The Relationship Between Emotional Intelligence and Career Intentions of First-Year College Students at Historically Black Institutions in the Southeast

A dissertation submitted

by

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Dedication

This dissertation is dedicated to my deceased mother, Frankie K. Walters who paved the way and instilled in me the value of an education. Thank for your continuous support through my education and life journey. I am a better woman because of the example you set. You are truly missed.

To my living legend uncle, Linton P. Walters and aunt, Annie P. Walters, thank you for your eternal support.
ABSTRACT

With the new era of the workforce dawning, employers emphasize the need for educators to educate young people about the skills and knowledge employers are looking for in the 21st century. In fact, 88% of employers indicated the importance of colleges and universities ensuring all students are prepared (Hart Associates, 2015). In terms of the broad range of knowledge and skills, employers place great value on candidates who demonstrate proficiency in written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings (Hart Associates, 2015).

According to the Hart Associates (2015), Hay Group (2014) & the International Youth Foundation (2013), employers indicated the need for college graduates to possess a broad range of knowledge and skills to achieve long-term career success. One way to address this gap is through social-emotional intelligence. Emotional intelligence conceptualized in 1990 by psychologists Mayer and Salovey and later popularized by Daniel Goleman in 1995 in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. Mayer and Salovey (1990) suggested emotional intelligence is the capacity to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and intellectual growth. Goleman’s (2006) later work re-examined the social component of emotional intelligence. Thus, Goleman (2006) postulated social intelligence offered a fresh outlook to human aptitude and human interaction in relationships.

The purpose of this study is to examine the relationship between emotional intelligence and career intentions of first-year college students at Historically Black Institutions, often referred to as Historically Black Colleges and Universities (HBCU’s). The study will aim to address the following question: What is the relationship between emotional intelligence and
career intentions of first-year college students? Information extracted from this study will aim to build on existing emotional intelligence research, as well as, aim to offer new insights into practices that would aid career counselors in their work and inform curriculum design for introduction courses for first-year college students at higher education institutions across the academy.

**Keywords:** Emotional intelligence, first-year college students, career intentions, career decisions
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CHAPTER I
INTRODUCTION

Statement of the Problem

Preparing today’s students to compete in a competitive workforce may require supplementary skills beyond the skills taught through traditional education. Traditional education includes reading, writing and mathematics. Teaching methodologies have been teacher-centered as opposed to student-centered. Students are evaluated on memorization of facts or objective information; and mastery of individual subject matter with little attention directed to social development. The core of traditional education has been on teaching hard skills and less emphasis on soft skills.

Hard skills are teachable abilities or skill sets that are easy to quantify, evaluate, and measure. Hard skills transfer into technical competencies or administrative procedures that are essential to performing a job. Soft skills, on the other hand, are a different set of skills that do not depend on acquired knowledge; rather, they focus on people skills, interpersonal skills, communication skills and emotional intelligence (Manisha, 2013). Goleman (1995, 1998) asserted soft skills, most often termed as emotional intelligence and are skill sets that can be learned. Goleman (1995, 1998) defined emotional intelligence as the ability to recognize your emotions, understand your effect on others and manage yourself accordingly.

With the new era of the workforce dawning, employers emphasize the need for educators to educate young people about the skills and knowledge employers are looking for in the 21st century. Employers indicate the need for college graduates to possess a broad range of skills and
knowledge to achieve long-term career success (Hart Associates, 2015). In fact, 88% of employers indicated the importance of colleges and universities ensuring all students are prepared (Hart Associates, 2015). In terms of the broad range of knowledge and skills, employers place great value on candidates who demonstrate proficiency in written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings (Hart Associates, 2015).

The 2015 Hart Associates Report on *Falling Short: College Learning and Career Success* surmised employers continue to place emphasis on the need for hard skills, they are more concerned with students possessing the skills and knowledge that aids in long-term career success. College students, on the other hand, feel they are adequately prepared with the skills and knowledge employers are looking for in the workforce. Further, the 2015 Hart Associates Report on *Falling Short: College Learning and Career Success* indicated college students appear to be more optimistic about their readiness for the workforce than employers (Hart Associates, 2015).

Yarris & Law (2009) inferred educators need to place emphasis on preparing college graduates for global competitiveness and equip them with essential tools to assist them with their life’s pursuits. One measure to address this is through emotional intelligence. The term emotional intelligence was created in 1990 by psychologists Salovey and Mayer and later popularized by Daniel Goleman in 1995 in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. Salovey and Mayer (1990) suggested emotional intelligence is the capacity to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and intellectual growth. Similarly, Goleman (1995, 1998) asserted emotional intelligence is the ability to recognize your emotions, understand your effect
on others and manage yourself accordingly. Goleman’s (2006) later work suggest social intelligence plays a greater role in emotional intelligence. Goleman further postulates social intelligence offers a fresh outlook to human aptitude and human interaction in relationships. Similarly, Kanoy (2013) suggested emotional intelligence is recognizing and effectively managing one’s emotion, leveraging emotions to solve real-world problems, communicating effectively in emotionally-charged situations, making good decisions, building effective relationships, and managing stress. Kanoy (2013) proposed emotional intelligence skills can be learned and developed.

The specific problem of this research will aim to bring awareness to first-year college students’ understanding of his or her social and emotional development. As well, this research will examine the extent of relationship with the career intentions of first-year college students. Ramsey (2012) indicated the life’s pursuits or career intentions of a first-year college student might depend on how effective their personal and interpersonal skills are developed. Career intentions, as defined by Ramsey (2012), include the aspirations and goals of college students at a defined moment in time to achieve life’s pursuits. Thus, the specific problem of this research aims to inform curriculum and aid educators in the development of first-year college student’s readiness for the workforce.

**Purpose of the Study**

The purpose of the study is to examine if there is a relationship between emotional intelligence and the career intentions of first-year college students. This study will aim to address the question: What is the relationship between emotional intelligence and the career intentions of first-year college students? Emotional intelligence has been deemed a learnable skill that can
play a vital role in aiding college students through matriculation to completion of college. The first year of college can present challenges both academically and socially. Ramsey (2012) implied the life’s pursuits or career intentions of a first-year college student may depend on how effective their personal and interpersonal skills are developed. Kanoy (2013) suggested many students entering college may have the intellectual capacity to succeed but face challenges with a variety of non-cognitive abilities such as effectively managing one’s emotions, building effective relationships and making good decisions. Kanoy (2013) further asserted students with high emotional intelligence tend to adjust better to collegiate life, perform better academically and persist to graduation. Similarly, Goleman (1995, 1998) noted emotional intelligence is a key indicator to life success and has become an important skill set in the workforce. In fact, the 2014 National Association of Colleges and Employers (NACE) Report indicated effective interpersonal communication, problem solving abilities and the ability to plan and organize work, which all relate to emotional intelligence, are key indicators necessary for entry-level college graduates (NACE, 2014). Thus, there is strong desire for educators to introduce emotional intelligence earlier in the curriculum for college students to acquire these skill sets. This will provide steps towards better preparation of college graduates for the workforce.

Research Questions

Research Question 1: Is there a relationship between emotional intelligence and the career intentions of first-year college students at a Historically Black Institution?
Theoretical Framework

Goleman’s (1995, 1998) mixed model of emotional intelligence, influenced by Mayer and Salovey (1990) focuses on five main constructs:

Table 1: Emotional Intelligence

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness:</td>
<td>Know your emotions</td>
</tr>
<tr>
<td>Self-Regulation:</td>
<td>Manage your emotions and motivate yourself</td>
</tr>
<tr>
<td>Motivation:</td>
<td>Emotional tendencies that guide or facilitate reaching goals</td>
</tr>
<tr>
<td>Empathy:</td>
<td>Awareness of other’s feelings, needs and concerns</td>
</tr>
<tr>
<td>Social Skills:</td>
<td>Adeptness at including desirable responses in others</td>
</tr>
</tbody>
</table>

Adopted from Goleman (1998) *Working with Emotional Intelligence*

Goleman’s (2006) expanded model of Emotional Intelligence which comprises of two parts: 1) personal competence and 2) social competence:

Table 2: Social-Emotional Intelligence

1. Self awareness
2. Self regulation
3. Motivation

1. Empathy
2. Social skills

To examine the relationship between emotional intelligence and the career intentions of first-year college students, the study will utilize two self-reporting instruments. The first framework is by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, et al. (1998) Emotional Intelligence Scale (EIS) or the Assessing Emotions Scale (Appendix E) is modeled after the Mayer and Salovey (1990, 1997). The Emotional Intelligence Scale (EIS) is a self-reporting instrument that includes 33 items.

The second instrument by Larson, Heppner, Ham, & Dugan’s (1998) Coping with Career Indecision Scale (CCIS) or the Career Planning Inventory (Appendix F) is a career indecision instrument that focuses on people’s coping appraisals during career indecision. The Coping with Career Indecision Scale is a self-reporting instrument comprised of 35 items.

**Significance of the Study**

There is limited research available related to the relationship between emotional intelligence and career intentions of first-year college students. There were two similar studies conducted by Ramsey (2013) and Yarris & Law (2009). Ramsey (2013) studied the correlation of emotional intelligence and the career intentions of first-year school of business students at a community college. Yarris & Law (2009) explored the differences in emotional intelligence of first-year students examined across disciplines within the school of business in a liberal arts college. Other research in the field explored emotional intelligence and college student retention; emotional intelligence and student success, emotional intelligence and career decision-making, emotional intelligence levels of professionals in the workforce, and emotional intelligence and performance outcomes. This research serves to extend the literature in this area.
The information extracted from this study will aim to build on Ramsey (2013) and Yarris & Law (2009) emotional intelligence research. The researcher will aim to offer new insights into practices that would aid career counselors in their work and inform curriculum design for introductory courses for first-year college students at higher education institutions across the academy.

**Delimitations/Assumptions**

This study will only examine first-year college students assigned to the first-year experience program. The study will not address students matriculating beyond the first-year of college or students assigned to any non-first-year experience programs. The researcher may not be able to access second year and beyond students due to the option to live off-campus and increased variability of academic course scheduling, making difficult to capture that data.

Through participation in this study, first-year college students will be able to understand the definition of emotional intelligence. Through use of a self-reporting type of instrument, it is assumed the participants will answer the survey questions truthfully.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The purpose of this study is to examine the relationship between emotional intelligence and the career intentions of first-year college students at a Historically Black University.

The research question is:

Research Question 1: Is there a relationship between emotional intelligence and the career intentions of first-year college students?

The body of literature relating to emotional intelligence has been central to theories, college success, career decision-making, and performance appraisal. To this end, the review of literature will focus on the historical context of emotional intelligence, emotional intelligence theories, emotional intelligence and college success, and emotional intelligence and career intentions.

