CHAPTER – II

REVIEW OF LITERATURE
2.1 Review of literature

Burlin (1976) in his study on occupational status and educational level of parents found that the educational level of mothers have had a significant impact on their career aspirations and career choice. In an early study of college women, Burlin reported that daughters of working mothers tend to choose a life pattern comparable to their fathers, and also reiterated the importance of mothers as role models in the development of their daughter’s career goals and aspirations.

As Mott and his colleagues (1978) have shown in their longitudinal study that higher a woman's educational level and greater the amount of occupational training, the more likely the women is to be committed to a career rather being home oriented.

Satyarathi (1982), while studying the effect of economic status on Indian students found that low SES students placed a lower value on education and tends to leave study early. This findings could indicate that contextual factors arising out of the individuals socioeconomic environment play a significant role in the career planning process. Day-to-day survival and meeting physical needs are more urgently important to these individuals than making plans for future.

Mainiero (1986) found that women in lower level management positions felt powerless and not as confident as males. Although senior executive women were found to be more powerful and had a higher level of self-esteem and self-confidence (Bierema,1994; Mainiero, 1994). However, some studies had shown that women were dependent and felt less worthy than their male counterparts. Frnkel’as (2004), reported that feelings of incompetence or a lack of personal empowerment can affect self-confidence.

Gergen, (1987), Markus and Nurius, (1987) reported that self-esteem and self-confidence were variables that affect ones abilities to attain proficiency or career success; therefore, they play important role in thinking about career choices.

Betz and Fitzgerald (1987) found that female developmental factors includes: (1) individual variables (high self-esteem with a strong academic self-concept); (2) background (roles models including working mothers and supportive fathers); (3) education (college education and continuation of science courses or mathematics);
and (4) home lifestyle (single or late marriage and having children). As a result of their study, two of the major individual or personal variables that determined or facilitated careers were identified as high self-esteem and strong academic self-concept. They found that young women who avoided courses in math and science resulted in limited career opportunities since they had not really challenged themselves to gain skills or confidence. Women with low self-esteem felt they could not compete or succeed in business since they did not have enough skills.

Smith (1991) Wilson and Wilson,(1992) reported that college students and young adults perceive their parents as an important influence on their choice of careers. Yet parents may be unaware of the influence they have on the career development and vocational choice of their children.

Trice (1991) had reported that the other family variables that have been shown to influence career aspirations are, parent’s, occupation and family size (Downy,1995; Marjoribanks1986; Schuleberg, Vondracek and crouther,1984; Singh,et al., 1995 )The father’s occupational status is highly correlated with his son’s occupation. Family size also appears to influence career aspirations of youngsters because parents with large families tend to have less money to aid their older children in attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home.

Northcutt (1991) analyzed 249 executive women on various personality attributes or characteristics contributing to their success. Her survey questions on achievement and motivation cited: (1) male career developmental theories were different and not always applicable to females; (2) successful females in male-dominated careers had additional common characteristics, such as independence, aggression, perseverance and hard work; and (3) the perceived characteristics of a successful career woman includes achievement, self-confidence and risk-taking (Powell, 2009). She also concluded that the personal characteristics of successful women in male-dominated careers were similar to the perceived executive male characteristics in large corporations. Executive women’s personality attributes included action and goal oriented assertiveness, decisive decision-making, and maintenance of high self-esteem.
Horner (1992) studied fear of success. She has shown that women perceive a conflict between societal expectation for women to be non competitive and dependent and the competent, achievement oriented behaviour needed for success in many occupations. These findings have not been consistently replicated. Some researcher think that fear of success comes in to play only when women are employed in occupations that are dominated by male.

Boatwright, Ching and Parr (1992) in a study concluded that family variables were found to be insignificant in influencing aspirations. Nevertheless, families appear to influence, upto some extent, career aspirations of young adults. If these family factors are influential in career decision making, then it becomes difficult to explain how an impoverished student from a broken home can go on to become a wealthy and financially successful worker.

Hossler and Stage (1992); Sarigiani, Wilson, Peterson, and Vicary (1995) have been varying opinions and findings, however, as to which specific family characteristics influence career aspirations. For instance, conflicting data exist regarding the influence of socioeconomic variables. Some research suggests that both parent education and income influence career aspirations, whereas other research indicates only parent education is an influence.

