

# Navigating the Path to Success: Understanding the Relationship between Emotional Intelligence and Career Adaptability in College Students

Journal of Tourism, Hospitality  
& Culinary Arts (JTHCA)  
2023, Vol. 15 (2) pp 01-13  
© The Author(s) 2023  
Reprints and permission:  
UITM Press  
Submit date: 02<sup>nd</sup> June 2023  
Accept date: 12<sup>th</sup> October 2023  
Publish date: 30<sup>th</sup> December 2023

**Fatin 'Ainaa Othman**  
**Nurul Norfadila Adnan**  
Sungai Petani Community College

**Wei Boon Quah\***  
Universiti Putra Malaysia  
Ministry of Higher Education  
[skyman823000@yahoo.com](mailto:skyman823000@yahoo.com)

## Proposed citation:

Othman, F.A., Adnan, N.N., & Quah, W.B. (2023). Navigating the Path to Success: Understanding the Relationship between Emotional Intelligence and Career Adaptability in College Students. *Journal of Tourism, Hospitality & Culinary Arts*, 15(2), 01-13

## Abstract

The knowledge regarding Emotional Intelligence (EI) has increasingly grown over the years, which has led to more researchers investigating it. Furthermore, trait EI contributes to the development of career adaptability. Moreover, Malaysian students lack soft skills and emotional equilibrium both during and after their studies. This study aimed to investigate how trait Emotional Intelligence (EI) influences the career adaptability of community college students. This study used the Trait Emotional Intelligence Questionnaire (TEIQue) and the Career Adapt-Abilities Scale (CAAS) as the instruments. A total of 87 respondents participated in this study. The findings showed that only well-being was found to have a significant positive relationship with career adaptability. However, other independent variables (emotionality, self-control, and sociability) did not show a significant relationship with career adaptability. Educators can better prepare undergraduate students for the industry by providing personalized mentorship and extracurricular programming, understanding how these various traits manifest among current college students and how Trait EI affects their perceived vocational adaptability. Finally, future research should examine other potential predictors of career adaptability to gain a more comprehensive understanding of the factors that influence career adaptability.

**Keywords:**

Well-Being, Self-Control, Emotionality, Sociability, Career Adaptability

**1 Introduction**

In Malaysia, admission to universities, colleges, and training institutions requires a high score on standardized tests such as the Malaysian Certificate of Education (SPM), the Malaysian Vocational Certificate of Education (SKVM), or the High School Certificate of Education (STPM) (Mujani, Muttaqin, & Khalid, 2014). The number of students enrolling in higher education has been increasing over the years, with options available for certificate, diploma, undergraduate, and postgraduate studies (Ministry of Higher Education, 2020). Technical and Vocational Educational Training (TVET) is a viable option for SPM graduates who wish to continue their education at the diploma or certificate level. Community colleges can play a vital role in improving students' career adaptability by placing them in various workplaces for industrial practicals and analyzing their strengths and weaknesses in trait emotional intelligence (EI) (Coetzee & Harry, 2014; Parmentier, Pirsoul, & Nils, 2019). Changes in the curriculum and student preparation can then be made to boost their career adaptability. Career adaptability is crucial in facilitating success throughout the school-to-work transition and can enhance one's chances of obtaining a desired job. Thus, it has been determined that emotional intelligence and career adaptability are crucial meta-skills that can help people build enduring careers and respond to professional transitions (Buyken, Klehe, Zikic, & Van Vianen, 2015).

The literature suggests that individuals with higher trait EI tend to exhibit better social functioning in interpersonal relationships, as they are viewed as prosocial, less antagonistic, and less conflictual by their peers (Potgieter, 2014). However, there are reports of students losing confidence in their future careers after completing an internship (Almoayad & Ledger, 2018; Francis & Alagas, 2017). Therefore, it is essential for community colleges to develop and implement industrial practicals to assess students' trait EI and career adaptability. Individuals with high EI are expected to be better equipped to manage their emotions, develop positive relationships, and anticipate the emotional consequences of work activities, changes, and development. Thus, investigating the benefits of trait EI towards career adaptability can be a worthwhile effort. While there have been studies conducted on the relationship between EI and career adaptability, there is a dearth of research focused on trait EI among hospitality students in community college (Merino-Tejedor, Hontangas, & Petrides, 2017; Parmentier et al., 2019). Therefore, this study's significance lies in its potential to identify trait EI deficiencies affecting students' career adaptability and provide corrective measures to improve their trait EI. The study aims to examine the influence of trait EI and career adaptability towards hospitality students in Sungai Petani Community College.

