CHAPTER I

INTRODUCTION

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1.1 CAREER INTERVENTION PROGRAMME:
MULTIPLE FORMS OF CAREER COUNSELLING:

Career intervention has been defined as the multiple forms of vocational assistance. These assistance include vocational or career counselling, self help devices, career courses, occupational information, interest inventories, vocational card sorts and individual counselling. Career intervention or multiple forms of assistance is delivered via multiple techniques and treatments (Holland, Magoon, Spokane, 1981). It involves a planned, deliberate and programmatic effort to make a person able to be decisive about his/her career if he/she is careerwise indecisive (Vondracek, Lerner, Schulenberg, 1983). Career intervention and the concerned research represent one of the core elements of vocational psychology. During the recent years this topic is on the agenda of every Social Science: Home Science, Education, Sociology and Psychology. In Home Science the study of careers of adolescents has assumed greater significance in modern days. This area of research is most pertinent and applied in nature.
A large number of the studies of career or vocational behaviour are carried out on the sample of adolescent students. This itself prove the significance of the present study in the field of Home Science. Since, the careerwise indecisive adolescent student are endeavoured to make able, through various techniques and treatments, to take decision about their careers so the term intervention is appropriate here rather than career counselling that has been more often used interchangeably.

A sizeable number of such investigations are devoted to either i) the development of career intervention strategies and their impacts on certain career behaviours; or ii) The comparison of the efficacy of different intervention strategies of career decision making. So, it is clear that the study of career intervention programmes/ strategies for adolescent students is an important topic of research in the area of vocational psychology that has also been the concern of the researchers working in Home Science.
1.2 FORMS OF CAREER INTERVENTION:

Unlike some special fields the study of career intervention or the multiple forms of vocational assistance have been made by the researchers working in diversified subjects of social sciences such as HOME SCIENCE, PSYCHOLOGY, SOCIOLOGY and EDUCATION etc.

The career intervention or career help are of the following forms:

1) **Career Counselling**:

The most popular forms of career intervention is career counselling. Mostly it is delivered individually. Although it is frequently used career help device mostly based on the principles, approaches and techniques of self psychology, psychoanalysis and behaviourism. The evaluation of such individual treatments is difficult if not impossible. Three experiments found that the effects of the self directed search (Holland, 1985) equated those of counsellors (Avallone 1974, Nolan, 1974; Krivatsy & Magoon, 1976).
2) **Group Treatments**

Group treatments as a form of career intervention includes career courses, seminars, workshops, job findings and interviewing, values clarification, special courses for women, retirees, and others. This form of intervention ranges from one or two group meetings with simple role playing activity to semester courses with elaborate materials, texts, and teacher guides. An evaluation of such group treatment suggests that diverse treatments have a useful impact (Evans & Rectar, 1978; Bartsch & Hackett, 1979; Heppner & Krause 1979; Super & Harris-Bowlsbey, 1979; Winefordner, 1979) on career decision making.
3) **Instructional Materials**

The printed materials such as work book, texts are also used as career intervention to help people find jobs, create resumes, decide on jobs, and cope with interviewers and vocational crisis (Bartsch & Sandmeeyer, 1979; Figler, 1979). The use of such materials has received positive student ratings (Evans & Rector, 1978; Lawler, 1979).

4) **Occupational Information**

Occupational information has occupied an important place in the various form of career assistance or intervention. The organization and utilization of such occupational information for career decision making is nowadays a lively topic in the area of vocational psychology. The source of such informations are the Dictionary of Occupational Titles published by the US Department of Labour. In India the same information can be found from the dictionary entitled "Directory of Careers" published by the Ministry of Labour periodically.

There are some promising research devoted to find out what people know about occupations (Loesel et al 1978) or techniques for stimulating occupational exploration (Bostaph & Moore 1979; Fifield & Peterson,
The amount and kind of vocational information have emerged as an important cognitive variable affecting the vocational behaviour of subjects. In an empirical studies of Harris & Wallin, 1978 & Malett et al 1978 reported that the person's vocational aspirations can be manipulated by the amount and kind of information provided. The types (objective information, personality information) tone of information (positive, negative and neutral tones) have also been treated as potential factors to affect the appropriate career choice. Haase et al (1979), demonstrated experimentally that the presentation of both positive and negative occupational information increases the cognitive complexity of a person's occupational perceptions whereas only the positive information increased the simplicity of perceptions.

5) INTEREST INVENTORIES:

Interest inventories are still the most popular form of vocational assistance. This popularity is evident by the publication of new inventories, revision of old inventories and their manuals (Gottfredson et al, 1978, Holland, 1979; Kuder and

The interest inventory as means of the career interventions have been evaluated by so many investigators. The most valuable outcomes of these researches are now a better understanding of how interest inventory affect a client's vocational aspirations, self understanding, confidence and the realization of virtues of experimental evaluation for the existing vocational interest inventory.

1.3** CAREER INTERVENTION : MAJOR APPROACHES**

Four major approaches are seen in dealing with the problem of career indicision :

1) Psychoanalytic approach
2) Existantial approach
3) Rational approach,
4) Behavioural approach.

