

**EMOTIONAL INTELLIGENCE AND AFFECTIVITY AS
DETERMINANTS OF MANAGERIAL SUCCESS:
THE MODERATING IMPACT OF PERCEIVED SUPPORT**

by

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**Research report in partial fulfillment of the requirements
for the degree of Master of Business Administration**

MARCH 2004

DEDICATION

My beloved parents for their prayers and labor of love.

*My brothers and sisters, Grace, Hoe, Ruth, Peter, Irene and John
who continuously pursuing their dreams.*

*My dear hubby, Dennis, for being with me throughout the journey
especially during the days when things did not work well
and also for being my best valentine gift.*

ACKNOWLEDGEMENT

First of all, I am ever thankful to God for His faithfulness, grace, love and mercy.

Embarking on the MBA journey has not been an easy path especially during the process of completing this project. It is through the help and support of many people, that this project finally has come into fruition.

I am deeply indebted and grateful to my research supervisors, Professor Dr. Mahfooz Ansari and Professor Dr. Muhamad Jantan, for their invaluable advice and guidance throughout this project. Thanks also to Associate Professor T. Ramayah for his kind assistance.

My heartfelt thanks go especially to Dennis, Frank, Thong, Siew Wing, TT Soo, Michael, Chang, Ismail, Najib, Fun, Daniel, Hamizan, Ronnie, Chia Lih and Marcus who have helped me in distributing and administering the questionnaires and also to those who have taken time to participate in this study. Thanks to Dr. Mable, Dr. Alistair and Charles who have extended their help in time of need. My sincere thanks to all MBA program lecturers who have shared their knowledge, and also to friends who have shared their friendships with me.

My gratitude to my family members who have been supporting me through prayers and encouragement throughout this journey. Thanks also to my husband, Dennis, for his understanding and support.

Surely God is my help; the Lord is the One who sustains me. (Psalm 54:4)

TABLE OF CONTENTS

	<u>Page</u>
TITLE PAGE	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABSTRAK	ix
ABSTRACT	x
Chapter 1 : INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	2
1.3 Research Objectives	3
1.4 Research Questions	3
1.5 Significance of the Study	4
1.6 Definitions of Key Terms	5
1.6.1 <i>Career Success</i>	5
1.6.2 <i>Emotional Intelligence</i>	6
1.6.3 <i>Affect</i>	7
1.6.4 <i>Perceived Support</i>	7
1.7 Summary and Organization of Remaining Chapters	7
Chapter 2 : LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Career Success	9
2.2.1 <i>Demographics Factor and Human Capital Characteristics</i>	9
2.2.2 <i>Personal Traits</i>	10
2.2.3 <i>Organizational Variables</i>	11
2.3 Emotional Intelligence	13
2.3.1 <i>EI and Career Success</i>	14
2.4 Affectivity	16
2.4.1 <i>Affectivity and Career Success</i>	17
2.4.2 <i>EI and Affectivity</i>	18
2.5 Perceived Support	20
2.5.1 <i>Perceived Organizational Support</i>	20
2.5.2 <i>Perceived Supervisor Support</i>	23
2.6 Theoretical Framework	24
2.7 Development of Hypotheses	25
2.8 Summary	30

Chapter 3 :	METHODOLOGY	31
3.1	Introduction	31
3.2	Research Site	31
3.3	Sample and Procedure	31
3.4	Measures	32
3.4.1	<i>Career Success</i>	32
3.4.2	<i>Emotional Intelligence</i>	34
3.4.3	<i>Affect</i>	34
3.4.4	<i>Perceived Support</i>	34
3.4.5	<i>Personal Demographics</i>	35
3.5	Statistical Analyses	35
3.5.1	<i>Factor Analysis</i>	35
3.5.2	<i>Descriptive Statistics</i>	36
3.5.3	<i>Reliability Testing</i>	36
3.5.4	<i>Correlational Analysis</i>	37
3.5.5	<i>Hypothesis Testing</i>	37
3.6	Summary	38
Chapter 4 :	RESULTS	39
4.1	Introduction	39
4.2	Profile of Respondents	39
4.3	Goodness of Measure	41
4.3.1	<i>Subjective Career Success</i>	41
4.3.2	<i>Emotional Intelligence</i>	41
4.3.3	<i>Affectivity</i>	44
4.3.4	<i>Perceived Support</i>	44
4.4	Intercorrelations Among the Study Variables	47
4.5	Hypothesis Testing	48
4.5.1	<i>Test for Hypothesis 1</i>	50
4.5.2	<i>Test for Hypothesis 2</i>	50
4.5.3	<i>Test for Hypothesis 3</i>	51
4.5.4	<i>Test for Hypothesis 4</i>	52
4.5.5	<i>Test for Hypothesis 5</i>	61
4.6	Summary	65
Chapter 5 :	DISCUSSION AND CONCLUSION	69
5.1	Introduction	69
5.2	Recapitulation	69
5.3	Discussion	70
5.4	Implications	74
5.5	Limitations	77
5.6	Future Research	77
5.7	Conclusion	78

