Emotional Intelligence and Job Satisfaction: An Exploratory Study of University Administrators in Oyo State, Nigeria

IYANDA, Ibukun Bernice & *OJELADE Mathew Ojeleke

Kola Daisi University, Ibadan, Oyo state, Nigeria.

***Correspondence Author**

ABSTRACT

This study sought to establish the extent of relationship that exists between emotional intelligence and job satisfaction among university administrators in Oyo state, Nigeria. The population of the study comprises of every university administrators in Oyo State, while the target population was administrators in Ajayi Crowther University, Ladoke Akintola University of Technology, University of Ibadan and Lead City University. Purposive and simple random sampling methods were used to select four universities and 400 administrators for the study. Descriptive statistical analysis of percentage (%) and inferential statistical analysis of Pearson Product Moment Correlation was used for the raw data analysis. The stated null hypothesis was also tested at 0.05 level of significance. Results derived from the study showed that the level of job satisfaction of university administrators in Oyo State, Nigeria was high; the level of emotional intelligence of university administrators in Oyo State, Nigeria was also high; and there was a positive significant relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria (r=0.51; p<0.05). It is recommended, among other things, that emotional intelligence trial be planned and made to be a component part of employment process of university staff and that emotional intelligence improvement plans could be engaged as a saving approach to ascertain higher job satisfaction.

Key words: Emotional intelligence, Job satisfaction, University administrators, Work environment

INTRODUCTION

Background to the Study

In today's dynamic work environment, emotional intelligence (EI) has emerged as a crucial factor influencing job satisfaction, particularly in administrative roles that require high interpersonal interactions. Emotional intelligence is defined as the ability to recognize, understand, and manage emotions in oneself and others (Goleman, 1995). It plays a vital role in shaping workplace relationships, decision-making, and overall employee well-being. University administrators, responsible for ensuring the smooth operation of academic institutions, often encounter complex challenges, including managing staff, addressing student concerns, and maintaining institutional policies. These responsibilities require not only technical expertise but also a high degree of emotional intelligence to navigate workplace stress, foster collaboration, and maintain a positive work environment (Bar-On, 2006). Job satisfaction is another critical determinant of employee performance, motivation, and retention. It reflects an individual's overall attitude towards their job, influenced by factors such as work conditions, compensation, career growth opportunities, and interpersonal relationships (Spector, 1997). Research suggests that employees with high emotional intelligence tend to experience greater job satisfaction due to their ability to manage stress, communicate effectively, and resolve conflicts efficiently (Mayer & Salovey, 1997; Wong & Law, 2002). Organizations that emphasize emotional intelligence in their leadership and workplace culture often report higher levels of employee engagement and job satisfaction (Carmeli, 2003). Despite the growing recognition of emotional intelligence in organizational settings, limited research has been conducted on its impact on university administrators, particularly in Nigeria. Given the unique socio-cultural and institutional challenges faced by Nigerian universities—such as limited resources,

bureaucratic inefficiencies, and high job demands—understanding the relationship between EI and job satisfaction among university administrators is essential for improving workplace effectiveness and employee well-being (Ogunyemi, 2014).

The psychological term emotional intelligence (EI) refers to the ability to recognize and regulate one's emotions and use this information to inform one's thinking and behavior when engaging with others in the workplace and in society at large. According to Salovey (2002), emotional intelligence is specifically defined as the ability to comprehend emotions, gain access to information, modify emotions in a reflective manner, and stimulate intellectual growth. Knowing people, relating to them, adjusting to and managing the current environment, and being more successful in meeting environmental demands are all aspects of emotional intelligence. According to George (2000), an emotionally intelligent person is able to read people's emotions and control their moods in social situations. This is in line with Robbins' (2009) assertion that an individual may influence a colleague's sense of effectiveness, competence, disposition, and pleasure far more easily once he is aware of the emotional level of the individual. In order to determine the level of job satisfaction and employee capability within the company, emotional intelligence skills are essential (Masrek, 2012). Emotional intelligence is a multi-measurement form that includes domains for self-focus, self-law, self-motivation, empathy, and social skills (Goleman, Boyatzis, & McKee, 2002). Self-regulation explains how to control emotions and feelings in a positive way, identifying the cause of these feelings and finding ways to control emotional distress, anger, and excitement; self-awareness is concerned with knowing oneself, the ability to examine oneself, and the ability to recognize feelings as they are; Self-motivation provides the ability to guide and manage emotions and feelings toward objectives and the emotional self, to postpone desires and to impede efforts; empathy discusses being sensitive to the feelings of others and tolerating their opinions; social skill describes the capacity to control others' emotions and effectively communicate with them; and self-motivation describes the capacity to value and respect the differences between oneself and others regarding objects and tasks. The Five branches of emotional intelligence are conveyed in four components of emotional intelligence that are separated into separate private contents which consist self concentration of attention, self coordination with two social contents which consist of social consciousness and relationship control (Goleman, 2009).

