



A Study On Career Maturity In 16-18 Years Adolescent Students Based On Emotional Intelligence

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ABSTRACT

The objective of this study was to assess the association between emotional intelligence and career maturity in students within the age range of 16-18 years. To conduct the study, 400 adolescent students between the age range of 16-18 years were selected from government and private schools operational in the Durg district of Chhattisgarh. Out of the total sample of 400, 200 were adolescent boys and 200 were adolescent girls. The average age of the sample was 17.02 years. Purposive sampling was used for data collection. The Indian adaptation of the career maturity inventory developed by Nirmala Gupta (1989) and Mangal's Emotional Intelligence Inventory was used to collect data. The result in the form of correlation coefficient (r) shows a significant and positive relationship between emotional intelligence and career maturity in students ($r=0.429$, $p<.01$). The correlation between career attitude and emotional intelligence as well as career competence and emotional intelligence was also found to be significant. The association reveals that the higher the emotional intelligence, the higher will be the career maturity of students. It was concluded that stressors of career choices can be managed effectively through emotional intelligence. It may also be concluded that a higher level of career maturity requires good emotional intelligence in adolescent students in the age bracket of 16-18 years.

Keywords: Career maturity, emotional intelligence, adolescent students

INTRODUCTION

Adolescence is a period of life in which a child is standing at the doorstep of adulthood. Adolescence is characterised by rapid changes not only physical but also emotional, psychological and relational. During adolescence, the child starts dreaming about his future including preference towards a particular occupation. One of the most important parts towards the end of adolescence is making career choices. In modern times there are so many career options to choose and it is essential to have career maturity to choose an appropriate career option. It is rather difficult for an adolescent to choose a career from a large pool of options (Gottfredson, 2005). According to Super (1969), students belonging to 15-18 years age explore various career prospects and this is the time when prior career planning is essential. The students in the 16-18 years age group have no concrete idea about making vocational choices (Hashim and Amnah, 2006) and the majority of their career decisions are influenced by family and peers. In this scenario, career maturity helps an adolescent to opt for a career suitable to his/her liking and competencies. Due to its importance, so many factors have been identified that affect career maturity. Researchers have found factors such as gender (Arshad, 2001), educational stream, socioeconomic status and many more that have a significant influence on career maturity (Chin, 2003). Changes or challenging situations in life demand certain psychological, emotional and cognitive responses to cope with it. When an individual is unable to cope with it causes stress (Holmes and Rahe, 1967). Among many situations, adolescent faces the issue of career choices and it is indeed a crucial decision because future perspectives are attached to it. While choosing a career, adolescents are likely to feel pressure or stress or emotions regarding choosing an occupation suitable to his/her liking but also for a flourishing career. The conceptual framework of career maturity has been propagated by many authors but Super is cut above all of them. Super (1957) initially proposed career maturity in his career developmental theory. Super (1957) states that an individual needs the readiness to cope efficiently with developmental assignments during a pre-defined stage of development. Borges et al. (2007) defined career maturity as progressively improving while making choices and planning a development process. It is not easy for a student to make a righteous career decision and most of the adolescent students face the dilemma while making a career choice (Creed et al., 2006). Confusion and indecision are always there while choosing a career among high school students. How does this stress of choosing along with the ability to manage emotions affect career maturity in adolescent students this issue is explored in the present study. The results will certainly be important for filling the research gap regarding the impact of emotional intelligence on career maturity in students belonging to the 16-18 years age group.

OBJECTIVES

The objective of this study was to assess the association between emotional intelligence and career maturity in students within the age range of 16-18 years.

HYPOTHESIS

- H₁** It was hypothesized that emotional intelligence will be significantly associated with career maturity in students of classes X, XI and XII.
- H₂** It was hypothesized that emotional intelligence will be significantly associated with the career choice attitude of students of classes X, XI and XII.
- H₃** It was hypothesized that emotional intelligence will be significantly associated with the career choice competence of students of classes X, XI and XII.