## **2 Literature Review**

### **2.1 Trait Emotional Intelligence**

The growing importance of Emotional Intelligence (EI) in employment has led psychologists, researchers, and educators to re-examine traditional ideas of intelligence and explore techniques for assessing and evaluating trait EI, as noted by Wakeman (2006). Emotional Intelligence (EI) is a concept that pertains to the subset of social intelligence that involves an individual's capacity to monitor and manage their own feelings and emotions, as well as those of others. This information can then be used to guide one's thinking and actions, as posited by Mayer and Salovey (1993). Boyatzis (2018) defines EI as the awareness, understanding, and use of one's emotional information, which leads to effective or superior performance. Individuals are deemed to possess excellent EI skills when they are able to adaptively respond empathetically to the emotions of others, according to Goleman and Boyatzis (2017).

Goleman's (1995) book on EI brought the concept into the public eye, highlighting the significant benefits of EI on social connections, career performance, and health, and leading to widespread recognition of the general concept of EI. Trait-based EI, also referred to as trait emotional self-efficacy, is concerned with people's perceptions of their own emotional abilities (Akhtar et al., 2015). Moreover, emotional intelligence is seen to help people advance in their careers (Navas, Vijayakumar, & Sulthan, 2022).

#### *2.1.1 Well-Being*

Overcoming well-being challenges is crucial to ensure the effectiveness of trait EI. Unemployment can adversely impact young job seekers' subjective well-being, and the scarring effects of unemployment can be long-lasting. Inappropriate lifestyle choices, delaying job searches, and poor work performance can also threaten a person's professional and social life, thus jeopardising their overall well-being. Olasupo, Idemudia, and Kareem (2021) suggest that higher trait EI may enhance social connectedness and lead to a happier life, which may be influenced by an individual's optimism. Additionally, Quintana-Orts, Mérida-López, Rey, and Extremera, (2021) found that adolescents with higher trait EI are better equipped to cope with stress and daily hassles, indicating a higher level of well-being. By promoting certain trait EI characteristics in children and adolescents, they can develop emotional intelligence, autonomy, and resilience, which are vital for overall well-being. In a study conducted by LaGree, Tefertiller, and Olsen (2020), they investigated the relationship between Trait Emotional Intelligence (EI) and career adaptability among students. The researchers found that among the various components of Trait EI, well-being emerged as the strongest predictor of students' career adaptability.

### *2.1.2 Self-Control*

The self-control domain is closely linked to trait EI, and many studies have highlighted the benefits of trait EI in this area. For example, research by McCorkindale (2017) shows that entry-level professionals tend to score lower on the emotionality scale, while Sánchez-Ruiz et al. (2011) found that college students majoring in social sciences score higher on emotionality but lower on self-control. Goh and Kim (2020) found that individuals with high self-control scores are better able to resist impulsive behaviour and manage stress effectively, while those with lower scores may struggle in these areas. Self-control is also crucial for ethical behaviour, as noted by Stys and Brown (2004), who argue that it requires both self-control and consideration for others' feelings. EI models such as those proposed by Mayer and Salovey (1997), Bar-On (2002), and Goleman (2001) all include self-control, adaptability, and conscientiousness as key components, referred to as emotional comprehension and management, intrapersonal components, and self-awareness and self-management, respectively.

### *2.1.3 Emotionality*

Kovari (2016) contends that in order for a hotel to achieve profitability by catering to the needs of both employees and guests, it must prioritise the provision of an emotionally secure work environment that ensures employee satisfaction and loyalty, as well as customer retention. This is supported by previous research, which suggests that soft skills are crucial for continued success across all sectors and nationalities. Despite a constantly evolving business landscape, a diverse workforce possessing strong and relevant skills, along with stable emotionality, is necessary for success in the hospitality industry. Porter, Brinke, Baker, and Wallace (2011) found that high Trait EI emotionality scores are associated with the ability to imitate false emotions and maintain these displays for an extended period of time. Conversely, individuals with high Trait EI wellbeing scores (happy; optimistic) were not adept at concealing their true emotions, indicating an association between Trait EI and emotional openness. This may explain why a high Trait EI emotionality score is linked to gullibility and an exaggerated belief in the honesty of others (Baker, Ten Brinke, & Porter, 2013).

