CHAPTER - 2
REVIEW OF LITERATURE

Fast paced technological transformations in society are concomitant with a rapidly changing work environment. The incongruence between the unmet demands of the job market and the forty million officially registered job seekers serves to underscore the significance of vocational guidance.

Inspite of the gravity of the decision, or perhaps precisely because of it, many students freshly ejected in the job market appear largely inept at making a practical and ultimately beneficial career choice. Unrealistic professional aspirations, teeming parental and societal pressures and inadequate knowledge, spiral many down the path of unsatisfactory, unfulfilling frustrating and over-stressful jobs. Instead, what is required is not only the honing of resources directed towards optimizing ones aptitude and ability, but also a channelized inculcation of one’s interest and desires. Vocational guidance enhances the prospective job seekers to achieve fulfilling and successive careers avoiding wastage of both, economic and emotional resources.

Keeping all these facts in perspective, this research is directed at guiding educational policy makers, educators, teachers and parents in shaping the live of students. For the sake of convenience the review of literature on the subject and related concepts is described under the following heads.

1. Vocational Identity
2. Emotional Intelligence
3. Career decision making Self-Efficacy
4. Career Maturity
Vocational Identity

Vocational Identity can be described as one of the major component of agentic control which one has over his/her career development. Through vocational identity, a framework can be determined for setting up goals and self direction. It also contributes to an individual’s adjustment and well-being along with facilitating the transition which one goes through from school to work.

Erik H. Erikson’s theory of psychosexual development (1968) along with the theory of life span development plays a key role in shaping up the concept of vocational identity and they also have a major implication on career development concepts, theories and stages. The stage of identity formation during adolescences and youth period has always been a focused point for career researchers globally. The identity is explained as a subjective sense as well as a noticeable quality of personal sameness and continuity, paired with belief in the sameness and continuity of some shared world image. As a quality of unself-conscious living, this can be gloriously obvious in a young person who has found himself as he has found his communality. An emergence of a distinct unification can be seen in that person’s various aspects of personality ranging from body type and temperament to qualities like giftedness and vulnerability. It also affects the values offered, mentors met, various occupational possibilities that come in that individuals way to friendships acquired and first sexual encounter. Erikson (1968) explained identity as a structure to understand who one is, one’s sense of personal control, freedom and will along with a coherence, consistency and a sense of harmony between the individual belief’s, values and commitment. A person faces the situation of identity crisis when he/she has to choose the future path for themselves on their own. Erikson referred
occupational identity as one of the central domain of an individual’s identity formation (as well as religious and political identity). Occupational identity helps individual not only in regards to their values, beliefs and commitment towards work, it also assist an adolescent in finding commitment to education, work and occupation.

The most widely known career development theory given by Super (1974) known as career theory. Super (1974) laid emphases on the three main perspectives of vocational guidance: a) developmental perspective which focuses on the life course of vocational behavior in career development; b) phenomenological perspective which emphasizes the role of self-concept in the process of developing career of an individual and c) the contextual perspective which brings forward the importance of multiple social roles across the life span of an individual. Super described the period of adolescences as a period of exploration (ages 14-24) during which individual’s make an attempt to understand their own self and find their way in the world.

Super’s career theory also gives an in-depth description of the concept of career maturity. It is described as an individual’s readiness to make his/her career decisions. Super affirmed to the fact that self-concept is a key central component in understanding an individual’s behavior and the occupational self-concept eventually is a constellation of self-attributes which are vocationally relevant to the individual.

The individual’s satisfaction from the work role is connected with successfully developed self-concepts. The career choice and adjustments made are a continuous process. Career researcher, Holland et al. (1980) defined secure vocational identity as a clear and stable picture of one’s goals, interests, personality, and talents which
contributes to appropriate vocational decision-making and confidence in an individual’s ability to make career-related decisions. Often career indecisiveness is a result of an individual’s failure to form a stable vocational identity. This concept of vocational identity holds importance for everyone, ranging from school and college students to even working professionals. Law et al. (2002) states that some of the career researchers are of the view that developing a vocational identity is a learning process, which confronts the post-modern individual with several challenges: a) to draw upon personal feelings; b) to differentiate self from others; c) to develop a personal narrative; d) to represent experience in one’s own terms; e) to focus a point of view; f) to build an inner life; g) to relate all to one’s own purposes.

It is during the adolescence and early adulthood wherein identity is in the primary developmental stage and as per vocational domain, it does not stop there. In early youth, identity is forming along with which career skills are also acquired and individuals try different career paths which results into a natural process of doubts and uncertainty related to the career choices they make and the study programs for them. Formation of vocational identity is also affected by external (economical or family situations) or individual’s internal thoughts and feelings. Therefore, vocational identity formation is a continuous process and a never ending task. Psychologists have always emphasized that adolescents should reflect upon their vocational identity needs and get clarity so as to develop a secure and successful future for themselves in their work and educational life.

