

Full Length Research Paper

Comparison of career adapt-abilities of students from faculty of education with emotional intelligence levels

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This study aims to examine whether the career adaptation score averages of 1st and 4th-year students studying in different departments of the Faculty of Education differ significantly from the average scores of interest, control, curiosity, and confidence sub-scales aimed at measuring the sources of adaptation compared to the emotional intelligence score averages. Research is a descriptive study in the relational screening model. Of the 418 students in the research group, 314 were girls and 104 were boys. In this study, Personal Information Form created by the researcher to collect the data, the "International Career Adapt-Abilities Scale" developed by Savickas and Profeli (2012) and the Emotional Intelligence Assessment Scale developed by Hall (1999) were used. As a result of the research, it was found that the difference between the scores of the interest, control, curiosity, and confidence sub-dimensions aiming to measure the career adaptability and adaptation sources of the students and the average scores of the emotional intelligence level was significant. In determining the groups that cause the difference between the averages to be important, the interest, control, curiosity, confidence, and career adaptation scores of the students with high emotional intelligence levels were higher than the students with medium and low emotional intelligence levels. In addition, it was observed that interest, control, curiosity, confidence, and career adaptation scores were higher in those with medium emotional intelligence levels compared to those with low emotional intelligence levels.

Key words: Career adaptability, Emotional intelligence, College students.

INTRODUCTION

Career is important in terms of forming the identity, social roles, status, and lifestyle of the individual and covers the professional roles, experiences, and social networks that the individual undertakes throughout his/her business life. Many people, from the moment they enter the business world, want to meet their needs, achieve their goals, be successful in their business, and achieve promotion. In

addition to the fact that the concept of career expresses the progress and promotion of employees in the work they do, the roles and job descriptions that individuals play throughout their lives in business life also express the concept of career. Career is a process that includes progress, pause and regression in roles related to work and profession in the pattern formed by lifelong

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profession and other life roles by influencing each other (Yeşilyaprak, 2012). A career, according to Super (1990), is a series of life-structuring events and is described from a developmental point of view. Savickas (2008), on the other hand, expresses the concept of career as the duties that are possessed before, during and after the profession, leisure activities, and other roles undertaken in society and the individual's adaptation and development while performing all these roles. A career is a lifelong process, beginning in childhood (Ginzberg, 1984; Super, 1990). From a developmental perspective, a career reflects the full range of roles that individuals have throughout their lives (Herr et al., 2004). The conclusion drawn from all these definitions is that career is a lifelong process that starts from childhood and continues, and that it is a feature that evolves with a dynamic structure shaped by the individual's internal and external actors around him/her. Career adaptability refers to the readiness of individuals to tackle unpredictable changes in work conditions by preparing for predictable tasks and participating in job roles (Savickas, 1997). Career adaptability, on the other hand, was used to describe the ability to make career choices and adapt to professional tasks. Career adapt-ability is "an individual's ability to make a series of successful transitions in which labor market, job organization, and underlying professional and organizational knowledge bases may undergo significant changes" (Bimrose et al., 2011). For adults, this term has been considered particularly prominent because it focuses on the relationship between the individual and the environment, and because it carries the idea that adults are involved in both career transitions and career change by developing coping responses and behaviors. Predictable and unforeseen situations may be included in the scope of career adapt-ability. The skills that enable resilience and adaptation to these crises are gathered under four dimensions. These include Interest (focusing on the future), control (having control over the career future), curiosity (discovering oneself and one's work environment), and confidence (believing that one can overcome career difficulties) (Savickas and Porfeli, 2012). These dimensions can be improved by building on top of each other.

Today, career development is not only about knowledge and skills but also about the correct perception, evaluation, and expression of emotions. Emotional intelligence, which is defined as the use of information obtained through emotions in interpersonal relationships, is as important as IQ (Intelligence Quotient) in determining success in business life. It is thought that the problems in business life are not only caused by a lack of technical knowledge and skills, or a lack of ability related to IQ (Intellectual Intelligence) but that the EQ (Emotional Intelligence) level of the individual is related to the ability to adapt to a career. Emotional intelligence is the ability of an individual to recognize the feelings of himself and others, to be self-motivated, and to control his emotions