1) **Psychoanalytic Approach** :

The Psychoanalytic approach is coloured by a heavy emphasis on unconscious motivation. Early writers like Jones (1923); Zillborg (1934), Hendrick (1943), and Brill (1949) have selected cases in which the problem of vocational choice have been dealt goal of psychoanalytic intervention, that is what was
psychoanalytically. They provided case in which id impulses found release in one's choice of career. Sadism might be "sublimated" (expressed in a socially acceptable manner) in work of a Butcher and Surgeon. Free association, dream analysis, interpretation and transfers are all involved in the process of choosing a career. The development of insight is the major previously unconscious becomes conscious. "Where id was, ego shall be" (Freud, 1963). As a result of this insight, there is a redistribution of psychic energy. The ego becomes more powerful because it no longer has to commit the bulk of its resources to defending against id impulses. A stronger ego, then, is better able to make decisions in accord with the pleasure and reality principles (Horan, 1979).

2) EXISTENTIAL APPROACH:

The humanistic-experiential approach is based on the assumption that we have both the freedom and the responsibility to control our own behaviour that we can reflect on our problems, make choices and take positive action. This approach feels that a client must take most of the responsibility for the directions and success of counselling, with a counsellor merely serving as counsellor, guide, and facilitator. The
that of expanding a clients awareness, thus it is cognition oriented approach. The major types of humanistic experiential counselling is client centered counselling (Rogers, 1951; 1961; 1966). Rogers rejected both Freud's views of the primacy of irrational instinct and the counsellor's role as prober, interpreter and director of the therapeutic process. Non directive counselling believe in the natural power of the organism to correct himself or herself. He viewed counselling as a process of removing the constraints and hobbling the restricting that often prevent this process from operating. As the counselee lose touch with his or her own genuine experiences, the result is lowered integration, impaired personal relationship and various forms of maladjustment. The main aim of the Rogers counselling is to resolve this incogruence so that the counselee become able to accept and be themselves. In order to meet this end, client centered counsellors establish a psychological climate in which clients can feel unconditionally accepted, understood and valued as people. In this climate they feel free to explore their real feelings and thoughts and to accept hates and angers and "ugly feelings" as parts of themselves because their self concept becomes more congreuent with their actual
experience, they become more self accepting and more open to new experiences and new perspectives; in a single sentence it can be said that by Rogerian technique the counsellee become better integrated person.

In client centered counselling the counsellor simply listens attentively and acceptingly to what the client wants to take about, interrupting only to restate in other words what the client is saying. Such uncritical restatements help the client clarify further the feelings and ideas that he or she is exploring.

Thus, in client centered approach of intervention the focus is a client's present conscious problem in which the client is the primary actor in the curative process with the intervener being just the facilitator. The key term of this approach, an active self is capable of sound value choices, high degree of empathy, genuine warmth, and unconditional positive regard of an intervener.
Based on Rogerian self concept approach a number of vocational choice theorist such as Super, Starishevsky, Matin and Jordaan (1963); Tiedeman and O'Hara (1963), have laid stress on the early favourable developmental experiences which culminate in an improved self concept. But the approach could not provide any specific strategy for helping client in resolving their career choice problem.

3. RATIONAL APPROACH TO CAREER DECISION MAKING

As compared to psychoanalytical approach and existential approach, rational approach of vocational counselling are much more accommodating to the language of formal decision theory. In rational approach choice problems are clearly defined, alternatives are weighed in the light of all the available information; and the intervener actively helps the client implement a plan of action. Mainly three categories of career intervention under rational approaches are seen:

1) Ellis's Rational Emotive Approach
2) Gelatt's "Conceptual Frame of Reference"
3) Katz's "Paper Mache Mock Up"
Ellis's Rational Emotive Approach:

Ellis (1973) viewed that a well functioning individual behaves rationally and in tune with empirical reality. For him, thoughts do have causal primary in behaviour, particularly emotional behaviour. The problem exists when a person learned unrealistic belief and perfectionistic values that cause us to expect too much of ourselves leading us to behave irrationally and then to feel unnecessarily that we are worthless failures. These unrealistic assumptions and self demands generate ineffective and self defeating behaviours in the real life, and then the person feels her/him self as failure and emotional response of self devaluation occur. Thus, the emotional response shown by the person is not the result of the 'reality' but of an individual's faulty expectations, interpretations and self demands. The task of rational emotive approach of vocational counselling is to restructure an individual's belief system and self evaluation, especially with respect to the irrational "shoulds", "oughts" and "musts" that are preventing a more positive sense of self worth and a creative, emotionally satisfying and fulfilling life.
Ellis has recommended engaging in a number of preparatory steps prior to making a decision. The gathering of relevant information and the consideration of advantages and disadvantages are components of decisions. Though, he could not evolve a systematic process that can be used in career decision making.

II) GELATT'S 'CONCEPTUAL FRAME OF REFERENCE':

Gelatt (1962) is pioneer in the application of formal decision theory to counselling practice. He described the absence of a theoretical framework for secondary guidance services and suggested that the lack of such theoretical framework is the greatest deterrent to research and development in the field. Gelatt is of the view that the decision theory offered the most conceptual frame of reference for counselling. Describing that the decision involve a decision matter and at least two alternatives, Gelatt differentiation between investigatory decision and terminal decision. Investigatory decision call for more information whereas terminal decision are formal decision. The components of Gelatt's model include a prediction system, a value system, and a criterion.
Katz's (1966) 'Papier-Mache-Mock-Up' model is an excellent application of classical decision theory to the field of career decision making. Katz was basically proficient in psychometrics, trait psychology, decision theory and vocational development. According to Katz, career choices begin with an examination of our values. According to Katz, values have three properties: dimension, magnitude, and importance. The dimension of a value is simply its name, such as income, autonomy or altruism. Magnitude means the amount or level of a value. Income, for example, consists of several possible salary levels. Importance refers to a scaling or weighting of our respective values. For instance, salary might be much more important to us than autonomy.

