

# ACADEMIC ACHIEVEMENT, EMOTIONAL INTELLIGENCE AND FLUID INTELLIGENCE AS PREDICTORS OF INTRINSIC CAREER SUCCESS OF GRADUATE STUDENTS: BASIS FOR CAREER DEVELOPMENT PROGRAM

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## ABSTRACT

Researches indicated that eighty percent of success in different phases of life is mainly brought by emotional intelligence (Freedman et al., 1998) as cited by Cherry K. (2016). According to popular science writings, emotional intelligence is a better predictor of life success than IQ or personality traits; nonetheless, this assumption lacks support from empirical research (Jensen, Kohn, Rilea, Hannon, Howells, 2007). In this regard, this study aims to provide a justification that emotional intelligence directly leads to career success; indeed, this study primarily determines the relationship that exists between intrinsic career success and the independent variables: academic achievement, emotional intelligence and fluid intelligence, as well as, the extent to which the said independent variables predict intrinsic career success. This is a descriptive correlational study. Data were collected from 117 graduate students of the University of Santo Tomas using Career Satisfaction Scale, Bar-On Emotional Quotient Inventory and Purdue Non Language Test to measure intrinsic career success, emotional intelligence and fluid intelligence respectively, while academic achievement was derived from grade point average. Through Pearson Correlation Coefficient, it was revealed that among the independent variables, emotional intelligence has a significant positive relation with intrinsic career success ( $r=.42$ ;  $p<.00$ ) with significance level of .05. Furthermore, through multiple regression it was discovered that the variables: academic achievement, emotional intelligence and fluid intelligence are possible predictors of intrinsic career success, since the model is fit ( $r^2=.18$ ;  $p<.01$ ); nonetheless, the regression result shows that only emotional intelligence exert statistically significant predictor ( $B=.37$ ;  $p<.00$ ). It is concluded that emotional intelligence is a crucial element of career success. Hence, emotional intelligence reinforcement serves as the core of the proposed career development program.

**Keywords:** Academic achievement, emotional intelligence, fluid intelligence, intrinsic career success, career development

## INTRODUCTION

Studies on career success and its determinants have been the topic of interest in all occupational and academic settings. The academe prepares the students to achieve a successful career through developing their occupational skills and mental ability; indeed, their academic achievement serves as the key in starting up with their careers. The professional working environments, then assess their prospective employees' competence, and likelihood of success through a variety of standards, which include academic achievement and mental ability as essential prerequisites; however, only very few companies

and educational institutions would assess an individual's emotional intelligence. These phenomena are the outset of this study. Researchers have spent much effort in analyzing the determinants of life and career success over the past decades (e.g., Bu & Roy, 2005; Judge & Bretz, 1994, and Kirchmeyer, 1998); however, there is a slow accumulation of data providing justification for an added significance of emotional intelligence (Goleman, 2011). Also, the assertion that emotional intelligence leads to success in the real world has not been proven valid (Waterhouse, 2006). This opposing claim has challenged theorists and researchers to provide evidence that emotional intelligence is indeed a significant predictor of career success. Currently, there is a modicum of research supporting emotional intelligence as a determining factor of occupational success (Zeidner, Matthews, Roberts, 2004). In this study, among the independent variables, emotional intelligence was found to have a positive significant relationship with intrinsic career success; hence, this study highlights the significance of emotional intelligence in determining a successful career.

Career scholars and stakeholders have focused mainly on career success (Shockley K., Ureksoy H., Rodopman O., Poteat ., Dullaghan T., 2015). Although there is unanimity in defining and operationalizing career success in related literatures (e.g., Abele-Brehm & Stief, 2004; Dette et al., 2004) the common definition of career success is reflected through intrinsic and extrinsic dichotomy. Nevertheless, this study focuses solely on the intrinsic perspective of career success since it has been an increasingly adopted measure of career success over the last decade (Nabi, 2001; Greenhaus, 2003; Hall, 2002; Ng et al., 2005). In addition, Hall (1996) stated that intrinsic career success becomes more relevant because the individual has notably greater accountability to take in career development. Since Heslin (2005) presented the deficiency of extrinsic criteria of career success, this study adopted the method of dealing with it, through measuring the intrinsic perspective of career success in conjunction with the objective attainments. Furthermore, this study serves as basis for career development program which centers on reinforcing emotional intelligence so that the graduate students' career success are also given a particular attention.

