

## The Impact of Emotional Intelligence on the Professional Orientations of Secondary School Students in Jordan

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**Abstract:** This study aimed to identify the relationship between emotional intelligence and professional dispositions among secondary stage students in Jordan, and the study relied on the relational descriptive approach, and the study sample consisted of (1500) secondary stage students in Jordan. The emotional intelligence scale and the professional dispositions scale were used to collect data. The results showed that the level of emotional intelligence among secondary school students in Jordan was of a moderate degree. The results indicated that there is a close correlation between professional dispositions and emotional intelligence, whenever a higher level of emotional intelligence, the level of professional dispositions towards motor professions or manual skills were increased, but the relationship decreases with emotional intelligence whenever the professional dispositions go towards software, discoveries, and media matters. In light of the results of the study, a set of recommendations were presented.

**Keywords:** Emotional intelligence, professional dispositions, secondary stage students, Jordan.

### Introduction

The school is one of the educational institutions that seeks to help students achieve their desired goals by providing scientific and practical training, since the labor market is getting more complex and there is a need for new qualifications, high school students must make realistic decisions for their professional future and help them improve their lives and their future, through Directing them to areas that are compatible with their positions and are consistent with their orientations in order to acquire competence and distinction, and the experience of many countries with a well-educated workforce highlights the important role of career counseling services for career guidance for young people, and researchers, in turn, show an increasing interest in studying the role of career counseling, from the perspective of increasing the efficiency of investment. In education and strengthening the capacity of institutions to meet the challenges of the knowledge economy.

The outputs of the educational system are responsible for meeting the requirements of social growth, and the outputs of the school system, including vocational learning, are used to ensure the availability of skilled and trained human competencies capable of carrying out all activities necessary for growth strategies. Vocational education is one of the educational services associated with preparing people for employment necessary to implement plans. Development in Society (Azman, Simatupang, Karudin, & Dakhi, 2020)

The factors affecting the professional orientations of students are numerous and are influenced by several dimensions and personal elements, and emotional intelligence is a modern, modern concept that has clear and important effects on everyone's life, thinking, relationships and emotions, and highlights emotional importance in thinking through wise decision-making (Wamsler). , & Restoy, 2020).

The decision to choose a future profession is one of the most important options and considerations that a person faces; Because of their positive or negative consequences on his life as a result of life transformations, the growth of human intelligence, the complexity of interactions, and the introduction of modern work techniques, the spread of multiple and complex professions necessitated the integration of professional aspects into training systems in order to harmonize individual professional orientations, and the quality and size of the workforce's expectations for professions in response to meet Individual and social needs in addition to raising the level of youth awareness and skills (Carmeli, 2003).

The basic rule in emotional intelligence includes the knowledge of emotions, and their use for making decisions through learning methods of thinking that include problem-solving, planning, and decision-making, in order to help people transfer social and interpersonal skills, and transfer them to life situations as tools for long-term learning. Emotional competence in a direct way. Emotional intelligence is a fundamental basis for human success because it is related to a person's knowledge of himself and his qualities, his knowledge of others and their characteristics, and his awareness of the reality of others (Davis, 2020)

Emotional intelligence raises the degree of harmony between emotions, principles, and values, which makes the individual feel satisfied and reassured, making life decisions in a better way, and the ability to motivate oneself and find self-motivation, obtain more respectful treatment, and form good relationships and friendships (Marchena-Giráldez, Acebes-Sánchez, Román, & Granado-Peinado, 2021). (Shafait, Yuming, & Sahibzada,

2021) indicated that individuals with persistent emotional intelligence are more successful, establish better social relationships, and gain greater professional achievements than those with minimum IQ skills Emotional.

With the aim of helping students develop the knowledge and skills necessary for successful choices and managing the transition from study period to employment and the role of effective mentoring at work faster and easier in the labor market, awareness of skills and their development is very important in choosing a profession, to meet complex challenges and find the best position in the labor market. In view of the students' skills and interests for that, the current study comes to contribute to identifying the impact of emotional intelligence on the professional orientation of high school students in Jordan.

#### **The study Problem**

The researcher noticed a weakness in the professional orientation of high school students, and that many students enrolled in vocational education joined it due to the inability to be accepted into academic education, which reflected in the increase in unemployment in the professional fields of academic education, and that very few students who chose vocational orientations joined it motivated Their personal convictions and based on their perceptions and tendencies towards the professions and jobs that they desire, and ways of thinking that are compatible with their professional trends, and in light of the above and through the researcher's sense of the problem represented by the low level of emotional intelligence among students of professional orientations, represented by poor social communication, as well as the inability to control Emotions and their management in a way that serves the educational process. This study came to identify the effect of emotional intelligence on the professional orientation of high school students in Jordan.

