Present study was being undertaken to investigate the relation between vocational identity, emotional intelligence and decision making self efficacy in relation to career maturity of adolescents.

An attempt has also been made to examine the interaction of vocational identity, emotional intelligence and decision making self efficacy in relation to career maturity. A comparison is also made to see if any gender difference exists in context to the aforesaid variables in relation to career maturity. It was hypothesized that there will be no significant relation between vocational identity, emotional intelligence and decision making self efficacy in relation to career maturity of high school students and also the three measures of the study will not significantly contribute to predict career maturity.

Adolescence has been defined as the period when most of the work of identity formation takes place therefore, a significant sense of making a firm commitment and exploring the world in relation, so as to choose the right type of work they wanted to do and match the occupational qualification accordingly for which one needs sufficient information about the world of work. Career maturity has emerged as a significant concept in the recent past which focuses on the readiness to make appropriate career decision (Lundbey, el al 1997). A person with high career maturity will be more capable in choosing appropriate and realistic career choices (Salami, 2010).
One of the significant finding emerged from the present study is that students who scored high on vocational identity also had higher score in career maturity which strengthens the fact that students with higher score in vocational identity will have greater career maturity. This finding is in harmony with other studies which supports vocational identity is positively correlated to career maturity, decisiveness, confidence in decision making and a tendency to use a rational career decision making style (Khasawneh, et al 2007).

Researches indicate vocational identity as an integral part of overall adolescent identity development (Vondeacek, 1992) and it is also very important in developmental task which promotes adjustment and positive development (Skosikov, 2007).

It has also been emphasised by psychologists that vocational identity helps an individual in making commitment to work and occupation (Holland,1995). It is also seen that vocational identity has an effect on career maturity and decision making self efficacy (Chung, 1988).

Therefore, vocational identity provides a framework for goal setting and self direction. In today’s challenging environment, students while choosing a suitable vocation for themselves the relation between vocational identity and career maturity will play a significant role in their lives. Necessary steps can be taken to enhance vocational identity so that career maturity can be increased. Thus, the results of the present research doesn’t confirm the said hypothesis, rather it reveals that both the variables are positively correlated.
Another important variable studied in the present research work was emotional intelligence in relation to career maturity. Analysis of the result showcased a significant relationship between emotional intelligence and career maturity levels of the students as opposed to the formulated hypothesis of no significant relationship between them. Therefore, the hypothesis was not confirmed and the results indicated that students with higher level of emotional intelligence, experience higher career maturity level.

Emotional intelligence reflects an individual’s ability to deal successfully with other people as well as own feelings, researchers in the past have also reported that emotions played significant roles in career development (Caruso and Wolfe, 2001). Cooper (1997) argued that people who trust and use their feelings effectively are more likely to achieve successful career. Paseluiko and Valachi (1997) emphasized on the fact that emotional intelligence energizes and motivates actions in career exploration and decision making process activities. Brown, et. al (2003) found emotional intelligence to be positively related to constructs like career commitment and decision making process.

Many types of emotional expressions refer to feelings, like happiness for example denotes harmonious relationship whereas fear signals threat. An individual who is high on emotional intelligence quotient would be more aware of the surrounding options and will be able to access and evaluate the various available options in terms of career and other opportunities in life. Jordaan and Heyde (1979) explained a career mature young person is someone who tends to have more career information and comes across as more realistic in his/her career aspirations.
Career maturity can be accessed, based on how an individual responds to emerging demands, challenges, problems and expectations. Various studies have affirmed to the role of psycho-social variables like socio-economic status, parental influence, and intelligence as motivating factors when it comes to specific career preferences of adolescents. (Yadav, 1979). Kidd (1998) observed the trend that individuals within the school to work transition phase have a need to become more self-reliant when it comes to managing their career aspirations.