Kumnen (2013) explored the effects a student’s career choice guidance has on his/her identity development. Before and after comparison of levels of identity
development after the guidance were made in order to study the effect. Also, participant’s identity development was compared to the identity development of a norm group of the same age and educational level. A significant increase was seen among the participants in the vocational and personal domains along with their measures of global identity. Effect size was found to be moderate. Significantly higher increase levels were recorded in comparison to norm group data. Initial commitment strength for career choice problems was found to be lower in comparison to the norm group for vocational and personal domain. No such effect was seen on global identity.

Zhejiang et al. (2013) studied the demonstration of psychological features of Vocational Identity in the formation and specification of occupational choice. The study also revealed the potential occupation fitness and stability of job hunters. Based on the framework of Dual-cycle model of self-identity, a vocational identity model was proposed. Also, by means of Delphi method and questionnaires, an empirical research on the structure and elements of vocational identity was conducted on potential employees who were considered for the sample.

Khasawneh et al. (2012) conducted a study on 641 students of Hashemite University in order to determine the level of vocational identity and career decision status which was assumed to be an indication of their readiness for the national workforce in Jordan. Vocational identity scale and career decision scale were used as tools to administer the test. Overall mean scores of students indicated a high sense of vocational identity and greater career decision. No significant differences were found in perceiving the VIS and CDS what were attributed to the gender and
academic standing of the students. However, differences on the VIS and CDS were found which were attributed to the type of faculty. At the end of the study, theoretical and practical implications were offered to all the students for the field of career and vocational development.

Hirschi (2011) conducted a study on group of adolescents who were in eighth/ninth grade and in eleventh/twelfth grade respectively. Vocational Identity’s longitudinal pattern was studied in relation to the personality, gender, well being development along with the nationality and attended school track of the students in the groups undertaken for the study. The results affirmed to the presence of 4 identity statuses among the students i.e. Achievement, Moratorium, Foreclosure and Diffusion. Progressive patterns of identity development were seen in forty two percent of the students whereas thirty seven percent of the students were found to be in the same identify status over a period of time. Different statuses and status change patterns of students lead to a significant impact on the difference in their personality traits. Emergence of identity exploration over a period of time was related to higher neuroticism, whereas students high on conscientiousness maintained a sense of identity in terms of foreclosure or achievement. An increased sense of life satisfaction was seen in students who acquired identity clarity and commitment whereas students in the stage of identity crises or exploration scored low in their sense of life satisfaction.

Georgia (2011) conducted a study on a sample of 200 high school students to explore the mediating role of career decision self efficacy between the newly established construct of core self-evaluation known as CSE and the adolescents’
vocational identity. Results revealed the direct as well as the indirect influence of CSE (via career decision self-efficacy) on the vocational identity of female students. However, in case of male students, only an indirect effect could be seen.

Smitina (2009) studied for a better understanding of the main reasons why students in Latvia universities left their studies as well as about the students needs in career education and relationship with vocational identity and found that those students, who were thinking to leave their study generally showed lower vocational identity and it was also found that gender and at risk status had no significant influence on occupational aspirations.

Keith, et al. (2008) studied and formulated a hypothesis stating that undergraduates enrolled in a career explorations course would report significant gains in career decision-making self-efficacy and vocational identity during the course of a semester. Following which eighty eight students’ pre-course and post-course self-efficacy for five tasks related to career decision making were assessed by using the repeated measures of MANOVA. Results of the study revealed a significantly more adaptive self-efficacy belief of the students who followed the career course. An increase in women’s judgment in regards to efficacy for career planning and problem solving was also indicated in the results. Furthermore, a strong sense of vocational identity was also reported by the students under the study. This study provided a lot of assistance to current research work as it showcased the ability of various interventions to affect the career related beliefs of undergraduate students.

Matthew, et al. (2007) undertook a study on 220 high school students to study the component structure of the three indices which form a part of career
development. As a result of the study, a unique four-component solution was revealed as the best fit model. The four components were as follows; connection to work, commitment to chosen career, salience of chosen career and vocational identity. Furthermore, the model also suggested the importance of being connected to one’s vocational future, especially in the social scenario where the pressure to disconnect is present, which is considered as an external barrier. The concept of vocational hope is an important consideration in an urban adolescents’ career development.

George and Kolone (2006) conducted a study on seventy two students who belonged to an African-American high school in order to explore the relationship between social-cognitive construct of career decision making self efficacy and vocational identity (as an outcome variable) along with the career exploration behavior among the students. Results indicated the presence of a strong relationship between the above said variables. Career decision making self efficacy was found to be related to the vocational self concept as well as to the activities related to career exploration of an individual.

