Toward healthier public workplaces: emotional intelligence, resilience and happiness at work

Javier Elvira and Andrés Salas-Vallina*

Department of Business Management
University of Valencia
Av. Tarongers s/n, Valencia, 46021, Spain
Email: jael2@alumni.uv.es
Email: andres.salas@uv.es
*Corresponding author

Abstract: Based on the conservation of resources theory, this paper presents a framework in which emotional intelligence (EI), understood as a set of skills to the effective regulation of emotions, has a direct and positive impact on teachers' happiness at work (HAW), in public high school organisations. We also propose that resilience mediates the relationship between EI and HAW, because EI requires developing individual resilience to positively impact on HAW. Past public policies have derived public resources from public to private high schools, thus creating a complex and highly demanding context where teachers need key job resources to address and bounce back from difficult situations. Against this background, we propose a model in which EI develops the capacity to recover, recharge and renew from high job demands (resilience), in turn fostering HAW. This theoretical proposal opens up a debate for a more sustainable management with positive effects on teachers' health.

Keywords: emotional intelligence; resilience; HAW; happiness at work; education; teachers; teaching; demanding context; personal resources.

Biographical notes: Javier Elvira is a PhD candidate in Business Management at the Department of Business Management at the University of Valencia. His research interests are focused on human resource management and positive attitudes at work.

Andrés Salas-Vallina is an Associate Professor at the Department of Business Management at the University of Valencia. His research interests include human resource management, leadership and work-related well-being.

1   Introduction

Emotional intelligence (EI) is considered a prominent concept in the field of well-being, because of its positive affective and behavioural effects (Mayer and Salovey, 1997). Prior research has showed a connection between EI and subjective well-being (Blasco-Belled

et al., 2019). However, the relationship between EI and work-related well-being has received limited attention. Thus, the current theoretical proposal aims to suggest a positive connection between EI and happiness at work (HAW), understood as psychological well-being at work. In addition, we suggest that the effect of EI on HAW should be mediated by teachers' resilience. We position HAW at centre stage as it could be considered the ultimate aspiration of humans, and an accurate indicator of quality of working life (Salas-Vallina et al., 2017a). In the workplace, happiness is determined by stable attributes of individuals (Fisher, 2010). This logic is consistent with considering EI and resilience as potential antecedents of HAW, which will be reinforced by the conservation of resources theory (Hobfoll, 1989).

EI can be defined as "the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer, 1990, p. 189). HAW is a three-dimension construct involving engagement, job satisfaction, and affective organisational commitment. By means of its three dimensions, HAW covers both subjective and objective evaluations of the job, and hedonic (those referred to feelings of pleasure) and eudaimonic aspects (those referred to thinking that one is following the right way in his or her life) (Salas-Vallina et al., 2017a).

We suggest that EI might act as a trigger of HAW for different reasons. First, literature shows that there is an urgent need to put the spotlight on employees' health and well-being in the public sector. In parallel, there is growing interest in management literature addressing concepts such as work-related well-being and HAW (Conti et al., 2018; Salas-Vallina et al., 2021; Simone et al., 2018). Past meta-analysis show a direct link between EI and subjective well-being (Sánchez-Álvarez et al., 2015; Petrides and Furnham, 2001; Saklofske et al., 2003), happiness (Furnham and Petrides, 2003), or well-being outside the workplace, which signals a potential path between EI and happiness in the work context. This is an interesting conceivable research model given the crucial importance of developing job resources in highly demanding context, such as public education is. It is reasonable that individuals who understand their emotions and are able to restore themselves from negative emotional incidents experience greater levels of satisfaction (Salovey et al., 2002) and HAW.

Second, EI can be considered as a job resource that, under the conservation of resources (COR) theory (Hobfoll, 1989) could lead to other job resources, such as HAW. We use COR theory as an overarching framework, as it explains the motivation of individuals to maintain their resources and develop new ones. This theory suggests that individuals with higher resources will be more prepared to create new job resources, but individuals with lower resources will be more likely to lose resources. As this theory argues that a lack of resources reduces working quality of working life, including higher levels of stress, we propose that higher individual resources will improve employees' quality of working life, namely, HAW.