## **REVIEW OF LITERATURE**

### **Definitions of Emotional Intelligence**

Emotional intelligence is viewed in the early times as social intelligence. It was viewed as just a form of social intelligence. Changes occurred in the later years, social intelligence became known as interpersonal skill which is now regarded only as one of EI dimensions. On the other hand, other new definitions have evolved, as the term became popular, as this turned out to be the interest of many studies. Various definitions are as follows: Emotional intelligence, an essential ability, plays a very important role in the regulation of instinctive drives, as well as in understanding the feelings of others, encompassing the determination, perseverance and motivation (Goleman, 1995). Emotional intelligence is a skill which enables the recognition of personal affective state and how others feel; moreover, it manages the individual's emotional state as well as his or her relationship with others (Goleman, 1998). Emotional intelligence is a distinctive kind of intelligence, for this makes a person become adept not only in the awareness of emotions, but also in foreseeing their consequences; hence, an individual should make appropriate justifications and utilize techniques in solving problems even the more complex dilemmas. According to Mayer and Salovey, emotional intelligence means being capable of managing the emotional state, and considers emotional intelligence as the category of social intelligence which consists of engaging with various information to think and behave accordingly (Wong & Law, 2002; Dogan, 2005). Thus, emotional intelligence is different from other forms of intelligences

(MacCann, 2010; Mayer, Cato & Salovey, 1999). Through emotional intelligence, one is able to manage difficulties involving various sociological and psychological conflicts (Joseph & Newman, 2010; Mayer, Roberts, & Barsade, 2008). Furthermore, Goleman (2006), used another term to refer to emotional intelligence, and that is emotional aptitude which is defined as a meta-ability which tells how an individual utilizes his all other skills, which also includes the raw intellect. Studies show that people who are highly emotionally adept --- those who understand and take control of their own feelings have the most advantage in different aspects of life; however, if they are unable to master the habits of emotional mind which nurture their own efficiency, then they will not be able to fight various conflicts that may hinder their ability to think clearly and work productively.

Readings about emotional intelligence emphasizes its two distinct conceptualizations which are the “trait” EI and “ability” EI. Trait EI pertains to one’s self-efficiency in handling emotions while the ability EI refers to the intellectual side of emotive ability. Trait EI refers to the person’s emotive nature as well as the ability to perceive (Petrides, 2011). Trait EI is a part of the personality sphere. According to self-reports, this concept’s functionalization has the consistency with the subjectivity of emotions. In contrast, emotional cognitive ability known as the ability based EI has a direct link to cognitive realm. It is evaluated by the use of performance and aptitude tests. Based on the researches conducted, there is a low correlation existing in trait-based EI and ability-based EI; thus, these finding support both the distinctions between them, conceptually and methodologically (Warwick & Nettelbeck, 2004).

### **Intrinsic Career Success as More Relevant Measure of Career Success**

Heslin (2005) has argued that the traditional extrinsic criteria of career success are deficient and contaminated. For instance, hierarchical advancement may have only a restricted value for people whose jobs offer limited opportunities for promotion (Hennequin, 2007); while, the criteria of subjective success are career satisfaction, comparative judgments, or job satisfaction (Arnold & Cohen, 2008). The subjective career success also encompasses the subjective evaluation of the extent to which numerous aspects of career have been accomplished (Greenhaus, Parasuraman, & Wormley, 1990). Likewise, other than job satisfaction, it is recommended to consider the wider contexts and criteria of career success in prospective studies (Arthur et al., 2005, Heslin, 2005). The underlying reason for this is the vast phenomenal changes in career environment over time (such as: changes in psychological contracts, organizational structure and technology). Changes in career world lead to the progression of limitless new career opportunities (Arthur & Rousseau, 1996), ever changing (Hall, 1996); moreover, multifaceted and complex (Sullivan & Maneiro, 2008). The notion of extrinsic career success is denoted as deficient (Heslin, 2005). Over the last two decades, changes among organizations have diminished the significance of the accustomed indicatives of career success; instances which include outsourcing, downsizing, and delayering have reduced their extent (Evanz, Gunz & Jalland, 1997) as well as the desirable outcomes (Hall, 2002, Reitman & Schneer, 2003) towards progressing into a higher hierarchical position through promotion. Causes of unsuitability of objective criteria of career success, among globally competitive managers, are demonstrated by Hollenbeck and McCall’s (2003) study which indicated that the countries are different to a great extent in their structures of authority and power, system of taxation, social and economic stratification, status markers and saving norms. Also, in societies, objective success measures are said to be contaminated, as experienced by people in different occupations for factors including conditions in the labor market and professional pay norms, which are independently change, apart from the performance of a person occupying a position. The conventional criteria of objective career success, which consists of salary and hierarchical progression are deficient because

