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CHAPTER II

REVIEW OF LITERATURE

Reviewing all the studies in detail would be unmanageable ambitious plan for the researcher. It was decided to review only important studies with reference to the variables selected for the investigation.

This Review of related literature is divided into six sections. The first section addresses the impact of family and parental influences on career development. The second section describes the influence of Personality related factors. The research evidences related to interests are provided in section three. The fourth section surveys the major findings related to gender differences. The fifth section discusses research related to Socio-economic status, followed by the section narrating the reviews related to career decision self-efficacy.

Classification of review became difficult as multiple variables are studied in the investigation. Still, on the basis of major variable (DV) under study, classification was attempted.

As far as possible, reviews were arranged in descending chronological order. However, in order to maintain the link between two studies, the chronological order could not be maintained strictly.

Although Indian reviews are very limited, they have been included at the end of each category.
2.1 Studies Related to Family and Parenting

**Family Influences:**

Recent researches on influences of family on career decision making, support the significance of family patterns on career development.

Studies reveal that, the family appears to play a critical role in a child’s career development. (Guerra and Braungart-Rieker, 1999; Lankard 1996; Mickelson and Valusco 1998)

Within the Career literature, researchers have studied the family influence on career development related issues such as Career selection (Bratcher 1982), Career exploration (Blustein 1997), development of vocational values (Lapan, Hinkleman, Adams & Turner 1999), Career expectations (Paa & Mc Whirter, 2000), Career Orientation (O’Brien, Friedman, Tipton & Linn (2000).

Many Career choice theories indicate that, family plays a role in shaping the values and needs of its members. Social Learning Theory points out possible influences that the family can have on adolescents’ career development. Parents can have an influence on their child’s career development by positively developing or punishing certain behaviours that can encourage or discourage certain interests or ability. Mitchell & Krumboltz (1996) and Krumboltz (1976) pointed out that it is almost impossible to make a decision completely independent from our families.

Roe’s theory of career choice focuses on the relationship between genetic factors and different child rearing practices and their influence on young individual personalities and styles. These styles in turn influence a variety of Vocational behaviours (Roe & Seligman, 1964). Crites (1962)
suggested that the amount of parental identification will be reflected in the interests of their children and in turn, the careers that they chosen to pursue. Super’s (1957) theory suggests that the family can influence the development of the child’s self-concept, which shapes their abilities, interests, values and Career.

Whiston and Keller (2004) in their review on the influences of the family on career development concluded that, across the lifespan, both family structure variables such as parents occupations and educational level and family process variables such as warmth, support, attachment and autonomy from parents were found to influence a large number of career constructs.

Family functioning is a broader concept that encompasses parenting style along with factors such as parental support and guidance, positive or negative environmental influences and family members` interaction styles. Family structure includes family size, birth order and number of parents.

Fisher & Griggs (1994) studied the factors that influence the Career Development of youths. They found that family functioning has a greater influence on career development than either family structure or parent’s educational and occupational status.

Bratcher (1982) was the first to suggest the application of family systems theory in the area of career development. He suggested that, family rules, homeostasis and boundaries were the most influential systematic issues that would likely affect career choice.

Family systems theory suggests that, career decision making is combined with other developmental process, for example, identity
development and psychological separation from parents (Lopez & Andrews 1987).

Following studies emphasize the importance of family environment in deciding the level of CDSE.

Sumari, Lous Sin (2009) examined the relationship between family interaction patterns and career development of college students (N = 247). College students from Malaysia participated in the study. Two instruments viz. the Family Environment Scale (FES) and Career Decision Self-Efficacy scale (CDSE) were used in the study. No gender differences were observed. Except for the conflict and control subscales, positive correlations were observed between other family environment subscales and each Career Decision Making Self-Efficacy subscales. Thus, college students who reported a higher confidence in making accurate self appraisal in finding occupational information, selecting career goal, planning a career and solving career related problems perceived their families as more open to the expression of feelings, more involved with each other, encouraging independence, emphasizing achievement in school and work. Their report endorses clear organization and structure in family activities. In contrast, negative correlations were observed between conflict and control subscales on one hand and all career decision making self efficacy subscales on the other. In other words, it seems that, those who reported low CDSE perceive their family environments as the place to show anger, aggression and conflict frequently. They also view their family environment as a place where rules and procedures are enforced by family members.
Hargrove, Creagh and Burgess (2002) found that family interaction patterns play a small but significant role in the development of stable career goals and career decision making self-efficacy. Whiston (1996) found that career self efficacy was associated with families who have an intellectual-cultural orientation.

The next study by Bergen (2006) illustrates how family indirectly influences career decisions. Bergen utilized ideas from self-determination, attachment and career development theories to develop a framework for understanding how families influence young adult career development and aspirations. Rather than directly influencing career decisions, the family was perceived to influence processes within individuals that directly influence successful career development. Findings suggest that, career counselors should assess family functioning when helping young people in their career development journey. Higher conflict in the relationship with mothers in the families predicted higher career salience.

**Role of Parents in Career Decision Making:**

Way and Rossman (1996) stated that the family is a place in which children learn to interpret reality. Parents serve as significant interpreters of information about the work and children’s abilities. By sharing workplace stories, expression concern for children’s future and modeling work behaviours, parents serve as a context for interpreting the realities of the work.

The attitudes and behaviour that children adopt toward work may be the result of what parents say. Parents convey their influence to children through interactions such as conversations and through their reactions (both
verbal and non-verbal). This then affects what children think, say and perceive about various careers.

Sometimes there is a contradiction between what parents say to young adults and what they ask them. Parents may also become excessively involved in career decisions because they want their children to be more contented in a career than they are in their own jobs.

Children may begin to identify and accept what parents say in order to please them. Therefore, they take their parent’s comments as absolute and do not challenge them to assess their validity. When students become curious about pursuing a particular field of study or career plan, parents who feel that they should not interfere may appear aloof to their children causing mis-communication between parents and children.

This passivity may result from a lack of knowledge about careers, a desire to instill independence in their children or a fear of becoming dictatorial. Eccles [1994] theorized that, parents are expectancy socializers who greatly influence their children’s’ self-perceptions of being academically and vocationally competent. Austin [1984] stated that, the parents act as ‘Value Socializers”, shaping their children’s perceptions of the appropriateness of occupation related decisions. Parental expectations lay a foundation for parent’s behaviours and interactions with their children, which then indirectly or directly influence choices they make in the future.

One consistent finding in research suggests that, adolescents’ own aspirations are influenced by their Parents’ aspirations or expectations for them. A 1998 Sylvan learning centre report indicates that views of parents and children about career aspirations are more compatible than incompatible.
Parents, siblings, teachers and peers are the significant persons in Individual’s life. Studies have provided the information on how these significant persons influence the career development.

**Influence of Significant Persons on Career Development:**

*Isik (2007)* asked 705 undergraduate students, from 11 faculties about the most significant person in the department of their choice in higher education and 23% reported their parents and other relatives as the influencing characters.

