

EMOTIONAL INTELLIGENCE AND CAREER DEVELOPMENT THROUGH ORGANIZATIONAL SOCIALIZATION: A PRACTICAL STUDY

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Abstract

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Emotional intelligence has become one of the popular concepts that have received the attention of many researchers in the field of management in recent times (Shipley, Jackson, & Segrest, 2010). Hashemi (2018) mentioned that emotional intelligence and organizational socialization are considered the most important and might be a predictor of productivity. This study intends to examine the impact of emotional intelligence on career development through organizational socialization in commercial banks in Jordan. The current study contributes to the literature by presenting an applied study that links emotional intelligence, organizational socialization, and career development. The population of the current study consisted of 13 banks listed on Amman Stock Exchange in 2021. The sample of the current study consisted of 298 employees. A descriptive and analytical approach was carried out. Furthermore, the study used the analysis of moment structures (Amos) program version 23.0 to test the study hypotheses. The current study came up with a set of results, one of the important that there is a mediation impact of organizational socialization on the relationship between emotional intelligence and career development which is partially consistent with the result of Liao, Zhou, and Yin's (2022) study that found that organizational socialization improves directly the new employee behavior and, in turn, support the innovation of team performance. The study recommends that commercial banks pay more attention to their employees by motivating and training them.

Keywords: Emotional Intelligence, Organizational Socialization, Career Development

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1. INTRODUCTION

Manpower is considered the most important asset for any firm; consequently, keeping a competent and skilled staff in an organization is very essential for the entire performance of a business (Osibanjo, Oyewunmi, & Ojo, 2014). Besides, career development is necessary for any organization that might assist in reducing the cost of recruiting and training spent on

new employees (Adeniji & Osibanjo, 2012). Furthermore, career development will benefit both the employees and the organization (Kakui & Gachunga, 2016). In other words, it will lead the organization to develop and enhance the employees' efficiency needed for the organization and increase their performance, cohesion, and retention (Nasution, Mariatin, & Zahreni, 2018).

Moreover, employees should be motivated and rewarded very well by an organization as a type of career development and promotion that leads to employee satisfaction and attain organization goals (Ratnasari, Sutjahjo, & Adam, 2019). Sitohang (2019) mentioned that career development refers to the activity of the employees that assist them in arranging and planning their future career in the organization, therefore, the organization and employees are concerned to develop themselves to the fullest.

Nowadays emotional intelligence is considered one of the most important definitions that received attention by practitioners and scholars in the field of management (Shipley, Jackson, & Segrest, 2010).

Ebrahimi, Khoshsima, and Zare-Behtash (2018) argued that emotional intelligence has been defined in many ways by several researchers. It was defined 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" (Salovey & Mayer, 1990, p. 189). Emotional intelligence and organizational socialization are significant and critical concepts and can be an indicator of productivity (Hashemi, 2018). Turnipseed and Vandewaa (2012) pointed out that there is a significant association between emotional intelligence and citizenship behavior. Organizational socialization was defined as the dynamic process to obtain organizational knowledge and skills, and by this process, the people acquire the essential roles and norms to work collectively or within the organization (Ratković-Njegovan & Kostić, 2014). Besides, the organizational socialization process leads to three sorts of essential changes, namely adopting a group of behavior acceptable models, upgrading skills of work, and adapting to customs and values of the group labor (Feldman, 1981).

Many of the studies were done by (Alsughayir, 2021; Banat, Rimawi, & Namourah, 2019; Ebrahimi et al., 2018; Shahhosseini, Silong, Ismail, & Uli, 2012; Yaghoubi, Doaee, & Ardalan, 2011) to test the emotional intelligence on the many variables such as vocational interest, writing skills, job performance, and relationship marketing. On the other hand, there are no studies were conducted to examine the impact of emotional intelligence on career development through organizational socialization, especially in the Jordanian environment. Besides that, the current study is expected to contribute theoretically by filling the gap of knowledge by reviewing the related literature and tested models linking emotional intelligence and career development that involved organizational socialization as a mediating variable. Furthermore, the current study is expected to contribute practically to providing the commercial banks with a set of recommendations that will contribute to improving the career development of employees in commercial banks in Jordan since commercial banks are one of the most important sectors in Jordan in accelerating the economic growth.

Accordingly, the current study aims to test the relationship between emotional intelligence and career development through organizational socialization in commercial banks in Jordan by

answering the following study questions which represent the problem of the current study:

Q1: What is the impact of emotional intelligence on career development?

