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2.1 Preview of Chapter

The psychology of career development is one of the most robust and vigorously growing branches of Behavioral Sciences and Career Psychology has been an area of concentrated investigation. Research and methods dealing with career counseling have increasingly been incorporated into the mainstream of psychological research and practice. While at one time career counseling seemed to be an obscure sub-branch of counseling psychology, today, applied psychologists in clinical, industrial, organizational and social psychology settings find career development issues of interest (Osipow, 1987). The ideas and concepts described by Career Psychologists – traits, life stages, social learning and career beliefs – have gained relevance to professionals from other disciplines, such as educators, youth workers, social workers, sociologists and even economists.

The review of related literature endeavors to study the broad area of Career Counseling and then focuses on areas of career anchors, career decision self efficacy and career satisfaction under the backdrop of quarter life crisis . Studies done globally and in an Indian environment have also been studied.

2.2. Career Management

Baruch (1996) pointed out career development systems should fit the needs of the individuals within the organization. Since people vary a lot in their needs, stage of career, level of hierarchy and many other characteristics, the career planning and management must be widespread and diverse, so that, it will fit the variety of

individual needs (Baruch, 1996). Career needs are defined 'as the personal needs of goals, tasks and challenges in a person's career at various career stages'. A career goal may be a particular landmark to be achieved during a career, which provides a person with the necessary direction and motivation. 'Career goals' enable an individual to structure and motivate their work behavior by setting goals and by practicing new and desired work behavior; thus these goals focus on current efforts. Conversely, 'career tasks' would begin once individuals begin to identify the opportunities available to them and then take action based upon them, demonstrating initiative and spending time and energy developing skills and competencies to achieve them.

The 'career', as Hall (1976) defines it, "is the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life". Career counselors have defined career development as "the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual over the life span" (McDaniels and Gysbers, 1992).

It has also been defined as "the evolving sequence of a person's work experiences over time" (Arthur et al, 1989). Some of the career events are predictable on-the-job actions and interactions; others are adaptive responses or spontaneous contributions to the constantly unfolding situation (Arthur et al, 1999). The internal career involves a subjective sense of where one is going in one's working life while the external career includes the formal stages and roles defined by organizational policies and societal concepts of what an individual can expect in an occupational structure (Schein, 1996). The idea behind introducing the internal perspective recognises that beliefs and values, expectations and aspirations, are

just as important as sequence of positions held (Woodd, 1999). The career is not defined by a series of occupational classifications or company-based systems of human resource development - equally important is the individual's own exertion of will in choice and activity (Arthur et al, 1999). It is important to understand what kind of expectations workers have and how organizations respond to these expectations (Järlström, 2000). External career opportunities refer to the extent to which an organization provides support to the internal career anchors (Jiang and Klein, 1999/2000). If the fit between the anchors and job environment does not exist, anxiety, strain, job dissatisfaction and turnover may result. (Feldman and Bolino, 1996; Jiang and Klein, 1999/2000).

2.2.1. A Historical Overview of Career Studies

Today, career theory is a growing interdisciplinary body of knowledge, with roots as a subfield of organization and management studies (Arthur & Rousseau, 1996; Collin & Young, 2000). In the early 1970s, the field of career studies was not yet established. But, as the prevailing historical narrative goes, a small group of organizational scholars, led by Douglass Hall, Edgar Schein, and John Van Maanen (1977) at the Massachusetts Institute of Technology (MIT), grew increasingly interested in the long-term issues associated with working in organizations and the long-term influence of careers on individuals, the institutions within which they worked and the societies to which they belonged (Arthur, 1994; Arthur, Hall, & Lawrence, 1989).

In the last several decades, changes such as increased globalization and rapid technological advancements have precipitated an organizational restructuring that has forced those in career studies to re-examine traditional career assumptions (Sullivan, 1999). If industrial age careers are marked by long-term employment

within a large, stable organization, the postindustrial career appears to be a much more interorganizational phenomenon. As firms downsize and flatten managerial structures, individuals are becoming more mobile, by choice or chance. The culture of work has also changed with the relative integration of women and minorities. Individuals are increasingly moving both intraorganizationally, across projects and jobs within an organization and interorganizationally, across employers and even occupations. Other traditional boundaries, like those dividing workplace from home and recreation, are also being permeated. Career theorists have argued that focusing on the perspective of individuals adds to our understanding of recent economic changes and of how individuals cope with this change. This theory does not apply to all workers in all occupations, and some career theorists are critical of this paradigm.

Three main traits characterize the current concept of career development interventions in the postmodern era. First, career interventions are conceived as being applied over the life span (Super, 1980). Second, the career development process is viewed as including all the transitions that an individual experiences: school, job and personal (Schlossberg, 1984). Third, clients are considered to be 'actors' in their own career development. The goal is to help them to be the subject of their own existence. Such concepts are a major change from earlier career guidance practices that were created almost a century ago in industrialized countries. At that time, career guidance took the form of a relatively directive advice given by an expert to adolescents who were leaving school and beginning a job apprenticeship (Huteau, 2002; Parsons, 1909).

Alain Touraine (1955) published an article describing the three main work systems that developed during the twentieth century. His article remains a major

reference today, as he anticipated very precisely the consequences that the development of automation would have on work organization. His findings showed that each of the work systems he identified coincided with a specific conceptualization of qualifications. It can also be seen that each of these concepts of qualification coincides with a specific concept of career counseling (Guichard, 2001). It can thus be shown that the concept of occupational qualification that is specific to the 'professional work system', which dominated at the beginning of the twentieth century, leads to a focus on the notion of aptitudes. During the 1930's, a 'Taylorist' work organization was much in vogue (Friedmann, 1964; Taylor, 1911). It was at that time that Edward Strong (1931) conceived a career counseling model that converged with the concept of the qualifications that were characteristic of production-line work. In this concept of work organization, the occupational identity of the operator is based on social representations shared with other members of the same work group. It is precisely this proximity of interests, shared by an individual with those groups of people involved in different occupations, that is measured by Strong's Interest Inventory (Harmon, Hansen, Borgen, & Hammer, 1994).

2.2.2. Career Development Theories

Career development theories try to explain why individuals choose careers. They also deal with the career adjustments people make over time. Modern theories, which are broad and comprehensive in regard to individual and occupational development, began appearing in the literature in the 1950's (Gysbers, Heppner & Johnstone, 2003). The theories described here (i.e. trait-and-factor, developmental and social – cognitive) and the counseling procedures that go with them are among the most prominent and widely used in the field of career counseling.

Career Psychology could be broadly classified into three schools of thought, namely the Trait – Factor approach, the Development School and the Social Learning / Social Cognitive positions (Hackett, Lent, & Greenhaus, 1991). It is important to note that these traditions have had their origins in the West and to a large extent; their research is based on samples drawn from the West.