It has been proved that Siblings relationships were most important when students were making career decisions and transitions.

*Schultheiss et al (2001)* studied siblings’ relationships in relation to students’ career decision making. Emotional supports, providing additional career information and encouragement to make decisions are the areas in which siblings can influence the career decision making process of the student.

*Arulmani (1995)* interviewed 654 Indian people (age range from 25 to 28 years) and analyzed the relative significant influence that others had on career choice. He found that, 46% of the sample had made career choices based exclusively on what their parents (relatives and friends also playing a role) wanted them to do. 24% of the individuals reported that their decision-making combined the parental inputs and the individual’s own desires. The number of individuals who had made their career decisions on their own was the lowest. Arulmani further found that 36% individuals whose decision was based exclusively on parental directions wanted to change their career. On the other hand, 18% of the individuals who had worked along with their parents in choosing their career, expressed comfort with their choices. So, percent of
those who had made their decisions about their career choice entirely on their own continued to be uncertain.

Kortrlik and Harrison (1989) asked 3858 high school students in Lousiana who had influenced their career decision making process and the results demonstrated that parents, particularly, mothers were the most influential. Parents were followed by grandparents, aunts, uncles other relatives and siblings.

Some studies have separately examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decision/aspirations of their children than fathers. These studies also found that, students wanted to discuss career planning primarily with their mothers.

*Effects of Parenting Styles on Child Development:*

Although Parenting styles have largely been ignored in the career literature, their impact on the ability for independent exploration and decision making and perceptions of efficacy should not be underestimated.

Parenting styles can be defined as the differing styles of discipline, nurturance, reinforcement and acceptance used in child-rearing (Mc clun and Merrell 1998).

Parenting by Weiten and Lloyd (2004) is associated with two dimensions; Parental acceptance and Parenting control. Parental acceptance is accepting their child and parenting control is strictness of parental standards. The variations in parenting dimensions are defined as parenting styles. Baumrind (1967) studied the Parenting styles as the interaction of parental acceptance and parenting control.
Although parenting styles may differ, parents tend to do what is best for their children and children generally pay attention to what is said by their parents.

Extensive research has been conducted on correlates of different parenting styles viz. authoritative, authoritarian, indulgence and permissive. Correlates of Parenting styles, which are directly or indirectly related to school achievements, coping skills, problem-solving ability and career development are reviewed in this section.

Lin & Lian (2011) conducted a study on Malaysian students. They investigated the relationship between Parenting style and coping capabilities of secondary school students. Mothers were perceived as more authoritative than fathers. It was concluded that, the authoritative Parenting style of mothers was positively correlated with adolescents’ coping capabilities. Turner Chandilet and Heffer (2009) analyzed that authoritative parenting continues to influence the academic performance of college students.

Baldwin et al., (2007) observed that, optimism in child’s personality is the reflection of the Parenting style. Researchers also concluded that, confidence, motivation and externalizing problem behaviour are affected by Parenting styles.

Yahana and Nordin (2006) studied the relationship between self concepts, motivation and Parenting styles on students’ achievement. They found that, authoritative Parenting style seems very suitable for practice because, it is proven to have very good impact on the achievement.

Keller (2000) investigated that, if parents are very protective and authoritarian then children are less creative. He interpreted these results as
follows; the children of authoritarian parents become vigilant and always strive to fulfill parents’ demands. These children always follow the rules. They never engage in risky behaviour. Therefore they are less creative.

Bloir (1997) Strange and Brandt (1999) stated in their research papers that, authoritative style balances clear high expectations with emotional support and recognition of children’s autonomy. Studies have associated this style with self-confidence, persistence, social competence, academic success and psychosocial development. Lumborn et al (1991) stated that Parenting styles are related to children and adolescents’ academic achievement.

After reviewing the literature, it was revealed that, Parenting style was studied with different variables in different contexts, but the relationship between Parenting style and Career Decision Making behaviour of adolescents was not studied much. So, there was a need to study this relationship.

**Effects of Parenting Styles on Career Development:**

“Onder, Kirdok & Isik (2010) investigated career decision among high school students regarding their Parenting styles (authoritative, authoritarian, indulgent and neglectful) and parental attachment levels. 382 Turkish high school students (200 females, 182 males) aged 14-18 completed Career Decision Inventory. For analyzing the data one way, ANOVA was performed. Results demonstrated that, children of more authoritative and authoritarian parents were more decisive than the children of neglectful and indulgent parents. Students who experienced a medium degree of attachment to their parents were found more decisive than the ones experiencing low or high degree of attachment.
Kerka (2000) proved that, families with uninvolved parents seem unable to function well either because they cannot set guidelines or because they do not pursue interests that involve places and persons outside the family. This makes it more difficult for children to develop self-knowledge and differentiate their own career goals from their parent’s goals.

McClun and Merrell (1998) reported that adolescents who perceived their parents as authoritative had more internal locus of control orientation than those adolescents who perceived their parents as having either authoritarian or permissive Parenting styles. An internal locus of control has been related to career exploration confidence, decidedness and self-efficacy (Brown, Glastetter – Fender Shelton – 2000; Taylor & Pompa, 1990; Trice, Haire & Elliot 1989).

According to Kerka (1997), Authoritative parents provide a warm family climate, set standards and promote independence, which results in active career exploration on the part of children.

Way and Rossman (1996) identified a pro-active family interaction style that significantly contributes to career readiness. Using an authoritative parenting style, pro-active parents help children learn to be autonomous and successful in shaping their own lives. They also transit values about work and teach important lessons in decision making, work habits, conflict resolution and communication skills which are the foundation of career success.

Bluestein Walbridge (1991) found that, conflictual independence was related to career exploration and commitment. This finding may suggest a certain amount of conflict with parents, which is free from guilt and resentment can lead to greater career exploration and deciding on a career.
Parental Support / Encouragement and Career Development:

Blustein et. al., (1995) suggests that since the transition from adolescence to adulthood is typically filled with emotionally difficult exploration into various new roles and situations, parental support is required. Career world is a new situation forcing individuals to make choices, take risks and begin new relationships, the experience of felt security assists in the exploration of the career world thus facilitating career development.

Parental support, encouragement, attachment and control are the important dimensions of parenting. How these dimensions influence the career development of children is reviewed in this section.

Hamamc and Hamurlu (2005) found the level of career indecision of the students whose fathers had positive attitudes, was lower than those whose fathers had negative attitudes about helping their children for career development.

Schapler (2004) found evidence that, support and depth in young-adults’ relationships with their mothers was predictive of high career maturity.

Taylor et. al., (2004) wrote an article and argued that, without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Parental encouragement was found to have significant direct effects on learning experiences, efficacy and outcome expectancies among undergraduate college students (Ferry, Fouad & Smith 2000).

Research has demonstrated some of the positive effects of parental support on adolescents and young adult career development. For example, rural adolescent’s perceptions of parental support for pursuing occupations that
represent Holland themes, was a significant predictor of their interests in vocational self-efficacy and valuing of these occupations (Lapan, Hinkelman, Adamas & Turner, 1999). McWhirter et. al., (1998) stated that, support from fathers was found to be related to the education plans and career expectations of Mexican American high school girls.

