

Role of Emotional Intelligence in Genders' Career Advancement

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Abstract

This study examined the role of Emotional Intelligence (EI) in genders' career advancement. Data was collected from male and female faculty members of The Islamia University of Bahawalpur and Bahudin Zakria University of Punjab in order to achieve the research goal. Six departments of social sciences and six departments of pure sciences were chosen for this purpose. Data was collected from 180 female and 120 male faculty members. The analysis was created using Daniel Goleman's EI concept to assess EI. The Self-Report Measure of EI (SRMEI) questionnaire was used to collect data. SPSS was used to analyze the data by deploying the independent samples t-test. The outcomes of the study indicated a positive association between EI and genders' career advancement. Furthermore, the outcomes indicated that male faculty members are more emotionally intelligent than female faculty members.

Keywords: Gender, EI, university faculty, career advancement

Introduction

Intelligence is the ability to adapt to one's surroundings. This shift is influenced by society and culture. This is developed through everyday experiences and the use of reflective thinking to improve learning (Sternberg, 2003). According to Banks (2012), intelligence is a

psychobiological ability to understand data that may be applied in a social context to solve problems. EI refers to the ability to understand feelings and emotions. Emotions play a significant influence in our daily lives. It affects how people connect and how successful they are in everyday life. According to Drigas and Papoutsi (2018), an individual can regulate his or her own feelings and emotions, distinguish between them, and use the information in her or his ideas and actions. The term EI was coined by Goleman (1998). He documents that EI is the ability to recognize one's own emotional condition as well as the emotional states of others in order to regulate and understand many interactions and activities with others.

According to Fernandez, Berrocal, Cabello, Castillo, and Extremera (2012), EI has a significant impact on daily living. Similarly, Mohzan, Hassan, and Hall (2013) suggest that EI has a significant impact on professional development. It is worth noting that EI enhances individual learning in terms of profession, growth, and development to a significant amount. EI, according to Fida, Ghaffar, Zaman, and Satti (2018), aids emotional firmness, and learners at the university level or higher degree institutions are supposed to be more firm and joyfully gifted.

Furthermore, cognitive intelligence has been found to be a greater predictor of qualification performance than EI in the past. EI is defined by Goleman (2006) as four factors: personal awareness of emotion and responsiveness to other people's feelings, emotional control of one's own and other people's emotions, as well as social skills; essential to be more aware of and manage other people's emotions. According to Ullah (2019), EI components have a significant impact on workplace performance as well as the development of one's own leadership qualities. And the most critical ingredients in the formula for job success are leadership and performance. Individual success adds to national growth, but institutional framework is also necessary for this development. Various sectors play a significant role in a country's success like agriculture, textile, the sporting goods industry, the services sector. Education sector also contribute a significant role in economic growth of any country and in particular to Pakistan as it produces doctors, engineers, scientists, politicians, and analysts who efficiently manage various sectors. Hence, this study examines the impact of EI on gender-based career development among Pakistani faculty members in The Islamia University of Bahawalpur and Bahudin Zakria University in Punjab in order to achieve the research goal.

Objectives of Study

The key purpose of this study was examining the association between EI and gender's career advancement. The following are the additional research objectives:

- To discover role of EI in gender's career advancement.
- To determine which EI characteristics are critical for a gender's professional progress.

Literature Review

Intelligence's cognitive ability has remained a popular topic among psychologists and scholars. Because intelligence was formerly the primary paradigm for determining an individual's efficacy, psychologists have concentrated on its memory and problem-solving abilities. However, academics' focus turned to EI over time. It refers to the prudent management of our own and

others' emotions. "Feeling resulting from outsidsetting experience and self-awareness (Mehta, and Singh, 2013). In contrast, intelligence is another term for cognitive power.

The operations of the human brain are divided into three categories: motivation, emotion, and cognition. Motivations are generated from inside and outside body conditions (elementary requirements), emotions transmit signals and adapt to the individual's and environment's changes., and cognition is a third sort of mental activity that involves environmental learning and problem solving. At times, emotion is defined by including qualities of motivation and cognition, hence broadening its reach. "Feelings are a product of a person's internal and external environment, comprehension, and comprehension skill (Mayer, Carsuo, and Salovey, 1999).

