

EMOTIONAL INTELLIGENCE AS CORRELATES OF CAREER MATURITY OF THE ADOLESCENTS

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ABSTRACT

Emotional intelligence is the self-awareness, managing one's emotions, level of motivation and empathy, and social management. The career maturity of the adolescents is a determining factor to choose a right career according to the one's needs and interest. The present study focused on finding out the relationship between emotional intelligence and the career maturity of the adolescents, carried over a sample of 200 students of senior secondary. The mean score of the career maturity inventory of the adolescents was found to be 59.73 whereas the mean score of the emotional intelligence was found to be 56.28. The coefficient of correlation was found to be 0.45 at 0.01 level of significance for $df = 199$. Thus the study indicates that there exists significant correlation between emotional intelligence and career maturity of the adolescents.

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INTRODUCTION

The concept of emotional intelligence refers to the capability of the individual to control its emotions. The studies had confirmed that emotional intelligence is a multidimensional ability of a person, which in its simplest form is a positive and proactive attitude of the person towards all aspects of life or it is the ability to get along with people in different situations. Emotional intelligence refers to the one's ability to deal with the environment challenges and it helps to predict one's success in life in professional as well as personal pursuits. Emotional intelligence broadly refers to maturity of the person in dealing with the favorable and unfavorable circumstances in life.

Mayer and Salovey (1997) opined that “emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them to use this information to guide one's thinking and actions”. Goleman (1995) defines “emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. He was of view that “emotional intelligence consists of abilities such as being able to motivate one and persist in the face of frustrations to control impulse and to delay the gratification, to regulate one's mood and keep distress from swamping the ability to think, to empathize and to hope”. Thus emotional intelligence is the ability to be aware and manage the emotions to be successful in life.

The concept of career maturity has its origin in the Super's developmental theory of career behavior, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. There is a huge fluctuation in the likings and disliking of the adolescents as they get exposed to the latest technological advancements and other developments that are taking place in the field of education. The career choices of the teenagers are certainly influenced by many social as well as

environmental factors. Career maturity of the adolescents may be influenced by the psychological factors such as intelligence, emotional maturity, motivation, interest, attitude, self-perception, academic achievement etc. The psychological construct of career maturity is defined keeping in view the vocational developmental traits of the individual.

Career maturity is the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. Crites (1978) defined the career maturity as the forming of interest and making consistent as well as competent career choices and the developing of right attitude towards the career. However, Herring (1997) asserted that “career maturity is a lifelong process focused on identifying and acting on the students goals, in which the school counselor uses repertoire synergetic strategy”. Therefore, career maturity is the vocational planning on the basis of strength and capability of the individual keeping in focus the success and growth in field of work.

Studies have confirmed that the emotional intelligence of adolescents significantly influence their academic achievements or success (Abisamra, 2000 and Gerber, 2004 Humphrey, Curran, Morris, Farrel and Woods (2007) found that there is an increased emphasis on the role of emotional intelligence in the academic success as well as emotional adjustment of students in the school. Salami (2010) examined the relationship of emotional intelligence with career development and the moderating role of gender and their relationship and found that emotional intelligence and gender predicted career development. This study (Salami, 2010) further revealed that the gender moderated the relationship between emotional intelligence and career development and suggested that counseling psychologists should assess the emotional intelligence of the adolescents while conducting career counseling and further suggested that the

students need to be exposed to counseling interventions for enhancing their emotional intelligence.

RATIONALE OF THE STUDY

The adolescents at senior secondary stage tend to make career planning which is definitely linked to their intelligence and personality factors. Career planning and aspirations of the adolescents influences greatly the personality of an individual, especially the students in the senior secondary stage. The decisions taken by the adolescents at this stage of study affect the subsequent career choice by limiting their future educational and vocational choices. Parents force their children to choose a career such as doctors, engineer etc. as per their wish, without even giving a careful thought that whether their wards possess the requisite capability or not for choosing a suitable career. This type of force career choices causes a lot of frustration and dissatisfaction among the adolescents and thus wastage of energy and resources of the country. Therefore, a careful and judicious career choice is of paramount importance for the growth, development and well-being of the adolescents. Hence the success of adolescents in future life is affected by their career choice, which in turn may be affected by the intelligence in general and emotional intelligence in particular. Therefore, the present study was planned to find the relationship between emotional intelligence and career maturity of the adolescents for the success and progress in life.

OBJECTIVES OF THE STUDY

1. To find out the relationship between emotional intelligence and career maturity of the students of arts stream.
2. To find out the relationship between emotional intelligence and career maturity of the students of science stream.