Indeed, beginning with Frank Parsons' (1909) prescription of a 'true and reasoned match', career theorists and practitioners have aimed to formulate autonomous approaches to healthy progress and success in the career realm. Carefully constructed tests and measurements, such as the Strong Interest Inventory (Harmon, Hansen, Borgen, & Hammer, 1994), have been developed to assess and classify individuals and occupations to aid in this process. Hence, career counseling has been conceptualized as a process wherein individuals are guided through the collection and integration of varied information about themselves and the world of work, followed by a rational process of decision making. Although useful classification systems have emerged from this work, such as Holland's (1997) typology of personality and work environment, trait and factor approaches have been limited to the degree to which they incorporate the context (i.e., cultural, social, economic, and relational) within which careers are created. Whereas contextual factors were long considered moderating influences in the career development and counseling process. Contemporary theory, research and practice have brought these issues to the fore (Fouad & Bingham, 1995; Leong & Brown, 1995; Sue & Sue, 1990).

2.2.2.1. The Trait-Factor Theory

The Trait–Factor theory was perhaps the earliest approach to career development and emerged in direct response to the need for accurately matching people to specific occupations. This theory rests on a set of assumptions. Firstly, it is assumed that individuals possess a unique combination of traits, which can be measured and quantified with accuracy. It is further assumed that the characteristics of occupations are such that workers must exhibit certain specific traits for successful execution of the job roles of a particular occupation. Based on these two assumptions, the Trait-Factor approach attempts to identify and quantify the traits that characterise an individual and match the person with occupations that would draw from his or her unique profile of traits. This approach, therefore, describes career decision-making to be a simple process of matching personal characteristics with job requirements. Accordingly, the closer the match, the greater the likelihood of optimal productivity and personal satisfaction. In other words, career success is contingent on finding the closest match between the individual’s traits and the demands of a particular occupation. Frank Parson (1909), in his seminal publication, ‘Choosing a Vocation’ outlined the Trait-Factor approach. He described career decision–making to be a rational process of identifying personal traits and then matching them with suitable careers.

Frank Parsons’ (1909) steps to rational career decision-making process:

- First of all, the individual using the expert services of a vocational guidance counselor needs to inform him or herself of personal aptitudes, interests and

resources. This includes understanding personal limitations and the causes underlying these limitations.

- Next, the career chooser needs to acquire information about the conditions that promote occupational success.
- Finally, the individual arrives at a career choice through a rational and reasoned analysis of the relationship between the facts acquired at steps one and two.

According to the Trait-Factor formulation, career decision-making is a rational process of problem solving, which is based on the systematic collection of information, the verification of this information and finally using this information to make a career decision. This was the approach that dominated career counseling in the West from the early 1900's to around the 1940's.

RIASEC Model: In its modern form, trait-and-factor theory stresses the interpersonal nature of careers and associated lifestyles as well as the performance requirements of a work position. Holland (1970) identifies six categories in which personality types and occupational environments can be classified: realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). According to prestige levels, investigative (I) occupations rank highest, followed by enterprising (E), artistic (A), and social (S) occupations, which have roughly the same level of prestige. The lowest levels of prestige are realistic (R) and conventional (C) occupations (Gottfredson, 1981). The theory of career choice propounded by John Holland (1959) more than 40 years ago is perhaps the most well known and widely studied career theory in the history of Career Psychology. This is probably because the theory has yielded objective methods for the practice of career counseling.

At the heart of Holland's theory are three propositions:

Firstly, it is possible, according to Holland, to classify people and environments into types. Type by definition, is a conglomeration of traits which can serve as a measure for categorizing people into groups. In Holland's formulation, there are six types of people and work environment. These are the realistic, investigative, artistic, social enterprising and conventional (RIASEC).

The realistic type is the person who is most comfortable being involved in activities that are concrete and based on clearly defined systems and norms. Conversely, the realistic type of person is not comfortable in social contexts that require interpersonal skills, expressive ability and situations that require the expression of emotional sensitivity. Engineers, machine operators and mechanics are examples of professionals who would fit into Holland's realistic type.

The investigative type is analytical in orientation and enjoys drawing conclusions from systematic and objective observations. Repetitive and routine activities are likely to be avoided by this group of people. Researchers, doctors, detectives are examples of the investigative type.

The artistic type thrives on being expressive and original. This type tends to be unconventional and deeply sensitive to personal feelings, thoughts and ideas. Activities that are orderly and mechanical are likely to be unattractive to this group. Actors, designers, musicians, authors would demonstrate the characteristics of the artistic type.

The social type is strongly oriented to human interactions. These people are sensitive to human needs, nuances of emotions, thinking patterns and other aspects of human behavior. Activities that occur in non-human situations are likely to be avoided. Counselors, nurses, teachers, social workers would fit into the social type.

The enterprising type is typically self-driven. An individual from this group would enjoy organizing people, objects and resources to create systems and structures for the attainment of goals and targets. The enterprising type is likely to be uncomfortable in work situations that are repetitive and do not allow for leadership or the expression and implementation of personal ideas. Sales people, managers, politicians are said to possess the characteristics of the enterprising type.

The conventional type tends to find the highest level of comfort in situations that are organized and predictable. They are likely to enjoy activities that require routine and repetition. Unpredictable, disordered situations and activities that require innovation are likely to be avoided. Accountants, bankers, receptionists would fall into the category of the conventional type.

In an analysis of census data using the Holland codes, Reardon, Bullock and Meyer (2007) confirmed that the distribution across Holland's types is asymmetrical. They found that from 1960 to 2000 "the Realistic area had the largest number of individuals employed and that the Artistic area had the fewest number employed". The gap between the number of people employed in the Realistic and Enterprising areas shrunk during the five decades to where in 2000 there were approximately equal numbers of people employed in both areas.

Interestingly, the Investigative area more than doubled during this time whereas the other four areas remained relatively stable. Regardless of age, between 75% and 85% of male workers were employed in the Realistic and Enterprising areas; women were more varied and concentrated in Conventional, Realistic, Social and more recently Enterprising areas. Personal satisfaction in a work setting depends on a number of factors, but among the most important is the degree of congruence between personality types.