and emotions in relationships (Goleman, 1998). Emotional intelligence refers to the fact that the individual develops the belief that he/she can do something in the face of life events and that he/she can control himself/herself and his environment with self-control and emotional management. Individuals with high emotional intelligence can postpone pleasure by controlling their own emotions and can control emotions such as anxiety and fear. In the face of difficulties, they prefer to struggle rather than give up. Emotional intelligence, which is related to the abilities and strategies to process emotions, has an impact on many decisions that an individual makes or will make in his/her life. The power of emotional intelligence to affect both oneself and others can also be significantly important in business life. As a result of all this, it is useful to consider the relationship between career adaptability and emotional intelligence. It can be said that the abilities such as coping, empathizing, motivating, and managing relationships within the scope of emotional intelligence have an effective place in the formation of the relationship between career adapt-ability and emotional intelligence.

Emotional intelligence helps to improve an individual's career compatibility, as well as to organize change, seize opportunities and prepare for interaction with the environment. In addition, emotional intelligence is recognized as an important criterion in strengthening the career compatibility of individuals (Vashist et al., 2021). Researchers have also reported that people with high emotional intelligence are more successful in career-related research, career compatibility, and job search (Bateman and Crant, 1993; Brown et al., 2003; Guan et al., 2015; Seibert et al., 2016). At the same time, emotional intelligence provides motivation and self-regulation skills to plan one's career path and how to achieve career goals, and to improve career adapt-abilities (Coetzee and Harry, 2014; Parmentier et al., 2019). According to the theory of emotional intelligence, recognizing and managing emotions helps individuals' better control and regulate their actions towards their careers and rely on their internal processes to make decisions. When the literature is examined, many studies have been conducted to determine the relationship between emotional intelligence and job satisfaction, organizational citizenship behaviors, performance, and leadership. Studies have examined the relationship between emotional intelligence and career adaptability (Coetzee and Harry, 2014); job satisfaction (Weinberger et al., 2022; Kivanç-Sudak and Zehir, 2013); job performance and organizational citizenship behaviours (Law et al., 2004; Côté and Miners, 2006); job satisfaction, organizational commitment, and organizational citizenship, (Carmeli, 2003), occupational burnout (Güllüce and İçsan, 2010); job satisfaction (Karakuş, 2008; Kırdök and Sarpkaya, 2017); leadership (Acar, 2002; Aksaraylı and Özgen, 2008); organizational citizenship (Özaslan et al., 2009). Studies have shown that emotional intelligence is an important element in the

entire career process of the individual. Accordingly, it is foreseen that those who recognize their emotions are aware of how their emotions affect events and use their emotions effectively will make more successful choices in their career lives. It has been found that individuals with high emotional intelligence (EQ) achieve successful results thanks to their ability to adapt quickly to the current situation, high level of flexibility (flexibility), high level of motivation-optimism (happiness), high level of self-confidence, managing and controlling their own emotions to produce good work (stress management and impulse control) (Coetzee and Harry, 2014; Weinberger et al., 2022). In addition, it has been found that having a high level of emotional intelligence encourages the individual, makes it possible to conduct research when necessary, and to continue the behavior of looking for a job without giving up. It is thought that Career Adapt-Ability and Emotional Intelligence will be key elements in the transition of newly graduated individuals from university to business life and their future career processes and success.

The time spent by individuals in business life in changing world conditions has started to increase gradually. This is a factor that increases the importance of career-related processes. As a result of the increasing importance of career-related processes, the frequency of research on these topics has also increased. In the selection of this research topic where career adapt-ability will be discussed, the effects of increasing the place and importance of a career in human life should not be ignored. In addition to having career-related skills in business life, it is necessary to be able to regulate oneself and one's relationships. This necessity, which brings with it the presence of emotional intelligence in organizational processes, is one of the main factors in choosing this study topic. Obtaining findings that can be used by researchers who will study emotional intelligence and career adapt-ability is considered among the possible contributions of this study to the literature. The teaching profession differs from other professions because of the decisive role it plays in raising future generations. Therefore, it can be said that teachers express an importance beyond their duties. In this study, it was examined whether the career adaptation abilities and interest, control, curiosity and confidence subscales scores of 1st and 4th-grade students studying in different departments of the Faculty of Education showed significant differences according to their emotional intelligence levels.

