CHAPTER III

REVIEW OF RELATED LITERATURE

3.1 Studies on Guidance and Counselling
3.2 Studies on Life skills Attainment
3.3 Studies on Personality Development
3.4 Studies on Vocational Choices
REVIEW OF RELATED LITERATURE

Review of related literature is an essential aspect of any investigation. Review of literature initiated at the stage of planning that assisted the groundwork of identifying the data collecting techniques, research tools and continued through the writing thesis. The major purpose of the reviewing the studies is to determine what has already been done that relates to the thrust area of a study. It provides insights for the structural framework into which the problem fits. The aim of the present study is to develop a strategically aligned guidance and counselling package with special focus on life skills attainment, personality development and vocational choices of students at higher secondary level. For developing such a package, it is necessary that an extensive review should be done based on the conceptual framework along with the review of related studies in this area. This chapter presents the review of related literature pertaining to the present study.

A brief account of the relevant studies reviewed is presented below in the following sections:

3.1 Studies on Guidance and Counselling

3.2 Studies on Life skills Attainment

3.3 Studies on Personality Development

3.4 Studies on Vocational Choices

3.1 Studies on Guidance and Counselling

Guidance Programme, like any other educational programme, requires careful and consistent development. This ensures that the programme responds to the unique needs of its clients. It provides benefits to students by addressing their intellectual, emotional, social and psychological needs. It is important that today’s guidance and
counselling programme to be developmental, so that it assists students who are growing up in a complex world. It should help them to develop into full human beings, capable of maximizing their potential in all personal, educational, social or career-related aspects. The following are the review of related literature on guidance and counselling.

Kumari (2013) in the article “significance of imparting guidance and counselling programmes for adolescent students” revealed the need for developing a guidance and counselling programme for adolescent students for enhancing life competencies and solving problems. The article indicated that the guidance and counselling plays a vital role for preventing educational, personal, social, mental, emotional and other similar problems among school students.

Bozgeykgilg, Huseyin and Erciyes (2010) examined the effect of computer assisted career group guidance to levels of self-efficacy of 8th grade elementary school students. Research is an experimental study which is based on experiment and control group pre-test and, post-test model. Computer assisted career guidance was made with experiment group students for 5 weeks in two sessions. In total 10 sessions of career group guidance were made. In the pre-test and post-test phases, levels of career decision making and self-efficacy of experiment and control group students were measured according to Career Decision Making and Self-Efficacy Questionnaire (CDMSEQ). After experimental procedure independent sample t-test was used in order to determine the significant difference between CDMSEQ pre-test and post-test scores of experiment and control groups. Findings indicated that the computer assisted career group guidance in the research is effective in increasing levels of career decision making and self-efficacy of 8th grade elementary school students.
Asaf, Athar, Muhammad and Amir (2010) conducted a study to investigate the educational guidance services at secondary schools of Rawalpindi. The objective of the study was to analyze the perception of students, teachers and parents about provision of guidance services in secondary schools. The sample consisted of 100 students, 30 class teachers and 40 parents was selected randomly. A questionnaire (for teachers and students) and an interview schedule based on personal and academic developments of students were constructed for data collection. The main findings of the study were: mostly teachers did not provide any opportunity for students to share their problems with them, teachers did not guide the students for further study, and the parent-teacher meetings were not organized regularly in schools. It was suggested that at transition stage of the study the state may create and fill the posts of student counsellors at secondary schools.

Rejis (2006) studied the effectiveness of guidance and counseling services in Zimbabwean secondary schools. The study revealed that students worldwide, including Zimbabwe, experience problems which schools should solve these problems through the provision of guidance and counseling. The study also indicated that the majority of both school counselors and students viewed the school guidance and counseling services as beneficial and school counselors are effectively playing their role.

Texas Educational Agency (2004) prepared a model comprehensive, developmental guidance and counselling program for Texas public schools, a guide for program development pre-k -12th grade has been developed to help ensure that all students in Texas might benefit from high quality comprehensive, developmental school guidance and counselling programs. The guide provides a model for such programs and a process for tailoring the model to meet the varying needs of students
in a wide array of school districts. The Guide has been written as a model for educators to develop, validate, or improve their school districts’ guidance program.