A competent administrator provides a sense of direction toward achieving individual and collective goals, allocates and utilizes limited resources for the satisfaction of the basic needs of the citizens, and effectively manages human and material resources to achieve goals (Robbings, 2009). Emotional intelligence allows administrators to control their own emotions as well as those of their subordinates. This helps them maintain proper performance and improves their capacity to handle psychological and physiological stress while working, which would have been difficult for someone with a low emotional intelligence level. A key determinant of social interaction success, which ultimately leads to job satisfaction and even success in life, is emotional intelligence (Gearge, 2000).

Researches have been conducted on the relationship between emotional intelligence and job satisfaction. Seyed and Zahra (2015), for example, examined the relationship between emotional intelligence and Iranian Language Institute instructors' job satisfaction. Likewise, Arun (2016) examined the emotional intelligence degree, job satisfaction in primary school tutors in the Nigeria society. Based on available literatures, the researchers were only able to access very few studies on the significant relationship between emotional intelligence and job satisfaction of university administrators, and the few existing studies reported conflicting findings. As such, there is the need for another empirical study to validate the existing results. It is on this basis that the researchers were motivated to embark on this study in order to fill the observed research gap by investigating relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria.

Objectives of the Study

The major objective of this study was to find out the relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria. Specifically, the study investigated the:

1. the level of job satisfaction among administrators of Universities in Oyo State, Nigeria;

2. the level of emotional intelligence of university administrators in Oyo State, Nigeria;

3. the relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria;

Research Questions

The under listed research questions were asked and determined in the course of the study.

1. What is the level of job satisfaction of university administrators in Oyo State, Nigeria?

2. What is the level of emotional intelligence of university administrators in Oyo State, Nigeria?

3. What is the relationship between emotional intelligence and Job satisfaction of university administrators in Oyo State, Nigeria?

Research Hypotheses

The undermentioned null hypotheses were tested to piolt this study.

Ho1: The level of job satisfaction among university administrators in Oyo state was low within the period covered in this study.

Ho2: The level of emotional intelligence among university administrators in Oyo state was low within the period covered in this study.

Ho3: There is no significant relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria within the period covered in this study.

Scope of the Study

The study was conducted to investigate the relationship between emotional intelligence and job satisfaction of university administrators in Oyo State. The study encompassed every university administrator in Oyo State. The target population was administrators at the University of Ibadan, Ajayi Crowther University, Ladoke Akintola University of Technology, and Lead City University. Thus, 400 administrators were randomly selected from the four universities. The study was between October, 2020 and March, 2021.

LITERATURE REVIEW

Concept of Emotional Intelligence

Emotion was conceptualized by Reisenzein (2000) as various bodily feelings associated with mood, temperament disposition, motivation and also with hormones such as dopamine, or adrenaline and serotonin. Emotions are feeling states with psychological, cognitive and behavioural components with the power closely related to stimulation of the sensory and control apparatus with diverse states and forces of stimulation associating, obviously to a specific feeling. It is in furtherance this that Matz (2006) supposed that emotion is frequently the impulse behind action toward a desired goal, positive or negative. The word emotion might seem to be about feeling and not about thinking; cognition is a crucial facet of emotion importantly the mental representation of events. According to Davidson (2000), emotions can either be programmed (genetic) or learned and they can be manifested in various ways such as by facial expressions, tone of voice and actions that reflect the emotions. Emotion according to Watson (2001) is an integrated, distinct, psycho-physiological response system. It is an organized, structured reaction to an event that is relevant to goals, needs or survival. Conversely, Weiss (2003) stated that emotion is not a single thing, but must be considered as a response or responses produced by unified physiological, subjective and behavioural components. Weiss further refers to Frijda's (2000) summary of the components of emotions as experiential effects of the subjective appreciation of affect, the person-situation-object connected with experiential element, the psychological changes within the person and the actual tendencies emanating from the person. Emotions can further be explained as operating on two levels namely intrapersonal states and interpersonal states. The interpersonal is concerned with the

relationship between a subject and an object and the intrapersonal is considered as operating around feelings, being in a state of arousal or experiencing certain motor patterns. It was based on the classification that Frijda (2002) defined emotion units at higher levels as complexes made up of basic processes such as feelings of pleasure or pain, individual facial expression components, particular appraisals, particular action plans and activation states. Emotional intelligence, in the opinion of Low and Nelson (2002), is a five-fold construct with self-regulation, self-awareness, self-motivation, empathy and social skill folds. This conceptualization was later reviewed to four dimensions; namely, self - awareness, self -management, social awareness and relationship management.

