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Research paper

Career Commitment: A Mediating Link Between Emotional intelligence and Career Success

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Abstract

This research aspired to investigate the relationship between emotional intelligence (EI), objective career success (OCS) and subjective career success (SCS). In addition, it probes the mediating effect of career commitment (CC) on EI-OCS and EI-SCS relationship. 200 faculty members from five major Pakistani universities were surveyed by means of a close-ended questionnaire. Data were analysed by running CFA and structural equation modelling (SEM). The study results showed a positive relationship between EI-OCS and EI-SCS. However, the relationship was stronger with OCS than SCS. Contrary to our expectations, CC did not fully mediate the relationship; however, partial mediation was found. Study results will facilitate HR practitioners to acknowledge EI as integral factor in employee's career success. This research extends career success literature by studying EI as one of the pivotal career success predictors. In addition, as a mediator of career success, CC has been given little attention so far and can be considered a key contribution to this study.

Keywords: *career commitment; emotional intelligence; subjective career success; objective career success.*

1. Introduction

The new career era has brought a pragmatic shift in the conceptualisation of career success by focusing on individual centric careers (1). The notion of career success has been transformed from concrete objectivity to more invisible psychological aspects of success, requiring individuals' flexible and adaptive competencies. Based on these developments, researchers have consensually segregated career success into objective and subjective success. Objective career success (OCS) contains success parameters that can be seen and objectively evaluated by others; i.e. salary, promotions (2). Subjective career success (SCS) contains subjective judgement of people about their own career growth and attainment; i.e. satisfaction. Nevertheless, the varying nature of career success dimensions called for in-depth examination of new predictors of success. Consequently, research scientists have directed their interests towards identifying different predictors of career success. As discussed in a pioneer meta-study of career success predictors by Ng, Eby (3), human capital competencies are of pivotal importance for career success. Boyatzis and Boyatzis (2008) defined competency as certain set of skills that are required to perform a job. Aslam, Ilyas (1) pointed out that some emotional competencies assist individuals to cope with work life challenges like self-management, team work, networking and discussion skills in the face of different opinions and disagreement. One of these human capital competencies is emotional intelligence (EI). EI is the ability to understand, recognise and appraise one's own and others' emotions to improve performance (5)

A plethora of research exists regarding the role of EI in employees' performance (6), but the role of EI in shaping one's career success has afforded little attention, as yet. Recent studies, such as research conducted by Sultana, Yousaf (7), have established an indirect link positing EI as a moderator of career success, but a direct link between EI and career success is scarce. In addition, many researchers argue that EI is not as strong a predictor of career success or performance as general intelligence or personality traits (6). Therefore, inconclusive argument remains regarding the importance of EI in shaping one's career success and literature demands further investigation. Hence, the present study's first objective is to study EI as one of the predictors of perceived career success.

In addition, literature lacks focus concerning the route whereby EI can lead to career success. As noted by Greenhaus, Callanan (8), career success is triggered by an interrelated set of competencies and attitudes. Thus, it is important to develop and study the mediating path by which EI will lead to career success. Many studies have shown that specific career attitudes, such as career commitment and organisational commitment, along with positive emotional support, could significantly shape an individual's level of SCS; i.e. career satisfaction (9). Career commitment (CC) refers to the identification with and involvement in one's occupation. CC has been tested as a mediator of career satisfaction, but CC has never been tested as a mediator regarding EI and career success relationship. This leads to the study's second objective, which is to test CC mediation between EI and career success.

A noteworthy distinction of this research is its context of Pakistan's academic sector, a non-western setting. Many researchers have studied commitment and EI in a western context but provided the fact that occupational commitment and EI are strongly influenced by national culture (10), researchers such as Sultana, Yousaf (7) have called for in-depth examination of these constructs in an Asian context. This is especially important for Pakistan's academia, which is experiencing vital shifts and require more dynamic skills (11). These skills include the understanding of others' emotions to cope with the people from varying cultural, social and ethnic backgrounds. However, merely understanding someone's emotions is insufficient: understanding one's own

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emotions is of equal importance (12). Therefore, this research argues that the faculty's EI is of pivotal importance in shaping career success. Nonetheless, EI alone cannot lead to success unless it is accompanied by other important career behaviours, such as career commitment (Poon, 2004). Previous researches have shown a positive relationship between CC and career success (7). Study expect that emotionally intelligent individuals are more self-aware and regulate their emotions to fulfil career requirements which leads to higher career commitment. They utilise their maximum energy to meet career challenges and thereby earn more success.

