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IMPACT OF EMOTIONAL INTELLIGENCE ON CAREER DECISION MAKING -SELF - EFFICACY OF ADOLESCENTS.

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ABSTRACT

The purpose of this study was to examine the impact of Emotional Intelligence on Career Decision Making Self Efficacy of High school students. The sample consisted of 800 High school students (Male 400 and Female 400) randomly selected. Final sample consisted of boys and girls of high and low Emotional Intelligence. Two hypotheses were formulated. The study sample responded to two standardized instruments, namely, Emotional Intelligence Scale by S.K. Mangal and Shubhra Mangal, (2005), and Career Decision Making Self Efficacy Scale by Taylor and Pompa, (1990). The results indicated that there was no impact of Emotional Intelligence on their Career Decision Making Self Efficacy and also no gender differences were observed in Career Decision Making Self Efficacy in relation to Emotional Intelligence.

KEY WORDS- Emotional Intelligence, Career Decision Making, Self Efficacy, Adolescents.

INTRODUCTION

We are living in a world of scientific development in which different specializations in varied fields are being undertaken resulting in a number of branches in different vocations. Every day birth of a new occupation comes into our knowledge. Earlier there were a few careers and basically those careers were related to vocations done by the ancestors. In short it can be said that down the age's career choice had very limited scope. But the scenario has changed. Now a days the scientific, industrial and social changes have provided a variety of options for each individual and variety of roles in each occupation with specialization. In complex society where there are number of opportunities for the children to exercise options for their life work attempt has been made towards developing an understanding of the dynamic process of career decision making. It is a natural and inherently significant aspect that work is both biological and psychological in nature. Work is undertaken in today's lives with different goals of life. Work has different meanings for different purposes for different organizations besides being biological, socio – psychological and economic activity, Work is also understood in philosophical perspective in different societies. Thus, it becomes imperative that the students must be guided to decide upon their future vocational career at the high school stage. The career planning is very important since the students have to take a decision for their future life. The career decision making is vital for a student's since their profile will have an academic and professional education according to comprehensive knowledge about the world of work which is essential. This means that the individual must know the requirements in terms of educational and professional qualifications along with comprehensive picture regarding entry into the job, nature of work, conditions of work, awareness of promotion, retirement benefits and perks, etc.

This aspect is very important since the individual must match between his own characteristics and the

demands of the work chosen for a living. Thus, career decision making process involves many factors which affect the individuals in cumulative ways. The researcher feels that some of the important factors which may affect the Career Decision Making Self –Efficacy of the individual must be studied, since this involves the ability to decide upon a career and pursue efforts for its attainment .Emotional intelligence has a great impact on each individual’s career decision, so it may be considered important since it may affect this process. Samuel O.S. (2010) studied how Emotional Intelligence Self Efficacy and Psychological well being contributed to students behaviours and attitude .The finding indicates the need to emphasis on positive psychology in improving the positive element in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher Education. Sharma R. (2008) compared Emotional Intelligence and creativity of students in three different types of school. The schools selected were Gurukul, Public school and Govt. school. Here in this research findings indicate that the types of schools affect development of Emotional Intelligence. Trinidad S.N. & Juan.M (2008) studied gender differences in Emotional intelligence and its constituent factors. It was found that there are gender differences in Emotional intelligence and its constituent factor. Chris Brown .Roberts George- Curran & Marian L. Smith (2003) conducted study to find out the relation between Career Decision –Making Self Efficacy, Vocational Exploration and Commitment and Emotional Intelligence .Findings revealed that the Emotional Intelligence as measured by empathy utilization of feeling that handing relationships and self-efficacy and that the utilization of feelings and self control factors were inversely related to vocational exploration and commitment. In the present study the effect of Emotional Intelligence on Career Decision Making Self Efficacy of boys and girls of government and private schools is being studied. It is of considerable importance to study the Career Decision Making Self Efficacy of adolescents in relation to Emotional intelligence .As a result of this study career counsellors in schools will be able to help students to evaluate and correctly analysis and interpret their abilities ,interest ,talent and personality characteristics to develop realistic academic and career goals .

Variables:-

Independent Variable – Emotional Intelligence

Dependent Variable - Career Decision Making Self Efficacy.

Control Variable- Age – 14 -17 years, Grade -9th

Objectives –

1. To study the impact of Emotional Intelligence on Career Decision Making Self Efficacy of adolescents studying in high schools.
2. To study gender difference in Career Decision Making Self Efficacy in relation to Emotional intelligence of adolescents studying in high schools.

HYPOTHESES-

1. There is no significant impact of Emotional Intelligence on Career Decision Making Self Efficacy of adolescents studying in high schools.
2. There are no gender differences in Career Decision Making Self Efficacy in relation to Emotional intelligence of adolescents studying in high schools.

