

CAREER MATURITY IN RELATION TO EMOTIONAL INTELLIGENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study investigates the relationship between career maturity and emotional intelligence among senior secondary school students. Career maturity refers to an individual's ability to make well-informed, consistent, and competent career choices, while emotional intelligence is the ability to recognize, comprehend, control, and effectively utilize emotions. A descriptive survey was conducted with a sample of 188 Class XI students from Government Model Senior Secondary Schools in Chandigarh. The Career Maturity Inventory (CMI) by Gupta (1989) and the Emotional Intelligence Scale by Hyde et al. (2001) were for data collection. Karl Pearson's product-moment correlation coefficient was used to determine the nature of the relationship between career maturity and emotional intelligence. The findings revealed no significant correlation between career maturity and emotional intelligence across various dimensions of career maturity, such as career choice attitude, self-appraisal, occupational information, goal selection, planning, and problem-solving.

Keywords- Career Maturity and Emotional Intelligence

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INTRODUCTION

Education is a holistic process whereby an individual gradually molds oneself in ways to adjust with one's physical, social, and spiritual environments. It is the acquisition of all those capacities in the individual, which will allow him to take charge of his environment and realise his potential or talent. In these lines, we have viewed the broader meaning of education. The child and the wider community will rise to ever-higher levels of glory and cultural prominence as an outcome of such learning.

Education is a deliberate endeavour having certain goals and the curriculum is developed and student academic performance is evaluated in light of these goals and objectives. “Without goals, education is like a boat without a rudder(Chazan, 2021)”.The absence of an aim in education makes it futile. These aims and objectives are determined or derived from the purpose of life. One such aim of education which is desired to be achieved by all who step into the process of attaining education is the vocational aim also known as “the utilitarian aim or the bread and butter aim” (By John Dewey). Education must enable us to satisfy the first need in the hierarchy given by Abraham Maslow that is food, shelter, and clothing. Education must enable the child to support his basic needs that is enable him to earn a living. Therefore, it must prepare the child for some future career or job. Despite being a specific and narrower educational goal, the vocational goal must still be achieved.

An individual pass through three stages of life namely dependent, independent, and interdependent. The first successful transition from dependence to independence is the attainment of the vocational aim of education as it involves a person making wise decisions regarding their career. It is the most dominant aspect that influences an individual’s life. Career forms the most basic domain for survival enabling us to satisfy the basic needs of our life. Keeping in mind the present education system children have to make this decision in the senior secondary stage. This stage corresponds to adolescence where there are unavoidable internal and external conflicts, some of which are essential as they form the base of a person’s likes and dislikes. Further these likes and dislikes also substantially influence decision-making abilities regarding careers. This decision has significant repercussions on the future of a child. Here comes the concept of career maturity, which refers to an individual’s readiness to opt, prepare, devise, and make consistent and competent choices for a future vocation (Saini, 2013). The greater the levels of career maturity in an individual, the greater will be the likelihood of making competent career choices.

Career maturity is entwined with various psychological constructs of an individual. One such important construct is emotional intelligence. Emotional intelligence refers to

individuals' ability to recognize, comprehend, express, control, and use emotions (Mayor & Salovey, 1997). It helps individuals to cope with environmental conditions and pressures.

Emotions play a vital role in the senior secondary stage as it corresponds to adolescence and emotions influence every aspect of their life at this stage as it is the transitional phase from protected childhood to independent and self-reliant youngsters as well as a choice of career is important for them to enjoy a successful and prosperous life. Hence the study of these variables is very important as it will not only decide the future of children but also of the nation.

CAREER MATURITY

Career maturity is defined as the preparedness of the individual to make competent career choices and successfully get along with the demands of career progression. With the advancement of science and technology, It might be challenging for children to select a suitable career because there are so many options accessible.. Hence, it has become an increasingly crucial concern for researchers and counselors to assess career maturity and the means to assess it. But selecting a career is not solely an intellectual process; it also takes into account several social and psychological elements as well as career maturity.

Crites (1961) described it as the concept that relates to the maturity of an individual's occupational behaviour as indicated by how closely the behaviour of the individual corresponds to that of the oldest individual in his vocational life stage. He further added that vocational maturity as a process of career development that implies more than a change although it is unquestionably a prerequisite for the maturation of vocational behaviour. Career maturity, according to Crites (1978), includes generating interests, and making competent and consistent selections.