Dankyi (2001) conducted a study on Career guidance and counselling among selected Junior Secondary School Students in Kumasi. An interview conducted to investigate the present level of guidance offered at the Basic school level with emphasis on the JSS level, to find out how effective and efficient it is and how beneficial it is to the students in particular and the education programme in general. A survey conducted by the researcher revealed that there a large number of young junior secondary school graduates and dropouts who end up on the streets of the urban and metropolitan areas struggling to make ends meet. There seems to be ineffective organisation and administration of the guidance and counselling services in the JSS. Research Tools including observation, personal interviews as well as’ appropriate questionnaire were also used for the collection of data. On the basis of the findings the researcher recommends that steps should be taken to provide well equipped workshops to help with the vocational training of the students. Additionally, teacher training curricula should include guidance and counseling so that guidance at the basic school level could be improved upon.

UNESCO (2001) prepared a Module on ‘Guidance and Counselling Programme Development’ in Botswana. It is designed to provide help in starting a Guidance and Counselling Programme. It stresses the importance of planning in programme development and the need to carry out an initial survey to facilitate the definition of goals and objectives. Advice is given on how to design, implement and evaluate programmes effectively.

Atsu (1989) using a sample of 150 students in Calabar municipality, in her experimental study on career guidance and occupational preferences of Senior
Secondary School students found out that the level of counseling an individual receives, generally determines how realistic and appropriate his occupational choice is based on self-knowledge derived from the counseling situation more than those who were not counseled. The instrument used for eliciting responses from the students was a self-defined occupational preference inventory (OPI). The data was analyzed by the use of chi-square statistical analysis. The results revealed the effect of career guidance on occupational preferences among students in senior secondary Schools.

Tripathi (1986) made an investigation to determine various guidance needs of the pupils of secondary and higher secondary schools and to observe the relationship between these guidance needs and some variables such as sex, grade, birth-order, parents' educational level, size of the family and type of school. Pupils' problem checklist was developed consisting of 240 items having nine different areas: (1) physical health needs, (2) familial needs, (3) social needs, (4) sexual needs, (5) personality needs, (6) educational needs, (7) financial needs, (8) future life needs and vocational needs, and (9) religious needs. The checklist was employed on the sample of 720 pupils chosen from 24 schools situated in different areas of metropolitan Ahmedabad. For data analysis t-test and one-way analysis of variance were applied. Major findings of the study were indicated a significant relationship exists between grades of pupils and social, personality, educational, financial, vocational and religious needs.

Singh (1986) studied the educational choice of arts and science college students of upper and lower socio-economic groups. The major hypotheses were: (1) Science and arts students would differ significantly with respect to factors influencing selection of their courses of study. As the former are generally better students, they would be more rational in choosing subjects. (2) Advantaged (upper SES) and
disadvantaged (lower SES) students would differ significantly with respect to factors influencing selection of courses of study. A sample of 200 fresh students (100 arts and 100 science) was selected randomly from a college in Patna. They were divided into upper and lower SES groups on the basis of the Sharma SES Scale. An Educational Choice Inventory in Hindi was developed and used. $t$-test, analysis of variance, chi-square test were used for drawing conclusions. The major conclusions were revealed that there were significant differences among Arts and Science students and the interest was the most important factor influencing the choice of courses of study by arts students, followed by aptitude, hope of success, guardian's advice, family tradition, employment opportunity, etc. Employment opportunity was the most important factor influencing selection of courses of study by science students, followed by previous success, aptitude, interest, prestige, hope of success, etc.

Gupta (1985) Studied the Objectives, Programmes, Infrastructural Facilities and Perceived Effectiveness of Guidance Services in Delhi Schools. This normative survey research was conducted in Delhi and was confined to government senior secondary schools situated in urban and rural areas. The tools developed by the investigator for the collection of data were a questionnaire for school counsellors, an Interview Schedule for Students, a Perceived Effectiveness Inventory for Parents, a Perceived Effectiveness Inventory for Teachers and a Perceived Effectiveness Inventory for Principals. The data were analysed using percentage, ANOVA, and $t$-test. The major findings of the study were revealed that educational and occupational information collected was disseminated by most of the counsellors through classroom talks only. Most counsellors judged the effectiveness of counselling services using the criterion that students made realistic subject choices. Most of the counsellors tried
their best to solve such problems as underachievement, adjustment, emotional maladjustment, financial problems etc. of the students.

