

CHAPTER - V

DISCUSSION

The present chapter includes the discussion and interpretation of the results in the light of theoretical framework. This chapter is divided into two sections. The first section is further divided into two sub-sections A & B, which contains the theoretical framework formulated by the investigator with a view to interpret the findings in a precise manner.

In the second section of this chapter, i.e., sub-section-A is followed by the interpretation of the effects of the selected independent variables i.e., profession, type of hospital and length of service on emotional intelligence and sub-section-B is followed by the interpretation of the effects of independent variables, i.e., profession, type of hospital and length of service on job satisfaction.

SECTION-I

SUB-SECTION-A

THEORETICAL FRAMEWORK

EMOTIONAL INTELLIGENCE:

Emotional intelligence is a convenient phrase which focuses attention on human talent. Even though it is a simple phrase, it incorporates the complexity of a person and capability. Goleman have appreciated its complexity and described it in terms of multiple

capabilities (Goleman, 1998). Salovey and Mayer (1990) first used the expression of emotional intelligence and described it in terms of four domains involving knowing and handling one's own and other's emotions.

Emotional intelligence is learnt through social learning process. Emotional intelligence includes emotional competencies, which may be learned or acquired capability that leads to outstanding performance at work. Emotional intelligence may be determined, whose potentials which are based on the elements of self-awareness, motivation, self-regulation, empathy and adeptness in relationships. Now the role of emotional competency is to transform this potential into on the job capabilities. For example trustworthiness is such a competency based on the element of self-regulation.

Social and personal competencies are vital for a healthy and productive life. Self-awareness, optimism and empathy enhance satisfaction and productivity not only at work but in other areas of life as well. The workplace is the ideal setting for the promotion of these competencies in adults because work occupies central place in the life. Once employees realise that social and emotional abilities hold the key to a successful career, they will show greater enthusiasm to develop these abilities. Similarly, once employers recognise that their earning depends on the emotional intelligence of employees, they will be more

amendable to introducing programmes that increase emotional intelligence.

EMOTIONAL COMPETENCIES THAT CORRELATE TO WORKPLACE SUCCESS:

Emotional competencies are clustered into groups, each based on a common underlying emotional intelligence ability. These underlying emotional intelligence abilities are vital if people are to be successful. Workers should acquire the competencies necessary to succeed at the workplace. The following are factors which contribute more to workplace achievement than technical skills, cognitive ability, and standard personality traits combined.

A. Social Competencies

Intuition and Empathy: Our awareness of others' feelings, needs, and concerns. This competency is important at the workplace for the following reasons.

Understanding others: ability to have an intuitive sense of others' feelings and perspectives, and showing an active interest in their concerns and interests

Customer service orientation: the ability to anticipate, recognize, and meet customers' needs

People development: ability to sense what others need in order to grow, develop, and master their strengths

Leveraging diversity: ability of cultivating opportunities through diverse people

Political Acumen and Social Skills: Our adeptness of inducing desirable responses in others. This competency is important at the workplace for the following reasons.

- Influencing: using effective tactics and techniques for persuasion and desired results.

Communication: sending clear and convincing messages that are understood by others.

- Leadership: inspiring and guiding groups of people.

Change catalyst: initiating and/or managing change in the workplace.

- Conflict resolution: negotiating and resolving disagreements with people.

Building bonds: nurturing instrumental relationships for business success.

- Collaboration and cooperation: working with coworkers and business partners toward shared goals.

Team capabilities: creating group synergy in pursuing collective goals.

B. Personal Competencies

Self-awareness: Knowing one's internal states, preferences, resources, and intuitions. This competency is important at the workplace for the following reasons.

Emotional awareness: recognizing one's emotions and their effects and impact on those around us.

- Accurate self-assessment: knowing one's strengths and limits.

Self-confidence: sureness about one's self-worth and capabilities.

Self-regulation: Managing one's internal states, impulses, and resources. This competency is important in the workplace for the following reasons.

- Self-control: managing disruptive emotions and impulses.

Trustworthiness: maintaining standards of honesty and integrity.

- Conscientiousness: taking responsibility and being accountable for personal performance.

Adaptability: flexibility in handling change.

- Innovation: being comfortable with openness to novel ideas, approaches, and new information.

Self-expectations and Motivation: Emotional tendencies that guide or facilitate reaching goals. This competency is important at the workplace for the following reasons.

Achievement drive: striving to improve or meet a standard of excellence we impose on ourselves.

- Commitment: aligning with the goals of the group or organization.

Initiative: readiness to act on opportunities without having to be told.

- Optimism: persistence in pursuing goals despite obstacles and setbacks.

In the normal course of a lifetime, emotional intelligence tends to be more likely to improve, as people learn to their emotions, to handle distressing emotions effectively, to listen and empathize, in short, as you become more mature your emotional intelligence increases. To a large extent, maturity itself describes this process of becoming more intelligent about your emotions and relationships.

