business life and private life. Emotion is an abstract concept, so its definition changes from person to person. The definitions obtained from literature show this variety clearly. In brief, it can be said that “emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness. Emotions typically arise in response to a person’s changing relationships (Mayer, Carusa & Salovey, 1999). The importance of emotions in work settings has been established

(Ashforth & Humphrey 1995; Jordan & Troth 2006; Weiss & Cropanzano 1996). Emotional intelligence is a multi-dimensional construct that links emotion and cognition with the aim of improving human interactions (Mayer & Salovey 1997). EI has been linked to improved workplace behavior (Aritzeta, Swailes & Senior 2007) and in particular team behavior (Druskat & Wolff 2001) and team performance (Jordan & Troth 2004). Mayer and Salovey (1997) developed a model of emotional intelligence as a set of emotion processing abilities that together contribute to improving social interactions. Mayer and Salovey (1990), who used the term “emotional intelligence” for the first time, defined EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. The four related emotion processing abilities are awareness of own and others’ emotion, emotional facilitation, emotional understanding and management of own and others’ emotions (Mayer & Salovey 1997). While other models of emotional intelligence vary from this construct (Cooper & Sawaf 1997; Goleman 1995), the common point they share is a focus on emotional awareness and emotional management as core abilities

Tsaousis (2008) opined that emotional intelligence is another form of intelligence. For an EI to be regarded as intelligence it needs to encompass three criteria (Coetzer, 2013). The criteria include being conceptual (a description of a set of abilities), correlated (the measurement relates with other measurement which reflect similar skills and abilities, and developmental (the concept must develop with age and experience). The work of Mayer, Caruso and Salovey (2000) indicate that emotional intelligence has satisfied all the three criteria mentioned above and therefore is an appropriate construct to describe a form of intelligence.

Emotional Intelligence has been hypothesized to be associated with job performance, academic performance (Mayer, Caruso & Salovey, 1999), life satisfaction (Wong & Law, 2002) etc. There is a long history of research connecting cognitive intelligence (IQ) and personality factors (especially the Five- Factor model) to the same areas that are supposedly connected to

Emotional Intelligence. While the relationships between IQ and personality and these areas of performance are strong and consistent, they are far from perfectly predicting performance and there is room for improvement. A new construct that proposes to fill some of these gaps, however, must demonstrate that it provides predictive power beyond that already demonstrated by cognitive intelligence and the Five-Factor model (incremental validity). This means that the new variable should not correlate too strongly with IQ or the Five-Factor model, but should correlate strongly with performance, satisfaction and other job attitude.

Because the Five-Factor model of personality may be confused with emotional intelligence, it is appropriate to briefly review the construct. The Five-Factor Model, also commonly referred to as the Big Five, includes five distinct personality characteristics that have been related to performance, psychopathology, and other constructs (McCrae & Costa, 1999). The five characteristics include neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Neuroticism refers to the presence of several generally negative characteristics including anxiety and instability. Extraversion deals with a person's preference for social contact vs. isolation and is often referred to as outgoingness. Openness to experience measures a person's willingness to engage in, and preference for, novel experiences. Agreeableness examines compatibility with others, or how well a person tends to get along with others. Conscientiousness is a person's tendency to consider others in making decisions. The Five-Factor Model is a broadly researched construct with a long history of application in both business and other settings. A meta-analytic examination of a large body of research studies examining the Five-Factor Model found evidence for its incremental validity beyond that of IQ in predicting performance (Schmidt and Hunter, 1998).

2.5 Review: Historical Development of Emotional Intelligence

Over 2000 years Plato asserted that "All learning has emotional base. Since then educators, scientists, writers have been working to prove for or against the assertion of the relevance of

emotion or feeling in life. It might look confusing, but EI could be traced back to 1837 as part of evolution theories. The father of evolution, Charles Darwin stated that human beings adapting abilities are affected by their emotion (Bar-on, 2005). This assertion has proved that emotional intelligence is a prerequisite for an individual to successfully fit to his business environment, personal life, and family life or work environment. Therefore, academically the relevance of emotion could be traced to, and first acknowledged by the work of these two scholars (Plato and Darwin). According to Bar-on (2005) the genesis of EI was social intelligence and in 1909, Devvy stated that social intelligence could be seen as a power of observing as well as understand interpreting social situation (Boydston & Hahn, 2008). In 1920, Thorndike provides the first definition of social intelligence as the ability to understand and manage men, and women, boys and girls to act wisely in human relations.

By 1939, Wechsler has developed one of the first measurement tools which succeeded in measuring social intelligence. Wechsler (1940) argues that social intelligence is non-intellective intelligence which can be applied in social situations and in turn can help individual to be successful in life (Gryn, 2010; Chemis, 2000). Despite Wechsler's definition and management tool, Mayer and Salovey (1990) argues that Thorndike original definition created confusion in this time between scholars such as Sterberg, Ketrone and Bernstein (1981); Ford (1982) as social intelligence correlated highly with subscale of other intelligence test. In the turn for the next half century Thorndike and others such as Cronbach (1960; Sternberg, 1981; Ford, 1982) each tried to define and develop a measurement tool for social intelligence but did not prevail (Mayer & Salovey, 1990).

However, Gardener (1983) introduced a framework which links social intelligence with other intelligence; they are: interpersonal (understanding of others emotion) and intrapersonal (understanding of one's own emotion).

Goleman (1995) used Gardner's concept of interpersonal and intrapersonal cognitive factors and described it as EI. Goleman developed a unique model as it was the first to look at EI in the workplace and EI as a predictor of job satisfaction. His theory suggested that emotional intelligence needs to be developed as they comprise a crucial component when it comes to job satisfaction. Since Goleman's model, the knowledge and research about EI has increased in the field of organizational behavior over the last decades. Mayer, Caruso and Salovey (2008) indicate that EI model that are currently used are too wide as they take into consideration too many variables. A description of different model of theories and studies are discussed below.

2.6 Emotional Intelligence: Review of Empirical Studies

Emotional intelligence, job satisfaction and organizational commitment has 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. These abilities do not relate to a person's academic qualification but depend more on how one expresses his emotions and manages them (Lepadotu and Tatu 2011).

According to Goleman (1998) emotional intelligence has five major parts: (1) Self awareness, (2) Self regulation (3) motivation (4) Empathy and (5) Social skills.

- (1) Self- Awareness: Is the ability of a person to perceive his strength, emotion, work and capabilities.
- (2) Self regulation: Is the ability of a person to control; automatic emotional interactions and think before implementing many action or behaviour.
- (3) Motivation: Is the internal force that drives a person/an individual to concentrate on a task and to reach his goals.

(4) Empathy: - Is the power of a person to perceive the others feelings which may help them to act on those feelings and to meet other people`s need.

(5) Social skills: Is required to create good working relationships.

These parts of emotional intelligence are very important to employees or managers to successfully interact and achieve job satisfaction, as argued by (Ibrahim, Mohsen, Elkouly and Ghoniem 2011) that employees with high emotional intelligence can successfully interact therefore record high job satisfaction than those with low emotional intelligence.

Moreover, Mandip et al., (2012) cited the four dimension of emotional intelligence of Wong and Law which makes up the emotional intelligence. Appraisal and expression of emotion in self (SEA); is individual`s ability to recognize, express their emotion; those that are strong on this dimension are more easily aware of their emotion than average individuals. Appraisal and recognition of emotion in others (OEA), is the ability to sense the feelings and emotion of others, Individuals strong on this are more sensitive to the feelings and emotion of others; regulation of emotion (ROE), accelerate s recovery from psychological distress. Finally use of emotion (UOE), represents the ability of individuals to utilize their emotion to promote performance. These dimensions of emotional intelligence were found to be predictor of job satisfaction at different organizational levels (Mandip, et al.,2012).

Asan, Aydin, Guney & Leryuz (2008) argues that regulation of emotion (ROE) and use of emotion (UOE) have positive relationship with job satisfaction, meaning those employees that could recover from distress and use their emotion to promote or enhance performance are likely to be satisfied with their job. The finding indicates that self emotional appraisal and (SEA) and other`s emotion appraisal (OEA) did not have any influence on organizational commitment or job satisfaction. This finding was supported by Mandip, Ali, Godulika and Kamna (2012), Svarna, Geogiannis and Grevellas (2013).

Emotional intelligence is required in all organization with emphasis to academic profession where there is recurrent human communication that exists among academics. 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 performance. 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.