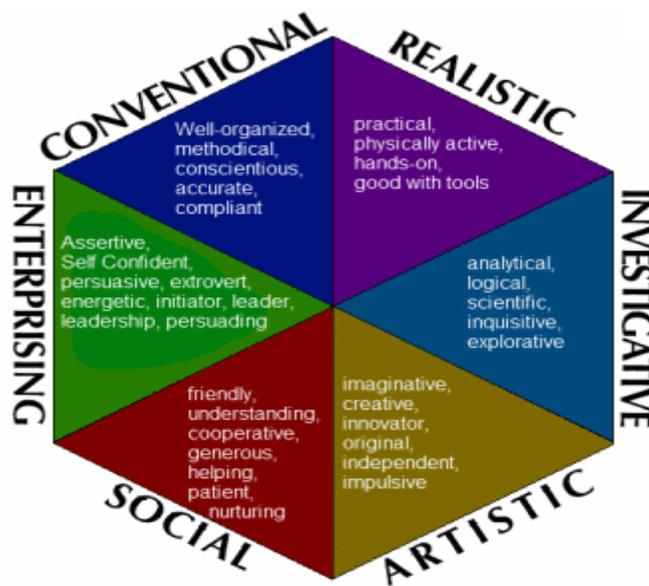


Figure: 2.1.

Source: Holland (1997), Six categories of Personality and Occupation

2.2.2.2. Developmental Theories

Two of the most widely known career theories are those associated with Donald Super (1957) and Eli Ginzberg (1951). They are both based on personal development. The original developmental theory proposed by Ginzberg and associates (Ginzberg, Ginsburg, Axelard & Herma, 1951) has had considerable influence and has been revised (Ginzberg, 1972). However, Super's theory is examined in detail here because more extensive work has been done with it and it has overshadowed other developmental approaches to career counseling.

2.2.2.3. Theory of Career Development

Super's (1957) theory of career development has long been of interest to careers researchers (Fouad & Arhona, 1994; Savickas, 1994; Whiston & Brecheisen, 2002). Its insightful illustration of the stages individuals pass through in their careers has made it widely applicable by careers practitioners and has profoundly affected numerous clients. The purpose of this theory as a tool to illustrate how image norms may operate in each of his career stages. Image norms may influence the career decisions and developmental tasks inherent in each of Super's (1990) stages. An image norm is the belief that individuals must present or possess a certain image, consistent with occupational, organizational or industry standards, in order to achieve career success. The rise in image discrimination cases suggests that image norms may play an important role in employment decisions.

Developmental and Lifespan Oriented Approaches: The principles that govern human development have been central to theory development and practice in Career Psychology. Career Developmental Theorists such as Eli Ginzberg (1951), Donald Super (1957) and Linda Gottfredson (1997) put forth the idea that occupational development keeps pace with the individual's maturation. As with other aspects of human development, career development is also described as occurring in stages. Each of these presents career developmental tasks, the successful resolution of which is critical to the passage into and comfort in the next stage of career development. (Super, 1957). Career developmental tasks are expectations of what is thought to be typical to a person at a given stage of development. For example, the typical career development task before the high school student in India is to choose between science, commerce, humanities and vocational streams for further education. Furthermore, career developmental tasks are what society would like to see happen at a particular stage of career development.

Stages in Career Development: Eli Ginzberg (1951) and Donald Super (1957) describe career development as occurring in stages that stretch across the individual's lifespan. According to this school of thought career development is closely interlinked with the individual's physical, cognitive, emotional and social maturation.

The initial stage in career development occurring during childhood has been called the period of Growth. In the beginning, the child's cognitive maturation is at a level where fantasy rules one's perceptions and interactions with the world. Time perspectives have not yet become tangible and the child's expressions are often not rooted in reality.

As development continues, reality orientations become stronger. That is a 'future' and that there are different kinds of jobs in which one could specialize, become more real to the child as he or she grows up. It is perhaps during these years that the rudimentary foundations of the individual's vocational self-concept are laid. According to Super (1957), the rest of career development reflects the individual's attempt to implement this vocational self-concept.

The individual then moves into the period of Exploration – a crucial period in the career development sequence. Crucial because this period also coincides with the developmental stage of adolescence. Resolving the identity crisis is perhaps the most important task faced by the individual at this stage of development. Finding the answer to the question - Who am I? Lies at the heart of the identity crisis. Career choice is an essential aspect of discovering one's personal identity. From the point of view of career development, this is the time when the individual has the opportunity to informally 'try out' and explore various career possibilities. These opportunities could emerge spontaneously in school, through interactions with friends, information from the media and so on. A vital point to be noted is that while exploration will present the individual with information, the validity of this information is not known.

Facilitating interactions with career counselors, promoting self-discovery, organizing work experience programmes, are examples of career development activities that make significant contributions to helping the individual deal successfully with the career developmental task of exploration.

The next stage in career development has been called the period of Establishment. Occurring during early adulthood, this is a time when the individual actually makes a career choice and establishes himself or herself as a worker. The career direction that is chosen could be strongly influenced by the nature of the individual's experiences during the preceding periods of Growth and Exploration.

Maintenance is described as the next stage in career development and is a time mainly of building one's life as a professional in the chosen area through continuous adjustments and efforts to improve one's position.

The final stage is the period of Decline when one's output as a worker are said to decrease and perceptions for retirement begin.

Lifespan and Life space: This brings us to the important concept of career maturity. The developing person faces career development tasks at each stage in his or her development. Exploiting the opportunities offered by these tasks and acquiring the ability to meet the demands of these tasks contributes to career maturity. The absence of opportunities to meet a career developmental task inhibits the maturational process and causes a career maturation lag.

The Life-Span, Life-Space approach to Careers.

Career Development Stage	Age range	Orientations and career developmental tasks
Growth	0-14	
Prevocational	0-3	Not oriented to work career or vocation
Fantasy	4-10	Thoughts about career are fantasy – based
Interest	11-12	Likes and dislikes begin to colour thoughts about work.
Capacity	13-14	Career thoughts are influenced by ideas of personal ability.
Exploration	15-24	
Tentative	15-17	Able to express career choices tentatively
Transition	18-21	Choices are increasingly oriented to realities and facts.
Trial	22-24	Initial career commitment and first job.
Establishment	25-45	
Trial	25-30	Job changes could continue as experiences accrue.
Stabilization	31-44	Settles into a job and finds stability
Maintenance	45-65	Growth and development within the chosen career area
Decline	65 plus	Preparation to leave the work force
Declaration	65-70	Work activity decreases and slows down
Retirement	71 plus	Leaves the world of work.

Table No.2.1

Source: Super, D. E., Savickas, M. L., & Super, C. M. (1996).

