



EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO THE CAREER DECISION MAKING DIFFICULTIES AMONG ISRAELI PALESTINIAN HIGH SCHOOL STUDENTS

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Abstract:

The present study aimed at investigating the role of emotional intelligence on career decision making difficulties among Israeli Palestinian high school students. The Bar-On Emotional Intelligence Questionnaire was used to assess emotional intelligence and the Career Decision-Making Difficulties Questionnaire was used to assess and career decision making difficulties. 715 students took part in this study. Data was collected through a convenient sampling technique. Descriptive statistics, t-test, and Pearson correlation coefficient test were the methods used to analyze the data. The findings showed that female students are more emotionally intelligent than male students, whereas female students face more career decision making difficulties than male students. Furthermore, the findings showed that there is a significant negative correlation between emotional intelligence and career decision making difficulties among Palestinian high school students in Israel ($r = -.101, p < .01$). The significance of the current study is its contribution to examining the role of students' emotional intelligence in predicting the students' career decision making difficulties. The findings will help school counselors shape new strategies in career guidance and school counselling.

Keywords: emotional intelligence, career decision making difficulties, Israeli Palestinian high school

1. Introduction

Adolescence is one of the most significant developmental stages in a person's life, where his or her professional identity is formed. Career choice plays an important role in the students' lives psychologically, socially or economically. The profession represents the lifestyle of the individual, if the individual chooses the profession that suits his inclinations and abilities, this will lead to a sense of satisfaction at work that will

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contribute to the individual and society, and vice versa, the failure of the individual to make a career decision will lead to a sense of failure, stress and frustration.

During this period, which occurs mainly during high school, adolescents begin to become aware of their abilities, strengths and weaknesses, and develop educational and professional interests. They are very busy exploring, formulating and focusing their academic and professional preferences, begin to experience all kinds of jobs and initial commitments in the chosen field of study and occupation and, accordingly, they also develop future aspirations and expectations of learning and professionalism.

Higher education is considered a critical phase of identity-building and career exploration (Shin, et al., 2018). Thus, it plays a remarkable role in determining students' future careers. Higher education is of great interest among Palestinian society within Israel, and this is noted by the increasing number of enrolments in higher education institutions inside and outside Israel, as well as through the diversity of subjects taught by Palestinian students (Egbaria, 2023).

Career decision making difficulties are one of the most common career problems adolescents face. These can affect their lives in general, and all stages of their careers in particular, whether it is the difficulty of making the decision to choose a major of study, changing their career path or making the decision to retire. Problem-solving and decision-making abilities of individuals may have an impact on career decision-making challenges. Teenagers who lack the ability to solve problems and make decisions frequently struggle with making decisions. Teenagers' perceptions of support from their families and environment influence how they make decisions. According to numerous studies, difficulties making career decisions are linked to both environmental and personal factors, such as unfavourable beliefs about the educational path one should take (Bullock-Yowell, et al., 2014), five-factor personality traits (Di Fabio, 2015), locus of control (Kırdök & Harman, 2018), and emotional intelligence (Di Fabio, et al., 2013).

Following a review of the literature, it is discovered that there is some significant direct evidence indicating the relationship between career preferences and emotional intelligence differences. Many emotional intelligence skills showed small but substantial positive relationships with Holland's social interests scale (Salovey, et al., 2003). There are, however, few existing studies discussing the relationship between factors affecting career choice and emotional intelligence among high school students, and even fewer focused on Palestinian high school students in Israel.

2. Emotional Intelligence

Nowadays, a significant part of our success in life depends more on our capacity to create and maintain social connections, present a positive image of ourselves, and manage how others perceive us than it does on our cognitive abilities and conventional intelligence as determined by IQ testing. In other words, emotional intelligence involves observing and analysing emotions in order to direct thoughts and behaviours (Cotruş, et al., 2012).

Emotional intelligence is considered as a part of social intelligence and is defined as the ability of individuals to perceive emotions between themselves and others as well as within themselves. They describe how a more accurate understanding of emotions leads to more effective problem-solving in a person's emotional life, such as understanding and expressing feelings, processing emotions and thoughts, regulating emotions, and processing and understanding emotions with regard to the emotions of others (Mayer, et al., 2000).

