

Stronger together: Work engagement and emotional intelligence abilities and their interactive effects on personal and work attitudes in teachers



1. Does work engagement associate with personal and work attitudes among teachers?

Natalio Extremera nextremera@uma.es
 Sergio Mérida-López sergioml@uma.es
 Nicolás Sánchez-Álvarez
 Cirenía Quintana-Orts
 Lourdes Rey



UNIVERSIDAD DE MÁLAGA

BACKGROUND

1. **Work engagement** is a construct consistently related to positive outcomes: health, occupational withdrawal, and job satisfaction.

Research is increasingly focusing on consequences of work engagement among teaching professionals (Perera et al., 2018).

2. **Personal resources such as emotional abilities** do play a role in the prediction of work engagement among teachers (Mérida-López, Bakker, & Extremera, 2019).

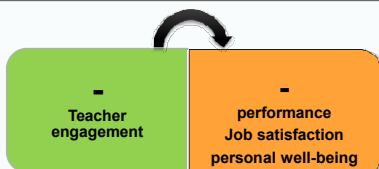
Emotional abilities may influence the relationship between work engagement and **personal/occupational well-being** (Côté, 2014).

2. Do emotional abilities modulate the associations among work engagement and personal and work attitudes among teachers?

OBJECTIVES

We aimed to examine the associations among work engagement, ability Emotional Intelligence, **job satisfaction, life satisfaction, and subjective happiness** in a sample of teaching professionals

This research tested the **moderator role of emotional abilities** in the relationship between work engagement and personal and work well-being indicators.



METHODS

- 220 teaching professionals (129 female) of Secondary Education agreed to participate.
- **The final sample comprised 197 teachers** (129 female) with a mean age of 45 years. Teaching experience was around 17 years.
- An incidental sampling method was used.

Measures:

- **UWES-15** (Schaufeli et al., 2002).
- **MSCEIT 2.0**. (Mayer et al., 2002).
- **Job satisfaction** (Judge et al., 1998).
- **Life satisfaction** (Diener et al., 1985).
- **Subjective Happiness** (Lyubomirsky & Lepper, 1999).

RESULTS

Table 1. Descriptive statistics, reliabilities and correlations among study variables.

	Mean (SD)	α	1	2	3	4	5	6	7	8
1. Perceiving	100.68 (14.04)	0.91	-							
2. Facilitating	100.26 (12.35)	0.57	0.43**	-						
3. Understanding	103.67 (10.95)	0.71	0.21**	0.23**	-					
4. Managing	109.39 (10.31)	0.72	0.31**	0.45**	0.20**	-				
5. Overall EI	103.70 (11.32)	0.90	0.80**	0.73**	0.56**	0.63**	-			
6. Work engagement	4.73 (0.83)	0.91	0.00	0.05	-0.00	0.25**	0.08	-		
7. Job satisfaction	5.40 (0.99)	0.82	0.02	0.08	0.06	0.25**	0.12	0.80**	-	
8. Subjective happiness	5.16 (0.99)	0.80	0.04	0.02	-0.08	0.19**	0.04	0.31**	0.33**	-
9. Life satisfaction	4.98 (1.06)	0.78	0.03	0.09	-0.08	0.20**	0.07	0.33**	0.32**	0.55**

Note. ** $p < 0.01$.

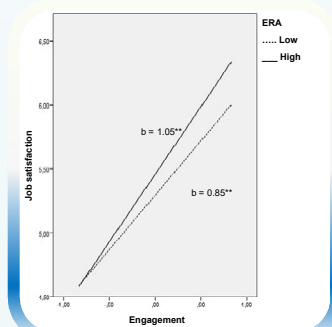


Figure 1. Relationship of engagement and ERA for predicting job satisfaction. Note. ** $p < 0.01$.

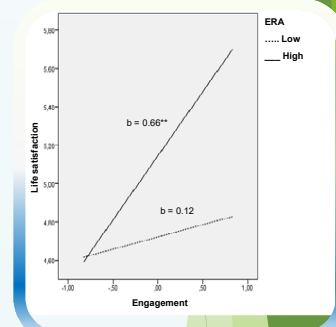


Figure 2. Relationship of engagement and ERA for predicting life satisfaction. Note. ** $p < 0.01$.

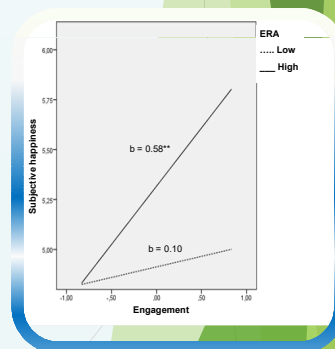


Figure 3. Relationship of engagement and ERA for predicting subjective happiness. Note. ** $p < 0.01$.

✓ **Preliminary results** showed that solely **emotion-regulation ability** was associated with engagement and the indicators of personal and work attitudes and so this dimension was included in further analyses.

✓ Emotion-regulation ability modulated the relationship between **engagement and personal** (i.e. life satisfaction and subjective happiness) and **work** (i.e. job satisfaction) attitudes. However, ERA appeared to be a **stronger moderator** in the relationship between work engagement and personal well-being in comparison with work-related consequences of work engagement.

DISCUSSION

❖ Preliminary evidence on the **joint contribution** of work engagement and emotion-regulation ability as personal and motivational predictors of job satisfaction, life satisfaction, and subjective happiness. Emotion-regulation ability and work engagement did make a difference in predicting personal attitudes among teachers.

❖ Emotion-regulation ability should be considered as a personal resource in future **intervention programs with teaching professionals** (Mattingly & Kraiger, 2019; Vesely-Maillefer & Saklofske, 2018).

Scan this QR code to get a free copy of our work:



UNIVERSITÀ DEGLI STUDI FIRENZE
 FORLIPS
 UNIVERSITÀ FORMAZIONE
 LETTERE SCIENZE PEDAGOGICHE