METHODS

Research model

This study is descriptive research in the type of relational screening model conducted to determine whether the career adaptation ability score and 4 sub-dimensions (interest, control, curiosity, confidence) scores of 1st and 4th-grade students studying at Çukurova

University Faculty of Education differ significantly according to their emotional intelligence levels. The relational screening model is a research model that is often used to determine the existence and quantity of interaction between multiple variables (Büyükoztürk et al., 2013; Karasar, 2004).

Study group

The universe of this research is Çukurova University Faculty of Education 1st and 4th it consists of students studying in the classroom. The sampling of the research is a simple random sampling method. In this direction, the study group of the research consists of a total of 418 students attending the 1st and 4th grades of German Language Teaching, Psychological Counseling and Guidance, Primary School Teaching, Science Teaching and Turkish Language Teaching at Çukurova University Faculty of Education. Of the students, 314 (75%) were girls, and 104 (25%) were boys, with a mean age of 20.81 years.

Research process

After obtaining the necessary permits, scales were applied to a total of 418 students studying in the 1st and 4th grade at Çukurova University Faculty of Education. The purpose of the research and the basic guidelines for the application of the scales were explained and applied by the researcher as a standard in the classroom environment. The voluntary consent form was completed by the students.

Data collection tools

Career adapt-abilities scale (CAAS)

Career Adapt-Abilities Scale (CAAS) is a scale developed by Savickas and Porfeli (2012) that aims to measure the career adapt-abilities of individuals. The scale consists of a total of 24 items, the items are scored in the range of "not strong (1)", and "very strong (5)" in the five-item Likert type, and there are four subscales consisting of six items. These subscales, which aim to measure the sources of adaptation, consist of interest, control, curiosity, and confidence. It is possible to obtain total points from all items belonging to the scale. The high score on the scale in the lower dimensions is an indication that the individual considers himself/herself as stronger in that sub-dimension. The adaptation of the scale into Turkish was carried out by Büyükgöze-Kavas (2014). As a result of the confirmatory factor analysis, it was seen that the concordance values consisting of four factors were within acceptable limits ($\chi^2 = 833.063$, $df = 248$, $p < 0.00$; $\chi^2 / df = 3.36$, $RMSEA = 0.060$, $SRMR = 0.049$; $CFI = 0.90$). Cronbach's Alpha internal consistency reliability coefficients were found to be 0.91 for the total scale, and this value was found as .78 for the interest sub-dimension, as 0.74 for control sub-dimension, as 0.81 for curiosity sub-dimension, and 0.81 for confidence sub-dimension. Within the scope of this research, Cronbach's Alpha internal consistency reliability coefficients of the scale were found to be 0.83 for the interest dimension, 0.76 for the control dimension, 0.82 for the curiosity dimension, 0.81 for the confidence dimension, and 0.92 for the total score. The results of the analysis are expressed in the findings section.

Emotional intelligence assessment scale (EIAS)

The Emotional Intelligence Assessment Scale was developed by

Table 1. One-Way Variance (ANOVA) Analysis results of career fit and sub-scale scores according to emotional intelligence level scores.

Variable		N	\bar{X}	SS	F	P	
Interest	Low	65	18.62	3.39	24.767	0.000	Low-Medium
	Moderate	291	21.19	4.37			Low-High
	High	62	23.84	4.03			Medium-High
Control	Low	65	20.02	4.11	26,103	0.000	Low-Medium
	Moderate	291	22.05	3.92			Low-High
	High	62	25.08	4.17			Medium-High
Curiosity	Low	65	17.85	4.43	34,559	0.000	Low-Medium
	Moderate	291	21.09	4.19			Low-High
	High	62	24.08	4.21			Medium-High
Confidence	Low	65	17.92	3.93	64,922	0.000	Low-Medium
	Moderate	291	21.49	3.66			Low-High
	High	62	25.24	3.02			Medium-High
Career Adaptability	Low	65	74.40	12.58	56,278	0.000	Low-Medium
	Moderate	291	85.82	12.63			Low-High
	High	62	98.24	14.24			Medium-High

Source: Author

Hall (1999) and validity and reliability studies in Turkish were conducted by Ergin (2000). The scale is used to determine the emotional intelligence levels of university students. In the original study, the reliability coefficient of the scale was (Cronbach Alpha) 0.84, the reliability coefficient (Cronbach Alpha) was found 0.86 in this study. The scale consists of five sub-scales: being aware of emotions (6 items), managing emotions (6 items), self-motivation (6 items), empathy (6 items), controlling relationships (6 items). The 30-item Likert-type scale is scored as 1: strongly disagree, 2: partially disagree, 3: slightly disagree, 4: slightly agree, 5: partially agree, 6: completely agree. There are no inverted substances on the scale. In the calculation of the subscales, the scores of the responses given to the items that make up this subscale are collected. The sum of the scores taken from 30 items gives the total emotional intelligence score.