Alex and Steve (2004) studied the relevance of the Goal Instability Scale-Portuguese Adaptation (GIS-P) on the vocational identity and career certainty of 375 students from the tenth, eleventh, and twelfth grade of a Portuguese high school. After translating the GIS-P, the researcher applied the confirmatory factor analysis to examine the factorial uni-dimensionality and reliability of the construct. Convergent and divergent validity with personality, career, and social constructs was demonstrated through the multitrait-monomethod correlation matrix. The GIS-P came out to be a stronger predictor of vocational identity than global self-esteem and
differentiated students with postsecondary plans from those who were uncertain about their plans. This research supports the cultural relevance of the goal instability construct and also of the motivational determinants of academic and career adjustment among Portuguese students.

Ross (1996) conducted a study on 106 persons who were disabled, most of them were unemployed and were regular attendees to a vocational rehabilitation agency. Vocational identity, self esteem and community integration were the variables under study. It was found that people with psychiatric disability and physical (non-painful) or sensory disabilities reported a significantly greater level of community integration and self esteem in comparison to people with chronic pain or brain injury. Also, significantly lower levels of vocational identity and self esteem were found in people who were regular visitors to the rehabilitation agency for both vocational as well as psychological/psychiatric services when compared with people who undertook only vocational services. Furthermore, Community integration was found to be independent of the type of service received by a person.

Leung, et al. (1991) explored the theoretical relation of the construct of vocational identity with concepts of consistency and differentiation through a study conducted on 196 males and 334 female students. These students participated in a career guidance intervention program which was organized for students with special ability (gifted students). Vocational identity scale was used as a measure to compute the multiple measures of consistency and differentiation. Results indicated no relationship between the two constructs under study.
Chung et al. (1988) studied the Harren’s Model of Career Decision Making (1979), in order to explore the relative influence of constructs like school adjustment, vocational identity and attitudinal career maturity on career decision making process. On investigating through the path analysis method, the strongest direct effect of vocational identity was found on the attitudinal career maturity along with the career decision making process. Results also revealed that rational style was found to be more effective in comparison to intuitive and dependent style when it comes to career decision making process.

Holland (1985) studied the theory of vocational personalities and work environment (Making Vocational Choices - theory of vocational personalities and work environment) which revealed the relation of vocational identity with both, the degree of vocational development and the progress made in the achievement of ego identity. Furthermore, association of vocational identity was found more with the task of crystallizing the tentative preferences in comparison to it’s relation with the other tasks present on the continuum of vocational development.

**Emotional Intelligence**

Emotional Intelligence is defined as the ability to perceive, assess, and manage one's own, and also of others in a balanced way.

Dr. John D. Mayer (1990) worked extensively on emotional intelligence and gave a four branch model, with Dr Peter Solvey. Mayer & Goleman (1995) in their book Emotional Intelligence: “Why it can matter more than IQ?”, cover lot many interesting studies and also lumps together various psychological qualities in relation to Emotional Intelligence, like social skills, self-regulations, motives, and warmth
among many others contribute directly or indirectly. It is generally stated that people with high emotional intelligence can deal effectively with emotion-related problems accurately and quickly, they can correctly perceive emotions in others and what the emotions convey. High emotional intelligent people are also capable of managing one’s and other’s emotion in a skillful manner.

O'Boyle (2012) studied and built his work on existing literature about the concept of emotional intelligence which is a measure of an individual’s ability to understand his/her own emotions as well as that of others. Analysis of results indicated the presence of a relationship between people high on emotional intelligence and strong job performance.

Giraud (2012) studied the employability and factors relating to millennial in college. It aimed to identify the emotional intelligence and career maturity levels of millennial in college. The theoretical frameworks of emotional intelligence, employability and career maturity were used for the study. All undergraduate and graduate students in a department in the College of Agricultural and Life Sciences at a Southern Land-Grant Institution, the University of Florida were taken as the sample. The five constructs of emotional intelligence that were measured were relating well to others, emotional mentoring, managing emotions, self-awareness and self-motivation. The attitude scale of career maturity was measured. An online survey tool was used to administer the survey to participants. The results showed that three generations existed in the department, millennials, Gen X, and baby boomers. Generational differences exist regarding career maturity and emotional intelligence. Undergraduate students perceived themselves to have a higher ability in emotional
intelligence than graduate students. Females and males scored differently on emotional intelligence scales and career maturity. Student classification and age were the only constructs that were statistically significant with career maturity. Therefore, as an individual increases in age the student classification, career maturity increases as well. The findings of this study suggested that curriculum should reflect needed development in undergraduates in ethics, communication and soft skill development. The researcher recommended that having high emotional intelligence and high career maturity contributes to employability.

Salami (2010) examined the relation between the constructs of emotional intelligence and career development along with the moderating role of gender on this relationship, with a survey research design, found the emotional intelligence and gender variables as strong predictors of career development. Gender played a moderating role between emotional intelligence variable and career development. Furthermore, this study highlighted the importance of career counseling along with the proper exposure of counseling interventions to students in order to enhance their emotional intelligence.