Q2: Does emotional intelligence impact organizational socialization?

Q3: What is the impact of organizational socialization on career development?

Q4: Is there a mediation impact of organizational socialization on the relationship between emotional intelligence and career development?

The rest of the current study is structured as follows. Section 2 consists of the literature review and hypotheses development. Section 3 consists of the study model and methodology. Section 4 displays the data analysis and testing of the hypotheses. Section 5 presents the discussion of the findings. Lastly, Section 6 presents the conclusion of the study, the recommendations, limitations, and suggestions for future research.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1. Emotional intelligence

According to Goleman (1995), and Salovey and Mayer (1990) emotional intelligence definition was presented in the past decade to academics, researchers, and the public audience. Emotional intelligence relies on three constructions: the first one is that emotions perform an essential role in life; the second one is that the individuals differ in their ability to realize, understand, and administrate emotions; the third one is that these variations influence individual acclimation in many contexts, involving the workplace (Cherniss, 2010). Emotional intelligence is defined as the ability to recognize emotions to reach and generate them to aid ideas and understand and organize feelings and emotional knowledge to reach the enhancement of intellectual and emotional growth (Mayer & Salovey, 1997). It can be defined as the perceived individual feelings and others' feelings, the ability to identify and monitor them, and the capability to deal with others' empathy (Ebrahimi et al., 2018). Emotional intelligence is a very important element for intercultural complements by reinforcing its ability to perceive feelings related to cultural differences (Vinickýtė, Bendaravičienė, & Vveinhardt, 2020). Additionally, emotional intelligence is a wide-ranging expression counting a wide group of skills and personal qualifications that exceed the certain range of preceding knowledge similar to mechanical or occupational skills (Saeedi, Pazvari, Masouleh, & Mousavian, 2012). Furthermore, it is also described as the capacity to be aware, understand, and administer feelings for fruitful goals (Krishnakumar, Hopkins, Szmerkovsky, & Robinson, 2016). Besides, emotional intelligence consists of monitoring our emotions to build successful associations (Bencke, 2006). On the other side, there are three models for emotional intelligence which are known as a (1) mixed model, (2) trait model, and (3) ability model, designed by Bar-On, Goleman, Petrides, Salovey and Mayer, which determine emotional intelligence differently (Kanesan & Fauzan, 2019). In contrast, Goleman (1995) assumes that the dimensions of emotional intelligence are

classified into five dimensions, namely: self-regulation, self-awareness, empathy, motivation, and relationship management including its four main emotional intelligence measures (Barzil & Slaski, as cited in Ugoani, Amu, & Kalu, 2015). Fida, Akhter, and Bukhari (2022) found that there is a positive relationship between emotional intelligence and gender career advancement. On the other hand, Chagelishvili (2021) pointed out that emotional intelligence assists employees to attain success in work in many ways. Chong, Falahat, and Lee (2020) showed an important relationship between emotional intelligence and job performance. Banat et al. (2019) conducted a study that aimed to investigate the effect of emotional intelligence on vocational interests among Palestinian students. Furthermore, the study concluded that emotional intelligence appeared like an innovative indication of vocational interests. Another study conducted by Urquijo, Extremera, and Azanza (2019) provided primary evidence that emotional intelligence is a guide and related addition to attaining career success. Silva and Coelho (2019) indicate that there is a positive impact of emotional intelligence on creativity. Accordingly, the researcher develops the following hypothesis:

H1: Emotional intelligence has an impact on career development.

2.2. Organizational socialization

According to Shin and Joo (2015), the concept of organizational socialization was used for the first time in the field of management by the famous psychologist, Edgar Schein in 1968, which described as the ability of workers to adapt to the culture, norms, and rules of the organization. Moreover, in recent years, organizational socialization has developed from organizational value imposition to creating proactive workers. According to Field and Coetzer (2008), the importance of organizational socialization comes from the reason that it is the initial stage that passes any employee through it and this relied on the employee adaption and their future performance and on the efficiency and effectiveness of the socialization that provided by the organization. Organizational socialization is defined as the procedure which includes moving the outsiders into sharing the profitable insiders within the organization (Feldman, 1976). It was also defined as the process through which new employees adapt from outside the organization into joined and active insiders (Cooper-Thomas & Anderson, 2006). Furthermore, organizational socialization is defined as the range in which newcomers get the knowledge and skills and understanding of the functions of their new work and conduct communications with others within the organization and gets insight into the processes, culture, and people within the new organization (Ellis, Bauer, & Erdogan, 2015).