REVIEW OF LITERATURE:

Urquijo et al. (2019) evaluated how emotional intelligence contributes towards the career success of undergraduates. It was found that emotional intelligence is a strong predictor for career success and the results are the same even after controlling for some personality traits. The effect of identity styles and emotional intelligence was observed on career maturity by Bahramabadi et al. (2019). They concluded that career maturity in University students is based on their identity styles coupled with their level of emotional intelligence. Jain et al. (2020) assessed the role of emotional intelligence in the career success of bank employees. The correlation revealed a strong relationship between a successful career in the bank with emotional intelligence. Nathyal et al. (2021) investigated the role of the Big 5 on the career-related attitude of adolescents. After multiple regression was performed, 12% of the variance was observed in the career maturity of adolescents through the Big Five personality dimensions. The predictive capacity of the big five personality dimensions has one exception with neuroticism being negatively associated with the career maturity of adolescents. Ramya and Rajammal (2022) explored school climate and several other factors in predicting the career maturity of students from higher secondary schools. They concluded that the school climate should be proactive so that students can be taught about career decisions suitable to their liking and capacity. Saher and Alim (2023) compared career maturity between male and female students enrolled in classes XI and XII. The comparative data suggest that boys scored higher in all the dimensions of career competencies than girls suggesting slightly better career maturity in adolescent boys students than adolescent girl students.

METHODOLOGY

The following methodological steps were taken to conduct the present study.

Sample

To conduct the study, 400 adolescent students between the age range of 16-18 years were selected from government and private schools operational in the Durg district of Chhattisgarh. Out of the total sample of 400, 200 were adolescent boys and 200 were adolescent girls. The average age of the sample was 17.02 years. Purposive sampling was used for data collection.

Tools:

Career Maturity Inventory :

The Indian adaptation of the career maturity inventory developed by Nirmala Gupta (1989) was used. The inventory is an adapted version of the work of Crites (1973). It is divided into two parts. Part I consist of 50 items and is referred to as the attitudinal scale of career maturity while part II consists of 70 items and is referred to as the competency scale. A scoring stencil is provided by the author with the correct option visible in the circle and 1 mark assigned to the subject on that statement. For a wrong answer or unattempted statement, a 0 mark is awarded. The minimum score on this inventory can be 00 and the maximum score can be 120. The inventory enjoys high reliability and validity.

Emotional Intelligence Inventory

To assess the emotional intelligence of students within the age bracket of 16-18 years, Mangal's Emotional Intelligence Inventory was used. It assesses emotional intelligence through four areas namely intra-personal and inter-personal awareness, intra-personal and inter-personal management respectively. There are 100 items in this inventory and 25 items are allotted for each area. The split-half reliability coefficient of this inventory was 0.89 while the reliability coefficient for the K-R formula was 0.90. This way excellent reliability of this inventory was established. Two popular methods i.e. factorial and criterion were used to establish the validity of this inventory. Both methods have established that the inventory is a valid measure of emotional intelligence.

Procedure:

400 adolescent students between the age range of 16-18 years were selected from schools operational in the Durg district of Chhattisgarh. The career maturity inventory and emotional intelligence inventory were administered to each subject in a manner prescribed in the manual. After scoring the data was tabulated and Pearson correlation along with step-wise regression was done for data analysis. The results are presented in Tables 1, 2 and 3 respectively.

RESULTS

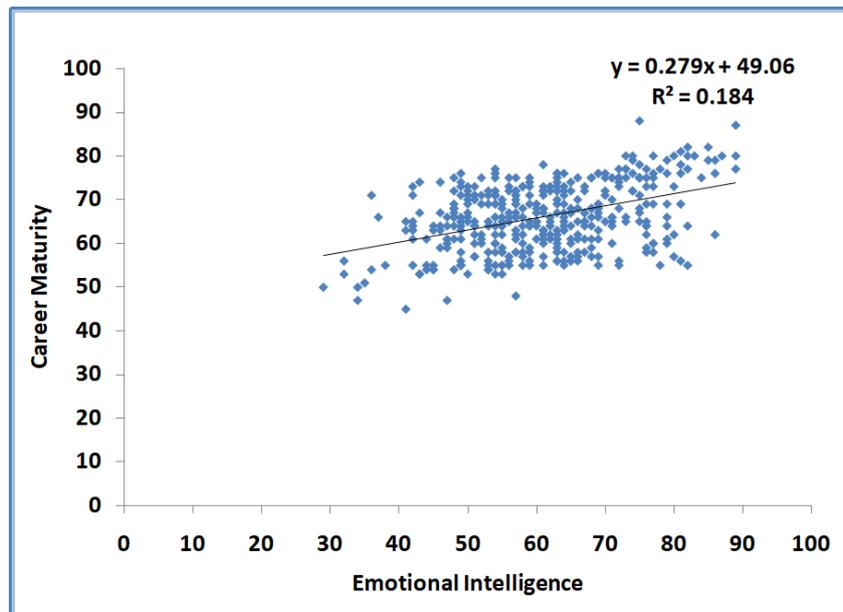
Table 1

Value of Correlation (r) between Emotional Intelligence and Career Maturity in 16-18 Years Adolescent Students (N=400)