#### **Study Questions**

##### **The study tried to answer the following questions:**

What is the level of emotional intelligence among high school students in Jordan?

Does the level of emotional intelligence differ among secondary school students in Jordan according to gender, grade, and academic track type?

What is the effect of emotional intelligence on the professional attitudes of high school students in Jordan?

#### **Importance of the Study**

The importance of the current study lies in the importance of the topic that it dealt with, in identifying the impact of emotional intelligence on professional orientations that contribute to highlighting the importance of emotional intelligence in decisions through learning in order to help people transfer social and personal skills, and transform them into life situations as tools for long-term learning that are appropriate With the students' orientations and achieving success in terms of a person's knowledge of himself and his qualities, his knowledge of others and their qualities, and his awareness of the reality of others, the importance of the study also stems from the fact that it deals with a segment of the most important segments of society, which is the youth represented by high school students who are represented by the importance of directing their energies properly and thoughtfully as these may contribute The study is to draw the attention of those in charge of the educational system, represented by the Education Committee of the Ministry of Education, to make decisions related to professional selection and give these relationships great importance and attention, in order for students to be helped in this regard, so that their decisions are appropriate to their own abilities and their preferences as appropriate to the needs of society. The study revealed that it is one of the topics that seek the benefit of specialists and supervisors of students In vocational training centers, and this study is one of the rare studies in its field within the limits of the researcher's knowledge.

#### **Objectives of the Study**

The current study aims to identify the level of emotional intelligence among secondary school students in Jordan and to reveal the effect of emotional intelligence on the professional orientation of high school students in Jordan.

#### **The Terminology of Study and Procedural Definitions**

##### **The current study dealt with the following procedural terms and definitions:**

**Emotional intelligence:** It is "the ability to accurately perceive, evaluate and express emotions, with the ability to generate or reach emotions, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions in a way that promotes emotional and mental development" (Mayer, & Salovey, 2007). It defines professional orientations as a procedure: it is the degree that the researcher obtains as a result of applying the emotional intelligence scale to the research sample.

**Occupational orientations:** It is a group of individual preferences towards certain professions, activities, or professional hobbies (Abercrombie, 2000). Professional orientations are defined procedurally: it is the degree that the researcher obtains as a result of applying the scale of occupational orientations to the research sample.

#### **Limitations of the Study**

##### **The current study examined the following limits:**

**Objective limits:** The current study was limited to the effect of emotional intelligence on the professional attitudes of high school students in Jordan.

**Human limits:** The current study is determined by the sample made up of high school students in Jordan, who are ( ) male and female students.

**Spatial boundaries:** The study tools were applied in secondary schools in Jordan.

**Temporal boundaries:** The current study tools were applied in the 2021-2022 academic year.

### **Theoretical Framework**

#### **Emotional Intelligence**

Emotional intelligence is an aspect of ability-based intelligence, which easily lends itself to interventions that can be enhanced through targeted training, mentoring, or counseling, and each stage of an individual's life reflects a number of emotional attitudes suitable for him / her (Altwijri, et. al, 2021). The mind is divided into different parts that include specific tasks, including feeling, including feelings, moods, evaluation, and various emotions (Norboevich, 2020). Affective intelligence is the ability to perceive your own and others' emotions and act according to your own and others' emotions while using interpersonal and inner skills to drive decision-making (Williams, 2021).

Affective intelligence works to manage emotions and direct behavior and makes the person able to monitor his feelings and convert them from negative feelings to more emotional feelings because it works to regulate emotions and direct behavior, it works to regulate emotions and direct behavior (Alsughayir, 2021)

The theory of emotional intelligence appeared to alert to the position of the emotional system in the cognitive system of human capabilities, as it is the result of the integration of the two systems of knowledge and emotion, as the cognitive system by abstract inference directs the emotion, while the emotion enhances the cognitive ability (Mayer, & Salovey, 2007), along with the effectiveness of its applications The process that has proven successful in adapting the individual's skills to the requirements of new life (Li, Qiao, Mu, Jiang, 2021), and emotion with its negative and positive sides is a necessity for practical and daily life, as it satisfies the individual's daily needs, and the man takes control of his decisions, this kind of intelligence It is he who explains the superiority of the individual in many activities and tasks (Rathore, Chadha, & Rana, 2017). The mental state is affected by the emotional state, especially of the learner, so the learner with negative emotions does not learn efficiently, cannot absorb knowledge efficiently, and it is difficult for him to benefit from it, so when emotions attack thinking, it disrupts the mental capacity, especially the working memory, i.e. the ability to evoke information related to the issue (Zia, & Rouhollahi, 2020); Where emotions are overlapping and complementary processes of the thinking process, the cognitive aspect of a person positively contributes to the emotional process through the interpretation of the emotional position and through the process of expressing it, and it can also contribute negatively through the wrong interpretation of the situation on the other side, it is possible that emotion contributes to rationalization Thinking, as positive emotions help classify and organize information (AP, Mansoor, Perwez, Khalid, & TNVR, 2020).