Donald Super's Developmental Self-Concept Theory

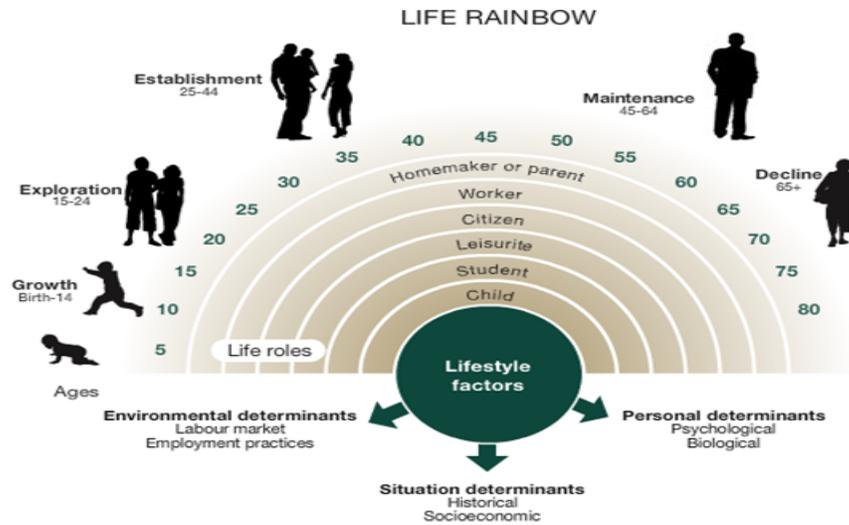


Figure No. 2.2

Source: Super's (1957), Developmental Self Concept Theory

Compared with other theoretical propositions, developmental theories are generally more inclusive, more concerned with longitudinal expression of career behavior and more inclined to highlight the importance of self-concept. Super (1957, 1990) believed that making a career choice is 'linked with implementing one's vocational self-concept' (Hinkelman & Luzzo, 2007). People's views of themselves are reflected in what they do. He suggested that vocational development unfolds in five stages, each of which contains a developmental task to be completed. The major contributions of developmental career counseling are its emphasis on the importance of the life span in career decision making and on career decisions that are influenced by other processes and events in a person's life. This "life pattern paradigm for career counseling encourages counselors to

consider a client's aptitude and interest in a matrix of life experiences, not just in comparison to some normative group" (Savicks, 1989).

2.2.3. Self Efficacy Theory

Bandura (1997) defines self-efficacy as: "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". According to Bandura (1997), self efficacy influences, (1) the courses of action people choose to pursue, (2) how much effort people will put forth in a given endeavor, (3) how long they will persevere in the face of obstacles and failure, (4) people's resilience to adversity, (5) whether someone's thought patterns are self hindering or self-aiding and (6) how much stress and depression is experienced in coping with taxing environmental demands.

2.2.4. Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) was first published in 1994 and "has a tremendous impact on research regarding career choice. It stems from the initial work of Albert Bandura (1997) and his emphasis on the 'triadic reciprocal model of causality, which assumes that personal attributes, the environment and overt behavior' operate with each other in an interlocking bidirectional way (Niles & Harris – Bowsley, 2005). The most important part of this triad is self-efficacy; that is, "a person's beliefs regarding her or his ability to successfully perform a particular task" (Maples & Luzzo, 2005).

Among other central propositions of SCCT are the following:

1. “ The interaction between people and their environment is highly dynamic” (i.e., they influence each other)
2. “Career – related behavior is influenced by four aspects of the person behavior, self – efficacy, outcome expectations and goals in addition to genetically determined characteristics.”
3. “Self – efficacy beliefs and expectations of outcomes interact directly to influence interest development”.
4. In addition to expectations of outcome, factors such as “gender, race, physical health, disabilities and environmental variables influence self-efficacy development”.
5. Actual career choice and implementation are influenced by a number of direct and indirect variables other than self-efficacy, expectations and goals” (e.g. discrimination, economic variables, and chance happenings)
6. “All things being equal, people with the highest levels of ability and the strongest self – efficacy beliefs perform at the highest level” (Brown, 2007).

One other important assumption of SCCT is that “self-efficacy and interests are linked” and interests “can be developed or strengthened using modeling, encouragement and most powerfully, by performance enactment. Therefore, groups of clients, such as women (and minorities) who may have little opportunity to engage in certain activities because of sex-typing (or discrimination), can benefit from the application of this theory” (Brown, 2007).

Krumboltz (1979, 1996) has formulated an equally comprehensive but less developmental social-cognitive approach to career development. He takes the position that four factors influence a person's career choice.

- Genetic endowment
- Conditions and events in the environment
- Learning experiences
- Task- approach skills (e.g. values, work habits)

According to Krumboltz (1979), career decisions are controlled by both internal and external processes. There is continuous learning which results in what Krumboltz (1979) labels:

- Self – observation generalizations, an overt or covert self – statement of evaluation that may or may not be true.
- Task – approach skills, an effort by people to project their self-observation generalizations into the future in order to predict future events.
- Actions, implementations of behaviors, such as applying for a job.

Overall, a strength of Krumboltz's (1979) theory is that it views people as having some period of control over events they find reinforcing. Whereas individuals and the world change, persons can learn to take advantage of learning opportunities and make career decisions accordingly. In summary, Krumboltz (1979) outlines "a dynamic approach to career counseling that can be applied to males and females, as well as to racial and ethnic minorities who have individualistic perspectives" (Brown, 2007).

Hall (2002) describes three stages of career development: the early years of becoming established, the middle years of maintenance and reexamination and the late years of adjustment into retirement. He describes the middle career stage as beginning somewhere around the age of 40, although it can vary. Because this age corresponds to changes in the life cycle, it provides a breeding ground for potential crisis. Hall (2002) describes nine physiological, attitudinal, occupational, and family changes that an individual experiences at this time. They are - Awareness of advancing age and death, awareness of physical ageing, knowledge of how many career goals they will attain, a search for new life goals, a marked change in family relationships, a change in work relationships, a growing sense of obsolescence, a feeling of less mobility and attractiveness in the job market with growing security concerns, changes in the work environment.

2.2.5. Career Counseling with Adults

Career interest patterns tend to be more stable after college than during college. Nevertheless, many adults continue to need career counseling (Swanson & Hansen, 1988). Indeed, adults experience cyclical periods of stability and transition throughout their lives and career change is a developmental as well as situational expectation at this stage of life (Borgen, 1997; Kerka, 1991). Developmentally, some adults have a midlife career change that occurs as they enter their 40's and what Erik Erikson (1950) described as a stage of generativity versus stagnation. At this time, adults may change as they become more introspective and seek to put more meaning in their lives. Situationally, adults

may seek career changes after a trauma such as a death, layoff, or divorce (Marino, 1996).

Adults may have particularly difficult times with their careers and career decisions when they find “themselves unhappy in their work yet feel appropriately ambivalent about switching directions” (Lowman, 1993). In such situations they may create illogical or troublesome career benefits that become self - fulfilling and self – defeating (Krumboltz, 1992). There are two dominant ways of working with adults in career counseling: the differential approach and the developmental approach. The differential approach stresses that “the typology of persons and environments is more useful than any life stage strategies for coping with career problems” (Holland & Gottfredson, 1976). It avoids age – related stereotypes, gender and minority group issues, and the scientific and practical difficulties of dealing with life – span problems. “At any age, the level and quality of a person’s vocational coping is a function of the interaction of personality type and type of environment plus the consistency and differentiation of each” (Holland & Gottfredson, 1976).