Foundations of Emotional Intelligence

The historical timeline on emotional intelligence indicated it is not a new concept but is one over time that has gained tremendous popularity in the workforce. Research shows the topic of emotional intelligence is controversial. Much of the debate focuses on the concept of emotional intelligence, its definition, nature, measurements, predictability, and the application remains debatable (Malek et. al, 2011). Nevertheless, employers in the business sector consider
emotional intelligence to be a vital component to success in life and in the workplace (Goleman 1998).

Origins of emotional intelligence (EI) trace back to the 1930s with pioneer Thorndike (1937). Thorndike (1937) first mentioned the concept as “social intelligence,” which he described as the ability to understand, to manage people, and to act wisely in human relations. Influenced by Thorndike’s work, Wechsler (1943) was interested in understanding the nature of general intelligence. Wechsler (1943) suggested that affective components of intelligence might be essential to success in life. In his study on The Measurement and Application of Adult Intelligence, Wechsler (1958) defined intelligence as the global capacity of an individual to act purposefully, to think logically, and to work soundly within his environment. Wechsler (1958) concluded that total intelligence could not be measured unless it includes some level of non-intellective factors such as affective abilities.

Pioneer author Maslow (1943), known for Maslow’s Hierarchy of Needs, wrote about how people can build emotional strength and expand their ability to effectively handle and control emotions. Gardner (1983), concerned about intelligence being influenced by a single general ability, he proposed a model that conceptualized intelligence across multiple areas of ability. In his book Frames of Mind: The Theory of Multiple Intelligence, Gardner includes two types of personal intelligence: interpersonal intelligence and intrapersonal intelligence. Gardner described interpersonal intelligence as one’s ability to understand the motivations and intentions of others. Interpersonal intelligence represents the degree to which an individual is able to read other’s emotions, navigate social interaction, resolve conflict, communicate effectively, and collaborate with others towards a common goal. Whereas, intrapersonal intelligence refers to
one’s ability to understand self and to use such information effectively in regulating one’s own emotions and motivations which represents our capacity for introspection and reflection regarding our thoughts, emotions, and motivations.

Following Gardner’s work, the term emotional intelligence appeared in Payne’s (1985) doctoral dissertation. Three years later, the term emotional quotient (EQ) was introduced by Bar-On (1988) in his doctoral dissertation as the first attempt to assess emotional intelligence.

In 1990, Mayer and Salovey introduced a formal definition and model for emotional intelligence in their landmark article entitled “Emotional Intelligence” published in the *Journal of Imagination, Cognition and Personality*. Mayer and Salovey (1990) defined emotional intelligence as the “1) ability to monitor one’s own and others’ feelings and emotions, 2) to discriminate among them and 3) to use this information to guide one’s thinking and actions (p 189).” Mayer and Salovey’s (1990) model proposed that emotional intelligence consists of four branches: a) appraisal of emotion of self and others, b) expression of emotion, c) regulation of emotion in the self and others, and d) utilization of emotion in solving problems.

Building off the scholarly work of Mayer and Salovey (1990), Goleman (1995) stressed the importance of emotional intelligence in his groundbreaking book *Emotional Intelligence: Why It Can Matter More than IQ*. Goleman (1995) professed that emotional intelligence might be more important for personal success than intellectual intelligence. Goleman (1995) introduced a mix model of emotional intelligence that associates with 25 competencies and skills grouped into five main constructs. The five main emotional intelligence constructs include: 1) self-awareness, 2) self-regulation, 3) social skill, 4) empathy, and 5) motivation. These five constructs will used to guide the research study. Goleman’s (1995) construct incorporates
behavioral characteristics that can be learned and developed overtime to achieve desirable outcomes. Much of Goleman’s (1995) work on the framework of emotional intelligence associates with performance measurements and performance outcomes in the workplace.

**Theories of Emotional Intelligence**


Mayer, Salovey & Caruso (2004) explained the nature of emotional intelligence, outlined the four branches of emotional intelligence and provided an analysis of the instrument used to measure emotional intelligence. In their study, Mayer, Salovey & Caruso (2004) defined the theory of emotional intelligence as the capacity to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and intellectual growth. Mayer et al. felt it was necessary to divide the abilities and skills of emotional intelligence into a four-branch model which includes the ability to:

(a) Perceive emotion, being aware of own or other’s emotions,

(b) Facilitating thoughts, using emotions to direct thought,

(c) Understanding emotions, or knowledge about behavioral responses to emotions

(d) Managing emotion, in self and in others to enhance personal growth and associations.

Mayer, Salovey & Caruso (2004) suggested that the order of branches, from perception to management, represents the degree to which the ability integrates within the rest of an individual’s overall personality (p.199). Mayer et al. utilized the Mayer-Salovey-Caruso Emotional Intelligence Test and its precursor, the Mayer Emotional Intelligence Scale to
measure each of the four branches of emotional intelligence. Mayer et al. determined emotional intelligence meets three broad standards for a traditional intelligence: 1) emotional intelligence test items can be operationalized in such a fashion that there are more or less correct answers, 2) emotional intelligence shows specific patterns of correlations like those of known intelligences, and 3) emotional intelligence develops with age.

Gardner’s (1983, 2012) model of multiple intelligence, in his book *Frames of Mind: The Theory of Multiple Intelligence*, argued there is no single intelligence but seven minimal intelligences. These seven include: 1) linguistic; 2) logical-mathematical; 3) spatial; 4) musical; 5) bodily-kinesthetic; 6) interpersonal; and 7) intrapersonal. Gardner’s theory suggests that the traditional views of intelligence are too limited. Gardner (1983) further suggests people derive a multitude of varying intelligences.

Similarly, Chickering (1969) studied the theory of student development, which was shaped by Garner’s idea that humans demonstrate a multitude of intelligences. Later revised by Chickering & Riesser (1993), the authors professed that students must go through a series of steps to develop their identity. Chickering et al. (1993) surmised these steps culminate into seven vectors of self-development. Chickering’s seven vectors of development include: 1) developing competence, 2) managing emotions, 3) moving through autonomy toward interdependence, 4) developing mature interpersonal relationships, 5) establishing identity, 6) developing purpose and 7) developing integrity. The foundations of Chickering & Riesser (1993) theory of student development is grounded in the work of student affairs practitioners. Student affairs practitioners utilize these competencies to aid students through their stages of development and help shaped workforce readiness or life-long success. Thus, Chickering et al. (1993) posited students move
through the first four vectors during the first two years and the last three vectors during their last two years. In turn, this allows student affairs practitioners to effectively design interventions and tailor conversations to support students in their stages of development.

**Emotional Intelligence and College Success**

Ramsey (2013) studied the correlation of emotional intelligence and the career intentions of first-year school of business students. Ramsey (2013) found there was no significant correlation between emotional intelligence and the career intentions of first-year school of business college students. Similarly, Yarris & Law (2009) explored the differences in emotional intelligence of first-year students examined across disciplines within the school of business in a liberal arts college. Yarris & Law (2009) identified differences in their study related to self-emotions appraisals, other emotions appraisal; use of emotion appraisal; and regulation of emotion appraisal when examined by discipline (Yarris & Law, 2009). The study also revealed that students need increased emotional intelligence development in all areas.

Miller, Smith, Best, & Hellsten-Bzovey (2013) presented a conference paper of a longitudinal study conducted in fall 2010 of 898 first-year full-time students entering their studies at a Canadian University. Students were asked to respond to questions reflecting emotional intelligence, career uncertainty and general belongingness within the postsecondary context. The longitudinal study revealed the importance of incorporating emotional intelligence skills and career planning within the undergraduate experience as a measure to support student success.
Nelson and Nelson (2003) examined a group of first semester students enrolled in a Freshmen Seminar Program at Texas A&M University-Corpus Christi. As part of the Freshmen Seminar Program, 165 participants completed the Personal Achievement Skills System (PASS). As cited by Nelson and Nelson (2003), the PASS is a cognitive behavioral model that helps students identify and understand some of the emotional skills important to personal, academic, and career success. The model has been extensively field tested in a variety of educational settings. The Personal Achievement Skills System (PASS) is a 110-item self-assessment scale that measures a) self-efficacy, b) stress management, c) rapport, d) empathy, e) goal achievement, f) time management g) problem solving, h) assertion, i) anger control, j) anxiety management, and k) personal satisfaction. The findings suggested that emotional skills as measured by the PASS play an integral role in the achievement and retention of university freshmen. The study found that high achieving freshmen students had significantly high goal achievement, time management and personal satisfaction scores when compared to low achieving freshmen students. Nelson and Nelson (2003) also found “that when emotional skills are identified and incorporated into a freshmen seminar program, preventive intervention strategies could be developed to help students learn and develop specific behaviors important to achievement and retention (p. 8).”

Behnke and Greenan (2011) examined the relationship between emotional-social intelligence and postsecondary students’ attitudes toward computer-based instructional materials. The study included 92 hospitality students, predominantly sophomores and juniors enrolled in a quality food production course in a major Midwestern university who were assessed on emotional intelligence using the Bar-On’s EQ-i instrument and the Keller’s Instructional
Material Motivation Survey (IMMS) to assess the intrinsic and extrinsic motivation. The findings of the study suggested that there was no significant relationship between emotional-social intelligence and attitude. Further, Behnke and Greenan (2011) found students with high emotional-social intelligence (HEQ) were more inclined towards the non-linear, unstructured computer-based instructional method (HCBI) than low emotional intelligence (LEQ).

Next, Behnke and Greenan (2011) found there was a significant negative relationship between emotional-social intelligence and attitudes; thus, it was concluded that students with low emotional intelligence (LEQ) were more disposed negatively towards the non-linear, unstructured method of computer-based instruction (HCBI). Third, Behnke and Greenan (2011) found students with low emotional intelligence (LEQ) assigned to the linear, structured computer-based instructional method (LCBI) had no significant correlation and was inconclusive.

The fourth research question examined students with high emotional intelligence (HEQ) assigned to linear, structured computer-based instructional method (LCBI) had no significant correlation but inferred high emotional intelligence (HEQ) students appeared to be equally disposed to embrace either form of instruction. Behnke and Greenan (2011) concluded by noting students with high emotional intelligence (HEQ) were more consistently and favorably responsive to either form of computer-based instruction; and students with low emotional intelligence (LEQ) embody a more flexible attitude toward computer-based instruction and the non-linear, unstructured method of computer-based instruction (HCBI). Behnke and Greenan (2011) study showed validity in the use of the Bar-On’s ES-i: S. As well, Keller’s IMMS instruments appeared to work as designed and confirmed there were some differences with
Malek, Noor-Azniza, Muntasir, Mohammad & Luqman (2011) examined the effect of emotional intelligence training in raising the level of social and academic adjustment. The study included 289 first year university students who were randomly selected from two universities in Jordan. A purposive sample was drawn from the population based on student’s willingness to undergo motivational programs. Goleman’s framework was used to conceptualize the experiment. Students were assigned to an experimental and control group based on their gender and age of the groups. The study revealed the experimental group received higher emotional intelligence, social adjustments, and academic adjustment scores than the control group. Through an evaluation of a univariate analysis of covariance (ANCOVA), the results revealed there was a significant difference between the experimental and group on social and academic adjustment levels. The ANCOVA also showed significant interaction between training groups and gender on emotional intelligence variables, but no significant interaction between experimental group and age on social and academic adjustment variables. Although limitations of the study suggest the need for the study to be replicated, Malek et. al. (2011) suggest the incorporation of emotional intelligence learning, which may aid in further development of student interaction in the academy.

