The Relationship between Emotional Intelligence and Job Satisfaction in NewlyLicensed Nurses

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Disclosure

This speaker has no conflict of interest to disclose
Objectives

- Identify the stressors experienced by newly licensed nurses as they transition to the professional nurse role
- Describe the Four Branch Model of emotional intelligence
- Identify strategies to decrease role transition stress in newly licensed nurses
Problem Statement

Transition from student to the professional nurse role is stressful and leads to job dissatisfaction and increased turnover rates among NLNs.

Reasons for leaving employment within the first year have been widely reported in the literature as being a result of:

- Short staffing
- Lack of support systems
- Job stress
- Workplace environment
- Heavy workloads
- Poor training
- Unrealistic expectations
- Concerns about quality patient care

No studies have been found that examine emotional intelligence and job satisfaction in NLNs.
Background & Significance

NLNs are not expert nurses, they are advanced beginner nurses that require a supportive environment to integrate to the role, develop clinical and interpersonal skill and reshape their values.

Job stress is the strongest predictor of NLN job dissatisfaction leading to increased turnover rates among newly licensed nurses.

Turnover rates for NLNs have been reported widely in the literature and depending on the source range from 20% to 61%.

Studies suggest emotionally intelligent individuals are better equipped to manage role conflict and stress.
Purpose

The purpose of this descriptive correlational study is to determine if there is a relationship between emotional intelligence and job satisfaction in newly licensed nurses.
Theoretical/Conceptual Framework

- Marlene Kramer’s Conceptual Model of Reality Shock
- Patricia Benner’s Novice to Expert Theory
- Mayer-Salovey Four Branch Model of Emotional Intelligence
Theoretical/Conceptual Framework

Four Branch Model of Emotional Intelligence

- Ability to identify/perceive emotions
- Ability to use emotions to facilitate thought
- Ability to understand emotions
- Ability to manage emotions
A review of the literature was conducted using the databases OVID and CINAHL.

Keywords: newly licensed nurse, transition into practice, job satisfaction and emotional intelligence.

The literature review was organized and reviewed with respect to:
- NLN transition into practice
- NLN job satisfaction
- Emotional intelligence
Newly Licensed Nurse Transition into Practice

Casey, Fink, Krugman, and Propst (2004), examined a convenience sample of 270 NLNs from six acute care facilities in the Denver area to identify the stresses and challenges experienced by the NLN.

Findings: Throughout the first year of nursing practice NLNs experience:
- Feelings of inadequacy with their clinical knowledge
- Lack of acceptance from experienced nurses
- Stressful work environments
Newly Licensed Nurse Transition into Practice

In a descriptive survey design, Bowles and Candela (2005) examined the first job experiences of 352 NLNs in the Nevada area.

**Purpose:** To determine what NLNs chose for their first nursing position, perceptions of their first nursing position experience and if they left the position and why.

**Findings:**
- Most NLNs first job was in a hospital with one third in medical surgical setting.
- The vast majority believed the work environment was stressful and not conducive to providing safe patient care.
- Thirty percent left their job in the first year and 57% left within two years.
Review of the Literature

Newly Licensed Nurse Transition into Practice

Honan, Brewer & Kovner (2009) in a qualitative study used secondary data analysis to examine 612 NLNs perceptions of their first experiences to gain a better understanding of their work life.

Findings: Krippendorff’s technique was used to extract following themes:

- Colliding Expectations
- The Need for Speed
- You Want too Much
- How Dare You?
- Change is on the Horizon
Review of the Literature

Newly Licensed Nurse Transition into Practice

In a qualitative study design, Wangensteen, Johansson and Nordstrom (2008) interviewed 12 NLNs to examine how they experience their first year as a nurse.

Data was collected through focused individual interviews during the latter part of their first year of nursing.

Findings: Conventional content analysis was conducted to identify the following key categories:

- Experience of being new
- Gaining nurse experience
- Gaining competence
Newly Licensed Nurse Job Satisfaction

Winter-Collins and McDaniel (2000) conducted a correlational study of ninety-five NLNs to investigate the relationship between sense of belonging and job satisfaction. McCloskey-Mueller’s Satisfaction Scale and the Hagerty-Patusky Sense of Belonging Instrument was used to study the research variables.

Findings:
- Sense of belonging and job satisfaction had a strong relationship (p=0.000, r=0.40)
- Job satisfaction was reported as 3.5 on a 5 point scale
- Least satisfied with professional opportunities
Newly Licensed Nurse Job Satisfaction

Shermont and Krepcio (2006) using a descriptive study of 3 inpatient surgical units in a major metropolitan children’s hospital examined the impact of a culture change on 70 NLNs.

Partnership Preceptor Program (PCP) was developed to orient and socialize the NLNs.