According to this view, a career counselor who is aware of typological formulations such as Holland’s (1997) can predict the characteristic ways a given person may cope with career problems. For example, a person with a well – defined social/artistic personality (typical of many individuals employed as counselors) would be expected to have high educational and vocational aspirations, to have good decision – making ability, to have a strong and lifelong interest in learning, to have moderate personal competency and to have a marked interest in creative and high – level performance rather than in leadership (Holland, 1997). A person with such a profile would also have a tendency to

remold or leave an environment in the face of adversity. A major advantage of working from this approach is the ease with which it explains career shifts at any age. People who shift careers, at any point of in life, seek to find more consistency between personality and environment.

The developmental approach examines a greater number of individual and environmental variables. “The experiences people have with events, situations and other people play a large part in determining their identities (i.e. what they believe and value, how they respond to others and what their own self images are)” (Gladstein & Apfel, 1987) . Developmental life – span career theory proposes that adults are always in the process of evaluating themselves in regard to how they impact these variables. Okun (1984) and Gladstein and Apfel (1987) believe the interplay of other people and events strongly influences career decisions in adulthood.

Gladstein and Apfel’s (1987) approach to adult career counseling focuses on a combination of six elements: developmental, comprehensive, self-in-group, longitudinal, mutual commitment, and multi methodological. These elements work together in the process of change in this stage of life. This model, which has been implemented on a practical level at the University of Rochester Adult Counseling Center, considers the person’s total identity over time. In a related model, Chusmir (1990) stresses the interaction of multiple factors in the process that men undergo when choosing nontraditional careers (careers in which people of one gender are not usually employed). Whether or not careers are nontraditional, the fact is that many forces enter into career decisions.

2.2.6. Contemporary Literature on Career Management

Contemporary literature on career management places accountability primarily with the individual. Career management includes all interventions to shape careers in organisations, not only by the individuals concerned, but also formally and informally by their managers (Mayo, 1991; Arnold, 1997; Doyle, 2000). Traditionally, in high-potential mobility programmes, individuals are selected as early in their careers as possible and given specialized career development opportunities, allowing them to assume leadership positions as early as possible (Kuznia, 2004). However, the post-modern perspective on careers highlights more 'protean' career types (Hall, 1976; Briscoe and Hall, 2006). While boundaryless careers are characterized by different levels of physical and psychological movement (beyond organisational boundaries), protean careers emphasize a self-directed approach to the career, in which individuals are guided by their own personal values (Briscoe and Hall, 2006). Again, literature on the topic takes a post-modern stance; personal choice, self-fulfillment and psychological (intrinsic) success are prioritized over organisational career management and extrinsic norms of what career success entails (Hall, 1976).

Career development is a field that is becoming increasingly relevant for both employees and employers. Economic and technological developments have resulted in working careers becoming more unpredictable due to changing work opportunities and shifts in labor. A permanent job with one employer, preferably for the entire span of a person's working life, can no longer be considered the normal work pattern. At present, career opportunities tend to be seen in the light of employability (Van Dam, 2004), recognizing that career development frequently goes beyond the boundaries of one organization (Arthur, 1994). The

notion of a traditional career, chiefly determined by an employee's preliminary training and by opportunities provided by employers, has shifted to the concept of a changing career, largely guided by the employee him- or herself. This change toward employee self-management in career development fuels interest in the personal dispositions that could explain why this type of self-management goes well for some people, but not for others.

Organizations today are making abundant changes internally to cope with a highly turbulent external environment. With frequent reorganizing, downsizing, rightsizing, delayering, flattening the pyramid, teaming and outsourcing taking place, careers and career opportunities are in pandemonium resulting from the progressive destabilization of relationships between people and organizations. Several leading business journals recently declared that the job itself, as a vehicle for packaging work, is on the endangered species list. Constant reorganization's and downsizings have fundamentally ruptured the informal employment covenant between employer and employee. In a delayed organization, getting ahead in one's career may no longer mean ascending a corporate ladder.

Various remedies are being offered to deal with the resulting havoc in careers. Typically, the recommendations call for a shift to a new, more change-oriented definition of careers and philosophy of career management. Responsibility for career development must now lie with the individual, not the organization; individuals should prepare themselves for a career involving frequent changes in employers and in the very nature of the work that they perform. People need to be more flexible and versatile in their skills and knowledge, and must be willing to go anywhere, at any time, and at a moment's notice, to do anything. One must not cling to a job, organization, or type of work. Those who still think of getting

ahead in terms of moving up, who feel commitment to a particular function or type of work, must get in tune with the times and learn to adapt and to let go.

While such recommendations have real merit, this reality can also be managed from a different perspective. Organizations need stability commitment and so do individuals. Organizations need growth and consequently, they need people who itch to drive and build the organization. Organizations need individuals who are highly versatile and adaptive, people who thrive on variety and change.

Organizations should not, however, merely abandon past, static, narrow concepts about careers in favor of new, more change-oriented career concepts that are equally narrow. This repeated cycle of out-with-the-old-and-in-with-the-new is likely to increase rather than reduce pandemonium. Instead, a more powerful strategy is to incorporate older, more static career concepts along with newer, more dynamic career concepts into a pluralistic strategy for dealing with careers and organizational arrangements. A pluralistic framework will serve as a means for coping with change and the diverse needs of organizations and people, and at the same time, as a tool for realigning individuals and organizations

Douglas T. Hall (2006) developed the concept of the 'Protean career' to reflect a personal basis of success and career management. Briefly, it is 'a self-managed process of choices in search for personal satisfaction and self-fulfillment.' It allows freedom and growth rather than advancement and power and assumes self-management rather than organizational management. It implies personal psychological success and professional commitment rather than position, salary level and organizational commitment. Important adaptability dimensions are work-related flexibility and current competence instead of organizational survival.

It implies that individuals are responsible to understand themselves and the natural progression of career and life itself.

The Linear Career Concept: The ideal linear career consists of a progressive series of steps upward in a hierarchy to positions of ever-increasing authority and responsibility. People who see the ideal career in linear terms often find it difficult to imagine any other definition of success. Chief among the motives that people with strong linear concepts bring to their careers are power and achievement. They are motivated by opportunities to make important things happen.

The Expert Career Concept: The expert career is one involving lifelong commitment to some occupational field or specialty. Once the career choice has been made, the individual focuses on further developing and refining his or her knowledge and skills within that specialty. If there is upward movement, it is roughly from apprentice to journeyman to master, a reflection of the origins of the expert concept in the medieval guild structure. Old as it is, there are many people who view the expert career concept as descriptive of their ideal career.