Reemts (2015) assessed the emotional intelligence (EI) competency of 164 baccalaureate nursing alumni who graduated from three Benedictine Universities located in the Midwest to see if there was growth in emotional intelligence with experience and to determine if the variables of age, gender, grade point average, and years of total healthcare work experience predicted EI. The
authors used the Mayer-Salovey-Caruso Emotional Intelligence (MSCEIT) web-based instrument. The four branches of the MSCEIT instrument comprise: 1) perceiving emotions, 2) using emotions, 3) understanding emotions and 4) managing emotions. The study revealed 80% of the participants exhibited overall competencies in emotional intelligence, while 16% of those participants scored above the average in the skilled range (Reemts, 2015). Further, the study also revealed 20% of nurses did not score 90 or above on the total standard score (Reemts, 2015). Reemts (2015) inferred high levels of emotional intelligence competencies play a vital role in the preparation of nurses. It also aids in establishing effective relationships that contribute to quality of care (Reemts, 2015). Therefore, Reemts (2015) suggest there is a need for additional research on the emotional intelligence competency level of practicing nurses.

Victoroff and Boyatzis (2013) examined the relationship between emotional intelligence and dental student’s clinical performance. Victoroff et. al. (2013) study included 136 dental students with a 74% percent participation rate. Using Goleman and Boyatzis Emotional Competency Inventory-University (ECI-U) model, which comprised of emotional competencies grouped into four clusters: 1) self-management cluster, 2) relationship management cluster, 3) self-awareness cluster, and 4) social awareness cluster. The study revealed an empirical analysis of each of the four clusters. The study found a significant association between the ECI-U self-management cluster and clinical performance. Victoroff and Boyatzis (2013) surmised students with high rates of self-managements are more likely to succeed in clinical settings. Further, the study revealed there was no significant difference between the ECI-U relationship management cluster and clinical performance. Similarly, there was no association between ECI-U self-awareness cluster and social awareness and clinical performance (Victoroff et. al., 2013). The
findings suggested a larger sample size of dental students as well as the inclusion of more institutions. Moreover, the findings suggested non-cognitive factors underpin the importance of emotional intelligence in student’s clinical performance.

**Emotional Intelligence in the Workplace**

Emotional intelligence is used in a variety of organizational settings such as business, sales, hospitality and in the medical field.

In business, Cavallo & Brienza (2001) conducted a major study addressing emotional competencies and leadership excellence at Johnson & Johnson, a fortune 100 company. This study supported the position that emotional competencies differentiates successful leaders (Cavallo & Brienza, 2001). Emotional intelligence has been used to profile top executives as it relates to profit, performance and success. In a study conducted by Stein, Papdogiannis, Yip, & Sitarenios (2009), they examined two-executive groups on emotional intelligence regarding various organizational outcomes related to net profit, growth management, and employee management and retention. The results of this study demonstrated that executives who possess higher levels of empathy, self-regard, reality testing and problem-solving were more likely to yield high profit-earning companies, while total emotional intelligence was related to the degree to which a challenge was perceived as being easy with respect to managing growth, managing others, training and retaining employees.

In the hospitality industry, Walsh, Cheng & Tse (2014) conducted a study to understand the role of emotional intelligence and students’ intentions to join the hospitality industry. Walsh
et al. (2014) study included 246 hospitality degree students from Hong Kong and the United States. The study revealed emotional intelligence had a strong effect on students’ intentions to pursue a career in hospitality industry (Walsh, Cheng & Tse, 2014).

Cavelzani, Esposito and Villamira (2006) discussed theories of emotional intelligence, its application to the workplace, and proposed some functions directly related to the activities conducive to the hotel industry. Using the model of emotional intelligence produced by Goleman, the authors discussed how specific applications of Goleman’s model relate to the hotel and hospitality field. Goleman’s model of intelligence specifically focuses on personal and interpersonal competencies and abilities which includes: 1) self-consciousness, 2) self-control, 3) self-motivation (personal competencies), and the 4) empathy and 5) social skills (interpersonal competencies). Cavelzani, Esposito and Villamira (2006) professed that each of these competencies play an integral role in the development of an individual. Furthermore, Cavelzani, Esposito and Villamira (2006) inferred that self-consciousness associates with the identification of one’s emotional state and the ability to understand the link between emotions, thought, and action. Cavelzani, Esposito and Villamira (2006) postulated that self-consciousness also embodies a level of self-confidence in one’s worth and skills, as well as, it lends to the basis of empathy which enables one to recognize other’s feelings, their needs and fears. Cavelzani, Esposito and Villamira (2006) suggested that the hotel industry requires employees to connect with the human sides of the relationship: guests need to feel comfortable and humanly attended. Cavelzani, Esposito and Villamira (2006) further noted that the hotel as a workplace is where “emotions need to be known and positively managed, to create beneficial interactions between the several parties (p. 94).” Cavelzani, Esposito and Villamira (2006) concluded that
competencies of emotional intelligence are vital to the hotel and hospitality industry; it can help in the selection of best-suited staff and building successful work teams. Moreover, Cavelzani, Esposito and Villamira (2006) concluded that emotional intelligence could be beneficial to the hotel business in improving performances in the workplace when individuals embody a good level of self-awareness, self-control of their own emotions, and the empathy and social skills to recognize guests’ emotions.

Scott-Halsell, Blum and Huffman (2008) explored the relationship between specific socio-demographic variables and the emotional intelligence levels of hospitality industry professionals. The study used Emotional Intelligence Test- 2nd Revision developed by Plumeus (2003) to assess 66 hospitality industry professionals at all levels of management in several segments of the industry, which included hotel, restaurant, event/meeting planning, institutional food, and private club. According to Scott-Halsell, Blum and Huffman (2008), the study had limited significance and was due in part to the limited sample size, the unwillingness of a diverse population to participate, limited to those who found the topic interesting and were willing to complete the survey, or there was little difference between the groups. The findings of the study revealed Emotional Insight into Self increased in each level of length of time in the industry. For instance, Scott-Halsell, Blum and Huffman (2008) indicated that the group who had been in the industry 0-9 years had a mean score of 107.11, the group who had been in the industry 10-19 years had a mean score of 113.17, and the group who had been in the industry 20 years or more had a mean score of 116.00. As it relates to Goal Orientation and Motivation, the results indicated an increase in a similar manner with the higher scores coming from the group who had been in the industry the longest. Regarding Ability to Express Emotions, the data shows those
who had been in the industry less than 20 years had a higher mean score than those who had been in 20 years or more. Finally, the mean scores in Social Insight and Empathy for all three groups were within the one point; and, therefore, showed no statistically differences (Scott-Halsell, Blum and Huffman 2008, p. 148).

In sales, according to Manna & Smith (2004), these authors see the need for emotional intelligence and awareness to be introduced into the sales profession. Based on their study of exploring emotional intelligence and awareness among sales representatives, the results of their study concluded that there is a strong direct relationship between managing the relationships among sales personnel, outcome performance, and the sales organization effectiveness for sales management control strategy and salesperson behavior performance (Manna & Smith, 2004). In a training development study by (Jennings & Palmer, 2007) on emotional intelligence for frontline sales managers and sales representatives, the results found that training on emotional intelligence does improve performance and sales revenue.

In the medical field, Smrithi, Venkatappa, Shibin, Sparshadeep & Das (2013) conducted assessment of emotional intelligence in first year medical students via a questionnaire-based study. The results of their study concluded that having the qualities of good emotional intelligences that includes the ability to understand and control emotions, to be empathetic, and to be socially competent will improve the overall communication skills which adds to the performance in medical training.

In preparing generational leaders, a study was conducted by the (Hay Group, 2014) that looked at current generational graduates and their potential to perform as their predecessors in the workforce. It was concluded that 91% of business leaders and human resources directors
(HR) believe that people with strong emotional and social skills advance further in business. In addition, 85% of business leaders and HR directors believe that emotional and social skills, not technical skills are the real differentiators for success. Their data also shows that current generation of graduates has just as much potential to perform as their predecessors and that organizations need to recruit and develop them in the right way. Similarly, an article in HR magazine (2015) supported this notion that leaders in the workforce may have to adopt new management styles in order to train and develop younger generation entering the workforce.

In an integrated literature review utilizing emotional intelligence and nursing by Smith, Profetto-McGrath & Cummings (2009) supported emotional intelligence concepts in nursing explicitly within nursing education that impact the quality of student learning, ethical decision making, critical thinking, evidence and knowledge use in practice. In addition, this study concluded that emotionally intelligent leaders influence employee retention, quality of patient care and outcomes.

**Emotional Intelligence and Career Intentions/Decisions**

DiFabio (2012) discussed emotional intelligence as a construct in the career decision-making process. DiFabio (2012) suggested that one must first examine the theoretical approaches used to understand the reasons why problems may arise during the career-decision making process. In this way, DiFabio examined Holland’s (1959) and Super’s (1953) theoretical approaches. Holland’s (1959) theory indicated individuals fit into one of six personality types: a) realistic, b) investigative, c) artistic, d) social, e) enterprising, and f) conventional; and individuals are more likely to choose careers that closely align with their personality. Further, Holland’s theory inferred that individuals associated with two or more personality types might be
more undecided about which career path to take. DiFabio (2012) cited Super’s (1995) theory as a normal progressive developmental stage that individuals must undergo and experience throughout their lifetime. The career development process should be viewed as lifelong. Further, DiFabio (2012) noted that during the career decision-making process, individuals may encounter career decision-making difficulties which are often associated with lack of readiness, lack of information, or inconsistent information. But also, DiFabio (2012) denoted that emotions play a vital role in the career decision-making process, but sometimes it is not fully understood or recognized. DiFabio (2012) cited Young and Valach (1996) in noting “that career development is closely connected to emotions and that, therefore, the awareness of one’s emotions is essential to building one’s career path (DiFabio 2012, p. 57).”