Bar-On (2006) emphasized that emotional intelligence develops over the time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that individuals with higher than average EQ's are in general more successful in meeting environmental demands and pressures.

FACTORS FACILITATING THE DEVELOPMENT OF EMOTIONAL COMPETENCIES:

(A) Workplace:

When an employee has great qualifications and experiences but

can not work with others or guide others towards a goal, that employee is lacking emotional intelligence. Having poorly developed emotional intelligence may not necessarily have held him back in the past; today, in a workplace where people are more self-aware and less tolerant of arrogance and ignorance; low levels of emotional intelligence will poison the workplace and contribute quickly to their demise. Many competent persons have been passed over for promotion or even moved on without being able to pinpoint the reason why. After all they were very efficient and effective; regrettably they also managed to get everyone off-side, didn't consider the human cost of their conquests and lacked the ability to manage their own emotions and impulses.

There are four primary reasons that the workplace is a logical setting for efforts to improve the competencies associated with emotional intelligence

- (i) The first reason might be due to some particular competencies which are critical for effective performance in a particular job. Research has shown that about two third of the competencies are associated with the superior performance at the workplace. These qualities are self-confidence, flexibilities, adaptabilities, empathy and the abilities to get others (Boyatzis, 1982; Lusch and Serpkeuci, 1990; McClelland, 1999; Rosier, 1994-1996; Spencer and Spencer, 1993). Bar-On (1997), states that

adaptability can be classified into problem solving, reality testing, and flexibility. These three subsets are essential to manage profession because of the high degree of stress involved in this field and, thus, require high level of adaptability. Even in the medical profession, doctors and nurses encounter many different challenges in diverse situations that vary in complexity levels that are not only demanding but also stressful. Thus, in order to avoid unpleasant criticism, it is imperative that health care providers possess a superior level of adaptability.

- (ii) The second reason might be, workplace interventions to improve emotional intelligence are necessary because many adults now enter the world of work without the necessary competencies. National survey of employers found that more than half the people who work for them lack the motivation to keep learning and improving in their job (Harris Education Research Council, 1991).
- (iii) The third reason might be, workplace interventions make sense because many employers already have the means and the motivation for providing the necessary training experiences. American industry currently spends over \$50 billion each year on training, and much of this training focuses on social and emotional abilities (American Society for Training and Development, 1997).

- (iv) The fourth, reason why it make sense to target the workplace as a sight of intervention because most adults spend more of their waking hours at work than any other place, therefore, workplace is the best sight for reaching adults.

(B) Training Programs:

Many others types of workplace training and developmental efforts have focused on enhancing social and emotional competence. In health care settings, for example, there have been a number of training programs directed to increase the empathy and communication skills of physicians.

(i) Management Training:

Management training is also an important factor which focuses on the development of emotional and interpersonal competencies. Burck and Day (1986) found that human relation training with managers, as measured by objective result criteria (such as performance measures, absenteeism) was highly effective.

A more recent management development application is executive coaching. This approach, which has become quite popular, usually targets the whole range of emotional intelligence competencies. An example is the individual coaching for effectiveness program (Peterson, 1996).

Some of the most important management training occurs in master's programs is business administration. In the past, such programs have emphasized cognitive and analytical skills while ignoring the development of emotional intelligence. For this reason, employers of these graduates are often critical of management schools (Dowd and Liedtka, 1994).

(ii) Communication & Empathy Training for Medical Practitioners:

Although many efforts to promote social and emotional competence occur in the context of management training and development, there may be other contexts and some of this work has also been evaluated. For instance, there is an accumulating body of research suggesting that well designed training programs for medical practitioners not only improve their social competence but also the quality of health care delivery (Evans et al 1991; Greco et al. 1998; Roter et al., 1998).

In a study, Kramer, Ber and Moore (1989) evaluated the facts that the training programme in the pediatrics ward at a large university hospital in Israil showed a significant and lasting increase in supporting behaviour. The training consisted twice a week for five weeks. Each meeting was structured for a particular topic, such as patients, history taking, diagnosis of the disease, family counseling and crisis intervention. Evaluations of similar programs suggest that

they also result in more efficient and productive interviews (for example, patients provide more information) and greater patient satisfaction (Evans et al. 1991; Greco et al., 1998; Roter et al., 1998).

(iii) Stress Management Training:

Stress management training programs target the self-regulation dimension of emotional intelligence. Stress management programs, like some other human resource development initiatives. A number of studies suggest that when these programs are well designed and effectively implemented, they can produce significant improvements in coping and health outcomes. Stress management training can take many forms. The most effective programs teach participants a combination of techniques such as breathing, autogenetic training. Lectures on stress and its consequences are typically followed by training in specific coping methods. A study involving forty four hospitals found that a comprehensive stress management programs led to a significant reduction in malpractice claims (Jones et al., 1988).

