

INVESTIGATING THE RELATIONSHIP BETWEEN SELF-EFFICACY AND EMOTIONAL INTELLIGENCE WITH JOB SATISFACTION AMONG NURSING INSTRUCTORS AT PUBLIC AND AZAD UNIVERSITIES OF ARDABIL CITY

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ABSTRACT

Background and objectives: The most significant purpose of an organization is to reach the highest level of productivity or so-called optimal productivity. To this end, skilled as well as efficient human force is the most prominent means to meet the organizational objectives, for human force has a crucial role in decreasing or increasing the organization productivity. The present study aims at evaluating the relationship between self-efficacy and emotional intelligence, and job satisfaction in nursing instructors at public and Azad universities of city of Ardabil.

Methods: This study is descriptive-correlational, from the perspective of research type. The statistical population of the study includes all nursing instructors at public and Azad universities of city of Ardabil (n=72), selected by systematic sampling method. Minnesota Satisfaction Questionnaire (MSQ), Bradbury-Greaves's Emotional Intelligence Questionnaire, and General Self-Efficacy Scale (GSES) of Sherer were used to collect data. Data was analyzed by Pearson correlation coefficient and multiple regressions by using SPSS/20 software.

Findings: The results obtained from the analysis reveal that there is a significantly positive relation between the emotional intelligence and job satisfaction, and between the self-efficacy and the latter in nursing educators of both groups, i.e. public and Azad universities. Subsequently, the results of multiple regression analysis indicated that emotional intelligence and self-efficacy can significantly predict job satisfaction.

Conclusions: The results concluded from the study confirm the relationship between emotional intelligence and job satisfaction as well as self-efficacy and job satisfaction in nursing instructors at public and Azad universities of city of Ardabil.

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Introduction

Job satisfaction was brought into attention since 1920, and its formal study was commenced by Hawthorne in early 1930s. Since 1930s, job satisfaction was began to be widely studied and reviewed. Indeed, job satisfaction has turned into a matter of

great importance due to the fact that the primary proponents of human relations approach persuaded experts and managers that a satisfied worker will be a productive worker as well. The traditional attempt to present a definition of job satisfaction was made by Hapak in 1935. As he suggests, job satisfaction is a complex and multidimensional concept closely related to psychological, social and physical factors. The following studies were done by Elton Mayo at the same years [1]. Job satisfaction has been widely studied in various disciplines including nursing, business, psychology, and sociology. Study on job satisfaction has a long history. The first seminal work on job satisfaction of nurses was carried out by Nahm in 1940. The following studies done on others fields in 1970s were mainly dedicated to theoretical, psychological and managerial facets. These studies were mainly based on theories put forth by Herzberg, Maslow, and Verrum. Afterwards, at late 1970s and early 1980s, nurses commenced to propose prominent theories on the predictive factors of job satisfaction. Since Herzberg, the concept of job satisfaction has been considerably challenged and revised [2]. Job satisfaction is a series of emotions and beliefs people have about their current jobs. Job satisfaction simply means feeling of satisfaction and pleased an individual has about his/her work, which may subsequently lead to a job dependency. Job satisfaction is considered to be an internal factor and a sort of emotional compatibility with the job and working condition by Fisher and Hanna, that is to say, if the given job provides the desired pleasure for the respective person, the latter may satisfy with his/her job. On the contrary, if the given job fails to provide the desired satisfaction as well as pleasure to the person, the latter may be dissatisfied with his/her job and may decide to leave it. Some believe that job satisfaction is associated with internal factors. In other words, for these people, job satisfaction is primarily justified from the perspective of psychological and personal characteristics [3]. During recent decades, nurses' job satisfaction has received great attention on behalf of nursing researchers. Job satisfaction is a highly crucial part of nurse's life, which could affect the safety of patients, the spirits of staff, performance and productivity, quality, early retirement, displacement and commitment to the organization, and mostly the patient's satisfaction. In the hospitals where its employed nurses are highly satisfied with their job, nursing care have also a more favorable quality and the satisfaction of patients may be well met [4]. Emotional intelligence is assumed to be a significant factor appeared to overshadow the job performance of employees, whether male or female. Nowadays, emotional intelligence is used in organizations and human force development to emphasize on importance skills seemed to be required in workplace irrespective of the job-related specialized capabilities. Emotional intelligence was first put forth by Mayer from Yale University. Emotional intelligence emphasized on controlling the emotions and excitements of oneself and others, accepting different perspectives of others, and controlling the social relations and actions. Goleman, in particular, put forth the emotional intelligence term in public communities. In 2004, emotional intelligence areas were revised by Goleman. As he argued, emotional intelligence categories could be explained in four categories of self-awareness, self-management, social awareness, and relation management [5]. However, Goleman was not the first person who published materials in terms of emotional intelligence, he merely summed up the opinions of his preceding scholars and expressed them in a comprehensible word for the public. The studies performed by Goleman attracted a plethora of scientists towards emotional intelligence. To date, numerous researches have been done in this regard and valuable results have been provided. As it is argued by Goleman, emotional intelligence is one of the capabilities highly related to the success in life. Emotional intelligence includes the ability to monitor emotions and affections, whether of oneself or others, to make distinction between the two latter, and to use these assumptions to guide the individuals thought and action [6]. As it is stated, emotional intelligence is a 'thing' embedded in man, which is partly impalpable. Emotional intelligence may determine the way of managing our behavior, the way of dealing with social problems, and the way of making decision to achieve the positive outcomes [7]. Emotional intelligence has a particular importance in the success of individuals in healthcare organizations, and may help people to make a better decision at hard times, to avoid time wasting resulted from emotions interaction, and to calm oneself; accordingly it may pave the way for internal insight and creative ideas [8]. Emotional intelligence is closely related to recognition of oneself and others, relation with others, compatibility to the surrounding environment, all required for meeting social desires. Emotional intelligence is considered to be a tactical ability in personal performance. As possessing long-term and strategic compatibility, emotional intelligence may allow the success prediction, for it may show how knowledge is immediately used by man in different conditions. Put it another way, emotional intelligence may point to the personal differences in perceiving, processing, arranging and using emotional information [7].

