

Abstract

This study compared senior secondary school students' Career Maturity and Locus of Control in Government and Private schools. The descriptive survey research was employed to carry out the study. Seven hundred and ninety two students (792) in which 579 government and 213 private senior secondary school students were randomly selected for the study. Data were analyzed using t-test statistic. The results showed that there was a significant difference between the government and private senior secondary school students' mean scores on dimension wise career maturity that are self-appraisal, occupational information, goal selection, goal planning, and problem solving, respectively and lastly overall career maturity ($t = 10.103, 9.464, 9.124, 8.813, 10.539, \& 11.814, p < 0.01$). There was also found a significant difference between the government and private senior secondary school students' mean score on locus of control ($t = 8.042, p < 0.01$). It was recommended among policy-makers, administrators that more supervisory roles must be played on government schools teachers and parents to work better on senior secondary students' career maturity and locus of control.

Keywords: Career Maturity, Locus of Control, Senior Secondary Students, Government and Private Schools.

A Comparative Study of Career Maturity and Locus of Control among Senior Secondary Students in Government and Private Schools

Pawan Kumar Singh

Research Scholar, Faculty of Education (K) Banaras Hindu University, Varanasi, U.P.

Dr. R.P. Shukla

Professor, Faculty of Education (K) Banaras Hindu University, Varanasi, U.P.

Introduction

The period of adolescence needs to have individuals being aware of the range of vocations and career available in the society and in their environment, being aware of their personal capacities, capabilities, skills and special endowments that would serve them in the world of work, awareness of the places where their capabilities could best be developed for self enhancement and societal emancipation. Further, the individuals should be able to make reflections on self, others and the environment, familiarity with employment patterns and status and should engage in construction of personal occupational plans based on personal characteristics, educational and trial work experiences. All these are a demonstration of the fact that the individual realizes that work is an important part of living. One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice.

Career development theory proposed by Super (1955), describes five stages of development including growth (childhood), exploration (adolescence), establishment (young adulthood), maintenance and decline. Super postulated that certain vocational tasks are accomplished during each of the distinct stages according to identifiable and predictable sequences. Crites (1975) defined career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. Maturity is assumed to be an underlying psycho-logical construct reflecting this developmental level just as intellectual, moral and social development are assumed to be psychological constructs (Betz, 1988). Career maturity provides a means of measuring the degree of affective and cognitive career development an individual has attained (Rojewski et al., 1995). Career maturity describes one's ability to successfully

cope with vocational development tasks (e.g. crystallizing, specifying and implementing career choice) that are encountered across the development continuum from exploration stage through withdrawal.

The construct 'locus of control' was developed by Julian B. Rotter in 1954. Rotter (1966) used the empirical law of effect which states that people are inherently motivated to seek positive stimulation, or reinforcement, and avoid unpleasant stimulation. Rotter used Skinner's (1974) concept of reinforcement which stated that

if the outcomes of responses by an individual are favorable or unfavorable, then the likelihood of the operant to use the response in the future is increased or decreased respectively – this is positive and negative reinforcement. The locus of control of a person is conceptualized as either internal or external. Those who believe that their own behaviors determine the positive reinforcement they receive and that they have control over their own lives are internal. Individuals with external locus of control are those who believe that the rewards they receive are the result of fate, luck, character or other external circumstances. Such individuals attribute their problems to environmental factors.

The senior secondary students were those students, who studying in senior secondary schools at standard XII. Government and Private schools are institutions owned as the names denote. The government schools have central, state, and local governments as their proprietors while the private schools have individuals, associations or organizations as the owners. Private Schools mostly have small class size, set attraction to parents to show safe, neat and welcoming environment, use up-to-date teaching methods but nothing is in government schools. These are the glimpses of government-private disparity in senior secondary schools.

Rationale of the Study

Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it was considered relevant to study this aspect namely career maturity among senior secondary students.

On the basis of review of related literature and studies directly or indirectly related to this specific problem, it is evident that no study has been conducted on the career maturity of senior secondary students in relation to their locus of control. The purpose of the researcher is to expand knowledge of the relationship between the locus of control and career maturity of senior secondary students. While undertaking this study following question came to the mind of the researcher “Whether the career maturity and locus of control of senior secondary students differ significantly with respect to their Types of Institutions (Government and Private).”