However, the work of Goroshit, Hen (2014) on Academic self-efficacy, emotional intelligence, GPA and academic procrastination in higher education found that academic self-efficacy serves as a full mediator between emotional intelligence, GPA and academic procrastination; the ability to deal with one's emotion support a product and collaborative work environment to achieve goals. Also, religious beliefs and belief in God helps in tolerance and stability of emotion (Keerth & Shankar 2010). Their findings revealed the necessity of teachers to develop the emotional abilities which enable them to develop same in their students. Subjects like Art poetry, music help in developing beautiful emotion in life.

Carmel (2003) argues that emotional intelligence supplements contextual performance and task performance; employee designation on the other hand 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. 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).

2.7 Emotional Intelligence and Job Satisfaction: Review of Empirical Studies

There are several reasons why employees' EI may influence their job satisfaction. Interpersonally, emotion awareness and regulatory processes associated with EI are expected to benefit peoples' social relationships hence affecting the experience of emotion and stress at work. Intrapersonal use of emotion and being aware of one's own emotions can lead to regulating stress and negative emotion so that one can perform better at work. Some of the researches that have empirically examined relationships between emotional intelligence and job satisfaction have come out with mixed findings. A number of studies have observed weak to modest 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.

As has been shown in the above paragraph, research indicates that EI and job satisfaction are related through stress. Other researches show that it is related through personality characteristics. Ismail, et al. (2008) argues that EI and job satisfaction are related through stress. The work of Ealias and George (2012) show that employees with higher emotional intelligence develop strategies to counteract the consequences of stress and successfully cope with stress and present emotional self management. Furthermore, they argue that employees with higher emotional intelligence are able to boost their own and the group's morale. This denotes that

employees with high EI are able to have emotion self control and emotional management of others.

Jadhav and Mulla (2010) argues that jobs that are designed to incorporate the emotional self awareness of others` emotions are centralized around interpersonal interaction. Their findings indicate that, these interpersonal jobs require a specific personality type that relates to the sub scale of job characteristic, namely autonomy. Furthermore, Jadhav and Mulla (2010) indicate that jobs that require interpersonal interaction specifically need a variety of skills as the employees need to display awareness of others and managing others` emotions by responding with empathy. Zeithaml, Bitner and Gremler (2009) show that emotional expression is a skill that plays an important role in the interpersonal interaction as the employees emotional labor requires the occasional smile, maintaining eye contact, showing courtesy and displaying responsiveness.

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.

2.8 Review of Emotional Intelligence Measures

EI is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997). Goleman, (1998) one of the authors of the ECI, has defined EI even more broadly as basically all positive qualities that are not IQ, and further stated "There is an old-fashioned word for the body of skills that Emotional Intelligence represents: character" (Goleman, 1998). As a result of the differing definitions, it is best to interpret the measures separately as they most likely measure different constructs. This view is especially supported by the fact that several of the EI measures do not correlate significantly with each other, as would be expected of measures of the same construct. The specific definitions, as best as can be gathered from the research on each measure will be presented within the section on each measure. What will be presented here is intended as a brief overview/summary of the available information on measures of Emotional Intelligence. This summary will cover each measure separately, referring to the definition of Emotional intelligence.

Emotional Quotient Inventory (EQ-i)

. The first measure of Emotional intelligence created was the Emotional Quotient Inventory, created by Bar-On (1997). It is a 133-item self-report measure that takes approximately 30 minutes to complete. In connection with the EQ-i, Bar-On has defined emotional and social intelligence as "a cross-section of inter-related emotional and social competencies that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures" (Bar-On, 2004). The five composite areas include Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. Though Bar-On (2004) indicates that the measure is designed to be distinct from personality. MacCann, Matthews, Zeidner, and Roberts, (2003) have documented the theoretical similarity and even item wording similarity between the EQ-i and the Five-Factor Model. It consists of fifteen

subscales, each containing between seven and eleven items. The measure produces an overall score as well as 5 composite scores. It can be administered online or through paper and pencil format. The internal consistency of the overall EQ-i varies significantly based on the study, ranging from .76 to .97 ((Bar-On, 1997; Bar-On, 2000; Petrides & Furnham, 2001). The variability of reliability estimates across the studies likely suggests that it is more reliable when used with certain populations. None of the populations examined included university Lecturers, or any similar equivalent, thus emphasizing the need to validate such a measure with a university Lecturers population. Test- retest reliability is adequate, being .85 after 1 month and .75 after four months (Bar- On, 1997). The EQ-i demonstrates strong correlations with the Five-Factor model of personality. This strong correlation, also found with several other measures of EI, has caused many to question whether the whole concept of Emotional Intelligence is just studying personality characteristics by a new name (Davies, Stankov, & Roberts, 1998; McCrae, 2000). The EQ-i correlates most strongly with Neuroticism, with correlations ranging from -.29 to -.77 (Dawda & Hart, 2000; MacCann et al., 2003). Correlations with the Conscientiousness, Extraversion and Agreeableness scales were also high (ranging from $r = .30$ to $r = .56$).

Emotional and Social Competence Inventory (ESCI), Emotional Competence Inventory (ECI).

The Emotional and Social Competence Inventory (ESCI) was developed to replace the Emotional Competence Inventory (ECI) (Boyatzis, Goleman, & Rhee, 2000). The ESCI is a 72 item self-report measure that assesses 12 competencies organized into four clusters: Self-Awareness, Self-Management, Social Awareness, and Social Skills. The ECI is a 110 item self-report measure that assesses 20 competencies in the same four clusters. For both measures, there are also versions that can be completed by a manager, peers, and subordinates and the use of these reports is strongly encouraged by the developers. Because the ESCI was recently

developed, very little information is available on it. There are two administration methods: paper and online.

Boyatzis and Sala (2004) have defined Emotional Intelligence competency as an “ability to recognize, understand, and use emotional information about oneself or others that leads to or causes effective or superior performance”. They give an even shorter definition as “the intelligent use of one’s emotions”. Similar to the EQ-i, though the developers indicated that the ESCI/ECI were developed to measure a construct distinct from personality, and in this case stress that it is a measure of behaviour, still the competencies share a common theoretical orientation, and even wording, with concepts and items on the Five-Factor model of personality (MacCann, Matthews, Zeidner, & Roberts, 2003). Of the major measures of Emotional Intelligence, the least psychometric information is available for the ECI. The small amount of psychometric information that was available on the ECI does not necessarily apply to the ESCI, and yet little data is available for the ESCI. The internal consistency for the ECI cluster scores varies by type of rater. For the self-assessment, internal consistency ranges from poor to adequate for the cluster scores ($r = .61$ to $r = .85$; Sala, 2002). Individual subscales for the self-assessment are generally poor ($r = .47$ to $r = .76$) and should not be used for analysis. For assessments completed by others (supervisors, associates, etc.), the internal consistency for the cluster scores ranges from adequate to good ($r = .76$ to $r = .96$), with subscale consistency, though better than that of the self-assessment, still not meeting the accepted cut offs for analysis on an individual basis. The self-assessment ratings do not correlate strongly with the ratings of others, which is problematic in establishing an overall rating. The publishers strongly recommend not using the self-assessment by itself, suggesting that the other assessments are more accurate. Currently scores are averaged across all raters.

Similar to the EQ-i, the ECI correlates significantly with several of the Five-Factor of personality characteristics, as well as having a theoretical and item-content connection to the

Five-Factor model (MacCann, Matthews, Zeidner, & Roberts, 2003). Specifically, correlations between the ECI and the Openness to experience, Conscientiousness, and Extraversion factors of the Five-Factor model correlate with the cluster scores ranging from $r = .20$ to $r = .49$. Similar, again, to the EQ-i, there are significant questions as to whether Emotional Intelligence is a distinct construct from the Five-Factor personality model. There is very little, if any, research supporting the predictive validity or concurrent validity for the ECI/ESCI, though this research is now being encouraged and should be forthcoming.

Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT).

The MSCEIT was developed by the named authors based on a previous test they had created, the Multi-factor Emotional Intelligence Scale (MEIS). The MSCEIT is a 141 item, performance based measure that is most commonly computer administered. Differentiating itself from most other measures of EI, the MSCEIT is based on a more traditional intelligence model, and is thus a performance based measure as opposed to self or other report. Mayer and Salovey (2000, p 267) define Emotional Intelligence in the following way:

Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth

Their model focuses on these four areas in a hierarchical manner, based on the order presented in this definition, with perception, appraisal and expression of emotions being the most basic skills, and the ability to regulate emotions to promote emotional and intellectual growth being the most advanced skill. The resulting measure based on this model relies heavily on the definition of this construct as intelligence, and thus based in ability, which leads to a focus on measuring

responses to specific emotional tasks, rather than a self-report of emotional responding. Examinees must respond to ability related tasks within each of the four domains within this definition of Emotional Intelligence. For example, the examinee may be asked to rate to what extent it is being expressed in a pictured face; or to indicate how a specific mood might impact a fictional character in a specific situation; or to indicated how emotions blend to form more complex emotions; or to indicate effective ways to manage emotions to obtain desired outcomes (Bracket & Mayer, 2003).