2. Literature Review

2.1. Emotional Intelligence

Since its inception, EI has substantially captured researchers' attention (13). EI was first introduced in literature by Salovey and Mayer (14). They defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (14). They stressed that the emotionally intelligent individual does not seek pleasure, but rather attends to emotion on the path to growth and development.

Other important conceptualisation was done by Bar-On, Tranel (15) who treated EI as non-cognitive ability. They defined EI as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.16). In business organisation, Goleman (16) was the leading contributor to the area of emotional intelligence. His work highlighted the critical role of EI in the work place.

Further, Wong and Law (17) extended Mayer and Salovey's EI model and proposed a four dimensional EI model. It refers to EI as an amalgamation of four factors: *i) appraisal of own emotions* (an individual's ability to recognise and express their own emotions); *ii) appraisal of others' emotions* (individual's ability to recognise and understand others' emotions); *iii) use of emotion to facilitate performance* (an individual's ability to direct emotions to improve performance) and *iv) regulation of emotions* (an individual's ability to monitor and regulate their emotions).

2.2. Career Success

Career success represents the positive psychological or work-related outcomes accumulated through experience (2). Career success is a yardstick of one's achievement, accomplishment and power acquisition (18). The common definitions of career success encompass objective and subjective criteria of achievement and development (19). Objective career success (OCS) is mostly concerned with verifiable attainment, such as salary, promotion and occupational status (20). Salary is a widely-used indicator of OCS, since it can be directly measured and verified (21). Subjective career success (SCS) focuses on individuals' assessment of their career progress and achievements relative to their aspirations (22). Career satisfaction is considered the most common indicator for SCS (23). Researchers also agree that both are distinct constructs and should be studied independently. Drawing on that consensus, this research will study both aspects of success.

2.3. Career Commitment

Career commitment (CC) is defined as "a process of identification and involvement in one's occupation" (24). Varying models of CC have been introduced in literature. Amongst all proposed models, the most acclaimed is the career commitment model (CMM) developed by Carson and Bedeian (25). Based on the work of Blau (26), Hall, McKay (27) and London (28), CCM presents three facets of commitment as career identity, career planning and career resilience. *Career identity* deals with how an employee emotionally identifies him/ herself with his career (26); *career planning* concerns career goals and an employee's developmental needs (28); *career resilience* describes resisting career disruption in the face of adversity.

CC is the most widely acknowledged concept and is a major concern for all organisations. Highly committed workers are expected to deliver higher levels of persistence and performance (25, 26). They are assumed to show high loyalty and dedication. Also, CC directs, motivates and influences the employee to adopt an appropriate course of action to sustain and excel in a chosen career.

2.4. Theory of Self-Regulation

Our research model is grounded in the theory of self-regulation. Presented by Bandura (29), the theory emphasised that humans can control their behaviour through a self-regulation process. Self-regulation can be stimulated via three sub functions: self-monitoring (understanding one's thoughts and emotional behaviour), judgement (setting self-standards) and reactiveness (an individual's response to the success or failure in achieving personal standards). All four dimensions of EI provide a strong foundation for self-regulation (30, 31). It is expected that individuals with high EI will be actively involved in self-regulation, leading to high OBS and SCS. In addition, high self-regulation will be augmented by strong CC, helping individuals to set themselves higher standards in their careers and driving them to focus on their work with full devotion to meet set standards.