HAW can be understood as a job resource, because it can lead to positive organisational outcomes (Salas-Vallina et al., 2020a). Job resources promote the level of commitment among teacher workers (Bakker and Bal, 2010) in addition to helping them to carry out their own labour demands (Georgellis and Lange, 2007), while job demands lead to burnout syndrome (Hakanen et al., 2008). Third, Llorens et al. (2007), demonstrated a spiral of positive aspects in which job resources over time were increased by the commitment of the workers. This is of special relevance since keeping highly qualified workers with great knowledge add great value to organisations. Additionally,

other research has analysed the link between EI and satisfaction with life (Ciarrochi et al., 2000) and job satisfaction with affect and emotions (Judge et al., 2008). According to Palmer et al. (2002), because both EI and personality explain individual differences in life satisfaction, examining these variables in combination can better delineate why people differ on this important human value. For all the above, our first proposition is: *EI has a positive and direct effect on HAW*.

In addition, we propose that resilience could mediate the relationship between emtional intelligence and HAW. The pursuit of HAW and well-being in organisations has led to an increased interest in the psychological capabilities of employees including their recovering capacity (Youssef and Luthans, 2007). We suggest that COR theory (Hobfoll, 1989) could support the mediating effect of resilience in the relationship between EI and HAW. EI can be considered as a job resource, and as such, can develop new resources (resilience), in turn increasing HAW. Resilience can be defined as the "process by which an actor (i.e., individual, organisation, or community) builds and uses its capability endowments to interact with the environment in a way that positively adjusts and maintains functioning prior to, during, and following adversity" (Williams et al., 2017, p.742).

Emotionally intelligent employees would be more capable to deal with highly demandings contexts and bounce back from negative events, thus fostering resilience. Schneider et al. (2013) related EI with a better management of stress, and Zysberg et al. (2017) confirmed that EI reduces burnout. Literature has also addressed the EI-resilience connection, finding a positive relationship (Magnano et al., 2016; Cejudo et al., 2016). Then, it seems that EI induces positive responses that reveal a capacity to deal with and recover from adversity.

In addition, resilience is expected to positively impact on HAW. Jacelon (1997) identified resilient capacity as the combination of characteristics related to personality, psychology (level of self-confidence, self-discipline, flexibility, problem-solving skills, curiosity or intelligence itself) and physical aspects such as homeostatic systems, which shows that the concept of resilience involves a set of crucial capacities that could act as job resources. Resilience can predict a number of positive outcomes, including job satisfaction (Luthans et al., 2007) and subjective well-being (Liu et al., 2014). However, the link between EI and well-being is not straightforward (Harms et al., 2018). Also authors such as Fusilier and Manning (2005) showed a link between resilience and health. In sum, we argue that resilience is a personal resource that, under the conservation of resources theory, could have a positive effect on positive attitudes, such as HAW. Therefore, our second proposition is: *resilience mediates the effect of EI on HAW*.

The proposed model is proposed for public high schools in Spain, where quality of working life is at stake. This is not surprising given the growing degradation of working conditions and the increasing levels of burnout among the workforce worldwide. The public sector is experiencing a particular deterioration, as a result of the deviation of public resources from public high schools to private ones. In the last 30 years, Spanish public high schools has been challenged by political decisions that diverted resources from public to private educational organisations. Although the quality of public education maintains high standards at all educational levels, it is nonetheless true that high-school teachers suffer from a lack of resources to address the varied diversity of students, in social terms. This scenario leads to high job demands, together with low job resources, thus creating the conditions for a perfect storm.

The result is that high school teachers have to deal with a more complex social basis of students, and at the same time they have scarce job resources. This is the perfect cocktail to increase job demands having negative effects on teachers' health. Figure 1 presents the proposed theoretical model.