Self - Awareness: This recognizes the importance of one's own feelings and how it affects one's own strengths and weakness (Shalzad, Sarmand, Abbas & Khan, 2011). Accurate self- awareness is the hallmark of superior performance. Individuals with accurate self - awareness know their abilities or capabilities which basically made up of self - confidence, self - assessment and can individually handle their emotion properly. Self - awareness assist workers to seek for feedback and learn from their past mistakes and identify where they need to work on when they work with others in teams who have an edge over them (Shalzad et al, 2011). The positive impact of the self-confidence competence on performance has been shown in a variety of studies. Among supervisors, mangers, and executives, a high degree of self-confidence distinguishes the best from the average performers among 112 entry-level accountants, those with the highest sense of self-efficacy, a form of self-confidence were rated by their supervisors ten months later as having supervisor job performance (Goleman, 2000). The height of self-determination was noted as a solid predictor of productivity than the level previous training (Golaman, 2000).

Self - Management: This is the process of managing one's own beliefs, impulse, resources and disciplines. Rahim, Psenicka, Polychronious and Zhao (2002) opined that it is a continuous act which directly affect the performance of individuals in the organization while facing emotional exhaustion, an employee with a strong sense of control and manage frustration and stress at work place which allow others to know one's beliefs and principles (Shalzad, et al, 2011). Trustworthy workers are sincere about their weaknesses.

Social Awareness: this means that an individual knows what is socially and morally accepted from her in the organization such as the university community and what response should be given when situations arise (Shahzad, et al, 2011). Social aware individual ought to possess the capability to understand common intentions of society and the political differences that subsist in cluster connection and cooperation that makes the employee to exerts some influences on other people irrespective of the individual professional affiliation. Social awareness is linked to social empathy. The empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression. This sensitivity to others is crucial for superior job performance whenever the focus is on interactions with people. Physicians who are better at recognizing emotions in patients are more successful than their less sensitive colleagues at treating them (Goleman, 2000). Skill in empathy correlates with effective sales, as was found in a study among large and small retailers. In an increasing diverse workforce, the empathy competence allows us to read people accurately and avoid resorting to the stereotyping than can lead to performance deficits by creating anxiety in the stereotyped individuals.

Relationship Management: This transfers set of skills which include essential social skills, analyzing and influencing others and inducing desirable responses from others. Good relationship management helps in molding others which are the hallmark of managing supervisors and subordinates in an organization (Spencer & Spencer, 2011). The concept of Emotional Intelligence (measured as EQ) vs. Intellectual Intelligence (IQ) is based on brain research that shows these skills to be different from technical and cognitive abilities since they involve a different part of the brain (Chermiss, 2000). The limbic system is the part of the brain that deals with emotion, motivation and emotional associations with memory vs. the neocortex, often called 'the thinking brain'. Within the limbic system resides the amygdala that continually scrutinizes every sensory experience and is responsible for processing memory and emotional reactions, specifically fear and pleasure.

The emotional brain processes information milliseconds earlier than the rational brain, often causing an innate physiological response under stress or when feeling threatened. The same survival instinct used to avoid serious threat often causes less desirable and destructive reactions and behaviors when a learned or perceived threat is detected. The inability to overrule these protective reactions has been coined an 'amygdala hijacking'.

In this state, the amygdala immediately overrides the neocortex (as it processes and decides if the innate reaction is appropriate). Only through self-awareness and self-regulation can one suppress emotional memory (a perceived threat lodged in the limbic center) and supersede any immediate reaction until a rational response is developed.

University Administration and Administrators

The basic work of any professional administrator is to help the lecturers to be capable to perform with little or no distractions. The lecturers should be capable to teach efficiently, conduct research while generating new ideas without resting, until breakthrough is achieved in different areas and specialization. They need a good atmosphere to do the job. They need the best organization and the best administrators to assist, to guide and to advice them (Altbach, 2003). Lecturers should be well supervised when it comes to office communication and facility management, conduct of meetings and application of rules and procedures, documentation of records and control systems as well as engagement with other stakeholders. It is a win-win situation in which we provide services to make the academic institution to function and for the lecturers to be capable to discharge their roles, while the input and output of the academia brings us and the society, a maximum benefit in terms of growth and change in knowledge and research through community service (Altbach, 2003).

Academia is often helpless and distracted, when they do not have a competent, experienced or dependable administrator to manage their processes and functions beyond teaching in the classroom and conducting research in the laboratories. This is why the inability of the academics to access sound, qualitative and well responsive administrators has led many of them away from the fields into combining academics with administration, thereby reducing or compromising their potentials and capacity to produce at the appropriate space. As long as the ivory towers will need professionals to document their decisions, carry out the implementation of specific regulations, guide and take custody of specific institutional issues and responsibilities, implement policies and programmes, service meetings and represent the university in activities of less academic nature, the job of administrators and other support staff cannot be set aside or totally eliminated. University administrators are surrounding with paramount issues of competence and status. Such issues include.

The Level of Education of Administrators (Credentials and Expertise): Anyone that must be employed as an administrator must possess minimum academic qualifications and meet all specific entry requirements. Indeed, he or she must be a teacher, an expert, a writer, a bridge builder, a motivator or a detailed and uncompromising person (Babatola, 2017). The minimum educational qualification to enable an entrant operate effectively within the university environment should not be compromised at certain levels if the best result is desired. Every Administrator should have the potentials or skills or be able to develop it as quickly as possible at work while relating effectively with different categories of staff that are encountered.