(iv) Training for unemployed workers:

Not all programs focus on these who already have a job, a particularly well researched program that targets a number of emotional intelligence competencies is the jobs program (Caplan, Vinokur and Price, 1996; Price and Vinokur, 1995). The main objective of this program is to enhance productive job-seeking skills and self-confidence for the unemployed. Short-term goals include

fortifying job seekers ability to resist demoralization and to persist in the face to barriers and setbacks. The long-term goal is to help persons seek employment in settings that maximize economic, social and psychological rewards.

(C) Personnel selection based on emotional intelligence:

In present time there are many organisations, using the competency based selection techniques. The purpose of this technique is, to select high performing employees. Several studies have shown that selecting employees based on emotional intelligence produces superior results compared to more traditional methods that may rely more an cognitive ability or technical knowledge.

Some behavioural event interviews are used to identify key competencies critical for different professions. In behavioural interviews some work situations are given to think, then to act accordingly.

SUB-SECTION-B

JOB SATISFACTION:

Job satisfaction is considered as psychological disposition of people toward their profession. Luthans (2002) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction results form an employee's perception of how well his or her job provides those

things that are viewed as important. There are various theories and determinants to explain job satisfaction. Brief description of these theories are given below:

I. PROCESS THEORY:

Vroom's Valence Instrumentality Expectancy Theory (VIE Theory):

Vroom's Expectancy theory (1964) addresses motivation and management. The theory suggests that individuals perceived view of an out come will determine the level of motivation. It assumes that the choices being made are to maximize pleasure and minimize pain, as also seen in the law of effect. "One of the principles of reinforcement theory which states that people engage in behaviours that have pleasant outcomes and avoid behaviours that have unpleasant outcomes" (Thorndike. 1920). He suggests that prior belief of the relationship between people's work and their goal as a simple correlation is incorrect. Individual factors including skills, knowledge experience, personality and abilities can have an impact on an employee's performance.

Vroom theorized that the source of motivation in expectancy theory is a "multiplicative function of valence, instrumentality and expectancy" (Strecher & Rosse 2007). He suggested that people consciously chose a particular course of action, based upon

perceptions, attitudes and beliefs as a consequence of their desires to enhance pleasure and avoid pain" (Vroom, 1964).

Vroom's Expectancy theory based on employee's beliefs.

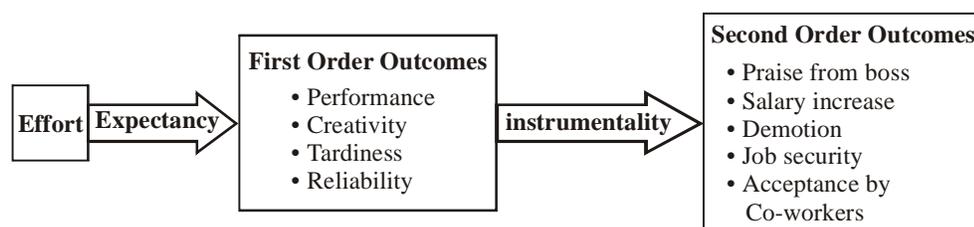
Valence – Valence refers to emotional orientations which people hold with respect to outcomes (rewards) – the value the person attaches to first and second order outcomes.

- **Expectancy** – Expectancy refers to employees' different expectations and levels of confidence about what they are capable of doing – the belief that effort will lead to first order outcomes.

Instrumentality – Instrumentality refers to the perception of employees whether they will actually receive what they desire, even if it has been promised by a manager – the perceived link between first order and second order outcomes.

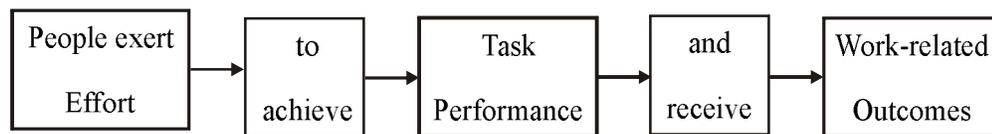
These three factors interact together to create a motivational force for an employee to work towards pleasure and avoid pain. The formula for this force is:

Valence of outcome × Expectancy act will be result in outcome
(Instrumentality) = Motivation force



First order Outcome is the behaviour that results directly from the effort of an employee expended on the job.

Second Order Outcome is anything good or bad that results from a first-order outcome.



When expectancy, instrumentality and valence are met, 'motivational force' occurs. This force exerts internal pressure on an individual to be motivated. The larger the force, the more a person will be motivated to obtain the outcomes of the job (Redmond 2010). In order for motivational force to be high, valence, instrumentality and expectancy must also be high. If any one of those is low, motivation will be low.

A critical evaluation of expectancy theory shows that this theory "Falls short of explaining how employees update and change their beliefs over time (Mitchell & Biglan 1971). For example valence beliefs can change as employees realize that their actual satisfaction within outcome is different (e.g. lower and higher) than the satisfaction that they anticipated (e.g. Wilson & Gilbert, 2005; Grant & Shin, 2011), when employers are utilizing expectancy theory, organizations are able to understand the importance of demonstrating,

appreciation for their employees' work and as result, their employees will perform stronger and show more loyalty towards the organization.