HYPOTHESES OF THE STUDY

The following null hypothesis was tested in the study:

1. There exists no significant correlation between emotional intelligence and career maturity of students of arts stream of study.
2. There exists no significant correlation between emotional intelligence and career maturity of students of arts stream of study.

DESIGN AND PROCEDURE OF THE STUDY

The present study was primarily designed to find the correlation between emotional intelligence and career maturity of the adolescents. The study was conducted by using descriptive survey method of research. The present study was delimited to only two variables viz. emotional intelligence and career maturity. The study was carried over a sample of 200 students of senior secondary standard of government schools of Chandigarh city only from arts and science streams. The tools used for the present study were the Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal (2012) and the Career Maturity Inventory by John O' Crites (1978) and its Indian adaptation by Nirmala Gupta (1989). The tools were administered as per the instructions given in the respective manuals.

ANALYSIS AND INTERPRETATION OF THE RESULTS

The data collected by employing the designated tools were analysed by using descriptive and inferential statistics and the results were interpreted according to the norms of the tools. The data concerning the emotional intelligence and career maturity of the total sample was analysed and the coefficient of correlation was computed and is depicted in table 1 below.

Table 1: The Coefficient of Correlation between Emotional Intelligence and Career Maturity of the adolescents

Variables	N	Mean	r - value	Level of significance

Emotional Intelligence	200	56.28	0.45**	0.01 level
Career Maturity	200	59.73		

**significant at 0.01 level; df= 199

(Critical values of $r= 0.138$ at 0.05 and 0.181 at 0.01 level, $df= 199$)

Table 1 reveals that the mean score of the emotional intelligence is 56.28 and the mean score of career maturity is 59.73 and the coefficient of correlation between emotional intelligence and career maturity is 0.45, which is more than the table values of 0.181 at 0.01 level of significance. Thus, the results indicate that there is significant correlation between career maturity and emotional intelligence of the adolescents at 0.01 level of significance.

The data concerning the emotional intelligence and career maturity of the students of arts stream was analysed and the coefficient of correlation was computed and is depicted in table 2 below.

Table 2: The Coefficient of Correlation between Emotional Intelligence and Career Maturity of the arts stream students

Variables	N	Mean	r - value	Level of significance
Emotional Intelligence	100	54.25	0.31**	0.01 level
Career Maturity	100	56.49		

**significant at 0.01 level; df= 99

(Critical values of $r= 0.195$ at 0.05 and 0.254 at 0.01 level, $df= 99$)

Table 2 reveal that the mean score of the emotional intelligence is 54.25 and the mean score of career maturity is 56.49 and the coefficient of correlation between emotional intelligence and career maturity is 0.31, which is more than the table values of 0.254 at 0.01 level of significance. Hence the hypothesis

“There exists no significant correlation between emotional intelligence and career maturity of students of arts stream of study” is rejected. Thus, the results indicate that there is significant correlation between emotional intelligence and career maturity of students of arts stream at 0.01 level of significance.

The data concerning the emotional intelligence and career maturity of the students of science stream was analysed and the coefficient of correlation was computed and is depicted in table 3 below.

Table 3: The Coefficient of Correlation between Emotional Intelligence and Career Maturity of the science stream students

Variables	N	Mean	r - value	Level of significance
Emotional Intelligence	100	58.31	0.52**	0.01 level
Career Maturity	100	62.97		

**significant at 0.01 level; df= 99

(Critical values of $r = 0.195$ at 0.05 and 0.254 at 0.01 level, $df = 99$)

Table 3 reveal that the mean score of the emotional intelligence is 58.31 and the mean score of career maturity is 62.97 and the coefficient between emotional intelligence and career maturity is 0.52, which is more than the table values of 0.254 at 0.01 level of significance. Hence the hypothesis “There exists no significant correlation between emotional intelligence and career maturity of students of science stream of study” is rejected. Thus, the results indicate that there is significant correlation between emotional intelligence and career maturity of students of science stream at 0.01 level of significance.

CONCLUSIONS

The analysis and interpretation of results of the study reveals that: i) there is significant correlation between the emotional intelligence and the career maturity of the adolescents, ii) there exists significant correlation between the

emotional intelligence and the career maturity of the students of arts stream, iii) there exists significant correlation between the emotional intelligence and the career maturity of the students of science stream. The results of the study support the findings of Salami (2010). The study suggests that emotional intelligence have significant and positive bearing on the career maturity of the adolescents. Adolescents' stream of study shows that the relationship between emotional intelligence and career maturity is stronger for science students as compared to the art stream students. Hence the judicious and wise choice of career is positively correlated to the emotional intelligence of the adolescent.

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