However Peter Salovey and John Mayer originated the term and conducted the first EI research, the term received significant popularity in the corporate world in 1995 with the publication of Daniel Goleman's book EI. Goleman identifies four fundamental components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. Self-awareness is defined as the "capacity to scrutinize one's sentiments and determine their impact by drawing conclusions based on gut feelings". "Directing sentiment according to circumstances" is what self-management refers to. Social awareness refers to the ability to "understand and react to the emotions of others in a social group." Relationship management: "the ability to use emotions to drive and influence others while also managing disputes" (Goleman, 1998).

Theoretical Framework

MSCEIT is a test that determines the extent to which EI contributes to one's talents. It is based on the above-mentioned measurements of EI. These characteristics help an individual advance in their profession; since career advancement is no longer limited to vertical advancement within a single business, the means of advancement are also changing.

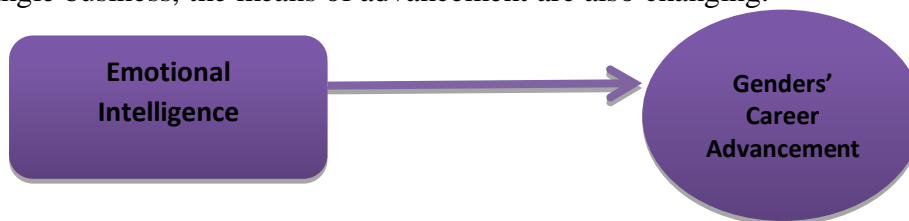


Figure 1: Conceptual frame work

S. Jain, V. Jain, and S. Das (2018) hypothesized a positive correlation between service quality and EI. When paired with self-management, self-awareness, and social skills/networking, EI degrades service quality. These are the dimensions of EI that influence job performance and direct individuals toward career progression. Career success requires individuals to possess relevant skills, knowledge, and competence, and in today's unpredictable environment, individuals must be adaptable enough to pick up new talents and relearn old ones as needed. Bar-on emphasized the relevance of EI in his research, comparing it to cognitive intelligence.

Methodology

The purpose of this study was to use a quantitative research method to reveal the function of EI in gender's career advancement and to give empirical proof of the relationship between the variables. Respondents' EI and level of career advancement were determined by closed-ended questions, and the responses were rated on a Likert scale. The association between the variables was investigated using statistical approaches such as average, percentage, regression analysis, and correlation analysis by at a confidence interval of 5%.

Data was collected from male and female faculty members of The Islamia University of Bahawalpur and Bahudin Zakria University in Punjab in order to achieve the research goal. Six departments of social sciences and six departments of pure sciences were chosen for this purpose. This study used a non-probability convenient sampling technique. Data was collected from 200 faculty members supported the sample size of 200 (Mehta, and Singh, 2013).

To determine the respondents' EI level, an EI test was created that included studies on self-awareness, self-management, social skills, and networking. The responses were graded on a five-point Likert scale. The study includes questions about career advancement: publications, conferences organization, and seminar organization, participation in international conferences, administrative duties, and teaching methodology. Self-awareness, self-management, social skills, and networking are all aspects of EI.

The average EI level of female versus male respondents revealed that male respondents were more emotionally intelligent than female respondents. The success of one's career was also a factor in this study. According to the results of the career advancement analysis, the majority of respondents were satisfied with their career advancement. However, a small proportion of respondents are classed as unsuccessful or unhappy, as this study is focused on subjective success rather than actual performance, and subjective success is connected with motivational elements.

Regression Line

The focus of the research is on the association between EI and gender's career advancement. A correlation between EI and gender's career advancement has been resulted through regression analysis of factors.