### *2.1.4 Sociability*

The trait of sociability pertains to concerns about social relationships and influence on society, with a focus on the individual in social interactions as opposed to close relationships such as friends and family. As Goh and Kim (2020) indicate, those with high scores in sociability exhibit superior communication and listening abilities, while individuals with lower scores lack the ability to influence people's emotions and negotiate effectively and are generally reserved in their interactions. Torres-Coronas and Vidal-Blasco (2017) highlight that the sociability component measures an individual's social ties and influence, separate from emotionality which

gauges their influence in a range of social contexts rather than in close, personal interactions. Thus, high scorers in sociability demonstrate excellent listening and communication skills.

#### *2.1.5 Career Adaptability*

Career adaptability is a multifaceted construct that refers to an individual's ability to cope with professional and psychosocial demands throughout their life span, as well as to effectively manage career transitions and personal problems. This construct encompasses four key dimensions, namely concern, control, curiosity, and confidence. According to Al-Jubari, Shamsol Anuar, Ahmad Suhaimi, and Aissa (2021), career adaptability enhances an individual's sense of competence in occupational preparation, growth, and access to a range of opportunities, fostering a positive outlook towards the future. The ability to adapt to changing work environments and tasks is also associated with increased job search self-efficacy and better job search outcomes. Similarly, Duffy, Douglass, and Autin, (2015) and Savickas (2013) suggest that career adaptability entails a proactive approach towards personal and professional development, such as engaging in self-reflection, exploring different career options, and acquiring relevant skills and knowledge. Overall, cultivating career adaptability among students can be a valuable tool in enhancing their trait EI and improving their job fit in various settings.

#### *2.1.6 Emotional Intelligence Influences Career Adaptability*

The ability to adapt to an unpredictable working environment is a critical factor in career success. Emotional intelligence has been identified as an important trait that can enable individuals to cope with uncertain circumstances (Jameson, Carthy, McGuinness, & McSweeney, 2016; Michael Page, 2019; Parmentier et al., 2019). Emotional intelligence involves an individual's capacity to control their emotions in social interactions and sustain and develop relationships (Serrat, 2017). It encompasses a set of interrelated abilities that enable individuals to deal with their own and others' emotions, including the ability to generate and facilitate emotional responses (Salovey & Mayer, 1990; Wong & Law, 2002). Wong and Law's (2002) four-dimensional model of emotional intelligence include appraisal and expression of emotion, recognition of emotion in others, regulation of emotion in oneself, and the use of emotion to enhance performance.

The relationship between emotional intelligence and career adaptability is a subject of ongoing debate (Anas & Hamzah, 2022; Coetzee & Harry, 2014; Eryilmaz, Satici, & Deniz, 2020; Mittal, 2020; Parmentier et al., 2019; Sony & Mekoth, 2016). Some researchers have argued that emotional intelligence can help individuals manage emotions in the workplace, reducing occupational stress and enhancing psychological well-being (Harry, 2017). High emotional intelligence has been associated with better job performance, organisational culture awareness, competitiveness, self-control, and improved harmonisation (Serrat, 2017; Wong &

Law, 2002). Individuals with high emotional intelligence are also better able to cope with job-related stress, resulting in increased job satisfaction, organisational commitment, work engagement, and willingness to perform (Kiyani et al., 2011; Navas & Vijayakumar, 2018).

For newly employed graduates, who may have less job experience and maturity (Abd Rahman, Ismail, Ridzuan, & Abd Samad, 2020), emotional intelligence is essential in adapting to the demands of the workplace. While some researchers have argued that emotional intelligence is not age-dependent (Anastasiou, 2020; Shipley, Jackson, & Segrest, 2010), others have noted that life experiences can influence emotional intelligence (Badawy & Magdy, 2015). Emotional intelligence has been found to assist in the school-to-work transition and employability of graduates (Aziz & Pangil, 2017; Pathak, Shankar, & Tewari, 2018). Strong emotional intelligence can help graduates to strategise their career paths and thrive in demanding work environments. In conclusion, emotional intelligence is an important factor in career adaptability, particularly for newly employed graduates, and organisations should consider incorporating emotional intelligence training into their employee development programs.

