

Impact Of Emotional Intelligence On Personality Domains And Career Search Self-Efficacy Among Ph.D. Scholars

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Abstract

This research investigates the impact of emotional intelligence (EI) on personality domains and career search self-efficacy (CSE) among PhD Scholars. The objectives of this study are to determine the direct and indirect relationships between EI and the examined psychological constructs and to identify EI's mediating effects in these relationships. The research methodology employed is a quantitative study with a convenience sample of PhD scholars from different Pakistani universities. The study's results showed that EI positively correlated with CSE and neuroticism, extraversion, agreeableness and conscientiousness. Furthermore, EI was a significant mediator between personality and CSE, and it had a moderating effect on the relationship

between personality domains with CSE. These findings demonstrate the importance of EI in academic achievements and successful career decision-making.

Keywords. Emotional intelligence, Personality domains, Career search efficacy, PhD Scholars

Introduction

The impact of emotional intelligence on personality domains and career search efficacy among PhD scholars is an important research area yet to be fully explored. This research area can provide valuable insights into how emotional intelligence can be a critical factor in influencing the various aspects of PhD scholars' personalities, career decisions, and overall career success. By exploring this topic, researchers can better understand the role of emotional intelligence in career decision-making and how it intersects with other personality traits that can predict career success. Additionally, understanding how emotional intelligence impacts career search efficacy can help identify strategies for enhancing the effectiveness of career decision-making for PhD scholars.

Emotional intelligence (EI) is a relatively new concept in psychology that has been gaining attention in recent years. It is defined as the ability to recognize, understand, and manage one's own emotions and those of others. It is believed to be an important factor in successful career decision-making and overall life satisfaction. The purpose of this study was to examine the impact of EI on personality domains and career search efficacy among Ph.D. scholars. It is a key factor in determining how successful a person is in life, and it has been linked to a variety of personality domains. EI has been found to have a positive impact on the Big Five personality traits, which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits are believed to influence an individual's career decision-making process. Career decision-making self-efficacy refers to an individual's belief in their ability to make successful. Emotional intelligence (EI) is a key factor in career search-efficacy, which is the belief that one can make successful career decisions. Research has shown that individuals with higher levels of EI are more likely to have higher levels of career search efficacy. This is because individuals with higher levels of EI are better able.

University life is not only designed for entrepreneurship but also gives a clear indication of the career and life choices that made there. Self-awareness is something one should be aware of before making a career decision.

Emotional intelligence can be defined as the monitoring ability by which a person monitors their and other people's emotions, labels them according to their thinking behavioral show off (Mayer and Salovey 1997). From individual achievements to team success, it does not matter whether you are a business owner, doctor, student, or belong to any other field; consistency and emotional intelligence play a vital role in your life (McKinley 2014).

Along with self-efficacy, personal and academic support needed for the best response from the PhD students. Students' self-efficacy can only be enhanced with the proper guidelines and support from their supervisors (Gardner 2007).

Self-efficacy developed and was enriched among PhD students after they established regular meetings and reporting sessions with their supervisors. There is a rise in career decision-making abilities, and high self-efficacy was observed in PhD scholars (Heath 2002). While PhD scholars were seen not to submit their complete reports on time because of poor relationships with their supervisors and a decline in emotional intelligence, the reasons behind their lateness in completing their degrees were a fall in their self-esteem and self-efficacy that was due to a lack of attention from their supervisors, less guidance, and an absence of meetings with their supervisors (Zhao et al., 2007). It's a powerful combination for a student who knows how to manage his or her feelings and emotions successfully so they can achieve a more successful and effective career ahead (Cooper 1997).

Emotional intelligence

According to the research, emotional intelligence is more strongly associated with making career decisions. Persons with strong EI are successful in making more personal growth and have also adopted psychological advantages over their career journeys (Puffer 2011). In the case of emotional intelligence, women are found to be stronger and more stable with it than men. With this, they also have more self-esteem and self-efficacy in professional life (Troisi 2001). In professionalism, people with a higher EI can respond more effectively and turn out their thinking and guidelines in these directions of career making. They can strongly stick to their career path more firmly than a person with weak EQ (Di Fabio 2012).