Self-efficacy is another factor affecting job satisfaction. Self-efficacy structure defined as the perceived capability of man compliance with specific situations was entered into psychology literature by Albert Bandura, a Canadian psychologist, in 1977. Self-efficacy concept was derived from its social cognition theory as one of the most influencing theories in understanding the behavior of man and the stimulating factors of such behaviors. Social cognitive theory (SCT) is based on tripartite model including behavior, environment, and person. The aforementioned model emphasizes on the mutual connection of behavior, environmental effects, personal factors (cognitive, emotional, and biological factors), referring to the perception of man for describing the psychological functions. According to this theory, the behavior of man is constantly affected by the recognition of man of the environment and others. Self-efficacy presented by Bandura, rose to prominence by his studies after 1990 [9]. According to Bandura, the level of incentive, emotional condition and performances of people forms by his beliefs rather than the reality. Self-efficacy structure may be related to beliefs of the individuals about their capabilities to control, to their level of performance, and to the events overshadowing their life. Highly efficient individual may envision the success scenario providing positive guidelines for the performance, in their mind. While, people consider themselves as inefficient tend to envision a failure scenario belittling their performances. Highly efficient individuals may tend to attribute their failure

to the lack of effort, while individuals consider themselves as inefficient may attribute their failure to the lack of ability [10]. Self-efficacy is assumed to be a valuable means for nurses working in healthcare centers. The evaluation of patients' self-efficacy and its promotion could lead to the increased motivation of patients in caring themselves. Moreover, self-efficacy promotion may increase life expectancy and moderate the health behaviors. Patients' self-efficacy about their capabilities for performing their activities is considered to be a significant predictive factor for predicting the patient's behaviors [11]. Regarding the remarks outlined above, attention to and research on emotional intelligence and self-efficacy and their impact on job satisfaction in organizations appear to be essential. Therefore, the present study aims at investigating the relationship between self-efficacy and emotional intelligence and job satisfaction in nursing instructors at public and Azad universities of city of Ardabil.

Methods

The present study is descriptive-correlational, from the perspective of research type. The statistical population of the study includes all nursing instructors at public and Azad universities of city of Ardabil. Accordingly, 72 instructors including 40 instructors from Public University and 32 individuals from Azad University were selected by systematic sampling method and completed the questionnaire as well. The data collection tools are presented as follows:

Bradbury – Greaves’s Emotional Intelligence Questionnaire: this questionnaire constituting 28 questions was developed by Bradbury and Greaves in 2004. This questionnaire measures the parameters of general emotional intelligence including self-awareness, self-management, social awareness, and relation management. Scoring method follows the 6-degree Likert scale ranging from 1-6 dedicated respectively to never, rarely, sometimes, usually, approximately always, and always [12]. The validity of this scale computed by the correlation coefficient method through the Bar-On model of emotional-social intelligence (ESI), was reported as $p < 0.01$ $r = 0.67$ by Mirhashemi and Ganji. The reliability of Bradbury – Graves test was reported as 0.89 in studies according to Cronbach's alpha coefficient [13].

