

Factors Affecting Mid-Career Transition: An Indian Study

Authors:



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Prof. N. K. Chaudha, President APCDA and Professor & Chairperson (Research & Doctoral Programmes) - MRU, is a stalwart in the field of Psychology. He received awarded 'Global Practitioner of the Year 2015' by National Career Development Association, USA at Denver, USA in 2015. Dr Chaudha is also the recipient of the Life Time Achievement Award in Psychology by the International Conference on Multidisciplinary Healthcare in January 2014 held at AIIMS, New Delhi. With 40 years of experience in academia and corporate, Dr Chaudha has been a Professor in the Department of Psychology, University of Delhi, and holds a PhD from Delhi University and Post Doctorate from the University of Virginia, USA. He has authored 25 books many of which are used for MA (Psychology and Applied Psychology) and MBA programmes. Having overseen the globe on various academic assignments to countries like USA, UK, Japan, New Zealand, Malta, Spain, Germany, France, Sweden, Hungary, The Netherlands, Australia, Canada, Italy, Bangkok, Taipei and Hong Kong. Dr. Chaudha has supervised 50 PhD theses, 28 dissertations and 118 M.A. dissertations. He has also been involved in the development of psychological tests for the DIPP, DDDO Ministry of Defence, Goa Hotel Management and Hospitality, Ministry of Tourism, Educoms, US based organizations and private sector too. He was invited by the UN of the head quarter in New York to represent India on Family Issues to Intergenerational Solidarity.



Dr. Chavvi B. Sharma, Dean of Manav Rachna International University for 8 years. As founder Director of Faculty of Management Studies, Manav Rachna International University she has aimed to envision and bring to life a vision for the organization. Bringing a change in the education sphere in the country is what she has always endeavored to do. Having an experience of 23 years into the field of Psychology and Education, she has worked as Associate Director in Amity Institute of Behavioral, Health and Allied Studies, Jaipur Campus as Associate Director Amity Institute for 4 years. She holds her expertise in Administration, planning and implementations of educational policies to set up and successfully run a business school. Psychotherapy, psychological counseling, behavioral and allied skills trainer, teaching organizational behaviour, social and communication skills are her core area of interests.

Abstract

With increasing demands to achieve higher goals and to be more independent, the current workforce in India is taking a drastic shift in career by changing or shifting to new avenues and opportunities. There has been a greater demand to opt for career which are more rewarding and fulfilling to oneself specially during mid-career stage of employees. It is thus important to study the underlying reasons which influence career transition during mid-career stage of workforce. To understand these, a self-constructed psychometric tool is used to assess the factors which result in mid-career transition.

Introduction

- Career in today's world is a continuous process of learning and development. It is understood as an individual's journey through learning, work and other aspects of life.
- They are increasingly driven by the altering skill demands of the fields in which a person works and thus by the need for the skills of adaptability and identity.
- They are becoming increasingly a succession of 'mini-stages' (or short-cycle learning stages) of exploration-trial-mastery-exit, as they move in and out of various product areas, technologies, functions, organizations, and other work environments.
- Erickson described midlife revolving around the theme of Generativity vs. Stagnation from a developmental perspective.

- Mid-career is defined as a middle phase of an individual's work life (Hall, 1986). It is been associated with crisis, break, and change.
- It is seen that mid-career employees often question their meaning for work, value for organization's mission, their contributions and relationships.
- It is observed that mid-career period is a time of re-assessment, when accustomed behavior is questioned and a person re-evaluates his or her career choices and current alternatives to change course.
- During the phase of Mid-Career Transition, an individual reflect upon their lives and tend to bring about changes in their personal or professional life.
- They tend to reflect upon themselves and their job decisions of choosing their career.
- Employees during this stage prefers to either shift to another job or shift to another position in the same organization, as they believe they have reached a plateau where they have mastered the current job.

Some of the factors Leading to Career Transition

Organizational Level

- Bad career choice according to the expectation
- Changes in the organization
- Lack of challenges/Monotonous work
- Changing work culture.
- Career opportunities, and
- Increasing demands of the employees from themselves and from their respective organization

Psychological Level

- Family expansion,
- Peer pressures,
- Financial crisis,
- Family Circumstances
- Social network, and
- Self-identity

- Satisfaction with one's work was considered important for maintenance and stability and for the longevity of career in an organization.
- Career transitions have been seen as a time of upheaval and disruption, is seen as an opportunity for learning and development, the passages amidst changed work roles, and the cycles of recurring adjustment periods.
- Intelligence Quotient (IQ), whereas Emotional Intelligence on the other hand focussed on the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge to effectively promote emotional and intellectual growth (Mayer and Salovey, 1997).
- Recent trends have indicated that these days, more employees are seeking opportunities to change their career or profession. There has been an increasing need for career that is more intrinsically motivated and individually meaningful.

Literature Review

- Levinson (1978) described the phase of midlife transition as a period stretching from late 30's to early 40's, which involve two fundamental tasks:
 - A re-appraisal to one's life as it is being lived, and
 - A decision about whether to "stay the course" or shift to new patterns.
- "Every aspect of their lives comes into question, and they are horrified by much that is revealed" (Levinson, 1978).
- The multifaceted and multidimensional view of generativity in the domains of parenting and societal involvement reflects the critical role that commitment to others plays in the development of well-being in midlife (McAdams 2001, McAdams & de St. Aubin 1998).
- Midlife has also been guided by theories of lifespan development and aging (Staudinger & Bluck 2001).