Skills Acquisition and Training (Training and Self-Development): In similar vein, any of the entrants into the university system as a professional administrator ought to have received specialized trainings or be subjected to constant training and re-training at work in order to be compliant with the levels of growth and administrative techniques required to comprehend and coordinate the courses of development and policy environment in the University system (Babatola, 2017).

Work Input and Performance Output (Quality of Work and Exposure): The best way a professional administrator in the University can be truly respected by the quality of his work and performance output as a specialist is to develop his or her knowledge in every specific area of the work of a University Administrator (Eaton, 2003). A professional administrator should also be prepared to have a niche by developing interest in core areas of university administration by getting acquainted with rules and regulations and the guidelines and procedures or models that stimulates the idea of his work and profession and the steps to be taken in each area of work given to him or her. The quality of an administrators' work should be respected by her academic colleagues by been vast and ready to respond to issues with well researched knowledge and high sense of diplomatic engagements.

Work Specialization (Professionalism): A good look at the specialization of work in most western institutions

have shown that professional administrators are gradually restricted to specific work areas so that each can grow and perform better within its field of expertise.

Work Standards (Quality Assurance and Competence): The University is the home of teaching-learning, research and community service within the concept of Nigerian Universities. At the global level of competitiveness, the University is the research incubator and intellectual home of the brilliant in the area of research and idea generators (Beerkens, 2004). Administrators will come across a wide range of eggheads whose life is purely devoted to academics as teachers and scholars, researchers, inventors, producers, manufacturers, copywriters, developers, designers etc. Administrators often find themselves in challenging situations where they are sometimes forced, coerced, threatened, compromised, cajoled or disorganized, with the aim to bend the rules or to do an uncomplimentary favour either for a weak, insensitive or uncaring or selfish boss or a greedy, unqualified, politicized or incompetent client or member of the community (Babatola, 2017).

Social Obligations (Commitment and partnership): Any administrator who is not socially concerned and socially connected is far away from the world of global connectivity. Social concerns are issues of personal efforts to build bridges in the University system by maintain self-confidence at all times and ensuring they reach out to others in so as to build stronger partnership and commitment in team spirit (Beerkens, 2004). They must be part of the community and do everything possible within the university community to make ourselves relevant without breaching protocols or upstaging the system and its rules.

Relationship Between Emotional Intelligence and Job Satisfaction

Emotional Intelligence (EI) is a psychological term that allows a person to have the knowledge and coordinate her thinking and emotions and process this information to guide her thinking and response while communicating with colleagues in the institution and in the extended society. Salovey (2002) considered emotional intelligence more particularly as the capacity to comprehend feelings, acquire knowledge, reflectively regulate feelings and enhance emotional and intellectual development. Emotional intelligence could be connected with knowing self and other people, associating with people, adjusting to and managing the immediate environment and to be very successful in coping with surrounding demands. It is individuals' ability to understand and regulate their own emotional responses as well as adapt and respond to others (Mayer, 2002). The most recent definition that attempts to cover the whole construct of emotional intelligence describes it as the ability, skill or potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Hein, 2007). Emotional intelligence deals with the emotional, personal, survival and socio demands important for daily functioning. It deals with knowing self and other people, adjusting to and managing the immediate surroundings to be more successful in dealing with societal demands (Shook, 2004). According to Bass (2005) emotional intelligence is a plan for attaining a specific objective. It aids to foresee success because it shows how a person engages knowledge in the immediate situation. It governs a person's use and control of coping strategies with certain situation.

Emotional intelligence is a salient concept for describing a person's ability to manage intrapersonal as well as interpersonal processes. Nikolaous (2002) described emotional intelligence as capacity to know correctly, measure, and show emotions; the capacity to engage feelings when they aid the process of thought; the capacity to know emotion and emotional idea and capacity to determine emotions to promote emotional intellectual development. Emotional intelligence coordinates the person's engagement and determination of coping strategies within certain situation (Zeidner, 2007). According to Goleman, Boyatzis and McKee (2002), emotional intelligence is involving several dimensions of construct with self-knowledge, self-control, self-encouragement, empathy and social skill domains. Self-awareness is concerned with knowledge of self, the capacity to examine self and discern feelings as they are; self-regulation explains control emotions and feelings in a good way, identify the source of these feelings and discover means to cope with fear and anger and excitement; self-encouragement involves the capacity to control and shape emotions and feelings toward goals and emotional self, to delay desires and to inhibit efforts; empathy talks about sensitive about feelings of other and tolerate their view, value the differences between people and himself or herself about objects and tasks; and social skill described the ability to manage other's emotions and to effectively communicate with other individual. Emotional intelligence is capable of influencing one's job satisfaction because interpersonal

feelings and intrapersonal emotion control negative feelings and emotion which will consequently improve performance. Improved productivity also results to more job satisfaction. This is on the notion that employees, who have higher emotional intelligence, could handle work challenges better than others who have lower emotional intelligence (Adeyemo, 2007). Emotional intelligence enables people to control their emotions in order to manage stress, accomplish well under pressure and adapt to organizational change; and accordingly contribute to job satisfaction (Kulkarni, Janakiram & Kumar, 2009).