Premlata, (1984) conducted a study on Teachers, Parents and Counsellors Approaches towards Personal, Vocational and Educational Problems of Adolescents. The major objectives of the study were to identify various psychological problems of adolescents, to assess the effectiveness of different counselling approaches in solving various groups of problems, and to offer suggestions for tackling the problems of adolescents effectively. The sample of 924 students was selected from the schools of Phagwara, in Punjab. Out of these, only 35 students had grave and serious problems. These students were studied using the case study approach. Others were studied through a survey approach using Mooney's Problem Checklist. Other tools used were the proformas relating to the problems of adolescents for parents, teachers and counsellors, the checklists for parents, teachers and the counsellors, and tape recorded interviews. Some of the major findings of the study were revealed that Adolescents as a group had a large number of problems. These were related to physical development, physical growth, physiological growth, intellectual development, emotional development, social development, and moral development. Parents were not equipped for the role of counselling. They were ignorant about the problems faced by their children. So Counselling must be done for solving the problems of adolescents.

Fernandes (1984) studied the effect of guidance and counselling on the academic achievement of under achieving preadolescent and adolescent girls. The major objectives of the study were to find out the effect of counselling on the achievement of preadolescent and adolescent underachievers. The counselling consisted of ten sessions. The counselling approach was an integrated, eclectic one.
using both directive and non-directive counselling. The attempt was to study the interaction of ego, level of aspiration and self-concept. A test on level of aspiration, a case conference, personality models, quiz programmes, autobiography, photo language, games and group discussions were used during counselling sessions. The other tools were a test of intelligence and achievement tests for class VIII and class X. The experimental group had 68 underachievers in class VIII and 47 in class X. An equal number of students were in the control group. Analysis of covariance was used for examining the hypotheses. The major findings of the study revealed that the academic achievement of counselled pre-adolescent underachievers was significantly greater than that of noncounselled underachievers.

Tulsi (1983) conducted a study on differential effect of career guidance strategies on vocational maturity patterns in relation to sex, intelligence and need achievement. The objectives of the study were to investigate the effect of career guidance strategies on self-awareness, occupational information, and a combination of both, on vocational maturity of ninth graders. A sample of 1405 students (743 girls and 662 boys) of the ninth grade was randomly selected from government high and higher secondary schools. These students were administered Raven's Standard Progressive Matrices (1960) and the Edward n-Ach Scale (1959). For the purpose of data collection, an additional tool used was the Hukam Chand (1979) Career Maturity Inventory. The findings of the study were: The effect of career guidance strategies was found to be significant on all the dimensions of vocational maturity, except for the goal-selection component.

Dasgupta (1972) studied the pupils' opinion on school guidance service in West Bengal. The main aim was to ascertain the opinion of a sample of pupils of West Bengal regarding different aspects of guidance services in their respective
schools. The sample consisted of 280 pupils of classes X and XI of 16 multipurpose schools in which guidance services had been introduced for more than five years. The schools were situated in nine districts of West Bengal. The sample, consisting of 150 boys and 130 girls, belonged to seven different streams. A questionnaire containing 31 statements was used. The study revealed that the School guidance services needed more social acceptance. The attitude of the heads of institutions, career-masters, other teachers and pupils towards school guidance services seemed to be quite satisfactory. More facilities were needed for dissemination of occupational information and career-masters required more time for guidance work.

3.2 Studies on Life Skills Attainment

Priyanka and Disha (2013) studied Effectiveness of life skills education on Adolescents. A list of 200 students from schools providing life skills training and found that the life skills education is found effective and helped students to enhance life skills of these adolescent students.

Tanu (2013) studied the effect of Life skills training on dietary behavior of school adolescents in Delhi. Skill-based education has been shown to reduce high-risk behavior among adolescents, but in India, life skills have often been looked at only from the reproductive health perspective. Therefore, the study was undertaken to assess the effect of life skills training on dietary behavior of adolescents studying in grades 9 and 11 of 2 schools in Delhi. This was a non-randomized interventional study with a control group. A self-administered questionnaire was used for assessment of dietary behavior at baseline, 15 days, and 3 months after the life skills training. Two life skills training sessions were imparted to the intervention group, focusing on the use of life skills in making healthy choices. Participants in the intervention group (n = 180) showed significant improvement in knowledge ($P < .001$), attitude ($P =$
.007), and practices (P < .001) following the life skills training. To conclude, a skills-based approach does help improve the dietary behavior in adolescents.

