



Revista de Psicodidáctica

www.elsevier.es/psicod



Original

Career Adaptability Mediates the Effect of Trait Emotional Intelligence on Academic Engagement[☆]

Enrique Merino-Tejedor^{a,*}, Pedro M. Hontangas^b, and K.V. Petrides^c

^a Universidad de Valladolid, Spain

^b Universidad de Valencia, Spain

^c University College London, United Kingdom

ARTICLE INFO

Article history:

Received 25 February 2017

Accepted 11 October 2017

Available online xxx

Keywords:

Career adaptability

Trait emotional intelligence

Academic engagement

University students

ABSTRACT

The present study tested the mediating role of career adaptability on the existing relation between trait emotional intelligence (EI) and academic engagement. The sample consisted of 590 Spanish university students with a mean age of 21.66 years. The results confirmed the positive relations of trait EI with career adaptability, as well as with academic engagement. A key finding concerns the confirmation of the mediating role of career adaptability on the relation between trait EI and academic engagement, supporting a model of total mediation. In confirming the existence of total mediation, this study makes a new and valuable contribution that allows for better and more precise clarification of the links between trait EI, career adaptability, and academic engagement. The discussion focuses on issues concerning the relation between these variables and the possibility of developing interventions to improve career adaptability and academic engagement in undergraduate populations.

© 2017 Universidad de País Vasco. Published by Elsevier España, S.L.U. All rights reserved.

La adaptabilidad a la carrera media el efecto de la inteligencia emocional rasgo sobre el compromiso académico

RESUMEN

En el presente estudio se comprueba el papel mediador de la adaptabilidad a la carrera en la relación existente entre la inteligencia emocional (IE) rasgo y el compromiso académico. La muestra comprende 590 estudiantes universitarios españoles con una edad media de 21.66 años. En los resultados se confirman las relaciones positivas entre la IE rasgo, la adaptabilidad a la carrera y el compromiso académico. Un hallazgo clave es la confirmación del papel mediador de la adaptabilidad a la carrera, modelo de mediación total, en la relación entre la IE rasgo y el compromiso académico. Este estudio aporta una valiosa contribución científica que permite una mejor y más precisa aclaración de los vínculos entre la IE rasgo, la adaptabilidad profesional y el compromiso académico. La discusión se centra en las cuestiones relativas a la relación entre estas variables y la posibilidad de desarrollar intervenciones para mejorar la adaptabilidad profesional y el compromiso académico entre estudiantes universitarios.

© 2017 Universidad de País Vasco. Publicado por Elsevier España, S.L.U. Todos los derechos reservados.

Palabras clave:

Adaptabilidad a la carrera

Inteligencia emocional rasgo

Compromiso académico

Estudiantes universitarios

PII of original article: S1136-1034(17)30035-7.

[☆] Please cite this article as: Merino-Tejedor E, Hontangas PM, Petrides KV. La adaptabilidad a la carrera media el efecto de la inteligencia emocional rasgo sobre el compromiso académico. Rev Psicodidact. 2018. <https://doi.org/10.1016/j.psicod.2017.10.001>

* Corresponding author.

E-mail address: enrique.merino@uva.es (E. Merino-Tejedor).

Introduction

The aim of the present study was to explore the associations between trait emotional intelligence (trait EI), career adaptability, and academic engagement. Specifically, the study tested the mediating role of career adaptability on the relationship between trait EI and academic engagement in a sample of Spanish university students.

Trait EI and career development

Trait EI is defined as a constellation of emotional perceptions assessed via questionnaires and rating scales (Petrides, Pita, & Kokkinaki, 2007). There is evidence, including behavioral genetic investigations (Vernon, Villani, Schermer, & Petrides, 2008), supporting the conceptualization of trait EI as an aspect of personality. At the same time, the construct shows incremental validity over the Giant Three, the Big Five, and other personality variables (e.g., Andrei, Siegling, Aloe, Baldaro, & Petrides, 2016). One study carried out work on the Managing the Emotions of Others Scale (MEOS) by examining its associations with the personality traits considered in the six-factor model of personality structure HEXACO: Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O), and with the factors and facets of the trait EI measured with the Trait Emotional Intelligence Questionnaire (TEIQue). The first component of the MEOS, enhance, includes approaches to interpersonal emotion management, whilst the second, divert, includes approaches such as the use of humor to increase another's mood (Austin & Vahle, 2016). Among the most important findings of this study, it was found that at the factor level of the TEIQue, regression models showed that trait EI-emotionality and trait EI-sociability were significant predictors for both components of the MEOS, enhance and divert, defined as the prosocial pair. Another study showed that perfectionistic concerns, which are related to a solid conviction that being perfect is important to others, correlate negatively with trait EI; in contrast, the same study proved that perfectionistic strivings, which are related to a conviction that being perfect is important for oneself, are positively associated with trait EI (Smith, Saklofske, & Yan, 2015).