CAREER TRANSITION

- Career transition was studied by various career development practitioners as early as the 1950s (Super, Crites, Moses, Overstreet, & Warnath, 1957).
- With the 1960s and 1970s focus on self-fulfillment and individuality (Louis, 1980) as well as an economic downturn in the 1980s (Heppner, 1991; Heppner, Fuller, & Multon, 1998), researchers paid closer attention to the concept of midlife career transition. Individuals considering midlife career transition seek greater balance or fulfillment in their lives (Murphy & Burck, 1976).
- Certain factors contributed to a successful transition, particularly family support and financial resources (Eby & Buch, 1995).
- "A transition can be said to occur if an event or non-event results in a change in assumptions about oneself and the world and thus requires a corresponding change in one's behavior and relationships" (Schlossberg, 1981).

EMOTIONAL INTELLIGENCE

- "The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.
- Emotional intelligence is a new concept developed by Dr John Mayer and Dr Peter Salovey (1990) from American University.
- Daniel Goleman (1995). Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence." Daniel Goleman (1998).
- "The capacity to reason about emotions, and emotions to enhance thinking, which includes the ability to accurately perceive emotions, to access and generate emotions so as to assist, thought, in understanding emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey, 1990 as quoted in 2004).

Daniel Goleman (1998), focussed on emotional intelligence having a wide array of competencies and skills that drive leadership performance, and consist of the following areas;

<p>Self-awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others.</p>	<p>Self-regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting.</p>	<p>Internal motivation: A passion to work for internal reasons that go beyond money and status—such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. A propensity to pursue goals with energy and persistence.</p>	<p>Empathy: The ability to understand the emotional makeup of other people. A skill in handling people according to their emotional reactions.</p>	<p>Social skills: Proficiency in managing relationships and building networks, and ability to find common ground and build rapport.</p>
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- According to Cherniss (2000), the workplace would be considered as a logical setting for the evaluation and improvement of emotional intelligence competencies for the following four reasons. First, EI competencies are vital for one to succeed in most jobs. Secondly, most of the adults join the workforce without the competencies essential to excel or succeed in a job. Thirdly, employers have already established motivation and means for providing the emotional intelligence training, and majority of the adults tend to spend most of their active hours at work.
- In the workplace setting, researchers have related emotional intelligence to increased success among employees of the same hierarchy level, for instance, senior managers.
- A strong importance of how emotional intelligence application, is crucial to separate the people involved into both the leaders or managers and the group members (Cherniss, 2000).
- Emotional Intelligence impacts both the leaders and the group members in the workplace environment.

Rationale of the Study

- Mid-career transition has not been discussed much in Indian setting specifically in the teaching sector.
- Effect and relationship of Emotional Intelligence on mid-career transition hasn't been noted out.
- Moreover, comparison of Mid-Career Transition and Emotional Intelligence had not been a subject of study in research. There was absence of empirical evidence to state that who among the government sector and private sector teachers are more subjected to mid-career transition, and how does EI plays a role in this.
- Understanding the role of Mid-career transition and Emotional intelligence in teaching sector.

Objectives

- To identify the organizational and psychological attributes which influence during the mid-career transition of an employee.
- To identify the relationship between Mid-Career Transition and Emotional Intelligence.
- To understand the relationship between Qualification and Annual Income w.r.t Mid-Career Transition and Emotional Intelligence
- To study gender differences in Mid-Career Transition and Emotional Intelligence.
- To compare Mid-Career Transition and Emotional Intelligence in public and private sector Colleges/Universities.

Hypotheses

Based on a review of literature, the following hypotheses had been formulated:

- H1. There are a set of organizational and psychological attributes contributing to Mid-Career Transition.
- H2. Mid-Career Transition and Emotional Intelligence are positively related to each other.
- H3. No significant difference between Government and Private Sector teachers w.r.t. Mid-Career Transition and Emotional Intelligence.
- H4. Qualification and income will be significantly related to Mid-Career Transition and Emotional Intelligence.
- H5. Significant difference between males and females w.r.t. Mid-Career Transition and Emotional Intelligence.

Methodology

- Secondary and Primary data was used to carry out this research.
- This study was primarily focussed upon the primary data sources collected from teachers having 10 or more years of experience in teaching sector.
- Respondents associated with government, semi-government or private sector employees were chosen.
- A total of 307 questionnaires were collected, out of which only 187 samples were retained.
- The respondents were taken from Chandigarh Group of Institutions, IGNOU, Kurukshetra University, Amity University, Punjab University, Chaudhary Charan Singh University.