Objectives of the Study

- 1) To compare the career maturity of senior secondary students with respect to their Types of Institution (Government and Private)
- 2) To compare the locus of control of senior secondary students with respect to their Types of Institution (Government and Private)

Research Hypotheses

- H_{R1} There is significant difference between the career maturity of Government and Private students of senior secondary
- H_{R2} There is significant difference between the locus of control of Government and Private students of senior secondary

Method

The present study was based on the descriptive survey method.

Participants and Procedure

All the senior secondary students, those who were studying at standard XII in government and private senior secondary schools of academic session 2013-14 at Muzaffarpur city in Bihar state constituted the

population of the study. In this study, stratified random sampling technique had been used to draw appropriate representative sample from the population. At first, schools were selected randomly from all the government and private senior secondary schools, and after this, from the selected schools, students were also selected randomly. And finally, after rejecting 64 incomplete answer sheets the sample consists of 792 students (370 boys & 422 girls).

Instruments

Career Maturity Inventory (CMI): was developed and standardized by the researcher, based on career choice competencies, this is the cognitive dimension of Crites' model of career maturity, and it consists of five components (Self-appraisal, Occupational information, Goal selection, Goal planning, and Problem-solving) of cognition in the process of career decision-making. It contains 25 competence statements, 5 from each dimension on the basis of five point Likert type scale. Coefficient of reliability of the whole scale as well as of each dimension, was determined by Cronbach's α (alpha) coefficient which are dimension wise 0.71, 0.74, 0.73, 0.78, 0.69 and on total 0.81. In order to determine its content validity, the experts in the field of Education and Psychology were consulted.

Indian adopted Rotter's 'Locus of Control Scale: It is Hindi version of Rotter's Locus of Control Scale adopted by Dr. Anand Kumar and Dr. S. N. Srivastava in 1985. This is a forced-choice instrument which consists of 29 pairs of statements, 23 of which are scored and 6 items are filler. This scale is highly reliable both by split half (0.88) and test-retest (0.85) methods.

Statistical Analysis

For inferential statistics t-test was applied to analyze the data by Statistical Package for Social Sciences (SPSS) version 16 in the present study. All the hypotheses were tested at 0.01 level of significance.

Findings of the Study

Finding 1. (with reference to objective 1, & H_{01})

Table 1: Mean, S.D and 't' Value of Senior Secondary Students on Dimensions wise Career Maturity with Respect to their Types of Institution (Government & Private)

Dimensions of Career Maturity	Types of Institution	N	Mean	Std. Deviation	't' value	Significance
SA	Government	579	9.9741	3.02830	10.103	S
	Private	213	12.4272	3.03449		
OI	Government	579	9.8256	3.04334	9.464	S
	Private	213	12.2019	3.36626		
GS	Government	579	8.9741	2.85903	9.124	S
	Private	213	11.1690	3.36037		
GP	Government	579	9.7116	3.22105	8.813	S
	Private	213	12.0610	3.59914		
PS	Government	579	9.9706	3.55542	10.539	S
	Private	213	12.8873	3.15877		
Overall CM	Government	579	48.4491	12.84303	11.814	S
	Private	213	60.7465	13.37914		

Degree of Freedom = 790, Tested at 0.01 level of significance, Table value of t-test = 2.58

Interpretation

Table 1 reveals that 't' value (10.103, 9.464, 9.124, 8.813, 10.539, & 11.814) for difference between the mean scores of government and private students of senior secondary on dimension wise career maturity that are self-appraisal, occupational information, goal selection, goal planning, and problem solving, respectively and lastly overall career maturity was significant at 0.01 level of significance. It shows that there was significant difference between the mean scores of government and private Students of senior secondary on all the five dimensions and overall career maturity. When results were compared in the context of the mean scores, it was found that mean scores of government students of senior secondary (Mean=9.9741, 9.8256, 8.9741, 9.7116, 9.9706, & 48.4491) were lower than mean scores of private students of senior secondary (Mean = 12.4272, 12.2019, 11.1690, 12.0610, 12.8873, & 60.7465) on all the five dimensions and overall career maturity. Hence, the null hypothesis (H_{01}) that there is no significant difference between the career maturity of Government and Private Students of senior secondary was rejected. It means that the private students of senior secondary were more career mature than government students of senior secondary in all the five dimensions of career maturity.

Finding 2. (with reference to objective 2, & H_{02})

Table 2: Mean, S.D and 't' value of Senior Secondary Students' Locus of Control with Respect to their Types of Institution (Government & Private)

Types of Institution	N	Mean	Std. Deviation	't' value	Significance
Government	579	10.7409	3.90969	8.042	S
Private	213	8.2864	3.51783		

Degree of Freedom = 790, Tested at 0.01 level of significance, Table value of t-test = 2.58 Lower and higher mean scores indicate internal and external locus of control respectively here as directed in the Manual.