Figure 1 Theoretical model
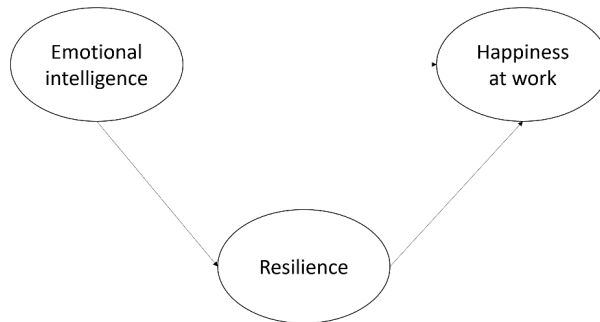
2 The concept of happiness at work (HAW)

There is an increasing interest in quality of working life through concepts such as HAW (Salas-Vallina and Alegre, 2018, 2021), understood as a fundamental state that most of us are willing to achieve in our work context (Salas-Vallina et al., 2017a). Literature, however, presented troubles describing happiness in the work context. In this sense, several positive attitudinal constructs are related to feeling well at work, experiencing a high quality of working life or show positive moods at work. Job satisfaction (Moorman, 1993), engagement (Macey and Schneider), commitment (Allen and Meyer, 1990), and other close concepts invade positive psychology literature. To clarify the concept of HAW, Salas-Vallina et al. (2017a) proposed the concept of HAW. They used Fisher's (2010) conceptualisation, comprising: (1) positive feelings towards the job itself (engagement), objective evaluations of the job characteristics, including promotion opportunities, rewards, etc. (job satisfaction), and feelings of belonging to the organisation (affective organisational commitment) (Figure 2). Engagement refers to enjoying your work and being emotionally connected with the job tasks. It depends on the level of using personal energies and the posibility to express one self at work According to Macey and Schneider (2008), engagement involves persistence, vigor, dedication, absorption, enthusiasm, alertness, and pride, and it has direct effects on extra effort (Meyer et al., 1989). Job satisfaction refers to the objective assessment of one's working conditions and opportunities (Moorman, 1993). It is a more objective evaluation of working conditions compared to engagement, which focuses more on subjective perceptions and feelings directly related to the work tasks. Affective organisational commitment regards to personal identification with the organisation. Meyer et al. (2002) defined commitment from three main components: affective, continuance, and normative commitment. Affective commitment is related to emotional links and identification with the organisation. Continuance commitment involves the costs a person perceives if he or she leaves the organisation. Normative commitment regards to the feeling of staying in the organisation. Salas-Vallina et al. (2017a) proposed that these three HAW dimensions

share a common core, that is, they reflect the HAW concept, though they are different (they present discriminant validity). In this sense, HAW is considered as a higher order construct, that replicates the compatibility principle proposed by Harrison et al. (2006), namely, the capacity to predict with more precision organisational behaviours.

Figure 2   Happiness at work dimensions
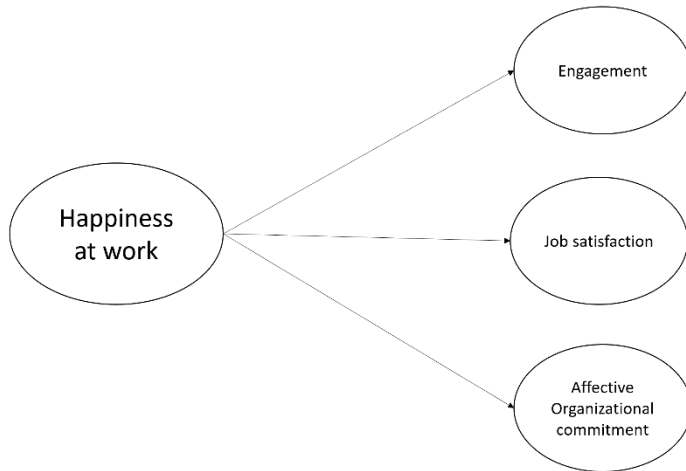
The validity of the HAW construct has been proved as an antecedent and as an outcome in priori empirical studies. The psychometric properties of HAW have been analysed according to accepted methods (Gerbing and Anderson, 1988), examining dimensionality, reliability, content validity, convergent validity and discriminant validity. Dimensionality allowed us to check the factorial structure of HAW. Reliability ensured the level of quality of the HAW scale. Validity confirms that the scale measures that it pretends to measure. Table 1 shows previous empirical studies that applied the HAW scale. The figure indicates studies in which HAW was an antecedent or an outcome of the proposed model, or a research focused on the development of the concept.