Caffarola and Olson (1993) in their study on the topic psychosocial development of women, found that the theme of power of interpersonal relationships as central to maintain the self-concept of women. Self-concept has also been linked to motivation, social relationships and identity (Powell, 2009). Major factors of corporate success include establishing a strong social support system such as, a working network organization, role models, and mentors who can help female executives to achieve their goals.

Greenhus and Callanan (1994) Studied five career development stages, they identified that occupational choice is perhaps one of the most influenced by family concerns, both present and anticipated. Preparation for work involves developing an occupational self image, whereas an individual attempts to match his or her strengths and weakness, values, and preferred lifestyle with the requirements and advantages of range of different occupations.
Gilligan, Tannen, Wallace, (1994) cited gender differences as being based on male versus female personalities, socialization differences and expectations. According to Wallace’s (1994) certain perceived gender differences did not appear when comparing executive males and females. Wallace concluded that there was no consistent evidence that males and females differs in cognitive style, creativity, independence, general self-esteem, empathy or sociability.

Bierema (1994), in her study on women coping in a corporate world identified three major career stages that her participants experienced with increasing levels of self-confidence. Her stages includes: (1) Acquiescence (learning the environment and culture); (2) Competence (gaining technical and professional skills); and (3) Influence (sharing the knowledge with others). These stages progressed similar to other research studies where self-confidence of career women was lower in the first level of learning the environment and had become higher as the participants gained experience, skills and comfort in their positions. These career stages includes a progression of becoming more established in one’s position as experience and expertise were grown.

Herr and Cramer (1996) stated socioeconomic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between student’s aspirations and their family’s socioeconomic status, which is frequently related to parental education levels.

Sampson, Peterson, Lenz, Reardon, and Saunders, (1996) In thier study found that cognitions have been generally recognized as important factors that affect an individual's career decision-making process and overall vocational development. Specifically, research has suggested that an individual's career behaviors tend to be influenced by interaction and the changes in an individual's career behaviours tend to be cognitively mediated in terms of vocational identity.

Kolvereid (1996) found that work family concerns play their part in determining occupational choice. In a study, participants were asked to identify the main reason for choosing one career path over the other. Work load, incorporating family and leisure concerns, was cited by significantly more individuals who had chosen organizational employment rather than entrepreneurship, and was the second most cited reason among this group behind job and financial security.
Blustein et al., (1997) suggested that young people are more satisfied with their jobs when the transition has been well supported. Blustein et al., (1997) interviewed 45 young men and women aged between 18 to 29. The analysis of their responses suggests that family, educators and career counselors need to be active in supporting to work transition and in providing both practical and emotional support while in transition. (Bell & O’Reilly, 2008) study stresses that the career development programs needs to be embedded in and connected to both the academic curriculum and other personal and social educational activity.

Seymour & Hewitt, (1997) conducted research on the perceived attractiveness of individuals as dating or marriage partners provides further insight into the role of work and family expectations in determining career choice. In a survey of attitudes among graduate students majoring in science, most young men reported that women studying in male dominted disciplines such as engineering, physics, chemistry, and applied sciences were inherently unattractive. In an experiment in which job type and job status were manipulated in dating profiles shown to participants, Badgett and Folbre (2003) found that men and women having occupations that not conform to traditional gender stereotypes were rated as less attractive potential romantic partners. The prospect of incurring this type of penalty in the dating and/or marriage market, and by extension decreasing one’s chances of having a family of one’s own, may well influence young people’s career choices by deterring them from pursuing occupations perceived as non-traditional in terms of gender roles.

Swiss researchers (1998) have shown their study in which they claimed the importance of self-confidence in overcoming obstacles. After analyzing 325 women using surveys and interviews, they identified ten major obstacles that helped to prevent women’s career advancement. She found that almost half of the career women in her study perceived their obstacles or barriers as more external, attitudinal and organizational, while the other half found their obstacles as more personal and internal. One of the participants had asserted that to keep advancing she needed to be more “confrontational” rather than “relational”, but she didn’t necessarily want to change and adapt to that style (Powell, 1998). The senior executive women in Swiss’s study noted that the differential and exclusionary treatment they experienced presented them with challenges throughout their careers. Career women continuously
have to meet and overcome daily obstacles (internal or external) that challenge them in the workplace.