Samuel (2010) undertook a study on a sample of 244 college students in Nigeria to examine the role of psychological well being, self efficacy and emotional intelligence in relation to the behavior and attitude of the students. Data was collected through a questionnaire which comprised questions regarding the three measures. Psychological well being measure included questions on happiness, life satisfaction and depression. Through hierarchical regression, self efficacy, emotional intelligence, happiness and life satisfaction over and above depression were revealed
as predictors of a student’s attitude and behavior. This study highlighted the importance of positive psychology in the process of solving students’ problem and improving the quality of higher education.

Brown (2010) showcased the impact of emotional intelligence on career decision-making process. The three aspects discussed in this paper was (a) reviewed the researches about the construct of career decision making process along with the emotional intelligence variable that indicated the former construct as a multistage information process which can be influenced by individual's emotion; (b) the second part two specific studies were viewed, one was the relationship of the emotional intelligence variable to career decision making self efficacy, which revealed the differences which gender extends between the two variables of emotional intelligence and career decision making self efficacy and their various dimensions. They also had different impact of emotional intelligence's four dimensions on career decision-making's each dimension. The other study was on the impact of emotional intelligence on career decision-making's strategy which indicated career decision-making as a bounded rationality and multistage decision-making process. There are different influences of emotional intelligence's each dimension on time of decision-making, depth of search and pattern of search in career decision-making;(c) in the last part, the whole study was reviewed and the actual values were pointed out.

Alberto (2010) studied the relationship between career maturity with emotional intelligence, parental rearing style and self-identity in middle school students. Results show the variables of emotional intelligence, parental rearing style and self-identity were significantly related to career maturity, and also affected that.
The regression analysis, only emotional intelligence and the factors of achievement identity and diffuse identity in self-identity entered into the regression equation, and predicted the career maturity.

Sharma (2008) compared emotional intelligence and creativity among students in three different types of schools - gurukuls, govt. schools and public schools. The result revealed the public schools to be the best performer among all.

Trinidad and Juan (2008) in one of their study attempted to justify the gender differences found, as the main factors that compromise emotional intelligence. Gender difference in Emotional Intelligence can be glimpsed from the infancy.

Adeyemo and Bola (2006) studied the interactive as well as the relative effect of emotional intelligence and self efficacy on the occupational stress level of university academic. Results of the study indicated the fact, when the two variables were taken together, the effectiveness of the two variables in predicting occupational stress was much higher. Significant contribution of both the variables was found in the prediction of occupational stress. However, self efficacy contributed more in comparison to emotional intelligence. This study highlighted the fact that emotional intelligence programming and self efficacy interventions techniques’ can be used as a stress coping mechanism among the university teachers’.

Petrides, et al. (2006) examined the role played by emotional intelligence construct in a child’s peer relation at the school. Results affirmed to the presence of emotions which were related to self-perceptions. Also, emotional intelligence does influence children’s peer relation at school to a certain extent.
Abisamra (2003) conducted a study on eleventh grade students in order to study the relationship between the two variables i.e. emotional intelligence and academic achievement. Results revealed the existing of a relationship between the two.

Goleman (1995) stated that extensive reviews and studies at various schools as well as at organizational levels are available which emphasize on the need of emotional intelligence skills and their importance to achievement, leadership and personal health of the students globally.

**Decision Making Self –Efficacy**

Bandura (1997) explained the self beliefs that an individual posses and exercise as a measure to control ones’ environment includes self-efficacy beliefs, which are beliefs of an individual in own capability to organize and execute the course of actions which are essential to manage perspective situations and are required to produce desired results and attain certain level of performance .The self -efficacy judgments are often situation and task specific and are used as reference point for the goals set by an individual. The true nature of these beliefs can only be understood by explaining the process so as to how they are acquired and to what degree they influence the motivational and self regulatory process of an individual. Clear distinction from similar related self belief concepts is also a pre-requisite to understand the self-efficacy variable in depth.

Shawn and Brown (2010) conducted a study on a sample of ninety four high school students of which fifty one were urban and forty three belonged to the rural class. The relationship between career decision making, career maturity and self
efficacy was explored along with the attempt to explore the difference between urban and rural students on the construct of career maturity. The results revealed, career development was found to be the most significant predictor of career decision making self-efficacy for both urban and rural students. Further investigation revealed the scores of rural students to be significantly higher on career development knowledge (career maturity) in comparison to the urban school students.

Walker (2010) attempted to study the relationship between career decision, career maturity, self efficacy and self advocacy among college students. The sample comprised of three hundred and forty seven students with and without disability of which eighty nine reported a disability. Results provided an empirical support to the existence of a relationship among these constructs. This study also added to the existing literature on the attitude and behavior of disabled students towards their career goals as well as self efficacy and self advocacy.

