EMOTIONAL INTELLIGENCE AND CAREER PREFERENCE AMONG SECONDARY SCHOOL STUDENTS: A STUDY

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ABSTRACT:

This study was an attempt to estimate the relationship between Career Preference and Emotional Intelligence. It was also trying to confirm variances between Emotional Intelligence and Career Preference. In this research, the investigators followed descriptive research design. Sample of 100 students (50 males and 50 females) collected randomly from secondary schools of Murshidabad district in the state of West Bengal. Coefficient of correlation and 't' test have been used for analysing raw data. Two standardized tools were used to collect required data i.e., 'Career Preference Record' developed and standardize by Dr. Vivek Bhargava and Dr. Rajshree Bhargava & 'Emotional Intelligence Scale' developed by Dr. A. K. Singh and Dr. Shruti Narain. No significant relationship was found between Emotional Intelligence and Career Preference. The study also uncovered that the Emotional Intelligence level of the male students is higher than female students, and in the case of Career Preference, females show higher interest than male students.

Key Words: *Emotional Intelligence, Career Preference, Secondary School Students.*

INTRODUCTION:

Applied psychological research shows great interest in how education and career affect and reflect one's capabilities and personality. So many researchers have associated with a substantial amount of deliberation and invest into career development and career preferences over the years. The climbing of the organizational ladder to move through clearly hierarchies

of job progression was known as career development earlier. Career development has been well-defined as "multiple occupational roles played by individual life-long Wendy Patton and Mary McMohan (2006) by department of education and science (1989). In the same book, where Donald Super's words also quoted that career development as "occupational and non-occupational growth of an individual through variety of roles; a student move with different levels, education, learn, select a profession and grow in respective field". Donald Super stated social roles as a significant step onthe career developmental ladder. The term emotion has been defined as feeling aroused from the experience of outside environment and self-awareness by Mayer, Salovey & Caruso(2008). Career performance and Emotional intelligence are directly interrelated (Davar, Singh, 2014). Emotions play an unrecognized effect to regulate one's thoughts and actions. "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. Secondary school intermediates elementary school and college that usually offers college preparatory courses. Secondary students are those who are pursuing in the 9th and 10th grades. This stage is very crucial for the students for social and emotional development. Various activities like self-awareness, social awareness, self-management, decision-making, and group activities are included in the curriculum at this stage. This article explores this influence by integrating and synthesizing research ideas related to emotional intelligence role in the field of career preference.

RATIONALE OF THE STUDY:

According to the theory of career development by Young, Valach, and Collin (1996), an individual's career development mostly depends on the significant effect of emotional intelligence. In career development, the action theory approach uncovered the significant role of emotion in building a career throughout daily action like conversational languages with others. Emotion is related to one's plans, aims, purposes, the role of emotion in building a career – emotion controls, regulates, motivates, and strengthens actions (Young et.al, 2010).Emotions also access, orient, and develop narratives regarding careers needs.

Success at the workplace or career is not solely dependent upon the performance of an individual, but it also depends on other factors like EI (Emotional Intelligence) is one of them. Plato stated that "All learning has an essential emotional base''. Emotional intelligence is the ability by using it one solves problems in their life and live a more

productive life. So many factors are there that influence Career Preference and Emotional Intelligence is one of the important among them. If the secondary stage students possess good emotional intelligence, it makes them more employable and healthier, leading them to a successful career. So, the investigator attempts to explore the relationship between EI (Emotional Intelligence) and CP (Career Preference) of students at the secondary level.

OBJECTIVES:

1. To ascertain the relationship between Emotional Intelligence and Career Preference on total sample.

2. To ascertain the relationship between male Emotional Intelligence and male Career Preference.

3. To ascertain the relationship between female Emotional Intelligence and female Career Preference.

4. To find out the mean difference on Emotional Intelligence among male and female students.

5. To find out the mean difference on Career Preference among male and female students.

HYPOTHESES:

1. There is no significant relationship between Emotional Intelligence and Career Preference on total sample.

2. There is no significant relationship between male Emotional Intelligence and male Career Preference.

3. There is no significant relationship between female Emotional Intelligence and female Career Preference.

4. There is no significant mean difference on Emotional Intelligence among male and female students.

5. There is no significant mean difference on Career Preference among male and female students.

RESEARCH METHODOLOGY:

Research Design:

The investigators followed Descriptive research design.

Population:

Secondary School Students (Class-X) of Murshidabad district in West Bengal.

Sample:

Investigators used simple random sampling technique for the purpose of data collection. A sample of 100 students (50 males and 50 females) selected randomly from secondary schools.

Statistical techniques:

Statistics used are coefficient of correlation and 't' test for analysing raw data.