II. Situational Theories:

This situational occurrences theory emerged in 1992, when Quarstein, McAfee, and Glassman stated, that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things, such as pay, supervision, working conditions, promotional opportunities, and company policies, that typically are considered by the employee before accepting the job. The situational occurrences are things that occur after taking a job, that may be tangible or intangible, positive or negative. Positive occurrence might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

FACTORS INFLUENCING JOB SATISFACTION AMONG HEALTHCARE PROFESSIONALS:

Every individual has unique needs and desires. These needs are to be satisfied, which are related to the behaviour they exhibit, and these play a significant role in their preferences in different areas such as their workplace. Social, cultural and job factors all influence employees' behaviour (Gibson et al, 2000). Overall job satisfaction is

actually a combination of intrinsic and extrinsic job satisfaction. Intrinsic job satisfaction is when workers consider only the kind of work they do and the tasks that make up the job, while extrinsic job satisfaction is when workers considers the conditions of the work, such as but not limited to pay, co- workers, management style and communication.

Factors influencing job satisfaction vary in nature as there are personal factors and expectations involved, which tend to generate exceptions, therefore generalizations are risky. The future of the healthcare work environment poses significant challenges for employers and employees. The implication for managers is that if healthcare facilities desire to attract and retain healthcare professionals, they will need to find ways to cater for intrinsic job satisfaction factors as well as additional benefits. There are some important factors which affect the job satisfaction of healthcare professionals. These factors are given below:

(1) General satisfaction: Job satisfaction among healthcare professionals is an important predictor of individual well-being, general life satisfaction and job performance. Job satisfaction is an important factor in patient care, and there is also evidence to suggest that a high level of job satisfaction results in good patient outcomes and health systems outcomes. Job satisfaction is a complex set of interrelationships of roles, responsibilities, tasks, interaction, rewards

and incentives. The reviewed literature indicates low levels of general satisfaction among healthcare professionals. Dissatisfaction with autonomy in clinical decision-making, systems roles, and the amount of time spent with patients and poor salaries were some of the problems identified. A study by Ali-Mohammed (2004) in Iran on factors affecting employees' job satisfaction in public hospitals found a moderate level of general satisfaction among participants. The study also showed that the opportunity to develop was a significant predictor of job satisfaction among study participants. The greater the chances for development within the organization, the greater the likelihood of a higher level of job satisfaction.

(2) Relationship with Staff: Numerous studies conducted among healthcare professionals point to the importance of interpersonal relationships in job satisfaction, and show that they lead to increased patient safety, improved quality of care and greater patient satisfaction. Highly functioning teams have also been shown to offer great support to inexperienced staff. Specifically within healthcare, there has been a growing need to improve teamwork. Introducing team-building activities has resulted in stronger interpersonal relationships, improved staff communication understanding and clarity of roles as well as greater job satisfaction. A study by Karesh et al (2007) in the USA tested an intervention to promote teamwork and engagement among nursing staff in a medical unit of an acute care

hospital. The results of this study indicated that the intervention increased staff relations, improved teamwork and decreased staff turnover.

(3) Time pressure: Time is a subjective experience despite the fact that it can be measured. Literature shows that perceived time pressure is associated with low job satisfaction among healthcare professionals. Dissatisfaction about time pressure expressed by healthcare professionals may indicate concerns about autonomy. Nassab's (2008) study on factors influencing job satisfaction amongst plastic surgery trainees in the United Kingdom, showed that time pressure was strongly and positively associated with job dissatisfaction. Reduction in working hours may increase job satisfaction; however shift work may imply working unsociable hours and negatively impact on job satisfaction.

(4) Responsibility: Employee participation may enhance motivation through power sharing, and increased responsibility is as a predictor of positive responses. Employee participation can afford individuals an opportunity to make key managerial decisions that have an impact on other employees, thus increasing job satisfaction and performance. Herzberg's two-factor theory suggests that intrinsic work factors such as employee recognition and skills development may increase job satisfaction. Increased work responsibility may be related to many

factors suggested in the two-factor model as recognition and interpersonal relationships have implications for individuals' identity.

(5) Opportunity to develop: Career development determines the nature and quality of individuals' lives and the social and economic contribution they make. Career development is crucial for an effective labour market. When individuals find a career path that utilizes their full potential, they may be likely to be motivated and productive thus increasing job satisfaction. Opportunities to develop afford individuals the prospect of further enhancing themselves and growing within the ranks of their career. A study by Jain et al (2009) evaluated the level of job satisfaction among dentists and dental auxiliaries in India in relation to different work and environmental factors. The results of the study showed that dentists had higher job satisfaction scores than dental auxiliaries on the opportunity to develop professionally, quality patient care, income and recognition

(6) Patient care: The literature suggests that the ability of an organization to support and deliver quality patient care is important to healthcare professionals' job satisfaction. Organizational factors such as autonomy teamwork, management support, workload and staffing levels have a great influence on job satisfaction because they impact on the delivery of quality patient care.