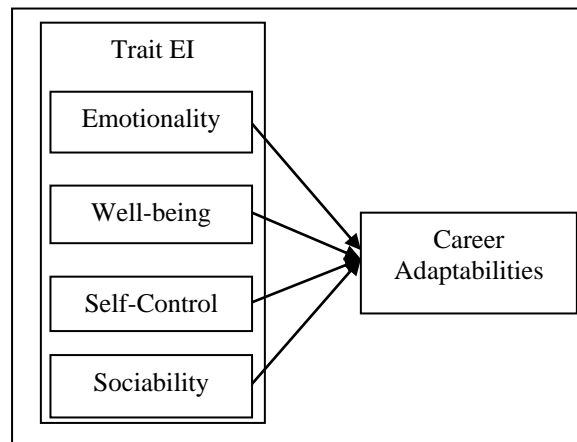


Figure 1: Conceptual framework

### 3 Methodology

This study aims to investigate the relationship between trait emotional intelligence (EI) and career adaptability among hospitality students at a community college. The research employs a quantitative approach, utilizing a cross-sectional design to establish causal relationships. Trait EI comprises well-being, self-control, emotionality, sociability, and global EI. The research instrument for this study consists of a questionnaire comprising three sections. Section A focuses on trait EI, employing the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009), anchored on a Likert scale ranging from "Completely Disagree" to "Completely Agree". Section B examines career adaptability, utilizing a Career Adapt-Abilities Scale (CAAS) questionnaire (Savickas & Porfeli, 2011), anchored on a Likert scale

ranging from "Not Strong" to "Strongest". Section C is the demographic profile of the respondents. The survey is written in dual languages (Bahasa Melayu and English) and is distributed via WhatsApp groups by advisor representatives. The total sample population is 113 students, with 87 respondents participating, resulting in a response rate of 79%. The collected data will be analyzed using inferential analyses to establish the link between trait EI and career adaptability.

#### **4 Finding and Analysis**

In this study, the demographic characteristics of 87 students from a Malaysian community college were examined. The findings revealed that the majority of the participants were female (66.7%) and Malay (93.1%). Furthermore, the majority of the students were enrolled in the Culinary course (70.1%), while the remaining 29.9% were enrolled in the Hotel Operation course.

When community college graduates transition from being students to working adults, they experience significant adjustments. The goal of the current study is to determine whether emotional intelligence and career adaptability during this time are related. Community college graduates were surveyed regarding their emotional intelligence in the areas of emotionality, well-being, self-control, and sociability as well as their concern, control, curiosity, and confidence with regard to career flexibility.

The study utilised a multiple linear regression model to investigate the relationship between emotionality, well-being, self-control, sociability, and career adaptability among participants. The model summary indicated a moderate positive correlation ( $R=0.669$ ) between the variables, with the R-squared value showing that 44.8% of the variance in career adaptability could be explained by the independent variables. The ANOVA table demonstrated that the regression model was statistically significant ( $F=29.931$ ,  $p<0.001$ ), indicating that the independent variables significantly explained the variance in career adaptability. The coefficient table revealed that only well-being had a significant positive relationship ( $Beta=0.712$ ,  $p<0.001$ ) with career adaptability, with higher levels of well-being associated with higher career adaptability. This finding is in line with research conducted by LaGree, Tefertiller, and Olsen (2020) that found well-being to be the strongest Trait EI predictor of students' career adaptability. It suggests that higher levels of well-being are associated with greater career adaptability among community college graduates. It is important to note that the coefficient of well-being is the largest among all the variables, indicating its relatively stronger influence on career adaptability compared to the other variables examined.

Although several studies claim that, in general, emotional intelligence with four sub-dimensions positively and significantly predicted their career adaptability (Harry & Malepane, 2021; Pong & Leung, 2023), this study reached a result that does not verify those findings. Other independent variables (emotionality, self-control, and sociability) did not show a significant relationship with career adaptability. This is