Powell (1998) reported that many developmental scholars have claimed that the three critical factors of self-concept, self-esteem and self-confidence played important roles in career development suggesting that building self-confidence and attaining positive self-esteem was linked to higher achievement. Both men and women face internal barriers (self-concept, motivation or confidence) and external obstacles (societal expectations, global economy or gender bias) when dealing with work challenges and career choices. Understanding how executive women face these challenges through various career stages can shed light on the enigma of the roles of self while climbing the ladder. The concept of self involves social interactions, identity, leadership styles, personalities and confidence. The self needs definite boundaries to deal with others effectively, to persevere through issues, and to have clear intentions or goals without major conflicts for success.

Behrans and Altman (1998) found that 80 percent of college students would rather gain career information from a computer than from a book or a person. It is likely that reliance on computer-based sources of information has increased. While many career needs are met most effectively in on-site ways such as in-person counselling, group work, curriculum interventions and work-related learning, it is increasingly clear that computer-based and online channels are central to career development. This report argues that the positive impacts of career development tend to be higher when career development is implemented in a holistic and multi-model way. In other words, career development programs are more likely to be effective if they make use of technology to allow learners a range of ways to obtain and share information.

Mickelson and Velasco (1998) studied 70 young adults and found that mothers were the most influential parents and that daughters’ occupational aspirations were often similar to their mothers’ chosen professions. This studies also reported that students wanted to discuss career planning primarily with their mothers and mothers tend to have more influence on the career decisions/aspirations of their children than fathers.

Knowels, (1998) Marjoribanks (1997) have found that families, parents and guardians in particular, play a significant role in the occupational aspirations and
career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Parents also acknowledge their role and attempts to support the career development of their children,

**A report by National sample survey organisation, (1999)*** indicates that socio-economic status could differentiate between individuals’ career interests, aspirations and attainments and SES could strongly influence career choice behaviour. For example, national surveys have revealed that, In India higher proportions of chronic unemployment and underemployment are experienced by those from lower SES backgrounds. Young people from lower SES groups have been reported to obtain lower scores on measures of career maturity when compared to those from higher SES homes (Gupta,1986; Mohan,1999). These observations indicate that, It is possible that the lower SES groups could be at higher risk for discontinuities in their career development. It is important both from the theoretical and practical viewpoints that, researches were directed towards understanding the dynamics of career development amongst this potentially ‘high risk group’.

It is reported that Indian child (Sinha, 1979).It is possible that the individual’s family and community could play a powerful role in his or her career decision making. Examination of the links between the characteristics of the low SES family and the career planning orientations of the young career choosen within the family could provide important information about occupational socialisation amongst low SES groups.

It has also been observed that cognitive variables such as beliefs and attitudes have strong influence on career planning orientations. Wenzel (1993) pointed out that persons of lower socioeconomic status often underestimate their capabilities. Chartrand and Rose (1996) found that low SES subjects exhibited thinking patterns that reflected a poor self image, overall feelings of hopelessness and a belief that they could not help themselves.

**Hawkins & Power (1999) Venkatesh, Morris and Ackerman(2000)** In his study found that psychological phenomena, sex and age are among the variables that affect decision making. Despite the fact that society is progressing towards social and labour quality between men and women it is necessary to continue to examine from a
psychological perspective whether there are sex differences in the importance that people allocate to factors that determine the decision process.

**Mahalik (1999)** studied on how one feels as a sexual minority, are likely to affect how one feels about the self. He found that one who have low self-esteem will be less likely to seek out social support systems and be more likely to use ineffective or avoidant coping strategies, which in turn will lead to poorer mental health.

**Guerra and Braungart-Rieker (1999), Otto (2000)** reported that family plays a critical role in a child’s career development. Researchers have attempted to understand the variables that influence students’ occupational goals (e.g. family, level of parental education, school, peers, personality and socioeconomic status.)

**Vijaya (2000)** reported that most of the research on women decision's had focused on the demographic, family, occupational and educational background as well as differences between male and female decision making. It is found that motivation, personality and demographic variables contribute significantly to the women’s decisions.

