CHAPTER - 1
INTRODUCTION

Calling the contemporary era an age of progressive technology would not be an understatement. Essentially, technology plays a major role in creating new opportunities by bringing about rapid technical and scientific changes in an individual’s place of employment. As dynamic is the current vocational scene, so is the work environment at various organisations. In spite of so many jobs being around, still approximately forty million job seekers have been identified, who have registered officially to seek jobs. This highlights the very need and importance to have access to both information and guidance to the job seekers in enabling an intelligent career decision.

Making a choice with respect to one’s career is one of the most important aspects in an individual’s life. Factors such as one’s emotional strength, pressure exerted by the family, conforming to society’s standards, knowledge about the vocational avenue and misguided aspirations regarding various professions also influence one’s ability in making a career-related decision. Thus it is not surprising to see many people doing jobs which do not match their aptitude, skill-set and more importantly, desires. They begin drifting in and out of jobs, feeling bored, dissatisfied, frustrated and stressed.

What is required is taking up a realistic approach to make a successful career choice depending on one’s aptitude and interest. Interest ensures involvement which gradually develops into motivation. Motivating factors are of subjective nature which tends to influence an individual’s career choice and attitude towards work.
Therefore, it is significant to find out these motivators and rank them according to their level of important as per every individual.

There is nothing more powerful & more exciting than knowing what a person does well and being able to select the skill he/she prefers to use to pursue a career. It is generally observed that most of the students are confused regarding their choices of employment. This may be synonymous to a situation where in one boards a train, not knowing one’s destination, which often results in wastage of precious time and resources.

Therefore, making a sound career decision is very important in an individual’s life since it could help in minimizing the wastage of time, effort and money. The career chosen should be according to, not only ability and aptitude but also to the interest of the individual. The mismatching of education and employment can only be reduced by vocational guidance.

There are certain factors which motivate an individual in one’s career towards work. Some of these factors are monetary fulfillment, recognition, intellectual stimulation, social affiliation, self identity, power, status, exercising leadership and more. Therefore, it is necessary to figure out the reasons for an individual’s interest to work aligned by their importance standards. Also it is important to keep in mind that human resource is the only resource with a dynamic behavioural component. Therefore, it should be well drilled in the minds of the counselors and potential employers that different individuals are motivated with different factors to ensure higher levels of production and productivity.
Every individual possess certain personal, technical and transferable skills. Personal skills include qualities such as perseverance, integrity, loyalty that allow us to work with various people in different conditions and thus prove useful in any field. Whereas, technical skills are those specialised, job-specific traits that usually require training to learn for example, engineering, accounting, database management, etc. Transferable skills are those which one makes use of everyday and further, are developed through work, education and personal life situations. They often include communication and management skills, public relations, marketing and leadership skills and many more. They can be used wherever a person is and whichever career he chooses. Every person also has some weaknesses and strengths. It is also important to pinpoint the skills of the students and consult their parents, teachers or friends to help them identify these. Knowing what skills a person has, helps to target the area of possible job opportunities, fine tune one's abilities and to decide whether any additional expertise is needed to be acquired.

**Conceptual Framework**

“No one can exist without engaging oneself into any kind of work; each one of us is helpless by before one’s nature’s impulses” (Bhagwad Gita)

All human activities are centrally driven by work and this has been true right from the beginning of the human civilization. It is a natural and inherent tendency of man essentially required for survival and development. Generally work is purposive and it is undertaken to realize some goals in life such as meeting basic life requirements, higher order needs of self expression and other motives and aspirations of value in society. Work is instrumental in development of societies and the
differentiation in them. Some work skills and enterprises are universally relevant and valuable but some others are typical of the cultures and ecological conditions.

The social and economic activity has become mutually complementary as a result of good communication facilities and industrial expansion. In today’s scenario, the work means different things to different people and organizations. People, at personal level value the subjective elements of work activity and outcomes. Organizations strive towards the social outcomes of work and other global concerns. Therefore, it becomes imperative to study the nature and meaning of work. Besides the biological, sociological, psychological and economic viewpoints, work can also be described in the philosophical perspective. In Indian concept work is 'karma' action or deed. It is declared in our law of 'karma' that – “good deeds invariably produce good results and bad actions yield bad results." It is also believed that the present life of a person is the fruition of his past actions and there will be a future life after this life comes to an end. Hence, Karma is not destiny but conditions in the process of accomplishment. We are therefore asked to control our impulses and regulate our conduct by reference to understanding. (Bhagwad Gita)

Human work can be partly defined as the physical work as it involves force in action to affect a change in the object worked on. According to Webster, work is some sort of active process through which one object or entity influences another, although the activities described are not always carried on by human beings or even by living beings. Freud speaks about a sense of adequacy found in work. According to him work is the man's link with reality through which he sublimates his biological drives and plays out many of his conscious and unconscious hopes, dreams and
aspirations. In sociological perspective, work is the activity performed by individuals to produce goods and services of value to others.

Traditionally, some forms of work have enjoyed higher recognition and economic rewards than others. Work has been interpreted in terms of skills required to perform. Superior skills involved in work have meant superior status, superior income and economic power. In ancient Indian culture, the two most honourable vocations were "krishi and vyapar" i.e. agriculture and business.

From the above discussion, it is clear that work is a means of subsistence, a source of psychological and social identity, a source of self fulfillment and self realisation. Work ethos and work culture are the integral aspects of work which motivates persons to put in their best. When a lose link between work ethos and work values of a person is established, both the job satisfaction and productivity is enhanced.

In this age of advancement, affluence and technological transformation, the social scene is changing and work has assumed a different meaning. Today, the materialistic aspect of work contains more value and emphasis and the religious and moral sentiments of previous years are fading out. Today’s youth considers personal gains and personal development as goals in life. The modern Indian youth is more reality oriented, aware to hard facts of life, living in the present and planning for the future. Previously, pleasure was sought though intrinsic satisfaction in work but now it is coupled with materialistic gains.
The present work structure is automated and it is more instrumental in alienating youth from intrinsically valuing work. An average worker's work today centers around monotonous, pushbutton, repetitive tasks dominating the scene due to mechanization and micro level division of labour and work units. This work experience is very depersonalizing experience and therefore, does not provide any self fulfillment which was an essential characteristic of old culture of work.