Interpretation

Table 2 reveals that 't' value (8.042) for difference between the mean scores of the locus of control of government and private students of senior secondary was significant at 0.01 level of significance. It shows that there was significant difference between the mean scores of the locus of control of government and private students of senior secondary. When results were compared in the context of the mean scores, it was found that mean score of senior secondary government students' locus of control (Mean=10.7409) was higher than mean score of senior secondary private students' locus of control (Mean = 8.2864). It shows that the more number of private students of senior secondary schools were having internal locus of control than that of government students of senior secondary schools. The mean score of private students was less than combined mean score (10.995) and tends to internal locus of control and the mean score of government students was also less than combined mean score but it tends to external locus of control in expect of private students of senior secondary. Therefore, the null hypothesis (H_{02}) that there is no significant difference between the locus of control of Government and Private students of senior secondary was rejected. It means that the private students of senior secondary were having more internal locus of control than that of government students of senior secondary.

Discussion

This study has been able to establish and delineates the fact that private students of senior secondary were more career mature than government students of senior secondary. It's indicating that the students from private schools have more positive attitude toward work behavior and are better acquainted with career opportunities and choices. In previous research Cosby and Picou (1973), Neely and Johnson (1981) and Folagogun and Bamidele (2008) found that difference in the schools attended played a greater role in career maturity among the adolescents. Natalie (2006) observed that the students studying in government schools had less career maturity than the students studying in private schools. Dhillon, U. and Kaur, R. (2005),

supporting that students from private schools differ significantly from the students of the government schools, in career attitude, competence and maturity, achievement motivation and self-concept. Bhat, B. A. (2014), revealed that the academic achievement of private senior secondary school students in total as well as stream wise is better than the government senior secondary school. In case of locus of control this result shows that the more number of private students of senior secondary schools were having internal locus of control than that of government students of senior secondary schools. It has been found to be supported by the findings of Dhillon and kaur (2005), who found that a significant difference was found between government and private high school students with respect to their locus of control. It means most of private high school students are having internal locus of control, which reveals that their own behaviors determine the positive reinforcement that they receive and they have control over their own lives. But in the case of government high school students most of them belong to external locus of control, this indicates that career maturity in this group is influenced by chance, peers and other environmental factors. Thus their attitude towards work is influenced by external factors.

This is the commonly found problems with government schools during these days and people prefer to send their wards to private schools instead of heavy expenditures. The government is taking steps in order to have good results of the institutes that are maintained by them, but instead of such measures no difference is being observed on the ground level. The cause behind this disparity might be the attitude of government teachers who are teaching in government schools. They may be thinking that no one can expel them if the results are not good. On the other hand the teachers in private schools may be thinking that if their results are not good they will be expelled out or they may be thinking that their schools may not work or may not exist if their results are not good. The other reason might be that the maximum posts are vacant in government schools where Para-teachers are being engaged on academic arrangement, getting low salary as compared to their counter parts. The guardians of the government school students may be of less conscious and serious about the education of their wards, which may be the cause of career immaturity and externally control behaviors of the students, who are studying in government schools. There may be various reasons besides the above reasons.

Recommendation

Based on the findings and conclusions of the study i.e. the private students of senior secondary were more career mature than government students of senior secondary, and in case of locus of control this result showed that the more number of private students were having internal locus of control than that of government students of senior secondary schools., these results have important implications for policy-makers, education bodies, governments, educators, and parents; that they should support the running of both private and especially government schools. More supervision should be done on the government schools to make teachers work better to increase the career maturity and internal locus of control of those students who are low career mature and having external locus of control, especially for government students of senior secondary who is backward than their counterpart. Retraining or refresher course of the teachers and all education stake-holders should be done in both types of school to enhance the students' sense of career maturity, and internal locus of control. Counselors should understand the impact of background and social characteristics have on the locus of Control behaviors of the students. It is important that counselors gain more awareness of the interplay of these variables the way students see themselves in relation to their environments. Instructors should allow students flexibility while still providing structure to promote critical thinking and self-exploration, and it will impact on students' academic needs, critical thinking skills, and intrapersonal attitudes/beliefs that promotes success in life functioning. We must consider about the educational environment of the students, attitudinal barriers contribute to students' difficulty and inefficiency, so they should be assisted, discussion about the needs and methods that can eliminate societal and economic barriers in academic and vocational arenas. So, efficacy-enhancing interventions may be useful in this process, and then everyone may increase their sensitivity and awareness of their future life. Locus of control was found as significant factor which positively affect career maturity. Internally controlled students were found to be significantly high mature than externally controlled students on career maturity. Dependency nature, low self-concept