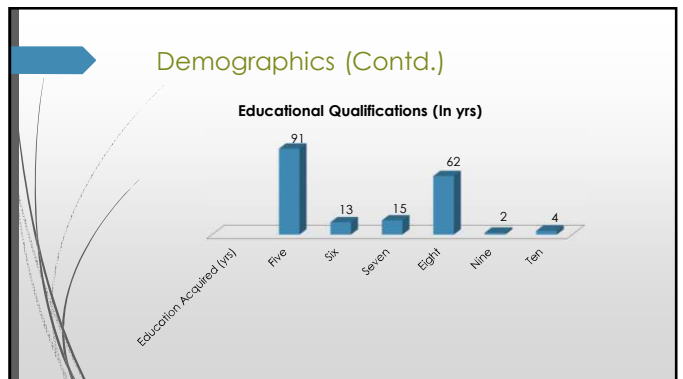
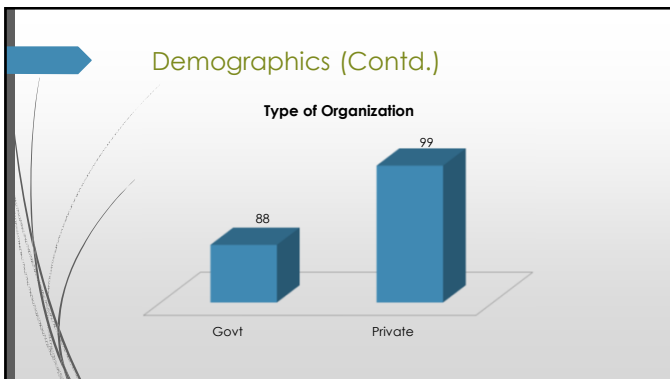
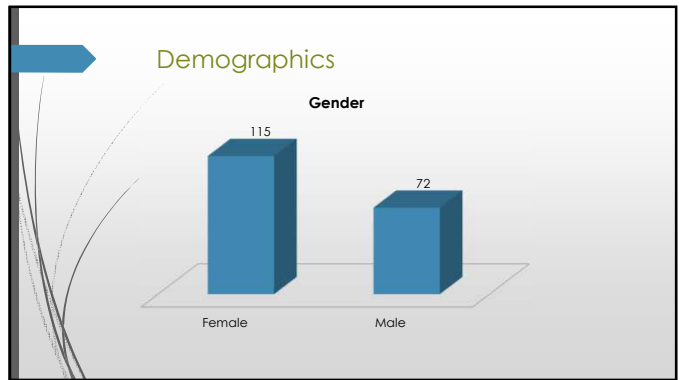
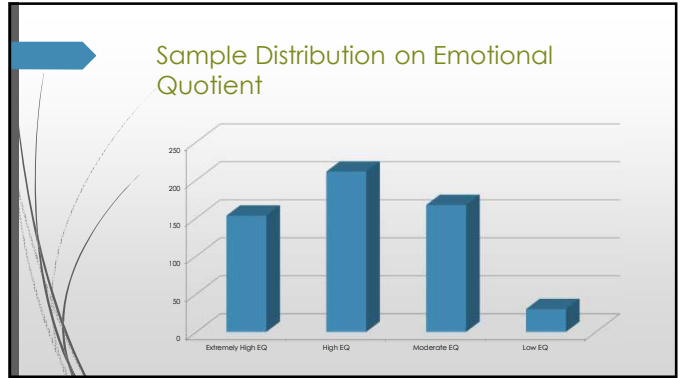
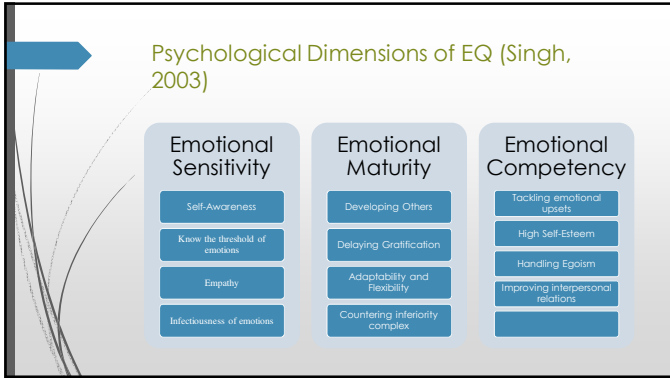
Tools for Measurement

- An extensive review of literature was done in order to understand the basics of mid-career transition and the various attributes involved. These led to the formation of two measures which helped in the identification of the factors involved during the mid-career transition phase.
 - A self-constructed tool on Mid-Career Transition.
 - Emotional Intelligence at Workplace by Dr. Dalip Singh and Dr. N.K Chadha.

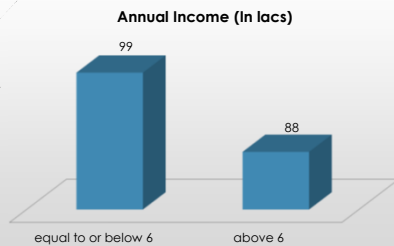
Emotional Intelligence at Workplace

Chadha and Singh (2003) identify Emotional Intelligence into three psychological dimensions.

- **Emotional Sensitivity**
 - This includes understanding thresholds of emotional arousal, improving inter-personal relations, empathy, and communicability of emotions.
- **Emotional Maturity**
 - This includes situations related to self-awareness, development of others, delaying gratification, and adaptability and flexibility.
- **Emotional Competence**
 - This includes tackling of emotional upsets, self-esteem, and handling egoism and inferiority complexes.



Demographics (Contd.)



Construction and measurement of Mid-Career Transition scale

Construction of Mid-Career Transition Scale

- The tool was developed by consulting subject matter experts (SME) and was vigorously reviewed. Pilot Study was also conducted on the same.
- An extensive review of literature was done in order to understand the basics of mid-career transition and the various attributes involved.
- The present study focuses on quantitative methodology. The scale consists of 60 items to be filled on a five point rating scale.
- A personal data sheet has been developed to obtain basic demographic background information of employees. It focuses on differentiating the professionals on the basis of their job profile and the number of years they have worked etc.

Measurement of the MCT Scale

- The self-constructed tool was standardized using Factor Analysis, using Principal Component Method.
- Factor Analysis is performed for data reduction or structure detection.
- Using this, variables with similar characteristics together are grouped together.
- Through this method, a small number of factors can be obtained from a large number of variables.
- The principal components method of extraction is used which begins by finding a linear combination of variables (a component) that accounts for as much variation in the original variables as possible.