they are neither the only objective basis that people consider from their careers, nor the sole definition in which career may depend. The following are the instances wherein people from different occupations varied in framing their career success. Both mentors in the academe (e.g., McGrath, 2003) and school teachers (Parsons, 2002) perceive their career success by means of the output on acculturation and achievements of their students. Likewise, industrial designers ground their career success on e-mails of acknowledgment from peers for their creative work. Similarly, doctors value the number of lives they saved. In a study of Friedman and Greenhaus (2000), it was revealed that there is a notably greater significance on subjective criteria of career success, which transcended the traditional measures such as prestige, power, money and advancement. Since studies reveal the deficiency of objective success criteria, the potential shortcomings may be reduced by measuring intrinsic career success, in conjunction with objective attainments (Heslin, 2005). This also leads to a rising interest in intrinsic career success (Gunz & Heslin, 2005; Zhou, Sun, Guan, Li, & Pan, 2012). Furthermore, in certain situations, extrinsic accomplishments cause intrinsic career success (Nicholson & de Waal Andrews, n.d.)

### **Emotional intelligence in relation to career success**

There is currently a modicum of research supporting emotional intelligence as a determining factor of occupational success (Zeidner, Matthews & Roberts, 2004) . The following are the statements and findings on the prevailing association existing in emotional quotient and career success by Nelson and Low (2011) which highlighted that EQ is the only essential and influential factor impacting triumphs, successful career, headship and satisfaction in all aspects of life. Goleman (1995) pointed out that EQ refers to a learned skill pertaining to a better predictor of life success than any cognitive or technical ability. Goleman also pointed out that emotional intelligence has strong link with success in many areas of life. Dogan and Demiral (2007), stated that individuals who are emotionally adept are those who possess understanding of their own capabilities, know their private necessities and have the capability in governing emotions as well as in establishing good relationships; thus, the individuals with high levels of emotional intelligence are found to be more successful at work. Mayer and Salovey (1997) added that emotional intelligence pertains to the skill of a person in knowing, interpreting and handling emotions; as well as in regulating thought. Karabulutlu et al., (2011) cited that those who have a higher emotional quotient profile are adept in handling personal feelings as well as in placing themselves in the position of others; likewise, they attain higher career advancement and happier life. Indeed, Howard Gardner emphasized that people with IQs of 100 actually lead people with IQs of 160, and usually people with IQs of 160, work for people with IQs of 100, if the former have low intrapersonal skills and the latter have a high one. Furthermore, an increasing number of empirical researches demonstrated that a person with high score on emotional intelligence tend to succeed in his or her occupation (Bar-On, Handley, & Fund, 2006); however, there was a claim that the contribution of emotional intelligence to real world success has not been verified (Waterhouse, 2006). Though, it was claimed that there is a relationship between emotional intelligence and affirmative outcomes in the workplace (Cherniss, Extein, Goleman & Weissberg, 2006); still, emotional intelligence theory and its relevance to performance and workplace success have been questioned. This lead to a recommendation by Cherniss, Extein, Goleman and Weissberg (2006) that there is still much to be learned about the relation between emotional intelligence and work related outcomes.

## **The Linkage of Academic Achievement and Fluid Intelligence on Career Success**

The focus of Goleman's writings on Emotional Intelligence is the connection of emotional intelligence and success in different aspects of life. The impact of academic achievement and fluid intelligence on career success were also stated, and these were contrasted with how emotional intelligence resulted into success in life. However, there were just very little researches that would determine the particular career success perspective or criterion and the degree of its relationship with its determinants. As in the case of the following claims: in one of the studies, it was concluded that the well-known research paradigms such as cognitive (fluid intelligence) and scholastic abilities were found to be the individual predictors of success (Kuncel, Hezlett, & Ones, 2004; Lubinski & Benbow, 2000). These variables have recurrently been concluded to be the predictors of success both in academic and occupational settings (Deeve & Cooper, 1998; Holland, 1997). The role which cognitive and academic achievement portray in occupational successes was considered as presumptuous relationships that can be made general across different occupations (Gottfredson, 1997). On the other hand, they can be viewed as hypothesizing relationships moderated by the environmental factors (Lubinski & Benbow, 2000). Popular theoretical models which have the assumptions on the relationships which are separate from the influence of the environmental factors stem from the so called g-theory (Jensen, 1998). Indeed, the general ability or (g) factor has its relatedness with occupational successes in various environmental settings. In addition, educational psychologists assume that scholastic abilities have a largely identical and vital role in different occupational settings (Horn & Noll, 1997). The researchers examining the speculation on work adjustment and related theories have challenged this notion (Dawis & Lofquist, 1984; Shea, Lubinski, & Benbow, 2001). The assumptions based on their theories are as follows: the effect of different abilities on occupational success is dependent on the demands which are specifically imposed by the different environments. In contrast with the aforementioned claims on career success' connection with fluid intelligence and scholastic excellence, Goleman (2005) asserted that one of psychology's open secrets is the relative inability of grades, even IQ or SAT scores, despite their popular mystique, to predict unerringly who will succeed in life.