Altman (1997) wrote in his book that parental support and guidance can include specific career or educational suggestions as well as experiences that indirectly support Career development. The absence of support, guidance and encouragement can lead to floundering. Lack of support can also take the form of conflict. When a parent pressures a child towards a particular career, he/she may withdraw financial and emotional support for not choosing a career path of the parent’s choice.

Young (1994) described parents as the primary providers of encouragement for their adolescents to reach vocational goals through both the modeling of career-related goal directed behaviour and by actively providing career-related learning experiences.

**Parental Attachment and Career Development:**

Many studies have investigated the idea that a close attachment to parents facilitates exploration of possible careers and predicts greater involvement in career development variables.

Individuals raised in a healthy family will be well individuated, more resilient and develop personal autonomy. This certainly will have an effect on their career development because, members of a healthy family will have more flexibility in choosing a career and knowing what they want from a career in contrast to those who live in a family with rigid boundaries, rules and myths.
Lease & Dahlbeck (2009) conducted a study to examine relationship between the parental attachment and locus of control and career decision self-efficacy and whether those relations differed by gender of the child.

Data was collected from 257 undergraduate college students. Assessment of attributions for career decision making, Career Decision Self-Efficacy scale-short form, Parental Attachment Questionnaire, and Parental Authority Questionnaire were used for data collection and data were analyzed using hierarchical multiple regression.

Some aspects of maternal and paternal attachment and the authoritarian parenting style did predict career decision self-efficacy. Locus of control attributions contribute to CDSE for male students. Attachment was relevant for females’ Career decision self-efficacy but not for males’. Authoritarian parenting styles were predictive of women’s Career decision self efficacy.

Relationship between authoritarian style and women’s career decision self-efficacy was unexpected. It was hypothesized that, being raised with an authoritarian parenting style would be associated with decreased career decision self-efficacy.

Wolfe and Betz (2004) found that, both career decision making self-efficacy and career indecisiveness were associated to the quality of paternal attachment bonds. Lee & Hughey (2001) reported that attachment to parents was related to career exploration but not to career planning. Felsman and Blustein (1999) found that attachment was related to environmental exploration and not to self exploration or career planning.

Ketterson and Bluestein (1997) also support the relational context of career development. They cited research demonstrating that secure parent child
relationships are associated with progress in career decision making, affirmative career self-efficacy beliefs and career plan fullness. Their study found that, students who have secured attachments to parents engage in greater levels of environmental and self-exploratory activity. They concluded that, secure comfortable relationships are critical in helping students take the risks necessary in exploring new settings and roles.

**Parental Control and Career Development:**

Trusty (1998) found that extreme levels of parental control over adolescents’ career related decisions did not encourage further educational attainment but moderately high levels of parental input and guidance around career decisions were positively related to educational achievement. Moderate levels of parental input may be descriptive of an authoritative parenting style. Whiston (1996) found that, women who reported high levels of organization and control in their families interaction patterns, reported less career indecision and confusion.

**Effects of Parenting Modes:**

Effects of Perceived Parenting modes on a child’s behaviour are reviewed in this section.

Parental acceptance would be positively correlated with intimacy and admiration, but negatively with conflict. Control and rejection would be positively correlated with conflict and negatively with intimacy and admiration.

Sinha and Mishra (2007) examined the relationship between Parenting behavior patterns and parent-child relationship. This study was carried out with 200 adolescents (100 boys and 100 girls). The age of the adolescents
ranged from 14 to 19 years. They were divided into early adolescent and late adolescent groups. Rohner’s Parental Acceptance – Rejection Questionnaire and Furman and Buhrmester’s Quality of parent child relationship were used. Biographical schedule was given to participants. Composite scores for all six variables were computed. The obtained data was analyzed in terms of ‘F’ ratios (MANOVA) and correlation Coefficients.

As compared to boys, girls reported to receive greater acceptance, admiration and lesser rejection from their fathers. No significant gender difference was obtained on other dimensions. Parental acceptance was positively related with control, intimacy and admiration whereas rejection was positively related with conflict.

Parental acceptance was found to be positively associated with adjustment, adolescent helpfulness, sports achievement, self concept, curiosity, cognitive competence and achievement of both boys and girls (Bharadwaj, 1996) and emotional competencies like adequate expression and control of emotions, ability to function with emotions, ability to function with problem, emotions and encouragement of positive emotions (Garg, 1996). Parental rejection makes children fearful, insecure, attention seeking, jealous, aggressive, hostile and lonely with distorted and devaluated self image (Coleman 1950). Parental rejection also demotes need for achievement and is associated with the main causes of anti-social behaviour like indiscipline, disobedience and aggressiveness (Mukherjee, 1973).

Over protection in terms of over-valuation, adoration and delicate care usually leads to the development of over-dependence, anxiety fear, shyness, submission, feeling of guilt and unworthiness weak achievement failure to
cope with external expectations and deemed to be more harmful in the development of boys as compared to girls. Parental carelessness may grow the feeling of unwantedness and may result in chemical dependence (Bharadwaj, 1995d, 1996).

Sometimes, parents succumb to the child’s slightest whims in terms of indulgence and spoil the children, make them selfish, demanding, rebellious to authority and they have a lack of responsibility, whereas parental negligence denotes n-achievement.

Parental demand of imaginary perfection from their children leads them to internalize parents unrealistic standards. Parental over-ambitiousness regarding their children leads them to continual frustrations, guilt and self-devaluations.

Parental lenient standard may lead to severe conflicting situations for children. Emotional competence was found to be greater in those early adolescents whose perceived fathering was associated with moralism as against lenient standards (Mithas, 1977).

Faulty discipline such as, over permissiveness in terms of total freedom develop rebelliousness. Total freedom was found to be related positively to adequate expression and control of emotion in boys. High restrictions in terms of severe discipline reduces n-achievement (Kalra, 1977). Faulty parenting in terms of faulty role expectations leads to fear, anxiety, shyness and submission and affects achievement in sports (Woolger and Power, 1993). A child who is desperate to be loved but, fails to meet the unrealistic expectations of a parent may become the target of abuse (Walsh, 1977). Emotional competence was found to be greater in those early adolescents who perceive their mothering
and fathering as associated with realistic role expectations than that of faulty role expectations (Mithas, 1997).

Family tensions promote delinquent behaviour. Long term family tensions may reduce the cohesiveness and affect the parent’s ability to provide an atmosphere conducive to satisfactory child rearing and solving the problems of the family. Tension in homes of delinquents manifests through inter-sibling quarrels and marital stability may foster love, democracy and independence among children.

Zingaro (1996) proposed that a lack of differentiation from parents contributes to career decision-making problems, college students who are not able to separate themselves from their family of origin may face difficulties in accomplishing career developmental tasks. These individuals avoid making decisions to avoid anxiety which is created by emotional dependence and lack of autonomy.