The four major findings and implications which resulted through various statistical analysis i.e. correlation, MANOVA, ANOVA, and hierarchical regression analyses were as follows: First, a positive correlation was found between career maturity, career decision self-efficacy, and self-advocacy of college students with and without a disability. Second, the results indicated that students without a disability had higher levels of career maturity and self-advocacy than students with a disability; however, the self-efficacy scores were similar for students with and without a disability. Thirdly, the results of the study which focused exclusively on students with disabilities indicated that the career maturity of students who had a high level of self-advocacy was higher than for the students who had a low level of
self-advocacy. However, there was no difference in levels of self-advocacy and career decision self-efficacy of college students with disabilities. Lastly, the part of the study focusing specifically on students with disabilities indicated that self-advocacy and career decision self-efficacy were the only two variables that had a positive effect on career maturity.

Suzanne and David (2009) studied the parenting style, maternal and parental attachment along with career locus of control in relation to the college students’ career self-efficacy. They also examined if the student’s gender has any effect on the proposed relationships of the variables. Results indicated the role of gender, as attachment held great relevance to female students in comparison to their male counterparts in the process of career decision self-efficacy. Authoritarian style of parenting was found to be a predictor of females’ career decision self-efficacy. Also, locus of control was found to be only important to male students with no importance for female students.

Gushue (2008, studied the impact of instructions (career course) on change in vocational identity and career decision making self-efficacy. This study attempted to examine the relationship between social cognitive constructs of career decision making self-efficacy and vocational identity and career exploration behavior, the latter two being the outcome variables. The sample comprised of seventy two school students and the results revealed the relation of higher levels of career decision making self efficacy with a more differentiated vocational self-concept as well as to greater engagement with career exploration activities. A positive impact of Career Course on adaptive Self-Efficacy beliefs was also found to be true and an increase in
vocational identity was found, while girls had been benefited more in comparison to boys.

Gushue and Whitson (2006) studied the concept as how does the two potential sources of strength i.e. ethnic identity and parent/teacher support, influence the cognitive variables of career decision making self efficacy and the outcome expectation. For the study a sample of 104 students of ninth grade was considered. On analysis of the result, a positive relation between parental support and career decision self-efficacy was found. Further investigation revealed non existence of any relationship between ethnic identity and either outcome expectations or self efficacy. The study also confirmed the importance of contextual support in career counseling and education.

Peter, et al. (2006) examined a group of 166 students twice, once in class eighth and second time during their tenth grade. Career indecision and career decision making self-efficacy was measured in consistency with the social cognitive theories. Casual association of the changes in self efficacy with changes in career indecisions over time was hypothesized. Latent variable analysis through a two-way longitudinal cross lagged panel design was estimated. Results of the study showed that there was no impact of the changes in career decision making self efficacy on the changes which occurred in career indecision even when significant contemporaneous were associated at both the times.

Robert and Miller (2006) studied the effects of a career development course on career decision-making self-efficacy and the purpose of the study was to help the students who were unable to decide on a course for themselves. A pretest and post
test non equivalent group design was used for the purpose. Comparison was made between students who completed the course (n=30) with a quasi-control group of students of a psychology introductory course (n=66). An increase in career decision making self efficacy was seen in students who completed the course, specifically in areas pertaining to setting career goals and obtaining occupational information. Also, the career course appeared to lower the students’ perceived career decision difficulties. This study highlighted the importance of a theoretical career course and scope for future research for the betterment of the students.

Chung (2002) evaluated the scale of Career decision making self-efficacy scale, short form is CDMSE-SF. The Career Commitment Scale (Farmer, 1985) was used as a criterion measure. 165 undergraduate students acted as sample and the results obtained revealed a high internal consistency for the CDMSE-SF scale. Moderate correlation was found between the two scales. No impact of gender or ethnic differences was seen on the correlation obtained. The scores of female students on CS were higher in comparison to male students. Also, black students scored more than white students on both the scales.

Hargrove and Creagh (2002) investigated the perception of family of origin interaction pattern (e.g. the degree of control in the family, how organized is the family, the quality of relationships the family members have among themselves along with the orientations supported by all family members) in relation to vocational identity and career decision making self efficacy. A sample of 210 college students completed family of origin and vocational self-report measures. Using standard multiple regression analyses, significant variance was accounted for in vocational
identity scores by achievement orientation in the family. Furthermore, significant variance in the scores of career decision making self efficacy was recorded by few family of origin variables, achievement, moral-religious emphasis orientation, intellectual-cultural and degree of family conflict and expressiveness. The findings of the study suggested a small yet significant role of family of origin variables in the formulation of stable and clear career goals among the students.

Taylor and Popma (1989) studied the relationship among various constructs i.e. career decision making self efficacy, vocational indecisiveness, career salience and locus of control. The study also explored the relationship between CDMSE and vocational indecisiveness along with examining the relationship between CDMSE, career salience and locus of control. For the purpose of study, demographic questionnaire along with measures of CDMSE, occupational self efficacy, career salience, career indecision and locus of control in counter balance order were administered on a sample which comprised of female (203) and male (204) students. Analysis of the findings revealed that CDMSE was moderately and negatively related to vocational indecision and locus of control. A moderate positive relationship was found between CDMSE and occupational self-efficacy and vocational decidedness. No relationship and gender differences were found between career salience and CDMSE. Furthermore, on examining the distinctions through stepwise discriminate analyses between students who selected an academic major or had made a career choice, tentative selection or were undecided indicated a greater self efficacy, lower vocational indecision and career salience were associated with having made a selection. Among the college students the only variable which was
found to be a significant predictor of vocational indecision was career decision making self efficacy construct.

