



Career Maturity and Emotional Intelligence of Senior Secondary School Students

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ABSTRACT

The present paper is an endeavor to investigate relationship between career maturity and emotional intelligence among senior secondary school students. The present study was descriptive in nature and conducted on a sample of 100 (53boys and 47 girls) students. The data for the study was collected with the tools Career Maturity Scale developed by Anand (2018) and Emotional Intelligence Scale developed by Singh and Narain (2019). 't' test, Mean, Standard Deviation was used to analyze the data for the study. Pearson's Product moment correlation was used to find out correlation along with career maturity and emotional intelligence among adolescents. The major findings of the study revealed that there is significant relationship between career maturity and emotional intelligence of senior secondary school students. And there is no significant difference career maturity and emotional intelligence of boys and girls.

Key words: Career Maturity, Emotional Intelligence, Senior Secondary School Students

INTRODUCTION

Career maturity is define as "the degree to which persons are prepared to make better educational or vocational decisions. It is generally seen as dependent on their knowledge of themselves and of the world of work and a positive attitude toward making career decisions." It is developmental in nature, following an individual's growing maturity in all life areas. Choosing a suitable occupation by oneself is considered as one of the hall marks of career maturity that is required in the process of career decision making. The Career Maturity of senior secondary student is caused, promoted and affected by various factors which singularly and collaboratively affect the outcomes of learning process. The variables like Emotional Intelligence and Self- Efficacy etc. influence the efforts put by the students in their academic pursuit which may improve the level of their Career Maturity. Thus, to understand the constructs of Career Maturity among senior secondary

school students in relation to their Emotional Intelligence, Academic Achievement and self-efficacy, a sustained and systematic research effort is required. This research study is a step in this direction.

Super (1980), explains “career maturity as the knowledge of one’s career interests, abilities and goals in relation to the world of work”. The Emotional Intelligence as a psychological concept is important for both psychologists’ educationists. Ever since the publication of Daniel Goleman’s first book “Emotional Intelligence” (1995) and only through this book Emotional Intelligence entered the mainstream. He argued “in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also mentioned emotional intelligence not only a new concept but also stated that the existing data imply that it can be as powerful as IQ as and sometimes even more than it. And, at least, unlike what is claimed about IQ. Emotionally Intelligent people are more likely to succeed in all they undertake.”

REVIEW OF RELATED LITERATURE

The study conducted by **Navas and Kumar (2018)** assessed Emotional Intelligence: A review of emotional intelligence effect on organizational commitment, job stress. The emotional intelligence and job satisfaction had a significant positive correlation.

Liu, Peng and Pong (2014) examined the relationship between Career maturity and job attainment: The moderating roles of emotional intelligence and social vocational interest. The relationship between career maturity and job attainment was stronger for young people with high emotional intelligence and weaker for those who had low emotional intelligence. The relationship between career maturity and job attainment was stronger for participants with high levels of social vocational interest weaker for those with low levels of social and vocational interest.

Zakaria et al. (2013) studied the effects of gender on career maturity levels of counseling students of a public university of Malaysia. Students were evaluated by using the career maturity inventory (Crities, 1995). Results indicated higher career maturity in female participants in comparison to their male counterparts. The significant role of gender on one’s career maturity was supported by the results of this study.

STATEMENT OF THE PROBLEM

Career Maturity and Emotional Intelligence of Senior Secondary School Students

OPRATIONAL DEFINATION OF THE KEY TERM USED

- **Career Maturity:** Career Maturity is defined “as the degree of development the individual reaches on a continuum of vocational development from exploration to decline. It involves the extent to which an individual possesses the skills and knowledge necessary to make realistic and informed vocational choices.” Career Maturity refers to “the ability of making appropriate occupational choices that fit the subject abilities, occupational interests and occupational preferences.”

In present study, Career Maturity was assessed by the scores obtained by the students in Career Maturity Scale developed by Anand (2018).

- **Emotional Intelligence:** It is ability of a person is to be alert to the thoughts, feelings and emotions of one-self as well as others.

In present study, Emotional Intelligence was assessed by the scores obtained by students in Emotional Intelligence Scale developed by Singh and Narain (2019).

OBJECTIVES

- ❖ To examine the relationship between Career Maturity and Emotional Intelligence among Senior Secondary School Students.
- ❖ To compare the Career Maturity among senior secondary school students with regard to gender.
- ❖ To compare the Emotional Intelligence among senior secondary school students through regard to gender.