Unlike cognitive ability tests where there is one known correct answer, the scoring of the MSCEIT ability test is somewhat more difficult. The test creators have chosen to make two scoring systems available

1. Correct answers based on experts decisions
2. Correct answer based on consensus of what people think is correct

According to the authors, the two scoring methods are fairly similar in results, though they recommend using consensus scoring (Mayer, Salovey, & Caruso, 2002). The overall reliability scores for the MSCEIT range from $r = .91$ to $r = .93$ (Mayer et al., 2002). Reliability for the subscales range from $r = .81$ to $r = .88$ for the Emotion Perception scales, $r = .65$ to $r = .71$ for the Emotional Facilitation of Thought subscales, $r = .66$ to $.70$ for the Understanding Emotions subscales, and $r = .67$ to $r = .69$ for the Managing Emotions subscales.

The MSCEIT does not correlate significantly with “Big Five” measures of personality, suggesting it is a distinct concept. It correlates somewhat with crystallized measures of intelligence, but not significantly with fluid measures of intelligence (MacCann et al., 2003). Little evidence is available establishing the predictive validity of the MSCEIT. Some evidence regarding its predecessor, the MEIS, suggested that a small relationship between it and self-reported empathy, parental warmth, and life satisfaction exists. Other researches, however, found

no relationship between the MEIS and adjustment, family emotional involvement, difficulties in identifying and describing emotions, and need for cognition, though there were some methodological errors in those studies (MacCann et al., 2003).

Free or Low Cost Measures of EI

Though less commonly used, several other measures of EI exist. Most are self-report measures based on some combination of the theories used to create the three previously reviewed measures. Though minimal research is available on these measures, a few are reviewed here.

The Schutte Self-Report Inventory (SSRI)

The Schutte Self-Report Inventory Is a 33-item self report measure based on the Salovey and Mayer (1990) theory of Emotional Intelligence. Schutte,et al., (1998) report an internal consistency of .90 for the overall scale, but no test-retest data is presented. Its authors also found the measure to be related to lower levels of difficulties in identifying and describing emotions and depression and greater levels of optimism, but not to be related to nonverbal expressiveness. Significant correlations between the SSRI and the Five-Factor model have also been reported ($r = .21$ to $r = .51$; MacCann et al., 2003). According to Schutte et al., this measure is free for research and clinical purposes.

The Swinburne University Emotional Intelligence Test (SUEIT): Is a 65-item self-report measure with five subscales. The SUEIT is available without cost. The coefficient alpha for the total scale is good ($r = .88$ to $r = .91$). Coefficient alphas for the subscales vary from fair to good ($r = .70$ to $r = .91$). Its authors have found a significant relationship between self-reported leadership style and Emotional Intelligence, a positive relationship with a transformational leadership style and a negative relationship with laissez-faire leadership style (Gardner & Stough, 2002).

The Trait Meta-Mood Scale (TMMS): Is a 48-item self-report measure with three subscales, based on the Mayer and Salovey model of EI. There is no cost for using the TMMS. The overall

scale coefficient alpha is adequate ($r = .82$) with the subscales ranging from fair to adequate ($r = .66$ to $r = .83$). The TMMS has demonstrated some small incremental validity beyond IQ and the Five-Factor traits for life satisfaction, academic success and powerlessness

The Wong and Law Emotional Intelligence Scale: Is a 16-item self-report measure with four subscales based on the Mayer and Salovey model of EI. It can be used free of cost. The internal consistency is adequate ($r = .78$ to $.89$) with similar consistency for the subscales. It has demonstrated small incremental validity over IQ and the Five-Factor model in relation to life satisfaction, interpersonal facilitation. The Wong and Law Emotional Intelligence Scale (WLEIS, Wong & Law, 2002) as a popular self-report measure of EI as noted above, was designed to be used for self ratings. The scale consists of 16 items each subscale is measured with 4 items. The Self Emotion Appraisal dimension assesses individuals' ability to understand and express their own emotions. A sample item is "I really understand what I feel." The Others' Emotion Appraisal dimension measures peoples' ability to perceive and understand the emotions of others. A sample item is "I always know my friends' emotions from their behavior." The Use of Emotion dimension denotes individuals' ability to use their emotions effectively by directing them toward constructive activities and personal performance. A sample item is "I always tell myself I am a competent person." The Regulation of Emotion dimension refers to individuals' ability to manage their own emotions. A sample item from this dimension is "I have good control of my own emotions." The WLEIS was measured with a 5-point Likert-type scale, ranging from 1 (*totally disagree*) to 5 (*totally agree*). Previous research has found support for the underlying four-factor structure, reliability, and convergent and discriminant validity of the WLEIS scores (Law et al., 2004; Law, Wong, Huang, & Li, 2008; Shi & Wang, 2007; Wong & Law, 2002). The WLEIS scores have also shown validity for predicting life satisfaction, academic performance, job performance, and job satisfaction (Law et al., 2007; Wong & Law, 2002).

The Workgroup Emotional Intelligence Profile (WEIP): Is a 27-item self-report measure with adequate internal consistency ($r = .86$). Information on its cost could not be located. It is based on the Mayer and Salovey model of EI. Incremental validity for the WEIP has not been demonstrated, but it has been used to predict workgroup improvement over time

The Trait Emotional Intelligence Questionnaire: Is a 144-item self-report measure based on a blending of the Bar-On, Goleman, and Mayer and Salovey models of EI. It can be used without cost. It has 15 subscales. Internal consistency for the overall scales is adequate ($r = .86$), with subscales ranging from poor to good ($r = .61$ to $r = .91$). It has demonstrated a strong correlation with happiness and some incremental validity for induced mood states.

2.9 Model of Emotional Intelligence

The work of Bastian, Burns & Nettleback, (2005); Petrides & Furnham, (2001) described EI as two different models; the ability and trait model of EI. Some may view this as confusing for using multiple theories to describe one construct; others might view it as encouraging as one can explore other characteristic that EI hold (Gryn, 2010). In this research all the perspectives of the models of EI will be discussed in order to gain greater understanding of the concept

2.9.1 The ability Based Emotional Intelligence

The ability model denote the capacity to accurately perceive and identify ones' emotion as well as the emotion of others and to use this knowledge to make socially appropriate desirable responses (Mayer, Caruso & Salovey, 1999). They argue that ability model indicate that emotional intelligence is an ability that can be taught through training and that is measured in terms of competencies by standard measures similar to the traditional intelligence test. The ability model of EI can be measured by multi-factor emotional intelligence (MEI) or Mayer, Salovey and Caruso (2004) EI test (MSCEIT) or by Wong and Law emotional intelligence test (WLEIS). These measures as argued by Kohn (2007) they measure the ability to perceive,

understand, manage, and use emotion in a positive and productive manner. These measures assess EI as a skill or ability rather than as a self report of perceived emotional competence.

The work of Petrides (2010) and Furnham (2001) argue that subjectivity plays a role in the measurement of the construct (EI). Therefore, the reliability of the ability based EI test was questioned and a new theory that incorporates subjectivity was developed. It is called trait based EI.