Organizational socialization focuses on the development of the organizations and individuals together as part of the integrated process (Balci, Ozturk, Polatcan, Saylik, & Bil, 2016). In this line, the researchers are concerned with understanding the process of socialization because it brings valuable advantages to the organizations and newcomers together (Batistič & Kaše, 2015).

Moreover, the dimensions of organizational socialization involve six dimensions, namely: sequential-non-sequential; collective-individual; serial-disjunctive; formal-informal; fixed-variable; and investiture-divestiture (Van Maanen & Schein, 1979). Alsughayir (2021) found that there is an indirect impact of job satisfaction as a mediating variable on emotional intelligence and organizational commitment. Jahan, Nerali, Parsa, and Kabir (2022) mentioned that emotional intelligence impact educational success. Moreover, the study conducted by Zamiri, Heidari, Askari, and Makvandi (2020) reached there is an effect of organizational intelligence and workplace-life skills, and employee empowerment training on organizational productivity and socialization with job stress in employees. Hashemi (2018) found that there is a significant relationship between emotional intelligence and organizational socialization and employee productivity. Whereas, Ugoani (2016) showed that there is a strong positive relationship between emotional intelligence and organizational competitiveness. Based on the above previous studies, the researcher develops the following hypothesis:

H2: Emotional intelligence has an impact on organizational socialization.

2.3. Career development

Career development is a very important phenomenon that received the attention of many parties such as human resource experts, practitioners, and decision-makers (Osibanjo et al., 2014). Career development practices are one of the cornerstones of any organization, whatever of its size, sector, and market (Kakui & Gachunga, 2016). Career development is defined as a set of systems that involves training systems, development programs systems, incentives systems, promotion systems, and salary-related to the organization (Li, Tong, & Wong, 2014). Besides, career development refers to employees' activity that assists them to plan their career future in a particular organization which leads to the development of the employees and organization to the maxim limit (DuBrin, 2002). According to Jusuf, Mahfudnurnajamuddin, Mallongi, and Latief (2016), the concept of career development is a process or activity to make the employee ready to get the position within the organization which is related to the required specification and abilities. Career development is considered an effective tool that assists the organization to develop a career for employees to be more productive in the organization (Rehman, 2017). Furthermore, career development substantially backs the individuals, groups, and organizations' effectiveness in attaining their goals (Hakim, 2020). Some organizations judge the career advancement of employees by changing their title positions, but the majority of the organizations, involving the health sector cannot provide more chances for promotion advancement (Adeniji et al., 2019). In addition, career development includes exerting intensive efforts directed to measuring employees' abilities to identify the potential career paths for that worker and designing and implementing different forms of coaching and experience to get ready this person for the more advanced work (Ogaboh, Nkpoyen, & Ushie, 2010).

On the other side, dimensions of career development involve career planning and career management (Al Homs, 2014). Career planning is defined as the process in which individuals recognize their proficiency, knowledge, and capabilities and implement the stages to achieve their career objectives (Chetana & Mohapatra, 2017). While career management is described as the process in which individuals gather information concerning the interests, values, strengths, and weaknesses of skills, which is called career exploration, and identify the career objective and participate in the career strategies which increase the possibility of career objectives to be attained (Patrick & Kumar, 2011). Purnomo, Utami, and Gill (2022) found there is a positive association between organizational socialization and career development. Yang and Chen (2020) have reached that there is an effect of organizational socialization on knowledge sharing alteration frequently over time. Nishanthi and Kailasapathy (2017) found there is an impact of organizational socialization on the commitment forms and there is no moderator impact of protean career orientation on these relations directly. Furthermore, Yilmaz and Yilmaz (2016) showed in their study that the level of organizational socialization has a positive and significant influence on organizational commitment and psychological empowerment has partial mediation in this relationship. Therefore, the researcher develops the following hypothesis:

H3: Organizational socialization has an impact on career development.