Emotional intelligence helps in understanding the emotions of others and benefiting from them in the individual's relationships with others, as this knowledge helps direct the individual's emotions and thinking (Krishnan, & Awang, 2020), and emotional intelligence is defined as acting efficiently and dealing effectively with the surrounding environment (Uslu, & Uslu (Ivanec, 2021), and it indicates the existence of a group of emotional and social capabilities that individuals possess (Ivanec, 2021), and these capabilities contribute to the various aspects of life that can be learned and improved in individuals' lives, including emotional knowledge, emotional management, enthusiasm, perseverance, and self-motivation. Perception of other people's emotions, and awareness of social relationships (Goleman, 2012).

Students who control their impulses are described as the most self-confident, the most capable of controlling their emotions, and the ability to regulate and control their emotions, communicate, and cooperate with their colleagues (Krishnan, & Awang, 2020)). And they have successful relationships and enjoy better mental health, and are more focused and accomplished (Hamzah, Kai Le, & Musa, 2021). The elements of emotional intelligence are among the urgent basic requirements for success in education, as it raises the degree of harmony between emotions, principles, and values, which makes the individual feel With contentment and contentment, making life decisions in a better way, the ability to motivate oneself and find self-motivation, the formation of good relationships and friendships, and career success (Burcea, & Sabie, 2020).

According to Mayer and Salovey's (1997) theory, emotional intelligence is a group of interrelated abilities involved in processing emotional information. It requires the ability to understand feelings, appreciate emotional dynamics, their mixes, and how they affect thinking and behavior. It also requires the ability to manage emotions and organize emotional experiences in the self and in personal situations to achieve goals. Personality and adaptive outcomes (Ugoani, 2020). The emotional intelligence of the individual represents the natural capabilities of the human cognitive processes that provide the processing of emotional information and the professional trends of the individual are manifested in the personality-oriented activity, whose effectiveness depends not only on the individual's knowledge, but on his mastery of the techniques of this activity, Misron, & Hee, 2021).

Emotions and emotions are a short to medium-term experience related to the interpretation and perception of social actions and activities, and it expresses the characteristics of the individual, his desires, self-attitudes,

expectations, and circumstances because they relate to mental processes and states related to instincts, needs, and motives, and that reflects the importance of phenomena and behaviors in the context of direct experience, the more ability The person is managing the feelings of others, and he is more able to deal with the feelings of others, and thus he is able to understand and communicate his desires and emotions, as well as work on their implementation (Hajncel, & Vučenović, 2020).

Emotional intelligence characterizes its owner that the greater his ability to control the emotions of others, the more his need to know about the world around him, and his aspiration for something new, the more clear his creative direction (Lee, 2019). Affective intelligence includes in its structure the appropriate cognitive, behavioral, and emotional components that provide awareness, understanding, and regulation of the emotions of the individual and the emotions of others (Carmeli, 2003), and its impact on the success of interactions and the personal development of students (Salim, & Safitri, 2020)), and it is considered a psychological characteristic that forms the basis of a group A wide range of professional competencies, the existence of which is a criterion for assessing a student as a future professional on a large scale in his profession (Ivanec, 2021).

Developing emotional competence makes a person more professional and professionally more human (Olowookere, et, al, 2020). For example, abilities related to emotion help people make better choices. They can help to use emotions to guide one's thinking to consider both emotions and technical information when assessing a problem. Personality and Adoption of Certain Trends (Kanonuhwa, Rungani, & Chimucheka, 2018)

### **Career Orientations**

Individuals differ in tendencies and trends, and each individual may be fit to work in a number of professions on the basis of his own inclinations and trends, and every profession requires a specific model of abilities, preparations, and tendencies, which led to the development of a general theory of professional development and the orientations of individuals towards it (Afanasyev, Ivanova The attitudes of the individual are formed by the association of experience with the situation and the extent to which this experience carries feelings (Mujiati, & Salim, 2021), and the emotional side of those experiences (Lee, 2019). Attitudes towards behavior are also affected by the student's abilities and potentials to perform that behavior in addition to the encouragement and encouragement that the student receives (Farnia, Nafukho, & Petrides, 2018)

Career orientations are based on the individual's identification of career goals that reflect the individual's self-concept in relation to his values, interests, experiences, skills, and abilities (Mughal, 2015); It constitutes a major role in crystallizing and establishing the individual's orientations and perspectives in various aspects of his life, including the future profession, and people who have a sophisticated career orientation develop their own idea and take the appropriate action to adapt to it (Mazurkiewicz, 2020). Occupational orientation is defined as helping the individual to choose a profession that is commensurate with his abilities, inclinations, aptitudes, motives, and plans as a process to help the individual choose the profession that suits him in a way that ensures his satisfaction with himself and his profession (Walther, Miller, & Sochacka, 2017). Aspects of human behavior that are affected by the individual's emotional personality, his preparations, experiences, and tendencies, and trends are formed according to social conditions and with the development of new professions and jobs in society that requires new capabilities, preparations, and skills (Sidek, & Bakar, 2020).