Theoretical Framework

This study is premised on Bar-On's model of emotional intelligence. This theory focused on the "possibility" for success rather than success itself and is more process-oriented than outcome-oriented (Bar-On 2002). He opined that emotional intelligence can be studied and improved after a period time frame through training, programming and therapy (Stys and Brown, 2004). The Bar-On model incorporated reality testing which asserts how far a person is aware of the gap between the actual meaning and his construed meaning of a given situation, and also impulse control which is an ability to control oneself from reacting to a situation in a reckless manner. Bar-On's (2006) model outlines five components which are further classified into fifteen subcomponents.

Intrapersonal: Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.

Interpersonal: Empathy, Social Responsibility and Interpersonal Relationship

Adaptability: Reality Testing, Flexibility and Problem Solving

Stress Management: Stress Tolerance and Impulse Control

General Mood Components: Optimism and Happiness

As the construct incorporates both emotional and social capabilities, Bar-On refers to it as the "Emotional Social Intelligence" (ESI) rather than emotional intelligence or social intelligence. Bar-On defines his ESI as "emotional-social intelligence is an interconnection of emotional and social capabilities, skills and facilitators that judge how adequately we comprehend and make ourselves heard, know others and communicate with them, and put under control daily demands." Bar-On's model associates emotional intelligence to positive psychology which contributes significantly to a person's happiness and psychological well being in life (Bar-On, 2006; Bar- On, 2010). It is believes that individuals with higher emotional quotient (EQ) are more competent in coping with demands, challenges and pressures of everyday life. Thus, the Emotional Quotient Inventory (EQ-i) – a self report measure – used to measure the ESI, focuses on measuring one's ability to cope with environmental demands and pressures (Bar-On, 2002), rather than personality traits or his cognitive capabilities. According to Bar-On (2006) the model is a better predictor of human performance in workplace and in academics.

Empirical Review

Different empirical researches that relate to emotional intelligence and job satisfaction were reviewed under this study. Seyed and Zahra (2015) examined the correlation between emotional intelligence (EQ) and job satisfaction among Arabian teachers in Language Institutes and to judge the consequence of their sex, age and period of teaching experience on these two variables. For this aim, 100 Language Institutes' teachers from Isfahan, Tehran, Shiraz, Tabriz, and Mashhad provinces voluntarily participated in this research. Bar-On Emotional Quotient Inventory (EQ-i) Self-Report Scale and the Job Descriptive Index (JDI) were used to collect information on the variables of the research. Pearson Product Moment correlations and Independent-Samples t-tests were used for the data. The discoveries of the research revealed that teachers' emotional intelligence correlated significantly and positively with their job satisfaction, male gender teachers were more satisfied with their job than females. This then means that emotional intelligence skills can be used in essence to arouse job satisfaction in educational environments and teachers with great emotional intelligence are satisfied more with their job.

In addition, Arun (2016) described the correlation of five levels of emotional intelligence (Self-Awareness, Managing Emotions, Emotional Maturity, Empathy and Social competency & Social skills) with job-satisfaction. 400 primary school teachers were randomly selected from 150 primary schools of district Meerut. Self-prepared Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale' (TJSS) developed by Srivastava and Gupta was used. The data was analyzed with the help of SPSS-17 programme. The findings of the study signifies that Emotional Intelligence have substantial positive correlation with job satisfaction and that among all the five dimensions (self-awareness, managing emotions, maturity, empathy and social competency & social skills) only managing emotions and maturity play major role in prediction of job satisfaction than the self-awareness, empathy and social competency & social skills, it connotes that emotional intelligence is a good predictor of job satisfaction for primary school teachers.

Yaya (2017) researched the relationship consequence of motivation, emotional intelligence and human capital development on the job satisfaction of librarians in Nigerian public universities. A relationship survey research design was used. The study population consisted of 1,254 librarians in public university libraries in Nigeria, from which 923 were selected using simple random sampling. The research instrument used was a self-developed questionnaire. A response rate of 67.2% was achieved. Data were analysed using descriptive (percentage, mean, average mean and standard deviation) and inferential (MANOVA) statistics. The research showed substantial relationship among the combined contributions of motivation, emotional intelligence and human capital development on job satisfaction and productivity of librarians in public university libraries in Nigeria. The research then finalized that against the common belief, job satisfaction and productivity levels of librarians in university libraries was high.