2.4. Organizational socialization, emotional intelligence and career development

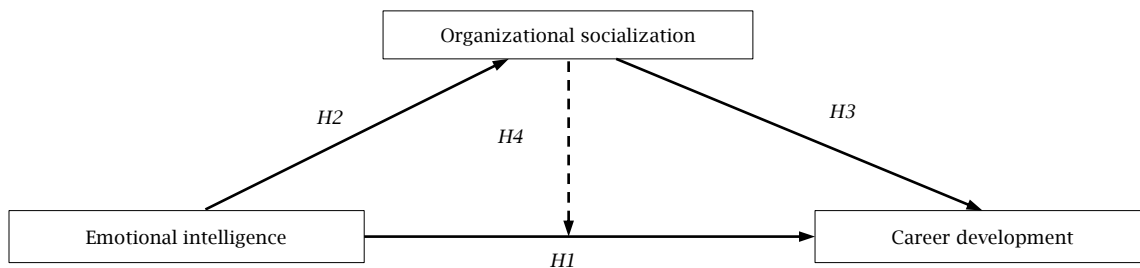
Liao, Zhou, and Yin (2022) refer that organizational socialization improves directly the new employee voice behavior and, in turn, supports the innovation of team performance. Poliak, Sabie, and Nica (2020) revealed in their study that emotional intelligence is very important for developing and encouraging the employees to well manage their career development better. Vibhor, Smrita, and Prachi (2020) found in their study that there is a positive correlation between career success and emotional intelligence. Furthermore, Özdemir and Ergun (2015) showed that there is a relationship between organizational socialization and organizational citizenship behavior with the person-environment fit as mediates variable. Therefore, the researcher expects there is an impact of emotional intelligence on career development through organizational socialization. Accordingly, the following hypothesis is developed.

H4: There is a mediation impact of organizational socialization on the relationship between emotional intelligence and career development.

3. STUDY MODEL AND METHODOLOGY

Figure 1 shows the proposed study model which explains the impact of organizational socialization on the relationship between emotional intelligence and career development.

Figure 1. Study model



The current study aims to test the impact of emotional intelligence on career development through organizational socialization in commercial banks in Jordan. Accordingly, a descriptive and analytical approach was carried out. The population of the current study consisted of 13 banks listed on Amman Stock Exchange in 2021. While the sample of the current study consisted of 298 employees who are working at commercial banks in Jordan which were selected purposively. Furthermore, the study applied the analysis of moment structures (Amos) program version 23.0 to test the study hypotheses. More specifically, Baron and Kenny's (1986) test was used to test the fourth hypothesis (H4). Notwithstanding, Smart partial least square (PLS) software 3.0 can be used to test the hypotheses of the current study.

3.1. Study instrument

Moreover, the current study relied on a questionnaire to collect data from respondents. Furthermore, the researcher developed the questionnaire which has been divided into four sections: the first one involves the demographic information; the second section includes the questions related to emotional intelligence obtained from Schutte et al., (1998) and measured by nine questions; the third section consists of the questions related to organizational socialization which were adopted from Chao, O'Leary-Kelly, Wolf, Klein, and Gardner (1994) and measured by eight questions; the fourth section includes the questions related to career development which were adapted from Simiyu and Mbithi (2019) and measured by nine questions. Moreover, a five-point Likert scale was used to classify the respondents' answers. Table 1 below shows the demographic characteristics of the study sample.

Table 1. The demographic characteristics

Variables	Category	Frequency	Percentage (%)
Gender	Male	188	63.1
	Female	110	36.9
Total		298	100
Experience	Less than 5 years	18	6.0
	5 to less than 10 years	109	36.6
	10 to less than 15 years	129	43.3
	15 years and above	42	14.1
Total		298	100
Educational level	Less than diploma	26	8.7
	Diploma	31	10.4
	Bachelor	220	73.8
	Master	21	7.0
Total		298	100

3.2. Validity and reliability

For the validity of the instrument, the researcher has exhibited the instrument to a set of academics and specialists in the area of the current study to get feedback, comments, and suggestions regarding language, clarity, and sequences. Besides, all comments and notes were carried out. To test the reliability of the instrument, the researcher conducted the Cronbach alpha test to ensure the internal consistency of the items of the questionnaire, and Table 2 displays these results.

Table 2. The Cronbach's alpha value

Variables	Cronbach alpha value
Emotional intelligence (EI)	0.869
Organizational socialization (ORs)	0.885
Career development (CRd)	0.889

Table 2 above indicates that the Cronbach's alpha values of all variables are higher than 70%; therefore, the questionnaire is acceptable for statistical analysis according to Hair, Black, Babin, and Anderson (2010).

4. DATA ANALYSIS AND HYPOTHESES TESTING

4.1. Descriptive analysis

Table 3 displays the descriptive analysis which consists of means and standard deviation for the study variables.

Table 3. The descriptive analysis

Variables	No. of items	Means	Std. Dev.
EI	9	2.18	0.781
ORs	8	2.17	0.744
CRd	9	2.39	0.845

Before testing the hypotheses of the current study, the researcher conducted the Pearson correlation. The coefficient values are provided in Table 4.