Ferrell, Morgan and Winterrowd (2000) in the United States explored mental health professionals, how satisfied with different

aspects of their jobs. Participants in this study appeared to be satisfied with aspects of their jobs that involved patient care, e.g. provision of psychological services, but less satisfied with administrative tasks.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION:

Emotional intelligence and job satisfaction both are correlated. Emotional intelligence create a pleasant workplace and affect employees job satisfaction, efficient management and organizational development (Patra, 2004). Studies show that Emotional Intelligence is extremely important in productivity and job satisfaction (Jordan et al. 2002; Mallingen and Banks, 2003). Once directed correctly, emotions create assurance and commitment, which in turn increases job satisfaction and productivity (Cooper, 1998).

Most people respond uncommonly when they are under stress. In these circumstances, their emotions override their mental performance. By developing emotional intelligence, individuals learn to study their reaction and control their emotional patterns. This self-knowledge enables the individual not to let anger and other emotions interfere in their life. As people's knowledge increase, they will be more sensitive to signs that might disturb their intellectual performance. Gradual learning of skills to control and to respond correctly to emotions, improves communication at workplace,

increases productivity and decreases interpersonal problems (Caruo, Mayer & Salovey 2002).

Employees with higher emotional intelligence can effectively recognize frustration and stress-related emotions and hence, control them in order to reduce stress. Such employees can also realize their professional needs and control them, so their job satisfaction increases. These employees have the ability to control their emotions and have better relationship with others. Therefore, managers assess their performance more positively. Butler and Chinowsky (2006) studied the relationship between emotional intelligence and organizational behaviour in job that are constantly changing and found out that emotional knowledge, interpersonal skills and empathy are the most essential components of emotional intelligence in organizational behaviour.

Wong and Law (2002), Bellamy and Bellamy (2003) Gardner and Stough (2003), Villard (2004) and Sy, Tram and Hara (2006) found a significant relationship between emotional intelligence and job satisfaction.

SECTION-II
INTERPRETATION OF RESULTS
SUB-SECTION-A

EFFECT OF PROFESSION ON EMOTIONAL INTELLIGENCE:

The first finding of the study is related to the effect of profession on emotional intelligence. A comparison of mean scores of different professions (doctors and nurses), clearly indicates that profession is an influential factor which affects emotional intelligence significantly. The obtained results suggest that nurses have higher degree/better emotional intelligence as compared to doctors.

Now the question arises, why nurses have more emotional intelligence as compared to doctors. There are several possible explanations for this finding. Emotional intelligence is the life long learning process. There are several opportunities in one's life to enhance the level of emotional intelligence. Emotional intelligence is essential demand of every profession but its level is depending on the nature of professions (Yates, 1977). Kind of a work and the place of a work are influencing factors to affect emotional intelligence (McClelland, 1999 and Yates, 1977). Nursing is such a profession which consists a lot of social interaction, attention to feeling, empathic concerns, and communication skills.

The nursing profession demands that the nurse, in the process of care, have to interact with the patients, the medical fraternity and the

health care workers constantly. Hence, "Nurse-patient interaction" is the pulse of nursing practice. This interaction is not just conversation. It is complex process that involves nurse perception, understanding of the patient emotions and utilization of the perceptions to manage patient situations towards the goal of effective patient care.

Today, patients care not only includes quality medical care but also a care concept that encompasses respecting patients' goals, preferences and choices, obliging their emotional, social and spiritual needs using the strengths of interdisciplinary resources. Many patients suffer only when they do not receive adequate care for the symptoms accompanying their serious illness.

Thus, care cannot be confined to the physical aliment but also the psychological and spiritual needs. Hence, the role of emotional intelligence in the nursing profession have two dimensions.

1. The nurse's perception and understanding of the patients' emotions, and
2. The nurse's utilization of these perceptions to achieve the goal of managing complex situations towards quality patients' care.

Nurses should develop skills to assess patient's responses to the illness. This requires active self-introspection of the events assessment, psychological understanding of the patients and above all a genuine concern for the illness.

Interpersonal relationship, social responsibilities, empathy and flexibility are the components of emotional intelligence and also the requirements of nursing profession. When some one joined the nursing profession above qualities develop in his/her personality within one or two years thus emotional intelligence automatically increase in nurses.

The study conducted by Montes and Augusto (2007) examined the role of perceived emotional intelligence in nursing students. The result shows that emotional intelligence minimizes the negative stress consequences.

There is no doubt that emotional intelligence in nursing leads to more positive attitudes, greater adaptability, improved relationships and increased orientation towards positive values (Akerjordet and Severinsson, 2007). In this profession nurses have to deal multiple kind of interactions with the patients, related to different type of problems such as how to deal with each client, how to apply the prescription prescribed by the physician, how to attend the attendants of the patients. Due to these reasons, the nurses become more empathic, attentive and emotionally capable to handle the multiple problems of patients.