EI helps with connecting more firmly with the goal. So a person with high emotional intelligence sticks to their goals; that's why it gives a kind of commitment to a specific goal. A goal-oriented person approaches a career even in their graduation, post-graduation, and doctoral programs (Archer, 1989b). There is also a direct link between EI and stress. As a student, both factors are necessarily connected to each other. During a degree, a student needs to be calm for the whole research process. Scholars with high EI can easily manage their stress due to their goal-oriented nature (Bryant 2015).

There are five components that make up emotional intelligence. These competencies are evaluated socially and emotionally. These are self-regulation, motivation, self-awareness, social skills, and empathy. Naturally, EI is not fixed in a person; it is acquired gradually. Actually, it is learned through one's experiences in life. For students, they need to be more consistent with their studies for high self-efficacy (Goleman 1998). On the basis of various studies, the importance of EI eventually enhances the lives of students and scholars. There is a direct connection between EI and

academic success among learners. Thus, scholars need to have a strong insight into their EQ for career decisions (Bellack 1999).

Personality traits

Personality is a distinguishing characteristic between two persons that separates them from each other on the basis of intellectual and behavioural characteristics (Hockenbury, 2010). Personality is a factor that determines and shows a person according to the situation and surroundings; it includes his behaviour, thinking, and all other factors that are his personality definers. Thus, the personality of a person decides and defines their career, job, and study (Crant, 2006).

Five-factor personality traits are helpful in defining the types of a personality. These 5 points are easily measured beyond the cultural and language differences just by voting with the agree, disagree, strongly agree or disagree, and neutral statements (McCrae et al., 1987).

Career Search Efficacy

In the case of career decisions, there is still a certain type of complexion among PhD scholars. Most of the PhD holders are related to the sciences and engineering fields, thus limiting the other interdisciplinary subjects. The trends among PhD scholars is due to their low self-efficacy to go with the flow or with subjects that are trending (Fuhrmann et al. 2011).

It's a kind of low self-efficacy that is also observed after having strong EI, in that there are limited career opportunities for the PhD students due to their mismatched training and lower career opportunities. This kind of self-doubt releases stress on PhD scholars and makes them feel regret after admission (Sauermaann & Roach, 2012).

During the degree program, more often than not, the scholars feel like there is a gap after their admission, not knowing where they are and where to go next. Most of the PhD scholars are fearful about their careers as they are left with a few optional professor jobs. Due to their lack of self-efficacy during the degree program, they left uncomfortable and doubtful about their own positions during the PhD program and fed up with their complicated studies (Sampson et al., 2004).

According to a few authors, the EI of a person can be evaluated using the self-support and performance a person shows towards a work (Petrides et al., 2007).

Problem Statement

The problem of understanding the impact of emotional intelligence on personality domains and career search efficacy among Ph.D. scholars is a topic of significant interest in the fields of psychology and education. While there is evidence to suggest that emotional intelligence may have a positive impact on these aspects of an individual's development, there is a lack of research on the specific ways in which

emotional intelligence may impact personality domains and career search efficacy among Ph.D. scholars. This lack of understanding represents a significant problem, as it limits our ability to provide targeted support and interventions for individuals seeking to develop these aspects of their lives.

Emotional intelligence refers to an individual's ability to recognize and understand their own emotions and the emotions of others, and to use this awareness to manage their own behavior and relationships effectively. Personality domains refer to different areas or dimensions of an individual's personality, such as their values, beliefs, goals, and behaviors. Career search efficacy refers to an individual's confidence in their ability to make decisions related to their career.

To address this problem, further research is needed to explore the relationship between emotional intelligence and personality domains and career search efficacy among Ph.D. scholars. This could be accomplished through a research design such as a survey or experiment, in which the levels of emotional intelligence, personality domains, and career search efficacy are measured and analyzed. Such research would provide valuable insights into the ways in which emotional intelligence may impact an individual's career development and success, and could inform the development of targeted interventions and support for Ph.D. scholars seeking to optimize these aspects of their lives.