Joy (2011) studied the way in which a life skills program is delivered to 600 student-athletes by the Student-Athlete Services (SAS) department within the larger Athletic Department at a major Division I university. By utilizing an evaluation template previously used as an assessment tool by the NCAA for the purpose of recognizing CHAMPS/Life Skills Programs of Excellence, information was collected for the purpose of evaluating the program offerings and identifying potential areas for improvement. Answers to the following questions were sought as a part of this study. What are the internal strengths and weaknesses of the Life Skills Program? How can the Life Skills Program be improved? The results of this study provide useful information to athletic department administrators as they seek to continually assess and improve the way in which athletic departments and the individual student-athletes interact with each other, thereby improving the overall student athletic experience and equipping these students with the skills and tools necessary for success in life beyond the college years.

Kristina (2011) studied measurement of life skill acquisition of the Idaho First Lego League state tournament participants ages 9-14. Youth development programs provide opportunities for children to learn and apply the life skills they are likely to utilize later in life. Therefore, it is critical that steps are taken to evaluate their effectiveness. The direct purpose of this study was to measure life skill outcomes of participants ages 9-14 of the Idaho First Lego League program state tournament participants. This mixed method pre-experimental design study incorporated quantitative measurements using a paired samples test and qualitative measures utilizing a single-category design focus group methodology for triangulation.
purposes. This study contributes to the literature by providing empirical evidence of
the formation of life skills in youth participating in a nationally sponsored robotics
engineering program.

Mihalic (2008) conducted a study on Implementing the Life Skills Training
drug prevention program. The study was employing qualitative and quantitative
methods to assess the extent to which 432 schools in 105 sites implemented the Life
Skills Training (LST) drug prevention program with fidelity. Results indicated that
although most sites faced common barriers, such as finding room in the school
schedule for the program, gaining full support from key participants ensuring teacher
participation in training workshops, and classroom management difficulties, most
schools involved in the project implemented LST with very high levels of fidelity.
Time constraints in the classroom should be considered when choosing a program.
Student behavior also influences program delivery, so schools should train teachers in
the use of classroom management skills. Schools should recognize the importance of
training and technical assistance to ensure quality program delivery.

Rebecca (2000) studied youth leadership life skills development of
participants in the West Virginia 4-H camping program. Although the development of
leadership skills through the 4-H camping program is highly valued, measurement of
leadership skill development of West Virginia 4-H camping program participants has
been lacking. Thirteen to fifteen year old 4-H members were targeted in this study in
order to gather data about leadership development among this age group. Leadership
activities, opportunities, and training in the 4-H camping program vary greatly from
county to county in West Virginia. Uniform goals, programming, and evaluation are
needed to facilitate leadership programming, life skills development, and leadership
evaluation for the West Virginia camping program.
WHO (1993) in the document, Life skills Education for Children and Adolescents in Schools, provided an introduction and guidelines to facilitate the development and implementation of life skills programme for adolescents. The purpose was to outline a framework for life skills programme development both conceptually and practically. There were three parts: Part I provided an introduction to Life Skills for psychosocial competence, Part II was the guidelines for the Development and Implementation of life skills Programme and Part III gave Training workshops for Development and Implementation of Life skills Education.

### 3.3 Studies on Personality Development

Mike and Jackson (2013) studied the college experience and its effect on personality development in young adulthood. Young adulthood is often considered a time of identity formation, but few studies attempt to identify experiences during this time that shape one's personality. This study addresses the relationship between educational experiences and personality traits using archival data from the Harvard Student Study, which documented personality and various aspects of college life yearly over four years. In line with literature, the most robust findings pertained to conscientiousness. Conscientious students were more likely to have higher grades, put more effort towards academic achievement, and to be more satisfied with college life. The more students changed on conscientiousness the more likely they were to also change their grades and level of academic effort. Both academic effort and satisfaction with Harvard predicted higher levels of conscientiousness. The analyses demonstrated that personality influences the situations we find ourselves in, while our experiences help shape who we become.