Brown, George-Curran & Smith (2003) investigated the relations between career decision-making self-efficacy, vocational exploration and commitment, and emotional intelligence. The study revealed that the four factors of emotional intelligence: empathy, utilization of feelings, handling relationships, and self-control are positively related to career decision-making self-efficacy and that utilization of feelings and self-control inversely relate to vocational exploration and commitment (Brown et al., 2003).

In summary, the identified literature reviewed comprised of emotional intelligence theory, emotional intelligence of leaders, emotional intelligence and college success; emotional intelligence and career decision-making; and emotional intelligence in the workplace. The next chapter will provide the methodology for the proposed study the relationship between emotional intelligence and career intentions of first-year college students.
CHAPTER III

METHODOLOGY

Introduction

This chapter includes a discussion of the research design, the instruments that were used, and the data collection process. The population and sample are described along with the data analysis method.

Research Design

The intent of this quantitative, explanatory, and correlation study was to examine the relationship between emotional intelligence and the career intentions of first-year college students at Historically Black Institutions, often referred to as Historically Black Colleges & Universities (HBCU’s) in the Southeast. The research design and methodology expound on previous studies by (Ramsey, 2013) and Yarris & Law (2009). In similar studies, quantitative methods were used to examine the correlation of emotional intelligence and the career intentions of first-year school of business college students. In the study conducted by Ramsey (2013), the scores of subjects on two assessments were compared to determine the relationship between emotional intelligence and career intentions as measured by the Assessing Emotions Scale and the Career Indecision Scale respectively.

Ramsey (2013) found there was no significant correlation between emotional intelligence and the career intentions of first-year school of business college students. In another study, Yarris & Law (2009) explored the differences in emotional intelligence of first-year students examined across disciplines within the school of business at a liberal arts college. Yarris & Law (2009) identified differences in their study related to self-emotions appraisals, other emotions
appraisal, use of emotion appraisal, and regulation of emotion appraisal when examined by discipline (Yarris & Law, 2009).

Quantitative methods are used when the researcher is interested in describing trends or explaining relationships among variables (Creswell, 2012). Further, a correlation research design is used to explain and measure the degree of association or relationship between two or more variables (Creswell, 2012). The quantitative method was chosen because it provides the ability to compare variables to determine whether there are significant statistical relationships (Creswell, 2012).

The quantitative, correlational research design for this study aimed to examine (a) the relationship between emotional intelligence and career intentions, (b) the relationship between emotional intelligence and support systems of first-year college students, (c) the emotional intelligence of first-year resident college students compared to first-year non-residential college students, d) the emotional intelligence of first-year male college students compared to first-year female college students, and e) the emotional intelligence of first-year college students involved in a club or student organization compared to first-year college students who are not involved in a club or student organization.

on five main constructs: 1) self-awareness, 2) self-regulation, 3) social skills, 4) empathy, and 5) motivation.

**Research Purpose**

The purpose of this study was to examine if there is a relationship between emotional intelligence and the career intentions of first-year college students. The primary research question was:

Research question 1: Is there a relationship between emotional intelligence and the career intentions of first-year college students?

**Hypotheses**

Hypothesis H0 (Null Hypothesis): There will be no significant correlation between emotional intelligence (EIS) and the career intentions (CCIS) of first-year college students.

Hypothesis HA (Alternative Hypothesis): There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions (CCIS) of first-year college students.

**Variables in the Study**

The purpose of this study was to examine if there is a relationship between emotional intelligence and the career intentions of first-year college students. The independent variable for this study will focus on emotional intelligence. The dependent variable will be on the career intentions of first-year college students.
The related research questions were:

Research question 2: How does emotional intelligence of first-year male students compare to emotional intelligence of first-year female students?

Research question 3: How does emotional intelligence of first-year resident students compare to emotional intelligence of first-year non-resident students?

Research question 4: How does emotional intelligence of first-year college students with support systems compare to those first-year college students who do not have a support system?

Research question 5: How does emotional intelligence of first-year students involved in a club or student organization compare to those first-year students who are not involved in a club or student organization?

**Population and Sample**

The intent of the researcher was to use two private, comprehensive, urban, co-educational Historically Black Institutions located in the Southeast for this study. Nonetheless, Historically Black Institution A withdrew after a request to modify the data collection process by collecting the data on their own. To preserve the integrity of the data collection process which requires the researcher to have first-hand access to raw data, the researcher proceeded with data collection from Institution B where the researcher obtained first-hand access to the raw data. The population size for the study was 180 of which 96 first-year college students participated from Historically Black Institution B. Five responses were removed due to missing data, resulting in 91 total participants.
Historically Black Colleges and Universities (HBCU’s) were invented in 1837 with the premise to serve the needs of Black Americans. The origins of Historically Black Colleges and Universities trace back to the Civil War. Prior to the Civil War, higher education for black Americans was nonexistent. Today, there are more than 100 Historically Black Colleges and Universities in the United States.

**Data Collection Process**

For this study, data was collected using convenience sampling from first-year college students at Historically Black Institution B who enrolled in fall 2017. The researcher obtained permission from the researcher’s institutional research board and the host-site institutional research board to conduct the study. The researcher worked with the Director of Counseling & Placement and faculty instructors to establish a time frame to conduct the study. The study was administered for two (2) weeks at Historically Black Institution B with the researcher conducting five (5) consecutive campus visits.

Study participants from the first-year introductory courses were brought to the Counseling & Placement Center. As well, the researcher was granted access to the dining hall to capture any missed first-year students who did not attend their introductory class on those days. The dining hall was targeted because it is where majority of first-year students dine. The study was administered through on-line portal Qualtrics with study participants utilizing a QR code to link to the survey instruments through their mobile device or laptop. The participants were advised to read the electronic documents, which included an invitation letter (Appendix A) and the informed consent form (Appendix B & C) prior to proceeding. Participants who opted-out of participating withdrew without any penalty. Study participants who electronically signed the
informed consent were asked to complete a brief demographic questionnaire (Appendix D) and two survey instruments, the Emotional Intelligence Scale (EIS) (Appendix F) and the Coping with Career Indecision Scale (CCIS) (Appendix H). The Emotional Intelligence Scale (EIS) survey instrument comprise of 33 total items and the Coping with Career Indecision (CCIS) is 35 total items. Upon completion of the survey, study participants displayed a screen with “thank you for participating” to the researcher which indicated the survey had been recorded. In exchange for the students’ participation, the researcher provided the study participants with a $5 spending card to Subway. Time completion for the consent form, the demographic questionnaire and the two survey instruments was approximately 15-20 minutes. The completed surveys were recorded and secured through on-line portal Qualtrics which is housed on the researcher’s institution site and the researcher only accesses the data with a secure password. Anonymity of the study participants and the site were preserved by assigning participant identification numbers to ensure validity of the study. The data will be kept for five (5) years on a flash drive in researcher’s home.

**Research Instruments**

The study used two survey instruments and a demographic questionnaire (Appendix D). Permission was granted for the research to use the Schutte Emotional Intelligence Scale (Appendix F) and the Coping with Career Indecision (Appendix H) as part of the study. The two primary research instruments that were used in this study are from author’s Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998), the Schutte Emotional Intelligence Scale (EIS) and the Coping with Career Indecision Scale (CCIS) by Larson, Heppner, Ham, & Dugan’s (1998).
The first survey instrument, the Schutte Emotional Intelligence Scale (Appendix F), is a 33-item self-report inventory which focuses on emotional intelligence. Origins of the instrument were constructed based on the model of emotional intelligence proposed by Mayer and Salovey (1990). Participants respond to each item using a 5- Likert point scale with 1 as “strongly disagree,” 2 as “somewhat disagree,” 3 as “neither agree or disagree,” 4 as “somewhat agree,” and 5 as “strongly agree” (Schutte et al, 1998). The scores can range from 33-165 with higher scores yielding greater emotional intelligence. Respondents required on average 10 minutes to complete the instrument. Schutte et al (1998) professed emotional intelligence model comprise of appraisal of emotions in the self and others, expression of emotions, regulation of emotion in the self and others, and utilization of emotion in solving problems (Schutte et al, 1998). Further, the model includes subset branches such as verbal and nonverbal appraisal and expression of emotion and using emotions to motivate as part of the utilization of emotions (Schutte et al, 1998). Mayer and Salovey (1990) model of emotional intelligence construct provided the conceptual foundation and validity for the formation of the emotional intelligence scale. Through a factor analysis study, the 33 items on the Emotional Intelligence Scale was constructed and demonstrated evidence of reliability and validity. To establish reliability of the data, subjects from the university and community settings were used to confirm internal consistency. A cross-check of internal consistency was used on university students. The internal consistency showed a Cronbach’s alpha of .87 (Schutte, 1998). In addition, a two-week test-retest of reliability was reported at .78 for university students. Schutte et al (1998) found that higher EIS scores were related to greater self-monitoring and empathy (Ramsey, 2013). Further, the authors inferred women score somewhat higher on the measure than men. Schutte et al (1998) indicated the scale
may serve benefit to individuals requiring skill development when performing a task or individuals entering a new setting such as college.

The second instrument by Larson, Heppner, Ham, & Dugan’s (1998) Coping with Career Indecision Scale (CCIS) or the Career Planning Inventory (Appendix H) is a career indecision instrument that focuses on individuals coping appraisals during career indecision. The Coping with Career Indecision Scale (Appendix F) is a self-reporting instrument that comprise of 35 items focused on four content areas: subjective career distress and obstacles, active problem-solving, academic self-efficacy, and career myths. Participants respond to each item using a 6-point Likert scale with 1 as “strongly disagree,” 2 as “moderately disagree,” 3 as “slightly disagree,” 4 as “slightly agree,” 5 as “moderately agree,” and 6 as “strongly agree” (Larson, 1998). Respondents require on average 10 minutes to complete the instrument. Through a factor analysis study, the 35 items on the Coping with Career Indecision Scale was constructed and demonstrated evidence of reliability and validity. To establish the reliability of the data, subjects from a university setting were used to confirm internal consistency. A cross-check of internal consistency was used on university students. The internal consistency coefficients of CCI was .89 (Larson et al., 1998). The test-retest reliability of the overall scale demonstrating stability of the four factors range from .68 to .86 (Larson et al., 1998).

Data Analysis

The data was analyzed using procedures outlined under correlation research. The researcher used SPSS Statistical Software Version 25 for Mac to analyze the demographic questionnaire and survey results. The data from the on-line portal Qualtrics was transposed and
coded by the researcher to ensure the appropriate variables were reported accurately. To ensure the reliability and validity of the two instruments, the researcher conducted a Cronbach’s alphas test. Creswell (2012) suggest the Cronbach alpha or coefficient alpha test is used when items are scored as continuous variables. Further, this study aimed to explain the degree of association between the variables using Pearson’s correlation coefficient (Creswell, 2012). The researcher used a descriptive analysis to describe the results of the data. The researcher worked with the dissertation committee chair to confirm accuracy, thoroughness and completeness before it was deemed as completed.