and lack of decision-making ability of externally controlled students are generally responsible for poor professional skills and so as poor career maturity. Personality development programs, vocational training sessions, special guidance and counseling, self-learning and self doing method and provision for independent life may able to develop their career maturity. If above discussed drawbacks can be removed and necessary action can be taken, this type of disparity can be reduced very easily.

REFERENCES

1. Arbona, C. (1996). Career theory and practice in multicultural context. In M. L. Savickas & W. B. Walsh (Eds.), *Handbook of career counseling theory and practice* (pp. 45–54).
2. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
3. Bhat, B. A. (2014). Government-Private Disparity in relation to the Senior Secondary Student's Academic Achievement. *Indian Journal Of Applied Research*, 5, 1, 152-154.
4. Brusoki, G. C., Golin, A. K., Gallagher, R. P., & Moore, M. (1993). Career group effects on career indecision, career maturity, and locus of control of undergraduate clients. *Journal of Career Assessment*, 1, 309-320.
5. Burkhead E. J., & Cope, C. S. (1984). Career maturity and physically disabled college students. *Rehabilitation Counseling Bulletin*, 27, 142-150.
6. Creed, P. A., & Patton, W. (2003). Predicting two components of career maturity in school based adolescents. *Journal of Career Development*, 29, 277-290.
7. Crites, J. O. (1965). Measurement of Vocational Maturity in Adolescence. *Psychological Monographs: General and Applied*, 79, 1-36.
8. Crites, J. O. (1971). *The maturity of vocational attitudes in adolescence*. Washington, DC: APGA.
9. Crites, J. O. (1976). A comprehensive model of career development in early adulthood. *Journal of Vocational Behavior*, 9, 105–118.
10. Dewangan, T.P. (2004). Vocational maturity as a function of locus of control, dependence prone- ness and sex. Unpublished Ph.D. thesis, Pt. Ravishankar Shukla University, Raipur.
11. Dhillon, U. & Kaur, R. (2005). To study the relationship of career maturity with self-concept, achievement motivation and locus of control. *Journal of Indian Academy of Applied Psychology* 31, 1, 71-76.
12. Fouad, N.A. (1988). The construct of career maturity in the United States and Israel. *Journal of Vocational Behavior*, 32, 49-59.
13. Gottfredson, L. S. (1985). Role of self-concept in vocational theory. *Journal of Counseling Psychology*, 32, 159-162.
14. Grewal, J.S. (1971). Educational choices and vocational preferences of secondary school students in relation to environmental process. Unpublished Ph.D. Thesis, Vikram University.
15. Gupta, N. (1986). Career maturity of school students: a study of related factors. *Indian Educational Review*, 22, 64-69.
16. Gupta, N. (1987). Career maturity: A function of grade and sex. *Indian Psychologist*, 4, 19–31.
17. Gupta, N. (1989) Indian Adaptation of Crites Career Maturity Inventory (CMI). National Psychological Corporation, Agra.
18. Hasan, B., Rao, K. and Thakur, R.K. (1998). Career maturity as a function of residential background and sex. *Souvenir of Annual Conference of Madhya Pradesh Psychological Society, Raipur*.
19. Herr, E. L. (1997). Super's life-span, life-space approach and its outlook for refinement. *The Career Development Quarterly*, 45, 238-243. Retrieved April 11, 2013 from ProQuest.
20. Jha, D.S., & Grewal, J.S. (1976). A study of occupational aspirations and socioeconomic status of advantaged and disadvantaged children. *Indian-Journal of- Applied-Psychology*, 13 (2): 70-73.
21. Jodl, K. M., Michael, A. M., Eccles, J. S., & Sameroff, A. (2001). Parents' roles in shaping early adolescents' occupational aspirations. *Child Development*, 74(2), 1247-1265.
22. Khan, B. and Alvi, S.A. (1985). Career maturity in relation to differences in school curriculum. *Canadian Counselor*, 19, 144-151.
23. Lawrence, W.E. and Brown, D. (1976). An investigation of intelligence, self-concept, socio-economic status, race and sex as predictors of career maturity. *Journal of Vocational Behavior*, 9, 43-52.
24. Lawrence, W.E. and Brown, D. (1976). An investigation of intelligence, self-concept, socio-economic status, race and sex as predictors of career maturity. *Journal of Vocational Behavior*, 9, 43-52.
25. Levenson, H., & Mahler, I. (1975). Attitudes toward others and components of internal-external locus of control. *Psychological Reports*, (36), 209-210.