The above mentioned problems can be solved by encouraging creativity as a work value and providing work opportunities alternating between repetitive and creative tasks and in the process adding more meaning to work. New work attitudes and feelings among people which encompass a wider array of work motives. It can be said that today’s urban middle class youth are highly practical in life but they also crave satisfying other work values. The self growth work ethics consists of the following:

(i) A concern for meaningful work in the sense of having significance, variety, autonomy and feedback
(ii) A shift of energy and attention to leisure time activities
(iii) A concern for money
(iv) An indifference to traditional penalties for performance
(v) An intense need for feedback
(vi) A stepped up sense of time
(vii) A wide array of compensation and work condition needs youngsters wanted to enter their preferred careers, many of quest for knowledge
In totality, an individual seeks fulfillment in life through one's life career. Work was previously regarded a means of salvation. Work in modern society has been interpreted in accordance with different disciplines of study and has sociological, economic and psychological significance. Work ethics include materialistic gains as much as self growth motives. One's life work and career establishes one's identity as a person and is also a source of personal fulfillment found in opportunities for expression of abilities and skills and emotional responses to its functional and structural aspects.

The concept of career maturity focuses on an individual to make an appropriate career choice and successfully cope up with the demands of the career progression. Crites (1976) described career maturity as having attitudinal and cognitive dimensions. The former refers to individual's attitudes and feelings about making an affective vocational choice and whether he continues to pursue his career choice as he enters work force. On the other hand, the cognitive aspects usually cater to the awareness on the part of the individual to reach an understanding about their career along with their preferences to vocational aspects. Cognitive competencies needed to make a good career decision including adequate knowledge about the work environment and personal abilities and skills. Moreover, Savickas (2002) argues that cognitive dimension is important to assess because it is cognitive competencies that lead a client into action.

Career maturity is an important variable which is required to be assessed especially during career exploration in adolescents. This holds true because at this stage in an individual’s life, one has to take such decisions which are important but
they may not be ready from the developmental perspective. Most of the adolescents are unable to assimilate their interests, aspirations and abilities. According to career development theory given by Super (1980) this falls under the stage of exploration wherein some adolescents fall short on focusing on a specific career goal.

So, in order to assess the difficulties which stand between an adolescent and one’s development and also to help explore methods to conquer them are important as one of the goals of career maturity. This can also prove useful when we consider other stages apart from the exploration stage.

It was argued that the concept of career maturity does not have a universal meaning or definition. Still, progress towards better understanding and conceptualising career maturity has been made in recent years, where career maturity is defined as an individual’s mastery in his vocational development tasks, in knowledge as well as in attitudinal components appropriate to one’s stage in career development. The definition nicely captures much of how career maturity has been and is typically being considered by career maturity theorists.

After going through the literature and researches and analyzing the matter, it was felt that the modern time needs this kind of work and this will be helpful in the vocational guidance of the adolescents even though the process of vocational development starts when the child is young. Therefore, it becomes necessary that those factors which affect the career maturity of a child should be identified properly and should be dealt with effectively. For this purpose, the work done by Super and Crites encouraged the researcher to identify the factors affecting career maturity and
to see whether the vocational identity, emotional intelligence and decision making efficiency affect the vocational maturity of high school students.

**Need and Importance of the Study**

Adolescence is a period of transition having both long term and short term effects as both physical and psychological changes are taking place within the individual at a rapid pace. While going through a transition, an individual’s frame of mind is often laced with confusion which further complicates attaining a sound judgment regarding the situation at hand. Erikson (1968) describes it as a crisis of identity versus role confusion, as the individual is on the threshold of deciding his future course both regarding personal life and vocational aspects also. The choice of vocation is a major decision, which causes a great deal of concern to the adolescent. An individual's vocational adjustment varies directly with the extent of agreement between one’s characteristics and work demands i.e. job requirements. If the occupation is not according to one’s potentialities and personality, one’s vocational adjustment will be adversely affected. Therefore, the decision regarding the selection of the vocation becomes of utmost importance for the adolescent's future prospects.

Career counseling or career planning helps students to explore the skills, needs, personality and interests needed for selecting a career. It introduces them with research oriented resources which in turn help develop an action plan to yield a better understanding of career options and finally deciding on a particular career choice. So, the role of a counselor becomes all the more important in an adolescent's life as he can guide him for making the decisions for life.
Providing students with accurate and relevant information is crucial to extending career guidance. Counselors should know about various career opportunities and keep an eye on the demand graph of different skill sets which can be of any importance in the vocational market. This know-how then makes the task of the counselor easier in expanding the client’s horizon regarding career opportunities being offered by potential employers. Similarly, counselors assess the personality characteristics of the students to reveal what type of career will best suit him. Career counseling, thus, takes the psychology, educational qualifications and interests of a person for one’s employability. A career counselor would attempt to establish a functional relationship among the above stated factors.

Four pointers to be noted while taking a decision with respect to one’s career:

(i) Objective, scientific knowledge about the individual’s characteristics (psychological characteristics),

(ii) A comprehensive knowledge about the world of work specially the demands of the job in terms of qualifications and characteristics, and

(iii) Matching between (i) and (ii) so that a balance is sought for maximum satisfaction of the needs.

(iv) A fourth things has recently been added to the above namely what an individual wants from life? This becomes important since it decides the future status of the individual throughout life.

What is required in the state of present unemployment is modification of the work values according to the job in hand and intensive counseling by experts in the field of career and vocational guidance.
Due to personal counseling, an individual feels more confident and is able to make personal and vocational decisions effectively. When a person is self-confident and assertive, one is less likely to suffer from vocational indecisiveness and simultaneously keep depressive tendencies at bay.

Career intervention programme can range from individual counseling, group counseling to seminars and workshops. The ultimate aim of any career intervention programme is to provide complete knowledge about various career options, which may enable the individual to choose or make decisions regarding any vocation.