	'r'	Career Maturity
Emotional Intelligence		.429**

** Significant at .01 level; $r(df=398) = 0.09$ at .05 level; 0.12 at .01 level

Figure 1: Scatter Plot for Emotional Intelligence and Career Maturity



The correlation coefficient (r) given in Table 1 shows a significant and positive relationship between emotional intelligence and career maturity in students. The calculated $r=0.429$ with statistical support at .01 level denotes a significant relationship between these two variables. The association reveals that higher the emotional intelligence, higher will be the career maturity of students. The scatter plot given in Figure 1 shows an upward line or slope with a coefficient of determination $R^2 = 0.184$. The coefficient of determination shows that scores on emotional intelligence can generate an 18.4% variance in career maturity. This denotes a weak but positive and significant association between emotional intelligence and career maturity in students from the 16-18 years age bracket.

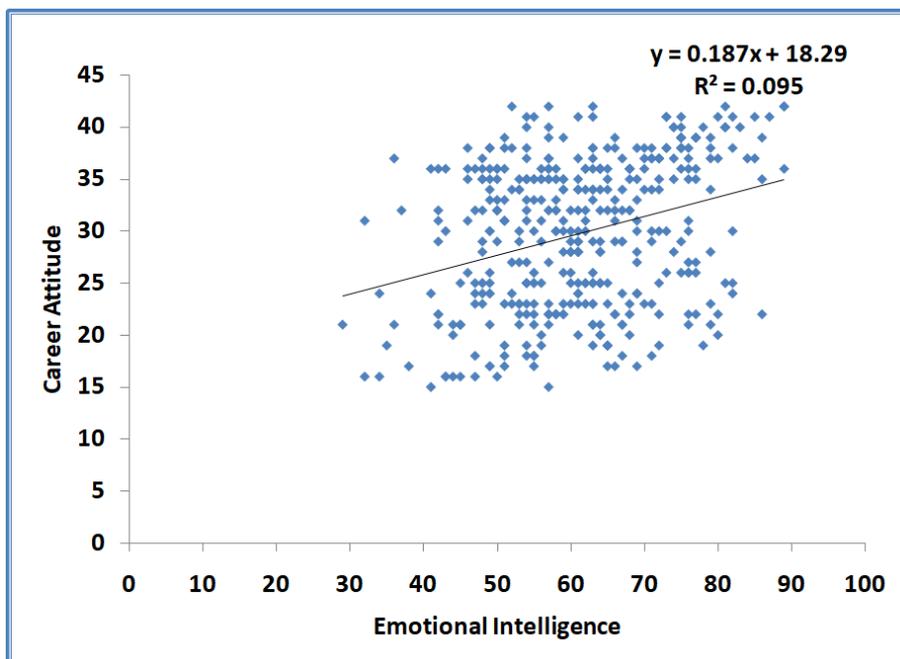
Table 2

Value of Correlation (r) between Emotional Intelligence and Attitudinal Dimension of Career Maturity in 16-18 Years Adolescent Students (N=400)

	'r'	Attitudinal Dimension of Career Maturity
Emotional Intelligence		

** Significant at .01 level; $r(df=398) = 0.09$ at .05 level; 0.12 at .01 level

Figure 2 : Scatter Plot for Emotional Intelligence and Career Attitude



The correlation coefficient (r) given in Table 2 shows a significant and positive relationship between emotional intelligence and the career attitude of students. The calculated $r=0.309$ with statistical support at .01 level denotes a significant relationship between these two variables. The association reveals that higher the emotional intelligence, higher will be the career attitudinal qualities in students. The scatter plot given in Figure 2 shows an upward line or slope with a coefficient of determination $R^2 = 0.095$. The coefficient of determination shows that scores on emotional intelligence can generate a 9.5% variance in career attitude. This denotes a weak but positive and significant association between emotional intelligence and career attitude in students from the 16-18 years age bracket.

