The Relatıonshıp between Professıonal Translators's Emotıonal Intellıgence and their Translator Satisfaction

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ABSTRACT

It is a well-known fact that translation studies is an interdisciplinary field of science and interacted by other disciplines such as Linguistics, Literature, Sociology and Philosophy to find answers to translation problems. The relationship between psychology and translation has also become widespread among translation scholars in recent years. In addition to cognitive skills, non-cognitive skills also affect the decisions of translators and the quality of translation in the translation process. Related studies on these concepts are being investigated nowadays. The aim of this study is to examine whether there is any relationship between the emotional intelligence of the professional translators working in the market and their translator satisfaction. For this purpose, a questionnaire study for professional translators was completed and the data were analyzed through SPSS 21.0 program. In the study, 3 different data collection tools such as Individual Information Form, Emotional Intelligence Scale and Translator Satisfaction Scale were used. Relational screening model was also used in the study. Pearson Correlation Analysis was used to determine whether there was any statistically significant relationship between the dimensions and besides regression analysis was performed in order to see the effects of interrelated dimensions. As a result of the analyzes, it was found that there was a statistically significant relationship between both the emotional intelligence and translator satisfaction of professional translators. The same was also found the dimensions of both scales.

INTRODUCTION

It has long been discussed whether Translation Studies is an inter-disciplinary field of study or not. TS when explaining the problem of translation has so far benefited from other disciplines such as Linguistics, Literature, Sociology and Philosophy. The relationship between translation and psychology has attracted the attention of translation scholars in recent years. For example, in the 1990s, cognitive theories were used to explain the phenomenology of translation. Parallel to these, in addition to the cognitive translation theories that deal with the attitudes of translators in the translation process in terms of the decisions taken by them, some findings were also found related with the fact that non-cognitive skills are important in the decisions taken during the translation process. In cognitive skills, while the individual has analytical, logical and mathematical intelligence, non-cognitive skills are communicative aspect of the individual his/her harmony with other people. Besides it also includes interpersonal skills, self-confidence, self-esteem, emotional self-consciousness, self-awareness, self-efficacy, resistance to stress, coping with stress,

-solving problems etc. In this respect, the individual's IQ level is not sufficient to enable the individual to be successful in life. Although IQ level is low, individuals with high non-cognitive skills may be more successful especially in the areas where communication is of importance. As the act of translation takes place in a communicative setting, translators' non cognitive skills as well as cognitive ones need to be developed. The translator is not only an expert in the translation process. He is also a multicultural expert who needs to communicate between the sides (see Vermeer, 1978/2000; cf. Hubscher Davidson, 2016).

Emotional Intelligence

Emotional intelligence has been defined in many ways by many scientists. In the simplest form, emotional intelligence is the learned abilities (Goleman, 2014: 15). E.Merlevede, Vandamme and Bridoux argued that emotional intelligence is an umbrella term that encompasses a range of skills that human beings learn more or less intuitively. The best communicators, sellers, politicians

and psychologists, etc. generally develop these skills at a high level and use them unconsciously (Merlevede, Vandamme, Bridoux, 2003: 29). *Emotional Intelligence: Why IQ is Important* published by Daniel Goleman in 1995 popularized the concept of emotional intelligence. Emotional intelligence consists of different basic skills, such as the individual's ability to regulate his own emotions, to understand others' feelings, motivation and advanced social skills. Emotions affect both work performance and job satisfaction.

Although emotions in the field of psychology have been kept out of research for a long time, recent studies on this subject have increased significantly. Emotions play an important role in our daily lives and business life. Whatever profession we practise and however we live, conscious or unconscious emotions affect our lives positively or negatively. In TS, research on emotion especially in the context of emotional stress, community and conference interpreters was studied in translation studies. However, the number of studies on the place of emotions in translation processes is quite low. One of these studies was conducted by Krings.

In his factor model, Krings included emotions as a factor of influence in the translation process. According to him, the translation process is affected by emotional factors such as translator's profession, his/her field of expertise or his/her self-identification with the text types he or she translates. Even, the fact that the translator feels stressed or relaxed in the translation process can affect the translation process because the emotional features on a subjective dimension engages in the translation process. Although Krings mentions that emotional factors may be effective in translation processes, he does not mention that it is difficult to investigate emotions in the translation process. According to Bettina Davou (2007), however, in terms of cognitive psychology and cognition, emotions are a different form of cognition. Emotions have a fundamental and universal importance in the cognitive processes of an individual. In activities that require advanced cognitive processing such as understanding and translation of texts, an emotional effect is firstly created on the reader and then mental processing begins. Studies conducted so far have shown that negative emotions increase the effort and time interval required for mental processing suddenly and unconsciously and they lower the cognitive capacity level. On the other hand, positive emotions usually increase cognitive resources and positively affect factors such as attention and creativity. Robert B. Zajonc (1980) in a study has also started a discussion on cognition or emotion in the information processing to see which comes first. Zajonc claims that emotions are direct and basic. Emotions come from the cognitive nature of experience and are in close relation with the essence of the objects. This seems particularly logical for experienced translators, as this is important in understanding the emotional mood and essence of the text in the first reading of any source text. Similar views are also advocated by Durieux (2007). According to Durieux, different decisions are involved in the translation process. In the translation process, each translator does not give the same importance to all the lines in the source text and decides which lines are the most important in the text. As the second step, the translator formulates these lines in the target language. According to Durieux, emotions affect translator's decisions. Emotions show how to act rather than react to any event. Dennis Scheller-Boltz (2010), in his research, also mentions the notion of emotional competence among the skills required by the translators and interpreters. It is important for translators to be aware of their feelings in both written and oral communication. According to Dennis Scheller-Boltz (2010), translators have to cope with their emotions as translation and interpretation have an interaction with each other. In translation processes, Boltz focused on defining the emotions involved in the specific expressions that translators should transfer rather than on the influence of emotions, and dealt with the emotional competence that translators should possess, in the context of the collaboration between the translators and the employer as well as their fellow team members. According to this, emotions affect our thoughts and actions very intensely.

Muzaferović (2013), in a study found that joy, sadness, anxiety, anger, confusion, boredom, pride, calmness, tension, stress, immorality, motivation, suspicion, bad mood, perseverance, patience and desperation in the process of translation occurred on translators. Therefore, it is important that translators can cope with their own feelings. Too much stress can adversely affect the translation process. In addition, the experience of translators in the profession makes their feeling on work more calm and enable them to carry out the process more comfortably. Moreover, in order to improve the performance of the translation process, translators have to benefit from their positive and negative feelings in a positive way. At this point, emotional intelligence comes into play. Emotional Intelligence, which is a field of psychology, has recently become important in translation studies. People with high emotional intelligence are quite successful in the emotion management. Related to this, Rojo and Ramos state in a paper that the feedback on translation work does not guarantee success in the translation process. In addition, the positive encouragement of translators and the introduction of constructive criticism on their translation can lead to creative solutions to translation problems. Nevertheless, they do not guarantee the correctness of translation. On the other hand, the feedback and criticism can have a negative impact on translators with low psychological resilience, while those with a high degree of psychological resilience are not adversely affected by this feedback and criticism and can continue their work (see Rojo and Ramos, 2016).