2.5. EI and Career Success

Literature shows a positive relationship between EI and career success. As per the action theory of development (32), emotions play a pivotal role in shaping one's career development activities. The researchers posited that emotions affect career development by controlling actions. High EI is associated with less anxiety and work stress, as well as high levels of optimism, self-control and mental wellbeing (33). This argument is supported by a qualitative study conducted by Cherniss (34) who explored various aspects of EI and its impact on work life and concluded that an individual's capability to recognise, understand, analyse and control his emotions have a valuable effect on his career success. Moreover, Nikolaou and Tsaousis (35) posited that EI assists individuals to manage stress. 212 participants were surveyed. Study results indicated a negative correlation between EI and stress at work and supported the opinion that higher EI enables individuals to confront occupational stress while achieving difficult targets, meeting short deadlines and handling extensive competition.

Goleman et al. (2002) argued that EI is crucial to organisational and career success as well as to leadership effectiveness. In this sense, Wong and Law (2004) found that the EI of leaders affects employees' career satisfaction. Further, Poon (2004) extends the study of EI on career success by examining the moderation of emotional perception on career success. Her results indicated emotional perception's strong moderating effects on both objective and SCS.

Carmeli (36) indicated that senior managers who display high EI will display better job performance than senior managers with low EI. Individuals who possess a high level of EI can communicate effectively and understand others: this, in turn, allows them to develop strong and supportive relationships in a team. Also, these individuals are capable of innovative thought and creativity in an environment supportive of team activities inside the organisation: they build stronger personal relationships and enjoy better health (37).

Likewise, EI is one of the key factors predicting the result of work-related activities, such as job satisfaction and work performance (38-40). (39)Furnham (41) found that EI positively affects creativity, which is a strong predictor of success in academia. In other words, employees who display high emotions and use emotions extensively also display substantial creativity. A more recent

exploration was made by de Haro and Castejón (42), who conducted a comparative analysis of the importance of general intelligence and EI in shaping career success. Their result revealed that EI was a stronger predictor of career success than general intelligence, in terms of salary.

Backed by these arguments, it is logical to expect a positive relationship between EI and career success. Therefore, we propose our first hypothesis as:

H1: A positive relationship exists between EI and OCS

H2: A positive relationship exists between EI and SCS

2.6. Mediation-EI and CC

In-depth examination of the literature showed positive results regarding the relationship between EI and CC. Blackman, Singh (43) showed EI as one of the pivotal predictors of CC in Malaysian nurses. Their study of 172 undergraduate nurses showed a positive relationship between EI and CC. In similar fashion, Berenson, Boyles (44) argued that EI has a significant influence on a variety of career-related activities; i.e. team work, innovation, service quality and commitment. The study results showed that nurses with high EI did not merely achieve more but were also less subject to stress and tension; in turn, leading to more commitment towards career goals. Likewise, Shooshtarian, Ameli (45) argued that individuals with a strong sense of identification and regulation of emotions are more committed and focused on their career goals. Moreover, while studying university students, Brown, George-Curran (46) posited that students with high emotional control reported high CC, as well. Di Fabio, Palazzeschi (47) stated that emotions can influence how people plan for their career development and growth. In this fashion, the direct link between EI and commitment is supported by the literature.

2.7. CC and Career Success

CC has a well-established relationship with career success. It is considered one of the important predictors of success as more committed employees tend to identify more with their careers (48). They invest intensely in their career planning and growth and seek progression paths. Furthermore, highly committed employees are emotionally attached to their careers and invest more effort in completing tasks and meeting deadlines. In consequence, a positive attitude towards one's career creates more satisfaction and SCS (49). Moreover, highly committed workers set higher career targets and are intrinsically motivated to accomplish those targets in all circumstances. Consequently, their efforts lead to more satisfaction and progression in terms of salary (Murphy et al., 2008) and satisfaction. Grounded in this argument, studies conducted by (Ng and Feldman (50), Duffy, Allan (51)) revealed a positive relationship between CC and SCS.