The socio-economic conditions are changing at a pace never seen before. Students are bombarded with career choices. But they are experiencing problems regarding the selection of their career. Therefore, the problem of reducing vocational indecision is important as it has individual as well as social and national significance. Despite this, existing literature shows that no comprehensive research investigation has been conducted in this direction in our country. This is of considerable importance to study the career maturity (i.e. the readiness to choose a career) of adolescents in our country in relation to vocational identity, emotional intelligence and decision making self efficacy.

Literature present on adolescent career maturity is complicated. However, the construction of the concept of adolescent schooling in our society is based on decision making about careers. If more research is conducted on career maturity in adolescents and their motivation towards career planning, it would enable people associated with them to take into consideration the factors which effect career maturity so as to enhance career development. Career maturity and its components
like career attitude, career competence, self appraisal, goal selection, planning and solving problems that arise in decision making should be analyzed to understand the vocational behavior of adolescents.

Therefore, it will be very beneficial to understand the process of career maturity in relation to vocational identity, emotional intelligence and decision making self efficacy. As a result, career counselors would evaluate an individual’s abilities, interests, talents and personality characteristics and combine them to realise one’s academic and career goals. Educational planners, curriculum designers, administrators and career guidance personnel could make proper educational policies so that valuable time and potentialities of each individual can be used properly for realistic entry into the world of work. Students will not waste their time in making error of judgment and then correcting them. A systematic well organized guidance programme can be provided to all students to prepare themselves for an appropriate life goal. This study will focus on the scientific basis to formulate appropriate strategies for vocational development of adolescents.

The conclusion of the research will be guiding factor to the education policy makers, educators, teachers and parents in shaping the lives of students.

**VOCATIONAL IDENTITY**

It was majorly Erikson’s theory of psychosexual development (1968) which gave a shape to vocational identity. Further, Erikson’s theory of life span development has a say with respect to career development. He emphasises on the individual’s ability to successfully carve a niche in a work environment, while paying attention to opportunities and limitations prevalent in one’s interpersonal and socio-
cultural dimensions. However, career researchers focus on the stage of identity formation wherein children develop a sense of industriousness. Children who are able to form an identity successfully feel useful, capable and confident of carrying out activities they take charge of. They also exhibit confidence in their abilities to learn various skills, thus become a productive member in the societal unit. Further, those children who gain recognition as a result of their efforts, experience an influx of sense of industry.

Developing a firm sense of industry is a pre-requisite for the overall growth during adolescence and young adulthood, especially for defining one’s vocational identity. Furthermore, a growing body of research supports the idea that children are introduced to the concept of work in their early stages of life. They develop notions about themselves, what they want to be when they grow up, what they want to do and what they don’t want to do.

Attaining one’s focus regarding sense of industry may be random and fortuitous. But when it is treated with systematic, sophisticated exploratory methods, this concept moves in a direction forward. Resultantly, adolescents focus on their findings which may enable them to evaluate occupations outside a fixed realm they may have set for themselves. Also, it allows them to align their interests, abilities and values with the demands and expected rewards offered by various occupations.

While stepping into the stage of identity diffusion, an individual is not considered to be a well-defined identity as one clearly just emerges from childhood. This is followed by identity foreclosure for most of the young adolescents. This occurs as they begin to adopt the beliefs, goals and values of the significant others in
their life. Identity foreclosure takes place since the young adolescents do not have necessary experience due to lack of exposure or opportunities to form an identity chosen by one. This stage however ends, when one actively begins the process of re-exploration, better known as the period of moratorium. If successful, they emerge with a self-chosen identity and this stage is referred to as identity achievement. It should be noted that some individuals may not be able to find foreclosure, fall into diffusion again, skip moratorium and never achieve a self-chosen identity.

Identity development is a primary developmental task which is considered to take place in the stages of adolescence and early adulthood. This aspect of vocational domain though is relevant in these stages; however it does not end here. Transformation in sectors as that of economics and technology has blurred all the defining boundaries. Today, individuals are encouraged to explore alternative career choices and thus, develop new vocational identities. A promotion or transfer in a job may also lead to a change in one’s vocational identity. As more individuals face midlife career changes, their perspective of their own self may change as well. This underscores the relevance of reinventing oneself through their careers, at every stage of life.

Adolescence has been identified as the period where the foundation of identity formation is laid. However, questions have been raised regarding the achievement of vocational identity during the said stage of life. One of the reasons can be cited as the lower involvement of the adolescents in career-oriented work followed by their lower commitment to vocations, even if they have entered the period of exploration. This in turn could be caused by the active participation in school and school-related activities.
Another view suggests that involvement in part-time work for moderate hours has a positive impact on an adolescent’s choice of work and vocation, which has been experienced by majority of adolescents. This facilitates the achievement of vocational identity. It has also been revealed that a large number of adults developed strong ideas regarding the type of work they wanted to do in their adolescence; which are consistent with their current occupations.

**EMOTIONAL INTELLIGENCE**

Emotional Intelligence, also known as EI is the inborn ability of an individual to recognize, communicate, describe and understand emotions. Some researchers suggest this form of intelligence can be developed and strengthened overtime, while another school of thought claims it is an inborn trait. Studies on emotional intelligence have been conducted since 1990. In an article by John D. Mayer and Peter Salovey (1990) define emotional intelligence as “an integral part of an individual’s social intelligence whereby one can monitor feelings, both of their own and others around them differentiate among them and also able to direct one’s thoughts and resultant actions.”

Another definition of emotional intelligence is given by UNICEF (2007) Innocent Report titled Childhood poverty in perspective: An overview of child wellness and emotional intelligence in rich countries as the real standard on which a nation can be evaluated in a holistic manner, is the way in which it attends to its children’s health, safety, education and sense of belonging, being valued and loved by the familial and societal units they are born into.
Alfred Binet (1909) stated that he had sadly observed that the teachers prevent educating those students who are unable to measure up to the stereotypical definition of intelligence. These teachers treat them without sympathy and respect. They give up on such students and choose to ignore them, as if their situation is an unsolvable puzzle taking up too much of their precious time and productivity.