## **RESEARCH METHODOLOGY**

### **Subjects and Study Site**

The participants of the study are one hundred seventeen (117) graduate students of the University of Santo Tomas. They have different fields of specialization, had work experience or currently working. The selected respondents should be at least twenty five years of age. This is for the purpose of excluding respondents who are still in typical period of provisional decisions concerning career and tentative commitments. 58% (n=68) is female while 42% (n=49) is male. Their age range is 25 to 56, with a mean age of 32 (SD=8). 70% (n=82) is single, and 29 % (n=34) is married. 59% (n=69) is enrolled in a master's degree program, while 41% (n=48) is enrolled in a doctorate degree program. Their grade point average ranges from 2.00 (passed) to 1.00 (excellent), with a mean of 1.32 (SD=22).

### **Procedures and Measures**

After the approval from the Ethics Committee, test administration was done in a formal classroom setting, with the assurance that all the directions were given correctly and clearly.

The career satisfaction scale is a short survey questionnaire to obtain intrinsic career success profile. Career Satisfaction Scale is a five-item scale developed by Greenhaus, Parasuraman and Wormley (1990), and also utilized by Judge et al. (1995) and Boudreau et al. (2001) to measure the person's overall career satisfaction. Career Satisfaction is a central indicator of

intrinsic career success. It is an individual's evaluation of progress toward achieving different career related goals such as salary, advancement, development and overall career goals (Hoffmans et al., 2008). A sample item "I am satisfied with the success I have achieved in my career", with a response scale of strongly disagree (1) to strongly agree (5). In relevant literature, reliability is tested and a satisfactory cronbach alpha coefficient of .92 is obtained.

The Bar-On Emotional Quotient Inventory (short form), a self-report measure of emotional intelligence, developed by Reuven Bar-On PhD, evaluates emotional and social intelligence to estimate a person's emotional and social intelligence. The short inventory intends to measure the mental capacity to attain success in dealing with environmental pressures. The instrument consists of 51 items to point out strengths and areas of improvement with regards to emotional and social intelligence. The five-point Likert encompasses statements which are needed to be rated as 1 (very seldom or not true of me), 2 (seldom true of me), 3 (sometimes true of me), 4 (often true of me), and 5 (very often true of me). The scores on emotional intelligence are computed by combining intrapersonal, interpersonal, stress management, adaptability and general mood. This instrument is suitable for use with adults of all ages. The internal coefficients of Bar-On Emotional Quotient Inventory is arranged from .76 to .93; thus, the scale is considered consistent and stable in measuring the constructs that they were designed to measure.

Purdue Non Language Test is a "culture fair" test devised to measure mental ability, prepared by Joseph Tiffin, Alvin Grubner and Kay Inaba. The test consists entirely of geometric forms which made it effective in assessing the fluid intelligence available of persons having markedly different cultures or educational backgrounds. It is mainly an abstract reasoning which is known as the most accurate indicator of fluid intelligence and the skill to learn new things quickly. This test uses shapes or geometric forms and does not include any words or numbers. Its nature is to determine the underlying logic of pattern and devise a solution. This test is also regarded as a very accurate indicator of the person's general intellectual ability. This type of test is mostly used in general aptitude tests. The obtained internal consistency reliability for industrial supervisory personnel is  $r=.91$ .

The respondents' academic achievement was assessed through their grade point average, which is one of the global indicators of academic achievement. The academic achievement is considered as a multifaceted construct that comprises different domains of learning.