The mediation of CC with EI has recently been tested by Jiang (52). He introduced a "mediation-based emotion-career framework" and tested his mediation of CC between EI and career decision-making self-efficacy (CDMSE) on a sample of 185 Chinese university students. Study results revealed that CC enhanced EI's effect on CDMSE. Further, Zhang, Wu (49) tested the mediation of CC on job satisfaction on a sample of soldiers. 312 soldiers answered the questionnaire in a classroom environment. The study results revealed that CC mediates the relationship between core self-evaluation and career satisfaction Nonetheless, CC compels employees to adjust to organisational change. A committed person will actively pursue training and development and transfer learning (53). Consequently, high commitment will help an employee to advance in his career in today's dynamic era. Thus, solid empirical evidence exists concerning CC's mediation on OCS and backed by these arguments, it is logical to expect that CC can mediate the relationship between EI-OCS and EI-SCS, as well:

H3: CC will mediate the relationship between EI and OCS

H4: CC will mediate the relationship between EI and SCS

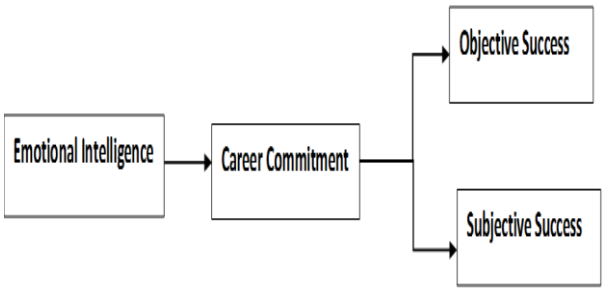


Fig. 1: Conceptual model of study

3. Measurement and Scale

Research constructs were measured with well-established instruments having good reliability and validity scores. Participants were asked to respond to all items using a scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses were averaged to get an overall score, thus higher scores indicated higher standing on the measure. The method of taking mean scores to measure a construct has been used in researches carried out by Ballout (48), Stumpf, Doh (54) and Poon (2004). Gender, education and work experience have shown to influence career success (55) and were incorporated as control variables. Gender was coded as 0 = male, 1 = female. Education was coded as 0 = *graduate*, 1 = Post graduate. Work experience was coded as 1-5 years = 1, 5-10 years = 2, 10-15 years = 3, 15-20 years = 4, 20+ years =

3.1. Emotional Intelligence Scale

Emotional Intelligence was assessed by the sixteen-item scale developed by Wong and Law EI Scale (WLEIS) (17). Based on the EI definition proposed by Davies, Stankov (56), it examines four EI dimensions: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Regulation of Emotion (ROE) and Use of Emotion to Facilitate Performance (UOE). WLEIS was used first, because it was developed for the Asian context (Wong et al., 2004), unlike other western-oriented EI measures. Secondly, WLEIS is more comprehensive, contains only 16 items and is less time-consuming for respondents. Sample items included: "I am sensitive to the feelings and emotions of others", "I am able to control my temper so that I can handle difficulties rationally". For current study, reliability was 0.89. As opposed to the original 4-dimensional construct, this study used a unidimensional approach of EI. CFA was run to test one factor model and results yield a reasonable fit with CFI = 0.94, GFI = 0.91, RMSE = 0.05. When these results were compared with the four-factor model, having CFI = 0.91, GFI = 0.89, RMSEA =0.08, the unidimensional approach had a better fit and hence, was adopted for the study.

3.2. Career Commitment Scale

CC was measured by the 12-item scale developed by Carson and Bedeian (25), known as the 'career commitment measure' (CCM). CCM defines three dimensions of CC; *career identity*, *career resilience* and *career planning*. Sample items include "*Academia is an important part of who I am" and "I have created a plan for my development in academia*". One modification was applied and phrases such as "line of work/career field" were replaced by "academia". To test the distinctiveness of three factors of the original scale, CFA was run and the three-factor model was compared with the one-factor model. The three-factor model with CFI = 0.844, GFI = 0.89, RMSEA = 0.12 was a poor fit compared to the one-factor model with CFI = 0.91, GFI = 0.93, RMSEA = 0.08 factor model of the CC scale. Thus, we employed single factor model.