Tools used:

Two standardized tools were used for the collection of required data i.e.,

i. 'Career Preference Record' developed and standardized by Dr. Vivek Bhargava and Dr. Rajshree Bhargava (published by National Psychological Corporation in 2018).

ii. 'Emotional Intelligence Scale' developed by Dr. A. K. Singh and Dr. Shruti Narain and published by National Psychological Corporation in 2019.

ANALYSIS AND INTERPRETATIONS:

Objective No-1: To find out the relationship between Emotional Intelligence and Career Preference on total sample.

To validate this objective following null hypothesis has been formulated

$H_0 1$: There is no significant relationship between Emotional Intelligence and Career Preference on total sample.

To validate null hypothesis 1, the scores of Emotional Intelligence of the total sample have been calculated. The coefficient of correlation (r) was applied to check the interrelationship between Emotional Intelligence and Career Preference on the total sample. Table 1 shows the calculated 'r' value.

Table-1

Showing the relationship between Emotional Intelligence and Career Preference on total sample

Variables	N	Mean	SD	r-value	Sig.
Career Preference(total)	100	88.97	29.138	-.044[NS]	.662
Emotional Intelligence(total)		21.75	3.877		

NS=Not Significant at any level of confidence(2- Tailed)

Table 1 reveals that the calculated 'r' value is -.044 (p = .662), and the value has no significance at both level of confidence. Therefore, it is clear from the above 'r' value that secondary school students' Career Preference and Emotional Intelligence are not correlated with each other or there is no relationship between them. Thus, from the above discussion, it can be said that the changes in one variable's values don't affect the other one. Thus, the null hypothesis 1 **"There is no significant relationship between Emotional Intelligence and Career Preference on total sample"** is accepted, and the research hypothesis is rejected.

Objective No-2: To ascertain the relationship between male Emotional Intelligence and male Career Preference.

To validate this objective following null hypothesis has been formulated

H$_0$2: There is no significant relationship between male Emotional Intelligence and male Career Preference.

To validate the null hypothesis 2, the scores of male Emotional Intelligence have been calculated, and coefficient of correlation (r) was applied to check the relationship between male Emotional Intelligence and male Career Preference. Table 2 shows the calculated "r" value.

Table-2

Showing the relationship between male Emotional Intelligence and male Career Preference

Variables	N	Mean	SD	r-value	Sig.
Male Emotional Intelligence	50	22.64	3.668	-.204^{NS}	.154
Male Career Preference		82.62	29.135		

NS= Not Significant at any level of confidence

Table 2 reveals that the calculated 'r' value is -.204 (p = .154) which is not significant at any confidence level. Therefore, it is clear from the above 'r' value that male Emotional Intelligence and male Career Preference of secondary school students is not correlated or there is no relationship between them. Thus, from the above discussion, it can be said that the changes in one variable's values don't affect the other one. Thus, the null hypothesis **"There is no significant relationship between male Emotional Intelligence and male Career Preference"** is accepted and the research hypothesis is rejected.

Objective No-3: To ascertain the relationship between Female Emotional Intelligence and Female Career Preference.

To validate this objective following null hypothesis has been formulated

H$_0$3: There is no significant relationship between female Emotional Intelligence and female Career Preference.

To prove that the null hypothesis is true, the scores of female Emotional Intelligence have been calculated and the coefficient of correlation 'r'- was applied to check the relationship between female Emotional Intelligence and female Career Preference. Table 3 shows the calculated r- value.

Table-3

Showing the relationship between female Emotional Intelligence and female Career Preference

Variables	N	Mean	SD	r-value	Sig.
Female Emotional Intelligence	50	20.86	3.912	$-.212^{NS}$	.139
Female Career Preference		95.32	28.005		

NS= Not Significant at any level of confidence (2 Tailed)

Table 3 reveals that the calculated 'r' value is -.212 (p = .139) which is not significant at any confidence level. Therefore, it is clear from the above 'r' value that female Emotional Intelligence and female Career Preference of secondary school students is not correlated or there is no relationship between them. Thus, from the above discussion, it can be said that the changes in one variable's values don't affect the other one. Thus, the null hypothesis **"There is no significant relationship between female Emotional Intelligence and female Career Preference"** is accepted and the research hypothesis is rejected.

Objective No-4: To find out the mean difference on Emotional Intelligence among male and female students.

To validate this objective following null hypothesis has been formulated.

H$_0$4: There is no significant mean difference on Emotional Intelligence among male and female students.