The role of career intervener is to point out intransitives (values that do not add up). The next component of career decision making is to identify options (alternatives). When large numbers of alternatives are there, Katz recommends preliminary clustering of the options into broad areas. This condensation makes the model more manageable. The likelihood that a particular value magnitude can be accommodated by a given option is called the "strength of return coefficient".
The next step of Katz's model is to multiply these coefficients by the importance scores assigned to the respective value magnitudes. This product is known as the "value return". Taking the sum of the value returns for each option show that which option will allow the greatest expression of our values.

Information on the probability of entry or success or both in a given option might be obtained easily. The multiplication of sum of value returns by the appropriate probability of success estimate is called as "Index of expected value" which thus dictates the appropriate choice.

The model ideally suited for making firm, short-range decisions like what career is to choose can be tentatively made and revise at a later date, pending new values, obtains and information. Katz's model treat decision as a static thing whereas vocational development is a dynamic process. Katz's Model of Guidance for Career Decision Making titled "A Model of Guidance for Career Decision Making" is shown in table 1.1.
## Table 1.1
A Model of guidance for Career Decision Making

<table>
<thead>
<tr>
<th>Value</th>
<th>Options</th>
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<td>Strength of return</td>
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<td>E</td>
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<td></td>
<td>Sum of value returns</td>
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<td></td>
<td>Joe's probability of success</td>
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<td>Expected value</td>
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IV) BEHAVIOURAL APPROACH:

Behavioural interventions are by and large based on principles of respondent and operant conditioning. The potentials of these interventions have been strikingly demonstrated in dealing with career indecision (Baker, Herr, Horen, Hudson, Wallace, 1973, 1975). The behaviouristic approach of career intervention believes the career indecision occurs due to a) having failed to acquire competencies needed for taking career decision; b) having learned faulty reactions to the problem of career decision; c) both. Thus the intervener who intends to intervene the problem of career indecision specify the targetted career behaviours to be modified and behaviours leading to career decisions are to be achieved as well as the specific learning principles or procedures to be used. Behaviour interveners attempt to modify the state of indecisions by extinguishing or counter conditioning maladaptive reactions, such as emotional arousal or by manipulating environmental contingencies that is, by the use of reward, suspension of reward, shaping to overt action. The ultimate goal of such intervention programme are not to suggest appropriate
career for the careerwise indecisive persons, but to make themselves able to acquire the competencies that are required to take an appropriate decision about the career.

Behavioural career interventions offer a stable model in which classic decision theory might be viewed as a sub set. Pioneer in making such career intervention programme is Krumboltz (1987). Krumboltz and his students started with classical theory immersed it in a general decision making counselling model. Consists of eight concrete steps or options behavioural counsellors ought to accomplish with clients failing problems of career choice (Krumboltz and Baker 1979; Krumboltz and Thoresen, 1964): 1) Defining the problem and the client's goals; 2) Agreeing mutually to achieve counselling goals, 3) generating alternative problems solutions, 4) collecting information about the alternatives, 5) examining the consequences of the alternatives, 6) Revaluing goals, alternatives and consequences, 7) making the decision or tentatively selecting an alternative contingent upon new developments and new opportunities, 8) generalizing the decision making process to new problems.
Behavioural approach to career intervention have three distinguish features:

1) The line of treatment is precise. The target behaviours to be modified are specified, the methods to be used are clearly delineated and the result can be easily evaluated.

2) Explicit learning principles are used in such interventions so that they can be easily demonstrated for their scientific validity.

3) The economy of time and costs is quite satisfactory. Such interventions achieve results in a short period of time because they are generally directed to the correction of specific maladaptive behaviour such as the state of career indecisions.

1.4 EMPIRICAL STUDIES ON CAREER DECISION MAKING

Despite its importance, research about career decision making has been infrequent. Most work has been concerned either characterizing decision makers according to style and stage (Lunnebrog, 1979, Harren, 1979) or according to miscellaneous descriptive variables sex, age, interest, and indecision (Lunnebrog, 1978, Niece & Bradley 1979, Slaney 1980).

These studies indicate that it is now possible to characterize people with different degrees of indecision (Osipow et al 1976, Holland & Holland 1977).
with moderate efficiency and a characterize decision making style (Lunneborg 1978, Harren 1979). On the other hand, rare are the experiments in which decision making ideas or models are used to accelerate the process or quality of decision making.

The major contribution in this area is an elaborate correlational experimental project by Krumboltz and his students (Krumboltz 1979b) whose goal was to discover whether the methods people use to make career decisions affect the outcomes. The correlational analyses identified four decision making styles: intuitive, impulsive, fatalitic and dependent, "Rational" items did not form a single factor. Contrary to expectation, no single style was associated with more positive outcomes than any other style.