## **FINDINGS**

Through Pearson Correlation Coefficient, the relationship between intrinsic career success and the variables: academic achievement, emotional intelligence and fluid Intelligence, reported in table 1, indicate that among the independent variables, emotional intelligence has a positive significant relationship with intrinsic career success ( $r = .42$ ;  $p<.00$ ) with significance level of .05. Indeed, all the five dimensions of emotional intelligence were found to have significant relationship with intrinsic career success. The five dimensions of emotional intelligence which have positive significant relationship with intrinsic career success are the following: adaptability ( $r = .25$ ;  $p<.01$ ); interpersonal ( $r = .22$ ;  $p<.02$ ); intrapersonal ( $r = .35$ ;  $p<.00$ ); general mood ( $r = .43$ ;  $p<.00$ ) and stress management ( $r = .28$ ;  $p<.00$ ).

**Table 1. Summary Relationship Between Intrinsic Career Success and the Variables: Academic Achievement, Emotional Intelligence and Fluid Intelligence**

Dependent	Variables		Coefficient	P-value	Remarks	Hypothesis
	Independent					
Intrinsic Career Success	Academic Achievement		-.07	.44	Not significant	Accept H <sub>0</sub>
	Adaptability		.25	.01	Significant	Reject H <sub>0</sub>
	Interpersonal		.22	.02	Significant	Reject H <sub>0</sub>
	Intrapersonal		.35	.00	Significant	Reject H <sub>0</sub>
	General Mood		.43	.00	Significant	Reject H <sub>0</sub>
	Stress Management		.28	.00	Significant	Reject H <sub>0</sub>
	Emotional Quotient		.42	.00	Significant	Reject H <sub>0</sub>
	Fluid Intelligence		.13	.17	Not Significant	Accept H <sub>0</sub>

The extent to which the variables: academic achievement, emotional intelligence and fluid intelligence predict intrinsic career success was determined through multiple regression. Table 2 shows the summary regression result for intrinsic career success.

**Table 2. Summary Regression Result for Intrinsic Career Success**

Model	Beta Coefficient	SE	t stat	p-value	Remarks
(Constant)	6.02	3.98	1.51	.13	-
Academic Achievement	-.19	1.57	-.12	.91	Not significant
Emotional Quotient	.37	.09	3.97	.00	Significant
Fluid Intelligence	.01	.01	.59	.56	Not significant

Note.  $r^2 = .18$ ;  $p < .01$ .

Since the model is fit ( $r^2=.18$ ;  $p < .01$ ), the independent variables: academic achievement, emotional intelligence and fluid intelligence are probable predictors of intrinsic career success. This finding supports the educational psychologists' assumption that scholastic abilities (academic achievement and fluid intelligence) have an identical and vital role in different occupational settings (Horn and Null, 1997); nevertheless, the regression result shows that among the independent variables, emotional intelligence exert statistically significant predictor ( $B = .37$ ;  $p < .00$ ) of career success. This can be explained that a unit increase in emotional intelligence would increase .37 unit in intrinsic career success.

The generated result: the model is fit ( $r^2=.18$ ;  $p < .01$ ) signifies that the model is acceptable; although, the shared variability is 18%, which means that 18% variability in career success can be shared by independent variables: academic achievement, emotional intelligence and fluid intelligence. Low variability happens when there are more insignificant predictors than significant. In this study, there is a low variability in the three independent variables, and this is because only the emotional intelligence is the significant predictor.

## **DISCUSSION**

The finding that among the independent variables, emotional intelligence has a positive significant relationship with intrinsic career success can be used as an answer to the critiques of emotional intelligence, such as that of the claim of Waterhouse (2006) that it lacks validity in determining real world success. On the other hand, this result validates the assertion of Goleman (1998) that emotional intelligence may translate directly into success in various social domains, such as the workplace. Another findings in this study, that academic achievement and fluid intelligence have no relationship with intrinsic career success, supported the assertion of Goleman (2005) that academic intelligence offers virtually no preparation for the turmoil or opportunity life's vicissitudes bring. Yet, even though a high IQ is no guarantee of prosperity, prestige, or happiness in life. In fact, there are academic achievers or academically brilliant people; yet they are incompetent when it comes to interpersonal skills, and though they possess a high rating on IQ, success does not necessarily precede. Furthermore, the result which accepted the null hypothesis that academic achievement and fluid intelligence have no relationship with intrinsic career success does not support Kuncel, Hezlett, & Ones (2004) and Lubinski & Benbow (2000) in their study wherein they concluded that the well-known research paradigms such as cognitive (fluid intelligence) and scholastic abilities were found to be the individual predictors of success.