Sherer self-efficacy questionnaire (SES): General Self-Efficacy Scale was presented by Sherer, Maddux, Mercadante, Prentice-Dunn, Jacobs, & Rogers (1982). The original version of this scale is a 36-question test. According to the analyses done, its developers have kept 17 questions affected by general social factors regulated based on Likert scale ranging from 'completely disagree' to 'completely agree'. Scoring of this scale ranges from 1-5 [14]. Construct validity was used to evaluate the validity of the questionnaire [15]. In their study entitled "studying the psychometric characteristics of self-efficacy scale", Asghar Nejhad reported the reliability of selected questionnaire as 0.83. Moreover, reliability coefficient obtained by Cronbach's alpha method in the present study equals 0.86 [16].

Minnesota Satisfaction Questionnaire (MSQ): this questionnaire constitutes 19 questions and 6 subscales, namely, payment system (3 questions), type of job (4 questions), progress opportunities (3 questions), organizational atmosphere (2 questions), leadership style (4 questions), and physical condition (3 questions). The respective questionnaire is used for evaluating job satisfaction. Questionnaire scoring system is based on Likert scale, so that 1, 2, 3, 4, and 5 scores are considered for respectively 'completely disagree', 'disagree', 'no idea', 'agree', and 'completely agree' [17]. MSQ was given to ten members of Faculty with expertise in this field to verify the validity of the questionnaire, and then the comments made by the aforementioned experts were applied on the questionnaires. The reliability of MSQ was obtained by test-retest on 10 research units and correlation coefficient of 0,78[4].

Data was analyzed by SPSS/20 software, and the relation between variables was evaluated by Pearson correlation. In the case there was a relation between variables, multivariate regression analysis was used to investigate the predictive power of emotional intelligence and self-efficacy on job satisfaction.

Findings

The results presented in table 1 indicate the descriptive statistics (mean and standard deviation) of the studied groups in the research variables. The mean of the variable prognosticates the presence of self-efficacy in the nursing instructors of public university (36.27) and Azad University (36.93). The mean of the variable also prognosticates the presence of emotional intelligence in the nursing instructors of public university (128.02) and Azad University (129.46) and also the mean of job satisfaction in nursing instructors of public university (54.85) and Azad University (61.65).

Table 1: Mean and SD of the research variables in two groups of Public and Azad universities

Group	Variable	SD	Mean
Public University instructors	Self-efficacy	3.10	36.27
	Emotional intelligence	14.62	128.02
	job satisfaction	8.56	54.85
Azad University instructors	Self-efficacy	5.64	36.93
	Emotional intelligence	12.65	129.46
	job satisfaction	8.20	61.65

The results presented in table 2 may prove the relation between predictive variables, i.e. emotional intelligence and self-efficacy, and criterion variable, i.e. job satisfaction. These results may reveal that there is a significantly positive relation between job satisfaction, and emotional intelligence ($p=0.001$, $r=0.52$) and self-efficacy ($p=0.001$, $r=0.50$) in nursing instructors at public universities. Similarly, there is a significantly positive relation between job satisfaction, and emotional intelligence ($p=0.000$, $r=0.61$) and self-efficacy ($p=0.001$, $r=0.54$) in nursing instructors at Azad University.

Table 2: Correlation between emotional intelligence and self-efficacy, and job satisfaction

Group	Variable	Self-efficacy	Emotional intelligence	Properties
Public University instructors	Job satisfaction	**0.50	**0.524	Pearson coefficient
		0.001	0.001	P-value
Azad University instructors	Job satisfaction	**0.54	**0.612	Pearson coefficient
		0.001	0.000	P-value

The results presented in table 3 indicate that emotional intelligence may significantly predict 27% and 37% of job satisfaction changes in nursing educators at, respectively, public university and Azad University. Moreover, the results show that self-efficacy may significantly predict 25% and 29% of job satisfaction changes in nursing educators at, respectively, public university and Azad University. Therefore, it can be concluded that, job satisfaction may be predicted by emotional intelligence and self-efficacy in both groups of academic instructors.