REFERENCES		80
APPENDICES		
APPENDIX I	SURVEY QUESTIONNAIRE	91
APPENDIX II	CODING USED FOR DATA ENTRY IN SPSS	97
APPENDIX III	FACTOR ANALYSES	98
APPENDIX IV	RELIABILITY ANALYSES	102
APPENDIX V	HIERARCHICAL MULTIPLE REGRESSION	106

LIST OF TABLES

		<u>Page</u>
Table 3.1	Dimensions Studied, Instruments Used and Distribution of Questionnaires Items	32
Table 4.1	Demographic Characteristics of Respondents	40
Table 4.2	Rotated Factors and Factor Loadings of Subjective Career Success	42
Table 4.3	Rotated Factors and Factor Loadings of Emotional Intelligence	43
Table 4.4	Rotated Factors and Factor Loadings of Affect	45
Table 4.5	Rotated Factors and Factor Loadings of Perceived Support	46
Table 4.6	Descriptive Statistics, Cronbach's Coefficients Alpha, and Zero-order Correlations of All Study Variables	49
Table 4.7	Summary of Hierarchical Multiple Regression for Hypothesis 1 and Hypothesis 2	50
Table 4.8	Summary of Hierarchical Multiple Regression for Hypothesis 3	52
Table 4.9	Summary of Hierarchical Multiple Regression with POS as Moderator for Hypothesis 4 and Hypothesis 5	53
Table 4.10	Summary of Hierarchical Multiple Regression with PSS as Moderator for Hypothesis 4 and Hypothesis 5	54
Table 4.11	Summary of Hierarchical Multiple Regression with RTA as Moderator for Hypothesis 4 and Hypothesis 5	55
Table 4.12	Summary of Significant Moderating Impact of Perceived Support on the Relationship of EI with Career Success, and Affect with Career Success	57
Table 4.13	Summary of Results	67

LIST OF FIGURES

		<u>Page</u>
Figure 2.1	Theoretical Framework	25
Figure 4.1	Moderating Effect of RTA on the Relationship between OEA and CSP.	57
Figure 4.2	Moderating Effect of PSS on the Relationship between ROE and CSG.	58
Figure 4.3	Moderating Effect of POS on the Relationship between SEA and OCS.	59
Figure 4.4	Moderating Effect of POS on the Relationship between OEA and CSP.	60
Figure 4.5	Moderating Effect of RTA on the Relationship between OEA and OCS.	61
Figure 4.6	Moderating Effect of POS on the Relationship between PA and OCS.	62
Figure 4.7	Moderating Effect of PSS on the Relationship between PA and CSG.	63
Figure 4.8	Moderating Effect of RTA on the Relationship between NA and CSG.	64
Figure 4.9	Moderating Effect of POS on the Relationship between PA and CSG.	65

ABSTRAK

Semakin banyak kajian telah dijalankan untuk mengetahui faktor-faktor yang membawa kepada kejayaan kerjaya. Memandangkan kebanyakan individu menghabiskan satu pertiga daripada kehidupannya dalam memantap kerjaya, oleh itu kejayaan kerjaya dipandang penting. Hari ini, kejayaan individu bukan sahaja bergantung kepada kebolehan kognitif, tetapi juga bergantung kepada cara bagaimana mereka mengurus hubungan dengan orang lain. Kajian ini bertujuan untuk mengkaji hubungan antara intelektual emosi dan perasaan emosi dengan dua dimensi (objektif dan subjektif) kejayaan kerjaya. Ia juga akan mengkaji peranan sokongan sebagai moderator atas hubungan antara pembolehubah bersandar dan tidak bersandar. Sampel yang diguna dalam kajian ini terdiri daripada 339 kakitangan dalam organisasi perkilangan dan perkhidmatan di Pulau Pinang dan Kedah. Hasil kajian ini menunjukkan bahawa hanya sebahagian daripada hipotesis yang dikemukakan boleh diterima. Walaubagaimanapun, keputusan daripada kajian ini telah menemui hasil yang menarik. Hasil kajian mendapati intelektual emosi mempunyai hubungan positif dengan kejayaan subjektif kerjaya manakala perasaan atau emosi negatif mempunyai hubungan negatif dengan kejayaan subjektif kerjaya. Tetapi, hasil kajian ini mendapati interaksi antara intelektual emosi dan perasaan tidak mempunyai perhubungan yang bererti. Ia juga mendapati bahawa sokongan dalam organisasi menyederhanakan perhubungan di antara intelektual emosi dan perasaan emosi dengan kejayaan kerjaya. Implikasi kajian ini mendapati bahawa intelektual emosi dan perasaan emosi memainkan peranan yang penting dalam kejayaan kerjaya kakitangan dan sokongan juga didapati memudahkan kakitangan dalam mencapai kejayaan kerjaya.

ABSTRACT

A growing body of research has been conducted to study the predictors to career success. As most people spend one third of their life in establishing their career, therefore career success is viewed as important. Nowadays, individual's success not only solely depends on cognitive ability, but also depends on how one manages one's relationship with others. This study aims to examine the relationships between emotional intelligence (EI) and affectivity on career success in both objective and subjective dimensions. It also examines the moderating effect of perceived support on the relationships between the dependent and independent variables. The sample of this study consisted of 339 employees working in various manufacturing and services organizations in Penang and Kedah. The findings have resulted in partial acceptance of the hypotheses formulated. Nevertheless, the results have discovered some interesting findings. EI and affect were found to be partially significant related to subjective career success. However, there is no significant interaction between EI and affect found in the study. It is also discovered that perceived support in the organization moderated employee's EI and affect with career success. The implications of the study are that EI and affect play significant roles in an employee's career success, and perceived support also facilitates employees in achieving their career success.