Aims of this Research

The main aim of this research is to examine the impact of emotional intelligence (EI) on personality domains and career search efficacy among Ph.D. scholars. This study aims to explore the specific ways in which EI may impact these aspects of an individual's development and to identify any potential differences in the relationship between EI and personality domains and career search efficacy among Ph.D. scholars from different academic disciplines.

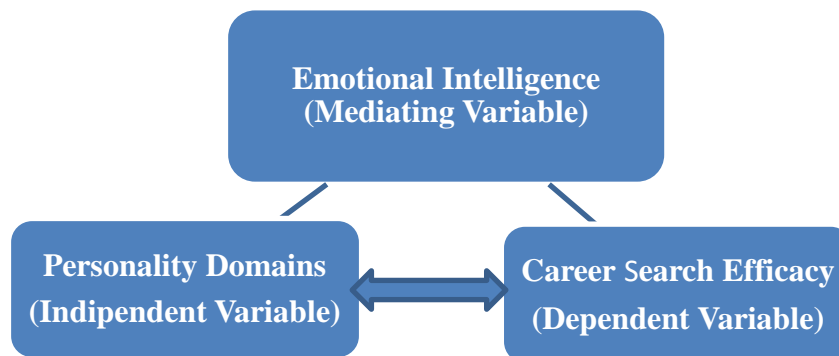
Research Questions

1. What is the relationship between emotional intelligence and personality domains among PhD. scholars?
2. What is the relationship between emotional intelligence and career search efficacy among PhD. scholars?
3. How does emotional intelligence influence PhD. scholars' career search efficacy?
4. How does emotional intelligence influence the development of personality domains among PhD scholars?
5. Does emotional intelligence have an impact on career search efficacy among PhD scholars?
6. What are the implications of emotional intelligence on career search efficacy among PhD scholars?

Hypothesis

1. Higher levels of emotional intelligence will be associated with increased self-efficacy in career search and better career outcomes among PhD scholars.
2. Emotional intelligence will be positively correlated with personality traits associated with successful career outcomes, such as conscientiousness and openness to experience.
3. Higher emotional intelligence will be associated with increased career satisfaction among PhD scholars.
4. Emotional intelligence will be predictive of greater career development among PhD scholars.
5. Emotional intelligence will be a better predictor of career outcomes than other personality traits among PhD scholars.

Conceptual Framework



Literature review

Globally, literature explains the factors that are most often the reason behind choosing a career in a student's life. These points involve passion, family pressure, values, gender, capacity, employment pressure, and self-efficacy. Choosing a career is the hardest task for a student, whether at school, college, or university level. It's a decision that will be long-lasting and stay with you. However, it becomes too difficult when, at first, a student chooses a career that he thinks is challenging, but in reality, it needs more attention to the academics and low information may be problematic for him (Machio, 2007).

A career choice should be made according to the personality traits. Students with low compatibility with the environment and low self-efficacy face more difficulty and change in their careers than others. These personality types are helpful in determining the levels of engagement and in utilising the activities of a student (Holland, 1997). It's a problematic issue that is rising among university students and scholars that they go with the career path in which employment is available rather than going with

their own interests. Students are mostly making career decisions under the fear of unemployment and family pressure rather than following their own passion. Gender discrimination, family pressure, exam stress, and employment factors are the main reasons behind their career decisions (Elton et al., 1986).

The career of a person defines their lifestyle and other life goals, status, and values. A person who selects a suitable career with emotional intelligence is actually fulfilling his psychological needs (Field, 2008; Brown, 2003).

EI is the main thing that helps a scholar's life bind towards their goal. Ultimately, it shows and has a high impact in terms of academics (Kokkinos & Vlavianou, 2021). Academic performance is the most important part of a student's life. This performance is also affected by the personality traits of a person. All these qualities are interconnected in the career-making process. Consciousness was found to be the most important factor in the career field (Huges & Smith 1990).

Rehana (2016) clarifies that students differ a lot in EI and stress. According to the research conducted among male and female scholars of the university, it was concluded that men were more dominant with their EQ than females. Female scholars were found to be under more stress than the males. It was also found that students from public sector universities had stronger EQs than those from private sector universities. Ultimately, it is a matter of time before practitioners adopt strategies to enhance their EI among scholars.