In this chapter, an overview of the research methodology was discussed. The researcher outlined the questions, hypothesis and variables. Two instruments were used, the Assessing Emotions Scale (EIS) and the Coping with Career Indecision. (CCIS). Each instrument for this study was deemed valid and reliable.
CHAPTER IV

RESULTS

The purpose of this study was to examine if there was a relationship between emotional intelligence and the career intentions of first-year college students. The study included a collection of data from one private, comprehensive, urban, co-educational Historically Black Institution in the Southeast. The data gathered for this study was collected through two surveys and one demographic questionnaire from the university’s first-year college student population. The two surveys were used to measure the emotional intelligence scores and the career intentions scores of students.

This chapter is comprised of four sections. The first section provides the descriptive frequency of the demographics for this study. The demographics questionnaire guided the process in understanding the demographics of the students who participated in the study. The demographics questionnaire included: participants’ age, gender, race/ethnicity, first-generation status, permanent residence, support systems, residence, academic major of study and their affiliation with a club or student organization.

The second section describes the analysis of reliability of the Schutte Emotional Intelligence and the Coping with Career Indecision Scales.

The third section provides descriptive statistics of variables for this study. This section presents the results of the Pearson’s correlation used to determine the relationship between emotional intelligence (EIS) and the career intentions of first-year college students (CCIS). The analysis of the study was guided by the primary research question posed for this study. The primary research question was as followed: What is the relationship between emotional
intelligence and the career intention of first-year college students at Historically Black
Institutions in the Southeast? The research question aimed to identify the relationship between
emotional intelligence and career intentions of first-year college students.

The forth section provides the results of the additional variables for this study. The
descriptive questions aimed to determine: a) the relationship between emotional intelligence and
the career intentions of first-year college students, b) the emotional intelligence of first-year male
students compare to emotional intelligence of first-year female students, c) the emotional
intelligence of first-year resident students compare to emotional intelligence of first-year non-
resident students, d) the relationship between emotional intelligence and support systems of
students enrolled in first-year program at Historically Black Institutions, and e) the emotional
intelligence of first-year students involved in a club or activity compare to those first-year
students who are not involved in a club or activity. The data was analyzed using SPSS Statistics
Software Version 25 for Mac.

**Descriptive Frequency of Demographic Variables**

The first section provides descriptive statistics of demographics for this study. The study
gathered data from 91 first-year college students in a private, comprehensive, urban, co-
educational Historically Black Institutions of higher education located in the Southeast. Tables 1-
7 presents the frequency and percentages of the age demographics of the participants gathered in
the study. Nearly seventy-four percent of the total respondents were found to be first-generation.
One hundred percent of the total respondents were found to be of Black or African American
descent. Majority of the participants were females and nearly forty-seven percent of the
respondents are found to be 19 years old. Nearly ninety-six percent are living on-campus in university housing and majority of the respondents were found to be from South Carolina. The major of study for the respondents found to be close with nearly thirty-one percent in Business and thirty-four percent in Biology.

*Table 1*

Descriptive Frequency Analysis of First-Generation Status

<table>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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*Table 2*

Descriptive Frequency Analysis of Demographics- Race

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<th>Caucasian or White</th>
<th>Latino/Hispanic</th>
<th>Black/African American</th>
<th>Indian/Alaskan Native Asian</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>Other (please specify)</th>
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<tr>
<td></td>
<td>Valid</td>
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<td>0</td>
<td>91</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
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Table 3

Descriptive Frequency Analysis of Demographics - Gender

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</thead>
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<tr>
<td>Valid</td>
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<tr>
<td></td>
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<td>Total</td>
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Table 4

Descriptive Frequency Analysis of Demographics - Age

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<td>Total</td>
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</table>

Table 5

Descriptive Frequency Analysis of Demographics - Housing Status

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<tr>
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<th>Living on-campus</th>
<th>Frequency</th>
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<th>Valid Percent</th>
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<td>95.6</td>
<td>95.6</td>
<td>95.6</td>
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<tr>
<td>Commuting</td>
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<td>4</td>
<td>4.4</td>
<td>4.4</td>
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</tr>
<tr>
<td>Total</td>
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</table>
### Table 6

Descriptive Frequency Analysis of Demographics - Home State of Residency

<table>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>California</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>2.2</td>
</tr>
<tr>
<td>Florida</td>
<td>4</td>
<td>4.4</td>
<td>4.4</td>
<td>6.6</td>
</tr>
<tr>
<td>Georgia</td>
<td>23</td>
<td>25.3</td>
<td>25.3</td>
<td>31.9</td>
</tr>
<tr>
<td>Michigan</td>
<td>3</td>
<td>3.3</td>
<td>3.3</td>
<td>35.2</td>
</tr>
<tr>
<td>New York</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>36.3</td>
</tr>
<tr>
<td>North Carolina</td>
<td>5</td>
<td>5.5</td>
<td>5.5</td>
<td>41.8</td>
</tr>
<tr>
<td>South Carolina</td>
<td>51</td>
<td>56.0</td>
<td>56.0</td>
<td>97.8</td>
</tr>
<tr>
<td>Virginia</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>98.9</td>
</tr>
<tr>
<td>Washington DC</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Table 7

Descriptive Frequency Analysis of Demographics - Major of Study

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Biology</td>
<td>31</td>
<td>34.1</td>
<td>34.1</td>
<td>38.5</td>
</tr>
<tr>
<td>Business</td>
<td>28</td>
<td>30.8</td>
<td>30.8</td>
<td>69.2</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>3.3</td>
<td>3.3</td>
<td>72.5</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>5</td>
<td>5.5</td>
<td>5.5</td>
<td>78.0</td>
</tr>
<tr>
<td>Cyber Security</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>79.1</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>80.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2.2</td>
<td>2.2</td>
<td>82.4</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2.2</td>
<td>2.2</td>
<td>84.6</td>
</tr>
<tr>
<td>Pre Law</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>85.7</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>2.2</td>
<td>2.2</td>
<td>87.9</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>89.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>3.3</td>
<td>3.3</td>
<td>92.3</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>93.4</td>
</tr>
<tr>
<td>Sports Management</td>
<td>6</td>
<td>6.6</td>
<td>6.6</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
Descriptive Statistics of Variables for the Study

The second section provides descriptive statistics of variables for the various factors in this study. The study included two variables: 1) the Emotional Intelligence and the Career Intentions. A total of 91 first-year students from Institution B participated in this research study. As observed in Table 8, ninety-one responses were recorded, and five cases resulted in missing values. The mean score for the emotional intelligence scale 131 and the Coping with Career Indecision scale yielded a mean score of 131.

Table 8

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIIScore</td>
<td>131.5275</td>
<td>21.96428</td>
<td>91</td>
</tr>
<tr>
<td>CCIScore</td>
<td>131.8342</td>
<td>27.17021</td>
<td>91</td>
</tr>
</tbody>
</table>

Reliability of Scales

The third section describes the analysis of reliability of the Schutte Emotional Intelligence and Larson et al Coping with Career Indecision Scales. The following two instruments were tested for reliability: the Schutte Emotional Intelligence and the Coping with Career Indecision Scales. The Cronbach Alpha method was used in order to measure the reliability. The purpose for using the Cronbach Alpha is to demonstrate the reliability of each instrument used in the study based on internal consistency.

The 33-items Schutte Emotional Intelligence Scale was conceptualized by Mayer and Salovey (1990) model of emotional intelligence. The use of the Schutte Emotional Intelligence...
Scale is for theoretical research that involves exploring the nature of emotional intelligence through self-reporting. The Schutte Emotional Intelligence proved to be reliable. The 35-items Coping with Career Indecision Scale demonstrated reliability and validity through a factor analysis test. The Coping with Career Indecision was developed because of limited instruments focusing on people’s coping appraisal during career indecision.

Table 9 presents the Cronbach’s alpha test for the 33-items datasets on the Emotional Intelligence Scale. It can be observed that the result yield is .940 which means the dataset scores being used are reliable given that it exceeds the requirement of .70. Table 10 represents the Cronbach’s alpha test for the 33-items datasets on the Coping with Career Indecision Scale. It can be observed that the result yield is .934 which means the dataset scores being used are reliable given that it exceeds the requirement of .70.

Table 9: Cronbach’s Alpha Test - Emotional Intelligence Scale

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.940</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 10: Cronbach’s Alpha Test - Coping with Career Indecision Scale

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.934</td>
<td>35</td>
</tr>
</tbody>
</table>
Data Analysis

Table 11 represents the Pearson Correlation Analyses for the Emotional Intelligence and Coping with Career Indecision Scores, which was used for this study. To address the research question and hypotheses for this study, a Pearson’s correlation \( r \) was conducted to test whether the emotional intelligence of first-college students had statistically significant relationship with their career intentions. The null hypotheses states there is no significant relationships between emotional intelligence and career intentions of first-year college students. The alternative hypotheses inferred there is a significant relationship between emotional intelligence and career intentions of first-year college students. To test the hypotheses, Pearson correlation \( r \) was conducted. The Pearson Correlation is the measure of strength of the association between two variables and is used to calculate significant levels for this study (SPSS, 2010). As observed in Table 11, there was a positive relationship between emotional intelligence and career intentions. Increases in emotional intelligence were correlated with increases in rating of career intentions. The Pearson \( r \) revealed there was a positive relationship between the two variables, \( (r = .310, n = 91, p = .002) \). The analysis shows there was a statistically significant relationship between emotional intelligence and career intentions of first-year college students at Historically Black Institution B.
Table 11: Pearson’s Correlation - Emotional Intelligence and Coping with Career Indecision

<table>
<thead>
<tr>
<th></th>
<th>CCIScore</th>
<th>EISScore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.310**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>91</td>
<td>91</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

**Descriptive Analysis of Descriptive Questions**

Table 12 represents the descriptive statistics for the emotional intelligence scores compared to the gender of the participants in this study. Research question two aimed to determine the emotional intelligence scores of first-year male students compared to the emotional intelligence scores of first-year female students. The results yielded female respondents scored a rate of 137 mean compared to male respondents of 123 mean.*

Table 12: Descriptive Statistics Emotional Intelligence Scores Compared to Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>91</td>
<td>45.00</td>
<td>158.00</td>
<td>123.8462</td>
<td>27.40009</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>109.00</td>
<td>161.00</td>
<td>137.2885</td>
<td>14.59430</td>
</tr>
</tbody>
</table>

Table 13 represents the descriptive statistics for the emotional intelligence scores of first-year college resident students compared to the emotional intelligence of first-year non-resident students. The response to research question three shows first-year college students living on-
campus associate with a higher emotional intelligence mean of 131, and the commuting or non-
resident first-year college student resulted in a mean of 125.