In her article published in 2016, Hubscher Davidson conducted a survey on 155 professional translators to examine the relationship between translators' emotional intelligence, career success and job satisfaction. She found that the translators with a high self-esteem are more successful in the profession and get more translation jobs (see Hubscher Davidson, 2016). Self-efficacy, one of the subdimensions of emotional intelligence, was also studied

in translation by Bolanas Medina (2014), and it was found that self-efficacy plays an important role, especially in terms of reading comprehension in the source language, tolerating against uncertainty and documenting skills The concept of self is based on the self-sufficiency. Self-esteem is one of the most important factors that ensure the high self-efficacy. For this to happen, one must have self-awareness. This means that emotional intelligence can be integrated into the field of translation studies in many respects

Investigation of Emotional Intelligence Approaches in Translation Theories

As is known, in Skopos theory, the target text is created according to the expectations and needs of the target audience. According to this theory of translation, the translator is expected to know the expectations and needs of the target audience before transferring the source text to the target language. Ideally, the translator should have this information in advance. However, in Skopos theory, such questions as "who is the target audience?", "how the translator will learn the expectations and needs of the target audience?", "how translator will know the expectations of the target reader before and so on" are not included in terms of concrete information. Who really is the target audience? Is the target audience in the translator's mind? Or is the target group of individuals already existing in the mind of the translator? How can a translator, who has never met a doctor, lawyer or MP, know or anticipate the needs and expectations of these audiences during the translation process? Sometimes, even the closest individuals may not know their expectations, or they must spend a lot of time with each other to acquire their expectations. Can the translator learn the expectations and needs of the target audience from books? In which category of information or in which type of information does the knowledge about the expectations and needs of the target audience the translator should know before take place? Is this information based on an experience or is it informative or procedural? Is it right to expect from translation students who are at the beginning of their life and who have little experience in life to produce a target text that will meet the expectations and wishes of the target audience? Or how can the students be taught the expectations and desires of the target audience?

In this study, it is argued that translation is an action learned through the experience and through lifelong learning. That's why the translator always continues to be a student and the learning process in parallel goes on. Acquiring information in this way does not end. In parallel, the learning process is thought to be a social process, not just based on books, and the translator constantly communicates with different people, expanding the wealth of his/her knowledge and thus gaining an experience over time. With each translation, he/she acquires new things and information networks are formed in his/her mind. In fact, the translator can know the expectations and needs of the target audience based on their experiences in the process of socialization. As a result, emotional intelligence, which is developed through

experience and which takes place in non-cognitive skills, has an important place in the translation process in order create a translated text in line with the expectations and needs of the target audience.

One of the sub-dimensions of emotional intelligence is empathy. Could the translator, through his/her empathy create the target's expectations and needs in his/her mind? Nord (1998), one of the functional translation theoreticians, addressed this issue in a study. According to Nord, when creating any text, whether it is prose, advertising, or a love poetry, the author revives a vague audience in his/her mind. The author takes formal or linguistic decisions by taking this target audience into consideration. In order for a text to be functional for certain individuals or groups, it must be processed according to their expectations and needs. When the receivers of the text decide whether the text is acceptable or adequate, it may not be possible to ensure that the text can be functional for them. Because there is no way to predict who will be the end user of the text. Any person cannot be prevented from reading the text in question and therefore the text may not have any special purpose for that person. Professional text writers do not write to satisfy ordinary readers. They usually appeal to a specific target group and spend a lot of effort and money to learn about their interests, emotions, educational backgrounds, hobbies and like. Therefore, the target group of any text or translated text is not an actual person, but rather an abstract audience in the mind that was previously acquired from communicative experiences. The idea of a target audience imagined in mind is determined from any situation (Nord, 1998: 195-196). So, with the process of social learning, the translator recognizes people and communicates with them. Thus, he/she gains an experience and acquires a prior knowledge of the audience or groups in his/her mind. Using this prior knowledge, the translator performs the translation act according to the expectations and needs of the target audience. It can be thought that non-cognitive skills as well as cognitive skills play an active role in the acquisition of this prior knowledge and therefore emotional intelligence comes into play in fulfilling the needs of the target audience and expectations.

In parallel with the above, Hubscher states that language does not have a meaning alone and it is used as a medium for people's feelings, needs, thoughts and so on. She also asserts that language is the product of a particular society. When this is the case, the translator can use the language appropriate for the target audience only when he/she knows the habits, culture and the ways of the culture in which the language is spoken (Hubscher Davidson, 2007: 19). For this, the translator must develop an empathy with the society to which he or she belongs. In the opposite situation, in other words, when empathy cannot be established, the translated text produced by the translator may not be understood by the target audience because the translator does not know the needs and expectations of the society in which he lives, or because he is psychologically or geographically distant from that society. The text, which is socially and emotionally meaningful to the source reader,

cannot therefore be successfully received by the target audience. Therefore, empathy has an important place in the translation process. The emotions that exist in the translated texts, the emotional context arising from the cultural realities of the source and target texts, are related to the social pattern. It is psychologically impossible to isolate emotions from reading because emotions play an important path in every reading experience (Sun, 2014: 278). In this regard, Tymoczko (2012) mentioned the role of empathy in predicting the expectations of the target audience, and Martin (2012) mentions the concept of the mental simulation (Apfelthaler, 2014: 314).

Similar to these views, Apfelthaler (2014: 308) states that in today's standards, most of the research in the field of translation studies is not based on empirical foundations. According to him, the situation becomes more complicated especially when it comes to the concept of the target audience. In line with the aforementioned views and conclusions, Apfelthaler has similar views regarding the concept of the target audience. The concept of the target audience is abstract in the translator's mind in the translation process. In fact, in a particular case, translators still have little or no clue as to who the target audience really is. Where they do not have a clue, translators may have to obtain clear information about the target audience from the source text or by contacting other stakeholders involved in the translation process.

Another concept that is as important as the target audience in functional theories of translation is the concept of intercultural communication. In these theories, the translator is expected to be a bicultural expert. The same is true for intercultural communication. It is thought that a translator who has never gone abroad or who has never been abroad, in particular in the context of translation education may face problems in intercultural communication. Sometimes such elements are not necessarily included in the theories and approaches of translation studies in a concrete way. Hubscher Davidson (2013) states that in order for intercultural communication to occur, one must understand both his/her own and other people's feelings. In addition to having language skills, the translator should be able to understand the needs and expectations of target readers in order to effectively mediate between cultures and should be able to successfully convey the message that the author of the source text wants to convey to the target audience. In order to understand what clients need, the author of the source text, or what the target audience feels or needs, and to use them in the translation performance, psychological factors that psychologists call emotional intelligence come into play (Hubscher Davidson, 2013: 332-333). As Tomozeiu, Koskinen and D'Arcangel pointed out, Witte says that intercultural communication is the ability to consciously absorb concepts about one's own culture and the culture of others, while Katan considers it a metacognitive skill. Accordingly, the fact that the translator is bi-cultural is not sufficient for intercultural communication. In addition to cultural knowledge, translators and translation students need to be flexible and adapt to new and unexpected situations and use their creativity in unexpected communicative settings, that is, the empathy skill

defined as the ability to understand, perceive, and relate to others' emotions (see Tomozeiu, Koskinen and D'Arcangel, 2016). Therefore, for intercultural communication, in addition to mere cultural knowledge, translators' emotional intelligence must be developed as well. This view was similarly expressed by L'hommedieu Cavanaugh. According to Cavanaugh, in order to react correctly in an intercultural environment, different types of intelligence are involved, including social and emotional intelligence (Hommedieu Cavanaugh, 2007: 8).