Emotional intelligence was defined as *"the capacity of recognizing our feelings and those of others, for motivating ourselves, and for managing emotions both in us and in our relationships"* (Goleman, 1998). On the other hand, emotional intelligence is defined as an array of abilities, competencies, and emotional and social skills that enable people to cope with the demands of life and to be more effective in their personal and social lives (Bar-On, 2006).

According to Bar-On model, the emotional intelligence questionnaire is composed of five fundamental scales comprising fifteen subscales. The first subscale is intrapersonal which assesses self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Secondly, interpersonal which comprises empathy, social responsibility, and interpersonal relationship. Thirdly, stress management which assesses stress tolerance and impulse control. Next, adaptability which includes reality-testing, flexibility, and problem solving; and finally, a general mood that comprises optimism and happiness (Bar-On, 2006).

Moreover, a number of researches have examined the connection between emotional intelligence and the variables influencing career choice. The correlation test showed a strong correlation between undergraduate job choice and self-awareness, self-management, social awareness, and relationship management. But only two factors, self-management and relationship management had a real impact on students' job decisions. As a result, students who have good emotional control and a strong network of people with strong external constitutions may manage their job better than others (Samarakoon & Weerasinghe, 2021).

Gender differences research has also been reported to be mixed. Gender differences in emotional intelligence reveal that males have high emotional intelligence as compared to females. Women are not more emotionally intelligent than men. They are, however, emotionally intelligent in different ways. An analysis of emotional Intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men (Ahmad, et al., 2009). Findings of studies reported by (Cabello, et al., 2016; Dunn, 2002; Singh, 2002) revealed that females have higher emotional intelligence than that of males.

Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. Society is responsible for this, which socializes the two genders differently. Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in a study by Dunn (2002). It was observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. More sensitivity was found towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This study is only a stepping stone in the field of emotional intelligence. Furthermore, results suggest that gender affects the total ability emotional intelligence score as well as scores on the four emotional intelligence branches. Ability emotional intelligence was greater in women than men (Cabello, et al., 2016). Meshkat & Nejati (2017) showed that males and females in Iran are not different with regard to overall emotional intelligence; however, they are different in a number of components of emotional intelligence meaning females scored higher on emotional self-awareness, interpersonal relationships, self-regard, and empathy. The result of the study conducted by Ali et al. (2021) demonstrated that male students were highly emotionally intelligent than female studies. Male students were also more intelligent on factors of emotional self-regulation and emotional self-awareness than females while there was no significant difference on the subscale of interpersonal skills.

3. Career Decision Making Difficulties

Adolescents consider choosing a future career as a top priority during their senior year of high school (Hijazi, et al., 2004). Adolescents facing career decision-making difficulties may decide inappropriately or disrupt the way of making decisions (Gati, et al., 1996). Career decision-making difficulties are the problems that need to be dealt with before making career decision. The facets of career decision-making difficulties called career decision-making taxonomy were examined (Gati, et al., 1996). This model presents three central difficulties with ten sub-difficulties that affect individuals in one way or another when making a career decision: lack of readiness, lack of information and inconsistent information. The first type is lack of readiness which is defined as difficulties encountered by individuals in the process of career decision-making. Lack of readiness that emerges from lack of motivation, general indecisiveness and dysfunctional beliefs. The second type is lack of information. This type describes the difficulties deriving from insufficient information encountered while individuals make decisions. These difficulties stem from a lack of information about decision-making process, self, occupations and ways of obtaining additional information. Finally, inconsistent information which is decision-making difficulties that arise from internal and external conflicts with the effect of unreliable information (Kırdökl & Harman, 2018).

Researches have shown that gender differences emerged in emotional and personality-related factors in career decisions, not in cognitive factors (Gati, et al., 2012).

Male participants generally experienced fewer difficulties than female participants in career decision-making (Gadassi, et al., 2015; Zhou & Santos, 2007). That maybe because females had fewer opportunities to choose a career and generally perceived more difficulties due to social factors (Lv, 2010). Female students have significantly high difficulty on inconsistent information as compared to male students, which indicates that male students have significantly lower difficulties with inconsistent information as compared to female students. The open job market in an equal environment gives equal opportunities to both genders. Jobs traditionally held by males can also be done by females nowadays (Shafeeq & Loona, 2017). This result is supported and aligned with previous research (Gati, & Saka, 2001; Inam & Gillani, 2006); Kiran & Anwar, 2006) as the research findings of the above studies indicate that girls will experience more difficulties with inconsistent information as compared to boys. Difficulty making career decisions is not significantly different between male and female students generally in this study, implying that the difficulties making career decisions are the same for males as well as females. This could be due to the national policy which gives the same opportunities to both genders. Education organisations, whether primary schools, secondary schools or institutes of higher learning, do not discriminate against any gender. All education, guidance and counselling programmes are openly available to all students whether male or female. Thus, all the students have equal exposure to any form of education provided including career education (Wahab, et al., 2022).