Table 1   Empirical validation of HAW as a measurement scale, as an antecedent or as a consequence

Paper	HAW as an antecedent or outcome
Salas-Vallina et al. (2017a)	HAW as a consequence
Salas-Vallina and Alegre (2021)	Development of the shortened version of HAW
Salas Vallina et al. (2020c)	HAW as a consequence
Salas-Vallina and Alegre (2018)	HAW as a consequence
Salas-Vallina and Fernández-Guerrero (2017)	HAW as a consequence
Salas-Vallina et al. (2018)	Review of HAW in knowledge-intensive contexts
Salas-Vallina et al. (2020)	HAW as an antecedent
Salas-Vallina et al. (2020)	HAW as an antecedent
Salas-Vallina et al. (2017b)	HAW as an antecedent
Salas-Vallina et al. (2017)	HAW as an antecedent

3 The relationship between EI and HAW

In recent years, interest in the construct of EI has grown notably (Mattingly and Kraiger, 2019). EI has been related to the quality of interpersonal relationships and the capacity to be successful among those situations that involve processing information related to emotions (Bar-On, 1997; Goleman, 1995). Recent studies offer a multilevel approach to the study of EI (Rezvani et al., 2018; Ogurlu, 2021). However, our theoretical model focuses on the individual level. The reason that underlies the individual level design is that EI is a personal trait, and the expected outcome (HAW) is conceptualised at the individual level (Salas-Vallina et al., 2017a). In addition, resilience, which is proposed as a mediating variable, can be conceptualised at different levels of analysis, yet the individual level still attracts attention (Hascher et al., 2021). We expect that EI will have a positive impact on HAW for different reasons. First, several studies show connections between EI positive attitudes, some of them in a teaching context (Ahad et al., 2021; Mérida-López et al., 2017; Palmer et al., 2002) as well as assuming EI a trait capable of predicting general happiness (Furnham and Petrides, 2003).

If we look at the available literature, there are different EI constructs that assess individual differences and EI components in an educational context. EI has also been understood from the lens of mixed models, with a focus on the personality related to EI, (Goleman, 1995) and the skills models, focused on how to capture and use EI in learning (Salovey and Mayer, 1990). However, it seems that there is call to the use of more objective measures of EI (Schutte et al., 1998), with the aim of advancing knowledge and overcoming some possible existing limitations (Davies et al., 1998)

At first, Gardner (1970) and later Rue (1976) affirmed that there was not only one intelligence, since depending on the human being, it can have different and varied intelligences. Further development of the theory of "multiple intelligences" (IM) allowed the emergence of the concept of EI that we know today, yet before the theories about EI were developed there was no scientific answer that could define the concept clearly. Thanks to the French physician Jean Marc Gaspard Itard, the concept of knowledge-based intelligence was initially developed (Boring, 1950). These first studies come to provide the development of statistical methodologies that allowed classifying people according to their physical and intellectual faculties. Later, other researchers designed the first tests that oriented research towards more complex abilities, surpassing previous studies and involving more elements to evaluate intellectual abilities more in depth (Wolf, 1973). New studies allowed the development of a collection of psychometric tests, which were used to classify individuals in the army according to their intellectual level (Franz, 1982).

In the field of management, EI is usually understood as the set of emotions and behaviours shown in the work context. Studies carried out in the business field have shown that those who demand a higher degree of EI are usually those who hold managerial positions (Enebral, 2003), but also social workers, engineers or teachers. Because there are a large number of models to measure EI, we can highlight those that the expert community has considered the most relevant (Bar-On, 1997; Goleman, 1995). According to several authors such as Austin et al. (2004) or Saklofske et al. (2003), we can find varied measurement methods to make the EI construct operational. The 'emotional self-efficacy" would be analysed through self-administered questionnaires and the capacities related to EI, as well as those cognitive and emotional capacities would be collected with tests of correct and incorrect answers. However, we found that according

to Spain et al. (2000), it is very complex to be able to measure and qualify objectively EI, because emotional experiences are strictly subjective aspects.