**Findings:**

- Job satisfaction and increased retention can be achieved when NLNs enter a culture of collegiality, partnership and shared accountability, where they can develop the technical skill and confidence to become a competent nurse.
- Turnover rates decreased from 54% to 4%.
Review of the Literature

Emotional Intelligence

Codier et al. (2008) using an exploratory study design measured EI of 26 nurses in three health care settings in Hawaii, as it related to performance levels of clinical staff nurses and collected data on career/organizational variables.

EI was measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

Findings:

- Nurses on career ladders had higher emotional intelligence scores.
- High performance levels had a positive correlation with high emotional intelligence scores.
- Thirty seven percent of the nurses scored below average on emotional intelligence.
Emotional Intelligence

Montes-Borges and Augusto (2007) used a correlational design to explore the relationship between perceived emotional intelligence, coping, social support and mental health in 119 first year nursing students in Spain.

Perceived EI was measured using the Trait Meta-Mood Scale (TMMS), Coping was measured using the COPE scale, social support was measured using the Vaux Subjective Social Support Scale and to provide a mental health profile the Mental Health 5 scale was used.

Findings:

- Positive correlation between emotional clarity and social support; social support and emotional repair and social support and mental health
- Emotionally intelligent individuals are better able to manage stress
Review of the Literature

Emotional Intelligence

Azimi et al. (2010) conducted a quantitative correlational study in Iran to examine the relationship between emotional intelligence of 123 fifth and sixth year dental students and patient satisfaction.

The Bar-On Standardized Emotional Quotient Inventory (EQI) to measure emotional intelligence in the dental students and the Patient Satisfaction Questionnaire was used to measure patient satisfaction.

Findings:

Statistically significant relationship between emotional intelligence scores and patient satisfaction ($r = 0.407$)
Emotional Intelligence

In a quasi-randomized controlled pilot study, Fletcher, Leadbetter, Curran & O’Sullivan (2009) of the United Kingdom investigated whether emotional intelligence development training increased emotional intelligence scores in 70 third year medical students.

Intervention group participated in a seven month emotional intelligence training program.

EI was measured using the Bar-On Standardized Emotional Quotient Inventory administered at baseline and two weeks following the emotional intelligence training.

Findings:

Significant effect of the emotional intelligence training on the medical students in the intervention group compared to the control group.
Research Question

Do newly licensed nurses with high emotional intelligence scores report greater job satisfaction during the first year of nursing practice than those with lower levels of emotional intelligence?
A descriptive correlational design was used to examine the relationship between emotional intelligence and job satisfaction in newly licensed nurses during the first year of nursing practice.
Sample/Setting

- **Target Population**: All newly licensed registered nurses in a benefited position of at least 32 hours per week that have been practicing not more than one year.

- **Accessible Population**: Approximately 39 NLNs hired over the previous 12 months.

- **Sample**: A convenience sample of 36 newly licensed nurses was sought.
  - Fifteen participated in the study.
IRB Approval

- IRB approval was obtained prior to initiation of the study

- Academic teaching hospital where the study took place
- Regis College where the primary investigator was a doctoral student
Measurement

- McCloskey-Mueller Satisfaction Scale (MMSS) was used to measure job satisfaction

- Four point Likert scale consisting of 31 items designed to measure job satisfaction:
  - Extrinsic rewards
  - Scheduling
  - Family/work balance
  - Co-workers
  - Interactions
  - Professional Opportunities
  - Praise/Recognition
  - Control/Responsibility
Measurement

- The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) was used to measure emotional intelligence.
- 141 item ability-based survey that measures the following four branches of emotional intelligence:
  - Perceiving emotions
  - Using emotions
  - Understanding emotions
  - Managing emotions
Data Analysis

- Descriptive statistics was used to describe the sample and compare the demographic variables to the study variables.

- The MMSS and MSCEIT were scored according to the authors' recommendations.

- To answer the research question, do newly licensed nurses with high emotional intelligence scores report greater job satisfaction during the first year of nursing practice than those with lower levels of emotional intelligence, predictions and associations were used.

  - Pearson $r$ correlation
Sample Demographics

The sample (N) consisted of fifteen NLNs:

- **Age**
  - 20-29 years old  n= 12  (80%)
  - 30-39 years old  n= 2  (13.3%)
  - 40-49 years old  n= 1  (6.7%)

- **Gender**
  - Female  n= 15  (100%)
Sample Demographics

- **Highest degree completed**
  - Associates Degree  n= 9  (60%)
  - Bachelors Degree  n= 6  (40%)

- **Do you have a degree in another discipline?**
  - Yes  n= 5  (35.7%)
  - No  n= 9  (64.3%)

- **Length of time worked as a nurse**
  - 0-3 months  n= 3  (20%)
  - 4-6 months  n= 5  (33.3%)
  - 7-9 months  n= 5  (33.3%)
  - 10-12 months  n= 2  (13.3%)
Results

Question: Do newly licensed nurses with high emotional intelligence scores report greater job satisfaction during the first year of nursing practice than those with lower levels of emotional intelligence?

