CHAPTER-II

REVIEW OF RELATED LITERATURE
Survey of related literature is an important pre-requisite to the planning and implementation of a planned research project. According to Best (1981), "the search for reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, and what problems remain to be solved". In order to be aware of the already done work on the subject, to avoid the shortcomings in the past researches, an attempt has been made to examine the existing literature relating to the present problem. A review of the same has been reported in the present chapter.

**Vocational Maturity at the Junior and Senior School levels**

Super and Forrest (1972), Westbrook and Parry-Hill (1973), Kelso (1975) and Smith (1975) have shown systematic increases on various aspects of career maturity across various grade levels.

Chatman (1976) found that high school grade levels were significantly related with the overall performance of the students on the Career Development Inventory (CDI) - Form I (Super and Forrest, 1972).

Pendleton (1976) using competence test has also found that a linear relationship exists between grade levels and scores on the above test.
Alomari (1978) using CMI attitude scale and competence test on samples of Arabic and non-Arabic students found significant differences on the scores of VII, VIII and IX graders on the above scale/test.

Robbins (1978) found that grade level had a significant effect upon scores on career maturity inventory (CMI).

Chand (1979) in his study on VIIIth to 12 grade students found that there was a consistent increase in the mean scores of the students from lower to higher grades on all the measures of vocational maturity.

Leach (1979) found positive and significant relationship between CMI - attitude scale and grade level.

Mahy's (1980) study led to the conclusion that 11th graders were found to be more vocationally matured than the 9th graders.

Alvi and Khan (1983) found that CMI - competencies, but not the career choice attitudes were monotonically related to age/grade.

Brown (1983) found that grade along with other variables made the highest contribution to all scales. (CDI) - (1) career planning 19%, (2) career development attitude 26%, (3) world of work 43%, (4) career development knowledge and skills 55% and (5) career orientation total 45%.

Chodzinski (1983) found that grade along with other variables emerged as the best predictor of CMI variables.
Herr and Enderlein (1976), McGee (1973), Alexander (1977), Mintzer (1977), Smith and Herr (1972) and Parlikar (1973) found increase in the scores on CMI attitude scale by grade level.

Ranhotra (1996) in her study 'Career decision-making as related to career maturity intelligence self-concept family environment and academic achievement at plus 2 stage' found plus 2 students above average on all the six measures of vocational maturity.

Studies referred to above illustrate that vocational maturity of a student increases as he/she grows through different age and grade levels. Vocational maturity changes with time and experience and is a continuous process.

**Vocational Maturity and Personality Variables**

Crites (1960) in his study found some evidence on the relationship of ego strength (factor C) to vocational interest development. An individual's ability to integrate his experiences and organise them into consistent behavioural tendencies was found related to one's degree of interest patterning.

Crites and Semler (1967) correlated career choice attitudes with indices of emotional and personal development and found the two significantly related.
Bartlett (1968) found dominance (factor E) positively related to vocational maturity. But Gupta's (1991) finding was just the opposite of this. She in her study found a negative relationship between dominance and career maturity at VIII and XII grades for boys on some aspects of career decision making. No significant correlation appeared at any grade level for girls, showing that this personality trait was not related to career maturity in girls.

Bartlett (1968) and Chapin (1975) found that personality traits which are indicative of general personal adjustment of the individual are significantly and positively related to vocational maturity.

Hollender (1971) also found increasing intellectual ability (factor B) associated with increasing vocational decisiveness for both males and females.

Gupta (1973) in her study found significant differences in the occupational choices of extroverts and introverts.

Parlikar (1973) found that no significant relationship exists between dominance - submission (factor E) and vocational maturity at any grade level from VIII to X.

Parlikar (1973) also found negative correlations of extraversion (factor H) with competence test in VIII and X grade boys and with career choice attitudes in the case of IX grade girls. He further found negative
correlation between neurosis (factor I, the low score dimension) and measures of vocational maturity in X and XI grade boys and girls. For IX grade boys he found significant negative correlations between career choice attitudes and neurosis.

Bergwall (1975) found personality integration amongst other factors a significant predictor of career maturity in the final regression model in his study.

Chauhan (1975) in his study found that vocationally more mature girls were more extroverted, but opposite was the case for males.

Lawrence and Brown (1976) in their study on XII grade students found intelligence (factor B) highly related to some aspects of CMI than others.

Lokan et al. (1982) studied ‘Decision making skills and vocational maturity among adolescents’. The variables assessed were (i) personality (ii) rational; intuitive and dependent decision making styles (DM) and (iii) various aspects of vocational maturity (VM). The following results were obtained:

1. Most of the relationships in the form of partial correlations between DM styles and VM personality variables were in the expected direction.
2. The expected relationships which were partially supported by the study were:

i) High career maturity and active rational forms of decision making.

ii) High locus of control and more active rational forms of DM styles.

iii) High achievement motivation and active rational forms of decision making.