Another theory which has an important place among the functional translation theories is the theory of action related to translation/translational action theory put forward by Justa Holz Mänttäri. Mänttäri sees translation as an act like Vermeer. Since every action has a purpose, translation as an action also has a purpose. Nowadays, the translator which is one of the most important actors of the translation theory is no longer isolated and works alone on his/her table today in which digital technologies are felt intensely. Precup et al. emphasizes that the translator has become a global envoy in the translation market where the need for translation increases more (Precup, et al., 2012: 166). Especially nowadays, the translation volume has expanded. Globalization and digital technologies have a big impact on this. According to Li, the original text is split and shared in a team of translators when the translator gets too much translation work. In other words, the translator is no longer alone in the translation process. Thus, translations can be completed on time at the deadlines. Sometimes even a few sentences of the original text can be translated by a single translator, while the rest of the text is translated by other translators (see Li, 2000). According to Dunne and Dunne (2011: 2), the digital revolution has taken translation action beyond being merely a printed activity. Translation is now being implemented in virtual areas such as software, websites, multimedia content and databases. With the transition to data and knowledge-based economy, the volume of global trade has expanded and consequently the demand for translation and translation-related services has increased significantly. Translation offices now not only provide translation services but also provide services such as translation correction, terminology management, localization, internationalization, cultural inter-translation, cultural evaluation and project management.

Localization is one of the most important areas in the translation market today. Localization is the process of adapting a product or service from the source environment to the target environment in which it will be sold and used linguistically and culturally (Pym, 2004: 29). On the other hand, Turkish translation scholar Şehnaz Tahir Gürçağlar defines localization as an adapted version the digital content for the needs of foreign markets in lingual and cultural respects (cited in Schäler 2009: 157. Gürçağlar, 2011: 64). Localization projects require more intensive teamwork than translation projects. Teamwork should be dynamic. Because according to Esselink (2000: 3) localization projects require project management, software translation, translation of online help files, technical procedures, document translation, multimedia translation, testing of web

or software programs for functionality, etc. In this case, in addition to translators in localization projects, software developers, computer engineers, web designers, linguists, localization engineers and such staff should actively participate in the cooperation (see Gürçağlar: 2011: 64). According to Odacıoğlu, localization workflow systems are different from the cooperation system Mänttäri mentioned. While the source text, company, translator and the phenomenon of translation may come into play in Translational Action Theory, the product rather than the text comes into play in localization workflow systems. The reason is that the localization industry is based upon the concept of productivity (Odacıoğlu, 2017: 234). The concept of productivity implies the case in which the source text is written, and the translation of the target text starts at the same time and the translation ends in a coordinated manner in which the source text ends. The aim is to introduce the source product and translated versions at the same time. Therefore, since the source and target texts are written and finished at the same time, Mänttäri's theory of cooperation needs to be adapted to localization workflow systems.

With the localization workflow systems coming to the forefront, one of the main roles that translators take apart from the translation action is the project management. In this part, the reason why the concepts of project management and cooperation are handled is that these concepts are related to the emotional intelligence. One of the main dimensions of emotional intelligence is interpersonal communication and leadership. Especially the cooperation process in localization emphasizes interpersonal communication and project management. In order for the communication flow to be successful within the translation team, project managers should be aware of the value systems, mental structures, thought patterns and behaviors of the translators working in the team and such cultural factors as attitudes and beliefs. Culture, especially in translation and localization project managements, plays a very important role. Culture by its very nature requires people from different cultures to cooperate with each other. The ability to communicate effectively is perhaps the most important skill in business. Whether it is expressing ideas, thoughts or emotions, whatever we do, we always hope that other people will understand what we mean and act accordingly. Excellent communication skills are essential for translation and project management. Because project managers spend about eighty percent of their time by communicating. The cultural background of translators, however, influences unconscious ways of thinking and decision-making, as in other normal people. How does communication between people occur? According to most approaches uhe basis of the communication between people is the the transfer of ideas from sender to receiver through various channels. However, communication also includes the conversion of messages into messages, either verbal or non-verbal, the formation of sounds during the transmission of the message, and the transmission of the message from the recipient to the sender. The meaning does not only occur from the sender to the recipient, but also it is available in the mental database of both the recipient and the sender. Interpretation of meaning is based on listener's culture, ideas,

interests, past experiences and his/her system of making sense and etc. The condition for successful communication is that the message arrives the recipient, as in the way the sender intends. When the sender and the receiver have similar meaning frameworks, they impose the same meanings on the sent message, but memories, past experiences, values, beliefs, generalizations, diversions and all can prevent the communication. The more filters between the sender and the recipient are, the more different the message is perceived by the recipient. Since different cultures are engaged in the translation, project managers' understanding of the making sense systems of translators who work in the translation team provides an effective communication and will naturally enable project management to achieve successful results (Tsvetkov and Tsvetkov, 2011).

It is important that translators, as well as project managers, develop their personal and social skills to enable them to adapt to changes. Translation education based solely on cognitive skills fails to equip students with the skills necessary to hold onto the market and adapt to the conditions of business life in the information age. Business and professional profiles of translators have undergone fundamental changes with the differentiation of translation technologies and professional practices. Whether translators work independently or in an organization, they now operate within a complex network of social and professional activities. Rather than merely transmitting positions with linguistic knowledge sitting behind the computer alone, teamwork has become increasingly important in translation companies and has become more prevalent, especially among freelance translators. Individuals within the translation team must be in constant interaction with each other to ensure that their translations are formatted and terminological as well as formal consistency is ensured. Therefore, communication skills, teamwork, conflict management and intercultural skills have become more important in the translation sector. However, there are very few studies to improve the social skills of the students in translation education and these issues are very limited in the education programs (Krajcso, 2011). In this context, although Kiraly's approach to social constructivism was developed in 2000, it can still be considered valid today. In this approach, cooperation and social context come to the forefront (Klimkowski and Klimkowska, 2014: 182). According to this approach, individuals produce knowledge and meanings in a team. This contributes to the distribution of tasks of individuals, especially students in translation education, and tries to revive the real-time translation market in the course environment.