Erik (2013) studied Expectations and Desires of Early Emerging Adults for Future Personality. Across the lifespan, the period of early emerging adulthood has
the largest, most pervasive, and socially desirable pattern of trait changes (Roberts et al., 2006), theoretically consistent with emerging adulthood being the most “volitional” developmental period. Although personality change has been typically studied as a passive process, what if the sizable positive personality changes during emerging adulthood result at least partly from developmental regulation — individuals’ intentional efforts to improve themselves? Across studies, it was found that early emerging adults generally both expected and desired to change most in the near future in traits related to Extraversion and Conscientiousness, closely fitting with developmental tasks of emerging adulthood. Although the research only tests in a limited way whether these intentional efforts to change actually bear fruit in terms of actual change, the results suggest evidence consistent with an active account of personality change. This study tested the hypothesis that a volunteer experience would promote ego development for a sample of older adults. Current and non-volunteers were assessed on measures of personality and ego development before and after a 3-month baseline period after six months of volunteering, and one year after completing their volunteer intervention. In addition, participants’ perceptions of their volunteer experiences were assessed at this follow-up. The results showed that ego development scores for those individuals initially at the conformist or self-aware levels of ego development increased as a result of the volunteer intervention, while ego development scores for those at the conscientious level or above remained stable. This study supported the hypothesis that volunteering would have a positive impact on ego development.

Bleidorn (2013) studied Personality development around the world – A cross-cultural examination of Social Investment Theory. Across the world, individuals from different cultures tend to become more agreeable, more conscientious, and less
neurotic during the period of early adulthood. Two leading theories offer radically different explanations for these pervasive age trends: Five Factor Theory proposes that personality maturation is largely a genetic phenomenon whereas Social Investment Theory proposes that maturation is largely the result of normative life transitions to adult roles. The study found strong evidence for universal personality maturation from early to middle adulthood; yet there were significant cultural differences in age effects on personality traits. That is, the overall pattern of age trends across cultures seems not to be fully determined by a universal genetic maturation program. Rather, findings suggest that universal life tasks during early adulthood – such as finding a partner, starting a family, and establishing one’s career – are also important catalysts for personality development during early adulthood.

Joymarie (2011) studied the way in which a life skills program is delivered to 600 student-athletes by the Student-Athlete Services (SAS) department within the larger Athletic Department at a major Division I university. By utilizing an evaluation template previously used as an assessment tool by the NCAA for the purpose of recognizing CHAMPS/Life Skills Programs of Excellence, information was collected for the purpose of evaluating the current program offerings and identifying potential areas for improvement. Answers to the following questions were sought as a part of this study. What are the internal strengths and weaknesses of the Life Skills Program? How can the Life Skills Program be improved? The results of this study provide useful information to athletic department administrators as they seek to continually assess and improve the way in which athletic departments and the individual student-athletes interact with each other, thereby improving the overall student athletic experience and equipping these students with the skills and tools necessary for success in life beyond the college years.
Veronica (2011) conducted a study to determine the effectiveness of guidance and counselling services on the development of University students’ academic, social and personal competencies. Quantitative data was collected by use of a questionnaire that was administered to 369 third and fourth year full-time undergraduate students enrolled in three public and three private universities in Kenya. In addition, qualitative data was collected through an interview conducted among ten (10) student counsellors and a focus group discussion involving thirty six (36) peer counsellors from the universities studied. Statistical techniques that included the one way Analysis of Variance (ANOVA) and t-test were used to test the significance and determine whether to reject or accept the study hypotheses. An analysis of the findings indicated significant differences in the effectiveness of guidance and counselling services on development of students’ academic, social and personal competencies among the studied universities. It was recommended that the university authorities should establish clear policies that would improve and strengthen guidance and counselling services to make them effective for the attainment of students’ academic, social and personal competencies.

Dweck (2008) in the article “Can personality be changed? The role of beliefs in personality and change investigator’s beliefs lie at the heart of personality and adaptive functioning and that they give unique insight into how personality and functioning can be changed. It focused on two classes of beliefs—beliefs about the malleability of self-attributes and expectations of social acceptance versus rejection—and show how modest interventions have brought about important real-world changes. He conclude by suggesting that beliefs are central to the way in which people package their experiences and carry them forward, and that beliefs should play
a more central role in the study of personality. Beliefs matter, beliefs can be changed, and when they are, so too is personality.