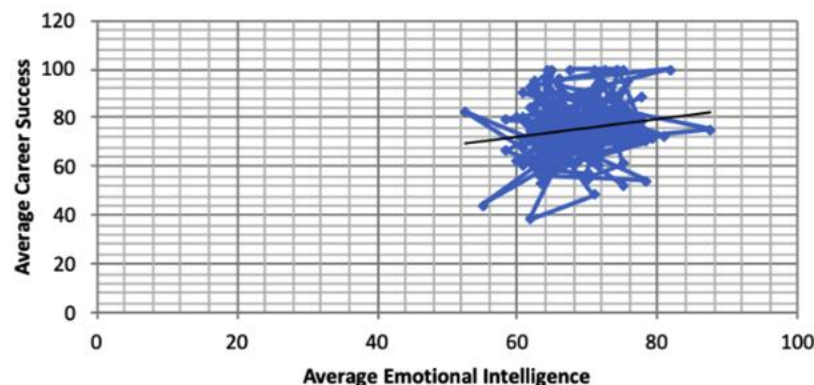


Figure 2: Regression Graph: EI and gender's career advancement

Correlation Matrix

Correlation analysis was used to investigate the nature of the association between EI and gender's career advancement, revealing a 0.18 association. It shows that the variables have a positive relationship. However, this link is not as strong as the contribution of each individual component of EI to job success. The table below depicts a strong link between networking and social skills and career advancement.

Table 1: EI, facets of EI, and career advancement

<i>Variables</i>	<i>Correlation Matrix</i>					
	EI	CS	SA	SM	SS	N
Emotional Intelligence(EI)	1					
Career advancement	0.18	1				
Self awareness(SA)	0.60	-0.01	1			
Self management(SM)	0.65	0.03	0.30	1		
Social Skills(SS)	0.57	0.17	0.30	0.21	1	
Networking(N)	0.70	0.23	0.18	0.21	0.22	1

Table 2: EI and career advancement of female respondents

Correlation Between Career Success and Emotional Intelligence of Female Respondents	Average
Emotional Intelligence	68
Career Success	75
Correlation	0.11
Self-Awareness	-0.10
Self-Management	0.01
Social Skills	0.17
Networking	0.16

In female respondents, there was a strong link between emotional intelligence and career advancement. Overall, there is a positive association between career advancement and emotional intelligence, as evidenced by female respondents' responses.

Table 3: EI and career advancement of male Respondents

Correlation Between Career Success and Emotional Intelligence of male Respondents	Average
Emotional Intelligence	70
Career Success	76
Correlation	0.43
Self-Awareness	0.28
Self-Management	0.09
Social Skills	0.15
Networking	0.48

Analysis indicates a positive correlation of 0.11 between male respondent's professional performance and EI. In comparison to self-management, the relationship between professional development and networking and career advancement and social skills is significantly positive. Using the coefficient of determination, the result was $R^2=0.03$. This figure implies that the 3% difference in gender's career advancement due to EI level change may be established, and vice versa. A confidence level of 5% was used to further test the validity of the result.

Hypotheses Testing

The following hypotheses were developed for this study.

H0: There is no association between EI and gender's career advancement.

H1: There is an association between EI and gender's career advancement.

Table 4: F test

	Sum of Squares(SS)	d.f	Mean Square	F=statistic	F-test(at .05)	p-value
Explained Regression	12.61	1	12.61	11.66	254	0.23
unexplained (error)	22043.32	150	146.96			
Total	22055.93					

According to the findings, the null hypothesis may not be rejected because the p-value was higher than 0.05 and f-test value was greater than f-value. It implies that there is no association between respondents' EI and their level of career advancement.

Conclusions

The outcomes of correlation analysis demonstrated a favorable relationship between gender career advancement and EI; even particular components of EI were found to have a very strong association to the amount of gender career advancement. The research concludes that EI can be used as one of the determinants of genders' career advancement; however other characteristics

also play a role. Hence, in current research, a greater focus was placed on subjective advancements compare to objective advancement. The present research has paved the way for future research on the importance of EI in achieving objectives, the link between EI and employee performance, the association between EI and age, and the relationship between EI level and gender. Additionally, the conclusions of this study may be evaluated using a variety of EI models. Additionally, this data bolsters Goleman's approach to professional growth. According to Goleman (2011), career success is driven by how you handle various events during your career. This is confirmed by a research that found male faculties members are more emotionally stable when confronted with a variety of situations, which helped them progress in their careers more quickly than female faculty members.

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