In the aforementioned concepts of cooperation in translation project management, social learning and communication are thought to be related to the emotional intelligence. In every process of translation, communication comes into play, and the translator has to communicate with many stakeholders beyond just a linguistic transfer. Words in the source text are only letters for the translator at the beginning. Thanks to the experience and skills acquired by the translator through lifelong learning, the information network he/she has formed in his mind, the structure of thinking etc., the

letters in the source text find a meaning in the mind of the translator, and in the process of translation, knowing how to make decisions, the translator produces a functional text that meets the expectations and needs of the target audience. However, in order to achieve this, the emotional intelligence of the translator must be developed in addition to cognitive knowledge and skills.

Gideon Toury, an Israeli translation scientist, a representative of the Tel Aviv School, regards translation as a product by basing his Descriptive Translation Studies on Zohar's poly-system theory. The theory of descriptive translation studies which deals with translation in a socio-cultural system, was developed for literary translation, and in developing this theory, Toury departed from the concept of norm which is frequently used in the social sciences. Many translation theories, including Toury's translation approach, describe what is the ideal situation for translators.

For example, as mentioned above, the translation done by the translator considering the expectations and needs of the target audience falls into the pole of acceptability within the initial norms. However, the translator is ultimately a human being and that he is not expected to dominate all norms in society does reflect the reality. This may be due to the fact that not every translator has the same maturity and level of living in that society. Therefore, if the same text is translated by two different translators, the translation of the experienced translator may be more successful. If this explanation is deepened, it is clear that norms cannot be learned from purely encyclopedic sources. Even the rules of any workplace are implicitly learned by the employee over time, the trues or falses of the organization are assimilated by the person through experience and communication. So, in the process of socialization, the translator acquires some norms. An important part of this socialization process consists of non-cognitive skills as well as cognitive ones. At this point, the individual's ability to communicate, empathize, be open to developments and learning, improve his/her emotional intelligence, which is a combination of all, come into play.

In the 1970s and 80s, translators often worked in public institutions and in large companies. They had regular jobs. However, with outsourcing and specialization that began in the 1980s, most of the in-house translation work disappeared. Nowadays, most of the translators work freely with the advertisements they give to their websites and use the internet actively to do business. By communicating directly with the clients translators perform the translation marketing business themselves. This however brings some difficulties. Since translators now work at an international level, competition in their jobs is greater. In this case, in particular, freelance translators may need to work as salesperson besides being translators. In other words, translators have to offer the translation job, which includes technical difficulties in faster and higher quality than its competitors, and at lower prices, by optimizing it for its clients. Therefore, translators need not only to do translation work, but also to introduce themselves well to clients in a self-confident manner. Because most of the clients, especially new ones, do not know much about the skills and abilities required by

the translation business, they can think that translation is an automatic process and demand that the translation be completed as quickly as the copy machine. The translator can however communicate with clients and give information to them about the reality that this situation or translation business requires more cognitive burden than is believed and it is a complex process. However, there are difficulties in communicating directly with the client in the translation market. Because there is a high competition in the translation market. Translators have started to work internationally. In addition, translators started to use computers in the translation process instead of typewriters and ordinary pencil and paper. The use of computers in the translation process increases the business responsibility expected of translators and requires them to deal with new processes and learn different things. Computer software is constantly changing or updated. The coding of texts in the computer language made it necessary for translators to deal with new types of text. Therefore, some translators may be less self-confident in carrying out these and similar tasks and may have some concerns (see also Atkinson, 2012). Pressure, anxiety, low self-esteem and such situations show that psychological skills in translation are at least as important as linguistic, technological, cultural, strategic and acquired.

In the traditional translation process, the first step of the translation process is the contact of the translator with the potential clients and acceptance of the translation work. Subsequently, the translator deals with the source and target text on a textual analysis by departing from factors such as intercultural knowledge, self-awareness and general awareness. He/she also maintains flexible communication with the client by being aware of the theoretical background on translation strategies and decisions to be applied at the textual level. Even in line with the decisions he/she will make during the translation process, he/she establishes a connection with the end users of the target text either through the translated text or through a direct contact. In this way, intercultural communication takes place and the mediating role of the translator is achieved consciously (see Tomozeiu, Koskinen and D'Arcangel, 2016). In short, the translation process is the process of transferring the source text written in the source language to the target language. However, the studies on translation process in translation studies are quite new. This field of study contributes to the acquisition of data about the processes that occur in the mind of the translator during the translation process and about what information, skills and strategies these mental processes are composed of and how these knowledge, skills and strategies are acquired by the translator (see Beeby, Ensinger, Presas, 2000).

One of the researches on the translation process is the cognitive theory of the translation process developed by Hönig, one of the architects of cognitive action theory, in the 1990s. Macro-strategy plays an important role in Hönig's (1995) translation process model. According to the translator's macro-strategy, the function of the translation and the target audience determine the means to be used and the translator makes decisions for the whole text (Apfelthaler, 2014: 309-310). Nowadays, researches on the translation process have

become comprehensive in order to include non-cognitive skills in addition to being only cognitive oriented. However, since emotions involve psychological and physiological factors, and this is outside the scope of the cognitive translation paradigm's information processing process, the role that emotions play in the translation process has not been given enough importance in the translation process research. However, Lehr (2011, 2012, 2013) studied the role played by emotions in the translation process and its effects on translation performance. Lehr's findings are consistent with data from psychology; accordingly, positive and negative emotions trigger different modes of processing. According to the data obtained from the study, positive emotions in professional translation, in especially idiomatic expressions increase the creativity while negative emotions increase the accuracy in translation terminology (see Rojo and Ramos, 2016). Furthermore, during the act of translation, the images, emotions and experiences that exist in the translator's mind come into play unconsciously and uncontrollably and have an impact on the translator's decision-making process. All processes in translation affect each other. However, it has not yet reached a sufficient level to investigate the extent to which previous experiences, emotions and results are effective in the translation process. The reason for this is that the neural processes in the human mind are performed at an incredible speed. According to Damasio, the time the neurons are triggered is so sudden that millions of patterns that trigger these neurons occur within milliseconds (Hansen, 2005).

However, in addition to deciding how to translate the text in the translation process, the translator also decides what the translated text will handle. This decision-making process runs parallel to the previous experience and feelings of the translator (see Hansen, 2005). According to Varzande and Jadidi, the decision-making process in translation is influenced by the translator's behavior, psychological predisposition, cognitive, emotional and individual traits (Varzande and Jadidi, 2015). Although the decisions taken by the translator in the translation process are subjective, impartial translation should be done by taking into account the expectations of the target audience, empathy in other words. In cases where empathy cannot be established, the target audience may not understand the translated text and may feel alienated due to the psychological or geographic distance between them because the source text is written taking into account the social and emotional aspect of the source audience. The translator should act in the same way and empathize with the target audience and take decisions in this direction (see Sun, 2014).