Finally, other models also stand out, such as those of Carson et al. (1997), who developed an EI measure using fourteen items that Carson and Carson (1998) later used to observe the relationship between EI and professional commitment among a sample of nurses, giving results apparently without taking into account psychometric properties in the measure. In addition, the model proposed by Wong and Law (2002) developed a simpler, more practical and psychometrically sound way of measuring EI to offer a tool for future research, applying the emotion regulation model to expose the importance of EI in social interactions at work.

The work carried out by Wong and Law (2002), focused their efforts on studying EI in leaders, resulting in a new, shortened and validated scale of measurement of EI according to the parameters established by Mayer and Salovey (1997). Its application yielded significant results between EI, job performance and job satisfaction. Other studies, such as the one carried out by Downey (2008), made use of this scale to determine the relationship between job satisfaction and EI of administrative personnel, providing positive correlation results. Oher investigations carried out connecting EI and positive attitudes (Mustafa and Amjad, 2011). Today, it still does not seem clear what HAW depends on (Muchiri et al., 2012) and how EI can contribute to explain it.

Following a short definition, it could be said that happiness is an emotion produced with a certain frequency, normally when a person believes he or she has reached a desired goal. In general, happiness refers to those evaluations that each individual makes of his life taking into account and evaluating aspects of satisfaction, emotions and moods. This would have an important relevance in giving more meaning to life (King et al., 2006).

Currently, highly competitive and global markets have the obligation to study the best form of employee management, since they can be a differentiating factor in improving the competitiveness of organisations, seeing human resources as an advantage and not as a cost (Pfeffer, 1994). The theory of Resources and Capabilities suggests that dynamic and intangible resources, as the human factor can be assumed, provides a competitive advantage. These resources are controlled by organisations and are transformed into services or products thanks to the management of information or the use of technology among other assets (Amit and Schoemaker, 1993), while capabilities refer to how easy it is for an organisation to use these resources by focusing on the existing exchange of information between workers. However, to really obtain such a competitive advantage it is necessary taking care of human capital. And here is where HAW gains importance.

Positive attitudes, such as HAW, can generate an optimal environment for work (Salas-Vallina et al., 2017a), which is an element essential in educational contexts, where the process of generating, acquiring and combining knowledge becomes necessary (Kogut and Zander, 1992). In this context, research on teachers' HAW might spread an effect on students' happiness, and consequently on students' school performance (Bakker, 2005). According to Duckworth et al. (2009), positive teachers, those most satisfied with life, were capable of influencing and predicting students' academic performance, while those teachers capable of expressing positive emotions could also predict their motivation (Sutton and Wheatley, 2003). Morgeson and Humphrey (2006) seem to suggest the existence of 21 different motivational factors, in which both social factors and the work context itself can be assessed that can affect, from the variety of tasks, the comments of other colleagues, the conditions themselves of work or social support and the variety of skills of the individual, among others.

Thus, HAW is relevant for any kind of organisation, and maybe specially for educational organisations, but the issue is how can we foster HAW. If we focus on the climate of a classroom and the relationships between teachers and students, Jennings and Greenberg (2009) perceived a great relevance between the socio-emotional competencies and the well-being of the teachers themselves in order to maintain and develop a supportive environment in the classroom.

According to the COR theory, job resources can start a gaining spiral to generate new job resources, and establish the basis of a process of energy development and amplification, thus leading to new job resources and improved positive attitudes and work-related health feelings (Hakanen et al., 2006). Related studies revealed that those people who have higher self-esteem, emotional stability and a positive affective disposition (Judge et al., 2008) could be happier at work. All this seems to take on special relevance as protection mechanisms for teachers against the unfavourable effects of high workloads that allow them to maintain and enhance their HAW.

Therefore, we present our first proposition:

(P1): Emotional Intelligence (EI) is positively related to Happiness at Work (HAW)

4   The mediating role of resilience in the relationship between EI and HAW

We propose that the path from EI to HAW could be better explained through resilience. The word resilience has a meaning translated as 'recover'. Its origin comes from the term 'resilium" which in Latin refers to the meaning of 'going back" to a previous or initial state. From the physical point of view, resilience refers to the level of elasticity of a substance, interpreting the term as that ability to 'stretch and return to the initial state without losing its elastic qualities or suffering deformations', or what is the same, demonstrating a certain flexible quality, which seems to also be found in people who have this capacity for resilience.