Characteristics of decison makers (and undecision makers) were investigated in five stuyes. Indecisive individuals were found to be psychologically distressed, 'and less concerned with self deception and impression management than certain decison myths, worry myths, moral inflexibility myths, dependency myths and external control myths, and lower in self esteem (Stead, Watson & Foxcraft, 1993). Indecision
and differentiation (Conneran & Hartman, 1993) but not to heavy use of alcohol in high School (Pendorf, 1991). Reynolds and Gerstein (1991) showed that indecision may be related to decision making style. Slaney, Hall and Bieschke (1993) found that stability of self descriptions was not related to career decidedness or indecision for college men and women. Betz and Serling (1993) reported on the construct validity of the Fear of Commitment Scale (FOCS), demonstrating its relations to indecision.

1.5 MAJOR CAREER INTERVENTION PROGRAMME:

STRATEGIES DEVELOPED SO FAR:

Mitchell and Krumboltz (1987) developed a cognitive restructuring intervention for the individuals who were indecisive about their career and compared this intervention to a decision making training intervention and a no-treatment control. The intervention include a) active instruction about the role of maladaptive beliefs and generalizations in career indecision, b) training in the monitoring of personal beliefs and their effects on behaviour; c) modeling by the counselor of the rational evaluation of beliefs and modification based on that evaluation; d) feedback to the clients on attempted modification.
of generalizations and beliefs, and e) performance (homework) assignments designed to test new beliefs for their accuracy and usefulness. Cognitive restructuring intervention was more effective than the decision making training and control condition. The client who received cognitive restructuring reported more benefit in the skills they learned, were more satisfied with the decisions they made, and found the treatment programme more useful in making decision than did in other two groups.

Snodgrass and Healy (1979) stressed that before chalking out any career intervention programme, the intervener must identify particular client goals and then develop treatments with specified objectives, components of intervention programme and outcome measures that meet those goals. They developed their intervention taking analogy from the group career intervention programmes for careerwise indecisive subjects by Fogel (1974), Krumboltz and Baker (1973) and Super (1957). The full intervention are divided into four session. The objectives of the first session was to clarify the concept of vocational self concept (aspects of self to be expressed in career) and work
relevant quality and initiate the client's formulation of his/her vocational self concept. In this session, the intervener explains the objectives of intervention and their relevance to the clients' goals. During the discussion, the intervener assures that the client understands the objectives and relevance of intervention very well, than the intervener introduces lists of interests, skills, personality characteristics and values and ask the client to select three of each as especially relevant to work. The intervener also encourages the client to reflect upon the realism of each and his/her certainty of selection. The implications of career relevant attributes and self need for thorough self-exploration are also to be discussed in this session. The end point of the session is the commitment of the client to thorough self exploration.

The objective of session 2 is to select five perspective occupations in the light of client's vocational self concept. In this session the intervener is also require to listen the client's reports of extra intervention self-exploration, and to guide the client's list of work-relevant qualities that were choosen in session 1. Next the client
reviews a comprehensive list of occupations in order to identify ones related to the 12 work relevant qualities. Both client and intervener consider that the occupational preferences of client are in consonance with the levels, fields or work settings. This process helps the client in understanding the significance of five occupations chosen by him/her in the context of the 12 work relevant variables. The 5 occupations that are most significant to him/her are to be compared on the 12 vocationally relevant variable and will be ratified on 3 categories, viz., positive, don't know, no. The intention of the comparison is to provide practice in viewing occupations systematically, consequently, a ranking of occupations is not developed. For traits on which the client rated "?", the counsellor guides the client through a discussion of career information resources and solicits commitment to obtain the needed information. Clients are reinforced throughout for identifying information sources and agreeing to obtain information. A summary and preview of the next session closes session-2.

In session-3 the main objective of intervention is to check that whether the client is aware of the factors that impinge on career decision making and
that they learn a decision strategy for considering such factors. Initially, the client's extra counselling information seeking is reviewed and reinforced and the client is asked to add more occupations that he/she consider suitable. Then the intervener explain the session objectives and guides the client in analysing two brief choice dilemmas. The dilemmas illustrate factors that affect career, such as family obligations, availability of funds and proximity to training location, etc. In the next step of the session the five step decision strategy viz. goals, alternatives, information, outcomes, plan is described and illustrated. The success of this step is ensured when the client restart each steps in their own words and is able to give correct example for each step.

The objective of the 4th and final session are to review the career information that have been acquired by the client and to initiate tentative career planning. To achieve this purpose the intervener discuss with the client and share the career information they have gathered and their significance. In the next steps of the session the intervener provides a sheet and ask the client to a) list additional personal, environmental, or career information that will be needed to make an occupational choice,
high code ranking is reported to be .92 (Holland, 1985b).

**INDIVIDUAL VOCATIONAL PLANNING:**

Individual Vocational Planning (IVP), is a modification of self directed search. It tried to overcome the errors of SDS and had made the SDS more systematic. In SDS it is not clear that what the client will do after identifying occupations corresponding to their summary codes. The IVP is divided into stages and subjects have their summary code calculations verified or corrected before they move on to select occupations corresponding to their summary codes. A structured sequence for evaluating selected occupation is then provided (Krivatsy & Magoon, 1976).

**COMPUTERIZED CAREER INTERVENTION PROGRAMME:**

1) **CHOICE - A COMPUTER BASED INTERVENTION PROGRAMME**

CHOICE, one of the newest additions to the family computerized guidance systems, was developed in Canada by the Dept. of Manpower and Immigration. The flexibility of the system allows utilization in a
variety of the settings, including high schools, universities, community colleges, state employment offices and vocational rehabilitation offices. CHOICES programme have been established in the United States in at least 20 states, including Florida, New Jersey, Texas, North Dakota, New York and other locations.