There are some studies in which the effect of psychological skills on translation is measured. In one of his researches, Atkinson revealed that there is a relationship between the job performance of translators and the psychological skills that can be defined as translators' attitudes and beliefs by taking into account a number of factors such as the number of translation jobs received per week and income earned from translation. At the end of the study, a positive correlation was found between the professional achievement of the translators and psychological skills measured by factors such as income levels, job satisfaction, the number of jobs undertaken per week and the professional suc-

cess of the translators. According to Atkinson, the concept of psychological skill consists of self-efficacy expressing attitudes of translators towards new difficult situations in life and work; focus of interest expressing expectations that events are controlled by one's own actions or by environmental external factors, such concepts as a "loading style which is a psychological term expressing how translators name and explain their attitudes and events. Atkinson (2012) also argues that there is a relationship between psychological skills and translators' job performances, ability to do business and motivation. Furthermore, psychological skills have a potentially important role in the translation process. Non-cognitive skills can also contain psychological skills. These types of skills can also be defined as interpersonal skills or emotional skills, differing from professional skills in the field of work, including different skills such as experience and technical skills. These "technical skills required for the management of any translation project include the use of processes, methods, tools and techniques, while non-cognitive skills are related to the part of human relations of the project. Such skills are also linked to the concept of emotional intelligence. As mentioned earlier, the concept of emotional intelligence is in the group of non-cognitive skills that measure how people communicate with other people socially. In the translation process, project management and self-management, i.e self-discipline, are important for translators working on their own when there are no individuals to supervise them. Translation graduates usually complete their studies without these skills. In other words, they are equipped with technical, declarative and procedural knowledge in the translation education, but the non-cognitive (psychological skills) part is lacking. It is not the students' own fault that these skills are lacking in graduates. These skills are not included in programs in translation education and are deemed insignificant (see also Atkinson, 2012).

Translators must therefore be equipped with non-cognitive skills including psychological skills apart from purely cognitive ones. Because the translation profession expects translators to be aware of their weaknesses and strengths, especially in the translation market and it also expects from them motivation, flexibility, open-mindedness, openness to development and compliance. The courses given in translation education are based on the concept of translation competence. Translation competence is meta concept that translators should have by including language competence, cultural competence, text competence and strategic competence and so on. Different theorists have developed different models for translation competence. In models developed by PACTE, Susanne Göpferich, Kelly, Stolze etc., it is possible to see sub dimensions of emotional intelligence such as motivation, communication skills and self-confidence. When the translator does not have the motivation, he/she will not accept the task of translation and therefore it will not be important for the translator to have a very good language acquisition, culture or text acquisition as the translation is not put into performance. Psychological-physiological elements constitute the translation skill in the Pacte model. In Göpferich's model, there are psychological factors such as self-percep-

tion, self-confidence and motivation of the translator. Motivation and social skills of the translator are available in the Hermeneutic perspective-oriented translation competence model created by Stolze; likewise in Kelly's model there are such skills as translator's communication skills, etc. All of these in the models consist sub dimensions of emotional intelligence.

In addition, the profession of translation requires serious self-discipline. Especially in Turkey, translation was accepted as a profession in January 2013. But there is still a problem of professionalization in translation, chambers of translation have not been established yet and the social status of the profession is very low. For this reason, even if the individual is not a graduate of translation studies, he/she can do translations by making himself/herself approved by the notary or sometimes through illegal ways. In addition, although theories such as functional translation theories regards translation as a process requiring expertise, the fact that the translator can easily be intervened creates an obstacle for the professionalization of the translation profession. In addition to the difficulties associated with the translation business, the translation profession also has a number of difficulties that require translators to have stronger psychological skills. If translators, both in the professional sense and in the individual sense stand strong, own their profession and are confident in the market, then the translation as a profession can easily and fast increase its status as a profession.

Translator Satisfaction

In the field of translation studies, the number of studies measuring the job satisfaction of translators is negligible. In the researches conducted in other disciplines such as human resources, business, etc., the concept of satisfaction and the factors affecting satisfaction are discussed and many different scales measuring job satisfaction have been developed. However, although these validity-reliability studies were developed and adapted in Turkish, these scales could not meet the terms and conditions of the translation profession or did not reflect the nature of translation. As a result of the literature review, we found Rodríguez-Castro's Ph.D. thesis written in 2011 titled *Elements of Task, Job and Professional Satisfaction in the Language Industry: an Empirical Model* and benefited from "the scale of translator satisfaction" developed by Rodríguez-Castro in accordance with the nature of the translation profession. She was contacted by e-mail and granted permission to use the scale. In this way, the scale was adapted to Turkish and it is thought that it will be a resource for the researchers who will carry out similar studies. But since the aim in this study in the case of Turkey is to measure the satisfaction of translators working in the translation market and is to determine in what issues they feel satisfied or in what issues they feel dissatisfied, we kept intact dimensions in the original scale. Translator satisfaction consists of three dimensions: task satisfaction, job satisfaction and professional satisfaction as well as consists of multiple dimensions constituting these dimensions and sub-dimensions.

Relationship between Emotional Intelligence and Translator Satisfaction

Starting from the fact that translation studies is an interdisciplinary field, there has been an increase in the number of researches about the translator as an individual. By using terms belonging to psychology, some researches started to be conducted on translator's personality traits, his/her emotional intelligence/cultural intelligence, his/her con-cognitive skills playing role translation process. According to Cifuentes-Férez, these studies emphasized that translator personality plays an important role in the translation process and in the creation of the target text, as well as establishing a bridge between translation and psychology (see Cifuentes-Férez and Cortés, 1). However, although the concept of emotional intelligence has been researched in many different fields, it has only begun to be researched in the field of translation in 1990s, where complex mental processes such as communication, cooperation, intercultural communication, cognitive and non-cognitive skills are involved. It has been confirmed by different researchers that there is a positive relationship between emotional intelligence and job performance, job satisfaction, academic success, and creativity, etc. Lörscher's research on translators' performance and strategies (1991), Tirkkonen Condit's review of how translators cope with uncertainties in the translation process, (1997), Fraser's research on self-confidence level of translators in high- and low-risk, (2000) and Hubscher Davidson's (2013) introduction of the role of emotional intelligence in translation (2013) and Rodríguez-Castro 's model of translator satisfaction (2011) have all led to the study of non - cognitive psychological and of behavioral factors in the translation process.

Translation involves communication within its nature. Each step of the translation, for example reading and understanding the source text, converting the target culture into the target text, taking into account the expectations and desires of the target culture, communicating with clients and team-mates constitutes data for research on emotional intelligence. In the field of translation studies, different researches have been conducted on the effect of emotional intelligence on translation quality, job satisfaction and career success. Hubscher Davidson conducted research on 155 professional translators and tried to explain if there is a relationship between emotional intelligence, literary translation, job satisfaction and career success. As a result of the research, significant correlations were found between emotional intelligence, job satisfaction, career success and literary translation experience. Hubscher's research found out high emotional intelligence increases motivation, makes work planning and emotional state regular and contributes to stress resistance and decision-making processes. In addition, it has been found that translators with high emotional intelligence have higher job satisfaction and are more skilled in expressing, perceiving, arranging and defining their emotions and are more successful in their careers. They can also easily access individual, physical and intellectual resources, search for their rights in the translation market and have high self-esteem. On the other hand, when translators with

low emotional intelligence face some problems in translation profession such as low social recognition of the profession and face some factors such as wages, working conditions, etc., they feel more stressed and may not control their emotions (Hubscher Davidson, 2016) when compared to ones with high emotional intelligence.