**Career Maturity**

Career competence and career attitude together form career maturity. When a process continues over a long period of time, there are many factors which can influence its process. Career attitude and career competence constitute career maturity (Crites, 1973). Career attitude draws out the feeling along with subjective reactions and dispositions an individual has towards making a career choice and entering into the world of work (Crites, 1978).

While choosing a career, many factors are involved which decides the course of action an individual is going to take. Career competence indicates the different cognitive variables involved in the career decision making process, which includes, occupational information, self appraisal, goal selection and problem solving.

Zakaria et al. (2013) studied the effects of gender on career maturity levels of counseling students of a public university of Malaysia. Students were evaluated by using the career maturity inventory (Crites, 1995). Results indicated higher career maturity in female participants in comparison to their male counterparts. The significant role of gender on one’s career maturity was supported by the results of this study.

Tekke (2012) examined career maturity levels based on academic levels of international students from Malaysia. Career maturity inventory was administered. It was reported that there were no significant differences between respondents of
different academic semesters with regard to level of career maturity, this might reflect an educational level bias in construction of career decision making. Findings of the study were not consistent with theoretical expectations and prior researches that international undergraduate senior students would be having higher career maturity than international undergraduate fresh students. Research emphasized on the fact that the reason behind might result from dependent and collectivist Asian culture that leading to fresh international students are higher career maturity compared to senior international students.

Kaur (2012) studied the career maturity of adolescents in relation to their school climate. A sample of 800 adolescents studying in secondary schools of Amritsar district was taken. The results indicates that out of six dimensions of career maturity, only the three dimensions of self appraisal, problem solving and occupational information were found to have shown significant difference with high, average and low levels of school climate.

Byron, et al. (2011) examined the influence of perceptions of family interaction patterns which can be defined along the three dimensions of family environment- quality of family relationship, family goal orientation and degree of organization and control within the family system on prediction of career planning attributes and vocational identity among both male and female adolescents living at home. As a sample for the study, one hundred twenty three high school students were shortlisted and all the students completed the measures of the study. Results pointed out a small yet significant role of quality of family relationships in prediction career planning attitude of the students.
Obiunee (2008) investigated the effect of reciprocal peer tutoring on the enhancement of career decision making process among students of a secondary school. The study also investigated the interaction of gender with treatment on career decision making process of the students. A total of 120 students from two secondary schools (co-educational) were taken as sample for the study. Information from the students was obtained by using a five point likert scale with forty items and the effect of treatment programmes was studied on their career decision making process. Results indicated that treatment group subjects were significantly benefited from the treatment programmes. At post-test, significant difference was found in the process of career decision making. Also, results indicated that gender played no significant role on the career decision making process of the students in the treatment group during the post test period.

Hasan (2006) empirically examined self concept, occupation aspirations and gender work independently and they Weatherly do work in interaction with each other or if the variables are capable enough to generate variance in career maturity of students. For the purpose of the study, Hindi speaking class tenth students were considered. Employing a (2)3ex-post facto, non experimental factorial design, two levels of self concept, the levels of occupational aspiration and the two levels of gender were manipulated during the study. Employing the stratified random sampling technique, finally 480 students of class tenth within the age range 14 to 16 years were drawn randomly. All the three independent variable were found to be potential enough in generating variance in career maturity. Barring few expectations, the first order interactions were not found significant, however the second order interactions were found significant for almost all the components of career maturity.
Peter and Wendy (2006) conducted a study on 367 secondary school students across 5 years level i.e. 8 to 12. They were assessed for levels of career maturity (knowledge and attitude), work value career decidedness, work commitment, career decision making self-efficacy and self esteem. Work experience, age, gender, socio economic status and school environment of the students was also accounted for. Through two multiple regressions, predictor variable recorded 52 percent variance of career maturity attitude along with 41 percent of variance for career knowledge. The main predictors of career maturity were age, career decidedness, and self-efficacy and work commitment. Through this study the researcher brought to light the need to examine attitude and knowledge which form an important aspect of career maturity.

Chaturvedi and Khanna (2005) studied the career attitude of boys and girls of hindi medium and english medium higher secondary schools. The results revealed that hindi medium boys and girls are better than english medium boys and girls in regard to career attitude where as boys of both the mediums were found to be better than girls of both the medium in regard to career attitude.