H1. There are a set of organizational and psychological attributes contributing to Mid-Career Transition.

- In order to identify the organizational and psychological attributes contributing to mid-career transition, Factor Analysis was performed on the data of 187 participants.
- The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.847
Bartlett's Test of Sphericity	Chi-Square	8782.993
	Sig.	0.000

- The Kaiser-Meyer-Olkin measure of sampling adequacy tests was performed which measures whether the partial correlations among items are small.
- It is seen that the value of KMO varies from 0 to 1, we obtained a value of 0.847, which explains that patterns of correlation is relatively compact, thus, this factor analysis yields a reliable result.
- Bartlett's test measures that the original correlation matrix is an identity matrix, for factor analysis to work, we require relationship between the variable and if the R-matrix is an identity matrix then all correlation coefficient would be zero.
- Taking a 95% level of Significance, $\alpha = 0.05$ The p-value (Sig.) of .000 < 0.05, therefore the Factor Analysis is valid.

Eigen values

Factors	Eigen Values	% of Variance
1	19.496	44.47
2	4.720	10.77
3	2.868	6.54
4	2.427	5.54
5	2.062	4.70
6	1.843	4.20
7	1.638	3.74
8	1.506	3.43
9	1.408	3.21
10	1.328	3.03
11	1.284	2.93
12	1.126	2.57
13	1.087	2.48
14	1.049	2.39

This table shows only those factors that met the cut-off criterion (extraction method). In this case, there were 14 factors with eigen values greater than 1. Rest of the factors were dropped.

The "% of variance" column tells you how much of the total variability (in all of the variables together) can be accounted for by each of these summary scales or factors. Factor 1 accounts for 44.47% of the variability in all 14 variables.

Factor Component Matrix

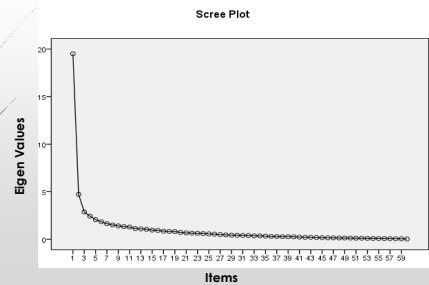
Factors	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Item25	0.788													
Item32	0.778													
Item8	0.776													
Item26	0.763													
Item34	0.760													
Item45	0.755	-0.307												
Item31	0.750													
Item33	0.744	-0.359												
Item57	0.729	-0.345												
Item39	0.721													
Item36	0.715	-0.346												
Item56	0.712	-0.359												
Item7	0.709													
Item35	0.702													
Item27	0.701													

Item47	0.697				0.384									
Item14	0.689													
Item40	0.688													
Item15	0.685													
Item24	0.678													
Item46	0.667				0.301									
Item16	0.666													
Item17	0.651				-0.392									
Item41	0.647	-0.325												
Item9	0.642													
Item55	0.628			0.316										
Item11	0.615													
Item40	0.603	-0.312		0.322										
Item12	0.594													-0.392
Item6	0.594	0.340												
Item19	0.579	0.526												
Item18	0.578	0.395												
Item58	0.553													-0.364
Item51	0.543	0.520												

Item37	0.543				0.315									0.340
Item44	0.536				0.306								0.384	
Item21	0.522													
Item4	0.512				0.366									
Item54	0.497				-0.379									
Item5	0.495				-0.338									
Item53	0.468	0.400							0.334					
Item43	0.458													
Item42	0.404				0.399		0.398	0.326					-0.304	
Item9	0.303	0.683												
Item10	0.438	0.660												
Item13	0.481	0.648												
Item59	0.504	0.572												
Item30			0.691											
Item29			0.666											
Item28			0.656						-0.392					
Item20			0.608											0.371
Item50			0.511							0.387				
Item49			0.473	-0.317										0.302
Item2			0.359		0.473									

Item48		0.350		0.362	0.404									
Item1		-0.328			-0.520									0.386
Item22		0.572			-0.338	0.460								
Item52			0.505		0.542	0.349								
Item23		0.329			0.392	0.425								
Item38		0.426				0.432								0.378
Eigen Values	19.496	4.720	2.868	2.427	2.062	1.843	1.638	1.506	1.408	1.328	1.284	1.126	1.087	1.049

Scree Plot



Factor Loadings

Factor 1			Factor 1		
S.No	Item	Factor Loadings	S.No	Item	Factor Loadings
1	Item25	0.788	21	Item46	0.667
2	Item32	0.778	22	Item16	0.666
3	Item8	0.776	23	Item17	0.651
4	Item26	0.763	24	Item41	0.647
5	Item34	0.760	25	Item3	0.640
6	Item45	0.755	26	Item55	0.638
7	Item31	0.750	27	Item11	0.615
8	Item33	0.744	28	Item40	0.603
9	Item57	0.729	29	Item12	0.596
10	Item39	0.721	30	Item6	0.594
11	Item36	0.715	31	Item19	0.579
12	Item56	0.712	32	Item18	0.578
13	Item7	0.706	33	Item58	0.553
14	Item35	0.702	34	Item51	0.545
15	Item27	0.701	35	Item37	0.543
16	Item47	0.690	36	Item44	0.538
17	Item14	0.689	37	Item21	0.522
18	Item60	0.688	38	Item4	0.512
19	Item15	0.685	39	Item54	0.497
20	Item24	0.678	40	Item5	0.495
			41	Item53	0.468
			42	Item43	0.458
			43	Item42	0.404