Table 4. The Pearson correlation

Variables	EI	ORs	CRd
EI	1	0.278**	0.209**
ORs		1	0.562**
CRd			1

Note: ** correlation is significant at the 0.01 level.

We noted from Table 4 that the range of Pearson correlation coefficient values was from 0.209 to 0.562 which refers that there is a positive and statistically significant correlation between emotional intelligence and organizational socialization and career development.

4.2. Hypotheses testing results

Table 5 shows the value of R-square equals 0.367 which indicates that the emotional intelligence interprets 36%, 7 of the change in career development. The value of C.R. is 13.111 while the value of Durbin-Watson (1.925) is within the acceptable level and the estimated value is 0.669. Therefore, we approved *H1*, which mentioned that emotional intelligence has an impact on career development.

Table 5. The first hypothesis testing

Variables	Estimate	Std. Err.	Critical ratio	p-value	Decision
CRd <--- EI	0.669	0.051	13.111	***	Accepted
R-square	0.367				
F change	171.328				
Durbin-Watson	1.925				

In Table 6, the value of R-square equals 0.631 which refers that emotional intelligence explains 63%, 1 of the change in career development. The value of C.R. is 22.551 while the value of Durbin-Watson (1.898) is within the acceptable level and the estimated value is 0.656. Therefore, we accepted *H2*, which stated that emotional intelligence has an impact on organizational socialization.

Table 6. The second hypothesis testing

Variables	Estimate	Std. Err.	Critical ratio	p-value	Decision
ORs <--- EI	0.656	0.029	22.551	***	Accepted
R-square	0.631				
F change	506.822				
Durbin-Watson	1.898				

Table 7 shows that the value of R-square equals 0.540 which indicates that the organizational socialization justifies 54%, 0 of the change in career development. The value of C.R. is 18.667 while the value of Durbin-Watson (1.948) is within the acceptable level and the estimated value is 0.982. Therefore, we accepted *H3*, which stated that organizational socialization has an impact on career development.

Table 7. The third hypothesis testing

Variables	Estimate	Std. Err.	Critical ratio	p-value	Decision
CRd <--- ORs	0.982	0.053	18.667	***	Accepted
R-square	0.540				
F change	347.298				
Durbin-Watson	1.948				

To test *H4*, the researcher used the Baron and Kenny’s (1986) test, which consists of three conditions as follows:

1. The independent variable has an impact on the mediating variable.
2. The independent variable has an impact on the dependent variable.
3. The independent variable has an impact on the dependent variable in the presence of the mediating variable. Table 8 shows the results of *H4* testing.

Table 8. The fourth hypothesis testing

Variables	Estimate	Std. Err.	Critical ratio	p-value	Trends
ORs <--- EI	0.656	0.029	22.551	***	Path A
CRd <--- ORs	0.920	0.087	10.629	***	Path B
CRd <--- EI	0.065	0.071	0.909	0.364	Path C

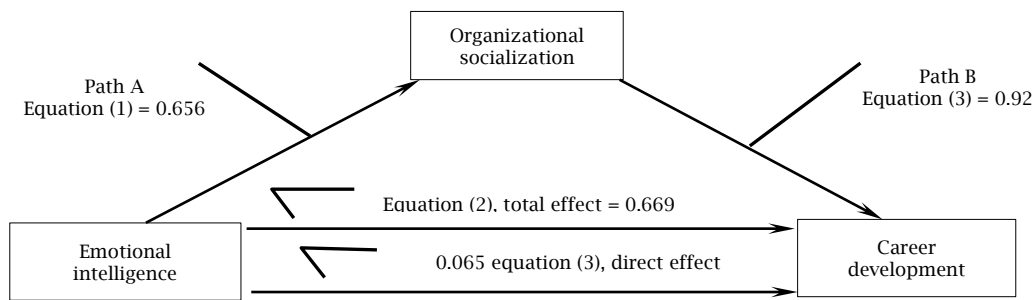
Table 8 above explains the direct and total effect of the relationship between emotional intelligence and career development relied on Baron and Kenny’s (1986) test. Furthermore, the table shows the results of Amos program version 23.0 that found the coefficients of the regression of Path A equal 0.656, while the coefficients of the regression of Path B equal 0.920, which accordingly refers that are statistically significant according to C.R. values which equal 22.551 and 10.629. In the contrast, the direct effect of Path C, which involves organizational socialization as a mediating variable has not been statistically significant at the level (0.05) and the estimated value is equal to 0.065 while the value of C.R. is 0.909. Therefore, the value of the estimate of the direct

effect is equal to 0.065, which is closer to zero than the total effect (0.364) and is not statistically significant at the level (0.05). Consequently, we accepted *H4*, which states that there is a mediation impact of organizational socialization on the relationship between emotional intelligence and career development. In addition, Table 9 shows the result of the total effects as follows:

Table 9. The total effects

Variables	EI	ORs
ORs	0.656	0.000
CRd	0.669	0.920

Figure 2. The study model



Note: The study model is according to Baron and Kenny’s (1986) test.