Certain level of career meta-competencies i.e. skills and abilities such as identity awareness, sense of purpose, behavioural adaptability, self esteem and emotional intelligence are required which enables them to be self directed learners and help them become proactive agents in management of their careers. Coetzee (2008) stated that career meta-competencies facilitate acquisition of certain specific skills which promote general employability and occupational expertise. Stead and Watson (1998) identified that career maturity as a construct can be enhanced through structured programme interventions within the school environment and help in preparing students for the transition from school-to work. These organizational orientation programs also help students through the challenges which they face during the development of a career identity in the early adulthood phase.

The results of the undertaken study can also be affirmed in the direction investigated by a study done to find the relationship between career maturity with emotional intelligence, parental rearing style and self-identity in middle school students (Alberto, 2010). The middle school student’s career maturity has notable grade differences, and the higher grade has more career maturity. The variables of
emotional intelligence, parental rearing style and self-identity were significantly related to career maturity. The result is in congruence to the theory of career maturity (Crites 1973) which states it as an ability to take decisions regarding one’s career choice and also handling one’s and other’s emotions tactfully. It can be said that the reason for a positive relationship may be that a person who can understand his own and other’s emotions will be clearer with one’s own choices or self-concepts and will be able to take decisions regarding his or her career more strongly.

The researcher also proposed a hypothesis stating no significant relationship between decision making self efficacy and career maturity levels of adolescences. However, results of the undertaken study did not confirm to the proposed hypothesis and revealed a significant relationship between the two constructs.

Decision making self-efficacy is an individual’s expectations regarding his or her ability to perform the specific tasks and behaviors related to their careers. The results found a positive relationship between career maturity and career decision self-efficacy among the students (Hasan 2009). As the scores on one variable increased, so did the score of other construct. Decision making self-efficacy has been identified as an important variable in career development of high school students. It is a proven fact that through proper guidance career decision making self-efficacy can be enhanced. This can lead an individual to take better decisions regarding his career.

Presence of various factors like nature of schooling, influence of family members and close friends, family socio-economic factors and the expectations that evolve from these interactions plays a significant role in determining an individual’s
career choice. The results state that as the students’ attitude toward the career readiness process is increased so will be their belief in his ability to make career decisions. Many researchers have noted that students require a high level of career maturity and career decision self efficacy to be successful in academics and the results of this study showcased a positive relationship between the variables. Luzzo (1993) made the first attempt to study the relationship between career decision-making self-efficacy and career decision-making attitude and skills, and a strong correlation between the two were found, which aligns to the results of the undertaken study. Also Anderson and Brown (2010) studied the relationship between career decision making self efficacy and career maturity and reached to the conclusion that career development attitude variable was the most significant predictor of career decision making self-efficacy. On further observation Taylor and Popma (1999) studied the relationship among career decision making self efficacy, vocational indecisiveness, career salience and locus of control and found a moderate positive correlation among the variables, career salience is related to career maturity. The process of career development involves many steps leading finally to career maturity achieved by an individual. Fugate (2006) explains that career identity provides direction for future opportunities and behaviours, while at the same time organizes past experiences. It is a continuous life long process.

Schreuder and Coetzee (2006) in their study emphasised on the importance of flexible career goals i.e. attainment of one goal should not preclude the attainment of another. It is of utmost importance that a student must evaluate all the possible options well which will help in effective career self-management. Career goals should be planned both in terms of long term and short term. Education, training and
experience plays an important role in making career decisions. An individual who is more matured in terms of evaluating options and charting out a future plans will be better at making a career choice. Schreuder and Coetzee (2006) also proposed that individuals are more likely to follow career goals that are in line with their perceptions and preferences. Therefore, students who are more aware of the available options and mature in their understanding of the current situation are more likely to take better career decisions for their own selves.