Factor Loadings

Factor 2		
S.No.	Item	Factor Loadings
1	Item9	0.683
2	Item10	0.660
3	Item13	0.648
4	Item59	0.572

Factor Loadings

Factor 3		
S.No	Item	Factor Loadings
1	Item30	0.691
2	Item29	0.666
3	Item28	0.656
4	Item20	0.608
5	Item50	0.511
6	Item49	0.473

Factor Loadings

Factor 4		
S.No	Item	Factor Loadings
1	Item2	0.47

Factor Loadings

Factor 5		
S.No	Item	Factor Loadings
1	Item48	0.40

Factors Obtained

Factors Obtained	Eigen Value	No. of Items retained	% of variance
Factor 1	19.50	43	44.47
Factor 2	4.72	4	10.77
Factor 3	2.87	6	6.54
Factor 4	2.43	1	5.54
Factor 5	2.06	1	4.70

Nomenclature of the Factors

Factors Obtained	Eigen Value	Nomenclature
Factor 1	19.50	Organizational and Psychological Magnitude
Factor 2	4.72	Fidelity
Factor 3	2.87	Organizational Satisfaction
Factor 4	2.43	Task Significance
Factor 5	2.06	Life satisfaction

This table suggests that there are five factors which contribute to Mid-Career Transition inclusive of both organizational and Psychological Level, thus accepting the First Hypothesis of the Study.

Reliability of MCT Scale

Reliability Statistics of Mid-Career Transition Scale

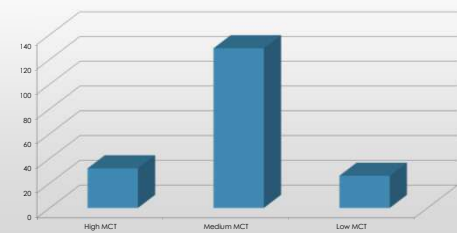
	Cronbach's Alpha	No. of Items
Total MCT	0.950	55

Norms

Stanine score of Mid-Career Transition Scale

1	270 and above	High
2	256-269	High
3	241-255	High
4	227-240	Medium
5	199-226	Medium
6	184-198	Medium
7	170-183	Low
8	155-169	Low
9	154 and below	Low

Sample distribution on Total Mid-Career Transition



Result of correlation and inferential statistics

Correlation Analysis

H2. Mid-Career Transition and Emotional Intelligence are positively related to each other.

Correlation Coefficient between Mid-Career Transition and Emotional Quotient

		Emotional Quotient			
		Sensitivity	Maturity	Competency	Total EQ
Mid-Career Transition	Organizational and Psychological Magnitude	0.004	0.18*	0.06	0.09
	Fidelity	-0.12	-0.04	0.01	-0.05
	Organizational Satisfaction	0.11	0.11	0.09	0.13
	Task Significance	0.01	0.11	0.18*	0.14
	Life Satisfaction	-0.08	-0.14	-0.43*	-0.09
	Total MCT	0.01	0.17*	0.07	0.10

**p<.01, *p<.05

H5. Qualification and Income will be significantly related to Mid-Career Transition and Emotional Intelligence.

Correlation Coefficient between Educational Qualification, Income and MCT and EI

Variables	Educational Qualification	Annual Income
	Mid-Career Transition	
Organizational and Psychological Magnitude	0.06	-0.01
Fidelity	0.01	0.02
Organizational Satisfaction	0.09	0.14
Task Significance	0.10	0.04
Life Satisfaction	-0.70*	-0.50*
Total MCT	0.06	0.02
Emotional Quotient		
Sensitivity	0.01	0.16*
Maturity	0.01	0.00
Competency	-0.08	0.07
Total EQ	-0.03	0.09

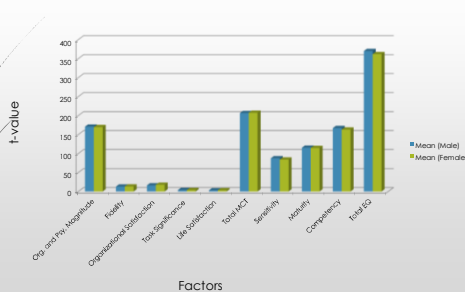
Independent t-test

H3. No significant difference between Government and Private Sector teachers w.r.t. Mid-Career Transition and Emotional Intelligence.

Comparison between male and female w.r.t Mid-Career Transition and Emotional Quotient for Govt. Organization

	Govt. Organization		Female (n=99)		t-value
	Male (n=29)	Female (n=99)	Mean	S.D	
Mid-Career Transition					
Organizational and Psychological Magnitude	170.76	29.71	169.61	28.89	0.17
Fidelity	12.9	4.23	13.25	3.99	0.39
Organizational Satisfaction	16.1	4.83	17.63	4.12	1.53
Task Significance	3.79	1.61	3.71	1.07	0.34
Life Satisfaction	3.00	1.00	3.14	1.18	0.53
Total MCT	206.55	32.77	207.32	30.73	0.11
Emotional Quotient					
Sensitivity	87.59	11.15	84.07	14.19	1.17
Maturity	115.34	14.89	114.66	14.62	0.20
Competency	167.07	20.16	163.14	22.18	0.80
Total EQ	370	36.98	361.86	42.46	0.88