Moreover, the regression result shows that among the determinants, emotional intelligence exert statistically significant predictor of intrinsic career success. This finding supported the writings of Goleman (1995) in which he pointed out that EQ refers to a learned skill pertaining to a better predictor of life success than any cognitive ability; indeed, even among those with high IQ or high academic achievement, emotional intelligence offers an essential edge to success in the workplace. In fact, people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought. Another pertinent claim which this study supported was that of Howard Gardner's theory on multiple intelligence, which includes interpersonal and intrapersonal intelligence. Though there are critics of the theory, for there are few scientific studies providing evidence for the concept of emotional intelligence and how this leads to leads to success (Waterhouse, 2006a, 2006b); still, the findings in this study argues in favor of Howard Gardner who claimed that those with intelligence quotient of 160 essentially work for people with intelligence quotient of 100, if the former have low intrapersonal intelligence and the latter have a high one. This statement was cited in Howard Gardner's multiple intelligence theory, wherein, he emphasized the importance of intrapersonal, as well as interpersonal intelligence as significant factors in determining success in the workplace.

Based on the findings of the study, the proposed career development program will center on learning and reinforcing emotional intelligence. The career development program will be for use of the graduate school of University of Santo Tomas. The career development program will be generic, which means that this can benefit the career oriented professionals across varied occupations.

## **CONCLUSION**

There is a positive moderate relationship between intrinsic career success and the emotional intelligence dimensions such as: adaptability ( $r = .25$ ;  $p < .01$ ), interpersonal ( $r = .22$ ;  $p < .02$ ), intrapersonal ( $r = .35$ ;  $p < .01$ ), and stress management ( $r = .28$ ;  $p < .01$ ); thus, this gives a light on the misleading thought that emotional intelligence alone makes up to 80% of success. If most researchers concluded that mental ability alone accounts for 10 to 20 % of success; then, this study supported Goleman's clarification that 80% gap may also include wide range of

other factors (from family or social status to emotional intelligence, to name but a few). On the other hand, there is a positive strong relationship between intrinsic career success and general mood ( $r = .43$ ;  $p < .01$ ); hence, this signifies the crucial role of optimism and happiness in career progression. Furthermore the positive strong relationship between intrinsic career success and overall emotional intelligence ( $r = .42$ ;  $p < .00$ ) with significance level of .05 indicates that emotional intelligence can be translated directly into workplace success. Since among the independent variables, the overall emotional intelligence has a positive significant relationship with intrinsic career success, these findings led to a conclusion that emotional intelligence is a determinant on how far an individual will succeed in many areas of life, which includes career. Interestingly, people with high intelligence quotient may fail and those with average or lower intellectual capability suddenly became successful in their professional lives. Innumerable instances are in the fields of business, politics, academics and administration. These findings also led to a conclusion that emotional intelligence is a fundamental determinant of success in the workplace; in fact, an individual needs more than just the traditional mental ability or excellent academic records, to succeed in their line of expertise. The instances such as, the leaders in the business, the teachers in interacting, influencing and imparting knowledge with their students, the psychologists in dealing with patients, the lawyers and politicians in making difference to the lives of people; moreover, most number of professions require dealing with people. Therefore, since emotional intelligence is a key determinant of career success, it serves as a core of the proposed career development program for the graduate students to learn and develop essential skills to achieve not just an adequate, but a higher level of emotional intelligence, for this does not only keep them in their occupation, but also elevate their performance level towards a progressive career.

The regression result shows that among the independent variables, emotional intelligence exert statistically significant predictor of intrinsic career success. Therefore, emotional intelligence is a better predictor of career success than mental ability and academic achievement. Though emotional pressures are hard to cover and leads to a weak performance; still, the ideal is not to bring them in the workplace. Thus, people who master control over their emotional life can think clearly and focus well with their work. Furthermore, emotional intelligence is a fundamental asset to achieve success in the workplace. Since the result shows that the model is acceptable, which means that the variables: academic achievement, emotional intelligence and fluid intelligence are probable predictors of intrinsic career success. This leads to a conclusion that the essence of academic achievement and fluid intelligence should still be regarded for these are essential prerequisites in any employment or career opportunities. If mental ability and academic achievement get an individual hired, then emotional intelligence gets one promoted; indeed, achieving a successful career requires not just adequate but a markedly high level of emotional intelligence.

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