Parallel to this, according to Katarzyna Ożańska-Ponikwia (2013: 12), individuals with a high level of emotional intelligence are able to survive the emotional socialization process more easily than those with low levels. There are a number of reasons why emotional intelligence affects translators' job satisfaction. Individuals who are aware of their emotions, manage their emotions and have interpersonal communication skills can easily cope with the depressions they experience in business life, understand what others feel through empathy and produce solutions to the communication problems they may experience in business life. In the study conducted by Kafetsios and Leonidas (2008), it was found that emotional intelligence had an important role in explaining job satisfaction and positive and negative emotions had an important role in job satisfaction. According to them, highly intelligent individuals are able to use positive and constructive strategies in the work environment.

To be successful in today's translation market and to hold onto the market, translators should have the ability to communicate with clients about the translation business, to plan and manage their time, to have a stress management, to work in a team and under pressure, to evaluate themselves, to be open to innovations and to adapt to new situations and conditions and the ability to take responsibility (cfuentes-férez and cortés, p. 2). In parallel, according to Cifuentes-Férez and Cortés, the emotional state of translators can affect translation performance and translator satisfaction. Cifuentes-Férez and Cortés published some research on this topic. Lehr (2013) investigated the effect of emotions on the translator performance. Participants were asked to translate a text. The translated text was then scored for creativity and accuracy. In order to evaluate the performances of the participants positively or negatively, the participants were divided into groups. After they were divided into groups, they were asked to translate another text and the translation was evaluated in the same way. As a result, positive emotions supported creativity while negative emotions increased accuracy in translation. A similar study was carried out by Rojo and Ramos. Their findings showed similar results. (Cifuentes-Férez and Cortés, pp. 10-11).

As an alternative to the aforementioned studies, there are some studies investigating whether emotional intelligence has a positive effect on performance. In this context, Varzende and Jadidi (2016: 42) examined the effect of emotional intelligence on the academic performance. This research was conducted to reveal the relationship between professional translators' job performances and emotional intelligence. Accordingly, individuals with high emotional intelligence perform better in the work environment.

Methodology

In the study, 3 different data collection tools, "Individual Information Form", "Emotional Intelligence Scale" and "Translator Satisfaction" were used. 217 professional translators filled Individual Information Form; 157 professional translators completed the Individual Information Form and Emotional Intelligence Scale and 120 translators completed all three data collection tools. Different databases have been created in order to avoid any data loss. In order to see in which fields and languages the most translations were made in the translation market, in other words, to analyze the situation in the translation market, we benefited from "Individual Information Form" completed by a total of 217 professional translators. In "Emotional Intelligence Scale", the responses of 157 professional translators were evaluated; When comparing Emotional Intelligence and Translator Satisfaction of translators, the responses of 120 professional translators who completed the questionnaire were taken into consideration. "Individual Information Form" was prepared by reviewing the literature. We applied Bar-On Emotional Intelligence Scale whose validity and reliability was made by Turkish scholar Füsun ACAR (2001) by getting her permission to professional translators in Turkey also through the application of "Translator Satisfaction Scale" on the same group. Scale questions have been installed on a system running online and these questions were sent to professional translators working in different sectors and in different places in Turkey.

Since this research was conducted to investigate the relationship between the emotional intelligence and translator satisfaction of translators working professionally in the market, relational survey model was also used (see Karasar, 2006). In addition, "Pearson Correlation Analysis" was performed to see if there was any statistical relationship between the dimensions and "Regression Analysis" was performed to reveal the effects of the relationship between each other. "Cronbach's Alpha" numbers were evaluated to measure the reliability of the "Emotional Intelligence Scale" and "Translator Satisfaction Scale".

Research Questions

- Does the emotional intelligence of professional translators working in the market affect translator satisfaction in a positive or negative way?
- Does the emotional intelligence of professional translators working in the market affect their task satisfaction positively or negatively?
- Does the emotional intelligence of professional translators working in the market affect job satisfaction positively or negatively?
- Does the emotional intelligence of professional translators working in the market affect their professional satisfaction positively or negatively?

Research Model and Hypotheses

Since this research was conducted to investigate the relationship between the emotional intelligence and translator satisfaction of translators working professionally in the market, "relational screening model" was used. Relational survey models are research models aiming to determine the exchange and the degree between two or more variables

(Karasar, 2014: 81). In this research, correlation type one of the relational analysis methods, was used by means of correlation and comparison.
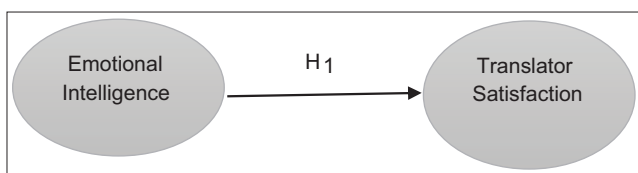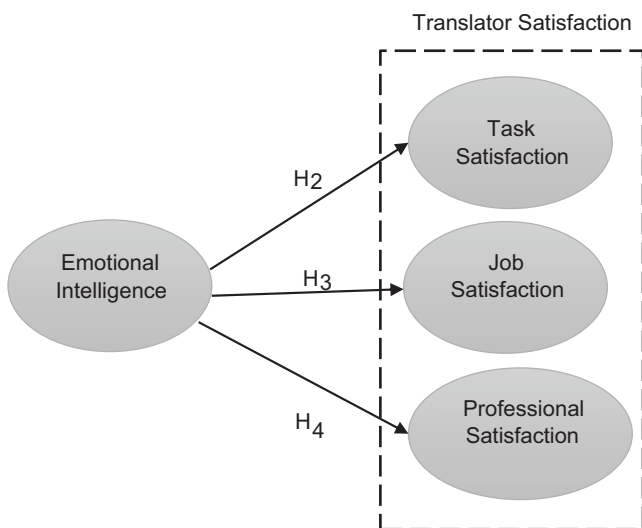

Figure 1. Emotional intelligence- translator satisfaction relationship model

H₁: Emotional intelligence of professional translators working in the market positively affects translator satisfaction.

H₂: Emotional intelligence of professional translators working in the market positively affects their task satisfaction.

H₃: Emotional intelligence of professional translators working in the market positively affects their job satisfaction.

H₄: Emotional intelligence of professional translators working in the market positively affects their professional satisfaction.