2.9.2 Trait Based Model of emotional Intelligence

Trait EI was viewed by Petrides and Furnham (2006) as a constellation of emotion-related self perception and disposition, it indicates concept like emotion perception, managing emotion, empathy and impulsivity. Trait model are assessed using self report and are designed to measure emotional abilities and positive social behaviors (Conte, 2005). One of the earliest measures of trait EI is the emotional quotient inventory (EQ-I; Bar-on, 1997), a self report measure of traits related to emotion and social knowledge that influence an individual's ability to cope effectively. The EQ-I includes five domains, intrapersonal skills, interpersonal skills, adaptability skills, stress management and general mood (Bar-on, 1997)

2.10 Coping

Decades of research suggest that coping strategies are important determinants of an individual's physical and psychological well being in response to negative or stressful life events (Lazarus, 2000). Much research has examined individuals' coping styles, coping mechanisms, and the predictors and outcomes of coping (Kohn, Mertens, & Weisner, 2002; Lazarus, 2000). Coping has been defined as an individual's pattern of response to external negative events that is context dependent (Salovey, et al, 2002). Coping styles have been used to explain and predict a multitude of behaviours and outcomes and have been linked to biological systems (e.g., the limbic system) and brain activity (Lazarus, 2000). Active or problem-focused coping is typically associated with healthier, more positive outcomes; whereas, emotion-focused coping strategies such as

distancing, minimization, avoidance, and selective attention are generally considered less functional in many circumstances, and are considered an inferior form of coping (Lazarus, 2000; Lazarus & Folkman, 1984; Moos, 1992). An additional distinction that is often made in the coping literature is between active and avoidant coping strategies. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing stressful events (Holahan & Moos, 1987). Generally speaking, active coping strategies, whether behavioral or emotional, are thought to be better ways to deal with stressful events, and avoidant coping strategies appear to be a psychological risk factor or marker for adverse responses to stressful life events (Holahan & Moos, 1987).

2.10.1 Coping and Trait Emotional Intelligence

According to Salovey et al. (1993), coping strategies are associated with emotion-management, and are thus important components of emotional intelligence. Research examining EI suggests that individuals who report low EI tend to use emotion-focused and avoidance coping styles (Fitness & Curtis, 2005), and that individuals who report high EI may use adaptive coping strategies to alleviate distress (McFarland & Buehler, 1997, as cited in Fitness & Curtis, 2005). Higher emotional intelligence has been linked to better coping both in self report and physiological measures (Salovey, Stroud, Woolery, & Epel, 2002). For example, Salovey et al. found that undergraduates' attention to mood, as reported on the Trait Meta Mood Scale (TMMS), was associated with lowered social anxiety, less passive and more active coping, as well as lowered physiological arousal as measured by cortisol release following the presentation of stressor variables. However it is difficult to parse out whether EI leads to better coping or whether those with better coping report higher EI. Saklofske, Austin, Galloway, and Davidson (2007) found that emotional intelligence, as measured by the Schutte et al., (1998) EI scale, was

associated with positive coping, and that emotional intelligence and coping factored together and moderated the association between personality and health behaviors (i.e., exercise and healthy eating) among a large ($n=362$) sample of Canadian college students. This again makes it unclear which is the moderating variable: does higher emotional intelligence lend itself to better coping or does better coping lead to higher EI. On the other hand, results from a study by Petrides, et al. (2007) conducted with individuals from a British University ($n = 166$) suggest that EI may in fact explain differences in coping styles, life satisfaction, and a tendency to “ruminate” over negative thoughts even after accounting for personality traits

2.11 The Conceptual Framework

Work environment and personal characteristics 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 corresponsive, that is being mutually responsive. The individual brings 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 enables 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 promises 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 & Bradley, 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 characteristics, 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 attitudes found to determine job satisfaction in performing job and satisfying the job requirement (Mandip, Godulika & Kamna, 2012). Since the success or failure of any organization depends 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 leads to job satisfaction (Wong & Law, 2004). One indispensable requirement in any organization is social interaction where ability to deal with one another aids 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 (Juman, Rahman, Chisti and Naseer, 2011).

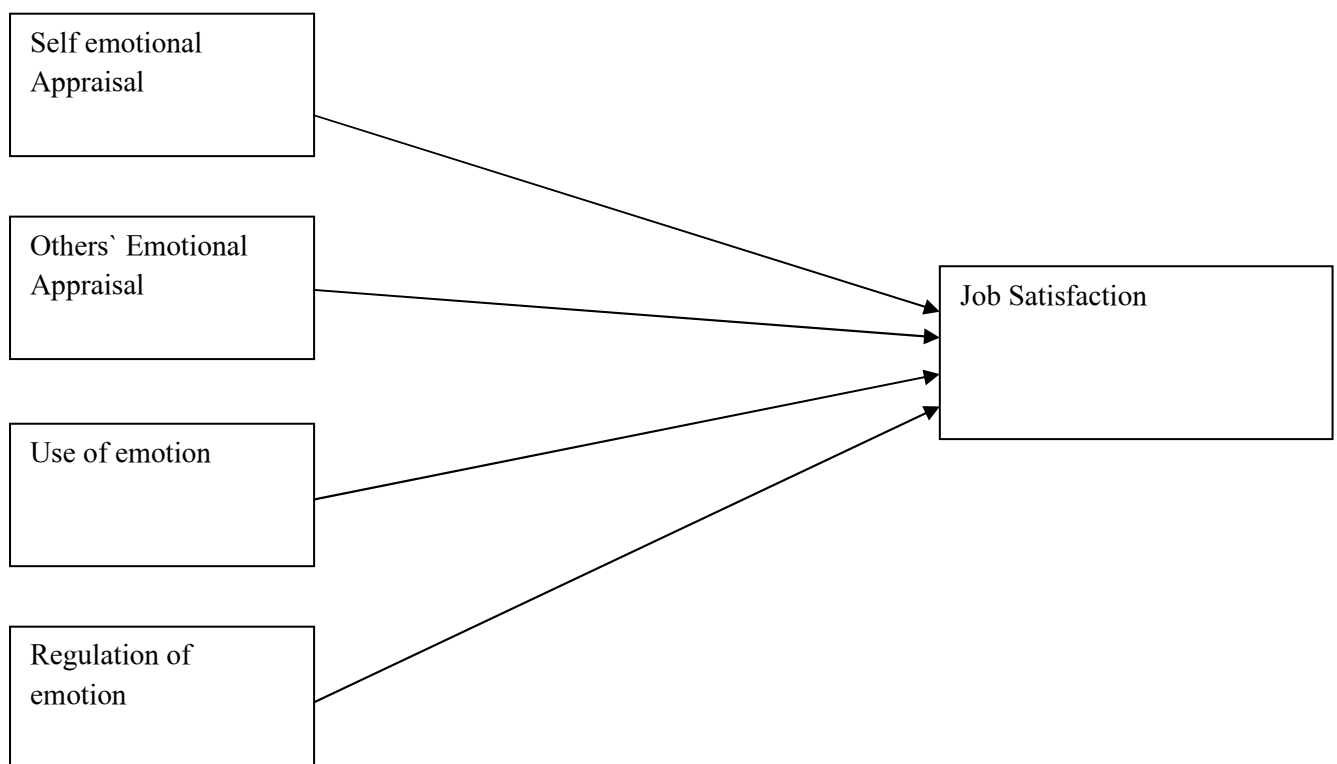
Figure 2.1

2.13: Conceptual Model

Emotional intelligence (EI)

Independent Variable

Dependent variable



Source: Researcher (2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research methodology and procedures to be undertaken by this study. Specifically, the chapter covers population of the study, sample size and sampling technique, measures adopted for the study, method of data collection as well as method of data analysis used for the study.

3.2 Research Design

Research design has been viewed as a blue print or road map indicating the methods and procedures for collecting and analyzing information (Zikmund, Babin, Carr, Griffin, 2010).

This study adopted causal research design because it attempts to see the cause and effect relationship between emotional intelligence and job satisfaction. Thus, hypotheses were formulated to see whether emotional intelligence would determine job satisfaction.

However, the study employed cross sectional design. Cross sectional study involves gathering the data for a particular study at one point in a time to meet the research objectives (Cavanna et al., 2001). Cross sectional survey was chosen to avoid the long-time consumption characterizes by longitudinal research. Questionnaires were distributed to each cluster of the study with the help of research assistants, follow ups using physical contact/visit, telephone calls were employed to ensure timely collection of the distributed questionnaires. As a motivation for quick response respondents were given a pen

3.3 Population of the Study

This study has focus on all the academic staff of the three Universities operating in Kano State. They are Bayero University Kano, Kano University of science and Technology, and North-west University. Since the study attempts to see the effect of emotional intelligence on lecturers` job

satisfaction, the unit of analysis has covered individual Lecturer from Graduate Assistants to Professors. Specifically, the study comprises of 1763 Lecturers from Bayero University Kano, 511 Lecturers from Kano University of science and technology Wudil, and 228 from North-west University, Kano. Therefore, total number of the Lecturers from these universities is 2,502, which make up the population of the study. This information was obtained from establishment departments of the universities under study.