26. Levenson, H. (1973). Multidimensional locus of control in psychiatric patients. *Journal of Consulting and Clinical Psychology*, 41(3), 397-404.
27. Levenson, H. (1974). Activism and powerful others: Distinctions within the concept of internal-external control. *Journal of Personality Assessment*, 38, 377-383.
28. Levenson, H. (1981). Differentiating among internality, powerful others, and change. In H. M. Lefcourt (Ed.), *Research with the locus of control construct* (Vol.1, pp. 15-63). New York: Academic Press.
29. Levinson, E. M. (1993). *Transdisciplinary vocational assessment: Issues in school-based programs*. Brandon, VT: Clinical Psychology Publishing Co.
30. Levinson, E. M., Ohler, D. L., Caswell, S., & Kiewra, K. (1998). Six approaches to the assessment of career maturity. *Journal of Counseling and Development*, 76, 475-482.
31. Lokan, J.J., Boss, M.W., & Patsula (1982). A study of vocational maturity during adolescence and locus of control. *Journal of Vocational Behaviour*, 20, 331-340.
32. Luzzo, A. (1995). Gender differences in college students' career maturity and perceived barriers in career development. *Journal of Counselling and Development*, 73, 319-322.
33. Luzzo, D. A. (1993). Predicting the career maturity of undergraduates: A comparison of personal, educational, and psychological factors. *Journal of College Student Development*, 34, 271-275.
34. Luzzo, D. A., & Ward, B. E. (1995). The relative contributions of self-efficacy and locus of control to the prediction of vocational congruence. *Journal of Career Development*, 21, 307-317.
35. Luzzo, D. A., Funk, D. P., & Strang, J. (1996). Attributional retraining increases career decision-making self-efficacy. *Career Development Quarterly*, 44, 378-386.
36. McWhirter, E. H., Rasheed, S., & Crothers, M. (2000). The effects of high school career education on social cognitive variables. *Journal of Counseling Psychology*, 47, 330-341.
37. Miller, M.F. (1974). Relationship of vocational maturity to work values. *Journal of Vocational Behavior*, 5, 367, 371.
38. Mullis, A.K., & Mullis, R. L. (1997). Vocational interests of adolescents: relationship between self esteem and locus of control. *Psychological Reports*, 81, 1363-1371.
39. Munson, W. (1992). Self-esteem vocational identity and career salience in high school students. *Journal of Vocational Behavior*, 40, 361-368.
40. Neely, M. A. & Johnson, C. W. (1981). The relationship of performance on six scales of the Career Development Inventory to sex, father's education, and father's occupation. *Educational and Psychological Measurement*, 41, 917-921.
41. Ondroff, R.M. and Herr, E.L. (1996). A comparative study of declared and undeclared college students on career uncertainty and involvement in career development activities. *Journal of Counseling and Development*, 74, 632-639.
42. Osipow, S. H., & Winer, J. L. (1996). The use of the Career Decision Scale in career assessment. *Journal of Career Assessment*, 4, 117-130.
43. Patton, W. & Creed, P. A. (2002). The Relationship between Career Maturity and Work Commitment in a Sample of Australian High School Students. *Journal of Career Development*, 29, 69-85.
44. Patton, W., & Creed, P. (2001). Developmental issues in career maturity and career decision status. *The Career Development Quarterly*, 49, 336-351.
45. Patton, W., & Lokan, J. (2001). Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance*, 1, 31-48.
46. Patton, W., Creed, P.A. and Walton, M. (2003). Perceived work related and non work related barriers in the career development of Australian and South African adolescents. *Australian Journal of Psychology*, 55(2), 74-82.
47. Pavlok, M.F. and Kammer, P.P. (1985). The effects of a career guidance program on the career maturity and self-concept of delinquent youth. *Journal of Vocational Behavior*, 26, 41-54.
48. Pound, R.E. (1978). Using self-concept subscales in predicting career maturity for race and sex sub groups. *Vocational Guidance Quarterly*, 27, 16-20.
49. Powell, D. F., & Luzzo, D. A. (1998). Evaluating factors associated with the career maturity of high school students. *The Career Development Quarterly*, 47, 145-158.
50. Prideaux, L., Patton, W., & Creed, P. (2002). Development of a theoretically derived school career program: An Australian endeavour. *International Journal for Educational and Vocational Guidance*, 2, 115-130.
51. Raskin, P. M. (1998). Career maturity: The construct's validity, vitality, and viability. *The Career Development Quarterly*, 47, 32-35.
52. Rojewski, J. W., & Hill, R. B. (1998). Influence of gender and academic risk behavior on career decision making and occupational choice in early adolescence. *Journal of Education for Students Placed at Risk*, 3, 265-287.

53. Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80 (1, Whole No. 609), 1-28.
54. Rotter, J. B. (1990). Internal versus external control of reinforcement. *American Psychologist* 45(4), 489-493.
55. Rotter, J. B. (1954). *Social learning and clinical psychology*. NY: Prentice-Hall.
56. Ryckman, R. M. & Malikirosi, M. X. (1974). Differences in locus of control orientation for members of selected occupations. *Psychological Reports*, 34, 1224-1226.
57. Ryckman, R. M. & Malikirosi, M. X. (1975). Relationship between locus of control and chronological age. *Psychological Reports*, 36, 655-658.
58. Salami, S. O. (2008) Gender, identity status and career maturity of adolescents. *Journal of Social Sciences* 16, 1, 35-49.
59. Salami, S. O. (2008) Gender, identity status and career maturity of adolescents. *Journal of Social Sciences* 16, 1, 35-49.
60. Saraswat, R.K., & Gaur, J.S. (1981). Approaches for the measurement of self concept: an introduction. *Indian Educational Review*, 16, (pp. 114-119)
61. Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly*, 45, 247-259.
62. Schmitt-Rodermund, E., & Silbereisen, R. K. (1998). Career maturity determinants: Individual development, social context, and historical time. *The Career Development Quarterly*, 47, 16-31.
63. Staley, W. (1996, November). The relationship between fear of success, self-concept, and career decision making. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
64. Super, D. E. (1955). The dimensions and measurement of vocational maturity. *Teachers College Record*, 57, 151-163.
65. Super, D. E. (1957). *The psychology of careers*. New York, NY: Harper & Row.
66. Super, D. E. (1963). Self concepts in vocational development. In D.E. Super (Ed.), *Career development: Self concept theory*, (pp. 1-20). New York: College Entrance Examination Board.
67. Super, D. E. (1969). The development of vocational potential. In D. Malikin & H. Rusalen (Eds.), *Vocational rehabilitation of the disabled: An overview*, (pp. 75-90). New York: New York University Press.
68. Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16, 282-298.
69. Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.
70. Taylor, K. M., & Popma, J. (1990). An examination of the relationships among career decision-making self-efficacy, career salience, locus of control, and vocational indecision. *Journal of Vocational Behavior*, 37, 17-31
71. Taylor, S. (1985). Vocational self-concept crystallization in students' school to work transition. *Journal of Counseling Psychology*, 32, 570-579.
72. Vasantha, A. (1977) A socio-economic study of work values. *Journal of Psychological Researches* 21, 2 , 119-121.
73. Vondracek, F. W., & Reitzle, M. (1998). The viability of career maturity theory: A developmental-contextual perspective. *The Career Development Quarterly*, 47, 6-15.
74. Vondracek, F. W., Schulenberg, J., Skorikov, V., Gillespie, L. K., & Wahlheim, C. (1995). The relationship of identity status to career indecision during adolescence. *Journal of Adolescence*, 18, 17-29.
75. Walsh, W. B., & Osipow, S. H. (1973). Career preferences, self-concept, and vocational maturity. *Research in Higher Education*, 1, 89-97. Walsh, W. B., & Osipow, S. H. (Eds.) (1994). *Career counseling for women*. Hillsdale, NJ: Erlbaum.
76. Walsh, W. B., Hanley, N. A. (1975). Consistent occupational preferences, vocational maturity, and academic achievement. *Journal of Vocational Behavior*, 7, 89-97.
77. Yadav, R. K. (1979) A study of motives for the vocational preferences of adolescents. *Indian Educational Review* 29, 2, 78-79
78. Zunker, V. G. (1998). *Career Counseling: Applied concept of life planning* (5th Ed.). Pacific Grove, CA: Brooks/Cole.
79. Zytowski, D. G. (1994) A Super Contribution to Vocational Theory: Work Values. *Career Development Quarterly*, 43, 25-30.