Synthia (2007) studied the effect of counselling on the psychosocial competence of women’s college students in relation to personality and family dynamics and the results revealed that counselling was effective for developing personality and family dynamics among college students. The study also revealed that the science students showed better performance than the students studying arts subjects.

Hartman and Betz, (2007) explored how the Big Five personality factors exert two kinds of effects on career self-efficacy: generalized or nonspecific effects and domain-specific, content correspondence effects. The hypothesis was examined using relationships of the Big Five personality factors to 24 domains of career-related self-efficacy-confidence for the six Holland areas, 17 basic dimensions of vocational activity represented by the Expanded Skills Confidence Inventory, and career decision self-efficacy. Findings suggest generalized effects for conscientiousness and extraversion, in that both correlated positively with a broad range of self-efficacy domains: Neuroticism displayed a significant negative relationship with nearly all forms of career self-efficacy. Content correspondence was shown in significant correlations of Openness to Experience with self-efficacy for creative and intellectual pursuits. However, Agreeableness showed no significant relationship with career self-efficacy variables. In summary, findings from this study underscore that career behavior and personality overlap and interact to a significant extent. Furthermore, the career personality relationship is not limited to the prediction of vocational interest and performance. The Big Five also account for significant variance in virtually all of the numerous vocational self-efficacy variables assessed in this study.
Umelaila (2006) studied impact socio-cultural factors on the personality development of adolescents. The sample selected was children of 11-16 years. Initially an interview was conducted with mothers by administering structure open-ended questionnaire. The study revealed that the factors that influence the personality development were identified as parent’s economic condition, peer group, school environment, teacher’s guidance, extra-curricular activities and government policies. On the basis of the findings of the study, suggestions were made that more studies can be carried out on personality development of children.

Melinda (2001) conducted a longitudinal study of personality development in older adults: the impact of a volunteer intervention program. This study tested the hypothesis that a volunteer experience would promote ego development for a sample of older adults. Current and non-volunteers were assessed on measures of personality and ego development before and after a 3-month baseline period after six months of volunteering, and one year after completing their volunteer intervention. Repeated measures MANOVA measured the effect of the volunteering experience on ego development and demonstrated that ego development can change as a result of a volunteering intervention for a sample of elderly adults.

Studies on Vocational Choices

Metz, Nadya and Kris (2012) studied Career Aspirations and Expectations of College Students. This study examined differences in 677 diverse college students' career aspirations and expectations based on gender and ethnicity, and compared their career expectations to the U.S. workforce. Further, this study investigated how perceptions of career barriers, career decision self-efficacy, and differential status
identity may be related to the aspiration—expectation discrepancy. Results revealed significant ethnic and gender differences in career aspirations and expectations. The findings revealed that career barriers, career decision self-efficacy, and differential status identity are three factors that may be related to the aspiration—expectation, discrepancy, which warrants more research.

Ali and Saunders (2009) investigated the contributions of several social cognitive career theory (SCCT) factors in predicting the career choices of a group of high school students living in the central part of rural Appalachia. Findings indicated that the majority of the variance was accounted for by vocational/educational self-efficacy beliefs, SES, and career decision outcome expectations. Given the cultural considerations of this population, these findings suggest that lower SES rural Appalachian high school students might benefit from targeted interventions that are designed to increase their confidence and expectations about their future.

Santhosh (2009) investigated the relationship between socio-economic status and vocational interest of secondary school students and found that vocational interest of the high and average socio economic status students differ significantly.

Kumar (2008) investigated occupational interest in relation to adjustment and found that better adjusted adolescent of urban and rural settings had shown more attention toward mechanical and scientific interests in comparison to their less adjusted counterparts who had shown more interest towards clerical, social, aesthetic, and outdoor interest.