3.3. Career Success Scale

5-item 'Career Satisfaction Scale' (CSS), developed by Greenhaus et al. in 1990, was used to measure SCS. It is the most widely-used satisfaction scale and is considered "the best measure available in the literature" (Judge et al., 1995, p.497). Alpha reliability for the current study, was 0.99. Sample items include "I am satisfied with the progress I have made towards meeting my goals for advancement" and "I am satisfied with the progress I have made towards meeting my overall career goals". OCS was measured by asking respondents about their salary. This method has been reported in literature and researchers, such as Poon (2004), Ballout (2008) and Seibert and Kraimer (2001), have used this method while investigating the respondents' OCS.

4. Sample

A sample was drawn from the faculty of the top five universities in Pakistan. For this study, 'faculty' refers to participants engaged in one of the following jobs: research associate, lecturer, assistant professor, associate professor, professor, visiting lecturer/assistant/associate/full professor. Data was collected via self-administered, close-ended questionnaires. The questionnaires had two sections. The first section contained personal information; the second included questions regarding research constructs (i.e. EI, CC, CS and salary). To reduce the chances of common method bias, due to self-rating scales, both procedural as well as statistical controls were adopted, as suggested by Podsakoff, MacKenzie (57). *Procedural controls* were added to the questionnaire by protecting the respondents' anonymity, counter-balancing the questions' order and proximal separation of measurement (by using different scales). Harman's single factor model was used as a *statistical control* to identify any common method bias (57).
Data was collected in person and via email. Selected universities' administration offices were contacted and informed about the purpose of research and a request for data collection was sent to them. Upon their approval, the faculty was contacted in person, through mail or via emails. The questionnaire, along with its statement of purpose, was mailed/emailed to respective faculty members. To solicit more responses, a reminder mail/email was sent after one month.

5. Analysis

Grounded in Anderson and Gerbing's (1988) recommendation, the two-step analytical procedure was adopted. In the first step, the measurement model was tested by means of confirmatory factor analysis (CFA). The measurement model contained three latent constructs; i.e. EI, CC and career satisfaction) and one observed variable; i.e. salary. Some factors having less than 0.5 factor loading were eliminated from the final analysis (see Table 1).

Table 1. Factor loads derived after running CFA

Items	Loads	Items	Loads
Career Commitment scale		E6	0.62
C1	0.81	E7	0.42
C2	0.90	E8	0.33
C3	0.46	E9	0.39
C4	0.73	E10	0.74
C5	0.54	E11	0.68
C6	0.57	E12	0.68
C7	0.61	E13	0.78
C8	0.59	E14	0.79
C9	0.76	E15	0.42
C10	0.84	E16	0.57
C11	0.64	*Career Success Scale*	
C12	0.73	CS1	0.90
Emotional intelligence Scale		CS2	0.91
E1	0.57	CS3	0.79
E2	0.75	CS4	0.84
E3	0.72	CS5	0.71
E4	0.64		

The structural model was assessed in the second step. As there is no standard criteria regarding the best fit indices, following De Vos and Soens (58) recommendation, χ^2/df, goodness-of-fit index (GFI), comparative-fit-index (CFI), root-mean-square-error of approximation (RMSEA) (Steiger, 1990) and standardised root-mean-square residual (SRMR) (Bentler, 1990) were used. As per convention, an acceptable model should have GFI and CFI values > = 0.9, RMSEA< = 0.09, SRMR values <0.1 and χ^2/df <5**.**

6. Results

Table 2 shows descriptive statistics of the sample. Out of 200, 129 respondents were male (64%) and 71 were female (36%). Most of the respondents were qualified to M.Phil. level (70%), followed by PhD level (18%) and only 11.5% had a post-doc degree. With respect to work experience, most of the respondents had between 6-10 years (48.5%) work experience.