Chapter 1

INTRODUCTION

*Knowing others and knowing oneself, in one hundred battles no danger.
Not knowing the other and knowing oneself, one victory for one loss.
Not knowing the other and not knowing oneself, in every battle certain defeat.*

—Sun Tzu, *The Art of War*

1.1 Background

Globalization has brought increasing workforce diversity to the workplace. It also causes competition among people in organization and therefore creates career uncertainty. Traditionally, society has placed a great emphasis on academic intelligence as predictor of success in life. However, in recent years, emotional and social intelligence were argued to be better predictors of success in life (Bar-On, 1997). Subsequently, many organizational scholars suggested that EI is one of the important human capital predictors of career success (Dulewicz & Higgs, 2000; Goleman, 1995).

Findings from past research on career success were found to benefit individuals and organizations (Aryee, Chay, & Tan, 1994; Feldman, 1989). Individuals with knowledge of career success are able to develop strategies that would enhance their career success (Aryee et al., 1994; Ellis & Heneman, 1990), and to obtain materialistic progression, power, and satisfaction (Gattiker & Larwood, 1988; Judge, Cable, Boudreau, & Bretz, 1995). Therefore, individuals need to acquire knowledge in managing their career.

An organization comprises of different people working in it who carry different moods and emotions with them every day. An organization and its employees are mutually influencing each other in terms of their thoughts, feelings,

and actions whether in or out of the workplace (Brief & Weiss, 2002). Therefore, it is important to look into the impact of EI and affectivity in individual's career pursuance. Similarly, supportive relationships at the workplace are considered to be critical for managerial functioning and success. In particular, supervisor support seems to be crucial in helping organizational newcomers to socialize and adjust effectively (Nelson & Quick, 1991).

1.2 Problem Statement

In today's fast changing workplace, people need the skills and competencies to ensure future employability, and to manage work challenges. Organizations need flexible people, who can effectively manage change and adapt to new organizational directions. Together with the changing condition, traditional career success based on a person's intellectual intelligence was found to no longer be the greatest predictor of career success (Goleman, 1995).

Research has claimed EI as important determinants of career and life success (e.g., Cooper & Sawaf, 1997; Goleman, 1995). As workplace requires interpersonal relationship, an employee's ability to manage emotions becomes important. According to Goleman (1995), high-performing organizations tend to have high levels of EI among their members and strong links between their emotional capabilities and skills. Another variable that plays a significant role in work motivation and performance is affectivity (Baron, 1993; George, 1989). In the same way, employees also expect support from organization and supervisor in helping them to achieve career success. High levels of perceived organizational support are thought to produce feelings of trust, long-term obligations, and organizational identification among

employees (Rhoades & Eisenberger, 2002). These factors appear to be influencing the outcomes of career success of individuals in an organization.

However, there has been a general lack of empirical studies to validate the claim that EI predicts career success (Carmeli, 2003; Lam & Kirby, 2002). This argument is supported by Poon (2003) who observed that the validity of EI as a factor of career success was found mostly in conceptual work. Moreover, previous studies regarding EI, affect and career success were mainly carried out in the western countries, and to the knowledge of the researcher, none has examined the effects of EI, affect, and career success in the Malaysian context. Moreover, there is a lack of empirical studies evaluating the moderating impact of perceived support on the relationship of individuals' trait and career success. Thus, this study seeks to investigate how EI and affect contribute to individual career success. In addition, it also explores to determine whether individual's perceived support moderates these relationships.

1.3 Research Objectives

This study hopes to explore the relationships between three major constructs namely EI, affectivity and career success. In addition, it aims to determine if the above relationships are in any way affected by perceived support. The present study also hope to fill the gap of empirical studies of these relationships in the Malaysian context.

1.4 Research Questions

Based on the objectives above, this study intended to answer the following questions:

- (1) Is there any significant relationship between EI and career success?

- (2) Is there any significant relationship between affectivity and career success?
- (3) Is there any significant interaction between EI and affect in their impact on career success?
- (4) Does perceived support moderate the relationship between EI and career success?
- (5) Does perceived support moderate the relationship between affectivity and career success?

1.5 Significance of the Study

A substantial amount of past studies had discussed various factors that influence career success. Among them include demographic variables (e.g., Gattiker & Larwood, 1988), dispositional traits (e.g., Seibert, Crant, & Kraimer, 1999), motivation (e.g., Judge, et al., 1995; O'Reilly & Chatman, 1994), and human capital attributes (e.g., Aryee et al., 1994; Dreher & Bretz, 1991; Judge et al., 1995). More recent research has proposed that EI also predict career success (e.g., Goleman, 1995). Although much has been discussed on EI and affect in relation to work behavior or organization effectiveness, little is known about the impact of these two constructs on career success. Moreover, we are also aware that perceived support appears to have impact on one's career path. However, most of the studies on career success are carried out in the western context.