Mousavi, Yarmohammadi, Nosrat and Tarasi (2012) researched the correlation between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The study was descriptive-correlational and the population of the research encompass of all the physical education teachers of Zanjan Province in the period 2008-2009. Of the total number of 486 physical education teachers, 215 teachers were picked randomly employing proportional stratified sampling. Data collection materials were the standard Emotional Intelligence Questionnaire of Siberia Schernig and the Job Description Index (JDI). Descriptive and inferential (Pearson's correlation coefficient, stepwise regression, and Fisher's exact test) were applied for data analysis. The findings revealed that there is a substantial positive correlation between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction at level. In addition, the findings of stepwise regression revealed that among the five components of emotional intelligence, social skills (0.442), empathy (0.302), and motivation (0.235) were foretold of teacher's job satisfaction. This implies that job satisfaction of teachers can be increased by training and make better their emotional intelligence.

RESEARCH METHODOLOGY

Research Design

This research adopted correlational research design. This design was considered appropriate because it allows the use of correlations among variables in assessing the theoretical propositions about the variables. Correlational design according to Waters (2017) is a quantitative method of research in which two or more quantitative variables from the same group of respondents are explored to determine if relationship (or covariation) existed between the variables. Correlational research design was, therefore, engaged in examining the correlation between emotional intelligence and job satisfaction of university administrators in Oyo State.

Population of the Study, Sample and Sampling Techniques

The population of this study comprised of all university administrators in Oyo State, Nigeria. The focused population for the study was administrators in University of Ibadan, Ladoke Akintola University of Technology, Ajayi Crowther University and Lead City University. Multi-stage sampling technique was used in the study. At the first stage, the universities in Oyo State were stratified into federal, state and private owned institutions. At the second stage, purposive and simple random sampling method was used to pick four universities for the study. At this stage, University of Ibadan and Ladoke Akintola University of Technology

were purposively picked while Ajayi Crowther University and Lead City University were picked among the many private universities in Oyo state using simple random technique. The choice of purposive sampling in picking the University of Ibadan, and Ladoke Akintola University of Technology premised on the fact that Oyo State has only one federal and state owned university. Simple random sampling method was used to pick two private universities among because there were more than two private universities which made the use of simple random possible. There were 532 administrators across the four\ universities (University of Ibadan = 285, Ladoke Akintola University of Technology = 98, Ajayi Crowther University = 74 and Lead City University = 75). Proportionate sampling was used to select 75% of the administrator in each of the selected universities. Thus, 75% of the 285 administrators in the University of Ibadan is 214; 75% of the 98 administrators in Ladoke Akintola University of Technology is 74; 75% of the 74 administrators in Ajayi Crowther University is 56; and 75% of the 75 administrators in Lead City University is 56. At the final stage of the sampling techniques, accidental sampling method was used to select the first 214 administrators at sight in University of Ibadan, 74 administrators at sight in Ladoke Akintola University of Technology, 56 administrators at sight in Ajayi Crowther University and 56 administrators at sight in Lead City University which led to the selection of 400 administrators as respondents for the study. The choice of accidental sampling premised on the fact that simple random sampling was not possible with the available population size. In all, 400 administrators were accidentally picked from the four universities.

Instrumentation

The researchers adopted two instruments for the purpose of carrying out this study. They were; Emotional Intelligence Scale (EMIS), the instrument was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) and Job Satisfaction Scale (JSS) developed by Steers (1991). The instruments were in three sections. Section A of the instrument measured the demographic information of the respondents, while section B captured information on emotional intelligence. The emotional intelligence subscale has four Likert response format of Strongly Agree, Agree, Disagree, and Strongly Disagree. The Section C captures information on job satisfaction of the administrators. This section also has four Likert response format of Strongly Agree, Agree, Disagree, and Strongly Disagree.

For the establishment of the validity of the adapted questionnaire, experts in the researcher's area of study in the University of Ilorin, Nigeria were consulted to face validate the drafted items. Based on the comments and suggestions from these experts, items that seem to be misleading or vague were modified or removed to ensure clarity.

For the establishment of the reliability of the instrument, this researcher used internal consistency method of testing reliability based on Cronbach Alpha. To achieve this, the instruments were administered once to 20 selected administrators in University of Ilorin who have the same characteristics with respondents and the scores obtained were analysed using Cronbach Alpha with the aid of SPSS. The instruments yielded reliability co-efficients of 0.72 and 0.69 for emotional intelligent and job satisfaction respectively. This provided strong basis for appropriateness of the instrument for the purpose of the study.

Procedure for Data Collection

The researchers, with the assistance of trained research assistants, visited the universities in order to administer the questionnaires designed for the study. To achieve this, a duly signed letter of introduction was received at the Social Sciences Department in the Faculty of Education, University of Ilorin and presented to the appropriate authorities for introduction and authorization to obtain necessary information required for the achievement of the study. The researcher made the instructions guiding the responses as clear as possible so that the respondents were adequately guided while responding to the research instruments. All the administered instruments were retrieved and compiled for analysis.