According to the findings of the present research, the question arises why doctors have less degree of emotional intelligence than nurses. The suggestive answer is that nurses have more exposure with the patients as compared to the physicians. Physician only diagnoses

and prescribes the treatment plan, but that treatment plan is carried out further by the nurses only. So they have more chances to enhance their emotional competencies. Stratton et al. (2005) found that the emotional intelligence of medical students as assessed by attention to feelings, empathic concern, and perspective, were positively correlated with communication skills, while the latter two measures (empathetic concern and perspective) were negatively associated with physical examination skills. Jordi and Hansenne (2009) investigated the relationships between emotional intelligence, performance and cohesiveness in nursing teams. The results suggested, that emotional intelligence and more specifically emotional regulation may provide an interesting new way of enhancing nursing teams, cohesion and patient/ client outcomes.

Now on the basis of above studies and present research findings it may be said that profession is an important factor which plays a crucial role to enhance the level of emotional competency.

EFFECT OF TYPE OF HOSPITAL SERVICES ON EMOTIONAL INTELLIGENCE:

Findings related to the type of hospital services (Government and private) clearly indicate that services related to private hospitals have more positive effect on emotional intelligence as compared to the services related to government hospitals.

The question arises why private services in the hospitals provided to doctors and nurses have more positive effect on emotional intelligence as compared to the services provided to the doctors and nurses of government hospitals. The suggestive explanation is that there are various reasons and opportunities which affects positively the level of emotional intelligence. One aspect may be, in private hospitals there is a lot of need to approach the wide range of patients through many advanced techniques and facilities. Due to the competition in market each and every private organisation wants to prove itself the best in service providing. These services are fully concerned with hi-tech equipments, healthy and grooming, social and psychological environment and all advanced facilities. Due to these working conditions workers have more opportunities and options to train themselves in context to enhance their emotional competencies. Another aspect in private organisation is the management control which acknowledges and determines the work of each employee through the achievement of targets and feedback from the patients. In the private hospitals workers have to submit monthly progress report to the management and the management also takes feedback from the patients about the workers' behaviour and also the facilities provided by them. So regular assessment of the workers in the private hospitals pressurized them to improve and enhance their emotional intelligence. Because they know very well that if they found loose in their work,

they can be fired any time. While in the government hospitals there is no need to present monthly progress report. So they feel very free. Thus, they show less exposure to the patients, its may also a reason, that the doctors and nurses of private hospitals have more emotional intelligence than doctors and nurses of government hospitals. Agdelen, Erosoz & Sarp, (2010) have studied on working conditions of government and private hospital doctors in North Cyprus and suggested that majority of the government hospitals doctors are unsatisfied with the aspect of working conditions whereas the satisfaction level of private hospital are higher than that of government hospital doctors.

In private hospitals the recognition of work, communication flow and quality of services are higher as compared to government hospitals. Reporting skills and communication flow are very fast through the advance facilities of intercom, e-mails and so forth. The information flows in two ways that is 'top to bottom' and 'bottom to top'. The management of the hospital follows a lot of feedback techniques from patients like: keeps suggestion boxes, complain box at important places of the hospital. So that the problem of the patients may reveal, these techniques are very helpful to sort out the various problems. All these things have a significant role to enhance the emotional compatibilities among doctors, nurses and clinical staff. One another important aspect is team cohesiveness that is mostly

found among doctors and nurses of private hospitals. This cohesiveness is important for achieving the targets and goals.

On the contrary in government hospitals doctors and nurses have no direct control of any management or authority. The work is not acknowledged and the staff is not promoted on the basis of their performances. The promotion in government services mostly depends on the seniority level and not on the bases of skills and targets accomplishment. Job security is maximum in government hospital than in private hospital. The staff working in government hospital cannot be fired even in case of very high negligence of duties. While the staff in private hospital can be fired any time, the organisation can show any reason as the cause of firing process.

Now on the basis of above studies and present research findings it may be said that type of hospital services is an important factor, which plays a crucial role to enhance the level of emotional intelligence.

EFFECT OF LENGTH OF SERVICE ON EMOTIONAL INTELLIGENCE:

The third finding of the research reveals that length of service is also an influential factor which affects the level of emotional intelligence.

In the present research there are three levels of length of service that is, 1-3 years, 5-7 years and above 9 years. The finding clearly

reveals that the level of emotional intelligence in the doctors and nurses who are servicing above 9 years have significantly higher level of emotional intelligence as compared to other two levels of length of services.

Now, the question is why the increasing level of length of service have positive effect on emotional intelligence. The suggestive explanation is "experience is the best teacher" therefore, as long as the experience related to service increases there are more opportunities to face the various problems and challenges related to job, to sort out these challenges makes the man perfect in dealing the complex level of problems. As long as the service year increases workers have a lot of responsibilities and liabilities toward their position. This event makes them more concerned related to their job issues.