In the Malaysian context, there were also previous studies (by USM MBA students) done on the topic of career success. They include career success impacts from the following factors: ethical behavior (e.g., Narinder, 1997), personality and influence tactic (Chitara Abdullah, 1999), influence tactics and LMX (e.g., Ong,

2001), political behavior (e.g., Ooi, 1997), attribution and influence perceptions of success (e.g., Gurmit, 2003), managerial philosophy (e.g., Razak, 1999), leadership styles and interactional justice (e.g., Mohamed Zainal, 2002), mentoring and goal orientation (e.g., Ang, 2000) and hard work (e.g., Chong, 1997; K'ng, 1996). While studies of EI and affect focus on areas such as EI and leadership effectiveness (e.g., Beh, 2003), and affect on organizational citizenship behavior (OCB) (e.g., Foo, 2003). Perceived support related studies focus on impact of perceived organizational support on OCB (e.g., Lau, 2003; Tan, 2001), supervisor support influence on organizational commitment (e.g., Liew, 2001) and career advancement (Noor, 2002). However, we are aware of no prior study done on career success impact from EI and affectivity especially with perceived support as potential moderator.

Therefore, this study is deemed significant, primarily sought to contribute to the literature of career success, EI and affectivity in the Malaysian context. As workplace is becoming increasingly competitive, it is also important for one to understand the contributing factors in influencing career success so as to be able to excel and find satisfaction in one's career path. Moreover, it is of value to examine the impact of EI and affectivity on career success as its knowledge is beneficial to an individual.

1.6 Definitions of Key Terms

1.6.1 Career Success

Career success is defined as “positive psychological or work-related outcomes or an achievement one has accumulated as a result of experiences over the working life span” (Siebert et al., 1999, p. 417). Career researchers (e.g., Melamed, 1996; Nabi, 1999) have generally included both extrinsic and intrinsic outcomes as they are

positively and moderately related (Judge & Bretz, 1994) but do not always overlap (Korman, Wittig-Berman, & Lang, 1981).

- (1) Subjective career success (also labeled intrinsic career success) refers to the individual's perception of satisfaction with the job and with career progress (Callanan, 2003).
- (2) Objective career success (also labeled extrinsic career success) refers to the visible progress of an individual through an organization that comprises of observable outcomes such as pay and promotion (Judge et al., 1995).

1.6.2 Emotional Intelligence

EI refers to a set of interrelated skills pertaining to “the abilities to perceive accurately, appraise, and express emotion; to assess and/or generate feelings when they facilitate thought; to understand emotion and emotional knowledge; and to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 10). There are four dimensions of EI proposed by Wong and Law (2002):

- (1) Self emotional appraisal (SEA) refers to the individual's ability in understanding their emotions and be able to express these emotions.
- (2) Others' emotional appraisal (OEA) refers to the individual's ability to be aware and understand the emotions of those people around them.
- (3) Regulation of emotion (ROE) refers to the individual's ability to regulate their emotions as to enable a quick recovery from psychological distress.
- (4) Use of emotion (UOE) refers to the individual's ability to utilize their emotions towards constructive activities and personal performance.

1.6.3 Affect

Affect reflects the predisposition to experience emotional states (George & Brief, 1992). There are two dimensions of affectivity: positive and negative affect which do not correlate substantially with each other (Watson, Clark, & Tellegen, 1988).

(1) Positive affect (PA) is defined as a person's disposition to experience positive mood states and has an overall sense of well-being (George & Jones, 1997).

(2) Negative affect (NA) is the disposition of an individual's experience of discomfort across time and situations (Watson & Clark, 1984).

1.6.4 Perceived Support

This study will look into two dimensions of perceived support as the moderators that may influence one's career success.

(1) Perceived Organizational Support (POS) is defined as the tendency of individuals to form global beliefs that the organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

(2) Perceived Supervisor Support (PSS) is defined as employees' tendency to develop general views concerning the degree to which their supervisors value their contributions and care about their well-being (Kottke & Sharafinski, 1988).

1.7 Summary and Organization of Remaining Chapters

The above discussion renders an overview of this research. The purpose and significance of the study are addressed as a guide to this study. The remaining chapters in this study are organized as follows: Chapter 2 presents an overview of

literature on career success, EI, affect and perceived support which lead to the formulation of the theoretical framework and hypothesis of the study. Chapter 3 delineates the research methodology of the study which comprises the research site, sample collected and the statistical analyses applied. Chapter 4 presents the results of the analyses. Finally, Chapter 5 concludes with the discussions on the findings, limitations, implications of the study, and some suggestions for future research.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter surveys into the past works conducted on EI, affect, career success and perceived support that outline the framework of this study. This chapter consists of eight sections that cover each construct of the study, the theoretical framework, hypothesis and the summary of the chapter.

2.2 Career Success

There are substantial evidences accumulated in respect to the predictors of career success (Judge, Higgins, Thoresen, & Barrick, 1999). Tharenou (1997) has conducted a review of the career success literature and identified several categories of influences on career success. The three major categories identified were demographic and human capital characteristics, personal traits, and organizational variables (Callanan, 2003). The following section discusses more on what have been found in the past literatures.

