



CAREER MATURITY OF ADOLESCENT STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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Abstract

The relationship between career maturity and emotional intelligence of adolescents has been studied in the present study. Career maturity scale by Dr. Nirmala Gupta and emotional intelligence scale by Dr. S.k.Mangal and Dr. Shubhra Mangal were administered on 120 adolescents of Pathankot district of Punjab. The data obtained was subjected to descriptive, correlation and differential analysis. The results explained that there is positive significant relationship between career maturity and emotional intelligence. Further, results revealed that there is significant difference in career maturity of adolescents with respect to gender i.e. male and female. The career maturity is also significantly different for government and private school adolescents.

Keywords: Career Maturity, Emotional Intelligence, Adolescents.

Introduction

Career maturity refers broadly to the individual's readiness to make age appropriate career decisions and cope with career developmental tasks. It is individual's ability to make appropriate career choice, including awareness of what is required to make a career decision and the degree to which one's choices are both realistic and consistent over time. In essence, career maturity is a measure of readiness to make career decisions on the basis of attitudes towards knowledge of career decision making.

Super (1955) was first to introduce the concept of career maturity. According to Super (1955), "Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. It is not thought of as a static goals an ideal and result which has been achieved".

According to Crites (1978) career maturity involves forming interests, making consistent and competent choices and developing attitudes towards careers.

Crites (1978) and Super (1958) are in the agreement that career mature individual will normally exhibit certain characteristics which includes: ability to gather information about self in order to gain insight, disposition to obtain self in order to gain insight, disposition to obtain the necessary competencies that will allow him or her to make an informed decision about a career, ability to integrate self -knowledge and knowledge of the world of work and also the ability to implement the enumerated knowledge when planning a career. Spokane



(1991) considers that career maturity is based on the direct assistance given to an individual to promote more effective decision making, intensive counselling to help resolve career difficulties; enhancement of person's career development to enable him to make more effective career decision. So career maturity is the willingness of an individual to take a career decision which is both appropriate as per one's age and well informed and to mould the career with utmost care in the presence of various opportunities and limitations Salami (2010). An individual's vocational adjustment varies directly with the extent of agreement between one's characteristics and work demand i.e. job requirements. If the occupation is not according to one's potentialities and personality, one's vocational adjustment will be adversely affected. Therefore, the decision regarding the selection of the vocation becomes of utmost importance for the adolescent's future prospects.

Choosing career is not any easy task due to the complex and fluid character of the world of work. Choice of career and occupation is the biggest problem which every adolescent faces. An adolescent who succeeds in managing emotions can decide more intelligently about his career as emotions are the prime movers of thought and conduct which also give spice to life. An emotionally intelligent adolescent would tend to seek mature, right and rational decisions in his choice of career.

Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997).

Emotional Intelligence enables one to learn, to acknowledge and understand feelings in oneself and in others, and that one can appropriately respond to them, effectively applying the information and energy of emotions in one's daily life and work. In an article by John D Mayer and Pater Salovey (1990), define

“Emotional Intelligence is an integral part of an individual's social intelligence whereby one can monitor feelings, both of his own and others around him, differentiate among them, and also able to direct one's thoughts and reluctant actions”.

Therefore, it represents an ability to validly reason with emotions and to use emotions to enhance thoughts. Emotional intelligence is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

It is important to understand that emotional intelligence is not the opposite of general intelligence, it is not the triumph of heart over head, and rather it is the unique intersection of both. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. People with emotional intelligence have a notable capacity for commitment to other people or cause, for taking responsibility, and for having an ethical outlook; they are sympathetic and caring in their relationships. Their emotional life is rich and they are comfortable with themselves, others and the social universe they live in. Moreover they express their feelings appropriately and adopt themselves well to stress. Thus emotional intelligence has come to



stay as one that allows individuals to flourish in their lives, in their jobs, in their families and in their communities.