5. DISCUSSION OF THE FINDINGS

The current study was intended to examine the relationship between emotional intelligence and career development through organizational socialization. The findings of the current study showed that emotional intelligence has an impact on career development. Accordingly, this finding is supported by Chong et al. (2020), Banat et al. (2019), and Urquijo et al. (2019). However, this finding ensures the importance of emotional intelligence inside the organizations; and it must be taken more attention by the managers because emotional intelligence leads to enhance and development of employees’ skills and thus increase organizational

performance. Furthermore, it found that emotional intelligence has an impact on organizational socialization. Consequently, this result is consistent with the study by Alsughayir (2021), Zamiri et al. (2020), Hashemi (2018), and Ugoani (2016). In this regard, we can explain this result by the focus the organization on the feeling and emotions of their employees; so if the employees are happy and satisfied they will accommodate and adapt to the organization’s environment and then they will maximize their efforts as much as possible as. In addition, it was revealed that organizational socialization has an impact on career development. This result is aligned with the study by Purnomo (2022), Yang and Chen (2020), Nishanthi and

Kailasapathy (2017), and Yilmaz and Yilmaz (2016). Accordingly, we can interpret this result that organizational socialization is a vital issue in the organization, so if the organization facilitates the entire requirement to their employees to be more comfortable which, in turn, leads them to think creatively and identify their career path development. Finally, it also found there is a mediation impact of organizational socialization on the relationship between emotional intelligence and career development. This result is aligned with the study by Liao et al. (2022), Vibhor et al. (2020), and Özdemir and Ergun (2015). In this regard, organizational socialization is an important element that can help both organizations and employees to get what they want. Moreover, organizational socialization focuses on the development of organizations and individuals together as part of the integrated process (Balci et al., 2016). Based on the mentioned above, there is the implication for decision-makers and employees. Moreover, future studies in particular in the Jordan environment must take into account the theme of organizational socialization because it plays a critical role in enhancing the relationship between emotional intelligence and career development. The current study also provides some important practical implications; banks have a responsibility to pay attention to the emotional aspect of employees by focusing on organizational socialization which leads to developing their careers and retaining them for a long time.

6. CONCLUSION

The current study concluded that emotional intelligence has an impact on career development. Furthermore, emotional intelligence has an impact on organizational socialization. Moreover, organizational socialization has an impact on career development. Besides, there is a mediation impact of organizational socialization on the relationship between emotional intelligence and career development.

The importance of this study comes as a continuation of the previous studies to fill the gap

in the literature on emotional intelligence and career development in the presence of organizational socialization in commercial banks in Jordan. Abu Bakir (2019) indicated focusing on the psychological and social needs of the employees of commercial banks in Jordan to develop their career paths. Furthermore, the importance of the current study stems from the emotional intelligence is one of the most factors affecting all activities in the organization, especially in career development.

Based on these results of the current study, the study recommended that the commercial banks in Jordan should focus more on the levels of emotional intelligence, organizational socialization, and career development levels. Furthermore, establish a new department that specialized in the field of emotional intelligence, which stimulates the employees to generate new ideas and think in an unfamiliar way to develop them periodically. Moreover, pay more attention to their employees by motivating and training them and try to eliminate cultural differences, and create a favorable environment by focusing on the relationships between the managers and their employees to make the work easy. It should continuously strive to achieve compatibility between its need and employee needs via developing support organizational culture and re-arrange its systems regarding staffing and promotions policy. On the other side, we suggest that further research could comprise job satisfaction, compensation system, organizational culture, and workforce diversity with applies in different sectors.

The current study has many limitations. The first is that the current study was applied to the commercial banks in Jordan, thus we cannot generalize the results to the other banks, for instance, Islamic banks. The second is the lack of previous studies that linked the variables adopted in the current study. Moreover, the current study was conducted during the COVID-19 period so not all the employees answered the questions in the questionnaire because they were working remotely.

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