2.2.1 Demographics Factor and Human Capital Characteristics

Some studies have found that demographic variables such as age, gender, marital status, number and age of children, spouse employment, and ethnic background explain more variance in career success than other sets of influences (Gattiker & Larwood, 1988; Gould & Penley, 1984; Pfeffer & Ross, 1982). Among the demographic variables, age is one of the most obvious and consistent findings which positively predicts objective career success (Gattiker & Larwood, 1988; Jaskolka,

Beyer, & Trice, 1985). This is probably due to extrinsic outcomes accumulated over time.

Human capital theory suggests that individuals possess different amount and quality of human capital. These assets include level of education, quality of education, length of professional experience and length of job tenure that would enhance their value to their employers (Judge et al., 1995). Past career literatures affirmed that individuals with educational achievement were significantly rewarded in terms of pay and promotions (Jaskolka et al., 1985; McClelland & Franz, 1992; Tharenou, Latimer, & Conroy, 1994; Whitely, Dougherty, & Dreher, 1991). Research also found that job tenure and total time in one's job are positively related to career accomplishment (Cox & Harquail, 1991; Jaskolka et al., 1985; Judge & Bretz, 1994; Whitely et al., 1991).

2.2.2 Personal Traits

McClelland and Boyatzis (1982) found that individuals who were high in certain dispositions rise up more successful than the others in the organization. Turban and Dougherty (1994) also affirmed the link between personality and career success. Past longitudinal studies provide support of persistent relationships between personality traits, general mental ability, and career success (Judge et al., 1999).

Individual personality variables have been considered to be influential in predicting career success (Judge et al., 1999; Seibert, Kraimer, & Liden, 2001). A person's work motivation has been linked with career success. Judge et al. (1995) suggested that the number of worked hours and work centrality, measured by the degree of importance one identified with work, were indicators of one's work motivation that linked with career success. This was consistent with earlier research

done which found positive relationship between the number of hours worked per week with salary and superiority (Cox & Cooper, 1989; Judge & Bretz, 1994; Whitely et al., 1991). Similar situation is found in the Malaysian context especially among employees in local Chinese-based companies where career success is depended on hard work that requires longer hours at work (Chong, 1997). In addition to worked hours, the desire to spend time at work also predicts career success. Cox and Cooper (1989), and Judge et al. (1995) discovered successful executives are able to work long hours because they found their work exciting and enjoyed working long hours, thus, yield a greater possibility of success than other executives.

More and more findings suggest that practically all personality traits can be classified under a five-factor model of personality, which was later been labeled as "Big Five" (Goldberg, 1990). The Big Five dimensions are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness that are found to generalize across almost all cultures (McCrae & Costa, 1997; Pulver, Allik, Pulkkinen, & Hamalainen, 1995; Salgado, 1997). Subsequently, researchers have found a link between proactive personality, and both objective and subjective career success (Seibert et al., 1999).

2.2.3 Organizational Variables

There were studies conducted to examine the influence of organizational characteristics on career success. Pfeffer (1991) emphasized the influence of both industry and organizational characteristics on individual outcomes such as performance, turnover, and salaries. Past researchers have found that larger organizations pay employees more than smaller organizations (Brown & Medoff, 1989), and argued that larger firms have a greater number of job vacancies available,

and thus, have more promotion opportunities (Whitely et al., 1991). This could be due to greater complexity and resources availability in larger organizations. Other characteristics include human resource staffing and development strategies, career system, type of industry within which the company operates, number of available promotions, geographic location and many other (Judge et al., 1995; Siebert et al., 1999; Spell & Blum, 2000). However, in general, the research results for the influence of these organizational characteristics on individual career success have not been consistent (Greenhaus, 2003 as cited in Callanan, 2003).

Besides all these factors, past literatures have also studied various career management strategies that individuals used to achieve career advancement in organization.

i. Political Influence Behavior

Judge and Bretz (1994) found that supervisor-focused tactics positively influence both subjective and objective career success. Effective use of political influence behavior enabled one to attain better career-related awards such as promotions (Aryee, Yaw, & Chay, 1993; DuBrin, 1990) and pay increment (Yukl & Falbe, 1990). In Malaysia, there were several studies been conducted on the effect of political influence behavior on career success (Chong, 1997; K'ng, 1996; Ong, 2001; Ooi, 1997). The study done by K'ng (1996) and Ooi (1997) revealed that managers who indulged in workplace politics were more successful with different political influence tactics depending on the situation. Political influence strategies suggest that how one deals with others in the organization has a bearing on one's success. This influence tactics is somehow related to emotional intelligence.

ii. Mentoring

Mentoring is viewed as an individual strategy for career success. There are many empirical work that have established the association of mentoring received by individuals in their organizational careers with objective (e.g., Dreher & Ash, 1990; Turban & Dougherty, 1994) and subjective (Peluchette, 1993) career success. Career mentoring at the beginning of a career has more impact on the frequency of promotion compare to other individual or organizational variables (Whitely et al., 1991). Chao, Walz and Gardner (1992) found career mentoring to be most strongly associated with employees' intrinsic job satisfaction. In Malaysia, Ang (2000) also found that mentoring is a significant predictor of career success. Previous studies suggested that both men and women benefited from mentoring process.

2.3 Emotional Intelligence

EI emerged from the realization that it impacts one's success and effectiveness more than raw intelligence (IQ), technical expertise, or even experience (Luthans, 2002). Therefore, it will be of help to understand the perception behind this concept for one's career success.