The next possible suggestion is that due to their long experience they get to learn more about cause and effect relationship. This makes them empathic, acknowledged, problem concerned, good listener, makes them full of patience, increases their communication skills and so forth. These experienced people get easily where the problem lies, and till what extent it is solvable and how? All these things make them rich in emotional capabilities.

On the contrary the less experienced people have less opportunities to expose themselves with the different type of challenges and demands of job. The new people are full of energy, full

of confidence but lack of patience which makes them impulsive and vulnerable towards the moments at once. They do not fully aware about the cause and effect relationship, their communication skills related to various challenges of job. For example if a patient get expire after a long treatment in the hospital, this situation works as a collision for both, the family members and the clinical staff. In this typical situation a senior and experienced doctor knows well how to deal with the family members and other attendants, at this time there is a great flood of emotions, stress loss of loved one's and economical embalance in family members to confront. So, seniority makes the doctor compatable to solve out such problem.

Humpel and Caputi (2001) have found a significant relationship between emotional competency and nurse's year of experience, with the relationship in direct proportion.

On the contrary what will happened with junior doctors and clinical staff? They will get impulsive without empathic concern with the patient's family. In this situation both sides will get violent and the organisation may get suffer. Therefore, it may be said that increasing level of length of service makes the man experienced and more learned. They have more chances to train themselves and this training makes them more emotionally intelligent as mentioned earlier in the theoretical framework that due to training, emotional competencies increases their level. Anand and Suriyam (2010) examined emotional

intelligence and its relationship with leadership practices. They concluded that the executives differ significantly in their emotional intelligence based on their length of service in the organization. So, it may be said that length of service is an influential variable to affect the level of emotional intelligence.

SECTION-II

SUB-SECTION-B

EFFECT OF PROFESSION ON JOB SATISFACTION:

The first finding of this part clearly indicates that profession is an important factor which affects the level of job satisfaction.

In the findings of present research doctors are more satisfied with their job as compared to nurses. The suggestive explanation for the finding may be that the outcomes related to the kind of profession play the key role towards job satisfaction. There are many studies which have been conducted to explore the effect of profession on job satisfaction.

Many healthcare researchers have noted the importance of job satisfaction on a variety of organizational variables. Job satisfaction influences the quality of health care services. It is thus unlikely that optimal medical care can be delivered by unhappy and maladapted health care providers, (Randall et al, 1997; Kalantam, 1999).

According to Specter (1997), there are various factors that influence job satisfaction, that are the nature of work, supervision, pay scale, promotion opportunities and the position of employee in the organization. In the present finding doctors have more job satisfaction as compared to nurses. The important reasons may be wages, their nature of work, level of income, working conditions, job contents, opportunities for promotion, personality, age, gender and feedback from social groups. These factors make them pride towards their job. Cote and Morgan (2002) found that amplification of positive emotions increased job satisfaction, while suppression of unpleasant emotions decreased job satisfaction. Greater physicians' satisfaction is associated with appropriate prescribing practices, patient adherence and greater patient satisfaction (Buchbinder et al. 1999 and Haas et al. 2000).

Doctors get more opportunities to improve their personality, they get more social respect, better sources of income, more chances to promotion in the organization, positive working environment and the top position in the society. They fulfill their all intrinsic and extrinsic desires (motivation) with their job. That's why they found fully satisfied with their profession and their service. Studies suggest that when physicians are more satisfied with their job, quality of care benefits (Grol et al. 1985; Keating et al. 2004). Haas et al (2000) reported that patients of physicians who rated themselves to be very or

extremely satisfied with their work were more satisfied with their health care. However, Grembowski et al (2005) found that physicians job satisfaction was not associated with quality of care index. This finding suggests that physician's views about their work are not related to their interactions with patients.

On the contrary, nurses have a lot of work to do but less income, less supervision, insufficient promotion opportunities and long working hours. These factors make them stressful and conflicted and have a negative impact on their level of job satisfaction. Wheeler (1998) reported that workload is an important source of stress among nurses affecting their job morale and functioning. Similarly, Siu (2002) found pay, limited earning potential, lack of recognition and respect from others and large workload to be the main themes for job dissatisfaction among nurses.

Jovic-Vranes et. al. (2007) undertook a study on job satisfaction among Serbian healthcare workers who work with disabled patients. The study found very low levels of job satisfaction among health care workers. The lowest job satisfaction was found among nurses, while doctors were most satisfied with their jobs. More than half the respondents agreed that their working environment was not stimulating and that they did not find their job motivating. One fifth of health care workers responded that they had no personal or clinical autonomy, and most indicated that they rarely participated in a

decision making process. Sixty four percent felt that they did not have adequate professional development or educational stimulation at their workplace. The study found that job satisfaction was associated with good hospital politics, good interpersonal relationship and a feeling of being able to provide good quality care.