The counselees can utilize CHOICES programme through one of the four access routes which are called EXPLORE, SPECIFIC, COMPARE and RELATED. EXPLORE is the guidance component through which the clients narrow the range of their occupational possibilities, developing lists of career options that meet their criteria for such items as interests, aptitudes and temperaments. Since the students are required to make specific decisions related to their career priorities and likes/dislikes, EXPLORE is the most beneficial route in assisting with the formulation of career goals. SPECIFIC and COMPARE provide straightforward information on possible career options. The fourth route RELATED, promotes the identification of additional occupational titles which are related to the primary career preferences. JOB BANK, which lists actual job openings, is available in same state.
As such the results indicates, the utilization of CHOICES as a treatment does increase the career decision making commitment of university students as measured by the scores on the ACDM and CDS. The higher scores on the occupational Decision Making Scale of the Assessment of Career Decision making after the use of the CHOICES programme showed that there was an increase in career decision making commitment related to occupational choice. On the CDS, the lower scores after treatment through utilization of CHOICES measured the removal of barriers which prevent individuals from making career decision. The indication was that CHOICES was equally helpful to both males and females (Pinder & Fitzgerald, 1984).

Computerized programmes are an increasingly popular form for the delivery of career counselling services (Garis, 1982). In addition, a recent meta analysis suggests that the effects of computerized career counseling programme are comparable to other types of career interventions (Oliver & Spokane, 1988). We could find only one study, however, that examined what type of people make the most gains from a computerized self help approach.
The Adaptive counselling and therapy (ACI: Howard, Nance & Myers, 1986) model was used to predict who would benefit from computerized career counselling specifically, clients who had more stable goals and aspirations and more defensive independence were expected to derive more benefit from computerized career counselling. An intervention that provides low levels of direction and support. A total of 54 clients who came to the career planning and placement center seeking career assistance were referred to the system for Interactive Guidance and Information Plus (SIGI-PLUS). As hypothesized, clients with more stable goals had the greatest gains in vocational identity. Additionally, clients who showed more defensive independence were more satisfied with the SIGI-PLUS treatment.

SIGI-PLUS was designed by the Educational Testing service to assist people in examining their work values, exploring a variety of career options, evaluating relevant occupational data, and formulating tentative career plans. SIGI PLUS contains nine components:
1) Introduction, which give an overview of the SIGI-PLUS programme.

2) Self-assessment which helps people evaluate and integrate their work related values, interests and skills.

3) Search which creates a personalized list of occupations based on the values interests, skills and educational level identified in search.

4) Information which provides answers to questions about occupations.

5) Skills which identifies the skills required in various occupations and assesses the fit between these skills and those identified for the user.

6) Preparing which details the preparation required for selected occupations.

7) Coping, which provides and information about practical concerns.

8) Deciding, which provides a format for evaluating different occupational choices.

9) Next steps, which details subsequent steps for the user.
The user can access any and all of the components of the SIGI-PLUS system. The number of components used and the time spent on any component is individually determined. The user determines how she or he will use SIGI-PLUS by selecting various options (Kivlighan et al 1994).

A perusal of all the above mentioned career intervention programme, will make it clear that (1) not a single intervention programme whether it is individual programme, group intervention strategy or self help device intended to assert in the actual problems or difficulties faced by the careerwise indecisive client in real life situation. Although Snodgrass and Healy (1979) have tried to identify the particular goals of the client but they also did not identified the problems related to career choice. Specifically before developing any treatment programme (intervention) one must be very clear about the nature of the problem for which the intervention programme is required. This is more true in case of adolescent student. (2) a close examination of all the available intervention programmes available so far will reveal it that none of them has considered specific problems of careerwise indecisive subjects. Within the frame work of the stages of career development viz., goal
selection occupation information, problem solving, planning, and self appraisal. (3) no integrative approach has been followed in designing such an intervention that can be helpful in treating the problems more frequently faced by the subjects running under the state of career indecision e.g. Mitchel and Krumbeltz have developed two intervention strategies: one is based on technique of cognitive restructuring and 2nd was based on decision making training.

1.6 THE IMPACTS OF CAREER INTERVENTION ON CAREER DECISION MAKING:

A few well established intervention programmes have reported data on evaluating criteria suggested by Oliver (1979) & Fretz (1981). All most all intervention programmes have claimed to have positive impact on the career decision making skills of those clients who feel difficulty in taking decision about careers but have ignored the evaluation of their programmes on the basis of evaluating criteria. Inspite of the lack of rigorous evaluative data it has been found that such career intervention treatment usually have positive effects on clients. There are undoubtedly some career intervention programmes that
are of considerable merit, standard and are highly structured also, that have been unequivocally established to have their positive impacts on the career decision making skills of the career wise indecisive subjects e.g. Mitchell & Krumboltz, Snodgrass & Healy, Kivlighan & Shapiro,, Pinder & Fitzgerald, Kivlighan Johnston Hogan and Mauer.

It has been demonstrated successfully by Mitchell & Krumboltz through their empirical findings that the clients learned new skills during the treatment period and made major decision after the intervention is over. It was also reported that the client were very much satisfied with the decision they made during the intervention programme. The client also revealed highly usefulness of each treatment programme for their career decisions. These findings provide support for the effectiveness of the cognitive restructuring, intervention in terms of client reported feeling about the usefulness of the treatment.