People with strong expert career concepts know clearly that what they desire most in their careers is expertise or technical competence, and security or stability. Getting ahead means becoming proficient in their specialties. The nature of the work they perform is an integral part of their self-identity. A quick linear trip up the corporate ladder could be an alienating experience for an individual with a strong expert career concept.

The Spiral Career Concept: The spiral career is one in which a person makes periodic major moves across occupational areas, specialties or disciplines. Ideally,

these moves come every seven to ten years, a span that seems to permit individuals sufficient time to develop in-depth competence, if not full mastery, in many fields before moving on to new ones. The ideal spiral move is from one area (e.g. engineering or research) into an allied area (e.g. product development). The new field draws on knowledge and skills developed in the old field and at the same time throws open the door to the development of an entirely new set of knowledge and skills. Like their linear career counterparts, spirals bring numerous motives to their careers. Chief among them are personal development and creativity.

The Transitory Career Concept: The transitory career is the least traditional, one of consistent inconsistency. The ideal transitory career is one in which a person moves every three to five years from one field or job to a very different or wholly unrelated field or job. People who intentionally pursue transitory careers often do not think of themselves as actually having careers. They are merely treating themselves to a fascinating smorgasbord of work experiences, seeking variety and independence.

Cafeteria Methods: Cafeteria-style career management programs are among the newer approaches to career pluralism in organizations. These plans provide an array of career-track options, training opportunities, performance evaluation schemes, and reward systems to make it possible for employees to have career experiences that are most in synch with their own career careers and motives and with the strategy of the organization. Firms should view organizational career culture as dynamic, requiring periodic readjustments as strategic considerations demand and as the changing mix of employees' career motives and competencies

shift, either as employees turn over, or as individual employees change career motives and competencies over time.

Postmodern career theory: As a result of the post-modern turn in the social sciences during the late 1980's (Savickas, 1995), attention increasingly shifted from the objective to the subjective world of work. Several authors indicate that the traditional ('organisational') career, determined by relatively stable organisational and occupational structures, is gradually being replaced by more 'boundaryless' career types, where uncertainty and flexibility are the order of the day (Arthur and Rousseau, 1996; Collin, 1998). The concept of the boundaryless career includes "a range of possible forms that defy traditional employment assumptions" (Arthur and Rousseau, 1996), and thus, offers no characterisation of any single career type. Rather, boundaryless career theory seeks to reflect the emergent pace of economic change in post-modern society, in which the emphasis lies on continuously changing career paths and possibilities (Littleton et al., 2000). Postmodern career theory considers career to be a social construction rather than a universal concept.

2.2.7. Career Counseling – S.W.O.T. Analysis

Career Counseling - Strengths: The strengths of career counseling can be observed through the examination of the 90-year metamorphosis of the discipline. Out of concern for the human condition in society, Frank Parsons (1909) and other social reformers decided to attack the problems created by a time of unprecedented change and growing pains. Career counseling began as the vocational guidance movement out of a need for social reform that was spawned

by a major technological shift from an agrarian society to an industrial society. There has been a dedicated cadre of career counseling professionals and a wealth of theories, research and practice standards that have evolved from each transition. Much of the research has been theory driven-investigating numerous aspects of career behaviors and culminating in the practical application to career counseling.

Career Counseling – Weaknesses: Globalization has placed the world at the front doorstep of the career counselor. First, the way that we, as career counselors, conceptualize work and career terminology may not be reflective of thinking from the perspective of both local and global arenas. In our view, we may be limited in our perception because there do not seem to be consistent ways to define career or career counseling terms. A second limitation in the discipline of career counseling that is also related to global markets concerns the concept of work.

Career Counseling – Opportunities: The awesome changes in all sectors of society in the previous decade have had a major impact on career counseling. Given the rapidity of change in the previous decade, even more drastic occurrences can be expected to influence ideas about work and career during the next decade. Career counselors must take advantage of change and seize the moment by once again advancing the discipline of career counseling. Stead and Harrington (2000) addressed context by calling for the indigenization of career counseling concepts that might then be suitable for international collaboration. Consistent with this line of thought, there continues to be a call for the examination of theory, research, and practice in context (Collin, 1996).

Subich and Simonson (2001) noted that "the call for the development of career counseling theories has become the anthem of the field". Several issues may be

hampering this process. Although the call for new career theories is promising, there remain few congruent approaches suitable for understanding career counseling as a subjective and personal process (Parmer, 2002; Subich & Simonson, 2001).

Career Counseling Threats: There is an inherent vulnerability when old layers are shed. During this period of transition, threats to career counseling must be explored. Lack of full workforce participation is a global threat. To ignore career issues globally threatens the discipline of career counseling and will have negative consequences for the workforce worldwide.

Another threat is the perception of a lack of interest in career counseling (Fitzgerald & Osipow, 1988; Heppner, O'Brien, Hinkleman, & Flores, 1996). The remaining vestiges of academic indifference toward career counseling in many counseling programs are a threat to both future counselors and clients.

Another threat is the possibility that career counselors will not be able to keep up with the demands of technological growth. Career counselors have used computers in the process of career exploration for 30 years. The vast amount of career information found on the Internet is available worldwide and offers numerous opportunities. This has implications for service delivery enhancement and the creation of user-friendly ways to present information to clients. In addition, career counselors must teach their clients how to assess the vast amount of information available through technology.

2.2.8. Career Planning and Management

Career Planning and Management is a comprehensive approach to all the activities and techniques facilitated by the organization which are of concern with the career development of its employees. These include two main aspects - the planning (i.e. preparing for the future) and management (i.e. operating and activating those plans), as seen and performed from the organization's point of view (Baruch, 1996). A 'career' is a process of development of the employee along a path of experience and jobs, which may be in one or more organizations (Baruch and Rosenstein, 1992).

Over the years, scholars have proposed different frameworks to examine career systems. For example, Schein's (1978) model of career development emphasizes the examination of both the individual developmental paths and organizational systems. However, it is based on a single-firm perspective and now seems outdated. Feldman (1988) proposes to examine career practices from an organizational viewpoint. However, he mainly focuses on selection process rather than on a set of career management systems. Mayo (1991) made an attempt to distinguish between individual, organizational and joint career processes. More recently, Arthur et al (1999) challenged the usefulness of some of the traditional career theories such as trait factor theories (which assume that work-related human characteristics are stable over a lifetime) and developmental theories (which examine age or stage related patterns of career development) in explaining careers in the present dynamic business conditions. They suggest the adoption of Weick's (1999) work on enactment as a sensible way forward. Weick (1999) puts forth the notion that a career is not defined by a series of occupational classifications, rules of professional practice or company based human resource

development, but equally important is the individual's own exertion of will in choice and activity. This emphasizes both individual and organizational perspectives. Similarly, Herriot and Pemberton (1996) propose a comprehensive model of a career system that emphasizes a fit between individual needs and organizational requirements.