Even till date these thoughts continue to concern us about how to get pupils to improve both their intellectual ability and their academic performance. The twenty-first century has brought about a new view of the more diverse reality of human functioning, and we are becoming aware of the need to address the education of emotional and social aspects in the schools and societies.

Emotional intelligence in recent times has become popular as it helps to understand relation between reason and emotion. This concept stems from social intelligence. Thorndike (1920) defines it as a quality which enables a person to understand and deal with others in a wise manner.

Emotional intelligence can be defined as a section of social intelligence through which an individual is empowered to study one’s as well as feelings of others, discriminate among them and utilise the knowledge gained in order to give a path to one’s thought processes and behaviour.

Like general intelligence, EI is a product of one's heredity and its interaction with one’s environmental forces. Also, one's emotional intelligence can be seen as a unitary ability aiding to know feelings and judge emotions while extracting cooperation from a person’s thoughts so that a corresponding behaviour is exhibited.
This further is required to realize happiness and welfare from the self’s point of view (Mangal, 2003).

Mayer and Salovey (1997) revised the term, emotional intelligence as “the ability to judge, realize and open up to accurate emotions so that they are adaptive in nature, also the capacity to comprehend emotions, the ability to generate feelings which in turn get transformed into thoughts and finally the ability to manage emotions which result into corresponding thoughts.”

Their model which identifies the following branches of emotional intelligence:

- **Perceiving Emotions:** To understand emotions, one is required to be able to discern them accurately. This involves the study of nonverbal cues which includes body postures, facial expressions, etc.

- **Reasoning with Emotions:** To utilize emotions in order to promote one’s cognitive activity. It is these emotions which grant the priority to us so that we can determine what is important and how should we react if and when the situation arises.

- **Understanding Emotions:** An emotion one perceives may be open to several interpretations. For example, if A is angry, the cause of this emotion can be dissatisfaction at work or a domestic disruption or maybe something else.

- **Managing Emotions:** This refers to one’s ability to effectively manage emotions. Regulation of and response to emotions are essential aspects of emotional management.
These branches in the Mayer-Salovey model of emotional intelligence (1995) the psychological processes with respect to emotions are arranged in the increasing order of their importance and relevance in an individual’s life as one’s it progresses.

The term Emotional Intelligence must include the following five qualities as discussed by Goleman (1995):

(1) Self-awareness - This includes being able to identify one’s feelings, make intelligent decisions through a spectrum of emotions and to realize that one is responsible for their emotions. Once this quality is harnessed, it allows one to inspire, motivate, encourage, validate and soothe others around. One learns to be neither too emotional nor too rational. One is capable of dealing with the difference that exists between one’s feelings and actions.

(2) Mood Management – The art of handling one’s feelings with respect to situation at hand. It refers to basically weighing out the choice to react or not to react under a specific circumstance. Managing frustration, anger and self-destructive behaviour, eliminating verbal pull-down, fights and group disruptions along with developing more positive feelings about self, school and family are some better options for managing mood fluctuations.

(3) Self-motivation – This includes the accumulation of one’s positive feelings and giving them a direction to achieve one’s goals, keeping the negative feelings of self-doubt, inertia, and impulsiveness aside. One becomes more responsible, is able to focus more on task at hand and be more self-controlled. Improved scores on certain achievement tests also suggest the same.
(4) Empathy – It refers to basically imagine oneself in another person’s shoes. This includes being able to understand how another person’s feels and experiences a specific situation, by hypothetically assuming oneself in their position. This is possible through the understanding of the other person’s verbal and non-verbal cues. Such an individual is more sensitive towards the feelings of others and is a good listener.

(5) Managing Relationships – This refers to an individual to be able to engage into, handle and analyse interpersonal interaction, resolve conflicts and reach negotiations. Here, an individual acts as a problem solver, taking a more assertive role in the process of communication. One tends to be more popular and outgoing, sought out by peers, concerned, harmonious in groups, and cooperative, helpful and with a democratic approach towards others.

**Major Components of Emotional Intelligence:**

Goleman (1995) suggests that emotional intelligence consists of five major components, which are:

(i) Knowing emotions - Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feelings. In fact, that is not always the case. Some people are highly aware of their own emotions and thoughts, but others seem to be oblivious of these and therefore they cannot make intelligent choices. The individuals who are unaware about their emotional predisposition are low in expressiveness and they don't show facial expressions, body language or other signs for others to recognize their emotions. This can have adverse effect on their interpersonal relationship.
(ii) Managing emotions- We all try to manage our emotions, regulating their nature, intensity and expression. Doing so is very important both for our own mental health and from the point of interacting effectively with others. They will probably be avoided by many people.

(iii) Motivating ourselves - Emotional intelligence works as a self motivating factor for to ensure a hardworking, enthusiastic and optimistic approach to reach the final outcome and being able to delay gratification to put off small rewards in order to get bigger ones later.

(iv) Recognizing and influencing other's emotions - Another aspect of emotional intelligence is the ability to know people accurately, to observe the mood and gauge their emotions. The persons are skilled ingenerating strong emotions in others. They can get people to feel what they feel.

(v) Handling relationship - Some people get along well with others, are liked by them and as a result enjoy high level of success in their career. Some turn their personal relationships into a mess. According to Goleman (1995) this is due to difference in their respective emotional intelligence, which thus helps to empathize with others.

**Factors affecting Emotional Intelligence**

(1) Self awareness – This is one of the most basic emotional skills and it is this factor which helps an individual to realize the kind of emotion one is feeling. The fact that is important is that a person becomes aware regarding their thoughts and the conversion into feelings and actions. In other words, it is the awareness of a cyclical relationship among one’s thoughts, feelings and actions.
(2) Emotions – Emotions are feelings such as happiness, sadness, anger, fear, anxiety, etc. One needs to understand that when emotions get the upper hand in a situation, things escalate. This is why one is required to take some time and judge if the action that would eventually occur based on a particular emotion is the most appropriate thing to do. What one needs is to develop an attitude to channelise emotions in a positive direction. For example, one may gradually learn to handle a situation by talking things out and not resorting to violence when one’s upset.