Table 13: Descriptive Statistics Emotional Intelligence Scores Compared to Housing Status

<table>
<thead>
<tr>
<th>Housing Status</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living On-Campus</td>
<td>91</td>
<td>45.00</td>
<td>161.00</td>
<td>131.8276</td>
<td>21.80954</td>
</tr>
<tr>
<td>Commuter</td>
<td>91</td>
<td>95.00</td>
<td>153.00</td>
<td>125.0000</td>
<td>27.89265</td>
</tr>
</tbody>
</table>

Table 14 presents descriptive statistics for the emotional intelligence scores of first-year
college students with a support system compared to the emotional intelligence of first-year
college students without. Results for research question four shows the overall mean for the peer
support category is 143. This is greater than the mentor support category of 133. The overall
mean for respondents with parental support is 131 and the other support system is 123.
Respondents made reference to other support systems but did not supply a supplemental
response in the open response field.

Table 14: Descriptive Statistics Emotional Intelligence Scores Compared to Support Systems

<table>
<thead>
<tr>
<th>Support Systems</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>91</td>
<td>95.00</td>
<td>161.00</td>
<td>133.1667</td>
<td>23.92001</td>
</tr>
<tr>
<td>Parents</td>
<td>91</td>
<td>45.00</td>
<td>159.00</td>
<td>131.2667</td>
<td>22.81141</td>
</tr>
<tr>
<td>Peers</td>
<td>91</td>
<td>126.00</td>
<td>151.00</td>
<td>143.0000</td>
<td>11.46008</td>
</tr>
<tr>
<td>Other Support Systems</td>
<td>91</td>
<td>105.00</td>
<td>142.00</td>
<td>123.4000</td>
<td>13.77679</td>
</tr>
</tbody>
</table>
Table 15 presents descriptive statistics for the emotional intelligence scores of first-year college students involved in a club or activity compared to those first-year students who are not involved in a club or activity. Results for research question five shows the overall mean for the other category is 137. This is greater than the honor society category of 132. The Athletic team affiliation results shows the overall mean of 130. The overall mean for student government or royal court is 129 and the social organization is 114. Respondents made reference to other club affiliation but listed activities that closely associate with the social organization category.

Table 15: Descriptive Statistics Emotional Intelligence Scores Compared to Club Affiliation

<table>
<thead>
<tr>
<th>Club Affiliation</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Team</td>
<td>91</td>
<td>68.00</td>
<td>159.00</td>
<td>130.1429</td>
<td>23.80453</td>
</tr>
<tr>
<td>Honor Society</td>
<td>91</td>
<td>126.00</td>
<td>150.00</td>
<td>132.0000</td>
<td>12.00000</td>
</tr>
<tr>
<td>Social Organizations</td>
<td>91</td>
<td>45.00</td>
<td>151.00</td>
<td>114.8000</td>
<td>30.55341</td>
</tr>
<tr>
<td>Student Government/Royal Court</td>
<td>91</td>
<td>103.00</td>
<td>155.00</td>
<td>129.6667</td>
<td>21.67641</td>
</tr>
<tr>
<td>Other</td>
<td>91</td>
<td>95.00</td>
<td>161.00</td>
<td>137.7778</td>
<td>15.74459</td>
</tr>
</tbody>
</table>

This chapter addressed and analyzed the research questions for this study. The research question posed for this study aimed to determine whether there was a statistically significant relationship between emotional intelligence of first-year college students and their career intentions. The significance of the relationship was established by conducting a Cronbach’s alpha test for reliability, it was determined the datasets were valid. Given the positive result of the Cronbach’s alpha test, a Pearson correlation $r$ was conducted. The analysis showed that the
null hypotheses should be rejected that there was no significant statistical correlation between emotional intelligence and career intention of first-year college students. Moreover, the analysis showed there was a significant statistically correlation between the emotional intelligence and the career intentions of first-year college students at Historically Black Institution B.
CHAPTER V
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Chapter V comprises of multiple sections. The first section provides a brief review of the results. The second section provides a discussion of the results. The third section identifies limitations from this dissertation. The fourth section identifies opportunities for future research and practical application. The final section provides summary and conclusions.

Overview

This dissertation examined one primary question and four descriptive questions. The primary hypotheses sought to identify the relationship between emotional intelligence and career intention of first-year college students. First-year students from a Historically Black Institution in the Southeast, who enrolled in fall 2017, were surveyed over a two-week period. The study used a demographic questionnaire and two instruments, the Schutte Emotional Intelligence Scale (EIS) (Appendix F) and the Coping with Career Indecision Scale (CCIS) (Appendix H).

In addition, this research examined emotional intelligence which is operationalized by the Goleman’s (1998) mixed model of emotional intelligence framework. Goleman’s model comprises of five main constructs: 1) self-awareness, 2) self-regulation, 3) empathy, 4) motivation, and 5) social skills. For the purpose of this study, four additional variables were collected that included gender, housing status, support systems and club affiliation. In determining the significance of the relationship, a Cronbach’s alpha test for reliability was conducted to determine if the datasets were valid. Given the positive result of the Cronbach’s
alpha test, a Pearson correlation $r$ was conducted. Results from the research showed there was a significant statistically correlation between the emotional intelligence and the career intentions scores.

**Conclusion and Discussion**

The findings of this study suggested that there was a significant statistically correlation between emotional intelligence and career intentions of first-year college students at Historically Black Institutions B. The study included 96 first-year college students from Historically Black Institution B. Five responses were removed because of missing information or non-completion of all survey instruments, resulting in 91 total participants.

In review of the gender differences, the results showed female scores of 137 appeared to be higher than male scores of 123. Schutte et al. (1998) and Goleman (1998) also found that women score somewhat higher on the measure than men.

With regards to the results of housing residency status, the results showed first-year college students living on-campus associate with a higher emotional intelligence score of 131, than the commuter or non-resident first-year college student of 125. It is assumed that students living on-campus experience helps facilitate social and intellectual growth which ultimately can led to students acquiring certain soft skills. The living on-campus experience allows students to create a sense of belonging and high engagement with their peers.

Similarly, research on support systems showed the overall mean for the peer support category is 143. This appeared to be greater than the mentor support category of 133 and parental support of 131. The other support system is 123. Respondents made reference to other support systems but did not supply a supplemental response in the open response field.
Finally, the results for club affiliation showed the overall mean for the other category is 1.37. In the breakdown of specific activities, this is appeared to be greater than the honor society category of 1.31. The Athletic team affiliation showed results of 1.30. The overall mean for student government or royal court is 1.29 and the social organization is 1.14. Respondents made reference to other club affiliation but listed activities that closely associate with the social organization category. Pascarella & Terezani (2005) found that students who reside on campus have a plethora of opportunities for social engagement which in turn can facilitate personal and intellectual growth. It appears this allows students to develop skills central to emotional intelligence such as, interpersonal and social skills.

The average emotional intelligence score for first-year college students at Historically Black Institution B was 131. Schutte et al. (1998) inferred the emotional intelligence score range from 33 to 165. Further, Schutte et al. (1998) stated higher scores indicate greater emotional intelligence. Figure 3 provides an illustration of the internal consistency, means and standard deviations for the Assessing Emotions Scale by Schutte et al. (1998).
Figure 3

Internal Consistency, Means and Standard Deviations for the Assessing Emotions Scale

<table>
<thead>
<tr>
<th>Author</th>
<th>Sample</th>
<th>Scale Alpha</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schutte &amp; Malouff, 2002</td>
<td>49 university students in a control condition</td>
<td>***</td>
<td>126.88</td>
<td>14.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>31.35</td>
<td>15.49</td>
</tr>
<tr>
<td>Schutte &amp; Malouff, 2002</td>
<td>103 university students in control condition</td>
<td>***</td>
<td>130.79</td>
<td>13.73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>131.35</td>
<td>18.14</td>
</tr>
<tr>
<td>Schutte, Malouff, Simunek, MckKenley &amp; Hollander, 2002</td>
<td>40 retail employees</td>
<td>***</td>
<td>130.00</td>
<td>14.99</td>
</tr>
<tr>
<td>Schutte et al., 2002</td>
<td>50 students and employees</td>
<td>***</td>
<td>133.46</td>
<td>14.62</td>
</tr>
<tr>
<td>Schutte et al., 2002</td>
<td>47 students and employees</td>
<td>***</td>
<td>131.17</td>
<td>14.37</td>
</tr>
<tr>
<td>Schutte, Malouff, Hall, Haggerty, Cooper, Golden, &amp; Dornheim, 1998</td>
<td>346 community members and university students</td>
<td>.90</td>
<td>128.86</td>
<td>15.57</td>
</tr>
<tr>
<td>Schutte et al., 1998</td>
<td>32 university students</td>
<td>.87</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>Schutte, Malouff, Coston, Greeson, Jedlicka, Rhodes &amp; Wendorf, 2001</td>
<td>24 university students</td>
<td>***</td>
<td>126.88</td>
<td>12.18</td>
</tr>
<tr>
<td>Schutte et al., 2001</td>
<td>37 teaching interns</td>
<td>***</td>
<td>142.51</td>
<td>9.46</td>
</tr>
<tr>
<td>Schutte et al., 2001</td>
<td>77 community members and university students</td>
<td>***</td>
<td>132.84</td>
<td>12.37</td>
</tr>
<tr>
<td>Schutte et al., 2001</td>
<td>38 employees and university students</td>
<td>***</td>
<td>131.61</td>
<td>14.23</td>
</tr>
<tr>
<td>Schutte et al., 2001</td>
<td>43 community members and university students</td>
<td>***</td>
<td>131.56</td>
<td>15.67</td>
</tr>
<tr>
<td>Schutte et al., 2001</td>
<td>37 married employees</td>
<td>***</td>
<td>121.13</td>
<td>12.87</td>
</tr>
</tbody>
</table>

* Means not provided in article. **SD not provided in article. ***Alpha not provided in article. To allow comparison with other sample means, the sample mean was converted so that a high score indicates higher emotional intelligence.

The Pearson $r (.310)$ demonstrated a positive relationship between emotional intelligence and career intentions of first-year college students. This study detracted from Ramsey’s (2013) and Yarris & Law (2009) research. Ramsey (2013) found there was no significant correlation between emotional intelligence and career intentions of first-year school of business college students at Midwestern private university. Ramsey (2013) findings suggested this may be the result of first-year college students not being exposed to enough life challenges. Further, Ramsey (2013) noted once students are exposed to more life situations, they may be more apt to increasing or developing their emotional intelligence competencies. Yarris & Law (2009) explored the differences in emotional intelligence of first-year college students examined across disciplines within the school of business at a liberal arts college. Yarris et al (2009) study revealed college students need increased emotional intelligence development in all areas.