Dhillon and Kaur (2005) investigated career maturity among students of public and government schools on a sample of 500 students from high school. Measures used to study the relationship among the variables were career maturity inventory, self concept scale, locus of control and achievement motivation test. The relationship between career maturity and self concept, locus of control and achievement motivation was studied during the course of the study. The results clearly stated that the students of public school possess a higher career maturity as well as self concept and achievement motivation. Significant relationship was also
obtained between all the variables in case of girls in public schools on the other hand significant relationship was found between career maturity and external locus of control along with achievement motivation and self concept in case of male students and between career maturity and achievement motivation among female students of government schools.

Achiardi (2005) investigated a new approach to assessing the construct of career maturity during period of adolescence. Eighty six tenth grade students from a community high school in the midwest participated in the study. Research design used for the purpose of the study was an experimental pre-test/ post-test design. Analysis of the results indicated that students at this developmental stage do have varied levels of career maturity and the tasks that each of the dimensions is proposed to measure. Also as it was hypothesized, when there appeared to be gender difference, females always scored higher than males in the different career maturity dimensions scores limitations and future directions to this study were also discussed.

Bernes and Carter (2004) assessed the levels of students’ career maturity assuming that growth can be positive. The main purpose to undertake this study was to help counselors in examining the effectiveness of a school’s career counseling program. The study provided base line data pertaining to student career development prior to implementation of a comprehensive school guidance programme. The researcher used the career maturity inventory (Crites 1995) to examine students’ career maturity by gender and grade level for students in grade ninth and twelfth in one suburban school district. Results showed that students in grade twelfth had numerically higher mean scores than students in grade ninth on each scale of CMI female scored numerically higher than males for each score.
Nair (2004) studied career maturity and vocational interest of students and the effect of academic achievement and gender on them. A sample of eight hundred students was selected from government and private schools randomly. Career maturity inventory and vocational interest record were used. Results revealed that academic achievement has a significant positive effect on the level of career maturity of girl as and boys of both government and private schools. It was also found that type of school (government/private) affects the career maturity of students. Students of government school were found to have better career maturity levels in comparison to private school students. Results also revealed a significant gender difference in career maturity level of students. Girls were found to be more career wise mature than boys. However, high achiever students showed greater interests in scientific and social areas whereas average students displayed interest in commercial areas.

Buracca and Taber (2002) explored the relationship between occupational choice and career maturity among the students of a high school. The sample consisted of one hundred and fifty seven high school students. It was reported by the results that the occupational choices made by the students who were more mature career wise, were better and appropriate. A marked gender difference was shown and female students displayed a better career maturity than the male students. Students of different grade showed different level of career maturity.

Mathur and Sharma (2001) studied career maturity of adolescents in relation to gender. The purpose of the study was to see whether gender has any impact on the career maturity of boys and girls. It was reported in the results that boys showed a
more develop approach towards career selection than girls. They showed a better career competency than female adolescents. It was reported that average amount of career maturity was displayed by the students.

Lee (2001) conducted a cross cultural study on the career maturity level of high school students from Korea and United States in order to examine the impact of cultural differences on the level of career maturity. Results indicated that career maturity of constructs shown by both the cultures were same for the same age group of students. No gender differences were found in both the cultures, but the level of career maturity for both the cultures was different.

Powell and Duzzo (1998) analyzed the career maturity and the various factors related to career maturity of higher secondary school. Students from the age group of fifteen to nineteen years of age were selected for the sample in order to study the career decision making styles of both male as well as female adolescents during the study. The career maturity of the subjects was assessed and alongside the career decision making attribution styles were also studied. It was indicated by the results that optimistic attribution style had a significant positive relationship with career maturity. It was also indicated that female adolescents were less sure about their choice of career than male adolescents. Therefore significant gender differences were found.

Bhatnagar and Gulati (1998) studied the relationship of high and low creative adolescent girls to career maturity and their vocational development. It was reported in the study that girls who have high creative attitude show above average vocational maturity and high career aspirations in comparison to the girls with low creative
attitude. Creative girls indicated their non-reference towards traditional career choices which were thought appropriate for women previously however the girls with low creativity preferred the tradition stereotype and conventional choices in their career. The results also indicated that highly creative girls were more independent in choosing a matured and appropriate choice of their career which was compatible to their nature, interest, abilities and personality. Girls with low creative attitude were found to be less sure and less appropriate in their choice of career and more inspected by their parents.

Lee and Chul (1997) studied career competence, career attitude (career maturity) and gender difference of academic/vocational stream high school students. The purpose of the research was to study the effect vocational subjects and academic subjects have on students. Students of both the genders from High Schools were selected for the study. The result showed that higher level of career maturity was shown by the female students, rather than males. Higher level of career maturity was found in students from the vocational stream in comparison to the students’ from the academic stream.

Westbrook (1996) studied the construct validity of the cognitive vocational maturity test (CVMT) on class eleventh and twelfth students. The tests administered on the students were, CVMT duties subtest, the career choice questionnaire (CCQ) and the self knowledge scale. The tenth grade students were also rated on term appropriateness by the teachers. Students from sample B were retested in class twelfth with CVMT duties and self knowledge scores. Significant correlation was found between the CVMT scores and teachers evaluation of student’s career choices, education level planned and self reported grade average. No correlation was
found between CVMT and self report measures; self knowledge scale and career choice thinking. The data provided support for the convergent discriminate validity of the CVMT duties sub test.