Similarly Snodgrass & Healy after administering their behavioural career intervention strategy claimed that their career counselling strategies helped careerwise indecisive subject in learning more about themselves. They learned how to make a career decision and what to consider in making decision but few clients
in their study reported that they had received help in learning, how to get school and occupational information or become more certain in their plan. In short the intervention developed self awareness and decision making skills among the careerwise indecisive subjects.

The self-help approach of career counselling or intervention has also been reported for learning powerful impact on career decision making. This fact is also supported by the inclusion of a chapter on self help career counselling in Hand Book of Counselling Psychology (Graoghead, Mc Mamara & Horan, 1984). In the Chapter these authors concluded that the result of using self-help for career decision making are generally favourable. The self directed search (Holland, 1985b) is most frequently used scale for self help career counselling.

The computerized career intervention system such as CHOICES (Computerized Heuristic Occupational Information and Career Exploration System) and SIGI-PLUS (System for Interactive Guidance and Information PLUS), have also been found very much useful in making careerwise indecisive Ss capable in taking decisions about their career.
The utilization of CHOICES as a treatment increased the career decision making skills of University on students as measured by the scores ACDM (Assessment of Career Decision making - Harren 1979) and CDS (Career Decision Scale - Osipow et al 1976). As Pinder and Fitzgerald (1984) observed that computerized guidance system such as CHOICES are counselling intervention that can assist in meeting the career development needs of college students. Increased credibility has been given to computerized guidance system. With Higher budgets throughout the education world, the need to prove the credibility of counselling tools will continue to be a critical issues. Cost and benefit analysis also showed that computerized short intervention programme are useful for the promoter of career decision making. Inspite of the limited amount of time required to use the CHOICES programme, a significant change is found in the career decision making skill of the clients.

The SIGI-PLUS another most important computerized career intervention programme was also found beneficial in the clarification of work values exploration of a variety of career options evaluation of occupational data and the formulation of career
plans. Its' impacts are multifolds, such as 1) it has been found helpful in self assessment which helped people in evaluating and integrating their work related value, interest and skill. 2) It help in searching personalized list of occupations, based on the values interest, skills and educational level. 3) It has also been found helpful in getting information which provide answers to questions about occupations. 4) Skills which identified, the skills required in various occupations and assessed the fit between these skills and those identified the user. (5) It also had impact on the preparation that required for selected occupations (6) the SIGI PLUS has also been reported as competent in coping, which provides advice and information about practical concerns (7) It had its impacts on deciding, which provides a formate for evaluating different occupational choices.

The impact of career intervention may be explained on the basis of the some or all common elements inherited in the career intervention programmes (1) exposure to occupational information; (2) Cognitive rehearsal of vocational aspirations; (3) Acquisition of some cognitive structure for organizing information about self occupations and their relations; (4) social support or reinforcement
from intervener and above all the strong tendency of the careerwise indecisive client to find some positive effect from these interventions (Brenner Gazda Grace, 1979; Snodgrass & Healy, 1979; Young, 1979; Galassi & Galassi, 1978; Dixon et al 1979; Hollandsworth and Sandifer, 1979; Speas, 1979) pointed out that because the average client knows so little about career decision making and career problems that a small amount of new information and support makes a difference.

Johnson and Smoure (1993) found in their study that specific of gains were made in decidedness, comfort and self-clarity following a career course. In another study Brusoski, Golin, Gallagher, and more found that a three session career workshop increased students' decidedness, but not their career maturity and it did not affect their locus of control. Bazier, Spokane, Ballard and Fagate (1993) found that teachers may play a significant role in charging students' attitudes towards cience, particularly during the middle school years.
Three investigations evaluated computer-assisted guidance programmes in interventions. According to Martin & Splete (1991), a computer counselor team was more effective than computer assistance alone, computers often substitute for counselors, sometimes improving on counselors' judgments (Gati & Blumberg, 1991), and there appear to be interactions between students' decision-making style and decision-making strategy (Man & Japren, 1992). Hinkle (1992) explored counselor accountability for the effectiveness of computer-assisted guidance programmes advocating the use of single-subject research models.

1.7 THE EVALUATION OF CAREER INTERVENTION PROGRAMME: ISSUES AND CRITERIA:

About the efficacy of the career-intervention programme, one basic question arises: how do I know if my decision-making counselling procedures are having a positive impact on my clients' career decision making? To answer this question, some short-range and some long-range outcomes of career decision making interventions and their modes of evaluation must be considered.
The outcomes of career interventions have been found related to be various study characteristics such as sample characteristics (Source and age of subjects), design characteristics (types of Ss assessment, sample size, number of treatment, number of outcome measures, type of treatment (Cognitive, behavioural, mixed, decision making training, group treatment, individual treatment, workshop etc) type of outcome measures (self appraisal, occupational information, goal selection, problem solving, planning attitudes towards vocation), Broadly speaking all the variables related to the outcomes of the intervention may be classified into four main categories, (i) characteristics related to sample and sample technique, (ii) characteristics related to design; (iii) characteristics related to nature of intervention itself and (iv) impact on targeted behaviour (Outcome measure) or (Criteria for evaluation).