The data obtained in this study were collected by means of individual information form, Bar-on Emotional Intelligence Scale and Translator Satisfaction Scale. The questions in the individual information form were prepared after reviewing the literature of translation studies. After the literature review, it is clear that there are many instruments that measure emotional intelligence; The Bar-On Emotional Intelligence scale, whose validity and reliability analysis was performed by Reuven Bar-On and which was adapted to Turkish by Füsun Acar, was used in many scientific studies. Expressions in the scale were classified as 5-point Likert. Variables encoded from 1 to 5 are coded from the most negative to the most positive. The expressions in the 5-point Likert scale vary between 1- completely disagree, 2- disagree, 3- undecided, 4-agree, 5-completely agree. While performing statistical analysis, some expressions were coded in the opposite direction and the emotional intelligence tendencies of the translators were measured rather than the scoring system by

the responses of 88 expressions that constitute 5 different dimensions and 15 different sub-dimensions. The research was carried out on a voluntary basis in June-November 2016. An electronic questionnaire was created and the questionnaire was published at http://limesurvey.sakarya.edu.tr to ensure that translators can easily access the electronic questionnaire. We applied face to face interview method to some of the translators working in different sectors such as translation agencies, courthouses, public institutions and organizations, translation companies and other translators have also been tried to be reached through the publication of the questionnaire in electronic communication addresses, websites, various portals and forums.

In this study, Correlation Analysis (Pearson Correlation Coefficient) and Regression Analysis were used to determine the effect of emotional intelligence of professional translators on translator satisfaction.

After the survey on professional translators was completed, the data were analyzed through SPSS 20.0 program. In the study, 3 different data collection tools, Individual Information Form, Emotional Intelligence Scale and Translator Satisfaction were used. 217 professional translators filled Individual Information Form; 157 professional translators completed the Individual Information Form and Emotional Intelligence Scale and 120 translators completed all three data collection tools. Different databases have been created in order to avoid any data loss.

Pearson Correlation Analysis was performed to see whether there was any statistical relationship between the dimensions and Regression Analysis was performed to see the effects of the dimensions that were related to each other. Cronbach's Alpha numbers were analyzed to see the reliability of Emotional Intelligence Scale and Translator Satisfaction Scale.

Cronbach's Alpha numbers for Translator Satisfaction and Emotional Intelligence scales are given below. As can be seen in the Table 1 below, the numbers are quite high.

Since the results of the reliability test (Cronbach alpha) results for the items with 87 statements for Emotional Intelligence and the 121 statements for Translator Satisfaction were above the critical value of 0.70, it was found that the scales had high internal consistency (see Coşkun, Altunışık and Yıldırım, 2017).

Relationship between Emotional Intelligence and Translator Satisfaction

Correlation analysis was conducted to test whether there is a linear relationship between the emotional intelligence of the professional translators working in the market and the translator satisfaction of the translators. Correlation analysis is used when it is desired to investigate the direction and strength of

Table 1. Results of reliability analysis of translator satisfaction and emotional intelligence scales

Reliability analysis	Cronbach's Alpha	N of items
Translator satisfaction	0,956	121
Emotional intelligence	0,933	87

the relationship between two variables. Values close to 0 indicate that there is a linear and strong relationship between the two variables and values close to 1 indicate a linear and strong relationship between the two variables (Bayram, 2004: 115). The situation that correlation coefficient (r) is positive (r> 0) indicates there is a positive relationship between variables, but the situation that the correlation coefficient is negative (r <0) indicates there is an inverse relationship between variables (Ural and Kılıç, 2006: 247). The following Table 2 presents the correlation analysis findings that were conducted to investigate the linear relationship between emotional intelligence and translator satisfaction.

According to the results of the correlation analysis in Table 2, there is a statistically significant (r = 0.443; p = 0.000), positive and medium level relationship between the emotional intelligence of the professional translators working in the market and translator satisfaction of the translators (r = 0.443; p = 0.000).

Table 2. Correlation analysis between emotional intelligence and translator satisfaction

Variables		Translator satisfaction
Emotional intelligence	Pearson correlation	0,443**
	Sig. (2-tailed)	0,000
	N	120

Significant at 0,01 (p<0,01) level**

The Relationship between the Dimensions of Emotional Intelligence and Translator Satisfaction

The results of the correlation analysis conducted to investigate the linear relationship between each of the dimensions of emotional intelligence and translator satisfaction are given in the Table 3 below.

Correlation analysis was conducted to test whether there is a linear relationship between the emotional intelligence of professional translators working in the market and each of the dimensions that form the translator satisfaction. The findings were statistically positive between task satisfaction (r =, 386; p = 0.000), job satisfaction (r = -0.379; p = 0.000) and professional satisfaction (r = 433; p = 0.000) and emotional intelligence. And there was also a significant relationship at a medium level between the two groups (p <0.05). Although the correlation coefficients show similar results among the dimensions of translator satisfaction, the highest relationship is the dimension of professional satisfaction. In addition, the relations between translator satisfaction and the dimensions that form the translator satisfaction are also included in the table. These relationships are statistically significant and the level of the relationships is quite high (p <0.05)

The Effect of Emotional Intelligence on Translator Satisfaction

In this section, the effect of emotional intelligence of professional translators working in the market on translator satisfaction, task satisfaction, job satisfaction and profession-

Table 3. Correlation analysis between the dimensions of emotional intelligence and translator satisfaction

Variables	Emotional intelligence	Task satisfaction	Job satisfaction	Professional satisfaction	Translator satisfaction
Emotional intelligence					
Pearson correlation		0,386**	0,379**	0,433**	0,443**
Sig. (2-tailed)		0,000	0,000	0,000	0,000
N		120	120	120	120
Task satisfaction					
Pearson correlation	0,386**		0,757**	0,709**	0,905**
Sig. (2-tailed)	000		000	000	000
N	120		120	120	120
Job satisfaction					
Pearson correlation	0,379**	0,757**		0,720**	0,905**
Sig. (2-tailed)	000	000		0,000	000
N	120	120		120	0120
Professional satisfaction					
Pearson correlation	0,433**	0,709**	0,720**		0,904**
Sig. (2-tailed)	000	000	000		000
N	120	120	120		0120
Translator satisfaction					
Pearson correlation	0,443**	0,905**	0,905**	0,904**	
Sig. (2-tailed)	000	000	000	000	
N	120	120	120	120	

Significant at 0,01 (p<0,01) level**

al satisfaction is investigated. The results of the regression analysis conducted to determine the extent to which emotional intelligence affects translator satisfaction are presented in Table 4.

When the regression analysis results are evaluated, it is seen that there is a positive and statistically significant relationship between emotional intelligence and translator satisfaction (R:, 443; p =, 000). This relationship provides the theoretical expectation of the model (p <0.05).

According to Table 4, which contains the results of the regression analysis; while the dependent variable in the model is the translator satisfaction ", the independent variable was" emotional intelligence. Accordingly, emotional intelligence explains 19% of the change in translator satisfaction (Reg. R^2 =, 190).

According to the results of the regression analysis, emotional intelligence has a statistically significant effect on translator satisfaction. In this case, the basic hypothesis of the study (H1) is supported.