OBJECTIVES OF THE STUDY

- 1) To study the relationship between career maturity and emotional intelligence of adolescent students.
- 2) To study the difference between career maturity of male and female adolescent students.
- 3) To study the difference between career maturity of government and private school adolescent students.

HYPOTHESIS OF THE STUDY

- 1) There exists no significant relationship between career maturity and emotional intelligence of adolescent students.
- 2) There exists no significant difference between career maturity of male and female adolescent students.
- 3) There exists no significant difference between career maturity of government and private school adolescent students.

TOOLS USED

Career maturity inventory by Dr. Nirmala Gupta

Emotional intelligence inventory Dr. S.k.Mangal and Dr. Shubhra Mangal

RESULTS

Table 1: SHOWING THE COEFFICIENT OF CORRELATION BETWEEN CAREER MATURITY AND EMOTIONAL INTELLIGENCE OF ADOLESCENT STUDENTS.

Variables	N	Mean	'r' Value	Inference
Career maturity of adolescent students	120	44.2	0.47	Positive Correlation
Emotional intelligence of adolescent students	120	33.1		

The above table shows that the mean scores of career maturity and emotional intelligence are 44.2 and 33.1. The coefficient of correlation is 0.47 which is positive and significant. The above findings reveals that an emotionally intelligent person is mature in career decision making and as well as able to identify preferences in order to achieve his goals.

**Table 2: SHOWING SIGNIFICANCE OF DIFFERENCE IN CAREER MATURITY OF MALE AND FEMALE ADOLESCENT STUDENTS**

Variables	N	Mean	S.D	't' Value	Inference
Career maturity of male adolescent students	60	44.63	9.13	2.48	Significant at 0.05 level
Career maturity of female adolescent students	60	43.76	11.55		

The above table shows the mean scores of career maturity of male and female adolescent students are 44.63 and 43.76, Standard deviation are 9.13 and 11.55 respectively. The 't' value is 2.48 which is greater than the 0.05 level. Therefore, the hypothesis-II stands rejected. It reveals that the career maturity of male adolescent students possesses a high level of aspiration and they are more career oriented than female adolescent students. Thus, they pay more attention to studies and show better achievement than the female adolescent students.

Table 3: SHOWING SIGNIFICANCE OF DIFFERENCE IN CAREER MATURITY ON THE BASIS OF TYPE OF SCHOOL

Variables	N	Mean	S.D	't' Value	Inference
Career maturity of govt. school adolescent students	60	47.16	11.45	2.78	Significant at 0.05 level
Career maturity of pvt. school adolescent students	60	41.23	8.27		

The above table shows the mean scores of career maturity of government and private school adolescent students are 47.16 and 41.23 and standard deviation are 11.45 and 8.27 respectively.

The 't' value is 2.780, which is greater than the 0.05 level. Therefore, the hypothesis-III stands rejected. The possible reason for this difference may be that adolescent students studying in government senior secondary school seem to be more aware of the career opportunities available to them as compared to the adolescent students studying in the private schools.



Conclusions

The study revealed that there exists positive correlation between career maturity and emotional intelligence of adolescents. Further, it is also concluded from the study there is significant difference in the career maturity of male and female adolescents. The government and private school adolescents are also significantly different in their career maturity.

Educational Implications

The research work is considered to be worthwhile only if it has some importance for related areas. The knowledge generated can be used to understand the reasons of career maturity and emotional intelligence as great predictors of success for adolescent students. The findings of the study will help the adolescents to understand the importance of career maturity and emotional intelligence in their lives and coming future. Professional school counselors should provide collaborative support and training to the adolescent students on career guidance. School councilors can assist adolescent students in attaining emotional strength to face difficult educational and vocational challenges. Teachers should provide adolescent students the opportunities that would nurture the interest in vocational subject matter and create environment that would nourish the discovery of aptitudes for vocational content. This study would be of immense importance to psychologists, sociologists, teachers and experts for understanding the need of career maturity and emotional intelligence and also their components. The adolescents must be guided time to time for their better career. Also the students must be guided to channelize their emotional intelligence in a better way.

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