**Lookers & Lowe (2001)** reported three characteristics of socio economic status including parents education, parents occupation and parents income. These characteristics produce Social capital (the available resources that enhance the connections with the environment) as well as cultural capital (non economic assets produced by high level of education and the experience of middle and upper class values and attitudes).

**Pines & Yanai, (2001)** reported that family influence on career choice may also manifest itself unconsciously. According to psychoanalytic theory, familial heritage plays a significant role in occupational choice. Individuals will tend to choose an occupation that enables them to satisfy needs that were unfulfilled in their childhood, and actualize dreams passed on to them by their family.

**Mau and Bikos (2000)** stated socioeconomic status affects information about work, work experience, and occupational stereotypes, which influence vocational interests. Number of studies have shown a positive association between women’s aspirations and their family's socioeconomic status, which is frequently related to parental education levels.
According to Watts (2000) career development is the lifelong process of managing Progression in learning and work. The quality of this process significantly determines the nature and quality of individuals’ lives: the person they become, the sense of purpose they have and the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part. This is therefore a useful concept when thinking about how people become college and career oriented.

Wahl and Blackhurst (2000) indicated children’s career aspirations were more closely related to parental occupations. Among females in particular, career choice was strongly influenced by the mother’s occupation. The mother’s occupation was credited with impacting children’s aspirations because children often attend work with their mothers and were more likely to know what their mothers did for a living.

Miyahira (2001) found that women are most likely to work if they are single, if they have no children, and if financial need exists, they are least likely to work if they have children under age six, if there is adequate income, and if the husband disapproves of the wives working.

Barbosa (2001) found career aspirations of young females who came from low income families were confined to experiences of their relatives and friends. Influential siblings are thought to play a key role in the career development of female from lower socioeconomic backgrounds.

Singer’s and Saldana’s (2001) found that social status of mothers’ occupations as opposed to the social status of fathers’ occupations, had a stronger correlation with the social status of female students’ career aspirations. The researchers attributed this finding to the fact that mothers exhibits a greater presence in many homes. Saldana noted the positive relationship between females’ career aspiration and their mothers’ educational achievements.

Khallad (2000) Watson et al. (2002) found that career aspirations and decisions are influenced by factors such as gender, socio economic status, race, parent’s occupation, education level and parental expectations.

Brown (2002) described the process of choosing a career as one of estimating one’s ability and values, estimating the skills and abilities required for success in a given
occupation, and estimating the work values that will be satisfied by the various occupational alternatives available.

Makowskal (2002) studied psychosocial determinants of well being among working women. He found that the relationship between family functioning, stress and well being were also significant.

Trusty (2002) indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct affect on unequal aspirations and expectation. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels.

Smith and Betz (2002) studied how the roles of self-efficacy and self-esteem were played in career indecisions of 405 college students. They discovered that self-efficacy (perception of a person’s behavioral capacity) and self-esteem (self-regard or self-respect) variables were connected to female career indecision. In social cognitive developmental theories, the notions of perceived self-efficacy and self-esteem were crucial to the personal sense of self-control over destiny and successful adaptation of life events. Making adequate and effective career choices depends on understanding one’s goals or needs and having the courage to pursue them. Believing in oneself and meeting difficult help motivate the self to embark on the road of corporate success.

Sahu and Rath (2003) examined the efficiency and wellness linkage among working and non-working women from urban areas and found positive and significant correlation between self efficiency and well being in all cases. The study also explored that strong involvement in work, enhances women's well being. In general, employment, marriage and parenthood are associated with good mental and physical health among both men and women. So, most women today look forward for a change of status, since they have high financial and emotional security provided by their work experience.

Chen and Sun (2003) Observed that regarding age, many studies within the naturalistic approach have been carried out with adults and to a lesser extent, with youths and retired persons. Therefore it would be interesting to analyze these three
age groups jointly. As with sex, researchers debate without much conviction about whether there are differences in the quality of the processes used by youths adults and retired persons. Some authors believe there are differences and others disagree.

Mann Michal et al (2003) stated that aim to clarify how self esteem is related to physical and mental health promotion and a broad – spectrum Approach’ (BSA) in prevention. The significant aspects of self esteem for students or adults constantly change as we mature.