3.4 Sampling Design and Sampling Technique

A sample has been defined by Zikmund, et al., (2010) as a sub-set or some part of a larger population. An ideal sample is needed to reduce the cost of sample error and to truly represent the population. Therefore, in deciding the sample size for this study adopting a scientific approach becomes necessary. Therefore, Krejcie and Morgan (1970) scientific approach has been used; it is a generalized scientific guideline for determining the sample size. Krejcie and Morgan (1970) provided the following formula for determining the sample size:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

S= required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.84)

N= Population size

P= The population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d= the degree of accuracy express as a proportion (0.50)

The application of Krejcie and Morgan (1970) model requires no calculation because they have developed a table for selecting an appropriate sample size (see appendix A):

Therefore, the sample size for this study will be obtained below, using the Krejcie and Morgan scientific approach.

<u>University</u>	<u>Population of Lecturers</u>	<u>Sample</u>
BUK	1763	236
KUST	511	68
NW	<u>228</u>	<u>31</u>
Total No. Of Lecturers	<u>2,502</u>	<u>335</u>

Therefore, based on Krejcie and Morgan scientific table the above population of 2,502 has an appropriate sample size of 335 (see appendix A)

The study aimed at drawing samples from the three universities operating in Kano. Therefore, there is the need for cluster sampling. Cluster sampling as the name implies, involves classifying sample elements into groups from which elements of the population would be selected. Cluster sampling involves categorizing research location into groups and selecting elements from each group using a given sampling technique (Zikmund, et al., 2010). The Universities were categorized into three clusters: Bayero University Kano, Kano University of science and technology Wudil and North-west University, Kano.

Furthermore, the current study applied convenience sampling method whereby the researcher will be able to contact only respondents from each cluster who are ready to cooperate in the study (Spector, 2008). Similarly, Canvana, Delahaye and Sekaran (2001) argued that convenience sampling is the best way to collect the basic data or information within a reasonable period of time to complete the study.

3.5 Design of Data Collection Technique

Questionnaire was used as the main data collection technique for this study. Before setting out for data collection a letter of introduction was collected from the Department of Business Administration and Entrepreneurship, Bayero University Kano. The letter has requested for assistance from the participating organizations (Bayero University Kano, Kano University of science and technology and North-west University) regarding the conduct of the study. The letter has helped greatly in facilitating the conduct of this study by building confidence and trust in the minds of the management of these organizations who will give permission for distribution of the questionnaires. The questionnaires were distributed through hand delivery to the respondents.

3.6 Method of Data Analysis

This study employed the quantitative approach in which statistical computation were used to explain the relationship between variables under investigation. The statistical package for social science (SPSS) version 16 has been used in the analyzing the relationship between the variables for the study. Therefore, upon the completion of data collection, combinations of both descriptive and inferential statistics were employed to analyze and interpret the data. Dependent and independent variables were analyzed using the multiple linear regressions. Response rate and demographic variables were analyzed using the descriptive statistics. Different statistical tools were used to address, to assess and interpret data. Multiple regressions were used to analyze the relationship in the research framework. Specifically, linear regression analysis was employed to test the effects of EI on job satisfaction of University lecturers in Kano State. On the other hand, the descriptive statistic which includes mean, standard deviation frequencies and percentage would be used to describe the response rate and the mean characteristic of the sample.

3.6.1 Model of the Study

The research used the job satisfaction as dependent variable and emotional intelligence as independent variables. As stated in the previous section, the study employed linear regression

model to assess the level of the effect the independent variable (EI) has on the dependent variable (job satisfaction). The model is specified below:

$$Y_i = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_i$$

Y_i indicate the dependent variable and X_i denote the number of the independent variables

Where:

Y_i = Job satisfaction (JS)

X_1 = Self emotional appraisal (SEA)

X_2 = Other Emotion appraisal (OEA)

X_3 = Use of Emotion (UOE)

X_4 = Regulation of Emotion (ROE)

a = Constant value

β_i = the co-efficient of variable

e_i = error term

Therefore, the regression equation for the study would be:

$$JS = a + \beta_1 SEA + \beta_2 OEA + \beta_3 ROE + \beta_4 UOE + e_i$$

3.7 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

3.7.1 Emotional Intelligence

Emotional intelligence has been described as the extent to which a person attends to, processes, 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 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).

3.7.2 Job Satisfaction

Job satisfaction is an attitude or emotional response to one's work, or the working environment; in other words it 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``

CHAPTER FOUR

4.1 Introduction

DATA PRESENTATION AND ANALYSIS

This chapter presents and discusses the data collected for the study. It covers the survey response, data cleaning which fundamentally include the issues of missing values and outliers. The chapter also discusses the basic assumption of multiple regressions based on the data collected for the study, analysis of goodness of measure like the test for reliability, the descriptive statistics including mean and standard deviation, profile of the respondents. Additionally, it presents the correlation test, and testing hypothesis of the study using regression analysis.

4.2 Survey Response Rate

Based on the information provided by the universities under study, there were 2,502 lecturers in these universities (BUK, 1763; North-west, 228; KUST, 511). The sample size was drawn using Krejcie and Morgan table for sample size determination. Based on the table 335 lecturers are the appropriate sample size for the study.

The researcher made follow up mainly through personal visitation of respondents and to some extent phone call during the data collection, whereas other research assistants were equally used to retrieve the questionnaires distributed from the respondents. Some respondents received the questionnaire but could not fill it because of commitment and responsibilities; other respondents misplaced the questionnaire and the researcher re-issued the questionnaire two to three or even four times but subsequently the questionnaire could not be retrieved. In university like Kano University of Science and Technology Wudil where they have a large number of visiting lecturers, it was hard to retrieve the questionnaire. This was what leads to the low response rate. This has justified the argument of Awang, Hanim, and Mohammed (2010) that

lecturers have a lot of responsibilities, workload, and longer working hours under stress which affect their performance.

The data collection period was between March, 2015 to July, 2015. A total of 98 questionnaires were duly completed and returned. A total of 5 responses were excluded because of outlier problem. See the summary in table 4.1

Table 4.1

Questionnaire Distribution and Retention

Item	Frequency
Distributed Questionnaire	335
Returned Questionnaire	98
Rejected (outliers)	5
Retained Questionnaire	93

A total of 98 respondents constituted the response rate for this research which shows a good response rate of 30%. This rate is considered sufficient based on Sekaran`s (2003) argument that a 30% response rate is suitable for survey. Similarly, the current response rate is regarded adequate going with the suggestion that a sample size should be between 5 to 10 times the number of the study variable for regression type of analysis to be carried out (Hair, et al.,2010; Pallant, 2001). Given the number of study variable 5 (SEA, OEA, UOE, ROE, JS), a sample of 50 is considered adequate for data analysis. Hence, 98 usable responses satisfied the requirement for good sample size for multiple regression analysis. The data was analyzed using SPSS (Version 16).

4.3 Data Cleaning

Data cleaning is important in conducting any multivariate analysis. This is due to the fact that the quality and the meaningfulness of the outcome of the analysis depend on the data screening and editing (Pallant, 2011). Therefore, missing values and outliers were thoroughly checked and treated. The data collection period was between March, 2015 to July, 2015. A total of 98 questionnaire were duly completed and returned. A total of 5 responses were excluded because of outlier problem. See the summary in table 4.1

4.3.1 Detection of Missing Values

Missing values refer to the unavailability of suitable value on one or more variable for data analysis (Hair, Black, Babin, & Anderson, 2010). In view of the negative consequences of missing data in the analysis, the researcher took precautionary action from the field to prevent the occurrence of missing values. First, the questions were written in a simple language that could be easily understood. The researcher employed research assistant and the researcher also actively participated in the distribution of the questionnaire, the respondents were persuaded to fill the questionnaire on the spot. Some respondents did not fill on the spot but in a later time. A preliminary descriptive statistic that was conducted to identify missing values shows no missing values. Hair et al., (2010) asserted that any case with more than 50 percent missing values should be deleted as long as there is adequate sample. Hence, no missing values were detected in the study, partly because of the steps taken by the researcher as explained above.

4.3.2 Outliers

Bryne (2010) view outliers as those scores that are significantly dissimilar from all others in a given set of data. Tabachnick and Fidell (2007) recommend the identification of univariate outliers through the observation of Z score. The Z score for each and every item must be within the range of ± 3.29 (0.001) sig. level. Any value exceeding ± 3.29 were due to some mistake of

data entry. A total of 5 cases of univariate outliers were recorded. Therefore, questionnaires with serial number 82,81,93,62,74 were deleted, the remaining 93 questionnaires were considered for further analysis. The outliers were removed item wise.