The results of Taylor and Popma (1990) found relationship between career decision making self efficacy and career salience which is a part of career maturity. Therefore, the results of the present research work are supported by the above mentioned researches. It is widely held that strong sense of efficacy enhances human accomplishment and personal wellbeing in many ways. People with high assurance in capabilities, approach difficult tasks as challenges to be mastered other than threats to be avoided such an efficacious outlook foster intrinsic interest and deep engrossment in activities.

They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure to insufficient effort or deficient knowledge and skills which are acquirable, also approach threatening situations with assurance that they can exercise control over them. Such an effective outlook produces personal accomplishments, reduces stress and lower vulnerability to depression. When this outlook comes, they successfully engage in tasks with making a career choice and with commitment to a career. Career related self-efficacy may prove to be an important element in formulating a model of career development.
Results also revealed that 12.3% of the variance in the dependent variable is accounting for by the individual variables of the study. All three variables are significantly predicting Career Maturity, wherein emotional intelligence and decision making self efficacy are significant predictors of career maturity.

This can be justified with the rapid development in the country in these challenging times, specially the school students along with general public are facing the wave of globalization and secularism as well as many other challenges. The ability to be emotionally balanced is a very important aspect so that they do not get carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony and quiet peace in one self so that finally they are capable of dealing with the challenges and also preparing for the future vocational life (Goleman, 1995).

The key to obtain success of learning is to give full attention and concentration during the teaching-learning process. High level of emotional intelligence can help calm the mind and thus help in the absorption of information received. The student’s academic achievement can be enhanced with the use of emotional intelligence training (Roy, 2013). Excellent performance in academics is the main key target and goal of every student. In order to obtain good results it is important that there should not only be good learning techniques but there should be bearing for emotional self-control. Emotional intelligence should not only be taken into consideration of present academic success but also for future success in life per suits. The aim should be to build a resilient and capacity to face globalization and changing demands efforts should be made to increase the emotional intelligence of students during their school career in the process of teaching and learning.
The ultimate goal of education is the overall and complete development of the child/student in all the domains - mental, social, emotional, physical and spiritual. This helps in success in career and life, mental health and well being. There are various factors which may aid the students in achieving these parameters of success. It has been empirically found that some factors may be manipulated to enhance emotional intelligence. Some intervention and training programs have been found to be fruitful. Researches have shown that emotional quotient (EQ) is an acquired skill and can be modified (Rahil, 2003).

It is important that steps may be taken to enhance emotional intelligence in school students by making schools the agents of emotional literacy programs, emotional lessons in play fields, building a campus culture, weaving the school, the parents and the community together, increasing students activities, building interpersonal skills, the need to focus on holistic learning, since learning promote group work etc. Apart from many educational advantages this will help the students fulfil their roles in life in becoming better friends, and to play different roles in life.

As already mentioned and discussed as in most parts of the world, India, too is experiencing a rapid social change and human edifice of knowledge. The technical advancement in various fields have made the world a global village. The concept of 'VASUDHAN KUTUMBKAM' is gradually turning to be a dream come true. The economic and social changes experienced by us have created various areas of super specialization which have created various occupations, jobs, vocations and profession. It has become difficult for the youth of today to choose and decide a vocation which could be his ultimate career for his livelihood, giving status and meaning to his
personality. A vocation requires education and training for a job placement. This type of awareness, training and job opportunity is essential for the younger generation of today (Dulewicz, 2000).

The change in an individual’s academic life to work life is not easy. The environment changes drastically when an individual enters the world of work as his focus changes. The focus in world place leads to a career goal leading to making a right career decision and the individual is required to work according to a plan to meet the required level of performance and output. The quality and efficiency in work are important which are resultants of work values. The psychological characteristics and social back ground plays a vital role in this. It is important that the students when turn into employees in an organization, should be equipped to meet with the new demands and the so called new phenomenon in employment (Whatson Stead, 1990).