Results showed a significant positive relationship of generalized self-efficacy with emotional intelligence. Moreover, emotional intelligence has a significant negative relationship with career decision-making difficulties (Ran, et al., 2022). Furthermore, regression and mediation analyses indicated that emotional intelligence was negatively related to career decision difficulties and that effects were strongest for self-emotion appraisal. Emotional intelligence was also positively related to generalized self-efficacy, with use of emotion eliciting the strongest effect (Santos, et al., 2018). What is more, another study examined the impact of five dimensions of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on career decision-making. Data were collected from 280 management undergraduates of state universities in Sri Lanka. simple regression analysis and Pearson correlation were used to test the study hypotheses. Analysed results showed a positive impact of emotional intelligence on career decision-making. Furthermore, the five dimensions of emotional intelligence had a strong positive relationship with career decision-making. The study results underlined that undergraduates could improve their career decision-making through their emotional intelligence (Uduwaka & Gunasekara, 2022). Finally, individuals with a high level of emotional intelligence, who are assumed to have a unique role in career decision difficulties, are more aware of their emotions and have more capacity to integrate emotional experience and thoughts and actions (Di Fabio, 2013). It has been often stressed that there is a relationship between emotional intelligence and decision-making behaviours of individuals. Studies that examine emotional intelligence and

personality traits with career decision difficulties must be conducted in different cultures (Di Fabio, 2013).

However, there are no studies that especially examined the relationship between emotional intelligence and career decision making difficulties among Israeli Palestinian high school students. This study will contribute to the current literature by examining the role of high school students' emotional intelligence as predictors of career decision making difficulties among Palestinian high school students in Israel. This study provides a window into the elements of the variables and focuses on the need to understand the processes that high school students experience, both cognitively and emotionally in dealing with career decision making challenges.

In recent years, Palestinian society in Israel has been undergoing changes in areas such as the changing status of the father as head of the family, the weakening of the status of the clan and the extended family, the strengthening of education and of higher education, and the budding changes in the status of women (Al-Hajj, 1996). The life experiences of Israeli Palestinian high school students in general and the professional experiences in particular before and during adolescence are very limited, and they are not developed and enriched in the primary or junior high school years, neither at home nor at school, so the process of crystallizing the professional identity of students at this age with a lack of experiences is a great challenge for them (Hijazi, 2014). Also, the lack of programs that develop these life skills in primary and middle school may explain this, which is the lack of expectation of a student who has not worked all his life, does not know anything about majors and universities, and has not taken one choice in his life, to be able to make a future career decision about which he knows nothing other than what he heard from others.

The researcher assumes there is a close link between future career decision making difficulties and the emotional intelligence of high school students. School, as an educational institution, seeks to prepare students with certain tools that make them able to experience the abundance of knowledge and technology that surrounds them and prepares them for the labour market and its requirements. School is the real and appropriate place for educating, rehabilitating and training students to face challenges and difficulties.

The goal of the current study is to find out the association of emotional intelligence and career decision making difficulties. It also aims to investigate gender across emotional intelligence and career decision making difficulties among Palestinian high school students in Israel. Finally, to assess the impact of emotional intelligence on career decision making difficulties among high school students. Thus, the first research hypothesis stated that there would be a relationship between emotional intelligence and career decision making difficulties. The second research hypothesis stated whether there would be significant differences in the emotional intelligence and career decision making difficulties, respectively, according to gender.

3. Method

3.1 Participants

The sample comprised 715 Israeli Palestinian high school students, they were selected by using a convenience sample. (68.4%) of whom were girls. Half of them were in 12th grade. (24.1%) have not decided what to study yet, however, (67.8%) of students expressed their desire to study in Israel. (51%) of the students' parents have worked. More than (43%) of the students' mothers have academic degrees whereas only one-third of the students' fathers have had academic degrees. Finally, about (70%) of students consider their family's economic status above the average.