Bhargava and Sharma (1995) studied high and low achievers and their relationship to career maturity. Students of class eleventh and twelfth were selected for the study and career maturity inventory was used as the measuring tool. The results showed that academic achievement had significant effect on career competency of the students (career competency is a component of career maturity). It was indicated that higher academic achievers have a higher level of career competency where as to lower level of academic achiever had a low level of career competency.

Westbrook, et al. (1993) investigated the relationship between self appraisal and appropriateness of career choices made by adolescent students in order to study the effect of self appraisal on correct and mature career choices. Self appraisal and appropriateness of career choices are subscales of career maturity inventory. Results indicated a relation between appropriate career choice and self appraisal among girl students. However, opposite was found to be true in case of male students. The self appraisal subtests was found to have no gender differences.

Kelly (1992) studied the career maturity of young gifted adolescents. It was a replicate study of work already done best with a better research design. Young adolescents of class seventh and class eighth grade were selected for the study. It was shown by the results that students who were gifted perceived fewer obstacles than the students who were of the average capabilities. It was also observed that
gender differences existed in the need of occupational information. Boys seemed to have a greater need of occupational information than girls. It was also concluded in the study that gifted boys have an interest in wider range of occupational aspirations than gifted girls.

Onivehu (1991) explored the impact of gender and self concept on career maturity of adolescents from Nigeria. The purpose of the study was to see whether different gender and different self conceptual has any influence on the career maturity of Nigerian adolescents. It was found as result of this study that career maturity was significantly and directly influenced by gender. It also showed that self concept has an indirect significant influence on career maturity as a result of this it was suggest that if a child has better self concepts he is liable to make correct appropriate and mature choice of career.

Bhargava (1991) investigated the interest and difficulties faced by the students studying in vocational education stream. The study investigated into the interest of students in vocational education, society and employment and their anxiety for employment. It also identified the difficulties faced by the student’s and the possible solutions. The objectives of the study were to ascertain the selection procedure and criteria for admission to vocational courses, to list the efforts made by the schools to enroll students in the vocational stream, to judge the interest of students in vocational education, to evaluate the efficacy of the vocational education programme, to know the physical resources available in vocational school and offer suggestions for further improvement. Thirty two schools having vocational streams were randomly selected five major districts of Rajasthan - Jaipur, Jodhpur, Udaipur,
Kota and Churu. Separate questionnaire were distributed to principals and vice principals and vocational teachers. It was found that eighty three percent students choose vocational education out of their own interest, while a smaller section found it because they could not get admission in academic stream. The majority of students felt that vocational education was interesting and important for enhancing employability and national development. The majority of parent’s opened that their wards were interested in vocational education and that it was better that academic stream as it prepared them for employment and self dependence.

Kelly and Colangelo (1990) studied the effect academic ability and gender has on career maturity of students. Purpose of the research was to study the various effects of academic capabilities and different gender on the vocational maturity of the individual. The result showed that career maturity is positively influenced by the academic ability of an individual. However, no effect of gender differences was found among the students. It was observed that gifted students were more readily involved with career development task than non-gifted and further it was also found that gifted children also started career development tasks earlier than non-gifted. Thus results suggested that early guidance activities should be started for adolescent boys and girls as well as for gifted children.

Suzzane (1989) studied to find out whether various characteristics of different sexes have any impact on the career maturity of an individual. The sample consisted of boys and girls of grade tenth and twelfth. The results indicated that significant sex differences were found even though basic casual pattern for boys and girls were found to be same. The result showed that career maturity has a positive correlation
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with age in boys. Sense of family cohesion and internal locus in girls also has a positive correlation with career maturity.

Mangat (1988) studied the relationship of vocational maturity with intelligence, achievement and socio-economic status of the students. Results revealed a significant relation of intelligence to self-appraisal, occupational information goals selection and total competency and maturity. The various measures of career competency depended on intelligence, achievement and socio-economic status, however, vocational identity was found to be independent of them. Total career maturity depended significantly on intelligence, academic achievement and socio-economic status.

The review of literature however reveals insufficient data regarding vocational identity, career decision making self-efficacy, career maturity and emotional intelligence. Furthermore, Indian studies in this area are comparatively fewer. In this investigation a modest attempt has been made to understand the correlation between vocational identity, emotional intelligence, career maturity and career decision making self-efficacy.

This piece of work is important because there have been inconsistency in research findings, especially in India which are related to the well being of adolescent students. This study brings together the major research findings and there implication for the benefit of students in India. Taking into consideration the dearth of knowledge in this field, this step by the researcher will contribute in fulfilling the research gap and give way to future researches in this area by incorporating the suggestions and findings present in this review of literature.