Table 3: The results of regression to predict job satisfaction based on emotional intelligence and self-efficacy

Group	Predictive variable	Sig	F	R ²	R
Public University instructors	Emotional intelligence	0.001	14.36	0.274	0.524
Azad University instructors		0.000	17.93	0.374	0.612
Public University instructors	Self-efficacy	0.001	12.63	0.25	0.50
Azad University instructors		0.001	12.80	0.29	0.54

Discussion and conclusions

The present study aims at investigating the relationship between self-efficacy and emotional intelligence and job satisfaction in nursing instructors at public and Azad universities of city of Ardabil. According to the results obtained from the analysis of Pearson correlation coefficient, there is a significant and positive relation between the job satisfaction and emotional intelligence in both under-scrutiny groups. Furthermore, the results of regression analysis indicated that emotional intelligence may significantly predict the job satisfaction. In their study, Barnabas et al. showed that the mean of emotional intelligence and that of job satisfaction in hospital personnel is, respectively, 122.65 and 73.71, and there is a significantly positive relation between job satisfaction and emotional intelligence ($p<0.01$ $r=0.67$) [18]. Rezaie et al. suggested that there is a significant relation between emotional intelligence and job satisfaction ($p=0.006$, $r=0.24$) [19]. In a study aimed to examine the impact of emotional intelligence and its aspects on job satisfaction and organizational commitment of nurses, Guleryaz, Guney, Miski and Arsan concluded that there is a relation between emotional intelligence, and job satisfaction and organizational commitment. Ozturk and Deniz also confirmed the relation between emotional intelligence and job satisfaction [20]. The results presented by the above-mentioned studies are consistent with the findings resulted from the present research. However, in a study carried out by Sadat Ghoreishi et al., the results were representative of the fact that there is no significant relation between emotional intelligence and job satisfaction ($p>0.05$), hence this findings fail to be in concordance with the findings in the present study (21). It should be mentioned that emotional intelligence is an integral factor for job satisfaction, that is to say the higher the emotional intelligence, the more the job satisfaction. Providing required training to employees to promote their emotional intelligence may affect the level of their job satisfaction and job self-concept as well [1]. Nurses with high emotional intelligence may have higher level of job satisfaction; people with higher emotional intelligence may be more competent in managing their affections and adapting themselves to the environmental condition. Nowadays, the main part of man's life is spent on his workplace; hence having more power of compatibility may help him to control the job stress. Higher

sense of emotional intelligence may affect the job satisfaction and organizational development by providing a pleasant and favorable working environment [19].

The results of the study indicated that there is a significantly positive relation between the self-efficacy and job satisfaction in nursing instructors at public and Azad universities of city of Ardabil; moreover, self-efficacy may significantly predict job satisfaction of nursing educators.

In a study done by Zeraati et al., correlation coefficient of $p=0.01$ $r=0.262$ was reported for the relation between job self-efficacy of Faculty members and their job satisfaction. Consequently, there was a significantly positive relation between these two, and increased sense of self-efficacy may be explained by 6% increase in job satisfaction [22]. In investigating the relation between self-efficacy and job satisfaction of nurses, Chang & Edward reported that self-efficacy have a directly positive impact on job satisfaction through affecting emotional compatibility. $p=0.01$ $r=0.17$, and $p=0.001$ $r=-0.42$ were obtained for respectively, direct impact and indirect impact, that is to say there is a directly significant as well as positive relation between self-efficacy and job satisfaction of nurses. It can be concluded that a high sense of self-efficacy may lead individuals to actively participate in reforming themselves, their organization and their society as well, in other words, high sense of self-efficacy may lead an individual to be more active in facing with demanding and stressful working condition and make attempt to find a solution for these condition. The aforementioned reaction may have a considerable impact on the final outcome of the work and may finally lead to increased job satisfaction [23]. It can be suggested that, people with high sense of self-efficacy may consider themselves able to cope with difficult tasks, for such a condition is looked by them as a challenge in the way of success rather than a threat required to be avoided. Self-efficacy is regarded as an integral prerequisite of a behavior and an independent part of basic skills (16).

Regarding the results obtained in this study and considering the important role of job satisfaction in this group, respected academic authorities are required to implement codified programs for continuous evaluation of the state of job satisfaction and its influencing factors in academic instructors. Generally, it can be argued that emotional intelligence and self-efficacy have a positive and considerable role in job satisfaction, hence taking into account the role of these variables in the working progress of instructors is a matter of great necessity.

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