Two tools were used to test the study variables:

- Demographic variables questionnaire: This instrument was created by the researcher and included self-reported questions for gender, economic status, English and math level, grade, parents' employment and parents' education.
- Career Decision-Making Difficulties Questionnaire (CDDQ): The scale developed for high school students by Gati & Saka (2001) is a five-point Likert-type scale: 1 (strongly disagree) to 5 (strongly agree). The questionnaire was adapted to Arabic by (Hijazi, 2014). The questionnaire consists of 32 items. An increase in the score from CDDQ means an increase in career decision making difficulty. There are three sub-scales: lack of readiness, lack of information and inconsistent information. These subscales also consist of ten subcategories. Cronbach alpha internal consistency coefficients of scale was .45 for the lack of readiness category, and .96 for the lack of information category, and .83 for the inconsistent information category and .90 for the whole scale.

The Bar-On Emotional Intelligence Questionnaire is a self-assessment scale consisting of 42 items on a 4-point Likert-type scale: 1 (never) to 4 (always) by (Jarwan, 2012). The questionnaire includes five general emotional and personality traits, and social competencies: (a) intrapersonal capacity assesses the awareness of one's own emotions and being able to express those emotions; (b) interpersonal capacity assesses the ability to identify and understand other persons' feelings; (c) adaptability assesses the ability to cope with everyday problems in a flexible, realistic, and effective manner; (d) stress management assesses the ability to effectively cope with stressful situations by knowing how to manage and control emotions so they work for and not against the individual; and (e) general mood which assesses optimism and the expression of positive feelings. The instrument's internal consistency coefficients are at satisfactory levels ranging between $\alpha = .47$ and $\alpha = .61$.

3.2 Research Process

The current study included Israeli Palestinian high school students studying in different high schools in Arab villages and towns in North Israel during the academic year 2022-2023. The participants learn in the eleventh and twelfth grades. Data collection was done by filling out an anonymous online self-administered questionnaire. All participants

were aware of the purpose of the study, the quality of data collected and gave prior informed consent. Participation in this study was voluntary and no incentive was given to the participants.

3.3 Statistical Analysis

Means, standard deviations, and maximum and minimum values for emotional intelligence and career decision making difficulties were calculated first. Alpha of Cronbach calculated for the research tools. Correlations among the study's variables were then calculated. To test the research hypotheses, a multiple regression analyse was performed to test the prediction of emotional intelligence, gender, math level, English level, and family economic status on career decision making difficulties. Statistical analyses were performed by SPSS version 26.

4. Findings

In order to examine the levels of the study variables, means and standard deviations were calculated first, along with minimum and maximum values for emotional intelligence and career decision making difficulties as detailed in Table 1.

Table 2: Mean, standard deviation, minimum and maximum values for the study variables

	Dimensions	M	SD	Min	Max
Emotional Intelligence	Intrapersonal Capacity	2.27	.34	1.25	3.50
	Interpersonal Capacity	3.06	.39	1.00	4.00
	Adaptability	2.16	.28	1.33	3.67
	Stress Management	3.15	.42	1.00	4.00
	General Mood	2.81	.32	1.17	3.42
	The Total Scale	2.64	.57	1.25	3.81
Career Decision Making Difficulties	Lack of Readiness	2.86	.43	1.55	4.09
	Lack of Information	2.63	.88	1.00	5.00
	Inconsistent Information	2.42	.73	1.00	5.00
	The Total Scale	2.76	.18	1.76	3.24

Table 1 showed that the lack of readiness subscale obtained the highest score. This means that high school students encounter high levels of lack of motivation to engage in the career decision process and low willingness to decide, general indecisiveness concerning all types of decision making. it includes difficulties related to dysfunctional thoughts and irrational expectations about the process of career decision making involved in this process. One can conclude that high school students reported fears of failure, they feel they need confirmation and support for their decisions. Regarding emotional intelligence, it is obvious that stress management obtained the highest score. High school students demonstrated more stress tolerance. They effectively and constructively managed emotions and showed more emotion control.