not surprising as previous studies by McCorkindale (2017) also rated emotionality as the lowest, and in the study of Sánchez-Ruiz et al.'s (2011) findings, self-control was also ranked as the lowest as well. It implies that the emotional aspect of emotional intelligence might not be a strong determinant of career adaptability among community college graduates in this particular context. While it may be surprising given the expectations that community college students would benefit from higher levels of self-control and sociability when facing work-related challenges, these findings suggest that these specific dimensions of emotional intelligence may not play a significant role in predicting career adaptability among the participants. This means it is not easy to handle and control our emotional intelligence, where community college students need a high level of emotional intelligence (emotionality, self-control, and sociability) when facing unpredictable or unfamiliar work-related challenges. Due to emotional intelligence helps individuals recognize and regulate their own emotions, enabling them to adjust their behavior and responses to changing circumstances effectively. Therefore, emotional intelligence is crucial in the hospitality industry as it promotes adaptability, interpersonal skills, stress management, and resilience. These skills enable employees to navigate unpredictable situations, work effectively in teams, handle stress, and persevere through challenges, ultimately leading to success and satisfaction in their careers.

Table 1: Multiple linear regression model for emotionality, well-being, self-control, sociability, and career adaptability

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.669a	0.448	0.421	0.628

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	26.244	4	29.931	16.654	0.000 b
	Residual	32.323	82	0.237		
	Total	58.568	86			

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.789	0.482		3.711	0.000
	Emotionality	0.015	0.128	0.013	0.115	0.908
	Well-being	0.501	0.083	0.712	6.025	0.000
	Self-control	0.060	0.136	0.061	0.445	0.658
	Sociability	-1.56	0.161	-0.138	-0.970	0.335



## **5 Conclusion**

The study examined the influence between trait emotional intelligence and career adaptability using multiple linear regression analysis. The results revealed a moderate positive correlation between the variables. Well-being was found to have a significant positive relationship with career adaptability, while the other independent variables did not show any significant relationship. Educators can better prepare undergraduate students preparing for the industry by providing personalised mentorship and extracurricular programming by knowing how these various traits manifest among current college students and how Trait EI affects their perceived vocational adaptability.

### **5.1 Limitations**

This study has several limitations. Several limitations of the study should be taken into account when evaluating the findings. Firstly, the absence of in-person discussions with participants allows for a more thorough examination of the student responses. Finally, because only students from one community college were included in the sample, including students from other colleges may have produced different results.

### **5.2 Recommendations**

In order to enhance the generalizability of the results, future studies should conduct longitudinal research to address the limitations of this study's design. Additionally, for a more comprehensive understanding of the factors influencing career adaptability, researchers should investigate additional potential predictors of career adaptability.

## **6 About the author**

Fatin 'Ainaa Othman is a higher learning education officer in hotel operations. She has a Master of Hospitality Management from Malaysia's University Technology Mara (UiTM). Hospitality, tourism, teaching and learning, psychology, and education are among her research interests.

Nurul Norfadila Adnan is a higher learning education officer in hotel operations. She graduated from Universiti Teknologi Mara with a Master of Hospitality. Hospitality, tourism, teaching and learning, and education are among her research interests.

Quah Wei Boon is an education officer of higher learning in Hotel Operation. He holds a Master in Business by Research (Hotel Management) from University Malaysia Sabah (UMS), Malaysia. He is currently pursuing a Ph.D. degree in the field of Educational Technology with the Department of Educational Studies, Universiti Putra Malaysia, Malaysia. His research interests include Hospitality, tourism, teaching and learning, business management, and education.