Ethical Consideration: Due to the sensitive nature of the research, approval of the administrators was sought and the researchers informed them that whatever information provided would solely be for this purpose and handled with extreme confidentiality. Furthermore, no respondent was compelled to give response to the questionnaires; the distribution of questionnaires was influenced by the free will of those that administered the

questionnaire. Also, in the administration of questionnaires, the right to privacy of respondents was put into utmost consideration and was not infringe upon as no name and status were demanded for.

Data Presentation and Analysis

Table 1: Demographic Data of the Respondents

Variables	Frequency	Percentages (%)
Gender		
Male	213	53.3
Female	187	46.7
Total	**400**	**100.0**

Source: Field survey, 2021

Findings from Table 1 indicated that 400 respondents participated in the study out of which 53.3% were male while 46.7% were female. This shows that there were more male respondents than female respondents.

Answering of Research Questions

Research Question 1: What is the level of job satisfaction of university administrators in Oyo State, Nigeria?

In order to provide solution to the research question, responses of university administrators on job satisfaction questionnaire were summed and subjected to percentage analysis. The job satisfaction questionnaire was made up of 15 items developed on 4 likert scales. As such, the minimum score that can be obtained from the questionnaire was 15, maximum score that can be obtained from the questionnaire was 60 and range score of the score that can be obtained from the questionnaire was 45. The range was divided by the two levels of satisfaction (high and low) and the cut off was 23. Scores between 15-38 were regarded as low and scores between and 39-60 were regarded as high level of job satisfaction respectively. The finding is stated in Table 2.

Table 2: Level of Job Satisfaction of University Administrators in Oyo State, Nigeria

Levels	Frequency	Percentage (%)
High	372	93.0
Low	28	7.0
Total	**400**	**100.0**

Source: Field survey, 2021

Finding from Table 2 indicates that 93% of the university administrators in Oyo State, Nigeria had high level of job satisfaction while 7% of the university administrators in Oyo State, Nigeria had low level of job satisfaction. The finding reveals that the level of job satisfaction of university administrators in Oyo State, Nigeria was high.

Research Question 2: What is the level of emotional intelligence of university administrators in Oyo State, Nigeria?

To provide solution to the research question, responses of university administrators on emotional intelligence questionnaire were summed and subjected to percentage analysis. The emotional intelligence questionnaire

was made up of 32 items developed on 4 likert scales. As such, the minimum score that can be obtained from the questionnaire was 32, maximum score that can be obtained from the questionnaire was 128 and range score of the score that can be obtained from the questionnaire was 96. The range was divided by the two levels of emotional intelligence (high and low) and the cut off was 48. Scores between 32-80 were regarded as low and scores between and 81-128 were regarded as high level of job satisfaction respectively. The finding is stated in Table 3.

Table 3: Level of Emotional Intelligence of University Administrators in Oyo State, Nigeria

Levels	Frequency	Percentage (%)
High	294	73.5
Low	106	26.5
Total	**400**	**100.0**

Source: Field survey, 2021

Finding from Table 3 indicates that 73.5% of the university administrators in Oyo State, Nigeria had high level of emotional intelligence while 26.5% had low level of emotional intelligence. The finding reveals that the level of emotional intelligence of university administrators in Oyo State, Nigeria was high.

Research Question 3 : What is the extent of relationship between emotional intelligence and job satisfaction of university administrators in Oyo state, Nigeria?

To provide solution to the research question o the relationship between emotional intelligence and job satisfaction, responses of university administrators on emotional intelligence questionnaire were summed and subjected to percentage analysis. The emotional intelligence and job satisfacion questionnaire were made up of 32 items developed on 4 likert scales. Scores between 32-80 were regarded as negative and scores between and 81-128 were regarded as positive level of relationship respectively. The finding is stated in Table 4.

Table 4: Extent of relationship between emotional intelligence and job satisfaction among university administrators in Oyo State, Nigeria

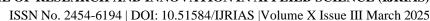| Relationships	Frequency	Percentage (%)
Positive	347	86.7
Negative	53	13.3
Total	**400**	**100.0**

Source: Field survey, 2021

Finding from Table 4 indicates that 86.7% of the university administrators in Oyo State, Nigeria was of the opinion that there was a significant positive relationship between emotional intelligence anf job satisfaction among university administrators in Oyo state, Nigeria while 13.3% of this set of respondents were in disagreement.

Hypothesis Testing

Ho: Significant relationship does not exist between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria.

In an attempt to determine the hypothesis, administrators' responses on emotional intelligence scale and job

satisfaction were correlated. The result of the Pearson Product Moment Correlation is reported in Table 4.

Table 4: Pearson Product Moment Correlation of the Relationship Between Emotional Intelligence and Job Satisfaction of University Administrators in Oyo State, Nigeria

Variables	N	X	r - cal.	p-value	Remark
Emotional Intelligence	400	98.35			
Job Satisfaction	400	45.82	0.51	0.00	Significant

Source: Authors computation, SPSS, version 25.