(3) Empathy – When one understands the urgency of a given situation and is able to act appropriately, understanding feelings of others’ by taking up their perspective, one is said to be empathetic.

(4) Communicating - Any relationship which is devoid of sound communication is incomplete and unfulfilling. Once the communication cycle runs through properly, this tends to have a positive effect on all the people involved. Also, it should be understood that feelings are often contagious, positive or negative. The key to efficient communication is being able to express one’s personal concerns without anger or spite.

(5) Cooperation - Effective co operation decides how and when to take the lead in various activities. This is closely followed by effective leadership. A good leader does not dominate but masters the art of enabling people to work together to achieve common goals. Recognizing the value of the contribution by each unit in the team and offering encouragement for better results does more good than giving orders or complaining. Also a need to take responsibilities, recognise the consequences of the decisions made and follow through commitments.
(6) Resolving conflicts – To resolve the conflicts, it is required to figure out the functioning of one’s work place. Individuals dealing with clashing thought processes often remain confused and lose oneself into a self-consuming spiral of emotions, where the projected subject of conflict matter is rarely the key problem.

Academic implications of emotional intelligence encompass human competencies such as self awareness, self control, empathy, the art of listening, resolving conflicts and cooperation. The good news about emotional intelligence is that it is virtually all learnt. Apart from concentrating on cognitive skills, various social and emotional learning techniques can be implemented in schools to bring about a number of positive changes in the lives of the students.

**Model of Emotional Intelligence**

**Table:1.1 Framework of Emotional Competencies**

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<th>Self Personal Competence</th>
<th>Other Social Competence</th>
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<td><strong>Recognition</strong></td>
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<td></td>
<td>- Self-confidence</td>
<td>- Empathy</td>
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<td>- Emotional self-awareness</td>
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<td>- Accurate self-assessment</td>
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<td>- Conscientiousness</td>
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<td>- Self - control</td>
<td>- Teamwork &amp; Collaboration</td>
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<td>- Trustworthiness</td>
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Baron (1997) defined emotional intelligence in his mixed model of emotional Intelligence as an array of non-cognitive capabilities, competencies and skills that influences one’s ability to succeed in coping with environmental demands and pressures. The Baron approach to non cognitive intelligence measures the emotional quotient which brings a new depth into the understanding of intelligence and increases our ability to assess emotional intelligence. Emotional intelligence is an important factor in determining one’s ability to succeed in life and also directly influencing one’s general emotional wellbeing. These abilities and skills are related to life and success are re-identified under five broad categories to understand emotions, emotional knowledge and the ability to regulate emotions and to promote emotional and intellectual growth. These competences of emotional intelligence can be witnessed under the four branches mentioned below. It should be noted that these branches have been arranged in the rising order of their importance in terms of psychological processes to higher integrated processes. They are as follows:

- Perception, Appraisal and Expression of Emotions

The lowest branch is associated with the accuracy of the ability with which an individual identifies emotions and their emotional content. People differ in terms of their ability to accurately express different types of emotions. The appraisal and expression of the others’ emotions can be characterised as the ability to accurately determine the emotion being experienced by other people. This also involves discussing the ability to accurately communicate these feelings. Another concept which is related to the appraisal and expression of emotions in others is empathy. It is generally referred to as an ability to understand and experience another person's feelings or emotions. Empathy is an important skill which enables and empowers
people to lend a helping hand to the society, thereby maintaining positive interpersonal relationships.

- **Emotional Facilitation of Thinking**

  Emotional facilitation of thinking is the next branch under emotional intelligence which is concerned with the emotions which act on one’s intelligence. It describes those emotional events which assist in an individual’s intellectual processing. This involves the evaluation of the similar opportunities and problems varying in states of moods. Also, a wide range of options will appeal to the mind and therefore, will be considered. From the very beginning, emotions start signaling important changes which take place within the individual and one’s environment. As an individual matures, emotions take shape and improve one’s thought processes by directing a person's attention towards more important changes.

- **Understanding and Analyzing Emotions by Employing Emotional Knowledge**

  Understanding and analyzing emotions by employing emotional knowledge involves the comprehension of emotions and utilization of that knowledge. This also means that the consequences of these emotions and moods are life-defining for many of the individuals. Some of the individuals have a rudimentary comprehensibility such that how will they be influenced by their feelings. However, on the other end, some individuals are unaware about the effects of their feelings. For instance, an individual who has had a hard day at work comes home in a bad mood and gets into argument with one’s spouse and children. One never realises that this bad mood acts as a contributing factor in one’s disagreement in matters of the house.
• Management of Emotions

Management of emotion deals with the conscious regulation of emotions to enhance emotional and intellectual growth. Emotional reactions must be taken into account when they occur independently. The emotional insight and energy provided by experience may be applied to the reasoning process and may both motivate it and provide a means, for example, to elicit others’ anger in opposition to injustice. As the individual matures, there also emerges consistency reflective or meta-experience of mood and emotion. The meta-experience of mood appears to be related to important phenomenon such as how clear, typical and influential one’s mood is. The meta-experience of mood appears to be related to important phenomenon such as how long one dwells on traumatic expenses.

DECISION MAKING SELF EFFICACY

The application of Bandura’s Self Efficacy Theory given in 1977 is one of the most groundbreaking areas of research under the purview of career development and counseling. This is because the theory enables one to understand and treat the problems prevailing in both personal and social spaces of career development. Adding to the literature, there have been many studies by now to investigate the importance of self-efficacy, also referred to as confidence in educational and career development processes in relation with career-linked behaviours.

Albert Bandura (1997) says that the concept of self efficacy refers to an individual’s trust in one’s ability to manage and carry forward the specified course of action needed in the production of attainments given. As per Bandura perspective, self efficacy beliefs are important for the human agency, also states that the efficacy
beliefs affect various courses of action that the individuals opt to follow, the magnitude of efforts they agree to put forth into certain endeavors, the resilience to combat adversity and the extent to which they commit to persevere in the face of failures. The concept of self-efficacy beliefs also tend to influence the thought patterns (whether self-hindering or self-aiding), the level of stress and depression they experience while coping with environmental demands and the level of accomplishments they eventually realize. Self-efficacy beliefs can influence an individual to commit to execute the behaviors necessary to produce desired outcomes in a successful manner. The self efficacy theory states that the level and strength of self-efficacy will determine:

- Whether or not a behavior will be initiated
- How much effort should be incorporated to achieve a desired result?
- How long the effort sustains in the face of obstacles?

