

A multi-study investigation on academic satisfaction: The promise of emotional intelligence

Sergio Mérida-López, PhD

Natalio Extremera, PhD

Faculty of Psychology

University of Málaga (Spain)



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RESEARCH IN THE EDUCATIONAL SETTING



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Introduction

Academic satisfaction with one's field relates to the degree of contentment with an academic major (Nauta et al., 2007).

Individual predictors of academic satisfaction in relation to the management of emotions in higher education (Parker et al., 2018; Urquijo & Extremera, 2017).



Introduction

Emotional intelligence (EI) is defined as the *ability to perceive and express emotions, to use emotional information to facilitate thought, to use emotional reasoning and understanding and to regulate emotions* (Mayer y Salovey, 1997).

EI associates with higher satisfaction in academic settings (Parker et al., 2018).



Introduction

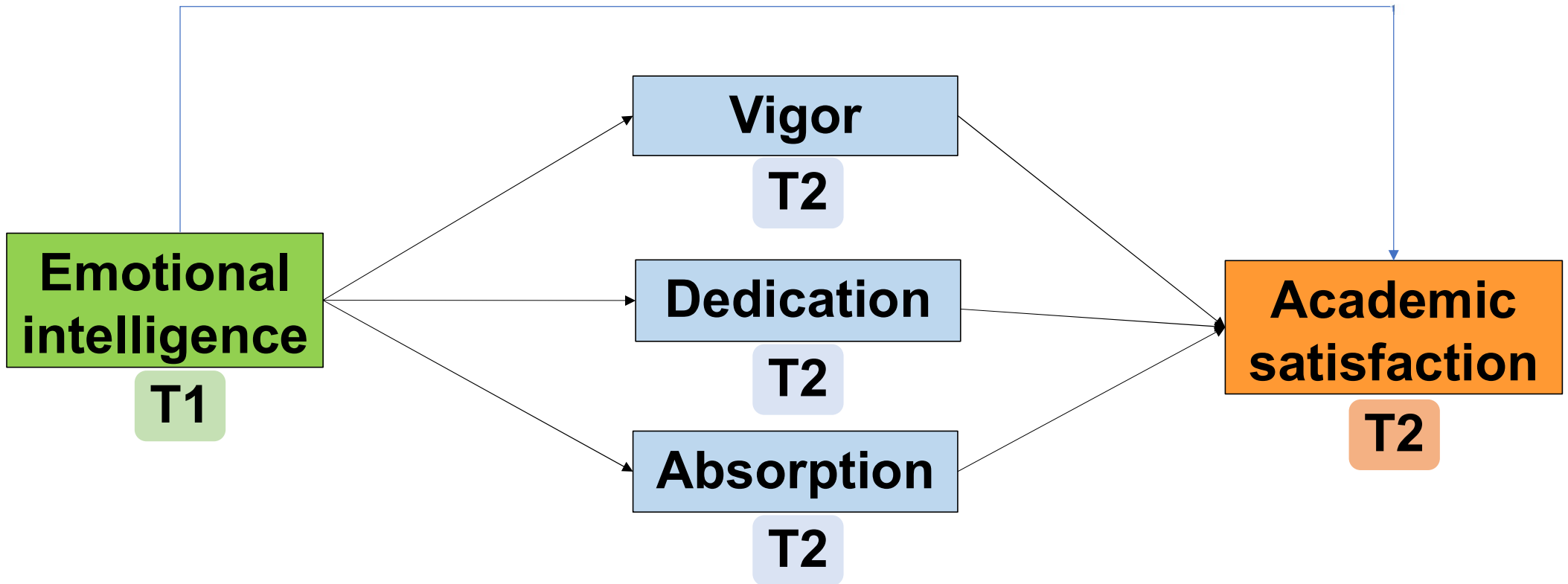
Study engagement is understood as *an enduring positive, fulfilling state of mind that is characterized by **vigor, dedication, and absorption*** (Schaufeli et al., 2002).

The role of engagement as a mediator in the relationship between EI and academic satisfaction has been scarcely explored (e.g., Urquijo & Extremera, 2017).



Introduction

*Controlling for personality traits



Study 2 – Prospective design (2 months)



Methodology (Studies 1 and 2)

Sample (Study 1): 314 undergraduate students (209 female and mean age = 21 years) from the University of Málaga (southern Spain).

*Students from Health Sciences BA degrees (e.g., nursery or podiatrics) participated in a cross-sectional study.