Finding from Table 4 show r-calculated value of 0.51 and significance value of 0.00 which is less than 0.05 (0.00 < 0.05). Since 0.00 is less than 0.05 alpha level of significance, the null hypothesis was not accepted. This meant that there was significant relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria in favour of emotional intelligence.

DISCUSSION OF THE FINDINGS

The research investigated the correlation between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria. The first result of this research showed the job satisfaction level of university administrators in Oyo State, Nigeria was high. This implies that a higher percentage of the university administrators in Oyo State were satisfied with their jobs. This result is possible where the sampled administrators like their job demand and their anticipation with regard the job have been achieved. This result supported the earlier work of Yaya (2017) who examined the relationship influence of motivation, emotional intelligence and human capital growth on the job satisfaction of librarians in Nigerian public universities and reported among his findings that the level of job satisfaction of librarians in university libraries was high. It is, however, surprising to have this type of result despite all the odds in the university system. This might be due to the fact that job satisfaction is subjective in nature, and what is satisfying to one may not be satisfying to the other.

The second result of this research revealed that the rate of emotional intelligence of university administrators in Oyo State, Nigeria was high. This was a signal that more than average of the university administrators in Oyo State were emotionally intelligent. This result might be, because administrators understood their feelings and the feelings of others, related well with people, coped effectively with immediate surroundings and were successful in dealing with environmental demands. This result contradicted the work of Gera (2006) who carried out a research on the emotional intelligence of tutors in connection to their academic attainment and accounted that tutors of standard viii students had a median rate of emotional intelligence. The differences found in the finding of this current study and the work of Gera (2006) might be as a result of changes in study location and who the respondents are in the study. The former research examined tutors of standard viii students while the current study examined university administrators in Oyo State, Nigeria.

The result of this study further revealed that there was significant positive relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria. This might be that the university administrators have high emotional intelligence that enabled them to appropriately handle work challenges, used core skills of emotional intelligence like interpersonal skills, intrapersonal skills, adaptability, stress management and general mood to deal with personal and work environment which consequently led to job satisfaction. This also suggests that employees with high emotional intelligence are likely to be satisfied with their jobs and related activities. This result corroborated that of Yaya (2017) who explored the correlation between emotional intelligence and job satisfaction of librarians in Nigerian public universities and found emotional intelligence to be positively correlated with job satisfaction of librarians in public university libraries in Nigeria. On the contrary, the result of this study refuted the earlier work of Badawy and Magdy (2015) who studied the relationship between emotional intelligence and job satisfaction of academics in Egypt and reported that emotional intelligence did not have any relationship with job satisfaction. The variation

observed in the result of the current study and that of Badawy and Magdy (2015) might be due to differences in study location and the type of respondents used in the studies. Having discussed the findings of the study, necessary conclusions were drawn.

CONCLUSION

Subject to the result of this research and exchange of views on the topic, it was brought to the conclusion that emotional intelligence has huge role to play in making available attractive and comfortable work environments, which is capable of encouraging university administrators and aid their job satisfaction. This then means that emotional intelligence skills can be used in a way to heighten order job satisfaction in educational environments and those with huge emotional intelligence are happy with their job more. Therefore, workers who have the ability to know their emotion, manage and show self feelings and to handle interpersonal relationships judiciously and empathetically will be able to handle work place challenges that could in turn lead to job satisfaction.

Implications of the Findings of the Study to Educational Psychologist

This study investigated the relationship between emotional intelligence and job satisfaction of university administrators in Oyo State, Nigeria and revealed a substantial positive relationship between the two variables. The study therefore has the following implications: emotional intelligence is an independent variable that cannot be ignored in the quest for improvement in job satisfaction of workers, especially administrators. Thus, it becomes necessary for all education stakeholders, such as ministry of education, curriculum planners, school administrators, teachers and school psychologists to take the variable into cognizance when planning educational programmes, curriculum, syllabus and as well as when hiring labours at different department of educational organisations.

RECOMMENDATIONS

This study, among other things, made the following recommendations:

1. The university human resources and counseling units are called on to engage more intervention method and pro-active measures, through conference, workshops and counseling, in supporting the emotional intelligence of university administrators which was also reported to be high based on this study.

2. The finding of this research showed that emotional intelligence has a significant positive correlation with job satisfaction. In that regard, according to the discoveries, it was recommended that emotional intelligence examination could be brought into recruitment process of university staff and that emotional intelligence development programs could be engaged as a treatment to secure higher job satisfaction.

3. Seminars and workshops on importance of the components of emotional intelligence to job satisfaction should be organized for the administrators so as to further increase the level of job satisfaction and emotional intelligence of university administrators in Oyo state in particular and Nigeria in general.

Suggestions for Further Studies

This study examined the relationship between emotional intelligence job satisfaction of university administrators in Oyo State, Nigeria. The study did not extend it scope to other Universities beyond Oyo State. In consideration of the results and scope of this study, therefore the researcher is suggesting that further studies in the same topic could be carried out by expanding the scope to target South-western part of the country. Studies conducted in other states of the geo-political zone might produce different results.

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