The Effect of Emotional Intelligence on Task Satisfaction

The results of the regression analysis conducted to determine the extent to which emotional intelligence affects task satisfaction are presented in Table 5. When the regression analysis results are evaluated, it is seen in Table 5 that there is a positive and statistically significant relationship between emotional intelligence and job satisfaction (R:, 386;

p =, 000). This relationship provides the theoretical expectation of the model (p <0.05). While the dependent variable in the model was "task satisfaction", the independent variable was "emotional intelligence. Accordingly, emotional intelligence explains 14% of the change in translator satisfaction (Reg.R2 =, 141).

The results in the table shows that the explanatory of the model is statistically significant (F = 20,609; p = 0,000). When the results of the effect of independent variable (emotional intelligence) on dependent variable (task satisfaction) in the regression model are evaluated; emotional intelligence has a statistically significant effect on task satisfaction (t = 5.908; p = 0.000).

According to the results of regression analysis, emotional intelligence has a statistically significant effect on task satisfaction. In this case, the basic hypothesis of the research (H2) is supported

The Effect of Emotional Intelligence on Job Satisfaction

The results of the regression analysis conducted to determine the extent to which emotional intelligence affects job satisfaction are presented in the table below. When the results of regression analysis are evaluated, it is seen in Table 6 that there is a positive and statistically significant relationship between emotional intelligence and job satisfaction (R:, 433; p =, 000). This relationship provides the theoretical expectation of the model (p <0.05). The dependent variable in the model was "job satisfaction" and the independent vari-

Table 4. Results of Regression Analysis: Translator Satisfaction

Dependent variable: translator satisfaction					
R = 0,443 R² = 0,196 Regulated R² = 0,190 F = 28,848 p = 0,000					
Variables	Unstandardised coefficients		Standardised coefficients	t	p
	B	Standard error	B		
Constant	1,989	0,335		5,937	000
Emotional intelligence	0,479	0,089	0,443	5,371	000

Table 5. Regression analysis results of emotional intelligence-task satisfaction

Dependent variable: task satisfaction					
R = 0,386 R² = 0,149 Regulated R² = 0,141 F = 20,609 p = 0,000					
Variables	Standardised coefficients		Unstandardised coefficients	t	p
	B	Standard error	B		
Constant	2,202	0,373		5,908	000
Emotional intelligence	0,450	0,099	0,386	4,540	000

Table 6. Regression analysis results of emotional intelligence-job satisfaction

Dependent variable: job satisfaction					
R = 0,433 R² = 0,188 Regulated R² = 0,181 F = 27,294 p = 0,000					
Variables	Understardised coefficients		Standardised coefficients	t	p
	B	Standard error	B		
Constant	1,988	0,355		5,594	000
Emotional Intelligence	0,421	0,095	0,379	4,450	000

Table 7. Regression analysis results of emotional intelligence-professional satisfaction

Dependent variable: professional satisfaction					
R = 0,443 R² = 0,196 Regulated R² = 0,190 F = 28,848 p = 0,000					
Değişkenler	Unstandardised coefficients		Standardised coefficients	t	p
	B	Standard error	B		
Constant	1,776	0,335		4,368	000
EMOTIONAL INTELLIGENCE	0,565	0,108	0,433	5,224	000

able was "emotional intelligence. Accordingly, emotional intelligence explains 18% of the change in translator satisfaction (Reg.R2 =, 181).

The results in the table shows that the explanatory v of the model is statistically significant (F = 27,294; p = 0,000). When the results of the effect of independent variable (emotional intelligence) on the dependent variable (job satisfaction) in the regression model are evaluated; emotional intelligence has a statistically significant effect on job satisfaction (t = 5,594; p = 0,000).

According to the results of regression analysis, emotional intelligence has a statistically significant effect on job satisfaction. In this case, the basic hypothesis of the study (H3) is supported.

The Effect of Emotional Intelligence on Professional Satisfaction

The results of the regression analysis conducted to determine the extent to which emotional intelligence affects professional satisfaction are presented in Table 7.

When the regression analysis results are evaluated, it is observed that there is a positive and statistically significant relationship between emotional intelligence and professional satisfaction in the table below (R:, 443; p =, 000). This relationship provides the theoretical expectation of the model (p <0.05).

According to Table 7, which includes the results of the regression analysis; while the dependent variable in the model was "professional satisfaction", the independent variable was "emotional intelligence. Accordingly, emotional intelligence explains 19% of the change in professional satisfaction (Reg.R2 =, 190).

The results in the table show the explanatory value of the model is statistically significant (F = 28,848; p = 0,000). When the results of the effect of independent variable (emotional intelligence) on the dependent variable (professional satisfaction) in the regression model are evaluated; emotional intelligence has a statistically significant effect on professional satisfaction (t = 4,368; p = 0,000).

According to the results of regression analysis, emotional intelligence has a statistically significant effect on professional satisfaction. In this case, the basic hypothesis of the study (H4) is supported.

CONCLUSION

As a result of this study, it has been found that there is a statistically positive and significant relationship on a medium level between emotional intelligence and translator satisfaction of professional translators working in the market and between task satisfaction, job satisfaction and professional satisfaction which constitute the translator satisfaction. and emotional intelligence. According to the results of the regression analysis, emotional intelligence has a statistically significant effect on the translator satisfaction. With the finding that translator satisfaction is affected by emotional intelligence by 19%, it is possible to investigate what other factors affect translator satisfaction in future researches.

Following these statistical evaluations, it was found that emotional intelligence positively influences the translator satisfaction. Nonetheless, non-cognitive skills as well as cognitive skills were found to be important in translation, and it was concluded that translator psychology should be emphasized in the translation education to hold on to the translation market as well as in the translation process. When the curricula of the universities providing translation education are examined, it is seen that the courses related to cognitive skills are predominant.

In addition, most of the translation-oriented courses in translation programs of some universities focus on cognitive skills, while the non-cognitive skills part of translation are mostly excluded. This is perhaps one of the biggest problems in translation education in the world and in our country. Nowadays, courses that require cognitive skills are frequently added to the translation curricula, in order to be more equipped in these courses, non-cognitive skills such as emotional intelligence are also needed. The translator while they develop cultural, linguistic, strategic, and technology skills, they should also develop psychological skills. In order to achieve all of these, the programs providing translation education should therefore benefit from the courses such as technical translation, medical translation, translation technologies (i.e localization), which are to their specialization in translation, as well as benefit from experts in the field of psychology, and even if necessary, instructors from the related disciplines should provide training in translation programs. From this point on, the translator does not simply translate in the classical sense. He/she is now more actively involved in translation projects and needs to be in contact with other colleagues. Collaboration is no longer passive in the translation process. At this point the social skills of the translator come into play. It is also one of the hypotheses that emotional intelligence plays a role in establishing a translation business or adapting to the challenges and competitive environment of the translation market. This may also be the case for translation students. Translator candidates,

who think that they cannot handle the market difficulties and competitive environment and whose social skills are weak, are turning to different fields instead of entering the translation market. While there may be many reasons for this, the emotional intelligence of individuals may be one of these variables.

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