Sample (Study 2): 135 undergraduate students (102 female and mean age = 20 years) from the University of Málaga (BA degree in Psychology).

***Two-month prospective data collection**

The procedure was approved by the ethic committee of the University of Málaga (66-2018-H).

- Wong and Law Emotional Intelligence Scale (Wong & Law, 2002).
- Utrecht Work Engagement Scale - Students (Schaufeli et al., 2002).
- Academic Major Satisfaction Scale (Nauta, 2007).
- **Covariates: age and sex (Study 1)**
- **Study 2: age, sex, and personality traits** (neuroticism, extraversion, openness, agreeableness, and conscientiousness) using Goldberg's Bipolar Adjectives (Goldberg, 2012).



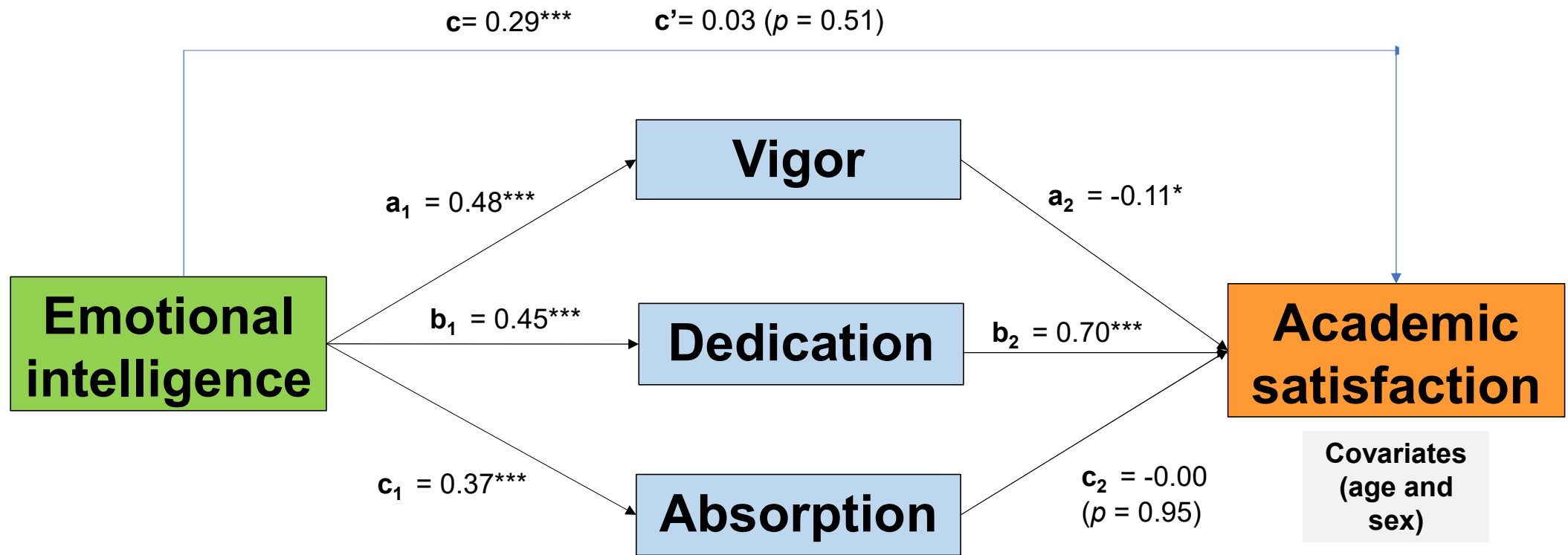
Results (Study 1)

	M (SD)	1	2	3	4	5
1. Emotional intelligence (T1)	5.09 (0.72)	0.86				
2. Vigor (T1)	3.32 (1.26)	0.29**	0.83			
3. Dedication (T1)	4.78 (1.13)	0.29**	0.62**	0.83		
4. Absorption (T1)	4.11 (1.12)	0.25**	0.72**	0.67**	0.73	
5. Academic satisfaction (T1)	4.17 (0.95)	0.23**	0.38**	0.75**	0.46**	0.91

Note: $N = 314$. ** $p < 0.01$.



Results (Study 1)



Note: * $p < 0.05$; *** $p < 0.001$. Values indicate unstandardized coefficients.