At the other end of the spectrum, disengaged members who are isolated from their systems may not be able to discuss with their families their needs and problems and may not get the support they need in the career decision-making processes. Lack of connectedness, emotional distance and difficulties with connecting may limit family members interests in assisting each other.

Over involvement or dysfunctional relationships between parents and their children may inhibit the individuation process and contribute to young individuals indecisiveness due to conflicts with their own needs and wants and those of their family
Cross-Cultural Study on Career Decision Making:

Tang focused on the application of Holland’s theory to white Americans, Chinese American and Chinese College students. The study revealed that parents influenced the career choices of Chinese American students and different patterns or occupational choices existed among all three groups. These investigations suggest that, career counsellors should attend to the cultural values of their clients when assisting culturally diverse clients.

Examining the literature and research studies above it can be stated that families have effect, whatever positively or negatively on people’s career decisions. The level of this effect is changeable in different populations.

Indian Studies Related To Parenting:

There is lot of difference between Parenting styles of western cultures and those of Indian culture. Some representative researches conducted in Indian culture are reviewed here.

Akhtar (2012) investigated the effect of Parenting styles of parents on the attachment styles of 200 undergraduate students. Parental Authority questionnaire was used to measure the parenting style of father and mother. Adult attachment scale was used to diagnose attachment style of students. Pearson’s Correlation was applied to analyze the collected data. Results showed that, there was significant relationship between authoritarian parenting style of parents and anxious attachment style of students. There was significant relationship between permissive Parenting style of father and mother with avoidant and anxious attachment style respectively. Authoritative parenting style has no significant relationship with any attachment style.
Deuskar & Shahane (2012) assessed the relationship between Perceived Parenting styles and self esteem of adolescents. 200 male and female adolescents completed the parent child relationships scale by Nalini Rao and self esteem scale by Rosenberg. Pearson Product Moment Correlation analyzed the relationship between various dimensions of parent child relationship scale. Results revealed a positive correlation between perceived symbolic reward and protectiveness and self esteem. As, against a significant negative correlation was found between symbolic punishment, neglecting and demanding and self esteem of adolescents. Independent sample t test results revealed a significant difference between males and females. Females were higher on self esteem than males. An additional analysis showed that adolescents, who had working mothers, had significantly high self esteem than those whose mothers were unemployed.

Rai & Pandey (2009) studied 50 boys and 50 girls from Khasi tribe of Meghalaya state. Khasi is a matrilineal society. The results revealed that, boys have significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth from father. The boys and girls did not differ significantly on the factors overprotection and favoring. The comparison between boys and girls indicated significantly high anxiety in girls, more somatic problem and anger hostility among boys, and higher self-esteem in girls. Thus, the study highlights the Perceived Parental rearing style and its effect on Personality of Khasi adolescents.

Singh & Udainiya (2009) also studied students from joint and nuclear families by measuring self-efficacy and well-being. Data was analyzed by using ANOVA and a significant effect of type of family and gender on self-
efficacy was revealed. The interaction between variables was also found to be significant; however neither family type nor gender had significant effect on the measure of wellbeing.

Chandrasekaran (2008) found out the influence of Parenting style on the emotional intelligence (EQ) of adolescent boys and girls. Two objectives of the study were (1) To find out which distinctive role, mother or father parenting style influences the emotional intelligence of girls and boys (2) To find out which particular dimension of parenting model greatly influences the emotional intelligence of girls and boys respectively.

Dr. Bhardwaj’s parenting scale and Emotional Intelligence scale by Schutte was administered to 200 college students. The obtained data was analyzed in terms of ‘t’ ratio, F-ratio (ANOVA), and F-ratio (multiple regression).

This study found that, fathers play a very significant role in the development of emotional quotient than mother. Indulgence is more significant dimension of Parenting than being protective, disciplining and moralizing parents. Mother’s realistic expectation has direct effect on the EQ of adolescent boys and mothers who used moderate discipline have significant effect.

Overall, it was found that, both the values emphasized within the family environment and aspects of support and conflict in the parent child relationships were important in relation to career development factors.

Yet it is unclear, how the relationship within the family facilitates or inhibits successful career development. Increased knowledge on what is occurring within the families that relates to better career decisions for young
people will allow, for understanding how families can better assist adolescents and young adults in their career development journey.

### 2.2 Studies Related To Personality Influences

**Personality-Environment Congruence:**

The researchers analyzed the relation between personality-environment-congruence and performance.

Mallinkrodt and Gelso (2002) investigated the contributions of the research training environment and Holland’s personality type to the research productivity of graduate studies in counselling. Findings indicated that, the investigative personality type was related to high research productivity. Moreover, differential aspects of the training environment contributed to the research productivity of male and female graduate students.

**Personality and Problem Solving:**

Recent research has begun to integrate model of Personality and Problem Solving or coping styles. Career decision making is a kind of problem solving. In order to take effective career decision, one has to use coping strategies. Research showing relationship between personality and problem-solving skills are discussed here.

Chartrand and Rose (1993) have conducted research to clarify the relationship between personality dispositions, problem-solving skills, career decision making styles and informational and affective antecedents of career indecision. The sample consisted of 249 (60 male and 169 female) undergraduates. The NEO Personality Inventory, The Problem Solving Inventory and Career Factors Inventory were administered. Path analysis was used to estimate relations between the variables. Neuroticism was associated...
with problem solving deficits, particularly, those that require confidence and management of emotions. Contrary, to the effects of neuroticism, extraversion, openness and conscientiousness were all positively associated with self reported coping skills. Conscientiousness was positively related to the rational style and negatively related to an intuitive style. Openness was negatively related to a dependent style.

Boglar (1990) studied personality dispositions coping strategies and psychological distress in a sample of applicants who were preparing for the medical school entrance exam. This study suggested that, Neuroticism created a pre-disposition to experience anxiety and was associated with the inhibited use of the coping strategies. Neuroticism is viewed as primary predictors of Problem Solving and career indecision variables. Neuroticism was associated with problem solving deficits, particularly those that require confidence and management of emotions. Similarly, other basic dimensions of Personality such as Conscientiousness are positively associated with effective problem solving strategies. [Elliot et al, 1992]. Being highly conscientious may facilitate the development of problem solving skills. Extraversion was related to problem solving confidence. Openness was related to problem approach skills and Conscientiousness was related to both approach skills and personal control. Agreeableness was not significantly related to any coping variables.

**Personality and Career Decision Making:**

With recent publications examining the impact of personality on everything, from career interests and goals to career maturity and Vocational identity (Tokar et al, 1998; Borgen & Lindley, 2003) seems to be accelerating (Swanson & Gore 2000).
Other studies have suggested that, Career Decision-Making Self-Efficacy is also related to other indices of a so-called “healthy” personality. For example, Niles and Sowa (1992) reported that CDSE scores were positively related to the commitment and components control of psychological hardiness (Hardiness Institute, 1987).

A Subsequent literature summarized most recently by Toker et al [1998] indicates that the Big Five factors predict a wide range of other career variables, including career decision making process, job search behaviour, job satisfaction and career development beliefs.