4.4 Descriptive Statistics- Profile of the Respondents

A table below shows the demographic profile of the respondents. The respondents were asked to explain their demographic information which includes their gender, age, work experience, educational qualification, and designation.

Table 4.2

Profile of the Respondents

Demographic Variables	Category	Frequency	Percentage
Gender	Male	81	82.7
	Female	17	17.3
Age	21-30	24	24.5
	31-40	54	55.1
	41-50	14	14.3
	51-60	6	6.1
Working Exp.	Less than 1 year	8	8.2
	1-5 Years	50	51
	5-10 Years	23	23.5
	10-15 years	9	9.2

	15 years and above	8	8.2
Education Qual.	First degree	30	30.6
	Masters Degree	53	54.1
	Others	2	2
Designation	Professor	3	3.1
	Associate Prof.	1	1
	Senior Lecturer	8	8.2
	Lecturer I	6	6.1
	Lecturer II	13	13.3
	Assistant Lecturer	34	34.7
	Graduate Assistant	33	33.7

The result shows that male is dominant gender among university lecturers in Kano state with 82.7% while female lecturers were 17%. Regarding the age of the respondents, age bracket between 31-40 years were dominant among the lecturers of universities in Kano State (55.1%), followed by 21-30 with 24.5%. Next are those within the age of 41-50 (14.3%) and finally the age bracket of 51-60 (6.1%). In terms of working experience 51% of the lecturers spent 1-5 years in the lecturing job; next are those with 5-10 years (23.5%), followed by 10-15 years with 9.2% and finally employee with working experience of less than 1 and those that had 15 years and above experience had equal percentage of 8.2%. Regarding educational qualifications of the respondents the dominant lecturers are those with Masters Degree with 54.1%, followed by those with first degree (30.6%), lecturers with Doctorate degree were 12.2% and those with other

qualification were only 2%. The final demographic information of the respondents analyzed was the designation of the lecturers. The rank with highest number of lecturers was Assistant lecturer (34.7%), followed by Graduate Assistant (33.7), lecturer II 13.3%, lecturer I were 6.1%, and senior lecturers were (8.2%), the response rate show professors to be 3.1% and finally the least percentage goes to Associate professors with 1% response rate.

4.5 Mean and Standard Deviation

The most common measure of central tendency is the mean, which refers to the average value of the data set (Serkan & Bougie, 2010). Standard deviation is a measure of spread or dispersion which provides an index of variability in the data set and it is the square root of variance. Both mean and standard deviation are fundamental descriptive statistic for interval and ratio scale. Interpretation of the level of score is adopted. They recommend that the score of less than 2.33 are low level, 2.33 to 3.67 are moderate level and 3.67 and above are regarded high level. Table 4.2 below present the variable used in the study. Use of emotion have the highest mean (M=4.30, SD=.534) on the other hand other emotion appraisal recorded the least mean (M=3.57, SD=.689). Eventually, the entire variable means where in the high level.

Table 4.3

Descriptive Statistics

	Mean	Std. Deviation	N
JSAT	3.6785	.68633	93
SEAP	4.1559	.60334	93
OEAP	3.5699	.68700	93
UOEN	4.3065	.53432	93
ROEN	3.9220	.69839	93

Source: SPSS output, 2015

4.6 Reliability

Cronbach Alpha reliability was performed and the result shows that the measures reached high reliability coefficient ranging from 0.65 to 0.859. The reliability of 0.60 can be considered as average coefficient, whereas 0.70 could be regarded as high reliability coefficient (Hair et al., 2006; Nunnally, 1978; Sekaran & Bougie, 2010; Sekaran 2003).

4.7 Assumptions of Multiple Regressions

The variable of the study were checked for normality, linearity, multicollinearity and homoscedasticity to satisfy the basic and underlying assumptions of the multiple regression analysis in line with the suggestion of Hair et al., (2010) and Pallant, (2001).

4.7.1 Normality

According to Tabachnick and Fidell (2007) one of the basic assumptions of regression analysis is that each variable and all linear groupings of the variable are normally distributed. Normality is often evaluated by statistical or graphical method. When a distribution is normal, the value of skewness and kurtosis must be close to zero. Graphically, normality is usually determined through histogram residual plot. This refers to a shape of data distribution to an individual continuous variable and its correspondence to normal distribution. If the assumption is met, the residual should be normally and independently distributed (Tabachnick & Fidell, 2007). (See appendix B). It Show that the normality assumption was met since the entire bars on the histogram were closed to the normal curve.

In this study, the normality assumption was diagnosed by checking the histogram residual plots. Based on the analysis as could be viewed in the appendix B, the residual appears to be normal. Therefore, the normality assumption was not violated (Afifi & Clark, 1998)

4.7.2 Linearity

One of the underlying assumptions of the linear regression is that the relationship between independent and dependent variable must be linear. Hence, correlation only captures the linear

association between the variables. Therefore, if substantial non-linear relationship exists they will be ignored in the analysis, which in turn underestimates the actual strength in the analysis (Tabachnick & Fidell, 2007). The study used residual plot; the residual ought to scatter around 0 and most of the scores concentrate at 0 points, see appendix D

The assumption was not violated as the plot shows that residual converged at the center along the zero point. Hence, it proves that the linearity assumption was achieved.

4.7.3 Multicollinearity

According to Sekaran and Bougie (2010) multicollinearity is a situation where two or more independent variables in a multiple linear regression model are extremely associated. The multiple regression procedure assumes that no independent variable has a perfect linear relationship with one another (Tabachnick & Fidell, 2007). One of the ways of indicating multicollinearity is to check the correlation matrix of the independent variables. 0.7 and above is considered as high multicollinearity (Sekaran & Bougie, 2010), on the other hand inter correlation of 0.8 and above is considered high multicollinearity (Berry & Fieldman, 1985). In the perspective of Hair et al., (2010) the value of independent variable is highly correlated at 0.9. In the study, To detect multicollinearity problem, a bivariate correlation of the entire independent variables have been conducted, using Pearson's correlation. The Pearson's correlation show no multicollinearity problem as values are not even close to 0.7. See appendix G

Also multicollinearity can be found or detected by looking at the variance inflation factor (VIF) and tolerance value. Hair et al., (2010) asserted that any VIF exceeding 10 and tolerance value lower than .10 indicate a problem of multicollinearity. Table 4.3 below show the VIF and the tolerance value of the independent variable

Table 4.4

VIF AND THE TOLERANCE VALUE OF THE IV'S

<u>Independent variable</u>	<u>Tolerance value</u>	<u>VIF</u>
SEA	.868	1.151
OEA	.896	1.116
UOE	.940	1.064
ROE	.891	1.123

Source: SPSS output (Survey, 2015)

The result in the table above shows the absence of multicollinearity among the independent variables due to the fact that the VIF values are less than 10 while the tolerance values are more than .10

4.7.4 Homoscedasticity

The basic assumption of homoscedasticity is that the variance of the dependent variable is approximately the same at different level of the independent variable (Hair et al., 2010), in other words, the error term in a regression model has a constant variance. Homoscedasticity is normally assessed by visual inspection of the scatter plot of the regression residual. Homoscedasticity appear to be indicated when the width of the band of the residuals is approximately the same at dissimilar level of the dependent variables and scatter plot shows a pattern of residuals normally disseminated around the mean (Berry & Feildman, 1985). Upon checking for homoscedasticity in SPSS (version 16) it was found that for all the independent variables the assumption was not violated. See appendix E

4.8 Test of Hypotheses

Regression analysis was employed to test the hypothesis in this study; it is intended to investigate the relationship between the independent variables including: Self emotion appraisal, other emotion appraisal, use of emotion and regulation of emotion and the dependent variable which is job satisfaction among lecturers of universities in Kano state. For the successful conduct of regression analysis an appropriate or considerable number of response were employed and also all the assumptions of linear regression were fulfilled.

To examine the relationship among the variables, the present study conducted a regression analysis. Four predictor variables including self emotion appraisal, other emotion appraisal, use of emotion and regulation were examined to see their contribution towards job satisfaction. Appendix H show that $R = .438$, $R^2 = .192$, adjusted $R^2 = .155$, F-change 5.223. the multiple correlation coefficient between the predictors and the criterion variable was .438; the predictors accounted for 19.2% of the variance in the job satisfaction. Cohen (1988) classified R^2 into three: 0.02 as weak; 0.13 as moderate; 0.26 as large. Based on this classification, the value of R^2 is moderate (Cohen, 1988). 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, but did not explain the relative contribution of each independent variable to the dependent variable (Green & Sakind, 2008). Furthermore, to confirm the hypothesis, the study used one tailed test to evaluate the relationship between the variables.