The study suggested that training in decision making is a valuable activity and needs to be included in the career education curriculum.

Saxena (1984) in her study found that personality factors B, C, E (low score dimension), G, H, O and Q3 were significant correlates of vocational maturity. Out of these factors B, C, E (negative), H, O and Q3 emerged as potential predictors of vocational maturity.

Perrino (1986) concluded that career maturity was promoted through greater internality for both academic and vocational students. The vocational students’ career maturity was also related to achievement.

Fedorka’s (1986) study revealed that seriously emotionally disturbed students were less mature and had maintained lower vocational aspirations than their peers, while grade level influenced the degree of career maturity and the decision-making process associated with vocational development.
Findings of Galbraith - Jones (1989) study were that regardless of the age at which the career decision was made, it was influenced by inner need, ability and traits which surfaced at an early age. The immediate environment was the source of several influential factors including family background, role models, peer and family support and encouraging teachers.

Finnegan (1996) in a conference of the Academy of human resource development describes a study that created a model called 'Mentoring model for career development' which was part of the project entitled 'A longitudinal study of the career development and aspirations of women managers in business firms.' The participants were 30 women managers. It was based on the assumption that mentoring is an essential tool for career development and is beneficial to the organisation, mentor and the beneficiaries from this model. The results showed that:

1. Factors that helped the women participants in the project were competency, good interpersonal skills, perseverance and company support.

2. The barriers were - being a woman, family obligations and lack of support from the boss.

In their research entitled 'Personality factors and inhibited career development: testing the unique contribution of shyness', Hamer and
Bruch (1997) concluded that shyness was uniquely related with vocational self-concept crystallisation and aspects of vocational maturity (e.g., attitudes toward planning), but unrelated with indices of self and environmental exploration. In addition to shyness, the other personality variables included were academic self-esteem and dysphoria. The former was found significantly related to only the vocational self-concept whereas dysphoria did not evidence significant association with any of the career variables.

In his research entitled ‘Achieving career maturity’, Hartung (1997) concluded that results of these measures indicated sex differences in scale scores on the career maturity measure, revealing higher level of cognitive career maturity among the females than among the males sampled. The research evidence he found also supported the hypothesised relationships between career development, personality and role salience. The trend of increase in the scores for these remained consistent with Super’s career maturity model.

In a study by Tokar et al. (1998) on ‘Personality and vocational behaviour: A selective review of the literature’ it was found that neuroticism, extraversion and conscientiousness emerged most frequently in association with vocational behaviour. Major clusters of literature reviewed related to links of personality variables like attitudes,
aspirations and values to the choice related and decision-making processes.

Kerka (1998) opines that many theories of career development are derived from theories of personality, although emerging research focused on gender, race and social class etc. is also lending broader perspectives to career development theorisation. In the context of personality theory, salience of life roles, identity, interaction of personal attributes and external environmental factors and self-efficacy beliefs are some of the important determiners of career choice development and career maturity. These have been found contributing to the latter in a significant way.

In a study by Carless (1999) on 'Career assessment: Holland’s vocational interests, personality characteristics, and abilities', it was found that assessment of each domain provided unique information important for career development. It may be inferred from this that amongst the domains assessed in this study, personality characteristics also play an important role.

There are some personality traits which have higher and more significant correlations with vocational maturity. There are lower and fewer significant correlations with some other personality traits. The different personality traits vary in their relationship with career maturity, with variation in grade level, sex and some other variables like study
streams and SES. The specific test results in this context related to Gupta's (1991) study. She found significant negative correlations on factors D, E, I and Q4 which show that excitable, impatient, aggressive, stubborn, overprotected, sensitive and seclusive and tense and worried persons tend to be low on various aspects of career maturity.

Further, personality traits suggestive of general personal adjustment of the individual also seem to be related to maturity in career decision-making.

Scheri (1972), Lawrence and Brown (1976) and Wilson (1979) in their studies found socioeconomic status and intelligence as the most significant predictors of career maturity of students at the secondary and senior secondary levels.

Vocational Maturity and Achievement Motivation

Burnstein (1963) from their studies concluded that achievement motivation was significantly related to occupational preferences.

Krishan and Mahfooz (1975) also in their study found that achievement motivation was significantly related to occupational preferences.

Harrel and Stahl (1981) from their study concluded that nAch plays a dominant role in the development of vocational maturity and in the
formation of vocational choice attitudes. This was true in the case of scientists, engineers and graduate students.