Emotional intelligence now can be measured according to the available set of skills, talents, attitudes, and competencies that are present in a person. These all can be measured according to the presence of coping style, behaviour, communication, and mental state in a person (Weiner, 2005).

According to the Golmen hypothesis, EI contains the main 5 components within it. These five components include motivation, self-awareness, empathy, self-regulation, and competences. These qualities highlight and determine the person's successes in the career field, as it is important to produce extraordinary outcomes (Goleman, 2001). The role of personality eventually has the strongest impact on the career. Individual career interests are actually expressions of the kinds of capacities related to a field.

Traditionally, there are five major personality traits that contribute to the success of a person's career. These particular traits involve openness, extraversion, conscientiousness, neuroticism, and agreeableness (Rantanen et al., 2007). Due to the conscientiousness and self-efficacy confined to a particular career with continuity, a scholar can succeed in his career.

Methodology

Research Design

This study used cross-sectional correlational research. This study surveyed MS, MPhil, and PhD students. The survey measures emotional intelligence, personality domains,

and career search efficacy. Statistical analyses examined emotional intelligence, personality domains, and career search efficacy. This study showed how emotional intelligence helps PhD students choose careers.

Participants

MS scholars, MPhil scholars, and PhD scholars from various departments of Pakistani universities engaged in this study; the age range was between 26 and 40 years, and both genders, males and females, participated.

Sampling

For data gathering, a method of convenient sampling was used. MS scholars, MPhil scholars, and PhD scholars from Pakistani institutions participated in the study. The study's sample size was comprised of 255 university students. Pakistani data were obtained from both rural and urban locations. The data was gathered using both digital and physical methods. This research was conducted by MS students, MPhil students, and PhD students from the Arts science, social Science, computer science, and business departments.

Inclusion criteria

The students who are enrolled in MS, MPhil and PhD participated in this research.

Measures

Demographic sheet

The demographic sheet was created to gather data on demographic factors. The demographic sheet includes the participant's age, gender, university, education level, subjects, residence, and family structure (Joint, Nuclear).

Instruments

Wong and Law of Emotional Intelligence Scale (WLEIS). The Wong and Law Emotional Intelligence Scale (WLEIS) is a self-report measure of emotional intelligence that was developed by Wong and Law in 2002. The scale has 16 questions and four subscales. There are four items for self-emotion appraisal, four for emotional regulation, four for using emotions, and another for emotion evaluation. WLEIS employs a seven-point Likert-type scale (1 = strongly disagree, seven = strongly agree). The total score is the combination of all sixteen scores. The scale's reliability is 0.88 (Wong & Law, 2002).

Big-Five Personality Scale. The Big Five Personality Scale is a set of questions designed to assess an individual's personality traits. The assessment is based on the five-factor model of personality, which contains five traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. The scale measures how individuals

perceive themselves and their behavior in relation to these traits, providing a holistic view of their personality (McCrae et al., 1987).

Career Search Efficacy Scale. The career search self-efficacy scale (CSES; Solberg et al., 1994) was used to assess the degree of perceived confidence to successfully perform various career-search activities. Items beginning with the phrase “How confident are you in your ability to:” were rated on a 10-point scale ranging from 0 (very little) to 9 (very much). Sample items include: “Identify and evaluate your career values” and “Utilize your social networks to gain employment. The total score on the scale was calculated by adding the responses to the 35 items; higher scores indicated higher levels of career self-efficacy.

Procedure

Initially, the respondents were apprised of the research's aims and assured of the anonymity of their responses and adherence to the ethical requirements of confidentiality in data processing. To prevent random or inconsistent responses, control questions were included to identify any abnormalities or biases in the responses. In addition to these instances, questionnaires that were incomplete were also eliminated. The Wong and Law emotional intelligence scale (WLEIS) measured participants' EI, the career search self-efficacy scale (CSES) measured their confidence in making smart professional decisions, and the big-five personality scale measured personality types. Participants were informed that they might terminate their participation at any moment.