Table 2: Descriptive Statistics

	Frequency	Percent
Gender		
Male	129	64
Female	71	36
Qualification		
MS/M. Phil	141	70.5
PhD	36	18
Post-Doc	23	11.5
Work Experience		
0-5 years	56	28
6-10 years	97	48.5
11-15	23	11.5
11-20 years	12	6
Above 20 years	12	6

Table 3 reflects mean, SD, alpha scores and correlation between variables. All variables had reliability score > 0.7. Thus, all measures were reliable. The correlation analysis revealed that EI had a significant positive relationship with career satisfaction and salary with r = 0.33 and r = 0.51 at p <0.05, respectively. In addition, CC also had a significant positive relationship with EI, career satisfaction and salary, having r = 0.25, r = 0.37 and r = 0.46 at p<0.05, respectively. But, as evident from the table, CC had the strongest relationship with salary with r = 0.46.

Table 3: Mean, SD and Correlations of variables

Variables	α	M	SD	1	2	3	4	5	6	7
1.Gender		0.65	0.48	1						
2. Education		1.43	0.68	0.02	1					
3. WE		2.12	1.06	0.13	0.21**	1				
4.CC	0.75	3.37	0.47	0.30**	0.06	0.13	1			
5. EI	0.89	3.67	0.63	0.72	0.14*	0.12	0.25**	1		
6.CCS	0.99	3.58	0.96	0.39**	0.11	0.09	0.37**	0.33**	1	
7.Salary		4.83	0.08	0.17*	0.34**	0.37**	0.46**	0.51**	0.41**	1

WE= Work experience, SCS= Subjective career success, OCS= Objective career success [b] Natural Logarithm Note: [a] coded 0=Female, 1=male, CC= Career Commitment, EI= Emotional Intelligence, ** = p < .05, (n=225)

7. Mediation

To test CC mediation, the direct relationship between predictor and dependent variables was tested in the first step. The resultant model was slightly suitable with χ^2 /df = 4.98, CFI = 0.84, GFI = 0.94, RMR = 0.054 and RMSEA = 0.09. The result showed a significant relationship between EI and both dependent variables; i.e. career satisfaction and salary as indicated by β= 0.30 at p<0.001

for career satisfaction and β= 0.46 at p<0.001 for salary. As indicated by β values, the first and second hypotheses, stating "*A positive relationship exists between EI and OCS"* and *"A positive relationship exists between EI and SCS",* were supported.

Table 4. Fit statistics of tested structural model

	χ^2 /df	GFI	CFI	RMSEA	RMR
Non-mediated model	4.98	0.94	0.84	0.09	0.054
Fully mediated model	9.16	0.85	0.58	0.20	0.058
Partially mediated model	3.21	0.97	0.91	0.08	0.050

In the second step, full mediation was tested by predicting SCS and OCS via an indirect path through CC. The resultant model depicts a comparatively poor model fit with χ^2 /df = 9.16, CFI = 0.84, GFI = 0.825, RMR = 0.05 and RMSEA = 0.20. Albeit β scores between CC and EI, CS and salary were significant, with β= 0.20 (0.003), 0.325 (0.001) and 0.454 (0.001), but overall the model was a poor fit and insignificant, compared to the partial mediation model.

In the third step, partial mediation was tested by developing both direct and indirect links between EI and OCS. The resultant model showed the best overall fit with χ^2 /df 3.21, CFI = 0.91, GFI = 0.97, RMR = 0.05 and RMSEA = 0.08. The coefficient β values between EI, OCS and SCS declined as compared to the no-mediation model with β=0.27 for career satisfaction and β=0.41 for salary. But the direct path was still significant which shows the evidence of partial mediation.

Study results were further confirmed with bootstrapping technique, with 2000 bootstrapped samples (59). Researchers have suggested the bootstrapping technique as it does not require a normal distribution assumption and is considered as yielding more reliable indirect effects than Sobel test (60). Table 4 shows indirect effects at a 95 percent bias corrected confidence interval. The indirect effects were significant and support partial mediation.