Organizational settings require interpersonal interaction. Cherniss (2001) noted that both naturally occurring relationships and formally arranged relationships in workplace contribute to EI. Most of the interactions in organization are related to performance of job assignment. For example, attending to customers, receiving instructions and reporting to supervisors, or working together with colleagues. Wong and Law (2002) found that employees with high levels of EI are able to effectively make use of their emotions to effectively interact with others. They also argued that

when applying different dimensions of EI in the organizational setting, employees would be able to adapt their perception of the work environment.

Furthermore, academic theoretical analysis reported that EI may help to facilitate individual employee in adaptation and managing change (Huy, 1999). In addition, there are academic proposals that relate EI to teamwork, team performance, self and supervisor ratings, organizational commitment, organizational citizenship behaviors, and stress reduction (Ashkanasy & Haertel, 2000).

Management scholars and practitioners begin to emphasize the value of a manager's EI when discussing on improving organizational effectiveness (Cooper, 1997; Harrison, 1997; Morris & Feldman, 1996). It is observed that EI influences organizational effectiveness in a number of areas such as employee staffing and retention of talent, development of talent, teamwork, employee commitment, morale, health, innovation, productivity, efficiency, quality of service, customer loyalty and others (Cherniss, 2001). It also plays an important role in satisfying the need to deal with massive change by the ability to perceive and understand the emotional impact of change on ourselves as well as on others.

2.3.1 EI and Career Success

Wong and Law (2002) found that regardless of the nature of the job, EI has a strong positive effect on job satisfaction. EI concept suggests that EI impacts one's physical and mental health as well as one's career achievements (Goleman, 1995). In a recent and excellent review of the EI literature, Dulewicz and Higgs (2000) demonstrated that EI impacts on one's work success in an organization. Some found EI to be a better predictor of life success (economic well-being, satisfaction with life, friendship,

family life), including job attainments, than IQ which leads to the catchy phrase “IQ gets you hired, but EQ gets you promoted.” (Luthans, 2002, p.68).

Emotional self-awareness facilitates the use of emotional input to form judgments, preferences and decisions. The ability to express emotions facilitates one to communicate effectively with others to realize one’s goals (George, 2000). In addition, emotional perception enables people to keep their career decisions align with their needs and values, and thus, experiencing career satisfaction. Moreover, most jobs require interactions with others. Therefore, whether or not one’s career commitment bears career success will depend on one’s level of interpersonal insightfulness and skills. People who are able to perceive and understand emotions in others should be able to empathize with others, relate well with others, and be socially skilled (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes, & Wendorf, 2001). These qualities should help them win positive appraisals from others (e.g., positive job performance ratings from supervisors), thus sustaining and enhancing high quality relationships with others, and accumulate social capital.

In Malaysia, Poon (2003) has attempted to study emotional perception as a moderator in the relationship of career commitment and career success. The sample in the research comprised of part-time graduate business students from three large Malaysian public universities who had full-time employment. She found that career commitment predicted salary level only for employees with average to high emotional perception but not for those with low emotional perception.

Goleman (1998) found that most effective leaders are alike in one crucial way that is they have high degree of EI. As workplace requires interactions with others, thus, it is essential to sustain a good working relationship with peers, subordinates and supervisors. Therefore, it is possible that successful individuals may acquire more EI

skills and competencies as to get works done through people, as well as to maintain or continue to further increase their career advancement.

Based on the above discussion, EI is certainly playing a significant role in interpersonal behavior at workplace. As all individuals have moods and feelings which influenced them in daily life, thus, the ability of understanding and managing emotions become important.

2.4 Affectivity

As we are aware, some people tend to be “up” most of the time, whereas others tend to be more subdued or even depressed. Why do people behave differently? This is related to affectivity. George (1992) linked affectivity to employees’ work behavior, and proposed that it should be considered when examining organizational behavior and attitudes. It is very important to understand affectivity because it is the indicator of our psychological state that can influence our behavior, which in turn affects work performance at workplace.

Different individuals carry with them different states of affect. The characteristic of affect is viewed in two basic categories: trait affect and state affect. Trait affect examined by Staw, Bell and Clausen (1986), is a long term, stable predisposition of individuals to perceive their environment as either positive or negative (e.g., Watson, 2000). On the other hand, state affect is a shorter-term response with greater fluctuation than trait affect. It influences how an individual feels or reacts to situations. Thus, the moods that an individual usually experience will reflect his or her overall trait affect. Therefore, other individuals with whom an individual interacts regularly will perceive and describe the person by his or her underlying trait affect, as the person’s typically expressed moods.

High positive affect (PA) comprises of feelings of enthusiasm and attentiveness, while low PA involves feelings of sadness and exhaustion; high negative affect (NA) comprises aversive affect such as anger and fear, whereas low NA involves feelings of calmness and serenity (e.g., Watson et al., 1988). Positive mood seems to support approach behavior, while negative mood seems to support avoidance behaviors (Watson, Weise, Vaidya, & Tellegen, 1999). Both low PA and high NA have been found to relate to general distress and dysfunction, depression, and state of nervousness (Watson et al., 1988).