As per the Career Maturity Inventory by Gupta (1989) used in the present study career maturity includes two dimensions which are discussed below-

I. The attitude scale – It elicits the feeling, the subjective reactions, and the dispositions that the individual has towards making a career choice and entering the world of work.

II. The competence scale – This involves the cognitive variables involved in choosing an occupation. These include an appraisal of the individual's job-related capabilities (strengths and weaknesses), knowledge about the world of work, aptness in matching personal characteristics to occupational requirements, foresight in planning for the career, and effectiveness in dealing with the problems which arise in the course of career development.

Career maturity in this study is operationally defined as the score obtained on individual's attitude and competencies as measured by the Career Maturity Inventory by Gupta(1989).

EMOTIONAL INTELLIGENCE

The construct Emotional Intelligence emerged in 1985 from the work of Le Doux in the field of brain psychology, where he used the word “emotional field”. Emotional Intelligence became a popular area of research in the 1990s and became a significant topic of study.

Salovey and Mayer (1990) conceptualised emotional intelligence “as an individual's capacity to appropriately regulate his or her emotions which involves the —ability to monitor one's own, others feelings and emotions to discriminate among them, to use this information to guide one's thinking and action”

Goleman (1995) identified five elements of emotional intelligence namely Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

Emotional intelligence can be understood as the ability to study one's feelings and of others in order to guide oneself to think and behave in a better way to extract cooperation from others.

In the present investigation, Emotional intelligence is operationally defined as the set of abilities that help an individual to adopt, acquire information and deal effectively in emotionally challenging situations. It includes behavior that comprises self-awareness, empathy, integrity, emotional stability, managing relations, self-motivation, altruistic behavior self-development, commitment, and value orientation as measured by the Emotional Intelligence Scale by Hyde et al (2001).

CAREER MATURITY AND EMOTIONAL INTELLIGENCE: A RESEARCH REVIEW

Exploring the research literature on career maturity and emotional intelligence, it exhibits that there is a significant relationship between the two variables. These studies are being presented as under:

Jakhar (2018) studied the relationship between emotional intelligence and career maturity over a sample of 200 students in the senior secondary stage. The coefficient of correlation was found to be 0.45 at a 0.01 level of significance. Thus it showed that career maturity and emotional intelligence are significantly correlated.

Mahdi et al. (2019) studied to predict career maturity based on the emotional intelligence of Iranian students. Using a multistage clustered sampling method, 400 individuals were selected. The tools used were short-form Emotional Intelligence Questionnaire and Career maturity questionnaire. The results revealed that self-awareness component of emotional intelligence directly predicted career maturity in individuals.

Kurniawati (2021) studied the influence of emotional intelligence and peer support on career maturity among students. The sample comprised 110 students from the university selected using a convenience sampling technique. The Emotional Intelligence scale refers to aspects proposed by Salovey and Career Maturity Scale (dimensions from Rehfuß and Sickinger). The analysis of data was done using multiple linear regression tests and it was concluded that emotional intelligence partially affects career maturity.

Shukla, Hasan, and Mitra (2021) examined the predicted impact of various components of emotional intelligence on the attitudinal component of career maturity. A correlational research design was employed and 400 students (both male and female) students were selected by stratified random sampling technique. It was found that all the different dimensions of emotional intelligence viz., understanding emotions, motivation, empathy, and handling relationship were found positive with an attitudinal component of career maturity.

Rani (2022) investigated the relation between emotional intelligence and career maturity among senior secondary school students. The sample comprised 100 students and Career Maturity Scale by Anand (2018) and Emotional Intelligence by Singh and Narain (2019) were used to collect data. The correlation was computed using Pearson's Product moment correlation (computed $r=.137$ significant at 0.05) and results indicated that career maturity and emotional intelligence are significantly related.

Dinakaran and Ramanithilagam (2024) analysed Emotional Intelligence and Career Maturity levels of college students. The study consisted of sample of 170 undergraduate and post graduate students, who were selected randomly from selected colleges. Percentage analysis and Correlation were used for analyzing the data. The results revealed that there exists a significant high positive correlation ($r=.455$) between career maturity and emotional intelligence.