Bandura (1993) says that in a person takes decisions in one’s life on the basis of one’s perceived self efficacy. This occurs by undertaking certain activities and selecting situations deemed to be within the reach of our capabilities so that success is ensured. Also, an individual avoids those activities which may end up into failures. When an individual has a strong sense of perceived self-efficacy, one puts forth a greater effort to accomplish a task despite the obstacles one encounters in comparison to those who have a lower sense of self-efficacy. Studies show that the students with higher degree of self efficacy are more likely to have an intention of remaining enrolled in college. Accordingly, their behavior is more likely to face external obstacles and persist. It should not be sidelined that self efficacy is not the only influence, however important influence it may cast on the behavior. In
achievement settings, let us take higher education as an example, other important
variables include skills, expectations regarding the outcome and the perceived value
of outcomes. When the necessary skills lack, self-efficacy will not generate
competent performances enough. Bandura states that once the beliefs of efficacy are
formed, they still may not be stable enough. They may vary from strength to
strength. And this variability is resultant due to the individual’s conquest of
constantly evaluating newer and newer information. However, once efficacy beliefs
have been established, over long periods of time and based on a large amount of
information, it is unlikely that they would undergo further changes.

The beliefs of self efficacy are very specific and that is the reason why it is
impractical to discuss them in wider, global and general contexts. It has been seen
that those students who have a strong set of self efficacy beliefs are more likely to
thrive in social contexts. But they also accommodate weak beliefs of efficacy
regarding their abilities to achieve success in academic terms. And especially for this
reason, this concept should be discussed in terms of student self efficacy. This type
of self efficacy intends to hold on to various aspects of self efficacy that are trusted
to bear importance in the minds of college students. In students, self efficacy means
self regulated learning, academic achievement, financial attitudes, difficulties and
career decision-making.

When self regulated learning type of self efficacy is compared with typical
self efficacy, the measures are concerned with an individual’s perceived capabilities
so that a performance is generated in a domain with specific content. Also, self-
efficacy for self-regulated learning taps the confidence level of students by utilizing a
variety of self-regulatory strategies in the academic environment, without the constraints of particular subject matters. And the achievement of this kind is possible by the measurement of the ability to regulate an individual’s concentration during lectures and also to be able to study under the impact of distractions. Bandura and Martinez (1992) suggest that self regulated learning type of self efficacy has been discovered to be inversely related to an individual’s performance through its positive and direct link to specific set of self efficacy beliefs.

**Self-Efficacy in Academic Achievement**

Perceived self efficacy in academics is referred to as personal judgments of an individual’s capabilities to organize and carry out those courses of action which are helpful in attaining designated types of educational performances. Famous psychologist Albert Bandura refined certain instruments to measure this concept, to assess its level of generality and power across various areas and activities. However, when one discusses academic functioning, the standard of self efficacy means a collection of distinction across various levels of tasks, for instance, an array of mathematical based problems in an increasing order of difficulty. On the other hand, self efficacy generality points out to the shift of the beliefs surrounding self efficacy laid across a gamut of activities. And finally, self-efficacy in academics is measured by varying degrees of certainty to allow an individual to perform the given tasks (Zimmerman, 1995).

Bandura (1997) says that for a successful performance one must look for those beliefs of efficacy which strengthens them and those streaks of repeated failure which weaken them. This stands true if the failures take place in the early phases
and remain unaffected by the presence of adverse conditions or lack of effort. A small grain of success at the final synapse of an individual’s performance pushes one to trust that one has what it takes to succeed. This belief will often enable them to climb higher peaks of accomplishments and to succeed in a new course of activities or in new settings. However, it is not the performance alone that guarantees the accumulation of relevant and ample amount of information so that a steady parameter for judging one’s capability is set. As it so happens, many factors which add little to the ability can really have an impact on an individual’s performance. Perceived self efficacy is considered far better a predictor than past performance under variable conditions. This is relevant since the judgments on efficacy encompass more information that the executed action simply.

**Self-Efficacy in Career Decision-Making**

Taylor & Betz (1993) described the concept of career decision-making self-efficacy as an extent to which the students show self-efficacy with respect to their abilities. Then, they further engage in goal planning, gaining educational and occupational information and decision making. Studies conducted on career development reflect a relationship between the subject declared and academic success. This decision involves taking a lot of responsibility which involves problem solving and confidence in decision making capacity. Bandura (1997) says that those people who are short of confidence in their judgment call have issues taking decisions and standing by them even when they have been taught strategies for grappling with them. Saying differently, unless people are confident about their ability to make sound decisions, they are unlikely to make efforts in exploring career options. In this study, the above mentioned elements of self-efficacy include the
variable called college student self-efficacy. This is an essential component which influences an individual’s intention of keeping oneself enrolled in college and measuring one’s level of commitment and contentment. Therefore, a student has to strike a specific level of motivation to receive the degree. Motivated people are driven to achieve a pre-set goal and believe in the achievement ability. Motivation revolves around selecting, activating and directing one’s actions to attain a pre established objective.

Owing to its importance in the avenues of career decision-making and career interventions, self-efficacy in career decision-making has probably received the most attention in the research sector when compared with other domains of career behaviour. Taylor (1990) has been credited in originally defining career decision-making self-efficacy as the individual's belief of whether one can successfully complete tasks mandatory in making career decisions. Career decision-making self-efficacy has been measured using the task domains of planning, accumulating occupation-related information, selecting the goal, problem solving and self-appraisal. Probably due to its pivotal role leading to successful educational and career outcomes, factors related to career decision-making self-efficacy, the design and evaluation of interventions have garnered extensive attention by the researchers.