There have been a number of studies on the role of trait EI in relation to vocational and career-related variables. For example, trait EI has been linked to career decision-making (Di Fabio & Saklofske, 2014); this study confirmed the hypotheses that trait EI added significant incremental variance beyond that explained by the Big Five personality dimensions in relation to career decision-making self-efficacy, career indecision, and indecisiveness. On the other hand, Coetzee and Harry (2014) provided evidence that high levels of self-efficacious emotional performance may improve self-efficacious adaptive execution in behavioral fields linked to career adaptability.

Consideration of emotional experience has been increasing in the field of vocational development, competing for attention with cognitive aspects, perhaps in response to the claims that, in the range of career theories, human emotions lack the prominence they rightly deserve (Hartung, 2011; Puffer, 2011; Young & Valach, 2000). Researchers have called for an increase in research in this area, as well as for the replication of models focusing on the relationship between EI and career psychology. Young, Paselukho, and Valach (1997) developed one of the first theoretical models of the role of emotion in career development, proposing that people with high EI have superior career-building abilities.

Trait EI and engagement

The concept of engagement has been studied extensively in the context of the workplace. The most popular definition of work engagement is as a state of mind characterized by vigor, dedication, and absorption (Schaufeli, Salanova, González-Romá, & Bakker, 2002).

One popular model of work engagement by Bakker, Albrecht, and Leiter (2011) comprises the following three components: *absorption* (fully concentrated on some task or activity), *dedication* (significant and meaningful pursuit of goals characterized by

a sense of significance, inspiration, and pride), and *vigor* (devoting time and effort to work tasks).

With respect to the relation between EI and engagement, in current models of work engagement (see Bakker et al., 2011), the drivers of engagement are considered to be both job resources (e.g., autonomy) and personal resources (e.g., self-efficacy). The latter may also be understood as psychological capital, including aspects such as self-efficacy, confidence, optimism, and perseverance (Luthans, Youssef, & Avolio, 2007), all of which are linked to EI.

In educational contexts, research has shown a positive relationship between general EI and academic achievement (MacCann, Fogarty, Zeidner, & Roberts, 2011; Mavroveli & Sánchez-Ruiz, 2011; Serrano & Andreu, 2016), which tends to be stronger in primary school and vulnerable students (Perera & DiGiacomo, 2013; Petrides, Frederickson, & Furnham, 2004). Comparatively less research has focused on the relationship between EI and academic engagement. In a study carried out with undergraduate students, it was found that perceived EI predicts academic burnout and engagement, controlling for gender and age (Durán, Extremera, Rey, Fernández-Berrocal, & Montalbán, 2006).

Career development and academic engagement

Research into career development has been gaining prominence owing, among other things, to the development of the concept itself and to the latest changes in the labor market affecting work and job conditions (e.g., mobility, instability). Recent definitions of career development highlight the dynamic nature of the construct (Zacher, 2014). In current times, between school-leaving and retirement, significant changes will occur during working life. Although every stage is important, the period of tertiary education is particularly relevant in the consolidation of a vocational identity (Porfeli, Lee, Vondracek, & Weigold, 2011). It is during this stage when students have to confront decisions relating to their transition into the world of work, or further study to obtain a higher degree of specialization in a specific discipline.

Within the field of career development, the concept of career adaptability has generated a great deal of interest (Coetzee & Harry, 2014; Rudolph, Lavigne, & Zacher, 2017; Santilli, Nota, Ginevra, & Soresi, 2014; Zacher, 2014). Savickas (1997) conceives it as an important variable to cope with the predictable and unpredictable adjustments triggered by changes in working conditions.

The dominant model of career adaptability was expanded by Savickas and Porfeli (2012), and comprises the following components: concern (the level in which a person prepares for the future), control (self-regulation and carefulness in decision making), curiosity (the ability to explore the environment and seek information), and confidence (solving problems and overcoming obstacles). These four dimensions are featured in the *Career Adapt-Abilities Scale (CAAS)*, which has become the principal instrument for assessing levels of career adaptability (Savickas & Porfeli, 2012).

The concept of career adaptability is framed within "*Career Construction Theory*", which was developed by Savickas (2005) based on Super's original theory of vocational development (Super, 1957). It attempts to explain the adaptation of an individual to their environment in order to achieve adequate integration in the workplace. The main objective of the theory is to offer an adequate frame of reference allowing for the incorporation and integration of individuals into their environment (Savickas & Porfeli, 2012).

Career Construction Theory (Savickas, 2013) views career adaptation as a four-step process comprising: readiness and adaptivity (e.g., motivation to meet career tasks), resources and adaptability (e.g., psychological resources to face vocational demands), adapting responses (e.g., behaviors to tackle demanding conditions), and results (e.g., adaptation outcomes in the career construction

Download English Version:

<https://daneshyari.com/en/article/8929200>

Download Persian Version:

<https://daneshyari.com/article/8929200>

[Daneshyari.com](https://daneshyari.com)