Evaluation of data

The data collected through the data collection tools were analyzed in SPSS 22.00 package program. In the study, it was examined by one-way analysis of variance (ANOVA) to whether the total and sub-dimension scores of the student's career adaptation differed according to their emotional intelligence levels. To determine the source of the difference between the means in differentiated cases, the Tukey Test was performed. For the analysis of the data, per the research question, emotional intelligence scores were divided into levels taking into account 1 standard deviation score. Those above 1 standard deviation score were defined as high level; those below 1 standard deviation score were defined as low level; values between these scores were defined as medium level.

FINDINGS

One-way analysis of variance (ANOVA) was performed to determine whether the career adaptation ability and sub-

scale scores of the students of the Faculty of Education differed according to the emotional intelligence level scores and the results were given in Table 1. As seen in Table 1, according to the results of the one-way analysis conducted to determine whether the difference is significant between students' score averages from the emotional intelligence and the score averages from the Career Adapt-Ability Scale, and Interest, Control, Curiosity and Confidence subscales, it was determined that the difference between students' score averages from the emotional intelligence and Interest ($F=24.767$, $p<.001$), Control ($F=26.103$, $p<.001$), Curiosity ($F=34.559$, $p<.001$), Trust ($F=64.922$, $p<.001$) sub-scale score averages and Career Adapt-Abilities Scale total score ($F=56.278$, $p<.001$) was significant. Tukey test was performed to determine the groups that caused the importance of the difference among average scores. According to the results of the Tukey test, the interest, control, curiosity, confidence, and career adaptation scores of the students with high emotional intelligence levels are higher than the students with medium and low emotional intelligence levels. In addition, it was observed that interest, control, curiosity, confidence, and career adaptation scores were higher in those with medium emotional intelligence levels compared to those with low emotional intelligence levels.

DISCUSSION

This study aims to examine whether the average scores of interest, control, curiosity, and confidence sub-scales,

which aim to measure the career adaptation score and adaptation sources of 1st and 4th-year students studying in different departments of the Faculty of Education, differ in terms of emotional intelligence levels and score averages. In line with the purpose of the study, the students' average scores from career adaptation, the mean scores of the interest, control, curiosity, and confidence sub-dimensions aiming to measure the sources of adaptation and the average scores of the emotional intelligence levels were compared. It was found that the difference between the average scores of the interest, control, curiosity, and confidence sub-dimensions aiming to measure the career adaptation and adaptation sources of the students and the emotional intelligence level score averages was significant. In determining the groups that caused the difference between the averages to be significant, it was seen that the average scores of the students with high emotional intelligence levels scores, career adaptation, interest, control, curiosity and confidence sub-dimension scores were higher than the students with medium and low emotional intelligence level score averages, and those with medium emotional intelligence level score averages were higher than those with low emotional intelligence level score averages. The sub-dimension of interest in career adaptability is the realization that it is important to adapt to the future and prepare for the career future. Career interest supports positive attitudes towards career planning and optimism. Career indifference, on the contrary, reflects a lack of planning and hopelessness for the future (Savickas, 2005). In this context, it can be said that individuals with high emotional intelligence have positive attitudes towards planning their careers and the challenges that await them. In the studies conducted consistent with the results of the research, it has been observed that individuals with high levels of emotional intelligence are more self-controlled and more planned individuals who can identify and manage their emotions (Coetzee and Harry, 2014; Parmentier et al., 2019; Pekaar et al., 2018; Pirsoul et al., 2022; Santos et al., 2018; Vashist et al., 2021). The control sub-dimension is when the individual feels responsible for structuring his professional future. Control covers variables such as decision-making, focus on control, self-confidence, and autonomy. Career instability is also seen as a lack of career control (Savickas, 2005). Career control refers to the individual's ability to make career decisions and determination (Koen et al., 2012). In this context, it can be said that individuals with high emotional intelligence are self-confident, independent, and more successful in making career decisions. It is consistent with the research result in the studies conducted (Brown et al., 2003; Coetzee and Harry, 2014; Di Fabio and Palazzeschi, 2009; Jiang, 2016; Udayar et al., 2018). The sub-dimension of curiosity is the initiative to gather information about the types of jobs and job opportunities that the individual wants to work in (Savickas, 2005). Career