From the above research review, it can be seen that emotional intelligence has a significant and positive impact on career maturity. However, very few studies especially in India have been undertaken to investigate the relationship between dimensions of career maturity and emotional intelligence. Hence the investigator felt the need to explore these variables.

OBJECTIVE OF THE STUDY

The study was conducted to achieve the following objective:

1. To explore the relationship between career maturity and emotional intelligence of senior secondary school students.

HYPOTHESIS

1. There exists a significant relationship between emotional intelligence and the career maturity of government model senior secondary school students.

DESIGN OF THE STUDY

It was a descriptive survey study focused to assess career maturity and emotional intelligence among senior secondary school students.

The population of the study

The population of the study comprised class XI students of Government Model Senior Secondary Schools of Chandigarh

Sample of the study

Chandigarh is divided into two phases. Phase I includes Sectors 1-30 and Phase II has Sectors 31 and above. One school from each phase was chosen with the help of simple random sampling technique. The selected schools are as under:

1. Government Model Senior Secondary School Sector 20D Chandigarh.
2. Government Model Senior Secondary School Sector 37B Chandigarh.

Size of the sample

The sample consisted of 188 students from class XI. The sample was collected randomly from the class XI students in sections A and B of the government model senior secondary school sector 37B and all students in sections B and D of the government model senior secondary school sector 20D present at the day of data collection.

Tools used for the study

The following tools were used for the current study-

1. Career maturity inventory (CMI) Indian adaptation by Gupta (1989).
2. Emotional Intelligence Scale by Hyde, et. al. (2001)

Statistical Techniques

Karl Pearson's product-moment correlation coefficient was computed to study the extent and nature of the relationship between emotional intelligence and career maturity.

RESULTS AND DISCUSSION

Bivariate Correlations

Table 1.1
Relationship between Career Maturity and Emotional Intelligence

Variables	Karl Pearson Coefficient of Correlation(r)	Level of significance
Career Choice Attitude and Emotional Intelligence	0.11	Not significant
Self-Appraisal and Emotional Intelligence	-0.02	Not significant
Occupational Information and Emotional Intelligence	0.001	Not significant
Goal Selection and Emotional Intelligence	0.07	Not significant
Planning and Emotional Intelligence	0.02	Not Significant
Problem-Solving and Emotional Intelligence	0.03	Not significant

Note* Table value for 0.01 significance level is 0.19 and for 0.05 significance level is 0.15

Discussion based on Table 1.1

Relationship between Career Maturity and Emotional Intelligence of the total sample (N= 188)

From the table 1.1 following interpretations have been made as under:

- I. No significant relationship was found between Career Choice Attitude and Emotional Intelligence at both levels of significance.
- II. No significant relationship was found between components of Career Maturity Competence (Self-appraisal, Occupational information, Goal selection, Planning, and Problem-Solving) and Emotional Intelligence at both levels of significance.

From the above interpretations, it can be concluded that the correlation between Career Maturity and Emotional Intelligence was not significant at both levels of significance for the present study. Therefore the hypothesis that “ There exists a significant relationship between Career Maturity and Emotional Intelligence of Government model senior secondary school students” was not accepted for the present study. The insignificant relationship between Career Maturity and Emotional Intelligence for the undertaken study could be attributed to a lack of awareness among students towards the world of work, which includes capabilities, skills, and competencies that are in demand for various jobs. From the above analysis of results, it can be concluded that students do not have basic knowledge about qualifications and eligibility criteria to be fulfilled for taking up the job. However, Jakhar(2018); Kurniawati(2021), Shukla et al (2021), Rani (2022) and Dinakaran and Ramanithiligam (2024) found that there exist a significant relationship between Career Maturity and Emotional Intelligence of the students.

EDUCATIONAL IMPLICATIONS

The educational implications of the present study are discussed below:

1. The study can help in understanding the career maturity levels of the students.
2. The study can help teachers to realize the need of making students aware of their careers and goals.

3. The study highlights the need dire need for guidance programs in schools.
4. The also highlights the various components of career maturity in which students lag behind.

CONCLUSION

The present study was conducted to study the career maturity of senior secondary school students in relation to their emotional intelligence. In light of the result of the current study, following conclusion has been drawn:

1. No significant relationship was found between career maturity and emotional intelligence of government model senior secondary school students of Chandigarh.

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