CONCLUSION

Cognitions have been generally recognized as important factor that affect individuals’ career decision making process and overall vocational development (Keller, Briggs and Gysbers, 1982; Lusting and Strauser, 2000, 2003; Sampson, Peterson, Lenz, Reardon, and Saunders, 1996). When one’s thinking, assumptions, attitude, beliefs, plans and strategies about one’s career are negative; they are referred to as dysfunctional career thoughts.

Dysfunctional career thoughts have been characterized by career theorists as dysfunctional career beliefs (Krumboltz, 1990); dysfunctional cognitions (Corbishley and Yost, 1989); dysfunctional self-beliefs (Borders and Archadel, 1987); self defeating assumptions (Dryden, 1999); and faulty self-efficacy beliefs (Brown and Lent, 1996). Usually revolving around the issues of self-worth dysfunctional career thoughts are expressed through behavior, emotions and verbal expression. It has been suggested that higher levels of anxiety and low self-esteem (Betz and Hackett, 1981; Herr and Cramer, 1996); poor problem solving skills (Peterson et al., 1991); lack of self knowledge related to career interests, abilities and values as well as maladaptive career beliefs and assumptions (Lusting and Strauser, 2003; Strauser et al., 2002) lead to dysfunctional cognitions and perceptions that not only result in failure to realize individual career potential, they may often cause the individual to avoid it all together (Sampson et al., 1996).

Low self-esteem has been found to correlate significantly with high trait and state anxiety (Ficova, 1999). Sarason, Johnson, and Seigal (1978) reported significant concurrent correlation between negative life events and both state and trait anxiety.

All the students are influenced by achievement motivation. Everyone has a need to achieve and a fear of failure. Individuals with need to achieve work hard to ensure they are successful (Atkinson, 1974). They participate in the activity for the sake of learning or
improving their ability with expectation of reward (Eskeles-Gottfried, Fleming, and Gottfried, 1998), whereas fear of failure predisposes some students to have a little desire to accomplish a certain goal (Atkinson, 1999). When students think they have low ability, to avoid failure and to protect their self-worth they may actually decrease effort (Alderman, 1999) or choose not to have a goal or even attempt the task (Atkinson, 1974; Grabe, 1979, Veroff, Mc Clelland, and Marquis, 1971).

It has been observed that highly motivated participants show higher facilitating anxiety and lower debilitating anxiety, are more confident and express higher success expectations (Fontaine, 1991). Having internal locus of control (Kothari, 1993) such subjects are less inclined to attribute failure to ability than those low in achievement motivation (Scapinello, 1989).

Whatever we accomplish is determined by the way we think and use our mind (Tracy, 1993). Studies have shown that people with limited self beliefs (Simon, 1998) and low self-efficacy (Alderman, 1999) often lack confidence, are negative and pessimistic and they expect to fail.

In view of the commonality in the experience shared by individuals with dysfunctional career thoughts, state-trait anxiety, low achievement motivation, low-life self-esteem and low self-efficacy beliefs low satisfaction, if appears that these constructs do not exist as segregated components but are a multi dimensional constructs affecting each other. In the present study, it was expected that any intervention which will be efficacious in reducing dysfunctional career thoughts will also have a positive affect on the other above mentioned variable. As expected the present study has shown a significant decrease in dysfunctional career thoughts, state-trait anxiety and an increase in life satisfaction, self-efficacy, self esteem and achievement motivation from pre to follow-up measures for both males and females of intervention groups and not of the control groups.
However, due to the limited use of the term dysfunctional career thoughts in psychological literature, evidence regarding the relationship among these variables is lacking completely, not only in India but in the west as well (Sud and Kumar, 2006). Present study is a pioneering attempt to explore this relationship in Indian setting. Since not much research has been done to deal with dysfunctional thoughts and the variables of present study, the evidence to support the present finding is lacking. Thus much future research is recommended for firm conclusions.

However in some variables (i.e., state-trait, self-efficacy) efficacy of intervention was only evident from pre to follow-up levels, this indicates that the immediate effects of interventions were not evident for these variables, perhaps there was a continuous processing of information even after the intervention and these manifested at the follow-up levels.