A demographic sheet and three scales were administered to the university students. Before using the scales, permission was taken from the authors to use a scale for research. After taking permission, online and physical modes were used to collect data. A Google form was created for online data collection, and the link is shared with MS, MPhil, and PhD scholars via social media and Whatsapp. In the online form-filling process, students from the whole of Pakistan participated. For physical data collection, I visited different universities of Lahore, both public and private, and distributed forms among scholars; they filled out the forms and gave them back to me after completing the form within 25 minutes.

Statistical Analysis

The data collected through the online and physical survey methods and analyzed data to identify any statistically significant correlations between EI, personality domains, and career search efficacy.

For data analysis, we used a statistical package for social sciences (SPSS 25). We have used descriptive statistics for analyzing demographic variables. We have used correlational analysis, and mediation regression analysis to analyze this research study's results.

Ethical considerations

After taking permission for the research, permission was taken from the authors of the scales we used. After formal permission from the research cells, data were collected

from different universities in Pakistan. Confidentiality of the information collected from the participants has been ensured, and results were used only for the research purpose.

Results

The results of this analysis were used to draw conclusions about the relationships between these three factors and their impact on PhD Scholars' success in making career decisions.

Table 1 Mean and Standard Deviation Table for Age (N=255)

Variable	M	S.D
Age	31.06	4.40

Note: M = Mean, S.D = standard deviation

The above table showed that the participants mean age is 31.06 and standard deviation is 4.40.

Table 2 Frequency Distribution Table for Gender, Age Category, Family System, Marital Status, Residents, Subjects, Education Level, University Type (N = 255).

Variables	f	%
Gender		
Male	113	44.3
Female	142	55.7
Age Category		
26-30	127	49.8
31-35	79	31.0
36-40	49	19.2
Family System		
Nuclear	122	47.8
Joint	133	52.2
Marital Status		
Single	61	23.9
Married	194	76.1
Residence		
Rural	109	42.7
Urban	146	57.3
Education Level		
PhD Scholars	60	23.5
MS Scholars	133	52.2
MPhil Scholars	62	24.3
Subjects		
Social Science	72	28.2
Arts	38	14.9

Commerce	55	21.6
Computer Science	90	35.3
University Type		
Government	103	40.4
Private	152	59.6

Note: f = Frequency, % = Percentage

Using the table which can be identified above, the most of the testers are female (55.7%), and the most of them fall into the age range of 26 to 30 years, which accounts for 49.8% of the total. In comparison, the age range of 31-35 years makes up for 31.0% of the total, whereas the age range of 36-40 years represents for 19.2% of the total. Nuclear families make up 47.8% of all households, while joint families account for the remaining 52.2%. 59.6% of the participants are students from private universities, while 40.4% are from public universities. MS scholars make up 52.2% of the total, while MPhil scholars and PhD scholars each account for 24.3% and 23.5% of the total. The percentage of scholars who live in urban regions is 57.3%, while the percentage who lives in rural areas is 42.7%. 76.1% of students are married, whereas 23.9% of students are not married. Most of the scholars from computer science are 35.3% and others are 28.2%, 21.6%, 14.9% social science, commerce and arts students respectively.

Table 3 Psychometric properties for Scales

Scale	M	SD	Range	Cronbach's α
WLEIS_TOTAL	124.33	7.03	54-110	.88
SEA	26.05	2.04	13-28	.88
OEA	25.51	1.99	13-29	.72
UOE	25.18	1.91	14-29	.64
ROE	25.64	2.16	12-27	.78
BFPS_TOTAL	169.85	5.12	163-177	.82
Extraversion	64.48	2.25	41-47	.72
Agreeableness	64.65	2.33	41-48	.78
Conscientiousness	64.57	2.23	42-46	.80
Neuroticism	13.54	2.15	12-16	.72
Openness	44.53	2.20	43-48	.66
CSES_TOTAL	310.48	17.40	280-365	.96

Note: WLEIS = Wong and Law emotional intelligence scale, SEA = self-emotional appraisal, OEA = others' emotional appraisal, UOE = use of emotion, ROE = regulation of emotion, CSES = career search efficacy Scale, BFPS = big five personality scale, M = Mean, S.D = standard deviation