## 7 References

- Abd Rahman, N. H., Ismail, S., Ridzuan, A. R., & Abd Samad, K. (2020). The issue of graduate unemployment in Malaysia: Post Covid-19. *International Journal of Academic Research in Business and Social Sciences*, 10(10), 834–841. doi: 10.6007/ijarbss/v10-i10/7843
- Akhtar, R., Boustani, L., Tsivrikos, D., & Chamorro-Premuzic, T. (2015). The engageable personality: Personality and trait EI as predictors of work engagement. *Personality And Individual Differences*, 73, 44–49. doi: 10.1016/j.paid.2014.08.040
- Al-Jubari, I., Shamsol Anuar, S. N. B., Ahmad Suhaimi, A. A. B., & Aissa, M. (2021). The impact of career adaptability and social support on job search self-efficacy: A case study in Malaysia. *Journal of Asian Finance, Economics and Business*, 8(6), 515–524. <https://doi.org/10.13106/jafeb.2021>
- Almoayad, F., & Ledger, A. (2018). They treated us like employees not trainees: Patient educator interns' experiences of epistemological shock. *Health Professions Education*, 4(3), 218–224. doi: [10.1016/j.hpe.2018.03.007](https://doi.org/10.1016/j.hpe.2018.03.007)
- Anas, I., & Hamzah, S. R. (2022). Predicting career adaptability of fresh graduates through personal factors. *European Journal of Training and Development*, 46(3/4), 302–316. doi: 10.1108/EJTD-02-2020-0023
- Anastasiou, S., & Belios, E. (2020). Effect of age on job satisfaction and emotional exhaustion of primary school teachers in Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(2), 644–655. doi: 10.3390/ejihpe10020047
- Aziz, A., & Pangil, F. (2017). Moderating effect of emotional intelligence on the relationship between personality traits and employability. *Saudi Journal of Humanities and Social Sciences*, 7(3), 1–22. doi: 10.6007/IJARBSS/v7-i3/2688
- Baker, A., Ten Brinke, L., & Porter, S. (2013). Will get fooled again: Emotionally intelligent people are easily duped by high-stakes deceivers. *Legal Criminology and Psychology*, 18(2), 300–313. doi: [10.1111/j.2044-8333.2012.02054.x](https://doi.org/10.1111/j.2044-8333.2012.02054.x)
- Bar-On, R. (2002). *Bar-On Emotional Quotient Inventory: Short (BarOn EQi: S): Technical manual*. Toronto: Multi-Health Systems Inc.
- Boyatzis, R. E. (2018). The behavioral level of emotional intelligence and its measurement. *Frontiers in Psychology*, 9, 1438. doi: 10.3389/fpsyg.2018.01438
- Buyken, M., Klehe, U. C., Zikic, J., & Van Vianen, A. E. M. (2015). Merits and challenges of career adaptability as a tool towards sustainable careers. In A. De Vos, & B. I. J. M. Van der Heijden (Eds.). *Handbook of Research on Sustainable Careers* (pp. 35–49). Cheltenham, UK: Edward Elgar Publishing Limited.
- Coetzee, M., & Harry, N. (2014). Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, 84(1), 90–97. doi: [10.1016/j.jvb.2013.09.001](https://doi.org/10.1016/j.jvb.2013.09.001)
- Duffy, R.D., Douglass, R.P., & Autin, K.L. (2015). Career adaptability and academic satisfaction: Examining work volition and self-efficacy as mediators. *Journal of Vocational Behavior*, 90, 46–54. doi: 10.1016/j.jvb.2015.07.007.
- El Badawy, T. A., & Magdy, M. M. (2015). Assessing the impact of emotional intelligence on job satisfaction: An empirical study on faculty members with respect to gender and age. *International Business Research*, 8(3), 67–78. doi: 10.5539/ibr.v8n3p67
- Eryilmaz, A., Satici, B., & Deniz, M. E. (2020). A model of career adaptability for teachers: Emotional intelligence, goal setting and striving for goals. *International Online Journal of Primary Education*, 9, 63–72. <https://files.eric.ed.gov/fulltext/EJ1258468.pdf>
- Francis, R. S., & Alagas, E. N. (2017). Satisfaction towards internship programme and future career development for students in private higher education institutions: A research