Table 2: Means, standard deviation, independent samples t-test according to gender

Variables	Dimensions	Male (226)		Female (489)		t df=713	p
		M	SD	M	SD		
Emotional Intelligence	Intrapersonal Capacity	2.31	.35	2.25	.33	2.139	.033*
	Interpersonal Capacity	3.00	.41	3.09	.38	-2.561	.036*
	Adaptability	3.14	.42	3.16	.41	-.518	.605
	Stress Management	2.21	.29	2.13	.27	3.744	.000*
	General Mood	2.74	.31	2.84	.32	-3.885	.000*
	The Total Scale	2.51	.57	2.70	.56	-4.170	.000*
Career Decision Making Difficulties	Lack of Readiness	2.81	.44	2.88	.42	-1.953	.051
	Lack of Information	2.32	.86	2.74	.87	-5.039	.000*
	Inconsistent Information	2.32	.73	2.46	.72	-2.489	.013*
	The Total Scale	2.74	.19	2.77	.17	.162	.037*

*p<.05

Table 2 shows that there is a statistically significant difference in emotional intelligence between male and female students. The results indicate a significant effect for gender ($t(713) = -4.17, p < .05$), female students ($M=2.70, SD=.56$) attain higher scores than male students ($M=2.51, SD=.57$). Moreover, there are significant differences in the other subscales between boys and girls except the adaptability dimension. What is more, there are statistically significant differences in career decision making difficulties between boys and girls ($t(713) = .162, p < .05$). The findings showed that female students ($M=2.77, SD=.17$) face more career decision making difficulties than male students ($M=2.74, SD=.19$). There are significant differences in the other subscales between boys and girls except lack of readiness dimension.

Table 3: Pearson correlations between emotional intelligence and career decision making difficulties

	Emotional Intelligence
Career Decision Making Difficulties	-.101**

**p<.01; n=715

Table 3 shows that there is a statistically significant weak negative correlation between emotional intelligence and career decision making difficulties among Palestinian high school students in Israel ($r = -.101, p < .01$). That is to say, when emotional intelligence scores increase, the career decision making difficulties scores are decreasing.

5. Discussion

The goal of the current study is to find out the association between emotional intelligence and career decision making difficulties, and the impact of emotional intelligence on predicting career decision making difficulties among high school students. The first study hypothesis aims to investigate the gender differences across emotional intelligence and career decision making difficulties among Palestinian high school students in Israel.

The findings showed a statistically significant difference in career decision making difficulties between male and female students. Male participants experienced fewer difficulties than female participants in two of the career decision-making subscales. Female students reported more difficulties in decision making process than male students. These difficulties arise from inconsistent information such as unreliable information, internal and external conflicts including conflicts within the individual and conflicts involving the influence of significant others respectively. The difficulties also stem from a lack of information about self, decision making process, occupations and means of getting additional sources of information. Females know less about themselves, the alternatives, labour markets and occupations and where to find additional information on their career alternatives and show higher levels of external conflicts relating to traditional values and family expectations. Female students encounter more difficulties in their career decision making as a result of their dependence on others especially on their families (Egbaria & Zaid, 2023).

It is noticeable that Gender differences on these personality traits have been debated as well as there is a mixed trend regarding the effect of gender on career decision making difficulties. The current findings are consistent with previous studies (Zhou & Santos, 2007). However, it seems the trend is mixed and there is no clear-cut gender difference in difficulty in making career decisions (Siti, 2020). Boys reported greater difficulties than girls in the scale external conflicts; boys reported greater difficulty in the scale lack of information about additional sources of information (Hijazi, et al., 2004). This finding may also be related to parenting patterns that do not help experimentation and independence both at home and at school Working to enhance the student's motivation to make a career decision is the basis on which the counseling intervention programs carried out by the educational counselor in schools should be based. Work on motivation comes as a step before working to provide the student with knowledge about professions, alternatives and universities. As expected from our understanding of adolescence, a high percentage of adolescents showed varying degrees of confusion in choosing a future career. It can be explained by the lack of experience and the fact that the central psychological process as explained by Erickson for adolescence is the formation of identity, which is characterized by confusion (Hijazi, 2014).

The findings of the current study also showed statistically significant gender differences in emotional intelligence. Male participants experienced fewer in emotional intelligence than female participants in all emotional intelligence subscales except the intrapersonal capacity dimension. According to the findings, male students showed more self-awareness and self-expression than female students. Boys accurately perceived, understand and accepted themselves better than girls. Boys are more aware of and understand their emotions and boys showed more independent and freer of emotional dependency on others. They are assertive and strive to achieve personal goals and actualize their potential. Whereas girls showed more social awareness and interpersonal relationships. They are more empathic than boys, aware of and understanding how others feel. They showed more social responsibility and interpersonal relationships than

male students. They establish mutually satisfying relationships and relate well with others. Regarding stress management, the male students demonstrated more stress tolerance. They effectively and constructively managed emotions more than girls. They showed more effective and constructive emotion control. Finally, female students demonstrated more optimism than boys, and they seemed more positive and looked at the brighter side of life. Moreover, they felt more content with themselves, others and life in general. In addition, gender differences research has also been reported to be mixed. In other words, there is no clear-cut evidence about the predictability of this variable in explaining the career decision making difficulties.