Longitudinal research in industry has demonstrated that personality characteristics are important predictors of career performance, and Hogan has discussed the relevance of the five-factor model of personality to industrial and organizational psychology. Of course, different features of personality will be relevant to different types of jobs.

Barrick et al (2001) noted that, conscientious individuals have a constructive cognitive orientation, they set motivating goals for themselves with respect to cognition, they have greater self-efficacy for job searching, interviewing, networking and self-exploration.

Recent studies (Dye, 1991) have shown that, Conscientiousness is strongly related to biodata-base measures of occupational performance. C is also correlated with the Military Leadership scale (Gough & Hellibrum, 1983)

Jobs that require intense and sustained efforts and high aspiration levels will probably be more suited to individuals who score high in C. In their meta-analysis, Barrick and Mount (1991) found that C was a consistent predictor of job performance ratings.
Conscientious students are well-organized, purposeful and persistent, and there is some evidence to suggest that these traits lead to higher academic achievement (Digman & Takemoto-Chock, 1981).

Neuroticism is associated with maladaptive career development. In viewing the literature on measures of Neuroticism and its facets (e.g. anxiety, pessimism) Tokar et al [1998] catalogued numerous unexpected findings. Neuroticism correlates with lower quality of job search activities; lower personality, job congruence, greater career indecision; less job satisfaction. Neurotic individual are likely to experience vacillation paralysis and apathy in the career decision making and job search processes. This includes, impaired vocational identity formation (Holland Gottfredson & Baker, 1990), problem solving deficits dependent decision making affective and informational indecision good instability and low decision making efficacy (Chartrand et al., 1993, Multon, Heppner & Lapan 1995); as well as a non-assertive approach to job hunting (Schmit, Amel & Ryan, 1993) and lower efficacy for virtually all other aspects of the job search (Solberg et al, 1994).

Neuroticism, does not systematically influence vocational preferences, but individuals high in N are likely to be dissatisfied with whatever job they perform (Perone, DeWaar, & Baron, 1979).

Extraversion relates to career related cognitive clarity, including positive correlations with career decidedness and goal stability Multon, Heppner & Lapan, 1995). Watson and Clark [1997] noted findings indicating that extraverts are ambitions perfectionist and willing to put in long hours to reach their goals. Not surprisingly, Extraverts demonstrate heightened motivation and achievement in various aspects of career behaviour. These
include: (1) higher frequency and quality of job search activities (Tokar et al., 1998); (2) more assertive job search strategies (Schmit, Amel & Ryan, 1993); (3) greater job search self efficacy (Solberg et al., 1994)

Extraversion has seen occasionally associated with certain negative career behaviours, e.g. absenteeism; white collar crime, lack of intrinsic motivation lower performance ratings in non–interpersonal settings. (Stewart & Carson 1995 Judge, Martocchio & Thoresen 1997, Collins & Schmidt, 1993).

As described by McCrae & Costa (1997), Openness is a mental motivational set defined by intellectual curiosity, ambiguity tolerance non-authoritarianism, and interest in variety and new experiences. This appears to confer some career development advantages. Openness correlates positively with assertive job hunting (Schmit et al, 1993) and career-related self-exploration (Reed, Bruch & Hassel, 2004) and is linked to a broader agency. Construct that in turn correlates with job search self-efficacy (Solberg et al; 1994) Openness correlates negatively with career information search behaviour (Reed et al; 2004) and shows no significant relationship to vocational identity clarity. In the context of career exploration and decision processes, Reed et al. conjecture that open individuals may be more interested in imagining possibilities (e.g. self-exploration) than doing the more mundane reality-testing (e.g. career information searching).

Vocational interests are strongly related to personality, particularly to Extraversion and Openness (Costa, McCrae & Holland, 1984). Open individuals, for example, are more likely to choose artistic and investigative occupations. Open men and women are more likely to indicate interest in a
wide variety of occupations, including those that closed people prefer; they may be indecisive because they like to entertain a range of options (Holland & Nichols, 1964); and they are more likely to shift careers at some point during midlife (McCrae & Costa, 1985a). Understanding the client’s level of Openness, can thus give the counselor insight into several aspects of the client’s occupational directions.

Openness is moderately related to measures of intelligence and somewhat more strongly related to measures of divergent thinking, an ability generally thought to contribute to creativity (McCrae, 1987). NEOPI-R Openness is correlated with academic achievement (McCrae, Costa & Piedmont, in press).

In summary, Openness shows no consistent positive relationship to career outcome variables; and the findings of individual studies sometimes suggest problematic career outcomes for open individuals.


Agreeableness scores negatively predict occupational advancement (Johnson, 2002) A correlate negatively with managerial performance in high autonomy positions and also negatively predict preference for aggressive, outcome oriented and decisive organizational cultures (Judge & Cable 1997)
Agreeableness correlates negatively with assertiveness, career satisfaction (Siebert & Kramer, 2001)

Siebert & Kramer (2001) speculate that Agreeable people are more likely to be exploited at work and less likely to take credit.

Myers and Briggs have given four dimensions of personality. Gaffner and Hazler (2002) found that there were no associations between career indecisiveness and each of the four Myers and Briggs dimensions.

Borchet (2002) attempted to identify to what extent environment, opportunity and personality factors played a role in career choice and which were most important?

Data was collected from 325 seniors at Germantown High school, using a survey form. The control group consisted of subject based students intending to graduate within a year. It was an anonymous survey. The survey used an original ranked series of factors. ANOVA and T test was used. Following results were obtained,

1) Environmental factors were not found significant in making career choices
2) Economics in an important issue for student’s educational foundation regarding career choice.
3) The students chose personality as the most important in career choice factors.
4) Vocational interests are strongly related to personality.

Agarwal (2009) studied 200 college students by using NEO-FFI. He found that there is no significant difference between Arts and Science students on Neuroticism, Openness, Agreeableness and Conscientiousness.
2.3 Studies Related to Interests

*Personality and Interests:*

More research has been conducted on Holland’s hexagonal model than any other theory in vocational psychology, and much of this research is supportive (Spoken and Cruza-Guest, 2005). For instance researches report that Holland’s model describes relatively accurately the career preferences of college-bound male and female white, black, Hispanic, Asian and American Indian adolescents (Day & Rounds, 1998; Day, Rounds & Swaney 1998). Also people with good job-personality matches are more satisfied with their jobs and are likely to remain in these jobs longer than those who are less well matched.

Larson, Rottinghaus, and Borgen (2002) concluded a Meta analysis which examined the correlation of Holland’s six interest types to the FFM model of personality. Results indicated strong correlations between Openness, and Artistic and Investigative interest types, Extraversion, and Enterprising and social interests types, and Agreeableness and Social interest type.

Larson and Borgen (2002) examined the relations between measures of vocational interest and personality in a sample of gifted adolescents. Results indicated that extraversion was related to Holland’s (1997) Enterprising and social interests, agreeableness was related to social interests and openness was related to both Artistic and Investigative interests.