Sid and Lindgran (1981) studied the role of achievement motivation in vocational choices of males and females among graduates majoring in different academic fields. They found that males in business major had higher mean scores on nAch and those in psychological major had low scores on nAch. Females were high on nAch if in psychological majors and those in business major had low scores on nAch.

Sujata (1984) found that students scoring high on nAch were vocationally more mature and likely to make selection of occupations in 'Social work', 'Business contact', 'Organisation', 'Technology', and 'General culture'.

In a study by Luzzo (1995) on 'The relationship between career aspiration - current occupation congruence and the career maturity of undergraduates', it was found that significant relationship between aspiration - occupation congruence and two separate measures of career maturity exist.

In a study by Ruth (1999) on 'Information seeking and achievement motivation in middle childhood and adolescence: The role of conceptions of ability', it was found that the students who had acquired the concept of ability responded to the task condition with striving to learn. Further,
requests for information relevant to acquiring mastery and to the ego condition with strivings to outperform others and requests for normative feedback were also found.

Weisskirch (1999) in his study - 'A new look at career maturity (Vocational development, adolescence)' found significant relationships between career maturity and self-clarity and achievement of identity status. Participants who were highly career mature were more aware of their traits, interests, strengths and weaknesses in making career choices.

**Vocational Maturity and Socio-Economic Status**

Reddy (1972) indicated that the subjects hailing from different localities did not differ on vocational needs, power, activity, moral values and services. But the occupational choices of the subjects were found significantly related to social status. Further, a disproportionately large number of subjects were desirous of entering the medical field.

Blocher (1973) in his study found that an individual's career maturity may be a reflection of his experiences in the social class and family culture.

Mohagheghzaden (1980) revealed that socioeconomic status and junior high school achievements influence the choice of a vocational education curriculum by the senior high school students.
Wenstrom’s (1981) study on high school students showed that parents exhibit a profound influence upon students’ career decisioning. It was also found that the students who have not been able to identify a specific career choice, are more greatly influenced by their peers than those who have a selected choice. Occupational information and other reading materials are perceived as having provided little help in career decisioning efforts by students in small rural high schools.

Weener (1983) in his study did not find a significant relationship between family background and vocational maturity at age 24 to 27. Vocational maturity and vocational immaturity were significantly related to the kind of completed post-secondary education degree, certainty about occupational plans, degree of satisfaction with occupational goals, and progress.

Ugwuh (1984) opined that both students as well as their parents had favourable attitudes towards vocational education. Neither students’ family income, educational qualifications and occupations nor students’ academic grades and vocational training influenced their career choices.

Lankard (1995) in her study ‘Family role in career development’ stated that family processes of interaction, communication, and behaviour influence what the child learns about work and work experiences. Further, attitudes about school and work, educational and career goals and
aspirations, and values have a long term impact on a youth’s career choices, decisions and plans. Parents from different groups have different types of influences on the educational and occupational decisions of both boys and girls in the family, was also the finding of the study.

In a study examining the development of vocational maturity and ethnic identity of majority and minority group students in the province of Quebec, Canada by Perron et al. (1998), the following trends were evidenced: (1) The minority group started earlier in their vocational development, but fell behind the majority group by the time career decisions were made and the work began. (2) The higher mean scores of the minority group on vocational identity measures were related to their own and parents’ level of educational aspirations. (3) The higher level of information seeking activity (one of the measures of vocational maturity) in the minority group was evidenced. It could be interpreted as a strategy against discrimination. The study was longitudinal in character and the students were derived from grades 8, 9, 10 and 11.

Naidoo (1998) in his study as already mentioned in the section relating to gender differences did not find a significant relationship between career maturity and SES. But the evidence obtained indicated that SES may have an indirect effect on vocational maturity.
Vocational Maturity and Gender

Cherry (1980) indicated that a significant sex difference was found for the change in career maturity.

Laskin (1979) found that individuals who were more successful in resolving the identity crisis were more successful in coping with age appropriate career decisions and developmental tasks. Boys and girls had similar career maturity scores. Educators and administrators needed to consider including a decision-making programme in curriculum for middle class high school students of average or above average ability, was also the finding of the study.

Mahy (1980) as already mentioned in the section relating to vocational maturity at junior and high school levels concluded that eleventh graders were found to be vocationally more matured than the 9th graders; sex and geographic location did not appear to have meaningful influence on vocational maturity.

Smith (1980) showed that there was no significant correlation between scores on attitude scale and career maturity. The correlation between race and career maturity was negative, which means that as career maturity went up, the race variable decreased in significance. The sex variable as correlated with career maturity was too weak to be statistically significant.
Martinez (1980) concluded that male students were significantly more career mature in their attitudes toward career decisions than females.

Perez (1980) showed that Puerto Rican students differed significantly from the white students in one measure of vocational maturity, but in grade levels, sex differences were found to be significant in two out of three of the vocational maturity measures employed.