HYPOTHESES

- ❖ There exists no significant relationship between Career Maturity and Emotional Intelligence among Senior Secondary School Students.
- ❖ There exist no significant differences of Career Maturity among senior secondary school students with regard to gender.
- ❖ There exist no significant differences of Emotional intelligence among senior secondary school students with regard to gender.

DELIMITATION

- ❖ The study was limited to XI standard Students only.
- ❖ The study was restricted to one Government & one private senior secondary schools affiliated to Haryana Board of School Education only.
- ❖ The study was limited to Kurukshetra District of Haryana only.
- ❖ The sample for study was delimited to 100 senior secondary school students consisting of 53 boys and 47 girls.

PLAN AND PROCEDURE

RESEARCH METHODOLOGY

The study was carried out by using Descriptive Survey Method.

POPULATION

Population intended for the present study consisted of all senior secondary school students of class XI studying in Govt. and Pvt. Schools of Kurukshetra Haryana.

SAMPLE

In this study, the sample comprising 100 senior secondary school students (Class XI) from 2 schools (one govt. & one pvt.), was taken randomly from district Kurukshetra, Haryana.

Description of sample taken from Government and Private School of Kurukshetra District (Haryana)

S. NO.	Name of School	Number of Students
1	Govt. Model Sanskriti Sen. Sec. School, Kurukshetra	50
2	Navyug Sen. Sec. School, Kurukshetra	50

TOOL USED

1. Career Maturity Scale developed by Anand (2018).
2. Emotional Intelligence Scale developed by Singh and Narain (2019).

PROCEDURE

The purpose of the study was explained to the students by the researcher and then both the scales were administered to them to collect the data.

Table – Scoring Procedure of Career Maturity

Sr. No.	Range of Raw Score	Range of z-Scores	Grade	Level of Career Option Awareness
1.	112 & above	+2.01 & above	A	Extremely High
2.	99 to 111	+1.26 to +2.00	B	High
3.	87 to 98	+0.51 to +1.25	C	Above Average
4.	70 to 86	-0.50 to -0.50	D	Average
5.	58 to 69	-1.25 to -0.51	E	Below Average

6.	46 to 57	-2.00 to -1.26	F	Low
7.	45 & below	-2.01 & below	G	Extremely Low

Table – Scoring Procedure of Emotional Intelligence

Sr. No.	Dimensions	Items	Serial wise Item No.	Total	
1.	Understanding emotions	Positive	5, 15, 18, and 28	4	4
		Negative	–	–	
2.	Understanding motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
3.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
4.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	–	–	
Positive 27 + Negative 4				Total	31

STATISTICAL TECHNIQUES

- ❖ Mean, Standard Deviation
- ❖ t-test
- ❖ Pearson's Product Moment Correlation

Data Analysis and Discussion

The main intention of the present investigation was to find out correlation between career maturity and emotional intelligence among senior secondary school students and find out significant difference between boys and girls in relation to their career maturity and emotional intelligence. The results are shown in following tables:-

Hypothesis: 1 There exist no significant relationship between career maturity and emotional intelligence among adolescents.

Table 1: Correlation coefficient between career maturity and emotional intelligence among adolescents