The American Psychological Association defines resilience as 'the process of adaptation in the face of adversity, trauma, tragedy, threats and even significant sources of stress' (American Psychological Association, 2014), but this definition does not contain the complexity of the construct. According to Southwick et al. (2014), the study of resilience can be addressed from different perspectives thus capturing related factors as social, economic, cultural, demographic, psychological or genetic elements, among others. Therefore, it seems clear that the apparent ambiguity and complexity of this term leads us to continue investigating and analysing its causes and consequences. The definition of this concept is not something simple and a continuous update and review of the literature to date is necessary (Théorêt, 2005), since the large number of approaches to the term and the numerous existing definitions encompass different analytical currents. Historians have described this concept as the way in which individuals cope with adversity and have cultural progress (de Arciniega, 2006). The term has continued to evolve and has come to represent an element of research in both the social and health sciences, and has gained relevance in the prevention of risks for employees. From the psychology and psychiatry research fields, resilience refers to personal traits that allow an individual them to adapt and prosper despite the adversities they suffered (Block and Block, 1980; Howard et al., 1999; Waller, 2001).

Throughout history, numerous public figures, from different fields, have also lived traumatic experiences and after overcoming them they have managed to strengthen themselves and achieve their goals. The impulse obtained from overcoming such adverse situations previously has favoured them to achieve their goals. This is not something new, since the history of the human being seems to have numerous situations where the protagonists experience adverse situations and finally manage to overcome them (Gianfrancesco, 2003). Research shows that the study of this concept is in continuous revision and expansion of knowledge (García-Vesga and Domínguez-de la Ossa, 2013).

The search for well-being by organisations has increased interest in the psychological aspects of the individual (Youssef and Luthans, 2007). Authors such as Fusilier and Manning (2005) and their review of the literature show a link between health and resilience, where factors such as stress could condition occupational well-being and health. Therefore, achieving recovery after the adaptation of the person and their ability to face the lack of protection against those elements that produce stressful situations in organisations could be the answer to a more productive organisational development, with the consequent advantage for the organisation (Ferrer and Guerra, 2007). Resilience could be a useful ability to understand unknown scenarios for organisations and think of new ways to face these situations, making use of the necessary processes and resources (Carmeli et al., 2013).

To explain the relationship between EI and resilience, we must begin by highlighting the idea that individuals have certain capacities to cope with risky or adverse situations (Werner and Smith, 1992). The identification of the protective factors that limit the appearance of such situations is fundamental to understand the capacity for transformation and negative events (Wolin and Wolin, 1995). It seems that researchers are still trying to identify those factors that enhance resilience, which require the examination of related concepts, such as the person's competence, resources or assets, including EI.

At the same time, it is interesting to observe how other authors have linked resilience with optimism (Maddi and Hightower, 1999) and how those people with greater resilience face life with greater optimism (Fredrickson et al., 2003) and have higher levels in their positive emotions (Block and Kremen, 1996). According to Gu and Day (2007), an important paradigm shift in the concept of resilience was produced by focusing on the study of the positive qualities and strengths of individuals, in addition to continuing to maintain the existence of an adaptation process in the face of adverse situations. Positive psychology and its researchers seem to affirm that a strong and resistant character is important for personal and mental growth, being more important to increase the levels of positivity than to minimise those of negativity (Furlong et al., 2009). Other authors such as Seligman (2002) argue that authentic happiness can be discovered if we find and develop that vital force of each individual, and recognising the strength of character and work achievements would increase satisfaction and happiness with life.