According to the professional interest's model, occupations can be described as sets of features such as characteristics of the work environment, the type of social relations, the level of independence in decision-making, as well as the types of reinforcements (intrinsic or external) that one receives ((Martončík, & Kačmárová, 2018)

Attitudes are a series of concepts that do not have a common meaning. As it is known, emotions, attitudes, and perspectives revolve around a topic that directs the behavior of the individual and decides his position on this topic (Jarkawi, Anwar, Fauzi, & Madiyah, 2018), which is an emotional state of the individual that consists of what The individual has beliefs or perceptions regarding a certain topic or people, this situation pushes him most of the time to perform a number of responses or behaviors, as a result of psychological readiness or an educated mental preparation for a positive or negative response towards people, things, topics, attitudes or symbols In the environment that elicits this response (Bratucu, Madar, Neacsu, & Boscor, 2014). Attitudes can be considered a tendency toward a topic, as the tendency is a positive trend (Walther, Miller, & Sochacka, 2017), and its existence is inferred from the behavior that is expressed verbally or in an attitude (Alandas, 2002), and professional trends include the relationship of the individual and the teaching profession. His attitudes, whether acquired, inherent, or inherited (Salim, & Safitri, 2020), allow predicting an individual's response to some social, psychological, and educational stimuli (Kincheloe, 2018)

Attitude consists of cognitive, emotional, and behavioral components that affect each other, and the trend is directly related to the bias in both its positive and negative sides, i.e. preference or rejection, and what it implies (Vamvaka, Stoforos, Palaskas, & Botsaris, 2020)

The cognitive component of the trend includes the whole of the information, knowledge, and facts available to the individual on the subject of the trend, which the student is exposed to during his studies and

which affects his view of the teaching profession and which in turn leads to the formation of the emotional component (Maio, Olson, Bernard, & Luke, 2006) The emotional component refers to a general emotional style that affects the response to acceptance or rejection of the direction (Ivanec, 2021), and refers to the emotional aspects and includes an introduction of preference. This component consists of the group of emotions and feelings that appear in the bearer of the trend in dealing with the subject of the trend, they appear in his love that topic is of some degree, or his aversion to it in some degree as well (Vamvaka, Stoforos, Palaskas, & Botsaris, 2020). The behavioral component is the student's tendency or tendency to the teaching profession, which is supposed to be consistent with the student's feelings, emotions, and knowledge related to the profession (Ajzen, & Fishbein, 2005). There is an overlap between the trend and the behavior, which affects each other, as the trend defines the behavior and the behavior defines the trend (Mison, & Hee, 2021)

Attitudes and trends are a psychological construct within the individual that focuses on a set of personal interactions between cognitive, emotional, and behavioral components that may result from a change in another component, the emotional component may be affected, and the emotions are internal states that are characterized by aspects of specific expressive behavior as a response towards or against Zayid, Hamid. And Al Bakor, 2020), the trends help the student to advance in the cognitive fields, and make him more receptive to the subject he studies, so he feels its ease and fun that affects his choice of his future major, which is reflected in his performance (Kincheloe, 2018), and thus the direction of the individual's progress can be achieved. Towards behavior and decision-making in multiple psychological situations with something of consistency and uniformity (Ivanec, 2021). The attitude provides the individual with the ability to adapt to multiple situations and create normal and adaptive relationships (Belgrave, Cherry, Cunningham, Walwyn, Letdaka-Rennert, & Phillips, 1994), and contributes to the consistency of the individual's behavior with the situations he faces, by forming a tendency and desire to improve perceptions. And beliefs specific to the work being undertaken (Kasperbauer, 2017). Attitudes enable the student to express values as the learner adopts trends that define his behavior, identity, and position in society (Sidek, & Bakar, 2020), and maintaining the student's self-esteem (Topkaya, 2021).

#### **Previous Studies:**

The researcher reviewed a set of previous studies and the following came from them:

Conducted by Ivanec, 2021)) the study aimed to explore the relationship between the emotional competence of potential teachers and their motivations for choosing a teaching profession. The researcher used the quantitative approach. The sample consisted of (423) teachers who joined the primary education program for primary school teachers. Teaching practice and the perception required for the teaching profession were rated higher by emotionally competent pre-service teachers.