curiosity involves the person doing research not only about the job and job opportunities but also about himself. Individuals with a high level of career curiosity make efforts to increase their awareness of their interests, talents, and life values as well as the characteristics of the profession, routines maintained, rewards, etc. (Savickas, 2020). Wanberg et al. (2010) state that job search is not a one-time event, but a medium- and long-term process that recurs at various points. Acquiring accurate business knowledge involves a large number of steps that require physical and mental energy, as well as special time and effort, to overcome a series of challenges, such as assessing one's strengths and weaknesses, preparing the necessary documents, participating in job interviews and making choices (Pan et al., 2018). Mittal (2021) states that individuals with high levels of emotional intelligence have a unique role in employment success (number of jobs offers, starting salary, and job-search productivity), are more aware of their emotions, and have a greater capacity to integrate emotional experience and thoughts and actions. In this context, it can be said that individuals with high emotional intelligence are sociable and know their interests and abilities better and gather information about opportunities. The studies conducted in this respect are also consistent with the research findings (Guan et al., 2015; Stubbs-Koman and Wolff, 2008; Wanberg et al., 2010).

Finally, the confidence sub-dimension can be explained as the individual's high level of self-efficacy in terms of successfully making training and vocational planning for a career, and at the same time, it also expresses that individuals consider themselves sufficient to solve career problems. The lack of this sub-dimension is the inability to perform roles appropriately, which can prevent individuals from achieving their goals (Savickas, 2005). Career confidence involves working to strengthen the individual's self-efficacy and self-acceptance (Savickas, 2020). One of the most important characteristics of individuals with high emotional intelligence is "self-activation". Mobilizing oneself involves making a plan, drawing boundaries, and solving the problems one encounters. In this context, it can be said that individuals with high emotional intelligence have a high level of self-efficacy, know what they can and cannot do, and can solve their problems. It is consistent with the research result in the studies conducted (Coetzee and Harry, 2014; Gardner and Stough, 2002; Parmentier et al., 2019; Pong and Leung, 2023; Rudolph, 2017). Overall, a strong career fit skill enables individuals to proactively deal with challenging environments and develop the capacities they need to adapt to the work environment. Alignment involves adjusting career goals and choices to maintain a successful and fulfilling life career (Guo et al., 2014). It can be said that individuals with high emotional intelligence can adapt to business life more easily and thus be successful. Today, it is seen that the factors that ensure success in business life are not only knowledge

and talent. There is a need for individuals who are efficient, foresighted, and able to adapt to changes, that is, individuals with high emotional intelligence. In this direction, in some studies conducted in Turkey, it has been determined that emotional intelligence has positive effects on leadership behaviours (Acar, 2002) and positive effects on academic career development (Aksaraylı and Özgen, 2008; Mammadov and Keser, 2016), greatly increased job satisfaction (Kıvanç-SudakandZehir, 2013; Karakuş, 2008). Abroad, many researchers have stated that other types of intelligence may be important in predicting who will be successful in life and have studied the development and functionality of emotional intelligence development programs for the future of a career (Seal et al., 2011; Carter, 2015). The issue of emotional intelligence and involvement in the profession emphasizes the business world of individuals, their experiences with the business world and the need to constantly discover themselves (Bubany et al., 2008). All these results show that individuals with high emotional intelligence may also have better career adaptation. Studies have also found significant relationships between emotional intelligence and career adjustment (Coetzee and Harry, 2014; Garcia and Costa, 2014; Parmentier et al., 2019; Pong and Leung, 2023).

CONCLUSION AND RECOMMENDATIONS

It was found that the difference between the average scores of the interest, control, curiosity, and confidence sub-dimensions aiming to measure the career adaptation and adaptation sources of the students and the emotional intelligence level score averages was significant. In determining the groups that caused the difference between the averages to be significant, it was seen that the average scores of the students with high emotional intelligence levels scores, career adaptation, interest, control, curiosity and confidence sub-dimension scores were higher than the students with medium and low emotional intelligence level score averages, and those with medium emotional intelligence level score averages were higher than those with low emotional intelligence level score averages. The research can be carried out in different samples and at different grade levels.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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