2.2.9. Influences on Career Development: The Indian Situation: The importance of career counseling has been emphasized in India from as early as 1938, when the Acharya Narendra Dev Committee set up in Uttar Pradesh underlined the importance of guidance in education. Various committees and commissions (e.g. the Mudaliar Commission, 1952; the Kothari Education Commission, 1964 – 1966; the National Policies on Education, 1986 & 1992) have subsequently made strong recommendations for the formalization of guidance and counseling services at the national level. The earliest specific recommendations for the development of formal career guidance services in India were almost five decades ago (Barnette, 1954). It was suggested at this time that three specific areas were focused on, namely, occupational and educational information and problems concerning the formulation and standardization of psychological tests and the development of training services for career teachers. The existing structure provides services through two sources. The first is through government agencies such as the Central and State bureaus of guidance. These agencies have been established to provide guidance and counseling services at the national level. At the second level, career counseling is available through private organizations such as human resource development companies, non-governmental initiatives, psychological clinics, counseling centres and child guidance centers. In the recent past, some of the boards of education (e.g. the Board of the Indian Certificate of

Secondary Education) have begun to offer career advice through a distance – testing system. Career cells have also begun to appear in private colleges and universities.

An evaluation of this structure reveals that government – sponsored guidance bureaus have not been able to make much headway – the reasons cited being the paucity of funds and the lukewarm attitude towards guidance on the part of state educational authorities (Bhatnagar & Gupta, 1999). While systems for service delivery have been set up in the form of guidance bureaus at the state and Central levels, little or nothing has been done to optimize the effective operation of these centres. Meanwhile, the services offered by private organizations and individual counselors have been well received, with a rapidly growing demand. Private organizations, however, are restricted to specific geographical areas, and have not been able to expand their services to a national scale. Furthermore, services offered by private organizations are concentrated almost exclusively in the cities and most often target the higher economic status groups. The career development needs of young people from rural or less privileged backgrounds are most often left unaddressed. While an organizational structure for career counseling does exist in India, its scope is found to be quite limited.

2.2.10. Scope of Career Counseling Field: Career counseling is a hybrid discipline, often misunderstood and not always fully appreciated by many helping professionals, businesspeople, the public or the government (Hoyt, 2005). The National Career Development Association (NCDA) defines career counseling as a “process of assisting individuals in the development of a life-career with a focus

on the definition of the worker role and how that role interacts with other life roles”.

Throughout its history, career counseling has been known by a number of different names, including vocational guidance, occupational counseling and vocational counseling. Cities (1981) emphasizes that the word career is more modern and inclusive than the word vocation. Career is also broader than the word occupation, which Herr et al. (2004) defines as a group of similar jobs found in different industries or organizations. A job is merely an activity undertaken for economic returns (Fox, 1994).

Career counselors clearly must consider many factors when helping persons make career decisions. Among these factors are a vocational interests, age or stage in life, maturity, gender, familial obligations and civic roles. Some of these factors are represented in various ways. For example, the integration and interaction of work and leisure in one’s career over the life span according to McDaniels ‘84 is expressed in the formula $C=W+L$, where C equals career; W equals work and L equals Leisure (Gale, 1998).

2.2.11. Career Guidance : The NCDA has defined career information as “information related to the world of work that can be useful in the process of career development, including educational, occupational and psychosocial information related, e.g., availability of training, nature of work and status of workers in different occupations” (Sears, 1982). A more modern term for career information is career data meaning “a collection of facts about occupational and educational opportunities” (Niles & Harris – Bowsley, 2005). Data becomes

information only when they are “understood by the clients and used to inform decision making that is to assist them to choose one alternative over another”.

Career guidance involves all activities that seek to disseminate information about present or future vocations in such a way that individuals become more knowledgeable and aware about whom they are in relationship to the world of work. Guidance activities can take the form of career fairs, library assignments, outside interviews, computer-assisted information experiences, career shadowing (following someone around on his or her daily work routine), didactic lectures and experiential exercises such as a role – playing.

Career guidance and the dissemination of career information are traditionally pictured as a school activity. But this process is often conducted outside a classroom environment – for example, at governmental agencies, industries, libraries and home or with a private practitioner (Harris – Bowlshey, 1992). Career guidance is “for people who are pretty normal and have no emotional problems that would interfere with developing a rational approach to making a vocational or career choice” (Freeman, 1990).

Characteristic differences exist between Western and Indian Cultures with respect to the influence of significant others on the young person’s decision-making behavior. In the West, child-rearing practices and educational philosophy nurture this skill, and independent decision-making is expected at quite an early age. On the other hand, observations made in the Indian situation have pointed out that Indian child-rearing practices do not directly foster the development of independent decision-making (Ramanujam, 1979; Sinha, 1979). The assertion of individuality may quite often be frowned upon (Neki, 1976). Indian child-rearing

practices, family structure, hierarchical social organization and value systems promote social support and interdependence (Ramanujam, 1979).

2.2.12. Career Developmental Theory: Relevance to Indian Situation

On generalizing the career development theories to the Indian context, it appears that the theory departs in several ways from the Indian actuality. The Indian adolescent usually enters the final year of high school (Class 10), between the age 14 and 15 years. Completion of Class 10, in the Indian educational system signals the beginnings of specialization. Indian students who complete high school roughly fall into three categories (Thomas, 1997; Desai & Whiteside, 2000):

- Group 1 comprises students who wish to go on for further education. The career developmental task facing this group is the necessity of having to make a choice between three pre-specified groups of subjects, namely, the Science, Commerce or Humanities streams of specialization. Each of these streams leads toward a family of careers and the 14-year-old is expected to have developed reasonable clarity regarding the career family for which he or she is best suited.
- Group 2 comprises of individuals who choose to undergo vocationally oriented courses that prepare them for direct entry into the world of work on completion of the course. Here, options chosen lead to a narrow band of careers, and an even higher degree of career choice crystallization is expected of the high school student.

- Group 3 mainly comprises students from low socio economic backgrounds who cannot afford to remain financially unproductive, and have to enter the world of work as unskilled workers.

According to the developmental theories, career developmental tasks such as these are expected at around the age of 17-18 years. In the Indian situation however, the young person is presented with these tasks much earlier and perhaps much before he or she is ready to deal with them. Socio-economic and psychosocial factors could place the Indian young person in a situation where he or she is required to make career decisions almost three years earlier than expected by the developmental theories. It may well be that the individual is not vocationally mature enough to deal with these tasks and perhaps is even unaware of the long-term outcomes of decisions taken at this stage.