Self-efficacy in decision-making is an integral variable in the process of career development among high school students. Career decision-making self-efficacy reflects the strength of an individual to feel confident about one’s capability to fruitfully get involved into tasks which are associated with making a good career choice and finally, a practical commitment to a career. In the general sense, it has
also been observed that career-related self-efficacy may prove to be an important element in formulating a model for career development. A research conducted by Bores and Rangel (1990) substantiates the link between career self-efficacy and career interests. Also it offers an insight into careers considered and preferred by young adults studying in high school for equivalency degrees.

Self efficacy of the perception can be referred to as the belief of an individual in one’s abilities to yield prescribed levels of achievement which extends its impact to events that influence their lives. The beliefs of self-efficacy determine how people feel, think, motivate themselves and behave. These beliefs result into those effects which are thriving in diversity through cognitive, motivational, affective and selection processes.

Human accomplishment and personal well being are enhanced by a strong sense of efficacy in so many ways that we can imagine. Highly assured of their capabilities, such individuals take the head-on approach and challenge threats that come their way rather than run away from them. This type of outlook fosters intrinsic interest and deep engrossment in the activities under question. They establish objectives for themselves and maintain a strong sense of commitment towards their achievement. They take steps to combat failure by directing, increasing and sustaining their efforts. In case they suffer from failures, they bounce back fairly quickly and recover their sense of efficacy after suffering for a regulated interval. They attribute failure to insufficient effort, deficient knowledge and work to acquire skills so that the result is positive the next time they perform. They are positively energized individuals who approach problems with an assuring attitude reflecting
the idea that they would eventually rise above the difficult situation. It is this kind of thought processing which enables them to achieve personal targets, lower stress levels and vulnerability.

On the other hand, those individuals who shed away from difficult tasks viewing them as their personal threats doubt their abilities. They suffer from lower levels of aspiration and weaker degree of commitment in the direction of goals they choose to pursue. While facing challenging feats, they linger on the subjects related with their personal deficiencies, obstacles they face and also various types of unfriendly results. However, they should concentrate on their performance, making it better and doing well. They are bound to under weigh their efforts and then, surrender when the going gets tough. Following failures or setbacks, the recovery of their sense of efficacy is generally very slow. It does not take much time for them to lose faith in their capabilities for they consider their performance far below the average level as a part of their deficient attitude. They easily fall victim to stress and depression.

**CAREER MATURITY**

Career is the job or profession that someone takes up for a long period of their life. (The Concise Oxford English Dictionary).

Another definition of career maturity is given by Carter, career is a progression or general course of action of a person through some phase of life, as in some profession or undertaking the occupation, especially by requiring special training, followed as one's life work.
The nature and meaning of the term career uses various terms and similar shades of meaning come across very commonly known as job occupation profession vocation. All these terms are somewhat different in application but have the common goal. For vocational education's point of view, a job is specific assigned task which provides the media by which the student practices and develops skills for an occupation. An occupation is a series of duties and responsibilities undertaken and related activities performed by an individual to accomplish a goal. Profession is an occupation usually involving relatively long and specialized preparation based on one’s level of higher education and governed by its own code of ethics. Vocation refers to a calling as to a particular occupation, business or profession. (The Concise Oxford English Dictionary).

There can be multiple career options. A group of career options are broadly related on the basis of similarity of skills and knowledge. Young people today grow up in a working world of extraordinary complexity. If they do not get correct information and guidance, they may choose jobs with which they are dissatisfied and cause themselves frustration and their employer’s expense. Secondary schools are in an ideal position to give career guidance. They are staffed in such a way as to make it possible for every school to have at least one member of the staff specializing in guidance and counseling.

Career maturity has emerged as a significant concept in the recent history of career psychology. Crites (1976) describes career maturity as the eagerness to make sound career decisions. It has a pivotal role to play in the developmental approach so that a behaviour driven by career is well comprehended. This includes a thorough
evaluation of an individual’s career graph with respect to one’s career associated
developmental tasks. Whereas, Super (1953) assigned another name of vocational
maturity to career maturity. This concept includes the triangular combination of
initiative, attitude and competence so that one is enabled to effectively cope with
tasks that involve career development. It can be assumed that a career mature person
is capable of making an appropriate and realistic career decision. Individuals high in
career mature exhibit an ability to identify their occupational preferences and
undertake actions in order to achieve their goals.

Career Maturity refers to an individual’s promptitude to remain informed so
that age appropriate career decisions are made along with career development tasks
(Savikas, 1984). Others define career maturity as awareness about what is required
to make a sound career decision and the degree to which one's career choices are
both realistic and consistent over time (Levinson, 1998). Whereas, Crites (1976)
proposed a career maturity model which suggests that it is a blend of emotional and
cognitive dimensions. Further, the emotional dimension entails an individual’s
attitude in the process of making decisions in careers and the cognitive one is a set
of decision making skills.

Lundberg (1997) says that it is the preparedness within an individual to take
career appropriate decisions which can be defined as career maturity. This concept
has been measured by treating majority of the population as a norm for a long time
but the research on diverse populations demonstrates that few of the variables that
were used to measure career maturity do not apply to all the groups.
Naidoo (1998) explains that career maturity is affected by age, gender, race, ethnicity, work salience, locus of control, socio-economic status, etc. It is the complex interaction of such above mentioned factors that influences a person’s readiness in proving dexterity in the tasks corresponding to various stages of career development.

According to Luzzo & Powell (1998) the measure of keenness in an individual to take career decisions by keeping attitudes and know-how of career decision making as the basis is referred to as career maturity. It is needed to assess the career indecision carefully so that the information thus gained about specific issues might play a factor in inhibiting an individual’s quickness in making career-based decisions. A relevant aspect of career development maturity is the magnitude and nature of career indecision. So, this is a helpful theoretical construct which provides a criterion index in the evaluation and development of career interventions.