To prove the null hypothesis 4, the mean scores of male and female Emotional Intelligence have been calculated and 't' test was applied to check the mean difference between the same. Table 4 represents the 't' value.
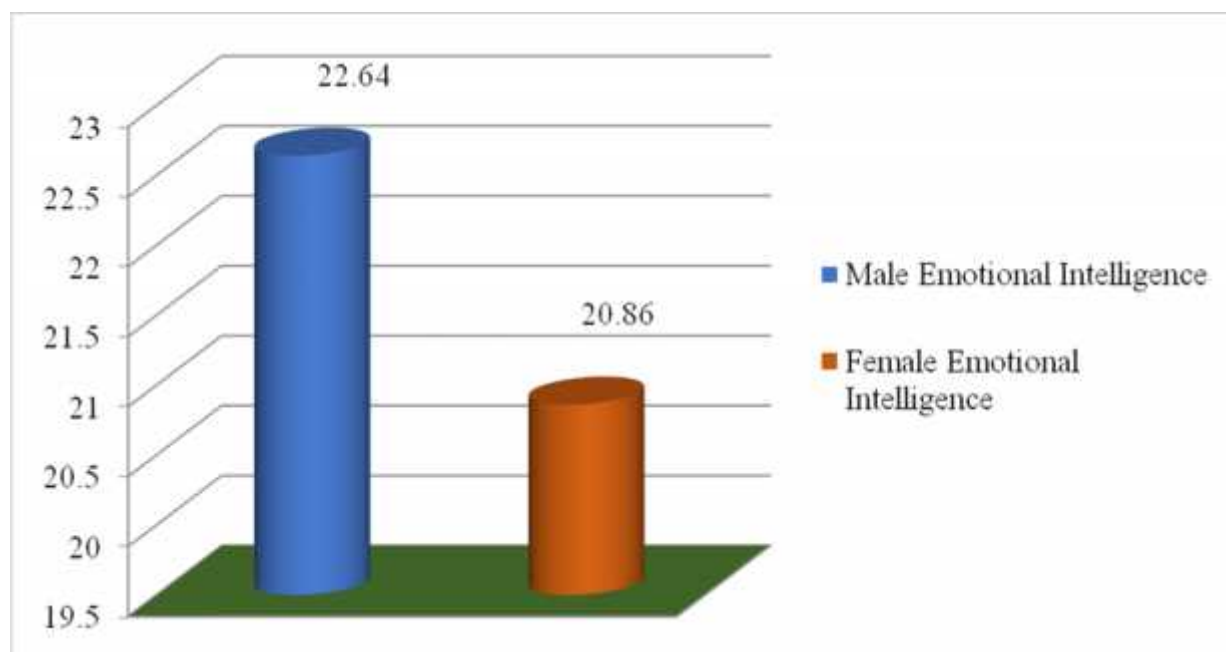
Table-4

Showing the mean difference between male and female students on Emotional Intelligence

Variables	N	Mean	SD	t- value	Sig.
Male Emotional Intelligence	50	22.64	3.668	2.347*	.021
Female Emotional Intelligence		20.86	3.912		

*Significant at 0.05 level of confidence (2 tailed)

The table 4 shows that the calculated mean value of male secondary school students on Emotional Intelligence is 22.64 with its S.D. 3.668 and for female secondary school students are 20.86 with its S.D 3.912.Based on these two mean scores t-value i.e.,2.347has been calculated which is significant at 0.05 confidence level. Statistical analysis reveals significant and positive mean difference between male and female Emotional Intelligence. The researchers also found that the male mean score was higher than female mean score. Therefore, it can be said that male students always possess more Emotional Intelligence than female students. Thus, the null hypothesis 4**"There is no significant mean difference on Emotional Intelligence among male and female students"** is rejected.

Figure 1: Showing means difference between male Emotional Intelligence and female Emotional Intelligence.

Objective No-5: To find out the mean difference between career preference among male and female students. To prove this objective following null hypothesis has been formulated.

**H₀5:** There is no significant mean difference on Career Preference among male and females tudents.

To explore the mean difference first, the mean scores of male and female career preference have been calculated and 't' test was applied to check the mean difference between male and female students on Career Preference.

Table-5
Showing the mean difference between Career Preference among male and female students

Variables	N	Mean	SD	t-value	Sig.
Male Career Preference	50	82.62	29.135	-2.222*	.029
Female Career Preference		95.32	28.005		

*Significant at 0.05 level of confidence (2 tailed)