(i) CHARACTERISTICS RELATED TO SAMPLE AND SAMPLING TECHNIQUES:

Oliver (1979) has recommended that the Ss in such studies should be assigned randomly to treatment and control group. He observed that "if random assignment is possible, the researcher can place
greater confidence in the internal validity of his/her study. Intact groups must be used, include a control group and use random assignment of the groups to the various conditions. The sample size should be sufficiently large, not less than 60 Ss in a single treatment group, so that the parametric statistics may be employed.

ii) CHARACTERISTICS RELATED TO DESIGN:

It has also been pointed out by a number of researchers involved in the evaluation studies of career intervention programmes (Oliver & Spokane, 1981, Oliver 1979 and Fretz, 1981) that a control group needs to establish the internal validity of such study. The ethical question on denial of treatment can be resolved by using a wait list control group which will receive career intervention after the treatment has been concluded for the experimental Ss. Nunally (1975) has laid down the three conditions where a pre test post test design will be suitable. These three conditions are as follows: (1) The number of Ss in each group is very large (2) the expected effects of independent variable (intervention) on dependent variable (decision making) is expected to be widely varied (3) the correlation of dependent
variable, between the pre test - post test condition is expected to be high. Since in each study careerwise indicative Ss are needed and wide variation on the dependent variable are expected to be shown by the Ss, and since in such study it is expected that the Ss would show (a) wide variation (b) large standard deviation on the dependent variable is expected because of the effects of the independent variable (treatment), and (c) the pretest post test correlation of the dependent variable is expected to be high and since, usually all the above three conditions are satisfied in intervention study the pre-test-post test design with the induction of a control group are being used by the researchers working in this area.

iii) **CHARACTERISTICS RELATED TO THE NATURE OF INTERVENTION ITSELF**:

The nature of the intervention has got much importance in evaluation studies. It has important bearing upon the effectiveness of the programme. Researchers are going on vigorously to find out the treatment parameters that are most suitable for career intervention programme. A review of such literature will reveal that on the following three parameters
the nature of the career intervention programme has been examined: (i) Content domain (ii) Interpersonal context, (iii) Degree of structure.

1. Content Domain:

Crites (1974) has identified 5 major theoretical approaches on which career intervention are based, they are psychodynamic, developmental, trait and factor, behavioural and client centred. Although only small number of studies are intend to the comparison of the intervention programme based on the above mentioned theoretical orientation. Not a single study is available that is intended to compare the intervention based on the contrast theoretical dominance such as intervention based on psychoanalytic approach and intervention based on behaviouristic approach. However, as pointed out by Horan (1979) the behaviourial approach of career intervention is characterized by a strong emphasis on clients goal attainment and a clear specification of the clients and counsellor's behaviour that are presume to lead to it.
As it has been pointed out the behavioural approach of career intervention has three distinct edges over the other approaches (1) The treatment techniques precise the targeted behaviours that are to be modified are specifically defined the methods of the intervention are clearly delineated and the results can be easily and precisely evaluated (Marks, 1982) (2) The use of explicit learning principles is a sound basis for effective interventions as a result of their demonstrated scientific validity (Kazdin & Wilson, 1978). (3) Cost and benefit wise behavioural intervention is quite good (Smith, Glass & Miller, 1980). Behavioural intervention achieves results in a short period of time because it is generally directed to specific problems leading to faster change in indecisiveness, in addition to lower financial cost and duration.

So far as the career intervention comparison study is concerned a scanning of research literature reveal that such comparison can be classified into the following five categories:

1) Comparison of the techniques of occupational information to the clients.
2) Comparison of the presentation of test scores and their interpretation to the client.
3) Comparison of group Vs individual intervention.
4) Structured Vs traditional individual career counselling.
5) Comparison of variation combinations of interventions.

The mode of presentation of occupational information was studied by Jepsen, 1972; Johnson, Korn & Dunn, 1975; Laramore, 1972; Yungman, 1971; Sellman, 1970. Almost all studies on mode of presentation of information and information seeking stimulus suggest that media presentation is certainly superior than written presentation.

The methods of test interpretation have also been found an important variable that can affect the performance of the client. Clients who participated actively in the test interpretation, showed greater progress and self understanding than those who did not but not upto the significant degree of satisfaction. Tipton (1969) found that counsellor interpreted test results were significantly better maintained over a period of one month than the written results. Folds and Gazda (1966), Forster (1969), Gustad and Tuna (1957), Miller and Cochran (1979), —
Rogers (1954), Rubinstein (1978), and Wright (1969) all found no significant differences in clients' career related behaviours from a variety of variations in test interpretation strategies.

Comparison of group vs individual career intervention has also been studied by a number of researchers such as Bivlofsky, McMasters, Shor & Singer, (1953); Hewer, (1959); Hoyt (1955); Rhodes (1973); Smith & Evans (1973). Almost all of such studies have shown group approaches equal to or better than individual career intervention.

Structured career intervention programme have been compared with traditional face to face individual counselling by a number of researchers. Prominent among them are Gerstein and Hoover (1969), Maola and Kane (1976), James and Smith (1972), Avallone (1974); Guilbert and Ewring (1971) Graff, Danish and Austin (1972) and Krivastsy and Magoon (1976). The major findings of such studies suggested that although computer system was better for providing basic occupational information, the traditional type of counselling was found better for discussion of qualifications needed for job and educational planning. An overview of such studies suggested that the suitability, either the programmes are structured
type or traditional type, depends on the demands of the researcher or the demands of the client. If the emphasis is on cost and benefit, the structured type group intervention is definitely superior. If a client needs help that are clinical in nature e.g. over arousal management, traditional type of intervention are certainly effective.