- note. *Asia-Pacific Journal of Innovation in Hospitality and Tourism*, 6(2), 69–74. Retrieved from <https://www.researchgate.net/publication/321462760>
- Goh, E., & Kim, H. J. (2020). Emotional intelligence as a predictor of academic performance in hospitality higher education. *Journal of Hospitality & Tourism Education*, 33(2), 140–146. doi: [10.1080/10963758.2020.1791140](https://doi.org/10.1080/10963758.2020.1791140)
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In D. Goleman, & C. Cherniss (Eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations* (pp. 13-26). San Francisco, CA: John Wiley & Sons. Retrieved from [http://www.eiconsortium.org/reprints/ei\\_issues\\_in\\_paradigm\\_building.html](http://www.eiconsortium.org/reprints/ei_issues_in_paradigm_building.html)
- Goleman, D., & Boyatzis, R. E. (2017). Difficult conversations, emotional intelligence has 12 elements which do you need to work on?. *Harvard Business Review*. Retrieved from <https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on>
- Harry, N. (2017). Personal factors and career adaptability in a call centre work environment: The mediating effects of professional efficacy. *Journal of Psychology in Africa*, 27(4), 356–361. doi: [10.1080/14330237.2017.1347758](https://doi.org/10.1080/14330237.2017.1347758)
- Harry, N., & Malepane, T. (2021). Gender and emotional intelligence as predictors of career adaptability in the Department of Water and Sanitation in South Africa. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 47, a1828. doi: [10.4102/sajip.v47i0.1828](https://doi.org/10.4102/sajip.v47i0.1828)
- Jameson, A., Carthy, A., McGuinness, C., & McSweeney, F. (2016). Emotional intelligence and graduates – Employers’ perspectives. *Procedia - Social and Behavioral Sciences*, 228, 515–522. doi: [10.1016/j.sbspro.2016.07.079](https://doi.org/10.1016/j.sbspro.2016.07.079)
- Kiyani, A. A., Muhammad Haroon, M., Liaqat, A. S., Khattak, M. A., Ahmed Bukhari, A. J., & Asad, R. (2011). Emotional intelligence and employee
- Kővári, M. E. (2016). *Don't worry, be emotionally intelligent hotel functional managers' trait emotional intelligence and its relation to task and contextual performance within organisational culture in Hungary*. (Doctoral dissertation, University of Derby). Retrieved from <http://hdl.handle.net/10545/614995>
- LaGree, D., Tefertiller, A., & Olsen, K. (2020). Preparing Mass Communications Students for an Evolving Industry: The Influence of Emotional Intelligence and Extracurricular Involvement on Career Adaptability. *Journalism & Mass Communication Educator*, 76(9), 107769582092430. doi: [10.1177/1077695820924303](https://doi.org/10.1177/1077695820924303)
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional. *Intelligence*, 17, 433–442. Retrieved from <https://eclass.teicrete.gr/modules/document/file.php/IP-ERLSF116/Mayer-Salovey.1993-libre.pdf>
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence?. In P. Salovey & D. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp. 3–31). New York: Basic Books.
- McCorkindale, T. (2017). *The 2017 IPR and PRSA Report: KSAs and Characteristics of Entry-Level PR Professionals*. Retrieved from <https://instituteforpr.org/2017-ipr-prsa-report-ksas-characteristics-entry-level-pr-professionals/>
- Merino-Tejedor, E., Hontangas, P. M., & Petrides, K. V. (2017). Career adaptability mediates the effect of trait emotional intelligence on academic engagement. *Revista de Psicodidáctica*, 23(2), 77–85. doi: [10.1016/j.psicod.2017.10.001](https://doi.org/10.1016/j.psicod.2017.10.001)