Hijazi et. al. (2004) in their study showed that individuals feed more difficulties in knowing additional ways of obtaining information, making choices between what is important to them versus what is important to their significant others. The idea of decision making being difficult is also supported by the findings of a study by Gaffener & Hazler (2002), which indicated an association between indecisiveness difficulty in decision making and lack of career related information received.

Super (2004) reported, multiple role playing has been found to have both positive and negative effects on the mental health and well being of professional women. In certain circumstances, women with multiple roles reported better physical and psychological health than women with less role involvement. In other words, they cherished motivational stimulation, self esteem, a sense of control, physical stamina and bursts of energy.

Troumpoucis (2004) reported that a woman's educational level has also been a strong predictor for the number of years she will be employed. With more women choosing majors that require continuous employment, women are extending their participation in the workforce. In addition, women themselves have tended to associate a post secondary degree with success and increased salary, thus perceiving a greater payoff to pursuing post secondary education than men.

Frankel (2004) specified that the unconscious mistakes that women made to sabotage their careers and coached them to become more decisive, to have confidence in their presentations and to persevere in meeting their career goals. Career researchers for the past three decades have agreed that having mentors and networking by maintaining work relationships could help executive women achieve their goals. Most women develop their own supportive networks which may include men who have guided
them to success. Senior executive women need to become role models, mentors and guide new career women by passing the bunch of knowledge, expertise, experience to these future leaders, as they cross the bridge to higher level positions.

**Bass & Avolio (2004)** stated that you can gain courage and confidence from doing the things you thought you couldn’t challenges do. The journey of executive women in the corporate culture is arduous, but can be very rewarding. Understanding the roles or needs of self and maintenance of self-confidence are key factors for successful careers in business.

**Silverberg et al., (2004)** found that participation in career development and vocational education impacted positively on a young person’s short- and medium-term earnings. Similarly Gore et al., (2003) found that focusing on a particular vocational area at college had a positive affect for three subjective measures of career success: job quality, employment match and career outlook. The study consisted of 1,143 senior student’s who were interviewed. The study specifically found that people who took a career major were more positive about the career path they had taken and were more optimistic about the future. They also believes their career as major and had prepared them for their current activities and achieving their future plans.

**Brown and Hesketh, (2004)** studied on how students can improve their employment prospects. Research indicates that students need to start the career decision-making process early and engage in activities that enhance their employability if they are going to be successful in obtaining a ‘good’ job.

**Thomas et al., (2005) and Heslin (2005)** have stressed that career success is a mix of extrinsic factors such as salary and vertical career progression and intrinsic factors such as job and career satisfaction. However career success is conceptualized, the problem remains that it is difficult to tease out the mix of personality traits, opportunities and interventions that brought this about.

**Tinklin, Croxford Ducklin and frame (2005)** studied on career aspirations of women in the 20th century, found that despite their increasing numbers, women have tended to enter the work force in lower status, lower paying jobs, and remain clustered in a limited number of conventional careers. Low paying traditionally female careers,
including administrative support, sales, services, nursing, teaching, social work and clerical jobs, reflected society’s persistent attitudes regarding stereotypical occupational roles for males and females. (Rainey and borders, 1997; Watson, Quatman & Elder, 2002) As because women’s career choices were restricted, their earnings lagged behind their male counterparts with comparable education and experience (Farmer, 1985; Stephenson & Burge). Income earnings have been found to be increased with educational level and years employed (Day & Newburger, 2002). However, women earned roughly two-thirds the income of their male counterparts. This discrepancy in income was partially attributed to the disparity between traditionally male and traditionally female occupations. For example, women are less likely to be employed in science or engineering jobs, as these are considered traditionally male occupations. However, females who are employed in these jobs earn roughly 20% less their male counterparts (Graham & Smith, 2005). Factors narrowing women into traditional role occupations included social and familial influences, a lack of awareness regarding non-traditional options, an unwelcoming environment in many male dominated fields, discrimination within career fields, high turnover rates for women, and less seniority in given occupations. These factors also contributed to earning gaps between man and women (Stephenson & Burge).

