



# EMOTIONAL INTELLIGENCE AND CAREER DECISION MAKING OF SENIOR SECONDARY SCHOOL STUDENTS

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**ABSTRACT:** The present paper is an attempt to study the emotional intelligence and career decision-making of senior secondary school students as both are very important factors that influence their whole life. Emotional intelligence is considered as a potential feeling, using, communicating, recognizing, remembering, learning, managing, and understanding of emotions whereas career decision-making is an intellectual decision for the choice of a future career. A descriptive survey method is applied for the present research and data was composed from 200 senior secondary school students by employing purposive and simple random sampling technique from Bathinda city by administering *Emotional Intelligence Scale (Hyde, Pethe, & Dhar, 2007)* and *Career Decision Making Inventory* by (Kirandeep Singh, 1999). The results exposed no significant difference in the emotional intelligence of boys and girls, studying in senior secondary school. Whereas, the boys and girls are senior secondary students differ significantly in their career decision making. Moreover, a significant difference was also found in the career decision-making of government and private senior secondary school students.

**KEYWORDS:** *Emotional intelligence, Career Decision-Making, Senior Secondary School Students*

Education is the process of acquiring awareness and gathering information that influences individuals' ethics, views, skills, and habits. The students' learning environment, personality, capabilities to deal with the situations, and opportunities determine their career options. It is believed that career options lead the person to occupational outcomes in the future (Walker & Tracey, 2012). However, not all individuals can execute the decision-making process of their careers with ease. Some individuals face problems in the process that leads to three major possible consequences such as- the possibility of transferring the decision-making as per others; failure in the optimal career choice due to the delay in decision making; and the temporary joblessness, which also impacts the personality, skills to manage, evaluate, and get the opportunities in the desired career.

*Emotional* is the capability to know and achieve your own emotions, and for those of the people around you. People with a high amount of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other persons. Goleman (1995) stated that emotional intelligence embraces the abilities such as being able to motivate one while facing frustrations, control impulses, delay gratification, regulate one's moods and keep distressed from the quagmire of one's ability to think as well as understand with hope. Emotional intelligence is the ability to identify, judge, and manage own emotions, the emotions of others, and/or the groups.

The **Career Decision-Making** procedure requires you to think carefully about your comforts, abilities, skills, and ethics. Generally what you are good at indicates your career interests. The career decision includes more than just a choice of profession; that choice forms the basis from which one's career evolves. Most of a person's waking hours are spent pursuing professional activities which are connected with economic security as the means of survival. That occupation, however, becomes interlaced with one's self-image and self-respect and has a bearing on one's social life and status. It influences friendships and lifestyle as well as opinions and attitudes and often determines where one lives. The career decision then embodies all of the major activities that are of prime importance during a individual life. The career decision-making components explained below can offer valuable assistance in helping you make up-to-date career decisions. Career decision-making is the process of making informed career choices based on one's own experiences.

## REVIEW OF LITERATURE

Career indecision has demonstrated an empirical relationship with emotional factors such as low self-esteem (Chartrand *et al.*, 1994). Kaur (1999) found no significant difference in the emotional intelligence and adjustment of boys and girls. Chafin (2006) studied first-year college students in North Carolina and found emotional intelligence to be productive in academic success and greater retention. Mayer, Caruso, and Salovey (2000) found that lower emotional intelligence was associated with a lower self-report of violent and trouble-prone behavior among college students. Santos, Wang, and Lewis (2018) highlighted that career decision-making is a key predictor of emotions and career outcomes. Further, they also identified that high emotional intelligence reduced career-making difficulties.

## OBJECTIVES OF THE STUDY

1. To find out the significant gender difference in emotional intelligence and career decision-making of senior secondary school students.
2. To find out the significant difference in the emotional intelligence and career decision-making of government and private senior secondary school students.

## HYPOTHESES OF THE STUDY

1. There is no significant difference in emotional intelligence and career decision making students of senior secondary school.
2. There is no significant difference in emotional intelligence and career decision-making between government and private senior secondary school students.

## RESEARCH METHOD

A descriptive survey method is applied for the present Research.

## SAMPLE & SAMPLING TECHNIQUES

For the present study, 200 senior secondary school students are selected from the government and private Co-Ed schools of Bathinda city by employing purposive and random sampling techniques.

## SCALES USED FOR DATA COLLECTION

1. Emotional Intelligence Scale was standardized by Hyde, Pethe, and Dhar in the year 2007.
2. Career Decision Making Inventory by Kirandeep Singh (1999).

## ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Mean, SD, and t-value of Boys and Girls Senior Secondary School Students**

Variables	Gender	N	Mean	SD	df	t-value	p-value
Emotional Intelligence	Boys	100	37.55	6.70	198	0.884	0.525
	Girls	100	36.73	6.54			
Career Decision Making	Boys	100	38.35	7.46		3.271*	0.035
	Girls	100	34.53	6.73			

Table 1, shows that the calculated t-value is 0.884 which indicates that boys and girls senior secondary school students do not differ in the scores of emotional intelligence at 0.05 level. Furthermore, Table 1 shows that the calculated t-value is 3.27, which is found insignificant at 0.05 levels. Hence, the hypothesis "*There is no significant difference in the emotional intelligence and career decision making of boys and girls senior secondary school students*" is partially rejected and partially accepted. Additionally, the table shows that the boys have slightly higher emotional intelligence as comparative their counterparts, girls' senior secondary school students. Whereas, the boys have higher CDM ability than their counterparts of girls' senior secondary school students.

**Table 2: Mean, SD, and t-value of Government and Private Senior Secondary School Students**

Variables	Gender	N	Mean	SD	df	t-value	p-value
Emotional Intelligence	Govt.	100	35.25	5.33	198	4.387**	0.011
	Pvt.	100	38.27	7.48			
Career Decision Making	Govt.	100	36.50	5.66		4.211**	0.015
	Pvt.	100	39.33	7.91			

Table 2 depicts shows that the calculated t-value is 4.387 and 4.211 on the scores of emotional intelligence and career decision-making, which is found significant at a 0.01 level. Therefore, the hypothesis, "*There is no significant difference in the emotional intelligence and career decision-making of government and private senior secondary school students*" is rejected. Furthermore, table 2 depicts that the students studying in private senior secondary school have higher emotional intelligence and career decision-making as compared to the students of government schools

**CONCLUSIONS**

It has been concluded that there is no significant difference in the emotional intelligence of boys and girls senior secondary school students. The findings revealed that both boys and girls studying in senior secondary school students encourage their classmates to work even when things are unfavorable. The type of school i.e. government or private, it has been found that senior secondary school students differ significantly in their emotional intelligence. The findings indicated that private senior secondary school students are more capable of handling conflicts. It has been concluded that boys and girls senior secondary school students differ significantly in their career decision-making. Further, the findings revealed that

boys senior secondary school students show more career decision-making as compared to girls students. It may be concluded that the career decision-making of government and private senior secondary school students differ significantly. The findings revealed that students studying in private secondary schools show more career decision-making as compared to students studying in government senior secondary schools.

## EDUCATION IMPLICATIONS

- A. Emotional intelligence tests should be made a part of the admission process to check the strength of emotions among students and to identify the level and need for counseling to be provided.
- B. The responsibility in the government sector is to ensure the proper use of funds and make proper use of various arrangements so that the career decision-making of the students studying in government senior secondary schools should recover.
- C. It is also recommended to the administration to ensure proper training facilities for the teachers regarding different methods to develop the emotional intelligence level.
- D. Teachers must generate awareness regarding proper employee requirements and duties so that they will be capable to help the students with their career decision-making choices.

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