Educational settings are the prime locations which may be termed as nursery to meet this end. For this it is important that the students should have adequate objective self-knowledge with regard to demands of the occupation/vocation. Vocational guidance psychologists have carried the term occupational self-concept as very important for the development of career maturity along with career decision making skills to enter the work place. (Boyatzis, 1995). The role of emotional intelligence has been emphasized upon by psychologists working in the field of organisational psychology. They have observed that emotional intelligence is not only important for doing/ performing work but is also needed to get work done (Cherniss, 1998).
It is very important for students to understand themselves objectively in terms of their characteristics and limitations. This helps them to analyze themselves. Knowledge about different occupations in terms of the requisite academic and professional qualification and skills, helps the students to match themselves with the demands of the occupation.

Erickson (1968) and Super (1987) have emphasized that students are expected to know themselves during their academic year so that they are able to make a satisfying career decision. At this stage it will not be out of place to mention that the career education in schools is of vital importance for the students so that they are able to know every phase of career decision making process. Career education helps the students to acquire skills necessary to investigate not only the world of work but also know the process of career development. If the students are able to acquire these skills, this will help them to make career decisions in relation to objective knowledge about themselves. This will help to achieve personal, professional, financial and ethical satisfaction in the later stage of life.

Another important observation from the present study reveals that the male students and female students differ significantly in emotional intelligence and career maturity. The mean scores of girls are high in both the variables than boys therefore, it can be said girls were found to be more emotionally balanced in comparison to boys in the present study.

Various studies in the past have showcased emotional intelligence and it’s relevance to various aspects of life and the role it plays in the interactions and adjustments in daily life. The emotional aspects of human beings has always been
linked to a greater extent with the female gender, which experiences positive and negative emotions more intensely than their counterparts (Grossman and Wood, 1993). Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. In one of the studies being conducted by Petrides and Furnham (2000), found a significant difference on the social skills factor of EI, where females scored higher than males; however they did not report a significant gender difference in the overall measurement of emotional intelligence. It was also suggested by Mandell & Pherwani (2003) that females are generally better at managing their emotions and the emotions of others in comparison to their male counterparts.

Recent findings have emphasized on the appropriate emotional rise of children and its role in their future achievements in various fields. Emotional Intelligence enables adolescents to access and react to their emotions (rage, fear, love, happiness, etc) in an appropriate manner and within the structured framework. Brody and Hall (1993) in their study titled “Sexuality and Emotion” explained that girls and boys learn different lessons in controlling their emotions. When it comes to parent-child interactions, parents prefer to talk about emotions (except for anger) and give more information about feelings to their daughters as compared to sons. The study also highlighted the fact that since girls get mastery over language faster than boys, they become more skillful in expressing and naming emotional reactions and replace words for physical reaction than boys.

Most studies conducted over a period of two decades have found that females in several age group score high on career maturity measures in comparison to their male counterparts (Alvi and Khan, 1983). Achiardi (2005) studied a new
approach to measuring adolescent career maturity, there appeared to be gender difference, females always scored higher than males in the different career maturity dimensions scores.

Research studies by Luzzo, et al (1995), had come up on that females have significantly higher levels of career maturity than males. Gender difference in the levels of career maturity can be related to the overall maturation level of an adolescent. Girls tend to mature early. Even in case of emotional intelligence, girls tend to surpass boys because of the upbringing, parenting style and other psychosocial factor.

Hasan (2006) found that self-concept, occupational aspirations and gender plays a potential role in generating variance in career maturity of Indian adolescents. Naidoo (1998) found that there is not only gender difference in career maturity levels, but female students indicate more commitment to the work role and possess high value expectations from work. Researcher suggests that since gender plays a crucial role in determining maturity levels which in turn effects the career decision making among students, schools and institutions should approach the career guidance and counseling sessions keeping in mind these possibilities and design the modules accordingly.

Therefore, now it is necessary for career counselors, vocational psychologists and members of the academia (educationists) along with career development researches to make a policy so that the students regularly receive career education which indeed help the students achieve job satisfaction leading to life satisfaction in living a well-adjusted life.