Mison, & Hee (2021) conducted a study aimed at identifying the impact of emotional intelligence on the relationship between the Big Five personality traits and customer-oriented behavior among Malaysian nursing students, and the conceptual analysis indicated that emotional intelligence largely mediates the relationship between the five major personality traits and customer-oriented behavior.

Owoseni, Mayungbo, Olatunji, & Okunola, 2021, conducted a study to reveal the relationship between emotional intelligence and entrepreneurial intentions among undergraduates using a sample of (200) participants who were students of entrepreneurship and open a remote business in southwestern Nigeria, the results showed that all Dimensions of emotional intelligence jointly predicted entrepreneurial intentions, and that self-awareness, self-regulation, empathy, and social skills had no significant relative contribution to entrepreneurial intentions, and motivation had a significant relative contribution to entrepreneurial intentions.

Conducted by Sidek, & Bakar, 2020) aimed at exploring the relationship between emotional intelligence and self-efficacy in professional decision-making. The study sample was (80) respondents in a secondary school. The results showed that there is no difference between emotional intelligence and self-efficacy based on gender, and the study also did not find any relationship between emotional intelligence and self-efficacy in professional decision-making.

Salim, & Safitri, 2020 conducted a study aimed at examining the mediating role of emotional intelligence in the influence of gifted high school students on self-efficacy in professional decision-making. The sample consisted of (165) talented high school students in Jakarta. Two measures were formed, and the study found that there is a direct effect of self-efficacy in professional decision-making on self-efficacy and that emotional intelligence can act as a predictor of self-efficacy in professional decision-making.

Kanonuhwa, Rungani, & Chimucheka, 2018) conducted a study aimed at uncovering the effects of emotional intelligence on the development of entrepreneurial intentions among university students. A positive model was used and a quantitative design used self-administered questionnaires to assess the respondents' emotional intelligence and their intentions in starting a business. A direct correlation between emotional intelligence and entrepreneurial intent, and the study recommended that teachers should create an educational environment that can encourage the effective expression and use of emotions to nurture emotional intelligence.

Farnia, Nafukho, & Petrides, 2018) conducted a study of the relationship between positive and negative emotions, emotional intelligence, and difficulties in making professional decisions. The study sample consisted of (600) university students at a university in the southwestern United States and showed that the trait is emotional intelligence. A large proportion of the variance represented functional frequency that was not explained by the "Big Five" personality traits, a parallel mediation analysis revealed that positive and negative feelings partially mediated the relationship between the EI trait and functional frequency.

#### Commenting on Previous Studies:

Most of the previous studies agreed that it dealt with the secondary stage as a target group for the study, just as most of the studies dealt with the emotional intelligence variable and professional trends separately, and the current study was distinguished from previous studies in that it is the effect of emotional intelligence on the professional orientations of high school students in Jordan, which were not covered by the studies. In addition to the fact that the current study used a trend scale based on the previous studies, in addition to the fact that the current study provided two revised scales to measure occupational attitudes and emotional intelligence.

### Methodology

#### Study Method

This study is based on the correlation and descriptive approach due to its suitability in achieving the study objectives.

#### Study Population

The study population is composed of all the secondary school students in Irbid governorate in Jordan.

#### Study Sample

The study sample composed of (1500) female and male students of secondary school in Jordan, they were chosen from the study population randomly, (1570) questioners were distributed, and (1500) were retrieved valid for the statistical analysis with retrieval ratio of (96%), and table (1) clarifies the distribution of samples according to (Gender, Class, and Academic Track) variables.

**Table (1): Recurrences and percentages of samples according to study variables**

Variables	Category	Recurrences	Percentages
Gender	Male	544	36.3%
	Female	956	63.7%
	<b>Total</b>	<b>1500</b>	<b>100%</b>
Class	First secondary	1197	79.8%
	Second secondary	303	20.2%
	<b>Total</b>	<b>1500</b>	<b>100%</b>
Academic Track	Literary	277	18.5%
	Scientific	336	22.4%
	Agricultural	273	18.2%
	Commercial	372	24.8%
	Industrial	140	9.3%
	Others	102	6.8%
	<b>Total</b>	<b>1500</b>	<b>100%</b>

#### Study Instruments

The researcher created a questioner to collect the study sample individuals by the assistance of the following previous studies (Abdelmalek, 2015. Khayata, 2015. Alalwan, 2011. Almagribi, 2009. Almobdl, 2016). The questioner composed of the study variables (Sex, Class, and Academic Track), besides to the following two scales: Emotional Intelligence of (26) paragraphs and Professional Perspectives of (28) paragraphs

#### Validity of Study Instruments

In order to verify the face validity indicators of the study instrument, it was presented on (8) experienced and qualified arbiters in the measurement and evaluation field to evaluate the degree of correctness and clarity of language composition of the paragraphs, and the range of its suitability to measure the targeted elements, and

the pertinence range of every paragraph to the scale in which it belongs to. In addition to any required procedure includes omitting, or editing, or adding on the questioner paragraphs, or any suitable suggestions. The arbiter's notes and suggestions were taken into consideration, and editing the questioner paragraphs according to the unanimity of arbiter's majority, and the ratio of arbiter's agreement to perform editing (0.88%), and the questioner was produced with its final version.