From the standpoint of career decision-making, research done by (Arulmani, 1995) has thrown up some interesting findings. Studies 1 and 2 presented below, throw light on the influence of significant others on the individual's career decision-making behavior. The following discussion focuses primarily on the results and findings from these studies.

Study 1: Significant Influences (Arulmani, 1995): In the study to analyze the relative significant others had on career choice. They interviewed 654 Indian young people in the age range of 25 to 28 years, who had recently entered the work and had been working as professionals in different walks of life for periods ranging between two and three years. It was found that 301 (46 percent) of this group had made career choices based exclusively on what their parents wanted them to do, with relatives and friends also playing a role. Decision-making that

combined parental inputs and the individual's own desires had occurred amongst 156 (24 percent) of the individuals interviewed. The number of individuals who had made their career decision on their own was the lowest. Further analyzing information from this study, we found that close to 36 per cent of those who had made career decisions based exclusively on parental directions – without participating in the decision-making process themselves-wanted to change their careers. On the other hand, 98 per cent of the group who had worked along with their parents and been actively involved in choosing their careers, expressed comfort with their choices. 80 per cent of those who had made their decisions entirely on their own continued to be uncertain about their career choice.

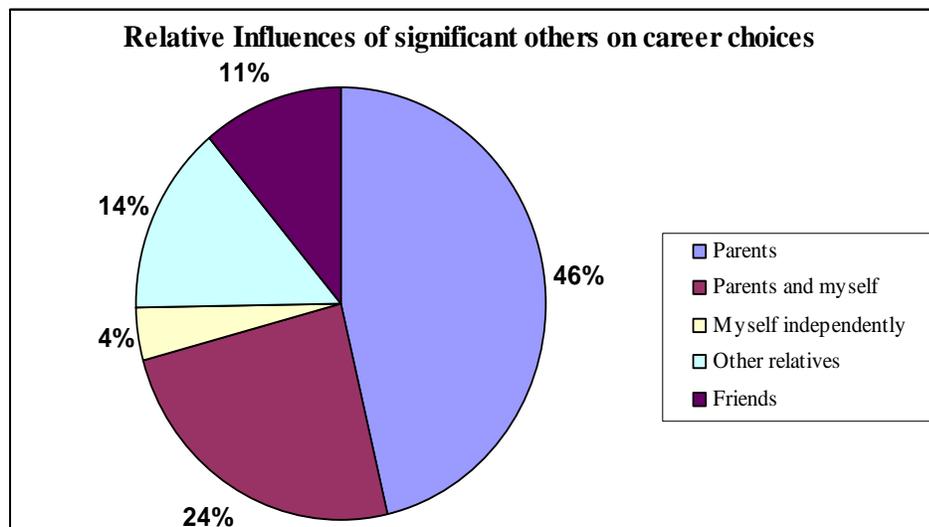


Figure No.2.3.

Source: Arulmani, G & Nag-Arulmani, S.(2004). Career Counseling: A Handbook, 2004

Study 2: Parental Education and Employment Status: Arulmani, Van Laar, & Easton, 2001). As observed in the interactions with 755 high school boys, that two specific types of parental influence operated on children's career development. It was found , that the percentage of students intending to study further (college or diploma) decreased with parent education. The lowest percentage of students opting either for college or diploma education were the children of illiterate parents. Interestingly, the largest percentage of students who had no career plans, had parents who were illiterate. The nature of parents' employment also seemed to have an influence on the young person's career choice behavior. It was found that among students whose parent's employment was uncertain (occasionally employed or unemployed) a large percentage expressed the intention to forego further education and begin working immediately. Conversely, almost all students who expressed the intention to study further and prepare systematically for a career, had parents who were comfortably employed.

Implications of the Findings: As found in Study 1, the highest degree of comfort and effectiveness seems to result when career decisions are the result of the combined effort of adult (parent) and career chooser. At the cultural level, this seems to illustrate the adaptation of traditional mechanisms to meet contemporary needs. The career development needs of the contemporary Indian career chooser seem to be such that neither a rigid adherence to traditional mechanisms nor the replacement of these older methods offer the solutions required. It is in the blending of the highest levels of effectiveness in career choices seem to be achieved.

Furthermore, information from the second study seems to indicate that the influence of significant others include factors other than the dynamics of cultural

revolution. Parental education and employment status could be implicated in the career development of the career chooser. The levels of education within the family create the psychological orientation necessary for career planning and development. Parents who have experienced the benefits of education are more likely to want the same for their children. A home that is characterized by illiteracy and low levels of education perhaps does not have the wherewithal to raise the eyes of the young within that family toward wider horizons.

Influences of the educational system: Systems and philosophies of education create learning environments that shape the way people make decisions and deal with problems. At a more specific level, the educational system prevailing within a culture has a significant influence on the career development of the individuals who are a part of that culture.

2.2.13. Indian Research - Salient Themes

Career Psychology is in its infancy in India and not many research efforts have been initiated. India does not yet have a model or theory of Career Psychology that is uniquely suited to its environment. Information has been categorised into themes that could throw light on career choice behavior as it occurs in the Indian context.

Interesting links have also been found between socio economic and orientation to the future. Misra and Jain (1988) found that middle and high socio economic groups had an orientation to the future that was characterized by beliefs reflecting their ability to make long-term plans and prepare for needs that could arise in the future. Conversely, the lower socio economic groups tended to have a short-term

view, and the content of their beliefs did not reflect systematic planning for the future. Chandar (1997) also points to the tendency of the lower socio economic groups to focus primarily on the present, with a low emphasis on preparing for the future. Further, investigations into career aspirations have indicated that greater percentages of low socio economic parents had no career aspirants for their children, and disadvantaged youth tended to limit their occupational aspiration to the class horizon (Chadha, 1982).

Effect of Career Beliefs on Career Choices: Indian research provides some evidence in support of the proposition that social cognitive variables in the form of career beliefs play a significant role in career decision-making. It has been reported, for example, that beliefs about the prestige attributes of a career significantly influence career choice behavior (Akhilesh, 1991). A particularly important finding reported by Grewal (1973) is that the prestige attributed to a career path does not seem to be affected by economic and industrial advancement. In other words, the prestige of a career could be intertwined with perceptions, beliefs and mindsets. This trend seems to have continued and even in today's career choice environment in India, social cognitive variables play a significant role.

Further evidence of the operation of career beliefs emerges when students' career preferences are analyzed. It has been consistently reported that career choices are dominated by the belief that following a career path toward a college degree is more respectable (Thomas, 1997; Desai & Whiteside, 2000). In response to the manpower imbalances in the country, the government has introduced vocationally oriented courses. The objective has been to enhance individual employability, reduce mismatch between demand and supply of skilled manpower and provide