8. Conclusion and Discussion:

This study had the dual intention of *i)* finding the relationship between EI and OCS-SCS and *ii)* developing and testing a mediation mechanism between EI and OCS-SCS through CC. EI was proposed to have a positive relationship with OCS and SCS. The study results attested that assumption and hypothesis 1 and 2 were approved. However, the strength of relationship between EI and OCS and SCS was different and EI demonstrated a stronger relationship with salary (β=0.46) compared to career satisfaction (β= 0.30). Thus, we can infer that faculty with high EI will tend to attain more objective success. The study results are consistent with (de Haro and Castejón (42)), who studied the relationship between EI and general intelligence with extrinsic career success; i.e. salary. They posited that EI displayed higher correlation with OCS than general intelligence. In a similar fashion, Rode, Arthaud-Day (62) carried out a longitudinal study of link between EI and mid-career success and also found a significant direct effect of EI on salary. Yet our results were contradictory to Pau and Sabri (63) research, reporting a non-significant relationship between EI and job satisfaction related to income, in newly-employed dentists. The rationale of this finding can be ascertained from the fact that EI's effect on career success can be different for individuals in different professions. Academia is more people- oriented; i.e demanding more interaction with people, EI can play a more important role in gaining OCS, as it enables individuals to understand others' emotions and regulate their emotions to stimulate performance. Understanding others' emotions enables people to develop social networks and the regulation of emotions helps individuals to control their emotional swings and face difficult situations with patience. Nevertheless, these attributes will render high EI faculty members more favourable in the eyes of management and will open doors to promotions and high salaries.

Moreover, based on an extensive literature survey, it was expected that CC would mediate the relationship between EI and career success. Contrary to our expectations, CC did not fully mediate the relationship and from the study results, hypotheses 3 and 4 (stating that CC will fully mediate the relationship between EI, OCS and SCS) were not supported. However, a strong partial mediation was observed in the study results. This partial mediation asserts our expectation that CC did play a bridging role between EI, OCS and SCS. The study results are partially consistent with the findings of Zhang, Wu (49), who studied CC as a mediator between core self-evaluation and satisfaction. Their results showed a significant full mediation of CC on job satisfaction.

9. Implications

Theoretically, the study results bolster our argument that OCS and SCS are two different constructs and management should be cautioned to devise different motivational techniques for employees to help them to achieve both types of career success. Researchers have tested the relationship between EI and OCS and SCS separately (62), but paucity of research exists regarding examining the relationship of EI with both career success dimensions in a single study: hence, it is this study's foremost theoretical contribution.

Secondly, there is a gap in research regarding the path through which EI can link with OCS-SCS. The study has tried to fill this gap by proposing CC as a mediating path. This link has never been tested and hence, represents a second important contribution of the study to literature. It is important to study this link, as the study results revealed that only having EI cannot guarantee OCS-SCS unless EI is partially accompanied with CC. Thus, we can say that a person with a high level of EI will not direct his efforts towards achieving OCS-SCS unless he/she does not have some level of CC. This argument is consistent with Hao, Zhonglin (64) who studied the mediation of CC on the relationship between psychological capital and career success. Their results showed a significant mediation by CC. As EI is also positively relevant to psychological capital (65), it also has a similar kind of mediation by CC.

Moreover, this study contributes to career success literature by presenting a career success framework grounded in a self-regulation theory (SRT). SRT proposes that individuals can guide their own thoughts and behaviour to attain set goals. We propose a framework in which EI can be used as a vital source of self-regulation and enables individuals to accomplish career success goals. Our proposed model emphasised that self-regulation through EI cannot be fully enforced unless it is accompanied by CC. This study has provided empirical evidence for our assumption. This evidence can be used to extend literature on SRT and career success in future research endeavours.

The practical implication of this study is twofold. Firstly, for individuals, career success insight serves as a yardstick measuring a person's present status and future course of action. Information regarding predictors of career success can aid individuals to identify, develop and opt for suitable career competencies and skills to attain more success. Study results specifically bring fresh insight to HR practitioners to devise policies and practices to augment employees' EI and commitment, which in turn can lead to higher OCS and SCS. Secondly, for organisations, knowledge of the predictors of career success facilitates an HR team to effectively design employees' career paths per their developmental needs.

Competing interests: Authors declare that they have no competing interests.

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