In order also to verify the construct validity indicators to all the questioner paragraphs, it was applied on pilot sample composed of (50) individuals from inside and outside the study population, and count the correlation coefficients between each paragraph and the scale in which it belongs to, table (2) clarifies all the above.

**Table (2)**  
**Correlation coefficients between each paragraph and the scale in which it belongs to**

N	Correlation with Scale	N	Correlation with Scale	N	Correlation with Scale	N	Correlation with Scale
<b>Emotional Intelligence Scale</b>				<b>Professional Perspectives Scale</b>			
1	.443**	14	.812**	1	.746**	15	.711**
2	.539**	15	.753**	2	.708**	16	.782**
3	.674**	16	.786**	3	.639**	17	.765**
4	.600**	17	.745**	4	.590**	18	.758**
5	.617**	18	.619**	5	.710**	19	.636**
6	.765**	19	.560**	6	.758**	20	.611**
7	.669**	20	.664**	7	.850**	21	.771**
8	.656**	21	.758**	8	.794**	22	.746**
9	.750**	22	.786**	9	.822**	23	.703**
10	.733**	23	.725**	10	.837**	24	.813**
11	.788**	24	.701**	11	.733**	25	.747**
12	.705**	25	.567**	12	.706**	26	.614**
13	.746**	26	.499**	13	.780**	27	.595**
-		-		14	.732**	28	.649**

\*Correlation coefficients at (0.05≥α) significance. \*\*Correlation coefficients at (0.01≥α) significance

Table (2) clarifies that correlation coefficients between each paragraph of emotional intelligence scale paragraphs and the scale as a whole is between (0.443-0.812), and correlation coefficients between each paragraph of professional perspectives scale and the scale as a whole is between (0.590-0.850), moreover, all the correlation coefficients are significant and accepted for the purposes of implementing this study.

### Reliability of Study Instrument

In order to verify the questioner reliability, it was applied on pilot sample composed of (50) individuals from inside and outside the study population, also the (Cronbach's alpha) equation was applied on the study scales, and table (3) clarifies the above.

**Table (3)**  
**Results of (Cronbach's alpha) to reveal the Internal consistency coefficients of the study scales**

Scale	Paragraphs Number	Cronbach's alpha
Emotional Intelligence Scale	26	0.97
Professional Perspectives Scale	28	0.94

Table (3) clarifies that the consistency coefficients of emotional intelligence Scale reached (0.97), and the consistency coefficients of professional perspectives scale reached (0.94), which considered a high and acceptable consistency coefficient to the implementing this study.

### Study Scales

Fifth Likert Scale was used in order to measure the study samples opinions according to following: Very high (5) and Very low (1) by placing the (√) tick in front of the answer that reflects their agreements. Furthermore, the following classification was relied on to evaluate the Means as follow: (Highest value - Lowest value)/ 5 which equals: (1-5)/ 3 = 1.33 for category length, (1.33-2.33 Low, 2.34-3.66 Moderate, and 3.67-5 High).

### Study Variables

## The Impact of Emotional Intelligence on the Professional Orientations of Secondary School Students in Jordan

**Independent Variable:** Emotional Intelligence for secondary school students in Jordan.

**Dependent Variable:** Professional Perspectives for secondary school students in Jordan.

**Statistical Processing:** To answer the study questions, suitable statistical processing and techniques were used by Statistical Package for the Social Sciences (Version 25SPSS) as follows: Extracting recurrences and percentages to distribute the study samples according to the study variables. Extracting Means and Standard Deviations of the study scales as a whole and each scale's paragraphs separately. Pearson correlations to reveal the relationship between emotional intelligence professional perspectives.

### Presenting and Discussing Results

This part includes a presentation of concluded results that aimed to the emotional intelligence effect on the professional perspectives of secondary school students in Jordan.

**Results related to first question: What is emotional intelligence level for secondary school students in Jordan?** To answer this question, Means and Standard Deviations were extracted for emotional intelligence level of secondary school students in Jordan as in the following table.