Lungalim (2000) examined the kinds of vocational aspirations of adolescents of Manipur and their importance as a tool for policy making in the field of education. The results showed that most of the adolescents prefer to be professionals like doctors, engineers, teachers, army officers etc. in the future.
Osoro, Amundson and Borgen (2000) conducted a study on career decision-making of high school students in Kenya. The aim of this study was to identify important factors that influence career decision-making of high school students in Kenya. The study indicated that rural students tend to seek help from parents and teachers more than urban students, and that parents, more than career teachers, play a major role in the career decision-making of students. Findings also indicated that gender, self-concept and vocational stereotyping are among the major factors that influence career decisions of high school students in Kenya.

Sheikh and Krishnan (1995) examined the relationship among vocational choice, Socio-economic status and parental attitude in the changing Indian family and found that low income group children were found to choose vocations loosely all over the levels in a very non focused way, while the middle income and higher income group children were found to choose very focused and specific vocations. It was found that parental attitude also reflected the adolescents’ vocational choice.

Bhargava and Sharma (1995) examined the relative status of career maturity among high and low achievers and found that high achievers group showed more favourable career competence as compared to low achievers group. But the low achievers revealed significantly better goal selection ability as compared to high achievers.

Panda (1994) studied the vocational interests and academic performance of 200 tribal adolescents and found that male showed more inclination towards the vocations of executive or administrative followed by social service, scientific and were least interested in the vocations related to commerce.

Super (1990) reported that factors outside school such as family, massmedia, and factors inside the school such as counsellor, peer group, teacher and text book
influences occupational information and play an important role in encouraging girls to consider a wide variety of career options.

Chaudhari (1990) studied the vocational aspiration of IX standard students of English medium Schools in Pune city and found that 40% of the sample students wanted to be either doctors or engineers and no relationship was found between occupation of fathers and the occupational choices of students.

Sodhi (1988) made a study of the vocational interest and occupational choices of adolescent girls and found that the occupational choices and vocational interest were comparatively more congruent for girls of urban background and those belonging to higher income group as against their counterparts from the semi-urban areas and low income group.

Robert (1988) investigated the socio-economic status and vocational choices of students and reported that the vocational choices of the Higher Secondary School students were independent of their socio-economic-status and vocational aspirations of their parents.

Gautam (1988) investigated the educational and vocational interest of students at the delta stages-class VIII and X and reported that a significant correlations was found in the preference order of boys of classes VII and X both educational and vocational interest areas and no significant correlations are found in the preference orders of girls of classes VIII and X in the educational interest areas while in the vocational interest area, a significant correlation was noted.

Asagwara (1986) carried out an experimental study on the effect of vocational guidance on occupational preferences and value on secondary school student in Calabar. The findings showed that parents and peer group were influencing factors to students’ vocational aspirations. Results from the pre and post treatment test showed
that there was no significant difference in the consistency of the students’ occupational preferences; though there was great vocational maturity in the consistency of experimental Group I and II about occupations like teaching, medicine and law. Their consistency in the chosen vocations was explained in terms of early socialization from parents, peer and significant differences in the number of changes on vocational preferences of the males and females despite the guidance session given.

Hassan (1986) in his study of discriminate analysis of personality characteristics and occupational preferences of Nigeria adolescents, identified that the making of a rationale vocational decision has always been a major concern of guidance counselors as career educators, but a great impediment of achieving this objectives has always been that of inability to identify the personal characteristics of people that would be suitable to a particular job. Hassan’s work revealed that most students preferred professional occupations like medicine, law, mechanical engineering and agriculture to trading, teaching, broadcasting, laboratory technology and town planning.

Tomar, (1985) conducted a study on occupational interest trends of adolescents and their relation with prevalent job trends of employment in Eastern Uttar Pradesh. The investigation was designed to study the occupational interest trends of adolescents in relation to sex, rural/urban residence, Socio-economic background and prevalent job trends of employment in Eastern Uttar Pradesh. Chaterjee's Non-language Preference Record was used for assessment of occupational preference and a Socio-Economic Status Scale was used for assessment of Socio-economic status. The sample consisted of 600 students (400 boys and 200 girls) studying in class XII of an intermediate college in Eastern Uttar Pradesh. The major
findings of the study revealed that the dominant occupational interest trends of boys, in descending order were agriculture, literature, fine arts, science, crafts, outdoor activity, technology, medicine, sports and household matters. The dominant interest trends of the girls, in the descending order, were fine arts, literature, crafts, technology, science, household matters, sports, outdoor activities, agriculture and medicine.