Family conflict is an another aspect with the nurses, gender plays main role to make them less satisfied with their job profile due to family demand, immense responsibilities from the women and their profession also. This emerged conflict between family and job interfere with the satisfaction level. Fub et al. (2008) also support the above view, they revealed that work family conflict affects the level of satisfaction especially among the female physician. Kocab (2008) revealed that doctors are more desensitized than official employers and nurses have less job satisfaction than doctors.

The theoretical concept given by Vroom also justifies the present research findings. The theory emphasized at the interaction level between personal and workplace variables. Therefore, on the basis of present finding and other studies it can be said that kind of profession is also an important factor of job satisfaction.

EFFECT OF TYPE OF HOSPITAL SERVICES ON JOB SATISFACTION:

The second finding related to job satisfaction clearly reveals that the professionals (doctors and nurses) related to private hospitals

have more job satisfaction as compared to the professionals (doctors and nurses) related to government hospitals.

The possible suggestion for the extent of work satisfaction among private sector professionals may be the variables which influence the work satisfaction. In private sector there is autonomy, good social relationship with colleagues, cohesiveness, more exposures towards carrier opportunities. These factors make them more satisfied with their job.

There is one factor related to social context which makes the professionals of both sectors satisfied with their work. This social context includes the relationship with colleagues and the intrinsic satisfaction from the side of patients care. This thing is very positive in health care sectors. But the difference occurs in government and private sector due to work schedule, work load, pay and autonomy and the most important factor is the work place. According to Pillay (2009), in government sector there is a lot of risk of infection, risk of injury and personals safety risk. The government schemes and policies are not very satisfied as compared to private sector schemes. Pillay (2009) highlighted in this study that private sector nurses were generally satisfied while public sector nurses were generally dissatisfied.

The working condition in private sector have hygienic environment, low risk of infection and low risk of injury. The

difference in satisfaction level also occurs due to resources available. These resources are advanced technical instruments, medication, and examination facilities. Westaway et al. (1996), Lephoko, Bezuidenhout, and Roos (2006), Armstrong and Overton (1997) also supported above views. Peters et al. (2010) found that job conditions were better overall in the private sector than in the public sector.

The present research finding is also supported by Borrows and Wesson (2000), who found private sector employees significantly more satisfied with their career opportunities than their public sector counterparts. Training opportunity is also an important factor in private doctors and nurses which makes them motivated and full of confident due to their updating knowledge. These factors work as satisfactory variables in job.

On the basis of research finding and studies, now it may be concluded that the professionals related to private sectors have more job satisfaction as compared to the professionals related to government sector or hospitals.

EFFECT OF LENGTH OF SERVICE ON JOB SATISFACTION:

The third finding related to present research clearly indicate that length of service is also an influencing factor which affect the level of job satisfaction. The finding reveals that as the length of service increases, the level of satisfaction regarding job also increases.

On the basis of this finding various suggestion may imply. The most common fact is that as soon as the experience regarding particular job increases all the 'prose and cones' becomes clear of that particular working field. The clear picture, informations, enhanced skills, create interest and passion for the particular job. Many other studies have shown that older workers are more satisfied than younger workers (Birdi, Warr and Oswald 1995 & Pathman et al. 2002). This could be attributed to better adjustment at work, greater rewards, less conflict between work and personal life (Birdi, Warr and Oswald 1995 & Linn et al. 1985). Additionally Campbell, Fowles and Weber (2004) in their study found that the number of years of employment for nurses was significantly correlated with their job satisfaction. They added that the years of experience for these nurses may have increased their familiarity, competence as well as their understanding of the work related expectations and schedules. In agreement, the present study revealed that senior nurses and doctors had significantly higher score of job satisfaction than the junior ones.

The another aspect may be the feeling of stability which emerges after a long service. On the contrary when there is less experience employee perceives the things uncomfortably. New working conditions, new place, new situations to confront, as well as sometime the employee seeks more opportunities in other professional areas. There is also adjustment problem in starting with employee in

facing new situation with a new job. All these things collectively makes the employees less satisfied with their job. The study conducted by Rosta and Gerber (2008), also reveals the same findings. The study was conducted on the doctors related to different specialties. The finding reveals that the doctor's status as junior physician were significantly dissatisfied 'regarding their working hour', 'payment', 'physical working condition' and 'recognition for good work'.

Another explanation for job satisfaction with increasing length of service may be the seniority, the promotional opportunities increased pay scale, and more valuable position, makes the professional also satisfied with their job. Bishhay's (1996) study on teachers also showed that length of service correlated positively with teacher's job satisfaction. Kocab (2008) also found, that the level of job satisfaction of the participants, who have longer years (20-25 years) in the occupation are higher than of those, who have fewer years (3-7 years) in the occupation.

On the basis of present findings and numerous studies, it may be evaluated that as the length of service increases, the level of job satisfaction also increases.