**Table (4): Means and Standard Deviations for emotional intelligence level of secondary school students in Jordan**

Number	Paragraph	Means	Standard Deviations
1	Ease of expressing feeling towards others	3.68	1.28
2	Ability to finish my tasks actively and with high consternation	3.72	1.22
3	Ability to identify my positive features	3.62	1.22
4	Ability to control my negative thinking	3.70	1.25
5	Using my positive & negative reactions to lead my life	3.64	1.27
6	Ability to face my negative feelings when making decisions related to my life	3.81	1.24
7	Considering myself responsible for my feelings	3.67	1.32
8	Ability to realize my authentic feelings	3.78	1.28
9	Considering myself trustworthy by others	3.81	1.25
10	Ability to recognize my friend's reactions by their attitudes	3.91	1.33
11	Sensitive to what others need	3.79	1.24
12	Ability to pay attention to the accurate signs that indicate other person feelings	3.78	1.26
13	Distinguished being calm in dealing with others	3.83	1.24
14	Trying to understand my friends through understanding consider their visions	3.69	1.27
15	Ability to participate others in conversations related to them	3.03	1.29
16	Ability to success under pressure	3.61	1.23
17	My authentic feeling helps me to succeed	3.29	1.28
18	Fearing the future without knowing the reason	3.32	1.27
19	Understanding humanitarian issues and disagreements among others	3.72	1.27
20	Facing difficulties when talking to strangers	3.69	1.30
21	Relieved to show sympathy with my friends	3.55	1.33
22	Asking for help from others when needed	3.48	1.32
23	Understanding very well the feelings of people surrounding me	3.74	1.46
24	Sympathizing with others in bad times	3.57	1.39
25	Ability to express my feelings easily	3.49	1.41
26	Having unjustified crying times	3.27	1.31
<b>Scale as a whole</b>		<b>3.62</b>	<b>0.98</b>

Table (4) clarifies the Means and Standard Deviations for emotional intelligence level paragraphs of secondary school students in Jordan as follows:

- Paragraph number (10) stated that: "Ability to recognize my friend's reactions by their attitudes" with the highest Mean of (3.91) and Standard Deviations of (1.33) with high degree.



- Paragraph number (15) stated that: “Ability to participate others in conversations related to them” with the lowest Mean of (3.03) and Standard Deviations of (1.29) with moderate degree.
- The scale as a whole came with Mean of (3.62) and Standard Deviations of (0.98) with moderate degree.

The reason for this is that high school students have an acceptable level in managing their emotions, emotions and feelings, and they have the ability to solve problems, control oneself and control emotions, and they have their own methods to control feelings and relieve negative feelings such as anxiety and anger, and the most important of these methods is walking for long periods, and hear the music. The researcher believes that high school students show the ability to recognize the feelings of their colleagues, recognize their needs and meet them, benefit from the diversity of their friends and have the ability to understand, sympathize and negotiate with their friends, and the ability to establish social relationships, and these sincere feelings help students to succeed, and pay attention to the accurate indicators that denotes the feelings of the other person. This result is in agreement with the result of the study (Mison, & Hee, 2021), which showed that emotional intelligence significantly mediates the relationship between the five major personality traits and customer-directed behavior, and it agrees with the result of the study (Salim, & Safitri, 2020), which showed that emotional intelligence can Act as a predictor of self-efficacy in professional decision-making.

Results related to second question: Is there any relationship between emotional intelligence and professional perspectives for secondary school students in Jordan? To answer the study questions, Correlation coefficients were extracted to reveal the relationship between emotional intelligence and professional perspectives of secondary school students in Jordan, as in the following table.

**Table (5): Correlation coefficients, Means, and Standard Deviations to reveal the relationship between emotional intelligence and professional perspectives of secondary school students in Jordan**

N	Paragraph	Paragraphs correlation coefficients with emotional intelligence		Means	St. Dev
1	I enjoy tasks that require professional skills	Correlation coefficients (Sig.)	0.706 (0.000)	3.49	1.35
2	I like the activities that require motion skills	Correlation coefficients (Sig.)	0.757 (0.000)	4.11	1.27
3	I love unfixing things so I can how it work	Correlation coefficients (Sig.)	0.777 (0.000)	4.15	1.29
4	I prefer working with machines rather than people	Correlation coefficients (Sig.)	0.697 (0.000)	3.74	1.30
5	I enjoy unfixing, fixing, and repair things	Correlation coefficients (Sig.)	0.724 (0.000)	3.83	1.29
6	I prefer the scheduled office work	Correlation coefficients (Sig.)	0.627 (0.000)	3.68	1.34
7	I prefer reading about scientific-related inventions	Correlation coefficients (Sig.)	0.740 (0.000)	3.95	1.28
8	I enjoy the work that requires new thinking techniques	Correlation coefficients (Sig.)	0.697 (0.000)	3.85	1.31
9	I enjoy the laboratory experiments & studies	Correlation coefficients (Sig.)	0.652 (0.000)	3.70	1.36
10	I enjoy working in projects that allows me discovering new facts and thoughts	Correlation coefficients (Sig.)	0.526 (0.000)	3.49	1.38
11	I prefer the work that distinguish me	Correlation coefficients (Sig.)	0.616 (0.000)	3.69	1.31
12	I good in conducting calculations beside mathematical and engineering questions	Correlation coefficients (Sig.)	0.631 (0.000)	3.73	1.28
13	I love to recognize the computer software	Correlation coefficients (Sig.)	0.557 (0.000)	3.64	1.27
14	I prefer writing stories and plays	Correlation coefficients (Sig.)	0.663 (0.000)	3.73	1.24
15	I feel like I have a hidden talent	Correlation	0.517	3.24	1.39