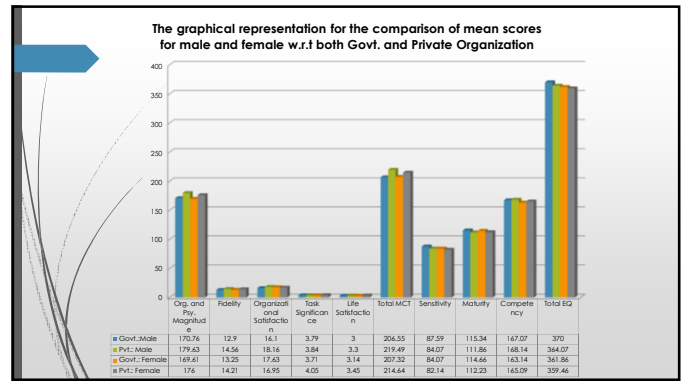
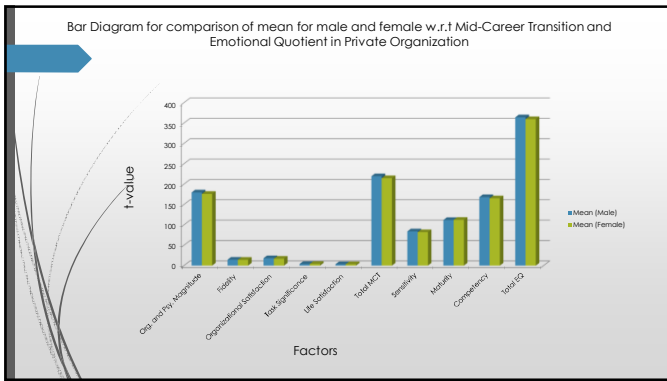
Bar Diagram for comparison of mean for male and female w.r.t Mid-Career Transition and Emotional Quotient in Govt. Organization



H3. No significant difference between Government and Private Sector teachers w.r.t. Mid-Career Transition and Emotional Intelligence.

Comparison between male and female w.r.t Mid-Career Transition and Emotional Quotient for Private Organization

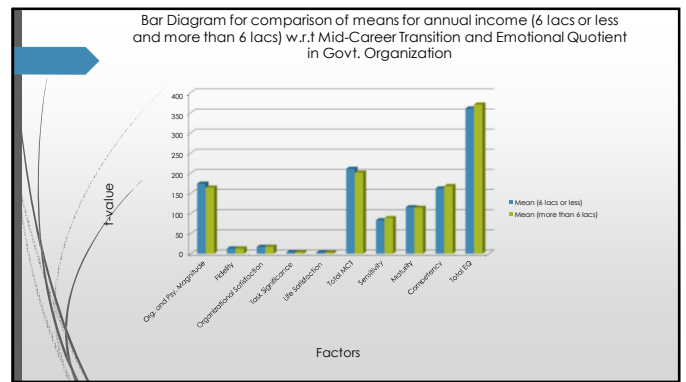
	Private Organization		Female (n=56)		t-value
	Male (n=43)	Female (n=56)	Mean	S.D	
Mid-Career Transition					
Organizational and Psychological Magnitude	179.63	17.82	176	25.88	0.79
Fidelity	14.56	3.59	14.21	3.84	0.45
Organizational Satisfaction	18.16	4.98	16.95	5.21	1.17
Task Significance	3.84	1.19	4.05	0.98	0.99
Life Satisfaction	3.30	1.35	3.45	1.09	0.51
Total MCT	219.49	23.40	214.64	28.14	0.91
Emotional Quotient					
Sensitivity	84.07	12.88	82.14	12.89	0.74
Maturity	111.86	11.65	112.23	14.43	0.14
Competency	168.14	19.79	165.09	17.33	0.82
Total EQ	364.07	34.4	359.46	38.35	0.62



H4. Qualification and income will be significantly related to Mid-Career Transition and Emotional Intelligence.

Comparison between Annual Income (6 lacs or less and more than 6 lacs) w.r.t Mid-Career Transition and Emotional Quotient for Govt. Organization

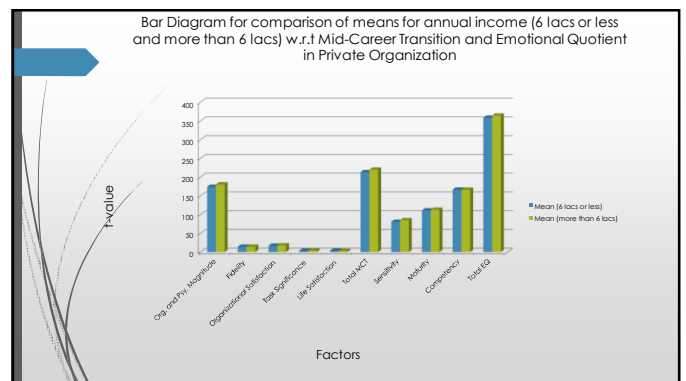
	Annual income 6 lacs or less (n=53)		Annual income more than 6 lacs (n=35)		t-value
	Mean	S.D	Mean	S.D	
Mid-Career Transition					
Organizational and Psychological Magnitude	173.87	23.64	164.11	35.18	1.56
Fidelity	13.11	4.37	13.17	3.57	0.66
Organizational Satisfaction	16.96	4.78	17.37	3.81	0.42
Task Significance	3.72	1.03	3.77	1.08	0.24
Life Satisfaction	3.11	1.09	3.06	1.19	0.23
Total MCT	210.77	26.410	201.46	37.10	1.38
Emotional Quotient					
Sensitivity	83.11	14.78	88.43	10.06	1.86
Maturity	115.38	13.76	114.14	16.02	0.39
Competency	162.17	20.79	167.86	22.43	1.22
Total EQ	360.66	39.73	370.43	42.01	1.10