*Interest and job performance:*

Johnson and Stocks (2002) suggested that the breadth of vocational interest in college was positively related to occupational classification stability over 30 yrs later. These findings suggest that career counselors should
encourage students to expand their career interests in college. Because they also recommend that career counsellors should consider the RIASEC environment or personality types as important factors in predicting academic or job performance and stability.

Nauta M.M. (2004) studied the career exploration behaviour of college students. Career interests, self efficacy and the big five personality dimensions were used to predict student’s career exploration behaviour. Realistic, Artistic and Conventional interests, Artistic Self-efficacy and Openness were positively associated with self exploration. Investigative and Enterprising interests and Extraversion were negatively associated with self-exploration.

Turner and Lapan (2002) examined the relative contributions of both proximal and distal supports to the career interests and vocational self-efficacy in a multiethnic sample (N = 139) of middle school adolescents. Consistent with Social Cognitive Theory it was found that (a) Vocational self-efficacy and career planning/exploration efficacy consistently predicted young adolescents career interests across Holland Themes, (b) gender and career gender-typing predicted interests in Realistic, Investigative and Social careers and (c) perceived parent support accounted for 29% to 43% of the total unique variance in vocational self-efficacy for all Holland Theme Careers. The role of parental influence and support outside the school setting has also been hypothesized to have a significant positive impact on a child’s career development process.

Lucas, Wantbery and Zytowski, 1997 stated that in comparison to women, men have higher expectations that they will succeed in mechanical
and physical work and women have greater expectations that they will succeed when working with people than do men.

Interests cannot be only predictor of career decision, high school students reported greater confidence in their knowledge of themselves when they received Kuder Occupational Interests Scales’ results, than when they did not. But, knowing the results of the KOIS did not make the high-school students more confident or more satisfied with their career plans (Zytowski 1977).

**Indian Studies on Chateerji’s Non-Language Preference Record:**

Author of Chateerji’s Non-Language Preference Record conducted many studies by using this test. These studies are reviewed.

The study by Chateerji, S., Mukerjee, et al (1970) involves the comparison of the interest patterns of students in different streams of study at the final year of the Higher Secondary Course. The sample consisted of 625 students, and it was found that interest patterns of students in the three streams of study viz., Science, Humanities, and it was found that interest patterns for the Commerce differed significantly. There is, however, much similarity between the interest patterns for the Commerce and Humanities groups, but that of the Science group is quite different from both of them. It can be said that these similarities and dissimilarities could provide adequate aid in a guidance situation.

In a study by Chateerji, S., et al (1970), normal school going children, children living in slums, and under-trial juvenile delinquents were compared on the basis of CNPR scores and Biographical information. It was observed that, the latter two groups had more or less similar pattern of interests, whereas
the normal school-going children were quite different from both. Using interactive item analysis a scoring scale is being developed for spotting potential delinquents.

In another study, Chaterjee, S., (1970) CNPR was administered to 350 under-graduate students. Earlier these students had rated their interests on the ten relevant fields. i.e. had given the self estimation of their interests. On the basis of their obtained CNPR scores, they were independently rated on the ten fields of interest. These two sets of ranks, one subjective and the other objective were correlated and it was found that those fields, where it was possible for them to have direct experience the correlations were high. For example, for Science the correlation was [.91] and the ones for the Fine Arts, Sports and Household work ranged from [.45] to[.49]. For Medicine, Literary Work, Technical and Outdoor it ranged from [.32] to [.39]. For Agriculture it was [.24] and for Crafts it was [.12].

**Interests and Gender Differences**

Arulmani (2006) reported in WORCC-IRS, that gender differences are present in personal interest profiles. More boys than girls find analytical-logical and physical-mechanical activities interesting. More girls than boys find linguistic, spatial and personal activities more interesting. These trends are consistent present irrespective of socio-economic status.

**2.4 Studies Related to Gender Differences**

Controversial findings are available regarding gender influences career development or career decisions of adolescents? Theories of women career development and gender typing assumes that gender differences exists as far as career development is concerned. Few studies support this assumption.
Differences among genders are obviously apparent in self-efficacy for traditionally male and female occupations (Betz & Hackett 1981, 1986; Post Kammer & Smith 1985).

Hackett and Betz (1981) studied the differences between the genders and suggested that a woman will have different career behaviours than man because a woman typically lacks the strong expectations of personal efficacy for many career related barriers. This results in women failing to fully realize their capabilities and talents in career pursuits.

Betz and Hackett (1986) conducted a study on undergraduate students, of Introductory Psychology course. Results revealed that, for traditionally female occupations, females reported higher efficacy expectations than for traditional male occupations.

Betz and Fitzgerald (1987) found that same sex schools androgynous upbringing have been found to facilitate women’s career development.

Bergeron & Romano (1994) evaluated the differences in CDSE between males and females. This study indicated no significant differences between the genders. The lack of differences in this study is suggested to be attributed to non-gender linked behaviours.

According to Farmer (1995), women attend to limit their career planning and typically explore a smaller scope of career possibilities than men.

Wasylow, Mellott and Martin (2005) sought to discover the extent to which career decision making was influenced by gender and specialization in college subject. This study also sought to determine the relationships among career decision making variables, personality variables and vocational personality variables. There were total 217 participants in this study (147
males and 129 females). All the participants completed a short demographic form and the three instruments: CFI, NEO FFI and SDS. To address the study objective, multiple analyses of variance (MANOVA) and bivariate correlations were computed. The findings in this study confirmed that, male and female students have a similar need for career information and self knowledge and they also have similar levels of career choice anxiety and generalized indecisiveness on career decision making factors. For male participants, moderate correlations exist between Career Choice Anxiety and Neuroticism and Conscientiousness, and General Indecisiveness and Neuroticism. Moderate relationships were found for female students between General Indecisiveness and Conscientiousness and Neuroticism. Moderate correlations were found between the need for Career Information and the Enterprising and Conventional Scales for males. These correlations suggested that men who are interested in acquiring additional occupational information were also inquisitive, energetic and ambitious.

Stacy (2003) designed a study to examine the relationship between Career Decision Making Self–Efficacy and selected demographic characteristics. The sample consisted of 382 senior college students. In order to determine if relationship existed, results were analyzed by the use of an independent samples t-test, Pearson Product Moment Correlation Coefficient and ANOVA. The overall results revealed significant differences among students reported level of CDSE by gender, number of times students changed major and college major choice.

Bell (2002) studied the career self-efficacy of female students by utilizing career decision-making course as intervention. The control group
(n=50) followed the traditional decision-making curriculum, while the treatment group (n=53) incorporated gender role socialization exploration and psycho education as well as self-efficacy, enhancing components into the traditional curriculum. A series of analyses of covariance indicated that, participants in the treatment group with a feminine gender role orientation demonstrated a statistically significant increase in self-efficacy when compared with Masculine or Androgynous type participants; no significant difference was found among these among these gender role categories in the central group. No significant differences were discovered on the basis of biological gender.