Findings:
- NLN mean job satisfaction score 2.86
  - Satisfied score = 2.1 – 3.0
- NLN mean emotional intelligence score 99.45
  - Average emotional intelligence = 90 – 109
- Strong positive linear relationship between Branch 4- Managing Emotions and job satisfaction \( r (13) = .521, p <0.05 \)
Results

NLN Job Satisfaction Scores

Findings:

- In all 31 items on the MMSS the mean job satisfaction scores ranged from “satisfied” to “very satisfied”
- Minimum score 2.47
  - Control over what goes on in work setting
- Maximum score 3.35
  - Satisfaction with nursing peers
## Results

### NLN Emotional Intelligence Scores

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI Score</td>
<td>15</td>
<td>87.48</td>
<td>121.20</td>
<td>99.45</td>
</tr>
<tr>
<td>Branch 1</td>
<td>15</td>
<td>74.73</td>
<td>131.98</td>
<td>97.91</td>
</tr>
<tr>
<td>Branch 2</td>
<td>15</td>
<td>81.89</td>
<td>127.12</td>
<td>101.66</td>
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<tr>
<td>Branch 3</td>
<td>15</td>
<td>82.22</td>
<td>109.82</td>
<td>97.39</td>
</tr>
<tr>
<td>Branch 4</td>
<td>15</td>
<td>82.51</td>
<td>109.62</td>
<td>100.41</td>
</tr>
</tbody>
</table>
Results

- Relationship between emotional intelligence and job satisfaction

**Findings:**
- No significant relationship between total emotional intelligence scores and job satisfaction
- Strong positive linear relationship between Branch 4 - Managing Emotions and job satisfaction ($r (13) = .521$, $p < 0.05$)
Results

- **Crosstabs**: Length of time worked as a nurse and job satisfaction

<table>
<thead>
<tr>
<th>Time Interval</th>
<th>Lower Job Satisfaction</th>
<th>Higher Job Satisfaction</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 3 months</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4 - 6 months</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7 – 9 months</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>10 – 12 months</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>6</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Study Conclusions

- There is no statistically significant relationship between total emotional intelligence scores and job satisfaction.
- NLNs who are better able to manage emotions in themselves and others are more satisfied in their jobs.
- NLNs experience higher levels of job dissatisfaction between 4-9 months of employment.
- The inclusion of emotional intelligence in NLN orientation programs can:
  - Increase NLNs effectiveness in managing transitional stress.
  - Improve NLN job satisfaction.
Strategies to Decrease Role Transitional Stress

- Inclusion of emotional intelligence training in orientation programs for NLNs

  - Identify/Perceive Emotions: How do I feel?

  - Using Emotions to Facilitate Thought: How are these feelings influencing my thinking?

  - Understanding Emotions: Why do I feel this way?

  - Managing Emotions: How can I manage these feelings?
Emotional Intelligence

1. Perception
   - Emotions are perceived and expressed.
   - Emotions are sensed; automatic influences on cognition begin.

2. Facilitation
   - Emotions enter the cognitive system as noticed signals and as influences on cognition.

3. Understanding
   - Emotional signals about relationships are understood, including how they might change with time and events.
   - Emotions and emotion-related information are attended to.

4. Management
   - Thoughts promote emotional, intellectual, and personal growth.
   - Management encourages openness to feelings.

The implications of emotions, their feelings and their meanings, are considered.
Identify/Perceive Emotions

- How do I feel? How do others feel?
  - Emotional vocabulary
- Differentiate between moods and emotions
- Facial recognition activities
- Emotional perception checking to improve accuracy
Plutchik Circumflex of Emotions
The Many Faces of Emotional Intelligence
Using Emotions to Facilitate Thought

- How are these feelings influencing my thinking?
- Focus on attending to and engaging with feelings
  - People in a sad or negative mood tend to focus and search for errors
  - People in a more positive mood are better at generating new ideas and solutions to problems
- Reflect on the value and insight of feelings – even “unpleasant” or “negative” ones
Understand Emotions

- Why do I feel this way?
- The “What if” Activity: Try to consider outcomes of different actions when you, or someone else, is feeling a certain way.
  - My colleague is feeling overwhelmed, what will happen if I ask her to cover my patients while I go to lunch?
- Build emotional vocabulary
Manage Emotions

How can I manage these feelings?

Evaluate feelings: determine whether you block out or suppress all or certain feelings. Do feelings overwhelm you at times?

- Consider relaxation, imagery and other techniques to better process emotions
- Journaling to reflect on emotional responses
- Cognitive rehearsal


References


References


Objectives

- Identify the stressors experienced by newly licensed nurses as they transition to the professional nurse role
- Describe the Four Branch Model of emotional intelligence
- Identify strategies to decrease role transition stress in newly licensed nurses
??? Any Questions ???