According to Waters and Sroufe (1983), the concept of competence has to do with the use of resources according to needs, with the aim of facing relevant challenges associated with age and obtaining positive results afterwards. In short, in the field of resilience, the assessment of a successful result is usually linked to the tasks carried out successfully according to the historical moment, age and culture in which it occurs, and thus be compared with the expected results (Masten and Coatsworth, 1998). Today these concepts and their definitions show the importance of organisational theories, of

psychology in general (Damon and Lerner, 2006) and of resilience in particular (Martin and Njoroge, 2005). Due to the importance of resilience and its scope of application, analysing the literature we find several studies that show that teaching in the 21st century corresponds to one of the professions that produces the most stress (Kyriacou, 2000). Given the current scenario, previously authors such as Hargreaves (1995) warned how the increasingly intensified work of teachers would subject them to higher pressures increased by the exponential growth of innovations. In the last forty years, teachers have seen successive modifications of the education law, policies associated with their work performance, as well as in their daily obligations. It seems clear to assume that any poorly managed labour reform can modify and alter the job stability of its workers, including their levels of self-efficacy and practices carried out, conditioning their professionalism (Helsby, 1999). However, research seems to suggest that most teachers manage to adapt to changes and do not quit their work (Gu and Day, 2007). Therefore, in the context of education, it seems that emotional capacities have special relevance (Nieto, 2003).

It is striking to see that the existing literature has not yet deepened enough in trying to analyse those elements that promote the resilience of teachers in the face of the continuous change that the current paradigm suffers, and therefore affects these professionals. According to Wenger, (1998) teachers over time develop with their work a sense of belonging and shared responsibility, in addition to developing resilient qualities and increasing their morale and effectiveness. This is of great importance in their professional development, since such resilient qualities seem not only to help their progression, but also participate in facing the limitations and negative influences that teachers must combat in their work environments.

The capacity for resilience among teachers might be promoted by teachers' emotional intelligence. Their context is complex and of high intensity, where the lack of time in working hours, as well as the scarcity of resources or the very feeling of abandonment in some moments would suppose very adverse situations that professionals have to deal with. It could degenerate into feelings of guilt (Liu and Ramsey, 2008) or activate other stress factors that are perceived by teachers (Manassero et al., 2005). In this situation, the EI resource empowers teachers to face highly demanding circumstances.

Everything seems to indicate that resilience in teaching environments notably influences various professional and personal factors of teachers and gives meaning to their dedication and commitment to their profession (Gu and Day, 2007). According to Hargreaves and Fink (2012), we are in the era of diversity and sustainability, and changing the existing model of stressful situations in teachers towards a vision of resilience, could represent a new way of understanding how teachers are capable to maintain their commitment and motivation in such volatile scenarios. The performance of a job with a great vocational, motivational and self-efficacy load the sense of resilience as a 'continuous recovery' with the aim of promoting the personal and professional success of the students in their charge.

For all the above, we present our second proposition, in which EI has a direct effect on resilience, and in turn resilience influences HAW:

(P2): Resilience mediates the relationship between emotional intelligence (EI) and happiness at work (HAW)

5   Discussion

Teachers' health is a central issue in academic research (Benevene et al., 2019), showing that dispositional traits influence teachers' individual capacity to deal with challenging contexts (De Stasio et al., 2017). Several studies highlight the impact of happiness on psychological and physical health outcomes, including mortality and morbidity (Diener and Seligman, 2004; Steptoe, 2019). Literature offers a recent measurement scale of happiness in the work context, namely HAW. HAW is a variable of growing interest in the research area of management (Atkinson and Hall, 2011; Fisher, 2010; Salas-Vallina et al., 2017 a, b). It is a recently validated construct (Salas-Vallina et al., 2017a), which has opened diverse research opportunities, leaving room for the exploration of job resources as their antecedents. Based on this reflection, a theoretical model is proposed whereby EI is suggested as a trigger of HAW, thus offering a new route to explain HAW, contextualised in the high school teaching profession. Our model relies on the COR theory (Hobfoll, 1989), by which EI can be considered a job resource that develops another job resource, namely, HAW. According to prior studies, we can argue that HAW depends on job resources (Salas-Vallina et al., 2017a), and in general, positive attitudes follow the same pattern (Bakker and Demerouti, 2007). Thus, our first theoretical development leads us to propose that EI is a direct and positive antecedent of HAW.

