Emotional intelligence and satisfaction at work on teachers: Testing affectivity as potential mediator

Natalio Extremera, Lourdes Rey, & María Angeles Peláez-Fernández
University of Málaga
Email: nextremera@uma.es

The purpose of the present study was:

Based on Affective Events Theory, we expected that affect would partially mediate EI effects on job satisfaction even when controlling for known confounding effects of gender, age, years of experience and personality traits.

Results

SAMPLE

• 124 secondary teachers of the province of Málaga (Spain) (75 females and 46 males; 3 unreported) recruited from different secondary high schools. Ages ranged from 25 to 59 years (M=43.82; S.D=7.81). Teaching experience (M= 6.6 years; SD = 7.1 years).

INSTRUMENTS

*Wong and Law Emotional Intelligence Scale (WLEIS, Wong & Law, 2002).
*Positive and Negative Affect Scale (Watson et al., 1987)
*Overall job satisfaction (Judge, Locke, Durnham, & Kluger, 1998).
*Big-Five bipolar markers (Goldberg, 1992)

This study replicated and extended the findings of other researchers, indicating that EI was associated with job satisfaction in teachers. Besides, the increased feelings of positive affect presumed to be associated with higher EI was, in turn, hypothesized to explain the relationship between perceived emotional abilities and job satisfaction.

Discussion

This study replicated and extended the findings of other researchers, indicating that EI was associated with job satisfaction in teachers. Besides, the increased feelings of positive affect presumed to be associated with higher EI was, in turn, hypothesized to explain the relationship between perceived emotional abilities and job satisfaction.

These results suggest that positive affect mediate the effects of EI on job satisfaction via a complex process. Teachers skilled at perceiving, understanding and managing moods should also be better to experience a more positive feelings (Schute et al., 2002). Finally, teachers with high EI would be more likely to feel positive affect in classroom, which, in turn, promote higher satisfaction at workplace.

Besides, according to the mediational model, the empirically supported mediating processes extend the EI literature by elucidating the pathways through which EI is linked with job satisfaction. These findings suggest the implementation of intervention program designed to bolster EI abilities as a way of enhancing positive affect might increase job satisfaction in secondary teachers.

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