Wilson (2000) also indicated that no significant differences are apparent among student’s reported level of Career decision making self-efficacy based on gender.

Mc Donald & Hite (1998) found that there is lack of relationships between the Need for Career Information and the Enterprising and Conventional Scales of SDS for female participants. This may be due to societal barriers in that women may have less need for career information. Lucas et.al (1997). In comparison to women, men will succeed in mechanical and physical work and women will succeed in working with people.

Bright (1996) also included gender as a potentially influential variable on the CDSE of undergraduate students. The use of multiple regression analysis did not predict gender as significant predictor of CDSE.

Women chooses a traditionally female oriented career because of the perceived difficulty in combining a non-traditionally female oriented career
with the surmounting responsibilities of home and family (Stickel & Bonett, 1991).

**Indian Studies on Gender Influences**

Agarwal [2009] studied 200 college students by using NEO-FFI. The data was analyzed using 't' test, and following results were obtained.

1. There is no significant difference between males and females on Neuroticism and Openness.
2. There is a significant difference between males and females on Extraversion, Agreeableness and Conscientiousness.

Arulmani G and Nag- Arulmani S. (2006) conducted an Indian Regional Survey on ‘Work Orientations and Responses to Career Choices.’ (WORCC-IRS) Survey report says that, there are gender differences in perception of career barriers. In general, more boys perceive high levels of barriers to career preparation than girls do.

More boys than girls perceive personal capacity to be a barrier to their career preparation. Similar numbers of boys and girls perceive their family situation to be a barrier to career preparation. Girls across SES levels show consistently more positive career beliefs in comparison with boys.

WORCC-IRS data also shows that boys tend to have a higher perception of barriers to career preparation. This is something that is seen across the SES groups. Analysis of girls’ response to career choice and planning is particularly fascinating. The overwhelming impression from their responses to the different scales as well the content of their narratives, is that girls face career choices with greater enthusiasm, motivation and eagerness. Their career beliefs are positive and their confidence to overcome barriers is
high. Girls are not as rigid as boys in their subject preferences and are more open to career development possibilities through subjects other than Science.

Arulmani (2001) interviewed 417 parents who had brought their children for career counseling. Interactions revealed that, orientations to career development were influenced by the gender of their child. 75 percent parents indicated that the primary task before the girl child was that of a homemaker. 24 percent agreed that household responsibilities were the combined responsibilities of boys and girls. Sometimes planning a career for the girls was linked to enhance her marriage prospects. Gender could have a strong influence on career decision making behaviour in the Indian situation. Social expectations requiring the making of a career choice and pursuing independent earning seem to be higher for boys. For girls, on the other hand, a career seems to be secondary to responsibilities associated with marriage and raising a family.

**2.5 Studies Related to Socio-economic Status**

SES is itself a complex concept and it has been variously defined in different countries. Earlier definitions were restricted to the economic aspect and evaluated on the basis of income levels. In the Indian context, the list of variables indicating SES, has subsequently been enlarged to incorporate a number of other factors which contribute to a person’s position along the continuum of socio-economic status e.g. parents’ education, Parents’ occupation, type of housing, Material Possessions etc. (Kuppuswamy, 1959; Srivastava, 1991; Kapoor & Singh, 1998)
Research from different cultural contexts including the Indian environment has consistently revealed a strong relationship between socio-economic status (SES) and career preparation.

Several studies found that, parental social class, parental aspiration and parents educational level were all predictive of students aspiration as well as their educational and occupational attainment (Garg, Kauppi, Lewko and Urajnik, Koller and Baumert 2002).

Osipow (1985) observed that, higher socio-economic status not only provides the funds for more advanced education, but also has indirect effects on the attitudes than children have toward education. In short, socio-economic class plays a large role in the career development process, which may override ability, interest and personality variables.

Conflicting data exist regarding the influence of socio-economic variables on career development. Some researches (Crockett and Bingham, 2000; Mau and Bikos 2000; Techman and Pausch 1998) suggests that, both parent education and income influence career aspirations, whereas other researches (Hussler and Stage, 1992; Sarigiani, Wilson, Peterson and Vicary 1990; Wilson and Wilson, 1992) indicates only parent education is an influential variable.

Rosewski and Kim (2003) reported socio-economic status had a considerable influence on determining both occupational aspirations and individual’s status after high school.

Kerka [2000] have studied the influence of family on children’s career choice and development. Much of this research has demonstrated links
between career development and such factors as socio-economic status, parent’s educational and occupational attainment and cultural background.

Family variables that have been shown to influence career aspirations include, the parents occupation (Trice 1991) and family size (Downey 1995; Majoribanks 1986; Schulenberg, Vondrucek and Croutter 1986). Father’s occupational status is highly correlated with his son’s occupation (Blau 1992, Blau and Duncan, 1967; Conroy, 1997).

Osipow (1983) and Hotchkiss and Borow (1984) reviewed considerable research showing that factors such as socio-economic class, gender and race have a significant impact on what choices will be made. Research findings indicate a strong effect of father’s socio-economic class on the occupational choice and attainments of son (much more than of daughter). Some of this influence is direct, as in the case, where, a son inherits the family business. Another direct influence is seen in the rural or isolated areas with a single predominant employer. In such locations, there is a greater probability that sons will enter their father’s occupation. The indirect effects evident in parent’s socio-economic class on the educational opportunities and attainments of their children are of perhaps greatest importance.

According to Boatwright, Ching and Parr (1992), Mau and Bikos, (2000) each of these family variables like Socio-economic status has also been found to be insignificant in influencing career aspirations.

International research has consistently indicated that socio-economic factors play a significant role in the career development process. Review of Indian Research also brings out that, career development varies characteristically across socio-economic status groups.
Indian society is characterized by many layers of socio-economic status and observations across these groups indicate that, key differences could exist between the career development needs of higher and lower SES groups.

Young people from lower SES groups seem to approach career choice and planning in a completely different manner when compared with middle and higher SES groups.

Yadav et. al, (2009) examine the mother’s educational status with self-concept of their children. The sample consisted of 150 students having different educational status. The results of the study showed that, the children of mother’s with high educational status have high self-concept as compared to children of mother’s with low educational status.

Arlumani (2006) reported in his survey (WORCC-IRS) that there is a significant difference between SES and career choice self-efficacy. The low SES group shows high self-efficacy for vocational courses. The upper middle SES group shows significantly lower self-efficacy for vocational courses in comparison to their self-efficacy scores for science courses.

Arlumani (2006) also indicated that, different SES groups face different Career decision making difficulties. The most significant difficulty seems to be associated with the absence of clear and consistent information and uncertainty in skills to make careers related commitments.

All SES groups experience difficulties with readiness for career decision making and lack of information. Resources available to upper middle SES groups however help to overcome the difficulties to some extent. But, for the low SES group, the difficulties are substantially compounded due to the
perception that the little information that does become available is unreliable and inconsistent.

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.