EI is a key job resource, as it refers to the set of emotions and behaviours that one is capable of managing oneself. This is specially crucial in highly demanding context, such as high school for teachers. Priori research shows that self-esteem, emotional stability and a positive affective disposition improve people's well-being (Judge et al., 2008). Teachers capable of recognising and managing their emotions could improve their levels of HAW, as they can identify critical situations of tension, misunderstanding with or between students, or conflicts with them or with colleagues. EI has been related to different variables with positive effects on individuals (Connolly and Viswesvaran, 2000), and in particular with positive attitudes (Mustafa and Amjad, 2011). The novelty of the proposed model lies in the connection of EI with a broad positive attitude that includes engagement, job satisfaction, and affective organisational commitment. These three dimensions cover both positive emotional and cognitive feelings at work, as well as subjective and objective evaluations of the work itself, including feelings of belonging to the organisation. Therefore, our first conclusion is that there is theoretical support to suggest a direct and positive link between EI and HAW.

The proposed model also establishes that resilience can help to better explain the relationship between EI and HAW. Resilience is the ability to recover satisfactorily from unfavourable situations (Waller, 2001). There are few studies that focus on the antecedents or triggers of resilience at the individual level. However, the COR theory allows a solid argument to state that resilience can be favoured by EI. Our argument is that the ability to manage one's own emotions, or EI, is a job resource that allows teachers to improve the levels of resilience. Resilience, as a job resource, is the ability to cope with hostile environments that could damage one's physical and / or mental health, allows for a successful management of these situations. Identifying the variables that build resilience is crucial to being prepared to respond to challenging situations. Therefore, resilience is favoured by a higher level of EI.

Additionally, resilience has been shown to promote optimism (Fredrickson et al., 2003) and positive emotions (Block and Kremen, 1996). From the point of view of positive psychology, the ability to resist is key to the development of positive attitudes.

We propose that resilience can act as a work resource, promoting positive attitudes (Bakker and Demerouti, 2007), such as HAW. We consider that becoming aware of the importance of EI and resilience in achieving greater HAW could lead to the application of new public policies that promote those training activities among teachers at the organisational level, thus favouring a healthier work environment and teaching quality. These new training strategies could help to better deal with possible conflictive situations. Additionally, being able to carry out strategies at the individual level would be of great interest to address the various challenges of the teaching profession. It includes promoting a better knowledge of the own emotions and the development of tools to improve EI.

In summary, resilience could act as a fundamental catalyst that enhances the positive effect of EI in HAW. This theoretical model is offered to advance in quality of working life and health in the work context research, and opens new opportunities to empirically verify the proposed relationships. It is our aim suggesting a model to create a healthy, respectful and human organisational culture in order to foster individuals' health at work. In addition, we also suggest the inclusion of other potential outcome, namely performance. In doing so, we also launch the possibility to advance in the mutual gains approach (Guest, 2017), whereby both work-related well-being and performance could be a simultaneous outcome.

6 Limitations and future research lines

Although the proposed model is very specific and offers an underexplored pattern of connections, it has certain limitations. First, it is focused in the context of public high schools. We propose to see if the model can be extrapolated to other type of organisations, including private high schools. In Spain, the service sector represents the majority of jobs in the educational sector, compared to the private one, and mobilises a large amount of the national GDP. However, the concepts that have been worked on in this research could be extrapolated to the industrial sector. We also propose a longitudinal empirical validation in order to see the temporal effects of EI and resilience on HAW, and observe a possible causal relation. The proposed model has considered variables that precede and condition HAW. However, as previously indicated, long-term work on EI and resilience in knowledge-intensive contexts observing its evolution could yield very revealing results in HAW. The introduction of variables such as 'flow', understood as a mental state in which one feels totally absorbed by the activity that is being carried out, feeling pleasure and enjoying the experience (Csikszentmihalyi et al., 2005), could also be considered. This psychological variable could also have a great influence on HAW, since the energy and concentration of the mind in this state is totally aimed at putting into operation the necessary skills to be able to carry out the proposed task, granting great satisfaction. Finally, although we relied our theoretical framework in the COR theory, future research could adopt a different framework in order to check a more extended model. For example, the job demands-resources model (Demerouti et al., 2001) could be used if job demands are introduced in the model.

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