

# 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?

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## 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).

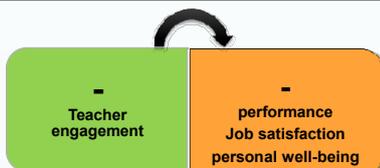
2. **Personal resources such as emotional abilities** do play a role in the prediction of work engagement among teachers (Mérida-López, Bakker, & Extremera, 2019).

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

## 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)	$\alpha$	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. \*\* $p < 0.01$ .

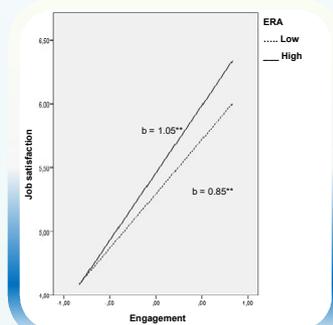


Figure 1. Relationship of engagement and ERA for predicting job satisfaction. Note. \*\* $p < 0.01$ .

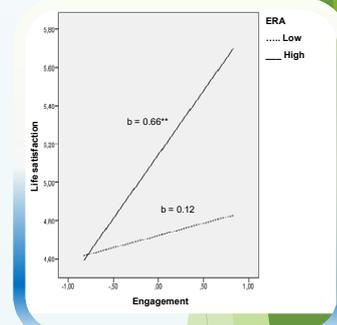


Figure 2. Relationship of engagement and ERA for predicting life satisfaction. Note. \*\* $p < 0.01$ .

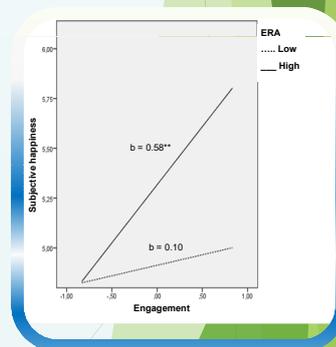


Figure 3. Relationship of engagement and ERA for predicting subjective happiness. Note. \*\* $p < 0.01$ .

✓ **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).

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