Table 3

Value of Correlation (r) between Emotional Intelligence and Career Competence in 16-18 Years Adolescent Students (N=400)

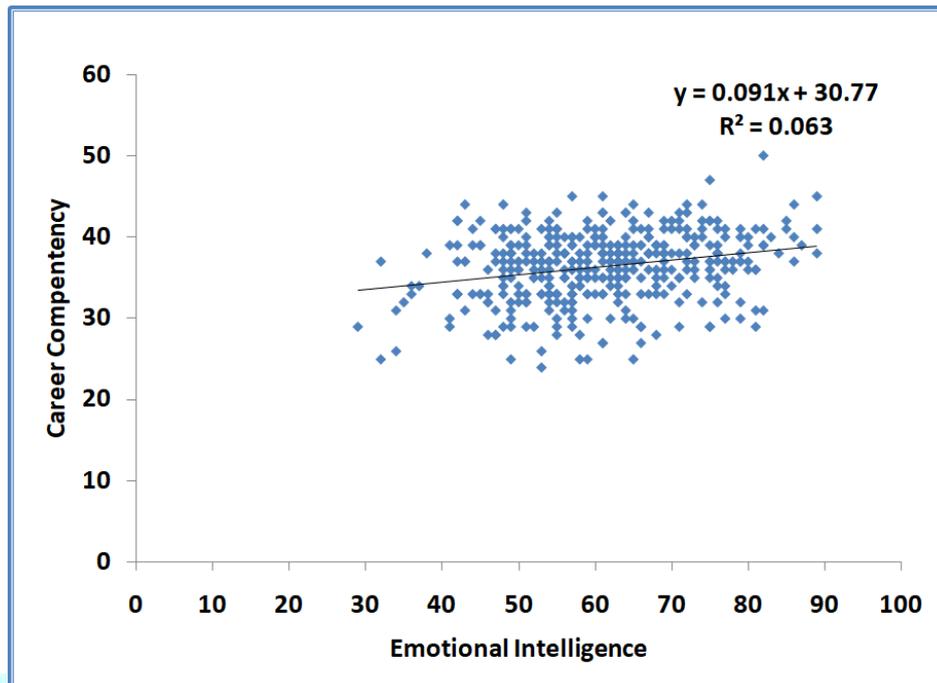
	'r'	Competency Dimension of Career Maturity
Emotional Intelligence		.253**

** Significant at .01 level; $r(df=398) = 0.09$ at .05 level; 0.12 at .01 level

The correlation coefficient (r) given in Table 3 shows a significant and positive relationship between emotional intelligence and career competencies in students. The calculated $r=0.253$ with statistical support at .01 level denotes a significant relationship between these two variables. The association reveals that higher the emotional intelligence, higher will be the career competencies in students. The scatter plot given in Figure 3 shows an upward line or slope with a coefficient of determination $R^2 = 0.063$. The coefficient of determination shows that scores on emotional intelligence can generate a 6.3% variance in career competency. This denotes a weak but positive and significant association between emotional intelligence and career competency in students from the 16-18 years age bracket.

Figure 3

Scatter Plot for Emotional Intelligence and Career Competency

**VERIFICATION OF HYPOTHESES:**

Results indicate that emotional intelligence was positively and significantly correlated with career maturity in adolescent students in the age bracket of 16-18 years. Hence hypothesis 1 is accepted.

Results indicate that emotional intelligence was positively and significantly correlated with career attitudes in adolescent students in the age bracket of 16-18 years. Hence hypothesis 2 is accepted.

Results indicate that emotional intelligence was positively and significantly correlated with career competence in adolescent students in the age bracket of 16-18 years. Hence hypothesis 3 is accepted.

DISCUSSION:

It has been advocated that emotional intelligence is indeed beneficial in managing stress and achieving set targets. Emotional intelligence gives more choices to handle pressure and stressful situations and remove conflicts. Fteiha and Awwad (2020) reported a significant positive correlation between emotional intelligence with active emotional and problem-coping. The qualities such as communication skills, leadership and emotional control are also embedded in career maturity in the form of career attitude and competencies, hence the results are not surprising.

CONCLUSION

It was concluded that stressors of career choices can be managed effectively through emotional intelligence. It may also be concluded that a higher level of career maturity requires good emotional intelligence in adolescent students in the age bracket of 16-18 years.

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