Table 3 illustrates the psychometric characteristics of the measures employed in this study. The table shown above exhibits the psychometric features of scales. The Wong and Law Emotional Intelligence Scale has a Cronbach's α rating of 0.88 (<.70), indicating strong internal consistency, WLEIS subscales (self-emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE)), Cronbach's α rating of .88 (<.70), .72 (<.70), .64 (>.70), .78 (<.70) respectively. Cronbach's α for the career search efficacy Scale is 0.96 (<.70), showing high internal consistency. The Cronbach's α rating of 0.82 (<.70) for the big five personality scale suggests strong internal consistency, BFPS subscales extraversion, agreeableness, conscientiousness, neuroticism and openness respectively. Cronbach's α rating of .72 (<.70), .78 (<.70), .80 (<.70), .72 (<.70), .66 (>.70) respectively.

Table 4 Descriptive Statistics and correlation between emotional intelligence, big five personalities and career search efficacy using the Pearson Product Moment Method (N=255)

Scale	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. WLEIS_TOT	102.39	6.84	-											
2. SEA	26.09	2.03	.87*	-										
3. ROE	25.51	1.99	.83**	.67**	-									
4. UOE	25.18	1.91	.82**	.58**	.60**	-								
5. OEA	25.64	2.16	.85**	.67**	.54**	.61**	-							
6. BFPS_TOT	169.85	3.12	.21**	.27**	.33**	.44**	.29**	-						
7. Extraversion	44.48	1.25	-.15*	-.15*	-.14*	-.06*	.14*	.12*	-					
8. Agreeableness	44.65	1.34	.16**	.12*	.19**	.11**	.04*	.05*	.17**	-				
9. Conscientiousness	44.57	1.23	.32**	.16**	.07**	.18**	.13*	.09*	.02*	.14**	-			
10. Neuroticism	13.54	1.16	-.02*	-.02	-.06*	-.09*	-.03	.05*	-.04	-.06*	-.04	-		
11. Openness	44.53	1.20	.06*	.06*	-.06*	.09*	.08*	.17**	.02*	-.02*	.05*	.04*	-	
12. CSES_TOT	312.78	3.95	.23**	.33**	.32*	.24*	.34*	.47**	.42*	.30*	.30*	.36*	.39*	-

*P<.05, **P<.01, ***P<.00, WLEIS = Wong and Law Emotional Intelligence Scale, CSES = Career Search Efficacy Scale, BFPS = Big Five Personality Scale, M = Mean, S.D = Standard Deviation.

Table 4 revealed that Wong and Law emotional Intelligence has significant positive correlation with Big Five Personality Domains ($r = .21, p < .01$) and Career Search Efficacy ($r = .23, p < .01$). Career Search Efficacy has significant positive correlation with Big Five Personality Domains ($r = .47, p < .01$). According to the statistics, openness to experience, agreeableness, and conscientiousness correlated with EI. Inversely, neuroticism and extraversion was associated negatively with EI. Moreover, the same pattern of results was obtained in the case of career search efficacy and with Big Five Personality Domain.

Table 5 Regression Analysis for Mediation of Self-Efficacy between Emotional intelligence and Career adapt-Ability Challenges among Ph.D. Scholars (N=240).

Variables	B	95%CI	SEB	β	R ²	ΔR^2
Step 1					.43	.23***
1. Constant	527.58***	[300.99,354.17]	13.50			
2. BIG 5	0.95***	[.24, .69]	0.28	.69***		
Step 2					.36	.12***
1. Constant	325.84***	[298.36,353.31]	13.95			
2. BIG 5	0.78***	[.25, .69]	0.48	.48***		
3. CSE	0.66***	[.53, .90]	0.34	.25***		

Note. CI= confident interval, ***p<.001.