George and Brief (1992) viewed that PA states and NA states are relatively independent of one another, and have different antecedents and consequences. Both argued that the study of affect in the workplace context should consider the bi-dimensional composition of affective experience. In some of the studies, PA is also recognized as a separate super-ordinate personality factor known as extraversion (Strumpter & Danana, 1998) while NA is also known as neuroticism (Watson & Clark, 1984).

2.4.1 Affectivity and Career Success

Moods and emotions experienced at work have been shown to influence job satisfaction (Brief & Weiss, 2002). In recent years, relationships discovered between PA and/or NA and job satisfaction are common in literature (e.g., Agho, Price, & Mueller, 1992; Necowitz & Roznowski, 1994; Schaubroeck, Ganster, & Fox, 1992; Watson & Slack, 1993). Various explanations for these empirical observations have been progressed (Judge, 1992). Affective dispositions generally influence the extent to which people are satisfied with and enjoyed their jobs (as well as other aspects of

their lives); whereas, job satisfaction is a component of subjective career success (Judge et al., 1995).

Brief, Butcher and Roberson (1995) rationalized that high NA individuals have tendency to reside on disappointment and inadequacy of themselves and others, resulting in lower job satisfaction. They may react with extreme emotion when facing negative job circumstances because they are more sensitive to negative stimuli, thus lowering job satisfaction.

Affective states also seem to play a major role in work motivation and performance (Baron, 1993; George, 1989). A person with PA often performs better than a person with NA as they view the world positively when facing problems. A person with NA often experiences higher level of negative emotions such as worry, anxiety, guilt, and sadness, and responds more negatively to stressful situations. All of these influence one's job performance.

2.4.2 EI and Affectivity

The influence of affect on our everyday life is remarkable and it should not be ignored. It is suggested that to be emotionally intelligent, one needs to be aware of the impact of affect on his or her cognition and behavior in social settings. Emotionally intelligent people are those who can distinguish the appropriate effect of affect. One can manage emotional responses by knowing when and how such effects operate, and makes vital implications to one's social life. Study by Palmer, Donalson and Stough (2002) suggested that components of EI construct explained for variance in PA and NA. They also found that people who reported greater understanding of feelings also reported greater levels of life satisfaction. PA was found to be the strongest predictor

of life satisfaction accounting for the most of the variance in satisfaction with life scale (SWLS).

Individuals higher in EI should experience a higher level of PA (Schutte, Malouff, Simunek, McKenley, & Hollander, 2002) and lower EI is associated to lower positive mood (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998). The understanding and regulation of emotions components of EI may assist PA in self-assessment process. Individuals high in EI may be able to sustain higher positive mood states because their emotion regulation abilities enable them to minimize some of the influences of negative situations and maximize the influence of positive situations (Schutte et al., 2002). Thus, the finding that higher EI was related with a greater increase in positive mood might mean either that those higher in EI are more reactive to positive stimuli or that they recover more quickly after exposure to negative stimuli.

Salovey and Mayer (1990) concluded that emotional clarity may be the requirement for the adaptive monitoring and managing of moods and emotions. It was suggested that individuals who experience affect clearly, may be able to withdraw from dwelling in negative thinking processes quickly, simply because their feelings are clear.

This suggest that there should be an interaction between EI and affect. As we are aware of no prior study done to examine the interaction impact of this two constructs on career success, the present study will attempt to find out this relationship in the Malaysian context.

2.5 Perceived Support

Employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al, 1986). They are constantly examining how their work environment is beneficial or disadvantageous to their well-being (Allen, 1995). Two important sources of support are support from the organization in terms of perceived organizational support (POS) and support from the supervisor in the form of perceived supervisor support (PSS).

2.5.1 Perceived Organizational Support

POS is positively related to a variety of work-related outcomes. These include affective organizational commitment (Eisenberger, Fasolo, & Davis-LaMastro, 1990; Settoon, Bennett, & Liden, 1996; Shore & Tetrick, 1991), subjective and objective measures of in-role job performance (Eisenberger et al., 1990, 1986), effort-reward expectancies (Eisenberger et al., 1990), help given to co-workers (Shore & Wayne, 1993; Wayne, Shore, & Liden, 1997), and influence tactics intended by employees to make supervisors aware of their commitment and accomplishments (Shore & Wayne, 1993). Perceived support was also positively related to beneficial suggestions in improving organization's operations (Eisenberger et al., 1990) and employees' innovation which is essential to the organization's growth and success (Smith, Organ, & Near, 1983). On the other hand, POS was negatively related to absenteeism (Eisenberger et al., 1990, 1986) and turnover intention (Wayne et al., 1997).

Past studies applying POS as moderator mainly rest on the role of POS in meeting socio-emotional needs. Organizational support theory proposes that POS fulfills the individual's needs for emotional support, affiliation, esteem, and approval (Rhodes & Eisenberger, 2002). The obligation to reciprocate POS increases with the

benefit's value (Gouldner, 1960) (as cited in Rhodes & Eisenberger, 2002) which should be greater among employees with high socio-emotional needs. A study by Armeli, Eisenberger, Fasolo and Lynch (1998) found that police patrol officers who had higher needs for approval, esteem, emotional support, or attachment demonstrated a stronger relationship of POS with arrest of drunk driver and issuance of speeding ticket.