**Dimensions of Career Maturity**

According to Super (1980) three developmental psychological principles can be used in conceptualizing career maturity. They are:

1. Development occurs when the distance is travelled from a random, undifferentiated activity to goal-directed specific activity

2. Development moves in the forward direction, leading to awareness and orientation with reality.

3. Development is from dependence to increasing independence.
With these principles as guidelines, Super et al. (1979) constructed a framework for their research which included the following dimensions:

1. Orientation to vocational choice - This dimension is concerned with choice, use of resources and general occupational information.

2. Information & planning - This is about gaining specific information regarding one’s preferred occupation and the gradual steps of planning to enter the same occupation.

3. Vocational preference consistency - This shows the extent to which one's vocational preferences are consistent over a period of time.

4. Crystallization of traits - Traits such as interest, maturity, vocational independence, realism, work values, etc.

5. Wisdom of vocational preferences - This involves the relationship between preferences and abilities, activities and interests.

Analysis of data for the above study revealed the appropriateness of only a few indices for the ninth grade students.

Later, after working on the research data on Career Development inventory form III (1971) Super and Thomson (1979) gave the following dimensions of career maturity.

1. Planning

2. Evaluating the usage of resources to explore career maturity

3. Referring to the student’s aptitude and its application in career decision making process

4. Career development
5. Information on the concept of work

6. Information about the preferred occupation of the student

Therefore, an individual's vocational maturity, then, can be explained by his position along these dimensions in relation with either one’s chronological age and expected life stage or the behaviour of others coping with the sense of developmental tasks. (Super, et al.1957).

Career maturity is a process in which a person becomes aware about oneself and one's options in the field of his preferred vocation. As one moves towards maturity, a person's behaviour pertaining to career becomes more real and specific. When a vocationally mature persons starts work, good ethical values and a positive attitude shine through. This person will have an insight to solve all his problems related to the field of profession which are related to vocational adjustment and job satisfaction.

Aspects of initiative, attitude and competence combine to form the concept of career maturity which is essential to cope with those tasks which involve career development. It is only natural that a career driven individual is capable of taking appropriate and pragmatic decisions. Such persons who are career mature showcase an ability to recognize their interests and take actions so that their goals are achieved.

Super (1957) defines the concept of career maturity as the juncture that an individual reaches on the spectrum of vocational development, ranging from the stage of exploration to the decline. Thus, career maturity is the measure which reflects the affective, behavioural and cognitive processes in an individual to make both career mature and practical choices.
Career maturity in another way, includes the journey which an individual embarks upon to master certain career-related developmental tasks according to his/her life stage. It is extremely important to identify an individual’s progression into the process of career maturity in order to offer appropriate career guidance. Aspects of career maturity include:

1. Obtaining self-awareness and self-knowledge;
2. Acquiring decision-making skills and applying them in day-to-day activities;
3. Gathering career-related information and developing into knowledge regarding various occupations;
4. Combining self-knowledge and knowledge about various occupations; and
5. Using the obtained knowledge in career planning.

Career maturity can be defined in the words of Salami (2010) as the willingness of an individual to take a career decision which is both appropriate as per one’s age and well informed and to mould the career with utmost care in the presence of various opportunities and limitations.

Studies have also propounded on the impact of certain psycho-sociological variables, for example intelligence, parental influence, school’s influence, socio-economic status, needs and values. It would not be an exaggeration if these factors would act as potent motivators in certain careers towards which adolescents showed their inclination. Perception is altered when one realizes the impact of these factors on an individual’s career maturity. This in turn, offers few guidelines so that a gamut of activities can be organized for the students allowing them to reach closer to their desired career destination.
RATIONALE

The main idea to pursue the present piece of work is to study vocational identity, emotional intelligence and self efficacy in decision making in relation to the level of career maturity of high school students.

One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The origin of the concept of career maturity lies in Super’s Developmental Theory of Career Behavior (1957) which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early childhood. Career maturity is the term, which denotes the point one reaches on one’s career development graph from the exploratory years up to the stage of decline.

Various factors influence an individual’s educational and vocational choices, broadly it can be grouped in two categories:

(a) Environmental Factors – These include age, gender, residential background, socio-economic status, home environment, etc.

(b) Psychological Factors – These include interest, aptitude, motivation, achievement, self-concept, personality traits, emotional intelligence, etc.

Also a person needs to understand that career selection is a process wherein innumerable possibilities are measured using not only logical reasoning but other factors too (above mentioned). Therefore, an inward way which will help the
Introduction

students understand their personal level of career maturity would be possible when one is able to identify and measure these factors while suggesting guidelines in planning various activities for them. This in turn supports the parents, teachers and guidance counselors in instilling a desirable attitude in students. The proposed study is an endeavour to study the role of emotional intelligence, vocational identity and self efficacy in decision making in adolescents in relation to career maturity, while keeping determinant and predictor variables in mind.

In the present era of rapid self growth and development large number of occupations has emerged. Along with this there is a problem of over population in India. Even the above average individuals are finding it difficult to get a suitable job which could harvest their optimum ability, aptitude, intelligence and appropriate personality characteristics. Career maturity has emerged as a very important aspect in the field of vocational guidance. It is important that the adolescents have high degree of career maturity so that they are able to choose their career out of the various opportunities available to them.

Since Psychology shares its nature with science and arts it has the qualities of both the worlds. It is ever growing, self adding self corrective with new theories evolving; it becomes essential to develop a holistic approach for better results. The combination of maximum factors will lead to more accurate results.

Up till now studies were done on emotional intelligence, vocational identity and self efficacy in decision making of adolescents but not in relation to career maturity also the plethora of career maturity studies has not been conducted in a systematic way. Different findings have confused rather than consolidated one
understandings of its nature and role of shaping individual’s vocational path, wherein research into correlates of career maturity is reviewed. Career maturity can provide the concept and tools which career education requires to conceive and evaluate curriculum and training programs.

The purpose of this study is to compare several factors namely vocational identity, emotional intelligence and decision making self efficacy in relation to career maturity of adolescents. Therefore, when vocational identity, emotional intelligence and self efficacy in decision making in adolescents will be studied in relation to career maturity it will make the study more comprehensive. The present research will throw upon a light in guiding the students for a career so that they have job satisfaction, and enhance the counselors in deciding careers for generations to come.