Sample- The sample of study is given in the following table:

Table 1
Primary sample of Study

Nature of management	Boys	Girls	Total
Government School	200	200	400
Private School	200	200	400
Total	400	400	800

After Administration of Emotional Intelligence scale the final sample of the study is presented of the following table:

Table 2
Final sample of Study

E.I	Boys	Girls	Total
High	148	127	275
Low	142	133	275
Total	290	260	550

Test:

- 1 Emotional Intelligence Scale by S.K. Mangal and Shubhra Mangal (2005)
2. Career Decision Making Self Efficacy Scale by Taylor and Pompa (1990)

Method of study:

For the present study researcher used survey method of research to complete the research work systematically and successfully .Here both the tests were administered on the sample selected for this study.

ANALYSIS AND DISCUSSION OF RESULTS:

The results of impact of EI on CDMSE are presented below.

Table 3
Comparative results of Career Decision Making Self Efficacy in relation to Emotional Intelligence

Group	E.I.	N	M	S.D	C.R	"P" value
Boys	High	148	91.66	12.32	0.88	>0.05
	Low	142	92.8	9.68		
Girls	High	127	93.81	12.05	0.99	>0.05
	Low	133	95.23	10.97		
Boys + Girls	High	275	92.65	12.22	1.37	>0.05
	Low	275	93.98	10.37		

Degree of freedom 288/548

Min Value for significance at 0.05 level – 1.97

Min Value for significance at 0.01- 2.59

From the above results it may be concluded there is no impact of Emotional Intelligence on Career Decision Making Self Efficacy of adolescents, i.e., Career Decision Making Self Efficacy is independent of Emotional Intelligence. The obtained values of critical ratios are statistically insignificant.

Table 4
Comparative Results of Gender Difference in CDMSE in relation to Emotional Intelligence

E.I.	Gender	N	M	S.D.	C.R.	"P" Value
High	Boys	148	91.66	12.32	1.46	> 0.05
	Girls	142	92.8	9.68		
Low	Boys	142	92.8	9.68	1.94	> 0.05
	Girls	133	95.23	10.97		

Degree of freedom 273/288

Min. Value for significance at 0.05 level – 1.97

Min. Value for significance at 0.01 level - 2.59

From the above results it may be inferred that there are no gender differences in Career Decision Making Self Efficacy in relation to Emotional Intelligence. The obtained values of critical ratios are less than the minimum value for significance.

The results of impact of Emotional Intelligence on Career Decision Making Self Efficacy show that there is no impact of Emotional Intelligence on CDMSE of boys, girls and Students. This shows that CDMSE is independent of Emotional Intelligence. CDMSE is the self efficacy of Individuals in making career decisions. This involves not only knowledge about world of work but also relationship of it with any individual’s physical and psychological characteristics. The individual must be able to understand his strength and weakness and must be able to harness the opportunities which he gets. Career Decision Making Self Efficacy is affected by many factors. The important

factors affecting it are intelligence and parental education and occupational and economic status etc. It can be said the more the intelligent the individual, the higher is his career decision making self efficacy. Impact of Emotional Intelligence on CDMSE process has been presented in China paper (2010). It has been observed that Career Decision Making is a multiple stage information process which can be influenced by individual's emotions. Thus, the above research shows that there is impact of Emotional Intelligence on CDMSE but in the present research work, no impact of Emotional Intelligence on CDMSE has been found. There are individual differences and over a period of time there are changes in environment which makes the student to change their strategies. This has been emphasized in the study of Bar-Tal (2008) who observed that individual's perception of probability of achieving the task would cause not only a need to achieve but there is also a fear of failure. Both are strong emotions and may influence individual's decision. Impact of Emotional Intelligence on CDMSE has been studied by Salami S. O. (2010). It has been shown that Career Decision Making is a multiple stage information process which can be influenced by individual's emotions and it has been also found that there is relationship of Emotional Intelligence with Career Development and that there is moderating role of gender in the relationship, and gender predicted career development and gender moderated the relationship between the Emotional Intelligence and Career Development. The results related to gender differences in CDMSE of High and Low Emotional Intelligence groups show that there are no gender differences in CDMSE of Boys and Girls of High and Low Emotional Intelligence. This shows that CDMSE is independent of gender for both groups of Emotional Intelligence. Thus from the above results it may be concluded that there is no impact of Emotional Intelligence on CDMSE of Boys and Girls. So also CDMSE is independent of gender for students of High and Low Emotional Intelligence. The results of the present research work may be of use for vocational guidance to students as far as Career Decision Making is concerned.

CONCLUSIONS:

The following conclusion may be drawn-

1. There is no impact of Emotional Intelligence on CDMSE of adolescents.
2. There are no gender differences in CDMSE of High and Low Emotional Intelligence Groups.

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