The findings of the current research were consistent with previous studies. It was demonstrated that individuals who can understand their own emotions, states of emotions and why they are in this mood will experience relatively fewer difficulties regarding career decisions (Kırdök & Korkmaz, 2018). Emotional intelligence plays a vital role to facilitate students in effective career decision-making by helping them to cope with difficulties during academia (Ran, et al., 2022). Multiple studies have revealed the relationship between career decision-making difficulties and emotional intelligence. It has been demonstrated that there is a significant relationship between emotional intelligence, generalized self-efficacy and career decision-making difficulties. In addition, the correlation analysis revealed negative relations between global career decision-making difficulties and trait emotional intelligence. The findings support the role of trait emotional intelligence as a predictor of the pervasive stable emotional, and personality-related aspects of career decision-making difficulties (Sollárová & Kaliská, 2021). The findings of the current study stressed the fact that emotional intelligence and personality traits are important concepts in explaining the difficulty of career decision making. It has been found that the training program regarding emotional intelligence increased participants' emotional intelligence levels and reduced their career decision difficulties (Di Fabio & Kenny, 2011).

6. Conclusions

The findings of this study are believed to contribute to practice related to career decision-making difficulties. It would be effective for school counsellors working in the field to take into consideration the effect of emotional intelligence as a variable that may influence difficulties students' experience in career decision-making. This study shows that career decision-making difficulties will be affected by the fact that students have an either internal or external locus of control as a personal trait.

The main contribution of the present study is its approach to investigating the relationship between emotional intelligence and career decision-making difficulties among Palestinian high school students in Israel. The findings of the current study help students determine what kind of decisions students make about their future careers. This study also provides a valuable contribution to the counselors in Arab high schools in their work in academic guidance and thus helps high school students with different decision-

making styles in choosing appropriate university majors. Thus, school counselors would find it beneficial for their working field to give high school students suitable guidance.

The counselor can identify and deal with individual difficulties, or build a group intervention program that suits the real needs and difficulties stated by high school students, so that students can be classified into similar groups of difficulties and build their own programs that suit the type of difficulty they suffer from. The work of the school counselor may contribute to helping students to determine their tendencies and identify their abilities through the tests that they pass, analyze, discuss their results with the students, open horizons for them, and introduce them to institutions, institutes and universities that may be an appropriate address for those tendencies and abilities. In addition, the school counselor must know the difficulties that may prevent the students from bringing their decision into existence and dealing with these difficulties by introducing the students to them and clarifying them and by supporting them and providing them with the tools that help them deal with these difficulties and overcome them as much as possible.

What is more, it contributes to deepening the knowledge about the impact of emotional intelligence on students' career decision-making difficulties among high school students to effectively increase the decision-making process. This contribution is likely to have positive implications for their students. This study can be used as a starting point providing school counselors with profound understanding and professional career guidance services. Therefore, career counseling strategies should be adjusted for both male and female students, since they face different difficulties in career decision-making process. To sum up, career decision making difficulties and emotional intelligence provides school counselors with information about the students' need, such information could give the counsellor the tools of facilitating the students' career decision making process and enhance their decision quality (Hijazi, et al., 2004). School counselors could imply the career decision making difficulties questionnaire as a means to strengthen the quality and effectiveness of the process of career decision-making in career choice and in career development.

Career counselling should be provided to the students at the high school or college level. Career guidance/counseling strategies should be modified for male and female students respectively, as they encounter different difficulties in the career decision-making process.

The current study presents a few significant limitations. First, the convenience sampling has not been conducted randomly. As a result, the generalization of the results is questionable. Thus, there is a need for more research based on random sampling to increase the validity of the current findings. Increasing the diversity of students would provide a comprehensive picture of the present reality.

Conflict of Interest Statement

The authors declare no conflicts of Interest.

About the Author

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