Researchers such as Lind, Marchal & Wathen, 2013; Kumar, Taib & Raniyah, 2013) suggested the use of t-value for the estimation of variables significant level. They argued that if the t-value exceeded 1.645, it indicates that there is a significant relationship hence the hypothesis would be accepted.

Based on this, among all the four predicting variables, use of emotion is the variable that best predicts the criterion variable with ($\beta=.275$, $t=2.786$, $P<0.007$). Based on the suggestion by Cohen (1988) this hypothesis will be accepted since it has t-value that exceeds 1.645. The next variable is regulation of emotion, which has the following values ($\beta=.245$, $t=2.412$, $P<0.18$). Based on Cohen (1988) this hypothesis was accepted, since it has t-value that exceeds 1.645. The remaining two hypotheses were rejected, namely other emotion appraisal ($\beta= -.117$, $t=1.160$, $P<.249$) and the last variable; self emotion appraisal ($\beta=.122$, $t=1.191$, $P<.237$). See appendix E

Table 4.5

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

From the table above, the result of regression analysis indicates that, two of the variables hypothesized to have direct relationships with the dependent variable have been tested and found to be statistically significant. Use of emotion and regulation of emotion were statistically proven to be related with job satisfaction while self emotion appraisal and other emotion appraisal were found not to be related to job satisfaction, thereby rejecting the hypotheses.

4.9 Discussion of Findings

The inferential hypothesis formulated where statistically tested on the effect of emotional intelligence on job satisfaction among lecturers of University in Kano State. SEA, OEA, UOE, ROE where hypothesized to be related with job satisfaction. The research questions raised were 1) Does self emotion appraisal (SEA) have any effect on job satisfaction of academic staff of the universities in Kano State? 2) Does other emotion appraisal have any impact on job satisfaction of academic staff of the universities in Kano State? 3) Does use of emotion have any effect on job satisfaction of lecturers of the universities in Kano State? 4) Does regulation of emotion have any effect on job satisfaction of academic staff in universities within Kano State?

The first research question of the study is whether there is significant relationship between self emotion appraisal and job satisfaction. The aim of the question is to see whether self emotion appraisal can be a good predictor toward job satisfaction of lecturers of universities in Kano State. This also represents the first research hypothesis that, there is significant relationship between self emotion appraisal and job satisfaction. Multiple linear regression was conducted to test this hypothesis; the result indicates that the four predicting variables were able to explain 19.2% of the model ($R^2 = .192$). The multiple linear regressions shows that among the four predicting variable, self emotion appraisal was found not to predict job satisfaction with the following values ($\beta = .122$, $t = 1.191$, $P < .237$). 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. The implication of this finding from the regression and Pearson coefficient correlation is that when universities give appropriate training to their lecturers on SEA to cope with the challenges that has to do with delivering their responsibly will not improve their 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 (Psilopanagiotti, Anagnostopoulos, Mourtou and Niakas, 2012).

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. This connotes that possessing the ability to understand what others feel does not improve the lecturers 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 were 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. This indicates that training lecturers on the ability to utilize their emotion to enhance performance will lead to improvement in job satisfaction of lecturers. 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 findings of this study agrees with work of Guleryuz, Guney, and Aydin (2008).

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. Therefore, the next chapter will present the summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter summarizes the findings of the study. Appropriate data collection process were followed for the data collection, an acceptable response rate was obtained for data analysis. Data cleaning were conducted regarding missing values and outliers. No missing values were detected from the responses, regarding outliers univariate (Z-score) outlier treatment was carried out in order to ensure good data. Five questionnaires were detected as outliers and removed.

Descriptive statistics was followed mainly to provide the profile of the respondents that cut-across lecturers. Basic information such as gender, age, designation, academic qualification and experience of the lecturers were discussed, which gave an insight into the lecturer's basic information. Assumptions of multiple regression analysis were conducted and it was found that none of the conditions was violated.

Construct reliability was conducted for the variable and were found to be a good Cronbach alpha. The reliability for the variable were; SEA, .711; OEA, .760; UOE, .645; ROE, .788 and job satisfaction .859

Pearson (r) bivariate correlation was performed and found that all the variables were significantly correlated. Multiple regression analysis of the construct was conducted; it was found that self emotion appraisal and other emotion appraisal were not significantly related to job satisfaction, whereas use of emotion appraisal and regulation of emotion were found to be significantly related to job satisfaction.

5.2 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. Impliedly, improving lecturer's ability to use their emotion for enhanced performance and ability to speedily recover from emotional distress help a long way in increasing lecturers job satisfaction, thereby curbing lecturer's outflow from academia (job quit).

5.3 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.

5.4 Suggestions for Future Research

Having discussed the revealed findings of this study, the following were suggested for future researchers:

This study employed the self-reporting method to collect the needed data (Questionnaire) on the effect of emotional intelligence on job satisfaction. This method is consistent with previous studies on emotional intelligence (e.g., Petride & Furnham, 2005; Schutte et al., 1998; Wong & Law, 2002). Although self report emotional intelligence is frequently used to examine emotional intelligence, it has some drawbacks. Self report emotional intelligence is likely to reflect perceive rather than actual performance level. Previous studies have shown that there is only small correlation between perceive estimate of ability and actual abilities (Davies, Stankov & Roberts, 1998; Paulhus, Lysy, & Yik, 1998). Base on this background, it is suggested that future researchers should consider using peer rating emotional intelligence test

The current study adopted cluster sampling technique using convenient random sampling technique. It is suggested that future researchers may consider secondary school teachers whose list from their Principal may not be hard to get

Although, the current study obtained few response rates, it is suggested that future researcher may consider conducting the same research using the sample of civil servant who may be easily accessed to fill the questionnaire in order to increase the response rate

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DEPARTMENT OF BUSINESS ADMINISTRATION, BAYERO UNIVERSITY KANO

Dear Respondent,

This questionnaire is designed purely for academic research purpose. It is meant to aid in data collection that can satisfy requirement for award of **M.Sc degree Management**. The questionnaire is designed to source data for testing the **effect of emotional intelligence on job satisfaction among the lecturers of Universities in Kano state**. Your responses will be strictly treated as confidential and, therefore, your identity is not required. Thank you in anticipation of your prompt cooperation and assistance.

Part 1: Emotional Intelligence

Please indicate in your opinion the extent to which you agree with each of the following attributes of emotional intelligence. Please circle the answer that applies to you as indicated in the scale below		Never	Rarely	Usually	Often	Always
		1	2	3	4	5
S/N	Statement	NEVER	RARELY	USUALLY	OFTEN	ALWAYS
SEA1	I have good sense of why I have certain feelings most of the time	1	2	3	4	5
SEA2	I have good understanding of my own emotion	1	2	3	4	5
SEA3	I really understand what I feel	1	2	3	4	5
SEA4	I always know whether or not I am happy	1	2	3	4	5
OEA1	I always know my friends emotion from their behavior	1	2	3	4	5
OEA2	I am good observer of others emotions	1	2	3	4	5
OEA3	I am sensitive to the feeling and emotion of others	1	2	3	4	5
OEA4	I have good understanding of the emotion of people around me	1	2	3	4	5
UOE1	I always set goals for myself and then try my best to achieve them	1	2	3	4	5
UOE2	I always tell myself that I am a competent person.	1	2	3	4	5
UOE3	I am motivated to do a task without needing pressure from others	1	2	3	4	5
UOE4	I would always encourage myself to try my best.	1	2	3	4	5
ROE1	I am able to control my temper and handle difficulties wisely.	1	2	3	4	5
ROE2	I am quite capable of controlling my own emotions	1	2	3	4	5
ROE3	I can always calm down quickly when I am angry.	1	2	3	4	5
ROE4	I have good control of my own emotions.	1	2	3	4	5

Part 2: Job Satisfaction

Please indicate in your opinion the extent to which you agree with each of the following attributes of job satisfaction. Please circle the answer that applies to you						
Never		Never	Rarely	Usually	Often	Always
1		1	2	3	4	5
S/N	Statement					
JS1	I receive recognition for a job well done	1	2	3	4	5
JS2	I feel close to the people at work	1	2	3	4	5
JS3	I feel good working at this organization	1	2	3	4	5
JS4	I feel secure about my job	1	2	3	4	5
JS5	I feel management is concerned about me	1	2	3	4	5
JS6	on the whole, I believe work is good for my physical health	1	2	3	4	5
JS7	My financial compensation is good	1	2	3	4	5
JS8	All my talents and skills are used at work	1	2	3	4	5
JS9	I get along with my supervisors	1	2	3	4	5
JS10	I feel good about my job	1	2	3	4	5

Part 3: Demographic Information

Information: Please read and tick as appropriate in the provided boxes your exact assessment of the following demographic information.