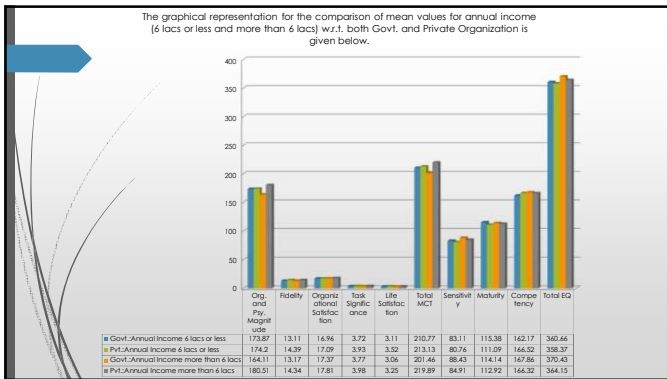


H4. Qualification and income will be significantly related to Mid-Career Transition and Emotional Intelligence.

COMPARISON BETWEEN ANNUAL INCOME (6 lacs or less and more than 6 lacs) w.r.t MCT AND EI FOR PRIVATE ORGANIZATION

	Annual Income 6 lacs or less (n=46)		Annual Income more than 6 lacs (n=53)		t-value
	Mean	S.D	Mean	S.D	
Organizational and Psychological Magnitude	174.2	27.22	180.51	17.65	1.39
Fidelity	14.39	3.09	14.34	4.21	0.07
Organizational Satisfaction	17.09	4.73	17.81	5.46	0.70
Task Significance	3.93	1.12	3.98	1.05	0.21
Life Satisfaction	3.52	1.17	3.25	1.24	1.14
Total MCT	213.13	24.07	219.89	23.20	1.28
Sensitivity	80.76	13.62	84.91	11.95	1.61
Maturity	111.09	13.58	112.92	12.99	0.69
Competency	166.52	19.8	166.32	17.29	0.05
Total EQ	358.37	39.16	364.15	34.33	0.79

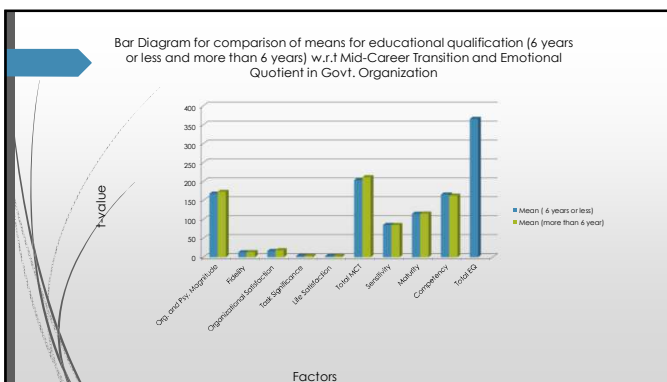




H4. Qualification and income will be significantly related to Mid-Career Transition and Emotional Intelligence.

Comparison between Educational Qualification (6 Years or Less and More Than 6 Years) w.r.t Mid-Career Transition and Emotional Quotient in Govt. Organization

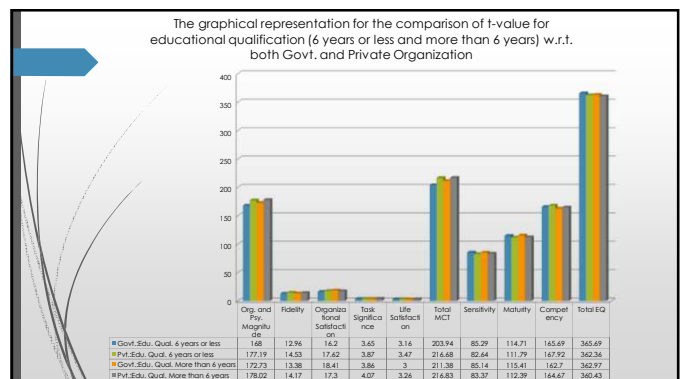
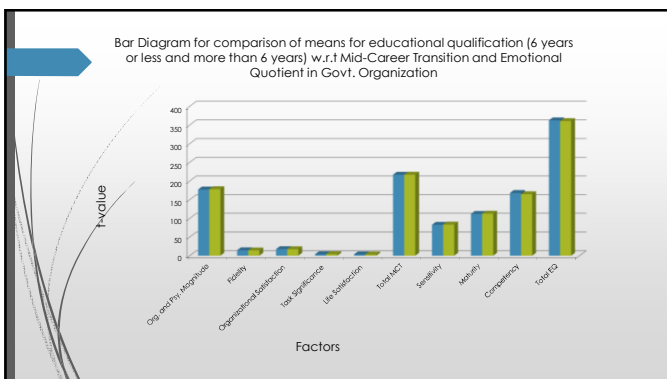
	Govt. Organization		Educational Qualification more than 6 year (n=37)		t-value
	Mean	S.D	Mean	S.D	
Mid-Career Transition					
Organizational and Psychological Magnitude	168	33.28	172.73	21.91	0.75
Fidelity	12.96	3.91	13.38	4.28	0.47
Organizational Satisfaction	16.2	4.4	18.41	4.12	2.39*
Task Significance	3.65	1.11	3.86	0.95	0.96
Life Satisfaction	3.16	1.10	3.00	1.15	0.65
Total MCT	203.94	34.99	211.38	24.99	1.10
Emotional Quotient					
Sensitivity	85.29	13.73	85.14	12.88	0.05
Maturity	114.71	15.18	115.41	14.02	0.13
Competency	165.69	19.49	162.7	24.17	0.64
Total EQ	365.69	40.02	362.97	42.12	0.31



H4. Qualification and income will be significantly related to Mid-Career Transition and Emotional Intelligence.