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	related to press and media	coefficients (Sig.)	(0.000)		
16	I prefer writing articles and subjects	Correlation coefficients (Sig.)	0.637 (0.000)	3.95	1.30
17	I prefer to work in community service	Correlation coefficients (Sig.)	0.649 (0.000)	4.01	1.24
18	I love professions that provide help to others	Correlation coefficients (Sig.)	0.599 (0.000)	3.78	1.29
19	I feel the ease in working and cooperation with others	Correlation coefficients (Sig.)	0.688 (0.000)	3.98	1.27
20	I prefer the places that I can deal with people in	Correlation coefficients (Sig.)	0.688 (0.000)	4.10	1.20
21	I prefer to be the leader of a team or a group	Correlation coefficients (Sig.)	0.666 (0.000)	3.93	1.32
22	I love to supervise on other people's work	Correlation coefficients (Sig.)	0.668 (0.000)	4.05	1.26
23	I want to work in training and teaching people in the future	Correlation coefficients (Sig.)	0.680 (0.000)	3.96	1.27
24	I notice the beauty in everything I see such as streets and buildings	Correlation coefficients (Sig.)	0.681 (0.000)	3.79	1.34
25	I love designing clothes or rooms	Correlation coefficients (Sig.)	0.684 (0.000)	4.08	1.22
26	I love taking photographical photos or recording video	Correlation coefficients (Sig.)	0.655 (0.000)	3.97	1.27
27	I prefer working with handcrafts	Correlation coefficients (Sig.)	0.655 (0.000)	3.90	1.22
28	I love taking care of accessories such as organizing special stuff	Correlation coefficients (Sig.)	0.583 (0.000)	3.71	1.29
<b>Scale as a whole</b>				3.82	1.01

Table (5) clarifies the Correlation coefficients, Means, and Standard Deviations for professional perspectives paragraphs of secondary school students in Jordan, where there is a strong connection between professional perspectives and emotional intelligence. Whenever the emotional intelligence level increased, then the professional perspectives level will also increase as a result of motion professions or manual skills. Additionally, the relationship decreases with emotional intelligence whenever the professional perspectives walk towards software, inventions, and media-related matters.

Paragraphs number (2, 3, 5) came with the highest correlation coefficients that stated as follows: "I love unfixing things so I can how it work", with correlation coefficients of (0.777), and statistical significance of (0.000). "I like the activities that require motion skills" with correlation coefficients of (0.757), and statistical significance of (0.000). "I enjoy unfixing, fixing, and repair things" with correlation coefficients of (0.724), and statistical significance of (0.000).

Paragraphs number (10, 13, 15) came with the lowest correlation coefficients with emotional intelligence stated as follows:

- "I love to recognize the computer software" with correlation coefficients of (0.557), and statistical significance of (0.000).
- "I enjoy working in projects that allows me discovering new facts and thoughts" with correlation coefficients of (0.526), and statistical significance of (0.000).
- "I feel like I have a hidden talent related to press and media" with correlation coefficients of (0.517), and statistical significance of (0.000).

The reason for this is that emotional intelligence contributes significantly to rationalizing emotions in the right direction in professional orientations and developing rational tools and ideas in logic and good use. The researcher believes that the emotions of high school students play an important role in formulating thinking and logic, and this makes them more able to choose the appropriate professional orientation for them, whether for writing, design, business, and scientific, intellectual or craft activities. This result is in agreement with the result of a study (Sidek, & Bakar, 2020), which showed that there is a direct correlation between emotional intelligence and entrepreneurial intent. While this result differed with the result of a study (Kanonuhwa,

Rungani, & Chimucheka, 2018), which showed that there is no relationship between emotional intelligence and self-efficacy in making professional decisions.

### **Recommendations**

In light of the results of the study, the researcher recommends the following:

1. The need to pay attention to emotional intelligence among secondary school students by including the secondary curricula for exercises and activities that will develop emotional intelligence among students.
2. Paying attention to emotional intelligence and teaching high school students the skills of emotional intelligence as it relates to professional orientations and success in life.
3. Conducting further studies that investigate the relationship between emotional intelligence and professional orientations.

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