In a study by Bojuwuye & Imouokhome (1984) on gender role in occupation decision findings showed that both male and female workers considered their decisions to take to professions such as law, engineering, pharmacy, medicine, nursing, police force, army, teaching, lecturing and secretaryship, as a result of their early socialization on sex-role stereotyping. Although the result showed that there was no significant difference in the perception of both males and females to taking to non-traditional occupation, the male workers did not view in favor of the female worker having to become pharmacists and secretaryship, non-traditional occupations. Also, the male workers who were nurses had a higher mean score than the female nurses, with respect to their perceptions of early socialization influences, as being an influencing factor to their choices.

Bhatnagar (1983) studied the occupational choices of adolescent girls and factors influencing them. The main aims were to find out the occupational choices and factors which influenced the occupational choices of girls. An open-ended list containing 199 occupations for women was prepared on the basis of a survey conducted in 100 public and private establishments. Similarly, a list of factors influencing occupational choices was also finalized on the basis of an experimental study. An interest inventory in 11 areas was also constructed, validated, and standardized. The findings were revealed that the girls had diversified occupational
choices. The highest factor influencing occupational choices was 'interest', followed by 'serving humanity/society', 'to be a model for youngsters', 'economy', and so on. However, girls belonging to higher income group were found to have more congruence in their occupational choices and vocational interests.

Toong, (1982) studied the Vocational Aspirations in relation to Creativity, Personality, Achievement and Socioeconomic Status of High School Students. The main objective of the study was to find out whether high school students aspired differently in relation to different fields and levels of vocation and whether significant differences existed between realistic and unrealistic aspirants for vocations in respect of creativity, personality, achievement and socioeconomic status, The findings of the study were the highest percentage of students aspired for the teaching and welfare field; the lowest percentage of students aspired for artistic fields, close to which was also the percentage of students aspiring for a literary field. Although the highest percentage of students in the field of engineering and health aspired for high-level vocations and in the teaching and welfare field the highest percentage of students aspired for low-level vocations, yet the percentage of students aspiring for medium level vocations in these fields was significantly higher than the percentage of students aspiring for low level vocations in the fields of engineering and health, and high level vocations in teaching and welfare field.

Jayapoorani (1982) studied the vocational interest of Higher Secondary students and found that majority of students preferred natural sciences, mathematics and English.

Ifenwanta and Gardener (1980) carried out a study on the relevance of career development in Nigerian youths. They used 120 subjects, these subjects were subjected to chi-square statistical analysis. The findings showed among others need
for well planned career information for the Nigeria students. This is because the result further revealed that many of them left the educational system without making any conscious and realistic career decisions. This handicap condition was attributed by them, as being due to little or no career counseling going on in the secondary schools. Their study further, showed that due to this lack of career counseling in schools, many of the students would graduate from schools with little or no knowledge of the basis requirement in the labor market and job demands; hence, they were not given any initial career counseling in relation to their subjects combination that will eventually usher them to their area of specialization. According to Ifenwanta and Gardener (1980), there is an urgent need for well planned career guidance and counseling services in schools; as these would go a long way to improve the apparent high rate of unemployment and misplacement of work in the work field, as well as shifting from one work situation to the other.

Singer (1974) investigated into gender difference and similarity in job preference factors in Colorado State University undergraduates. His findings were that the strong differences in their preferences was not due to sex stereotyped, but then in general, both sexes preferred occupations that offered them the opportunity to study so that they can achieve something tangible in the future. In addition, they all wanted jobs in which the workers would exhibit friendly co-existence. However, gender differences were observed in factors such as salary, job security and social recognition.

**Conclusion**

The review of related literature shows that much research has been concerning guidance and counseling programmes proving its effectiveness on different variables. The investigator understood from the above studies that guidance and counseling
implemented among students were useful for enhancing behavioural modification, life competencies and career maturity of students. Examination of related studies revealed that very few studies were conducted on effect of guidance and counseling programmes on life skills attainment and personality development of students. From the literature available, the investigator found that rare experimental studies had been conducted on development of a guidance and counseling package in India especially in Kerala and personality development is an emerging trend in research. Hence the investigator felt that the present study is relevant, appropriate and essential.