- Michael Page. (2019). *Emotional intelligence – the new skills gap*. Retrieved from <https://www.michaelpage.co.uk/news/media-releases/emotional-intelligence-%E2%80%93-new-skills-gap>
- Ministry of Higher Education. (2020). *Statistik Pendidikan Tinggi 2020*. Ministry of Higher Education. Retrieved from <https://www.mohe.gov.my/muat-turun/statistik/2020>
- Mittal, S. (2020). Ability-based emotional intelligence and career adaptability: Role in job-search success of university students. *Higher Education, Skills and Work-Based Learning*, 11(2), 454–470. doi: 10.1108/heswbl-10-2019-0145
- Mujani, W. K., Muttaqin, A., & Khalid, K. A. (2014). Historical development of public institutions of Higher Learning in Malaysia. *Middle-East Journal of Scientific Research*, 20(12), 2154–2157. doi: 10.5829/idosi.mejsr.2014.20.12.21113.
- Navas, S., & Vijayakumar, M. (2018). Emotional intelligence: A review of emotional intelligence effect on organizational commitment, job satisfaction and job stress. *International Journal of Advanced Scientific Research & Development (IJASRD)*, 5(6), 1–7. doi: [10.26836/ijasrd/2018/v5/16/50602](https://doi.org/10.26836/ijasrd/2018/v5/16/50602)
- Navas, S., Vijayakumar, M., & Sulthan, N. (2022). A review on employees emotional intelligence at the workplace. *Journal of Positive School Psychology*, 6(8), 5665–5672. Retrieved from <https://www.journalppw.com/index.php/jpsp/article/download/10832/6989>
- Olasupo, M. O., Idemudia, E. S., & Kareem, D. B. (2021). Moderated mediation roles of social connectedness and optimism on emotional intelligence and life satisfaction. *Heliyon*, 7(5), e07029. doi: 10.1016/j.heliyon.2021.e07029
- Parmentier, M., Pirsoul, T., & Nils, F. (2019). Examining the impact of emotional intelligence on career adaptability: A two-wave cross-lagged study. *Personality and Individual Differences*, 151, 109446. doi: 10.1016/j.paid.2019.05.052
- participation in decision-making. *African Journal of Business Management*, 5(12), 4775–4781. doi: 10.5897/AJBM10.808
- Pathak, A., Shankar, S., & Tewari, V. (2018). Impact of Emotional Intelligence on employability of IT professionals. *Management Insight - The Journal of Incisive Analysers*, 14, 14-21. doi: 10.21844/mijia.14.01.4
- Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire. In C. Stough, D. H. Saklofske, & J. D. Parker (Eds.), *Advances in The Assessment of Emotional Intelligence* (pp. 85–101). New York, NY: Springer. doi: 10.1007/978-0-387-88370-0 5
- Pong, H. K., & Leung, C. H. (2023). Cross-sectional study of the relationship between trait emotional intelligence and career adaptability of Chinese youths. *BMC Public Health* 23, Article no. 514 doi: 10.1186/s12889-023-15372-w
- Porter, S., Brinke, L., Baker, A., & Wallace, B. (2011). Would I lie to you?. “leakage” in deceptive facial expressions relates to psychopathy and emotional intelligence. *Personality and Individual Differences*, 51(2), 133–137. doi: 10.1016/j.paid.2011.03.031
- Potgieter, I. L. (2014). Personality and psycho-social employability attributes as meta-capacities for sustained employability. In M. Coetzee (Ed.), *Psycho-Social Career Meta-Capacities: Dynamics of Contemporary Career Development* (pp. 35–54). Cham: Springer.
- Quintana-Orts, C., Mérida-López, S., Rey, L., & Extremera, N. (2021). A closer look at the emotional intelligence construct: How do emotional intelligence facets relate to life satisfaction in students involved in bullying and cyberbullying?. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 711–725. doi: [10.3390/ejihpe11030051](https://doi.org/10.3390/ejihpe11030051).

- Salovey, P., & Mayer J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. doi: 10.2190/dugg-p24e-52wk-6cdg
- Sánchez-Ruiz, M. J., Hernández-Torrano, D., Pérez-González, J. C., Batey, M., & Petrides, K. V. (2011). The relationship between trait emotional intelligence and creativity across subject domains. *Motivation and Emotion*, 35(4), 461–473. doi: 10.1007/s11031-011-9227-8
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career Development and Counseling Handbook: Putting Theory and Research to Work* (2<sup>nd</sup> ed., pp. 147–183). Hoboken, NJ: John Wiley & Sons.
- Savickas, M. L., & Porfeli, E. J. (2012). Career adaptabilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661–673. doi: 10.1016/j.jvb.2012.01.011
- Serrat, O. (2017). Understanding and developing emotional intelligence. In O. Serrat (Ed.), *Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance* (pp. 329–341). Singapore: Springer.
- Shipley, N. L., Jackson, M. J., & Segrest, S. L. (2010). The effects of emotional intelligence, age, work experience, and academic performance. *Research in Higher Education Journal*, (9), 1-18. Retrieved from [https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1335&context=fac\\_publications](https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1335&context=fac_publications)
- Sony, M., & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, 30, 20–32. doi: 10.1016/j.jretconser.2015.12.003
- Stys, Y., & Brown, S. L. (2004). *A review of the emotional intelligence literature and implications for corrections*. Correctional Service Canada. Retrieved from [http://www.cscscc.gc.ca/text/rsrch/reports/r150/r150\\_e.pdf](http://www.cscscc.gc.ca/text/rsrch/reports/r150/r150_e.pdf)
- [Torres-Coronas](#), T., & [Vidal-Blasco](#), M. A. (2017). The role of trait emotional intelligence in predicting networking behavior. *Revista Brasileira de Gestao de Negocios*, 19(63), 30–47. doi: [10.7819/rbgn.v0i0.3127](https://doi.org/10.7819/rbgn.v0i0.3127)
- Wakeman, C. (2006). Emotional intelligence. *Research in Education*, 75, 71–93. doi: [10.7227/rie.75.6](https://doi.org/10.7227/rie.75.6).
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13, 243–274. doi: [10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1)