Q1- Gender

Male	Female

Q2- Age

21-30	31-40	40-50	51-60	60 and above

Q3- Work Experience

Less than one Year	1-5 Years	5-10 Years	10-15 Years	15 Years and above

Q4- EDUCATIONAL QUALIFICATION

First Degree	Masters Degree	Doctorate Degree	Others	

Q5-DESIGNATION

Professor	Associate Professor	Senior Lecturer	Lecturer I	Lecturer II	Assistant Lecturer	G.A

APPENDIX A

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

APPENDIX A1

Reliability (SEA)

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	100.0
	Excluded ^a	0	.0
	Total	98	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.711	4

Reliability (OEA)

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	100.0
	Excluded ^a	0	.0
	Total	98	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.760	4

Reliability

(UOE)

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	100.0
	Excluded ^a	0	.0
	Total	98	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.645	4

Reliability

(ROE)

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	100.0
	Excluded ^a	0	.0
	Total	98	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	4

Reliability

(JS)

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	100.0
	Excluded ^a	0	.0
	Total	98	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.859	10

Frequencies

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Correlations

[DataSet1] C:\Users\Dell\Documents\ANALYSIS.sav

Descriptive Statistics

	Mean	Std. Deviation	N
JSAT	3.6785	.68633	93
SEAP	4.1559	.60334	93
OEAP	3.5699	.68700	93
UOEN	4.3065	.53432	93
ROEN	3.9220	.69839	93

APPENDIX G

Correlations

		JSAT	SEAP	OEAP	UOEN	ROEN
JSAT	Pearson Correlation	1	.193 [*]	.000	.333 ^{**}	.312 ^{**}
	Sig. (1-tailed)		.032	.497	.001	.001
	N	93	93	93	93	93
SEAP	Pearson Correlation	.193 [*]	1	.291 ^{**}	.154	.253 ^{**}
	Sig. (1-tailed)	.032		.002	.071	.007
	N	93	93	93	93	93
OEAP	Pearson Correlation	.000	.291 ^{**}	1	.119	.197 [*]
	Sig. (1-tailed)	.497	.002		.129	.029
	N	93	93	93	93	93
UOEN	Pearson Correlation	.333 ^{**}	.154	.119	1	.216 [*]
	Sig. (1-tailed)	.001	.071	.129		.019
	N	93	93	93	93	93
ROEN	Pearson Correlation	.312 ^{**}	.253 ^{**}	.197 [*]	.216 [*]	1
	Sig. (1-tailed)	.001	.007	.029	.019	
	N	93	93	93	93	93

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

APPENDIX H

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. F Change	
1	.438 ^a	.192	.155	.63085	.192	5.223	4	88	.001	1.941

a. Predictors: (Constant), ROEN, OEAP, UOEN, SEAP

b. Dependent

Variable: JSAT

APPENDIX F

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics			
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF		
	1	(Constant)	1.051			.697		1.508	.135		
	SEAP	.139	.117	.122	1.191	.237	-.093	.372	.868	1.151	
	OEAP	-.117	.101	-.117	-1.160	.249	-.318	.084	.896	1.116	
	UOEN	.354	.127	.275	2.786	.007	.101	.606	.940	1.064	
	ROEN	.241	.100	.245	2.412	.018	.042	.439	.891	1.123	

a. Dependent Variable: JSAT

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.315	4	2.079	5.223	.001 ^a
	Residual	35.022	88	.398		
	Total	43.337	92			

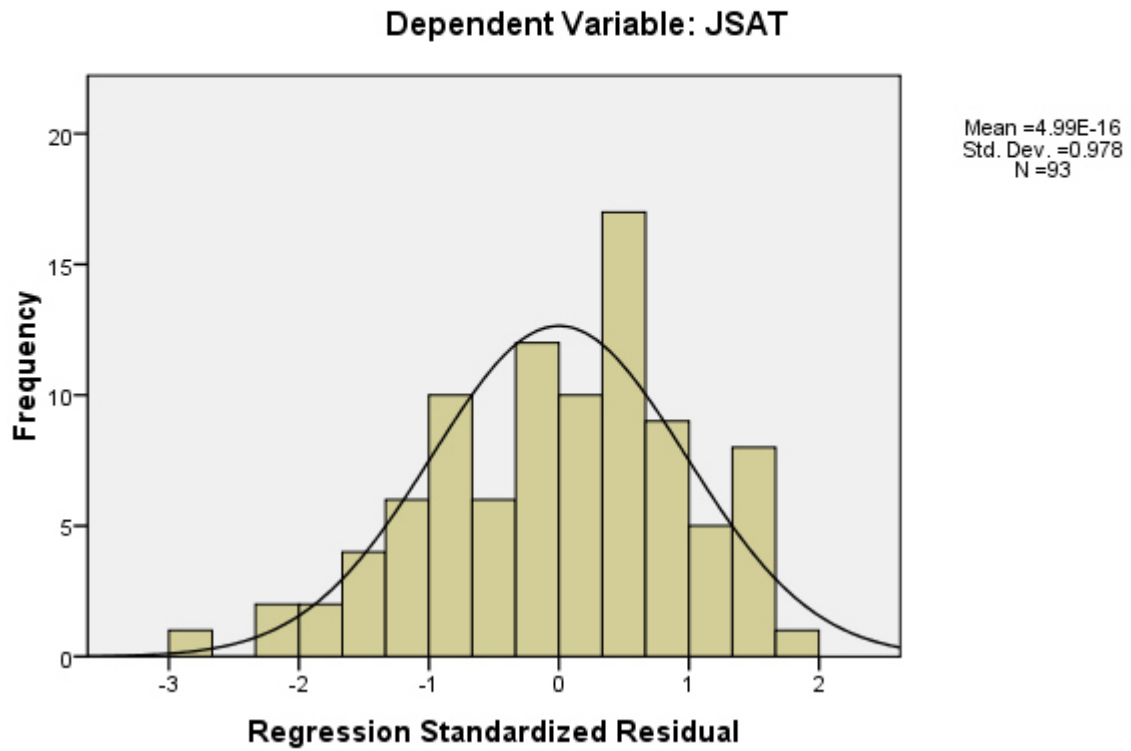
a. Predictors: (Constant), ROEN, OEAP, UOEN, SEAP

b. Dependent Variable: JSAT

APPENDIX B

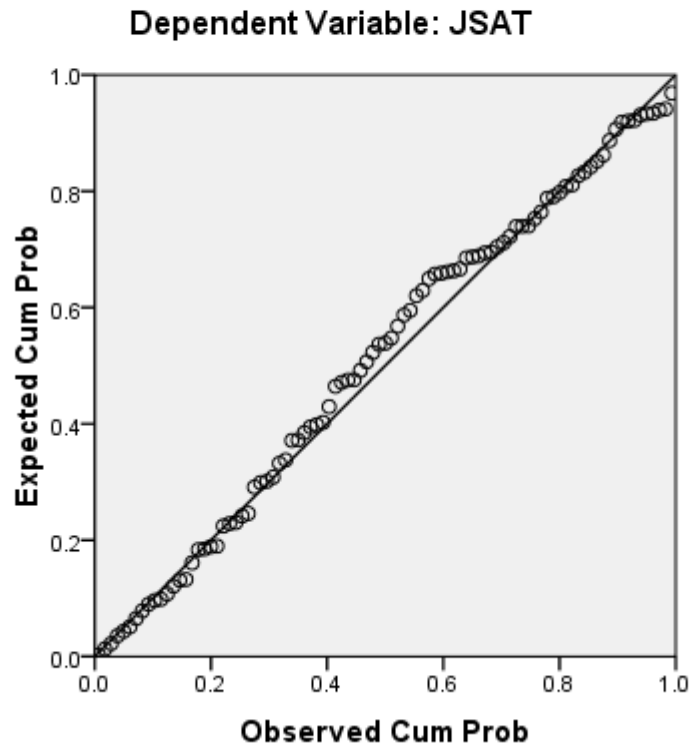
Charts

Histogram



APPENDIX C

Normal P-P Plot of Regression Standardized Residual



APPENDIX E

Scatterplot