S.No	Variable	N	r
1.	Career Maturity	100	0.137
2.	Emotional Intelligence	100	

$$df=100-2=98$$

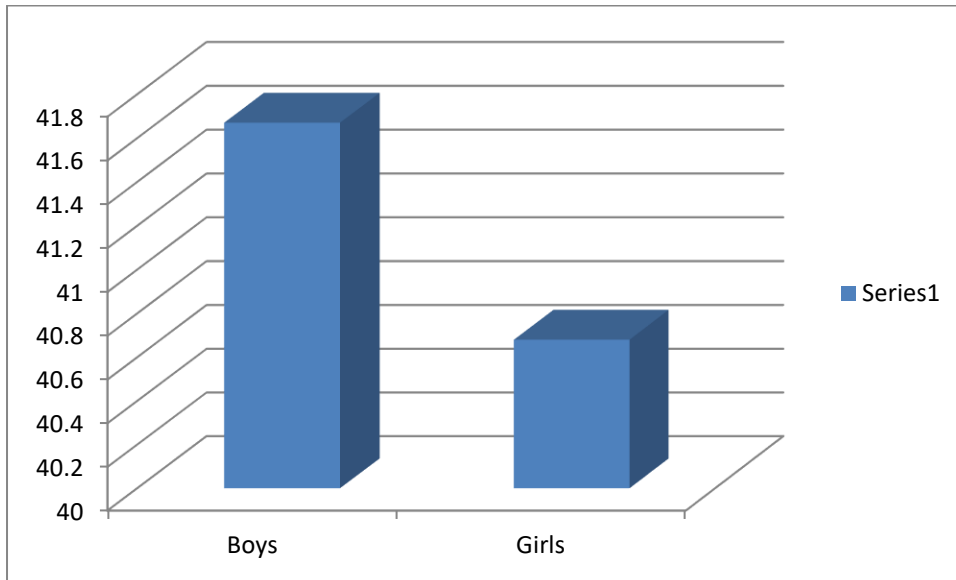
INTERPRETATION

Table 1 shows that the value of Pearson correlation coefficient (r) is 0.137, which is greater than table value of (r) at 0.05 level of significance at 98 degree of freedom i.e. 0.137. Hence the hypothesis that there is no significant relationship between career maturity and emotional intelligence among adolescents is rejected. It means that there is a significant correlation between career maturity and emotional intelligence among senior secondary school students.

Hypothesis 2:- There exist no significant differences between career maturity of boys and girls.

Table 2:- Comparison of Mean scores of career maturity of boys and girls

Variable	Gender	Number	Mean	S.D	t- Value	Remarks at 5% Level
Career maturity	Girls	47	73.87	29.15	1.628	Hypothesis accepted
Career maturity	Boys	53	81.47	16.44		



Graphical representation of Mean scores of Career Maturity of Boys and Girls

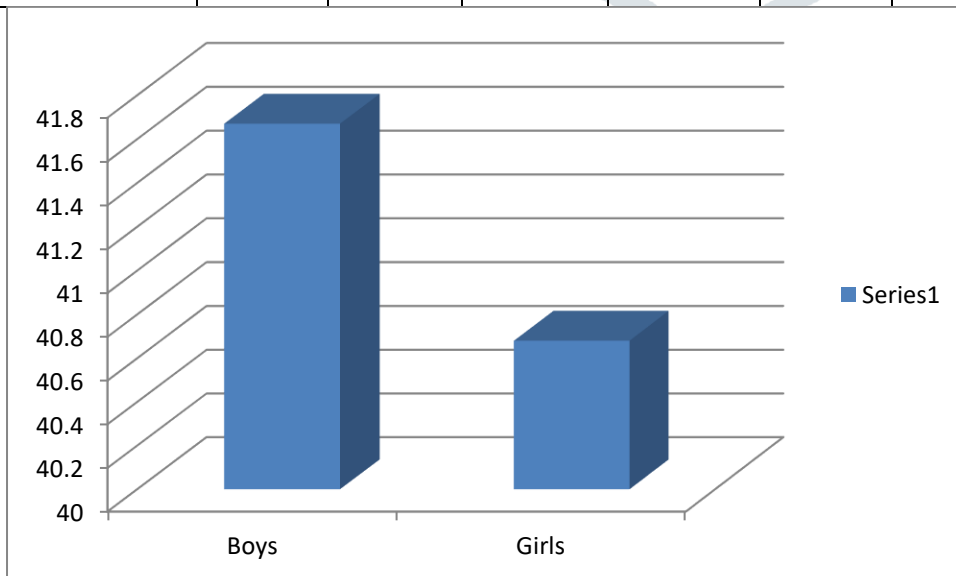
INTERPRETATION

Table 2 shows that the considered t value is less than table value at 98 degree of freedom, hence hypothesis is accepted that there is no significant difference in career maturity of boys and girls.

Hypothesis:-3 There exists no significant difference between emotional intelligence of boys and girls.

Table 3:- Comparison of Mean scores of Emotional Intelligence of boys and girls

Variable	Gender	Number	Mean	S.D	t-Value	Table Value	Remarks at 5% Level
Emotional Intelligence	Girls	47	40.68	12.76	0.362	1.984	Hypothesis accepted
	Boys	53	41.67	14.58			



Graphical representation of Mean scores of Emotional Intelligence of Boys and Girls

INTERPRETATION

Table 3 shows that the designed value of t is less than table value at 98 degree of freedom, hence null hypothesis is accepted that there is no significant difference in emotional intelligence of boys and girls.

FINDINGS/CONCLUSION

It is concluded from the results of the study that:

- There is significant relationship between career maturity and emotional intelligence of senior secondary school students.
- It is found that there is no significant difference career maturity of boys and girls.
- It is found that there is no significant difference in emotional intelligence of boys and girls.

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