POS was studied as a moderator in a research conducted among nurses for AIDS patient where it was found that POS moderated the NA of nurses due to exposures to AIDS patients (George, Reed, Ballard, Colin, & Fielding, 1993). A recent study by Erdogan, Kraimer and Liden (2003) also examining perceived organizational support and supervisory support in the form of LMX as moderator on the relationship of work value congruence and intrinsic career success. Lau, Mohd Nasurdin and Ramayah (2003) found perceived support moderated the relationship between procedural justice and one form of citizenship behavior that benefited the organization.

Perceived support could also be associated with expectancies that high performance would result in material rewards, such as pay and promotion, as well as social rewards, including approval and appreciation. It is suggested that perceived support strengthen affective attachments to the organization, thus employees with high perceived support would be expected to express stronger feelings of affiliation and loyalty.

POS enhanced employees' involvement by creating trust that the organization will take care to satisfy its exchange obligations through observing and rewarding efforts contributed by employees (Organ & Konovsky, 1989). Employees may use POS to judge the potential return of material and symbolic benefits resulting from

performing activities favored by the organization. The relationship between perceived support and effort-reward expectancies may be bi-directional. Employees who perceived high support expressed stronger feelings of affiliation and loyalty to the organization (Eisenberger, Cummings, Armeli, & Lynch, 1997), and they expressed stronger expectancies that high effort would in return yield material rewards involving pay and promotion, as well as social rewards including approval and recognition.

POS also acts as a buffering on stressor-strain relationship, and thus as a source of support that may assist employees to cope with challenges in achieving career success. Additionally, organizational support theory suggests that POS is a valued resource because it ensures employees that “aid will be available from the organization when it is needed to carry out one’s job effectively and to deal with stressful situations” (Rhoades & Eisenberger, 2002, p. 698).

High levels of POS are thought to stimulate feelings of trust, long-term obligations, and organizational association among employees (Rhoades & Eisenberger, 2002). According to Blau (1964) (as cited in Konovsky & Pugh, 1994), trust provided the basis for relational contracts and social exchange, and Tan and Tan (2000) distinguished the trust construct into two: trust in supervisor and trust in organization. Besides, POS may help to assist communication among the organization member (Erdogan et al., 2003). POS has also been linked with trust in management (Whitener, 2001) and cooperative behaviors, including helping behaviors toward coworkers (Rhoades & Eisenberger, 2002). Thus, organizational support may encourage individuals to interact and work together with other organizational members. Moreover, POS is also one of the dimensions encouraging employees’ perceptions of organizational membership (Masterson & Stamper, 2003). The resulting affective attachment would increase performance by increasing the

inclination to internalize the organization's values and norms, and to interpret the organization's gains and losses as the employee's own (Eisenberger et al., 1986).

2.5.2 Perceived Supervisor Support

Supervisor's behavior influences employee's behavior. Employees who perceive their supervisor as trusting them in their job, such as participating in feedback and goal-setting, seem to be more committed to their organization (Kidd & Smewing, 2001). Moreover, Rousseau (1990) found that many employees believed that they and their work organization had mutual obligations that exceed formal responsibilities by both parties. Rousseau characterized this psychological contract as an implicit understanding by employees that they and their employer will care about each other's needs and desires when taking actions that affect the other.

A supportive relationship with superiors is a vital contributor to one's career advancement (Igbaria & Wormley, 1992). Employees' careers are likely to be enhanced by supportive relationships with their supervisors. Such support may take the form of career enhancing functions such as providing challenging assignments, visibility, and funding, as well as psycho-social functions such as counseling, acceptance, and friendship (Baird & Kram, 1983). The importance of career support as a determinant of employee work motivation has been constantly highlighted in the Management Information System literature (Couger, 1990; Turner & Baroudi, 1986). Kirchmeyer (1998) reaffirmed that supportive relationships influenced the subjective components of success similarly for men and women, despite a less extrinsic returns for women.

Furthermore, Wayne et al. (1997) contend that the obligation feelings underlying POS were based on past organizational decisions made by the employee's

immediate superior, past superiors or even by higher-level superiors who did not directly supervise the employee. This can be seen especially in an employee's promotion ratings which are based on the decisions of many superiors. Such a history of rewards would as a whole generate feelings of obligation toward the organization since a variety of organizational representatives contributed to the rewarding experiences.

2.6 Theoretical Framework

Based on the discussion in the literature review subsections with regards to EI, affect, career success and perceived support, the conceptual framework for this study is developed. The variable of interest in this study is career success of employees in private organizations in Malaysian context. Career success consists of two dimensions: subjective and objective career success. Two independent variables, EI and affect, are believed to contribute to career success. Therefore, the present study is intended to examine the relationship between EI and affect (as predictor variables), with career success (as criterion variable). It also examines whether the interaction between EI and affect has significant impact on career success. In addition, this study attempts to investigate the moderating effect of perceived support. EI will be studied in four dimensions, i.e., self emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE) and use of emotion (UOE); whereas, affect will be studied in two dimensions, i.e., PA and NA. Perceived support in this study will be examined from two dimensions, i.e., perceived organizational support and perceived supervisory support. Figure 2.1 depicts the proposed theoretical framework.