Arulmani, Van Laar and Easton (2001) interacted with 755 high school boys. They observed that, two specific types of parental influence operated on children’s career development e.g. Parental education and parent’s employment. Researchers found that, the percentage of students intending to study further, decreased with parent education. The largest percentage of students who had no career plans had parents who were illiterate. Students whose parents’ employment was uncertain, expressed their intention to forego further education and begin working immediately. Conversely, almost all students who expressed their intention to study further and prepare systematically for a career, had parents who were comfortably employed.

An important finding from the WORCC-IRS data is with regards to parental support for education, as against their approval for taking up a job without formal qualifications. It is clear that the higher SES groups in this sample lay an almost exclusive emphasis on further education for boys and girls. Seeking employment before education is an option that is almost not considered by this section of the sample. SES group seem to be firm and definite about what they want their sons to study. A large number of boys in the upper middle groups indicated that, parental approval is strongest for the
Sciences. Markedly, lower support is in evidence for other subject combinations such as, the Humanities, Commerce or Vocational courses.

Arulmani & Nag-Arulmani (2001-2002) reported that, the impact of career beliefs on the career development process within the Indian situation was marked and critical. Beliefs and thinking patterns about Career planning and development differ quietly markedly between low and high Socio-economic status groups. Career beliefs held by the lower SES groups are more negative than higher SES groups.

Arulmani & Nag-Arulmani (1996, 1998) gathered information from 12,568 Indian young people regarding the importance students place on choosing a career and activities related to career planning. The participants were divided into five SES groups. It was found that, middle classes placed the highest value on career planning, while both the lower and higher SES groups placed a relatively lower importance on career planning.

More boys than girls rates Sciences at the highest level of interest. This trend persists across SES groups. A significantly large number of boys in the upper middle group clearly perceived that, their parents would expect them to take up Science courses. Arulmani also noted that, prestige hierarchy for subject choices is different for different classes:

For the middle SES groups the prestige hierarchy for subject choices is Science, followed by Commerce, Vocational courses and Arts.

For the low SES groups the hierarchy is Science with Vocational courses coming second. This is followed by Commerce with Arts coming last.
For the high-income groups the prestige hierarchy is Science, followed by Commerce. Arts come next and Vocational courses are placed at the lowest level of prestige.

2.6 Studies Related Career Decision Making Behaviour

Nauta M.M. (2004) studied the career exploration behaviour of college students. Career interests, self efficacy and the big five personality dimensions were used to predict student’s career exploration behaviour. Realistic, artistic and conventional interests, artistic self-efficacy and Openness were positively associated with self exploration. Investigative and enterprising interests and Extraversion were negatively associated with self-exploration.

Gianakos (1999) reported that, individuals’ whose career development reflected stable or multiple trial patterns (Super, 1954,1957), had higher career decision self-efficacy scores than individuals whose career development reflected conventional or unstable patterns.

Argyropoulou Katerina and Sidiropoulou D., (1998) studied applications of Self-Efficacy Theory to the Understanding Career Decision Making of Higher Education Students. The objective of the study was to examine the utility of the concept of self-efficacy expectations with respect to the use of decision-making styles, within a group of higher education students. 292 undergraduate students (women 150, men 142) participated in the study. CDSE and 3 styles of Career Decision Making were the dependent variables. T-test and ANOVA were used.

The findings of this study suggest a moderately strong relationship between Career Decision-Making Self-Efficacy and Career Decision-Making styles. Students who are more confident in their ability to complete the tasks
and behaviours required for effective decision-making are more likely to use in their decisions the rational style. On the other hand, students who lack confidence in their ability to complete decision-making tasks extend to use the dependent style. Thus, stronger self-efficacy expectancies would be an antecedent of a ‘good’ logical decision.

The lack of gender differences for the CDSE scale, except for the competency of planning for the future, is largely consistent with the results of previous studies. Taylor and Betz (1983) reported gender similarities rather than differences for all subscales except planning and goal selection (where females scored higher) in a small college and not a university sample. Thus, our finding confirms the existence of homogeneity in men and women’s experiences regarding the decision-making process (Betz and Luzzo, 1996), a fact that does not explain the different self-efficacy developed by both sexes as to certain career choices. (Betz and Hackett, 1986)

Nevill and Schlecker (1998) found that, women who scored high on the CDSE were more willing to engage in the career-related activities of non-traditional occupations than women who scored low on the CDSE.

Research of a canonical correlation analysis suggested that career decision self-efficacy emerged as a more prominent predictor of exploratory activity than of the variables (goal instability, age, and gender). Mathieu, Sowa, and Niles (1993) reported that, undecided college women had significantly lower CDSE scores than women preferring either male-dominated or gender-neutral occupations.

Peterson (1993a) examined CDSE as a predictor of academic and social integration which, in turn, was postulated to be related to academic
persistence (retention) versus departure. Using a sample of 678 under prepared college students, Peterson reported that, CDSE scores surpassed all other variables as predictors of overall and academic integration.

Research has consistently demonstrated that, stronger perceptions of career decision self-efficacy are related to lower levels of career indecision, as measured by Osipow, Carney and Barak’s (1976; Osipow, 1987) Career Decision Scale.

**Indian Studies on Career Choice Behaviour:**

Social cognitive variable e.g. career beliefs plays a significant role in career decision-making of Indian adolescents.

Desai and Whiteside (2000) found that, degree is more respectable than diploma as a result of dominated belief. Students preferred College degrees in Indian situation.

Akhilesh (1991) reported that, beliefs about the prestige attributes of a career, significantly influence career choice behaviour.

Grewal (1973) stated that the prestige attributed to a career path does not seem to be affected by economic and industrial advancement. This trend seems to have continued even in today’s career choice environment in India.

Indian research throws some light on the links between academic performances and career development studies. It has been found that, high and low achievers differed significantly with regards to career development competencies (Bhargava and Sharma 1995). Young people who were doing well in school seemed to be better equipped to deal with career development tasks and showed a stronger orientation to setting career goals and planning for a career. Another study reports that, students who were not doing well in a
chosen course study at the higher secondary level, showed a significant discrepancy between personal interests and the curriculum they were studying (Sharma and Mehta, 1998).

**Cross-Cultural Studies:**

Mau (2000) examined the cultural relevance of two important career constructs; career decision making style and career decision-making self-efficacy. Two distinct cultural groups of college students, Americans (N=540) and Taiwanese (N= 1026), participated in this cross-cultural study. Results suggested that, career decision making styles have differential impacts on Career Decision-Making Self-Efficacy depending on the cultural background of the individuals. Results also showed significant differences in career decision making style and Career Decision-Making Self-Efficacy as a function of nationality and gender.

Creed Patton and Bartrum found that, high school adolescents from Australia with high levels of optimism about life, had higher levels of career planning and exploration, greater confidence in career decision making and more career related goals.

This brief review of Literature emphasizes studies regarding Family influences, Personality, Interests, Socio-economic status, Gender differences and Career decision making behaviour. Eventually, the same variables have been dealt with, in the present investigation. Career Psychology is new field of research as far as research in India is concerned.

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