Table 5 shows the impact of emotional intelligence and big five personality domains on PhD students' job search efficacy. With $F(1, 253) = 17.86$ and $p < .001$, the R² value of 0.43 shows that big five personality domains predicted 43% of the variation in the job adaptation concerns in Step 1. Big five personality domains predicted career search efficacy significantly ($\beta = .69, p < .001$). $F(2,250) = 34.70, p < .001$ demonstrated that big five personality domains and career search efficacy contributed to 36% of the variance in professional adaptation challenges in Step 2. Based on the findings, big five personality domains ($\beta = .48, p < .001$) and career search efficacy ($\beta = .25, p < .001$) both predicted career search efficacy. With $\Delta F(1,253) = 26.73, p < .001$, the ΔR^2 value of 0.12 revealed a 12% decrease in the variance of model 1 and model 2. From Model 1 to Model 2, EI regression weights went from .43 to .36, but they were still significant, showing that there was some mediation. In particular, EI had direct and indirect impacts on work adaptation efficacy.

Discussions

This study provided evidence that emotional intelligence is a reliable predictor of personality domains among Ph.D. scholars, with strong correlations between the dimensions of emotional intelligence and the Big Five personality traits. This finding is consistent with previous research (Joseph & Newman, 2010), indicating that emotional intelligence is associated with personality traits that are important for

academic success. Further, the present study found moderate yet significant correlations between emotional intelligence and career search efficacy among Ph.D. scholars, suggesting that those higher in emotional intelligence may have increased confidence in their ability to make decisions related to their career paths.

These results have implications for both practitioners and researchers. For practitioners, the understanding that emotional intelligence is associated with personality domains and career decision-making self-efficacy suggests that interventions should be tailored to address individual needs. For example, those with lower emotional intelligence may require additional guidance with career decision-making self-efficacy development; or, those who struggle with certain personality domains might benefit from targeted interventions to help them develop these areas. Similarly, researchers should consider the implications of these relationships when designing future studies. For instance, it would be beneficial to further explore how emotional intelligence influences career decision-making self-efficacy, in order to understand which aspects of emotional intelligence are associated with greater career confidence and whether any differences exist between genders.

Overall, this study found strong relationships between emotional intelligence and both personality domains and career search efficacy among Ph.D. Scholars. These findings suggest that interventions targeting the development of emotional intelligence could be effective at aiding those pursuing post-secondary education in the development of their personalities and career decision-making skills. Future research should continue to explore the social and psychological factors that influence Ph.D. scholar's decision making process and success.

This study has provided evidence that emotional intelligence can be a strong predictor of personality domains among Ph.D. scholars, with significant correlations between the dimensions of emotional intelligence and the Big Five personality traits. Further, there were moderate yet significant correlations between emotional intelligence and career search efficacy among Ph.D. scholars.

These findings suggest that interventions that target the development of emotional intelligence could be beneficial for helping those pursuing post-secondary education to develop their personalities and career decision-making skills. These results have important implications for both practitioners and researchers. Practitioners should consider the relationships between emotional intelligence and personality domains and career search efficacy when designing interventions for individual needs. Additionally, researchers should further explore how emotional intelligence influences career search efficacy, in order to understand which aspects of emotional intelligence are associated with greater career confidence and any potential differences between genders.

Overall, this study has shown that emotional intelligence plays an important role in both personality domains and career search efficacy among Ph.D. scholars. Future research should continue to explore the impact of emotional intelligence on academic success, as well as other social and psychological factors that influence Ph.D. scholar's decision making processes and outcomes.

Conclusion

The current research is concluded that EI has a positively correlations to higher levels of personality domains such as problem-solving, self-management, social competence, and extraversion. EI has also been positively correlated to higher levels of CSE. Individuals with higher EI demonstrate greater confidence in their ability to make career decisions.

Implications

The findings of this research are expected to have implications for educational and counseling psychologists as well as career counselors working with PhD scholars. Further, the results may also provide new insights to practitioners working in the field of career counseling and planning. Finally, the conclusions of this study could assist universities and other educational institutions in constructing policies and programs that better support PhD scholars' career decisions.

Suggestions

In this research investigated the relationships between EI, personality domains, and career search self-efficacy. In this study used a survey that assesses the participants' EI, personality domains, and CSE. In future, the second method can be used to involve interviews with a selection of PhD Scholars to further explore their experiences and perspectives on these topics. This qualitative data can supplement the quantitative results obtained from the survey.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest of this article.

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