Stephenson and Burge (2005) in their study found that the factors narrowing regarding non traditional options, an unwelcoming environment in many male dominated fields, discrimination within career fields, high turnover rates for women, and less seniority in given occupations. This factor also contributes to earning gaps between men and women in traditional role occupations including social and familial influences and a lack of awareness.

Verma and Dhawan (2006) studied on well being of young urban educated married women. Study indicated that Indian women exhibited high level of well being. The dimensions of family group support contributed more to well being. Personal control and psychosocial competence are significantly related to positive subjective well being. This implies that more the women are able to control their major domains of lives and use active coping strategies better their sense of well being.

Shelton (2006) proposes that while individuals differ in their ability to reduce the impact of conflict such conflict is more likely to occur for a women than a man.
because she typically has greater family management responsibilities. Prior research has supported the greater likelihood that women would face higher degrees of work family conflict than men.

**Gore et al’s (2006)** research demonstrates that students will engage with self directed resources in a fairly limited way as general browsers. Gore et al., (2006, p.432) speculate that these are “individuals who suffer from career indecisiveness or a lack of decision motivation” while those who benefit most from self-directed resources, the focused and in-depth users, are “individuals with a heightened need for occupational and self-information”. This encourages the provision of career development that is both multifaceted and differentiated to individual needs. Technologically-supported career development is clearly an important tool which can enable the delivery of this kind of differentiated and learner-centered career development. Technologically-supported career development is therefore best considered as part of a broader career development intervention rather than as an alternative to it.

**Williams & Galliher (2006)** display the relationship that social engagement and social functioning, as a whole impact the individual’s psychological well being. Participants, in a non randomized sample include 272 undergraduate college students enrolled in introductory level psychology courses. The participants were mostly white females, between the ages of 19-21 and from primarily middle class socioeconomic backgrounds. They were split into ten groups of 20 students and asked to complete the survey within a 30-40 minute time period. The research found strong correlations in social support, social competence, social connectedness, and psychological health. The main factor of social connectedness was a prominent predictor of depression and self esteem. Self-esteem is an important part of social functioning which greatly impacts the psychological well being of an individual. Researcher believed that their research regarding social skills and competence is very important for social and psychological well being.

**Tracey & Robbins (2006)** also examined the relative effects of standardized achievement and career-fit on college outcomes. Using data on over 80,000 students from 87 postsecondary institutions, they found career-interest fit to be positively correlated with college GPA, regardless of institutional and standardized achievement
differences. They also found that career-interest fit was predictive of retention and graduation status. These findings affirm the validity and importance of effective career planning and decision making within the education process.

**National career development guidelines (2007)** argues that employability is most valuable if it is viewed as sustainable employability, i.e. the focus is not merely on developing the skills to get a job, but rather on enabling individuals to find work, keep work and transition to new work opportunities. The concept of career management skills has been developed by various authors (Arnold, 1997; Jarvis, 2003; King, 2004) and builds on the idea of sustainable employability to include the skills and attributes that enable individuals to do things such as identify and pursue appropriate learning opportunities, make transitions, apply learning to real world situations, adapt to change and actively manage their working lives.

**Caro, McDonald and Willms, (2009) Thomas and Stockton, (2003)** indicated that extensive research has been carried out in order to study the relationship between the socio-economic status of the family and students’ academic achievement. The findings appear to be conclusive in this regard, that there is a positive relationship between the socioeconomic status of the family and the academic achievement of students.

**Mayrhofer et al., (2008) Orser & Leck, (2010),** explores what factors lead to career success. They have focused on a range of structural determinants of career success such as socioeconomic status (Gelissen & de Graf, 2006), gender, personality (Judge et al., 1999) and race (Cokley et al., 2004; Greenhaus, Parasuraman & Wormley, 1990). Other researchers have concentrated on the interaction between the individual and his or her environment. These researchers have argued that career success is dependent on the ability to build social capital (Seibert, Kraimer & Liden, 2001) or to create an appropriate balance between work and family responsibilities (Parasuraman, 1996).

**Rowe (2009)** surveyed the literature and argued that it provided teachers with valuable tools to help students prepare for transition and improve their career management and critical thinking skills. There are a number of empirical studies which back up these assertions (Jarvis, 2004; Dimmitt, 2007; Rowe, 2007; Maxwell & Angerhn, 2008) noting that these kinds of experiential simulations had an
observable impact on students’ knowledge of the world of work and understanding the role of academic achievement and has planned for the future.