COMPARISON BETWEEN EDUCATIONAL QUALIFICATION (6 years or less and more than 6 years) w.r.t MCT AND EI FOR PRIVATE ORGANIZATION

	Private Organization		Educational Qualification more than 6 year (n=46)		t-value
	Mean	S.D	Mean	S.D	
Organizational and Psychological Magnitude	177.19	23.74	178.02	21.7	0.18
Fidelity	14.53	3.47	14.17	4.01	0.47
Organizational Satisfaction	17.62	5.44	17.3	4.79	0.31
Task Significance	3.87	1.22	4.07	0.88	0.91
Life Satisfaction	3.47	1.23	3.26	1.18	0.86
Total MCT	216.48	27.09	216.83	25.37	0.03
Sensitivity	82.64	13.43	83.37	12.29	0.28
Maturity	111.79	12.52	112.39	14.13	0.22
Competency	167.92	16.57	164.67	20.37	0.87
Total EQ	362.36	34.59	360.43	39.09	0.26

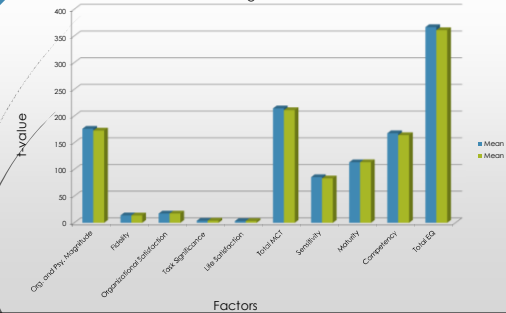


H5. Significant difference between males and females w.r.t. Mid-Career Transition and Emotional Intelligence.

Comparison between male and female w.r.t Mid-Career Transition and Emotional Quotient

	Male (n=72)		Female (n=115)		t-value
	Mean	S.D	Mean	S.D	
Mid-Career Transition					
Organizational and Psychological Magnitude	174.06	23.56	172.72	27.33	0.85
Fidelity	13.89	3.92	13.72	3.93	0.28
Organizational Satisfaction	17.33	4.99	17.3	4.67	0.05
Task Significance	3.82	1.12	3.88	1.04	0.37
Life Satisfaction	3.18	1.23	3.28	1.14	0.55
Total MCT	214.28	28.08	210.89	29.61	0.77
Emotional Quotient					
Sensitivity	85.49	12.25	83.13	13.55	1.20
Maturity	113.26	13.06	113.48	14.51	0.10
Competency	167.71	19.8	164.09	19.91	1.21

Graphical representation for the comparison of means for male and female on the entire sample w.r.t. both Govt. and Private Organization



Summary of Analysis

- There are five factors that contribute to mid-career transition in teachers, namely,
 - Organizational and Psychological Magnitude
 - Fidelity
 - Organizational Satisfaction
 - Task Significance, and
 - Life Satisfaction
- There is a significant relationship observed between Maturity with Organizational and Psychological Magnitude and Total MCT.
- There is significant relationship between Emotional Competency with Task Significance.
- Significant relationship between Emotional Competency and Life Satisfaction
- No significant relationship was observed between other factors of Mid-Career Transition and Emotional Intelligence.
- Significant relationship was observed between Annual Income with Emotional Sensitivity.

Contd.

- Significant relationship between Life Satisfaction and Annual Income and Educational Qualification.
- No significant relationship between factors of Mid-Career Transition and Annual Income and Educational Qualification.
- There was no significant difference between Mid-Career Transition and Emotional Intelligence across gender in private and government sector organization.
- There was no significant difference between Mid-Career Transition and Emotional Intelligence across annual income in private and government sector organization.
- There is significant difference between Organizational Satisfaction across educational qualification.
- There is no significant relationship between other factors of Mid-Career Transition and Emotional Intelligence across educational qualification.

Implication of the Study

- The research contributes in enriching the existing literature available on the constructs under the current study.
- The study has implication at both Organizational and Intra-Individual level.
 - Organizational**
 - It will help the policy makers to sustain the employee for a longer period of time
 - It will play an important role in the productivity and efficiency of the work-force
 - It will help the human resource professions to efficiently manage the work-force
 - To ensure the training and development needs of the current work-force
 - To help in managing the recruitment and selection procedure of the future employees
 - Intra-Individual**
 - It will help the individual to efficiently manage their career
 - It will give a better insight about the career succession and planning
 - To improve inter-personal skills
 - To be able to manage and deal with difficult situations and stress easily
 - To balance the professional and personal life of an individual
 - To manage the relationships with peer, subordinates and higher level management

Future Scope

- The extent of this deliberation may also be discovered in other related fields and areas, such as in corporate setting.
- It may also be helpful in exploring mid-career transition as a model for Indian Setting.
- Also, the effect of other variables and constructs such as Govt. policy on start up India may also be studied to discover the effect of Mid-Career.