Given the positive correlation of this study between emotional intelligence and career intention, this presents an opportunity for Historically Black Institutions because it can assist in preparing more robust college students for the workforce. For example, early intervention programs such as first-year experience programs aid college students in their acclimation and assimilation to college life. Moreover, a formal first-year program with career-focused intentions can help college students master job interviewing, public speaking, networking, and other soft skills necessary to succeed in the workforce.

Ramsey (2013) postulated first-year college students face major hurdles such as learning how to manage their emotions, developing their independence or autonomy and developing their interpersonal relationship skills. According to the Institute for Higher Education Policy (2010), African-American college students may face challenges prior to enrollment. Students at
Historically Black Institutions may have exposure to pre-enrollment life changing situations that offers them different coping skills to navigate through life changes. Many of these students are first-generation college students and come from low-income families. Subsequently, these students are confronted with financial barriers and other factors. Equally, first-generation college students may have not been exposed to the culture of higher education.

Alternatively, this study continues to build on emotional intelligence research and supports the 2015 Hart Associates Report, *Falling Short: College Learning and Career Success*. It goes a step further to support the current state of the workforce, by which college students are more optimistic about their readiness for the workforce. The findings suggest that emotional intelligence at the college level could be beneficial in refining the coping skills necessary for workforce readiness.

As Historically Black Institutions continue to explore ways to graduate more students who are career-ready and graduate school-ready, emotional intelligence can play an integral role in the process. Additionally, this research presents an opportunity for Historically Black Institutions to forge partnerships with employers by inviting to campuses to help shape curricula.

**Implications**

**Theoretical Implications**

This research was grounded in the theory of emotional intelligence by Goleman (1998). In this theory, Goleman (1998) presents emotional intelligence through five constructs: 1) self-awareness, 2) self-regulation, 3) empathy, 4) motivation, and 5) motivation. Goleman (2006) adds the construct of social intelligence comprised of social awareness and social facility.
Goleman’s (1998) theory suggest higher performance with higher emotional intelligence. Study results reinforce the importance of emotional intelligence in positioning students for life and career success.

**Practical Implications**

In the universities without a formal first-year program, emotional intelligence content should be integrated into the academic curriculum, given the results of this study. Institutions should consider the investment in a formal first-year program to support the career pathways of college students. For example, career counselors could provide a mandatory half-credit course on emotional intelligence as part of the academic curriculum. This would ensure first-year college students acquire essential skills and knowledge for career readiness.

Additionally, academic setting with formal first-year programs, adding emotional intelligence content to existing first-year programs would benefit the students. Further, career counselors or student services professionals could offer workshops on emotional intelligence during the orientation program or family weekend. This would serve as the entry point to introducing the topic of emotional intelligence first-year college students and their families. Another area, career counselors should develop their emotional intelligence as a core competency to further support student development of emotional intelligence of the students that they advise.
Strengths and Weakness of the Study

This study contained four main strengths. First, the replication nature of this study revalidated the findings from the original study by Ramsey (2013). Secondly, the findings reaffirm the importance of emotional intelligence and provided new insight by adding to the existing body of knowledge on emotional intelligence. Third, the sample size was adequate to deem the results as generalizable. Fourth, the sample was relatively homogenous, with the majority of the students from two states and two business majors.

Two major weakness existed in this study. First, using a convenience sample resulted in volunteer participation and no randomization. This can lead to a volunteer bias. Secondly, due to the correlation design of the study, there is a lack of causality and predictability between the variables.

Limitations

In regard to the limitations of the study, two primary elements were factors in the study. First, the participant pool did not reflect the total perspective of commuter students. Off-campus students are less connected to their peer group and spend minimal time on-campus, so their needs are somewhat unknown.

Secondly, Institution A withdrew from the process. This impacted data collection and required an increased sample size from Institution B. Alternatively, if Institution A had not withdrawn their original offer of participation, the researcher would have secured a larger sample size. Thus, this would have allowed the researcher to conduct a comparative analysis of the two institutions. The researcher would have been able to compare the institutional sizes and
demographics. Finally, with Institution A participation, would the findings of the study have been solidified or altered.

**Recommendation Future Research**

The researcher recommends multiple suggestions for future research. One area includes, replication of the study in multiple types of academic institutions. For example, the researcher recommends this research be conducted with first-year students from Predominantly White Institutions, Hispanic-Serving Institutions, Ivy League or even Community College Institutions. This would provide valuable data on the relationship between emotional intelligence and career intentions of first-year college students from multiple sectors of the academy and add to the body of evidence. Similarly, the researcher recommends conducting pre and post emotional intelligence intervention measurement of first-year college students to assess if emotional intelligence scores increased over time with focused education.

Another area for future research includes returning back to Institution B to conduct a longitudinal study of the fall 2018 class through completion. This would aid in helping the university determine if a formal emotional intelligence intervention program needs to be established to support college students in their development of emotional intelligence. Likewise, the researcher recommends a qualitative research study for future research. This would provide for more depth and richness of data. In addition, the researcher would be able to ascertain a narrative of their knowledge and experience with emotional intelligence.

Next, the researcher recommends the study be replicated with second, third and fourth year college students. This would aid in ascertaining levels of emotional intelligence in each
these populations before they graduate. As well, this would aid career counselors in identifying specific programs or services to help college students with career readiness skills such as emotional intelligence.

The researcher recommends dissemination of results at professional meetings, national conferences and through publication. Additionally, Historically Black Institution B will receive an executive summary of the study findings. Lastly, any opportunity to publish will add to the body of existing knowledge.

**Summary and Conclusions**

In summary, this chapter addressed a brief overview of the results, followed by a discussion of the results from the perspective of Goleman’s theoretical framework of emotional intelligence. Contributions to emotional intelligence and career readiness literature were also addressed, as well as, prospects for future research and practical application from the results of this dissertation. Finally, limitation brought this chapter to close.

The researcher would like to emphasize the importance of gathering and extending knowledge about the topic of Emotional Intelligence in Post-Secondary Education. Current research on Emotional Intelligence has not yet been fully integrated into Post-Secondary Education. The concept of Emotional Intelligence and Career Intentions, particularly in regard to student development for students, has been limited. It is my hope that this dissertation can contribute to future studies on Emotional Intelligence in Post-Secondary Education.
REFERENCES


Appendices
Appendix A

Invitation and Survey Instructions

Dear Student,

My name is Tanaya Walters. I am an ED. D candidate in the Benedictine University Higher Education and Organizational Change Program. I am writing to invite you to participate in my doctoral research study. My research topic is entitled, “The Relationship of Emotional Intelligence and the Career Intentions of First-Year College Students at a Historically Black Institutions.”

Purpose:
The purpose of this study is to examine the relationship between emotional intelligence and first-year college students’ career intentions. Your participation in this study is important. It will help us to understand the role of emotional intelligence in regard to college students. If you agree to participate in this study, you will be asked to respond to three surveys. The surveys will take about 10-15 minutes to complete. Your participation in this study is voluntary and confidential.

Participant Instructions:
This study will involve completing two surveys and one brief demographics questionnaire. The two surveys are on emotional intelligence and career intentions. The demographics questionnaire will be used to identify your background.

If you decide to complete the surveys, participants will receive a $5 spending card to Dunkin Donuts. Please choose or select the best answer that describes you at the time of the surveys. There are no correct answers.

If you have any questions, please contact me at tanayamwalters@gmail.com or my supervising faculty, Dr. Cassandra Sheffield at czsheffield@gmail.com.

Thank you for your participation in this study.

Sincerely,

Tanaya

Tanaya M. Walters
ED. D Candidate
Appendix B

Informed Consent Form
Participant School A

Dear Student,

My name is Tanaya Walters. I am an Ed. D candidate in the Benedictine University Higher Education and Organizational Change Program. You are invited to participate in this study because you are a first-year student enrolled in the First-Year Experience Program. This research will be used to study emotional intelligence and career intentions of first-year college students at Historically Black Institutions in the Southeast.

This study will involve completing two surveys and one brief demographics questionnaire. The two surveys are on emotional intelligence and career intentions. The demographics questionnaire will be used to identify your background. Participants will receive a $5 spending card to Subway.

All this information will be kept confidential. Your information will not be shared with other individuals or the University. By filling out the two surveys and demographics questionnaire, you are agreeing to participate in this study. You are not required to participate. If you agree to participate and later change your mind, you will be allowed to discontinue in this study.

The Institutional Review Board at Benedictine University reserves the right to access all informed consent forms. All material from this study will be kept in a locked file cabinet at my home. Informed consent and any identifying information will be kept separate from your data and will also be kept in a locked file cabinet at the researcher’s home. All records of this study will be shredded after five years.

The results of this research will be published in my dissertation and may later be published in journal articles or other publications. The identification of Clark Atlanta University’s name will be removed and will remain confidential. The results of this study will be given to Benedictine University and the host universities. If you have any questions about your rights as a study participant or would like a summary of these findings, you can contact me at tanayamwaters@gmail.com or my supervising faculty member, Dr. Cassandra Sheffield at czsheffield@gmail.com.

Sincerely,

Tanaya

Tanaya M. Walters
Ed. D Candidate
Dear Student,

My name is Tanaya Walters. I am an Ed. D candidate in the Benedictine University Higher Education and Organizational Change Program. You are invited to participate in this study because you are a first-year student enrolled in the First-Year Experience Program. This research will be used to study emotional intelligence and career intentions of first-year college students at Historically Black Institutions in the Southeast.

This study will involve completing two surveys and one brief demographics questionnaire. The two surveys are on emotional intelligence and career intentions. The demographics questionnaire will be used to identify your background. Participants will receive a $5 spending card to Subway.

All this information will be kept confidential. Your information will not be shared with other individuals or the University. By filling out the two surveys and demographics questionnaire, you are agreeing to participate in this study. You are not required to participate. If you agree to participate and later change your mind, you will be allowed to discontinue in this study.

The Institutional Review Board at Benedictine University reserves the right to access all informed consent forms. All material from this study will be kept in a locked file cabinet at my home. Informed consent and any identifying information will be kept separate from your data and will also be kept in a locked file cabinet at the researcher’s home. All records of this study will be shredded after five years.

The results of this research will be published in my dissertation and may later be published in journal articles or other publications. The identification of Allen University’s name will be removed and will remain confidential. The results of this study will be given to Benedictine University and the host universities. If you have any questions about your rights as a study participant or would like a summary of these findings, you can contact me at tanayamwalters@gmail.com or my supervising faculty member, Dr. Cassandra Sheffield at czsheffield@gmail.com.