After the emanation of the idea of the multiple forms of career assistance or multiple vocational treatment in the form of career intervention programme, several comparative studies were conducted to see the impacts of different combination of treatment on the career decision making of careerwise indecisive subjects. Five of three studies are noteworthy here English (1974), O'Neil, Price and Tracy (1979), Raskin (1969), Takai and Holland (1979), and Talbot and Birk (1979). Although these combination of different treatment are having definite superiority over single treatment or individual counselling via a single counselling techniques. The comparison of the different combination of such treatment or career intervention such as SCII and VCS; the SDS and computer assisted programmes could not yield significantly different. Westbrook (1972) found that career counselling group incorporating explicit presentations
of occupational information led to greater and longer retention of such informations. Mendonca and Siess (1976) found that a combination of anxiety management and problem solving skills yielded that most positive results for indecisive clients. One not worthy feature of such intervention programme is they are consist of the material of different content down e.g. anxiety management, occupational information, self knowledge etc., and even then they proved to be highly effective.

(iv) **CRITERIA FOR EVALUATION**:

After reviewing the concerned literature Oliver (1979) has recommended the following points that must be kept in mind while deciding the criteria for the evaluation of career intervention programme:

1) Multiple criteria should be used.
2) Specific as well as global criteria should be used.
3) Emphasis on sort term measures.
4) The careful definition of construct.

In the light of the suggestion made by Oliver (1979) and addition some more criterion measures that are much concerned to career intervention setting rather than the educational intervention setting. Fretz (1981) suggested the following criteria pertaining to career intervention (a) career knowledge and skill; (b) career behaviour; (c) Sentiments; (d) effective role functioning. The specific criteria under these global measures have been specified by Fretz as under:
Table 1.2

Evaluation Criteria for the effectiveness of career interventions

<table>
<thead>
<tr>
<th>Career knowledge &amp; skills</th>
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<tbody>
<tr>
<td>Accuracy of self knowledge</td>
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<tr>
<td>Accuracy of occupational information</td>
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<tr>
<td>Accuracy of job seeking skills knowledge</td>
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<tr>
<td>Planning and goal selection skills</td>
</tr>
<tr>
<td>Appropriateness of choices (realism)</td>
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<tr>
<td>Range of choices</td>
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<tr>
<td>Career behaviour</td>
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<tr>
<td>Career information seeking</td>
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<tr>
<td>Relevant academic performance</td>
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<tr>
<td>Seeking initial/new job</td>
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<tr>
<td>Getting initial/new job</td>
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<tr>
<td>Job ratings</td>
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<tr>
<td>Being promoted</td>
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<tr>
<td>Earnings</td>
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<tr>
<td>Sentiments</td>
</tr>
<tr>
<td>Attitudes towards choices</td>
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<tr>
<td>certainly, satisfaction, commitment, career salience</td>
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<tr>
<td>Job satisfaction</td>
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<tr>
<td>Quality of life ratings</td>
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<tr>
<td>Satisfaction with intervention</td>
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<tr>
<td>Perceived effectiveness of intervention</td>
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<tr>
<td>Effective role functioning</td>
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<tr>
<td>Self concept adequacy</td>
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<tr>
<td>Personal adjustment</td>
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<tr>
<td>Relapses of career problems</td>
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<tr>
<td>Contributions to community</td>
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</table>

1.8 THE RATIONAL OF THE PRESENT STUDY:

In the light of the above mentioned discussion it is now clear that there is a sizeable number of adolescent students both, boys and girls who are facing the problem of career indecisiveness.

Standard X is a crucial point where students are required to make plan about their future career so that they can opt their majors accordingly. An overview of the above mentioned discussion also reveal that the group intervention programmes have there definite edge over traditional type of vocational or career counselling. It has also been seen in the review of relevant literature that as a form of multiple treatment or multihelp programme. The intervention strategies cover different domin of career behaviours such as arousal level, career information, self knowledge, knowledge of the word of work, career decision making training, and crystalization of decision etc.

Since no indogenous career intervention programme in the form of multitreatment or multihelp devices are available that can claim to be able to solve the career realted behaviours and since there is a sharp cultural divergence between India and
Western part of the globe there is a strong need to develop an indigenous career intervention programme that can be suitable to solve the career indecisiveness of the Indian adolescent students. Thus, it was decided that before devising any such intervention programme the cognitive and affective problems faced by the careerwise indecisive students should be empirically ascertained and then in the light of those problems a career intervention programme should be developed. It has also been found that most of such intervention programme lacked evaluative data. To quote Fretz (1981) "The preceding review provides only the beginning of an empirical basis for identifying distinctive parameters in career interventions," It is very clear that the treatment parameters must be empirically derived first then the relevant intervention strategy be chalked out. Developmental career theorist (Super 1975) have also laid stress on the identification of such treatment parameters. They regarded it as necessary ones to attend if the intervener in interested to attain greater effects than interventions based on the simple trait and factor approach.

So, in the light of the above mentioned discussion it was decided to undertake an empirical study in
order to find out actual problem faced by the
careerwise indecisive adolescent Ss and to
categorised them under relevant content domain such
as conceptualization impulsivity, self exploration
etc. Then alone their appropriate remedial technique
should be decided. So the purpose of the present
piece of work is to develop intervention programme
based on empirically derived career relevant problems.