**Collins, Kornblat (2009)** proclaimed that cracks in the glass ceiling are not big enough to allow a complete breakthrough. It is getting more difficult for executive women to succeed since they are expected to be tougher and play the men’s game better than men do. Evident that not only do career women have to deal with internal challenges and personality issues, but also societal expectations and gender bias. The concept of self is not only rooted in self-discovery and identity, but also in understanding social interactions and connections with others as the self develops. Female social roles include resolving internal conflicts such as, work versus family demands which can cause major anxiety and stress. Self-concepts of individuals originate from personal experiences or social relationships and one’s self-competence is maintained from social interactions or individual tasks.

**Green et al., (2002) Power et al., (2006)); Mason et al., (2009)** Suggests that many students experience underemployment because of their failure to obtain jobs that match their graduation status. It can be argued that they will eventually move into graduate employment over time. However, this is not always the case and studies suggest that an initial period of underemployment has a negative influence on longer-term employment prospects.

**Duffy (2010)** a greater sense of control, supportive relationships, self-esteem, and positive outlook of future career in students related to career adaptability.

**Rennie Centre for Education Research & Policy, (2010)** reported that career development is closely related to the area of vocational education, which is often referred to as career and technical education (CTE) in North America. However, career development is not limited to a particular educational pathway. Regardless of whether students are following academic or vocational pathways, career development activities can be integrated into a variety of curricula. An important fact of career development is the way in which it links with the curriculum with extracurricular activities such as counselling. This report will show that career development takes place in a wide variety of contexts and can be particularly effective when it serves to integrate different aspects of a young person’s life. The integration of core academic curricula with career development activities and other forms of personal and skill
development was explored in a qualitative study of Massachusetts. Teachers felt that this integration had a positive impact on their teaching and enhanced students’ learning and engagement.

Ravikanth B (2010) in his study pointed out that a qualitative survey among engineering students, felt that personality determinants such as attitude, interest, values and aptitudes do not match with the engineering educational outcomes. The self esteem should be significantly high after training is provided to them. However in his study it is not the same case with engineering students. An average engineering college student who is exposed to rigorous exams, presentation sessions, group discussions and personality development programs still undervalues his worth.

Urich, Trzesniewski, Robins and Richard (2010), these researchers investigated the development of self esteem from young adulthood to old age and their findings were that the self esteem increases during young and middle adulthood, reaches a peak at about age 60 years, and decline in old age.

Skytte, Sarah L. (2010) study showed that once people have moved out of their parents’ home, they are seeking independence and autonomy, therefore regardless of relational self construal and contingencies of self worth, college students’ self esteem is not more likely to be related to perceived parental approval or disapproval.

Waddar , Madhavi and Vijayalaxmi, (2010) stated that parents influence their children in many ways, one crucial area of parental influence in child life is in the development of his/her self efficiency leads to their self esteem. Home is a place where one learns his first lesson in living, love understanding, memories of childhood, the kindness of parents, the sisters pride, the brother understanding and help, the mutual confidence, the common hopes and interest, small sacrifices, laws of unselfishness, respect for others, cheerfulness and charity are the virtues one first learns at home. The level of our self esteem determines how we operate in life – how we interact with others like spouse, children friends, and strangers. It determines our goals and what we strive for, our achievements, our satisfaction and happiness in life.

Ginvera, Gadassi, et al. (2012) found that male participants faced fewer difficulties when compared to female participants on career decision making. Men obtained a higher score on speed of final decision making while women consulted more often on
their decisions, women also engaged in information gathering, invested great efforts towards decision on career choices.

**Monteiro, Shruthi (2015)** studied on *A qualitative study of career decision making and its associated difficulties* in Indian adolescents. Result on the qualitative research showed that there were differences seen across genders and streams of educational on their responses with respect to decisional status and confidence, nature of difficulties. While on important aspects that go into career decision making process, changes incorporated in career decision making saw gender differences, the responses mostly overlapped for streams of education. Several suggestions for programs and interventional purposes were put forth by the participants.