Millanovich (1983) indicated that males to a greater degree than females selected careers that were more consistent with their vocationally-oriented interests.

Hamer (1983) found significant differences between the traditional and non-traditional female groups in the areas of career maturity. The former indicated a possibility of depending on others for a career decision more often than the latter. Both the groups were considered to be career mature.

Weener (1983) in his study as already mentioned in the section relating to socioeconomic status found that gender, curriculum, grade point-average, and vocational attitude maturity at grade 12 were significantly related to vocational maturity at age 24 to 27.

Cesarauo-Delacruz (1986) found that a significant difference in the relationship between self-efficacy and vocational maturity was found by
sex. Self-efficacy was also found to be related to a career maturity variable for males, but not for females.

Rodebough (1987) found that at grade 12, significant factors related to career maturity were decision-making, independence, involvement, compromise, self-security, self-assertion, family affiliation, peer affiliation, introversion, intuition and perceiving. The scores of females surpassed those of males on factors of career maturity, independence, social confidence, family affiliation, peer affiliation, teacher affiliation and substance knowledge accuracy.

Stewart (1986) showed that males had lower mean scores than females in each of the career development stages. There was an all female group who had listed their primary occupation as home-making. Older student home-makers were not more vocationally mature than younger student home-makers. In adult students, it was found that 28% were primarily concerned with earning a college degree, 26% were primarily interested in taking job-related coursework, and 27% saw college attendance as a means for facilitating a career change. Career mature students were more likely to be women, white, not educationally disadvantaged, and more decisive about their careers.

Chandna (1990) found in her study that factors related to career maturity differed for males and females and that there was a significant
relationship between self-concept and career choice attitudes of adolescents.

Haddad (1990) showed that the age in relation to career maturity was found to be statistically significant. Further no statistically significant relationships were found between gender, major field of study, or years worked in current occupation and career maturity of graduate students.

Kaur (1992) found that self-concept and locus of control were significant predictors of career maturity with a mixed sample. No sex differences in vocational maturity were found in this study.

Luzzo (1995) in his study ‘Gender difference in college students’ career maturity and perceived barriers in career development’ investigated gender differences in 401 college students’ career maturity with qualitative measures that included attitudes, decision-making skills and vocational congruence. The study further revealed that females scored significantly higher than males on each of the measures. Qualitative analyses revealed that the perception of barriers may serve as a motivating force in many students’ career development.

In a study by Rojewski and others (1995) on ‘Effects of gender and academic risk behaviour on the career maturity of rural youth’, it was found that females were more involved and independent in their career development than their male counterparts.

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Touma (1997) conducted a study on 'Career maturity and high school students: The effects of four variables on the career maturity of high school seniors'. The four variables were gender, race, school type and curriculum. He found no main effect for gender on either the attitude or the variables of competence scale of the CMI. However, significant main effect for curriculum on the total score of CMI, among the results was found.

Guss et al. (1998) in their study - 'Gender orientation and career maturation among rural elementary school students' explored various issues relating to the effect of gender on career development. Results demonstrated that career education significantly influenced the non-traditional perceptions of the sixth grade students. But it was also felt that for more meaningful changes in beliefs for gender and self-concept, more comprehensive educational approaches may be required. The study has important implications for counselling.

Howell and Ann (1999) in their study 'Vocational interests, personality characteristics and work values of executives and professionals in outplacement counselling' found that ranking of work values as most important or least important differed according to gender, age and industry affiliation.
Naidoo (1998) in his research entitled, 'Career maturity: A review of four decades of research', supported the belief that career maturity development differs by gender.

Ohler et al. (1998) in their study - 'Gender, disability and career maturity among college students investigated the relationship between gender and career maturity. Females in the study demonstrated higher levels of overall career maturity and career knowledge, including decision making and the world of work.

Powell and Luzzo (1998) in their study - 'Evaluating factors associated with the career maturity of high school students' found that the young men perceived more of control over their decision making than did young women.

A study by Smith (1998) examined the perceptions of students enrolled in vocational education courses (11th and 12th grade secondary students) toward work and career related issues. The results of the study did not yield any significant mean differences between or among the assessed variables i.e. grade level of students, gender and educational levels of mother and father (amongst the other assessed variables).

Hinkelman (1999) conducted a study entitled, 'The effects of discover on the career maturity and career indecision of rural high school students: A randomised field experiment (Rural Education)'. The
experiment involved prior career counselling and exploration experience as the treatment variables and a sample of grades nine to eleven students for the pre-test and post-test design. He found significant main effects for time (frequency of treatment) and sex for career maturity and a significant main effect for time as well as group X sex interaction and a group X sex X time interaction for career maturity and career indecision of rural high school students.