The table 5 shows that the calculated mean value of male secondary school students on Career Preference is 82.62 with its S.D. 29.135 and for female secondary school students are 35.32 with its S.D 28.005. Based on these two mean scores "t" value has been calculated i.e.,-2.222 which is significant at 0.05 confidence level. Statistical analysis depicts a significant and positive mean difference in Career Preference between male and female secondary school students. The researchers also found that the female mean score was higher than male mean score. Therefore, it can be said that female students always possess more Emotional Intelligence than male students. Thus, the null hypothesis **5 "There is no significant mean difference on Career Preference among male and female students."** is rejected.
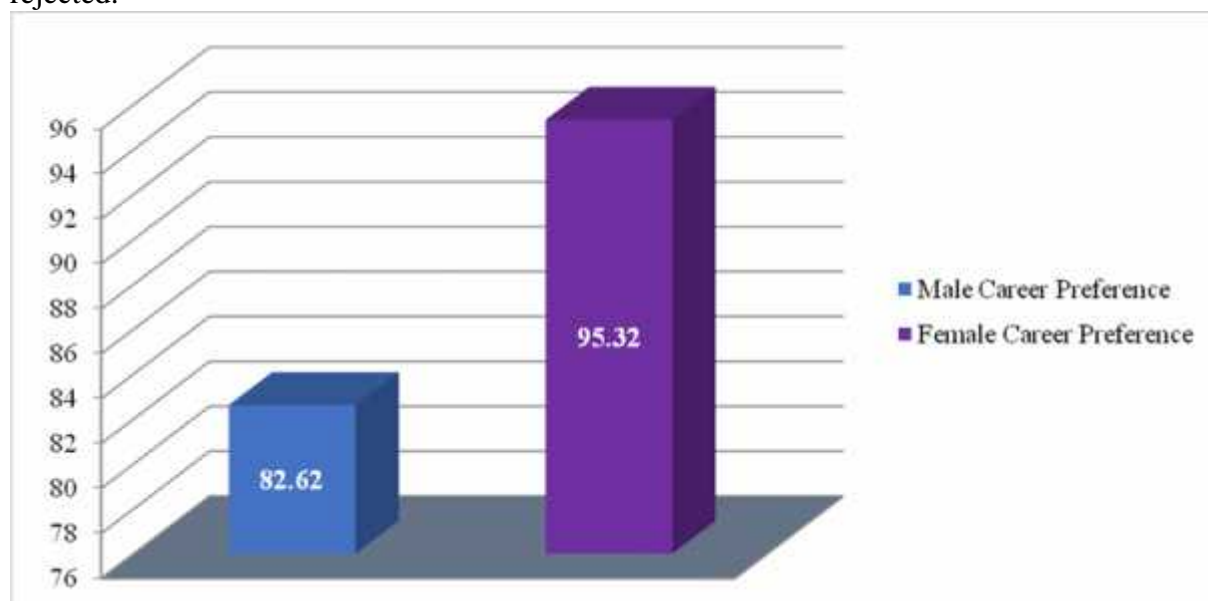
Figure 2: Showing Means differences between male Career Preference and female Career Preference

FINDINGS:

No significant correlation was found between Emotional Intelligence and Career Preference among total secondary school students (r= .662).At the same time, the investigators tried to estimate the relationship between male and female students on both variables, but no relationship was found (r= .154& .139) respectively. Mean differences were found in the case of Emotional Intelligence and Career Preference with the respect of gender (both are statistically significant at 0.05 level of confidence).The Emotional Intelligence of male students is higher than female students (t= .021). Ahmad and Bangash et al, (2009) study result showed that male occupied high Emotional Intelligence than female. On the other hand, in the case of Career Preference female shows higher interest than male students (t= .029). The study aimed to explore career decisions and the findings revealed that, males are competent rather than females in the field of math grades and females are higher than males in the field of verbal tasks (Shelley J. Correl, 2001).

Discussion and Recommendations:

Based on the designed model, a significant relationship does not find between Emotional Intelligence and Career Preference, but the Emotional Intelligence of male students shows higher than female students. Moreover, the study uncovered a higher Career Preference of females rather than males. The findings could help close a knowledge gap regarding the important effect of Emotional Intelligence on the career development of students. Policymakers, counsellors and implementers may be able to learn how to help students to appreciate the important factors of Emotional Intelligence in their education and career development based on the findings. It is to be recalled that many counsellors emphasize that emotions trace pivot impact in the process of career choice (Young, 2010). It is significant to reintroduce and do more research on emotions and their role in Career Preference. It should be emphasised as a new challenge of counselling and career guidance programs (Young, 2010).

Though, the analysis of result did not show any relationship among Career Preference and Emotional Intelligence. But Emotional Intelligence is a very important predictor for Career Preference. Based on the study result following recommendations were done:

1. Knowledge of Emotional Intelligence should be inculcated among secondary school students.

2. Further research is recommended to explore and re-establish clearer understanding of Career Preference as well as Emotional Intelligence.

3. Guidance and counselling should be introduced for the students to meet their need of proper Career Preferences. Conducive and requisite school culture and environment should be assured to sustain and promote Emotional Intelligence curriculum in the schools.

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