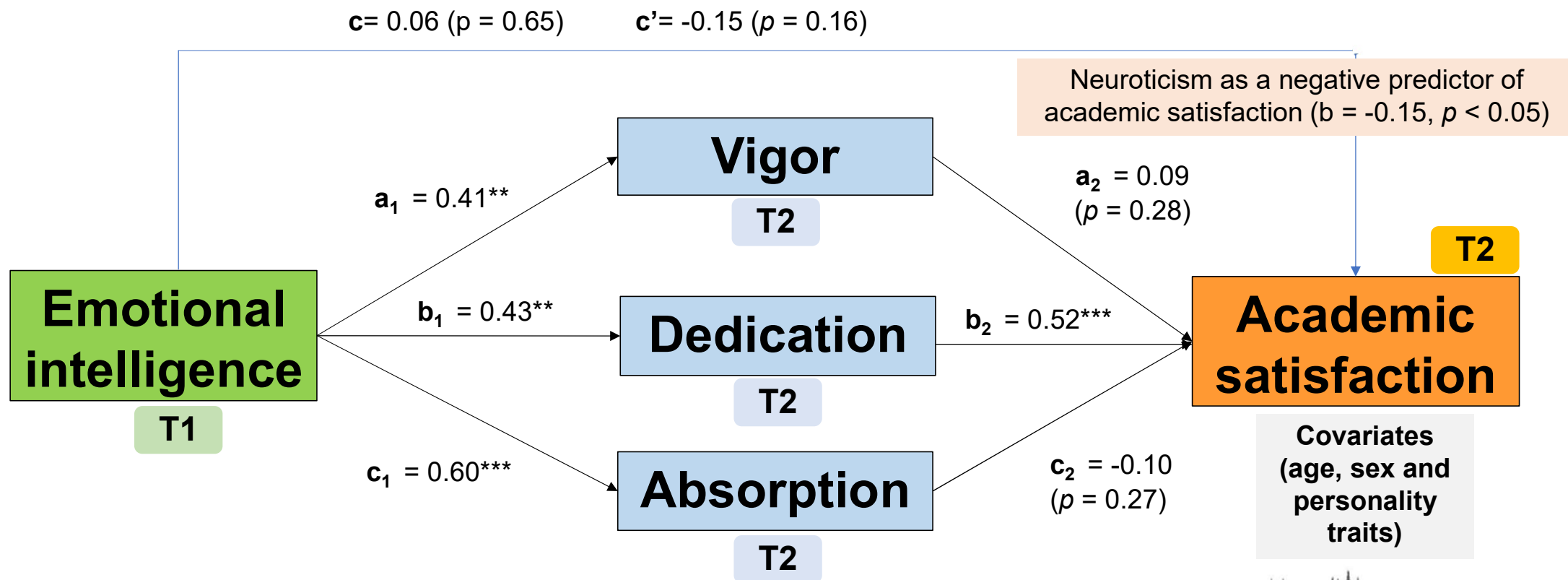
Results (Study 2)

	M (SD)	1	2	3	4	5
1. Emotional intelligence (T1)	5.23 (0.74)	0.87				
2. Vigor (T2)	3.44 (1.13)	0.45**	0.83			
3. Dedication (T2)	4.52 (1.06)	0.45**	0.66**	0.84		
4. Absorption (T2)	3.61 (1.08)	0.50**	0.83**	0.63**	0.83	
5. Academic satisfaction (T2)	4.37 (0.78)	0.25**	0.46**	0.70**	0.40**	0.90

Note: $N = 135$. ** $p < 0.01$.



Results (Study 2)



Note: $**p < 0,01$; $***p < 0,01$. Values indicate unstandardized coefficients.



Discussion

Limitations and future research lines

Self-report instruments

Representativeness of the samples

Exploration of interactive relationships among **contextual** (e.g., perceived support from teachers) **and individual** (e.g., personality traits) predictors of academic satisfaction



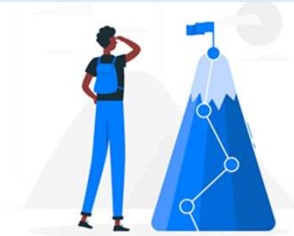
Discussion

Implications of the research

1. EI as a key personal resource associated with higher study engagement and with increased academic satisfaction cross-sectionally (Urquijo et al., 2017) and prospectively.

2. Relevance of study dedication as a positive state facilitating more positive attitudes in academic settings (Mills et al., 2017).

EI training may contribute to career adjustment, career adaptability and success (Parker et al., 2018)



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Contact details

Sergio Mérida-López, PhD

University of Málaga (Spain)

Researchgate or Twitter: @smeridalopez



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