Sincerely,

Tanaya

Tanaya M. Walters
Ed. D Candidate
Appendix D

Demographics Questionnaire

1. Are you a first-generation college student?  [ ] Yes  [ ] No

2. What is your gender?  [ ] Female  [ ] Male

3. Are you:  [ ] Living on-campus  [ ] Commuting

4. Please state your age: _______________

5. What is your permanent state: ___________________________

6. Please specify your major of study: ___________________________

7. What is your race/ethnicity? (check all that apply):
   - Caucasian or White
   - Latino/Hispanic
   - Black/African American
   - Indian/Alaska Native
   - Native Hawaiian/Pacific Islander
   - Other (please specify): ______

8. What is your support system? (check all that apply):
   - Career Counselor
   - Religious/Spiritual Advisor
   - Mentor
   - Parents
   - Peers
   - Student Success Advisor
   - Other (please specify): ______

9. What activities/club have you joined? (check all that apply):
   - Academic Affiliated Organization
   - Athletic Team
   - Fraternity/Sorority
   - Honor Society
   - Social Organization
   - Student Government Association/Royal Court
   - Other (please specify): ___________________________
Appendix E

Permission to use Emotional Intelligence Scale (EIS)

From: Nicola Schutte [mailto:nschutte@une.edu.au]
Sent: Tuesday, May 03, 2016 9:06 PM
To: Walters, Tanaya
Subject: RE: Permission to use Emotional Intelligence Scale (EIS)

Thank you for your message. You are very welcome to use the scale.

Kind regards, Nicola Schutte

From: Walters, Tanaya
Sent: Tuesday, May 03, 2016 1:54 PM
To: 'nschutte@une.edu.au' <nschutte@une.edu.au>
Cc: Walters, Tanaya
Subject: Permission to use Emotional Intelligence Scale (EIS)

Dr. Schutte,

On June 8, 2015, you previously granted me permission to use your instrument in my research at Johnson & Wales University, Charlotte. Most recently, I accepted a new position and would like to continue use of your instrument at the new institution. Please let me know if I have permission to do so.

Thank you in advance, and I look forward to your response.
Tanaya Walters

From: nschutte@une.edu.au
Sent: Monday, June 8, 2015 8:09 PM
To: Tanaya Walters

You are welcome to use the scale in your research. Please find attached the manuscript copy of a published chapter that contains the scale and background information.

Kind regards, Nicola Schutte

From: Tanaya Walters
Sent: Monday, June 8, 2015 11:53 AM
To: nschutte@une.edu.au
Cc: Tanaya Walters

Dear Dr. Schutte,

My name is Tanaya Walters. I am an ED. D candidate in the Higher Education and Organizational Change Program at Benedictine University. I am preparing for the oral defense of the dissertation process. My supervising faculty is Dr. Cassandra Sheffield.
For my dissertation, I will be examining the relationship between emotional intelligence and first-year hospitality college students’ educational decisions at a four-year private not-for-profit institution. I would like to request use of your Schutte Self Report Emotional Intelligence Test (SSEIT) as one of my survey instruments. During my research, I examined the remarkable instrument you developed and published your findings in Personality and Individual Differences.

As an ED. D candidate, what process do I need to follow to obtain permission to use your Schutte Self Report Emotional Intelligence Test (SSEIT) for my dissertation?

Thank you in advance for your consideration, and I look forward to your response.

Sincerely,

Tanaya

Tanaya M. Walters
Benedictine University
ED.D Candidate
tanayamwalters@gmail.com

Dr. Cassandra Sheffield
Benedictine University
Supervising Faculty
czsheffield@gmail.com
APPENDIX F

The Assessing Emotions Scale

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement.

Please circle: the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.

1. I know when to speak about my personal problems to others. 1 2 3 4 5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them. 1 2 3 4 5
3. I expect that I will do well on most things I try. 1 2 3 4 5
4. Other people find it easy to confide in me. 1 2 3 4 5
5. I find it hard to understand the non-verbal messages of other people. 1 2 3 4 5
6. Some of the major events of my life have led me to re-evaluate what is important and not important. 1 2 3 4 5
7. When my mood changes, I see new possibilities. 1 2 3 4 5
8. Emotions are one of the things that make my life worth living. 1 2 3 4 5
9. I am aware of my emotions as I experience them. 1 2 3 4 5
10. I expect good things to happen. 1 2 3 4 5
11. I like to share my emotions with others. 1 2 3 4 5
12. When I experience a positive emotion, I know how to make it last. 1 2 3 4 5
13. I arrange events others enjoy. 1 2 3 4 5
14. I seek out activities that make me happy. 1 2 3 4 5
15. I am aware of the non-verbal messages I send to others. 1 2 3 4 5

16. I present myself in a way that makes a good impression on others. 1 2 3 4 5

17. When I am in a positive mood, solving problems is easy for me. 1 2 3 4 5

18. By looking at their facial expressions, I recognize the emotions people are experiencing. 1 2 3 4 5

19. I know why my emotions change. 1 2 3 4 5

20. When I am in a positive mood, I am able to come up with new ideas. 1 2 3 4 5

21. I have control over my emotions. 1 2 3 4 5

22. I easily recognize my emotions as I experience them. 1 2 3 4 5

23. I motivate myself by imagining a good outcome to tasks I take on. 1 2 3 4 5

24. I compliment others when they have done something well. 1 2 3 4 5

25. I am aware of the non-verbal messages other people send. 1 2 3 4 5

26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself. 1 2 3 4 5

27. When I feel a change in emotions, I tend to come up with new ideas. 1 2 3 4 5

28. When I am faced with a challenge, I give up because I believe I will fail. 1 2 3 4 5

29. I know what other people are feeling just by looking at them. 1 2 3 4 5

30. I help other people feel better when they are down. 1 2 3 4 5

31. I use good moods to help myself keep trying in the face of obstacles. 1 2 3 4 5

32. I can tell how people are feeling by listening to the tone of their voice. 1 2 3 4 5

33. It is difficult for me to understand why people feel the way they do. 1 2 3 4 5
Appendix G
Permission to use Coping with Career Indecision Scale (CCIS)

From: Larson, Lisa M [PSYCH] [mailto:lmlarson@iastate.edu]
Sent: Tuesday, May 03, 2016 2:18 PM
To: Walters, Tanaya
Subject: Re: Permission to use Coping with Career Indecision Scale (CCIS)

Yes you have my permission. Good luck to you in your new faculty position.

Warmly,
Dr. Larson

From: Walters, Tanaya
Sent: Tuesday, May 03, 2016 1:57 PM
To: 'LMLarson@iastate.edu' <LMLarson@iastate.edu>
Cc: Walters, Tanaya
Subject: Permission to use Coping with Career Indecision Scale (CCIS)

Dr. Larson,

On June 18, 2015, you previously granted me permission to use your instrument in my research at Johnson & Wales University, Charlotte. Most recently, I accepted a new position and would like to continue use of your instrument at the new institution. Please let me know if I have permission to do so.

Thank you in advance, and I look forward to your response.
Tanaya Walters

From: LMLarson@iastate.edu
Sent: Thursday, June 18, 2015 7:07 PM
To: Tanaya Walters

Tanaya,

Sorry for the delay in responding. I will give you permission to use the CCIS in your research for one study. The items and the scoring instructions are attached.

Warmly,
Dr. Larson
Dear Dr. Larson,

My name is Tanaya Walters. I am an ED. D candidate in the Higher Education and Organizational Change Program at Benedictine University. I am preparing for the oral defense of the dissertation process. My supervising faculty is Dr. Cassandra Sheffield.

For my dissertation, I will be examining the relationship between emotional intelligence and first-year hospitality college students’ educational decisions at a four-year private not-for-profit institution. I would like to request use of the Coping with Career Indecision (CCIS) scale as one of my survey instruments. During my research, I examined the remarkable instrument that you developed and published your findings in the *Journal of Career Assessment*.

As an ED. D student, what process do I need to follow to obtain permission to use your CCIS scale for my dissertation?

Thank you in advance for your consideration, and I look forward to your response.

Sincerely,

*Tanaya*

Tanaya M. Walters  
Benedictine University  
ED.D Candidate  
tanayamwalters@gmail.com

Dr. Cassandra Sheffield  
Benedictine University  
Supervising Faculty  
czsheffield@gmail.com
APPENDIX H

Coping with Career Indecision Scale

Indicate the extent to which you agree or disagree with the following 35 questions: (Mark one response for each item)

1= Strongly disagree 4= Slightly agree
2= Moderately disagree 5= Moderately agree
3= Slightly disagree 6= Strongly agree

1. I feel a lot of pressure from my parents to choose a certain major and/or career.
2. I am confident in my ability to succeed academically in the courses necessary to enter my chosen or potential career.
3. If graduate school were necessary for pursuing a career, I am confident that I would be accepted and do well.
4. I have a high degree of math ability.
5. I have a high degree of academic ability.
6. A career decision at this point is so important because it determines what I will be doing for the rest of my life.
7. It is essential to choose the right major now so that I don’t have to change later and waste time and money.
8. People with good jobs are almost always happy.
9. I feel as if I have too many interests to settle on any one field.
10. If I could find the right career, many of my other personal problems would be solved.
11. I need to identify right away what skills and abilities I have.
12. Finances limit what career choice I make.
13. An influential person doesn’t approve of my career choice, which is hindering me from seeking that career.
14. I don’t have the special talents to follow my first career choice.  
15. I often feel that my life lacks much purpose.  
16. I know little about what kinds of people enter different occupations.  
17. I know a lot about the typical duties of jobs that interest me.  
18. I know the types of careers in which I could perform well.  
19. It seems like I receive a lot of contradictory or confusing information on academic majors that I have considered.  
20. I spend time every day thinking about a major and career, and what I might do about it.  
21. I have a clear idea how to go about choosing a major (field of study) and selecting a career.  
22. At this point in time, almost any major would be better than no major.  
23. I have actively persisted by doing something to help me select a major and career.  
24. I tend to smooth over any career indecision and pretend that it doesn’t exist.  
25. I tend to procrastinate or avoid selecting a major and career, and just let time run its course.  
26. I frequently blame myself for something I did or did not do in selecting a major or career.  
27. I often feel down or depressed about selecting a major or career.  
28. I often hope that any problems I have or have had in selecting my major and career would just disappear.  
29. I often feel a sense of helplessness in selecting a major and planning my career.  
30. I think that I should make a career decision as soon as possible, but I
can’t and this makes me anxious.

31. I get worried when I think about the intense competition in most careers.

32. I find it difficult to make decisions in general, no matter what issue is involved.

33. I have looked for information (e.g., have read books or taken particular classes) that have helped me make a decision regarding a major and career.

34. I have an adequate amount of information to make a career decision.

35. I feel stress or pressure in selecting a satisfying major and career.