

## DEFENSE STYLES INFLUENCING CAREER CHOICE OF VISUALLY CHALLENGED STUDENTS AT UNDERGRADUATE LEVEL

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### ABSTRACT

*Visually challenged students' career choice is influenced by many factors, including life context, personal aptitudes, and educational attainment. This study focuses the defense styles of visually challenged students and also study about their career choice. Survey method has been adopted in this investigation. Totally 77 samples were collected randomly from 11 colleges. The population of the study is visually challenged students at Undergraduate level of Arts and Science and B.Ed. colleges in Chennai District, Tamilnadu, India. The results reveal that the defense styles of visually challenged students studying at the undergraduate level have influence over the teaching and training career.*

*Keywords: Defense Styles, Career Choice, Visually Challenged Students, Undergraduate Students.*

### INTRODUCTION

When the desires are left to be disappointed by either detention or conflict, the individual applies for various ways to prevent him/herself from the followed extreme anxiety and tries atleast to satisfy them. Sometimes, digresses to behaviors which can be seen as peculiar or silly. These are well-defined as adaptation or defense mechanisms. The main effectiveness of the defense mechanisms is ongoing the integrity of intellectual structure and its balance. Without exception, every single individual uses defense mechanisms to prevent their truthfulness of mental structure and feel themselves in balance. Usually, defense mechanisms are easy to accommodate ourselves. Besides, these mechanisms can occasionally become unsuitable and a structural impairment due to changing situations. Composed with the practice of defense mechanisms in our daily lives in all places, these mechanisms also show themselves in the business life, outside, school, and whenever an individual feels like struggling by playing a considerable role in the pleasure of the individual.

Career choice is a result of the interaction between individuals within organizational and social structures, it is important to analyze from diverse perspectives ranging from occupational psychology to organizational sociology. A major turning point in students' life involves

the career choice that they make while in high school. Commonly, it is viewed by family and society as a mere start to workplace readiness; however, this decision plays a major role in establishing a career path that opens as well as closes opportunities.

Career is a lifelong experience which enables individuals to earn money or to get all his or her needs provided (Fabea & Boseman, 2014). Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available them. Each individual undertaking the process influenced by many factors, including the context in which they live personal aptitudes and personal attainment (Bandura, Barbaranelli, Caprara, and Pastorelli, 2001).

### 1. Review of Related Literature

Bandura, A., Barbaranelli, C., Caprara, G.V., and Pastorelli, C., (2001) tested with 272 children a structural model of the network of socio-cognitive influences that shape children's career aspirations and trajectories. Familial socioeconomic status is linked to children's career trajectories only indirectly through its effects on parent's perceived efficacy and academic aspirations. The impact of parental self-efficacy and aspirations on their children's perceived career efficacy and choice is, in turn,

entirely mediated through the children's perceived efficacy and academic aspirations. Children's perceived academic, social, and self-regulatory efficacy influence the types of occupational activities for which they judge themselves to be efficacious both directly and through their impact on academic aspirations. Perceived occupational self-efficacy gives direction to the kinds of career pursuits children seriously consider for their life's work and those they disfavor. Children's perceived efficacy rather than their actual academic achievement is the key determinant of their perceived occupational self-efficacy and preferred choice of work-life. Analyses of gender differences reveal that perceived occupational self-efficacy predicts traditionality of career choice.

Phoebe Cramer (1991) conducted the study and hypothesized that experimentally induced anger would result in an increased use of defense mechanisms in college students. As predicted from the theory of defense mechanism development, the Thematic Apperception Test (TAT) stories of angered students showed a higher level of use of projection and identification, and the use of these defenses was significantly correlated with the presence of aggressive content in the stories. The results were consistent with previous studies in showing that the predominant defenses of late adolescents are projection and identification, and that men use more projection than women.

Golub, Dawn B (2006) conducted a study on a model of successful work experience for employees who are Visually Impaired. This study explored the factors that contribute to a successful work experience for employees who are visually impaired from the perspective of employers. The employers who were interviewed, emphasized the dual responsibility that employees have to empower their own success and that employers have to enable the employees' success. In addition, an integrative model of successful employment was developed from the interviews with the employers.

Karuna Sharma (2016) examined the study influence of school environment on vocational interest among adolescents. This research primarily focused on the role of teachers, classmates, peers, influence or the interaction

between teachers and children's in vocational choice. This research indicates that the schools are active agents in influencing their career development.

Rogers, M.E., Creed, P. A., & Glendon, A.I.. (2008) conducted the study on the role of personality in adolescent career planning and exploration: A social cognitive perspective. This study results revealed that the career exploration was associated with goals and supports, where the career planning associated self efficacy, goals, personality and interaction term for goals and social support that indicated that levels of planning were highest when social support and goals were highest.

Farzaneh Moshtaqi, Parviz Sharifi Daramadi, and Ali Esmaeili (2014) examined the defense styles in their paper, "Analysis of the effect of Training Life Skills on Defensive Mechanisms and Styles of Students' attachments". The results indicated that the program of training life skills has significantly improved the neurotic defensive mechanisms ( $P=0.001$ ) and avoidance attachment style ( $P=0.04$ ) of the experimental group compared to the control group in the post-test stage. But, this training has not significantly changed the mature defensive mechanisms ( $P=0.20$ ) and the immature defensive mechanism ( $P=0.74$ ) and also the secure attachment style ( $P=0.20$ ) and ambivalent attachment style ( $10/0 = P$ ) in the experimental group compared to the control group. This study showed that the life skill training can be applied as a useful interference method for students.

Dakhili, Manavipour, and Golshani (2013) reported that, Defense mechanisms are unconscious processes that maintain self-esteem and prevent excessive levels of negative effect. The present study examined the interpersonal similarity of defense styles (i.e., habitual use of clusters of related defense mechanisms) as well as identifying which defense styles possessed significant interpersonal content. The interpersonal circumplex (Wiggins, Phillips, & Trapnell, 1989) served as the nomological network for evaluating the interpersonal styles associated with these defenses. The only defense style found to possess substantial interpersonal content was the immature defense style. In contrast, neither the

mature nor neurotic defense styles possessed substantial interpersonal content. At the level of specific defense mechanisms, a variety of immature defenses and a single mature defense were found to possess substantial interpersonal content. These findings suggest that defense styles may be at least partially distinguishable with regard to their interpersonal content.

Virgil Zeigler-Hill, and Drew W. Pratt (2007) examined the defense style in their paper, "Defense Styles and the Interpersonal Circumplex: The Interpersonal Nature of Psychological Defense". The findings reveal that defense styles may be at least partially distinguishable with regard to their interpersonal content.

Julius Koech, et al. (2016) examined the defense style in their paper, "Factors influencing Career Choices among Undergraduate Students in Public Universities in Kenya: A Case Study of University of Eldoret". Results of the study indicated that, multiple factors influence career choices of undergraduate students. It is the expectation of this paper that instructors in learning institutions should find such results useful as they prepare learners for their future.

Kennedy N. Getange, and George Sagwe (2016) studied the defense style in their paper, "Factors influencing Students' Career Choices in Public Secondary School in Manga Sub County, Nyamira County- Kenya". The study revealed that, students made ignorant career choices due to inadequate career guidance. Majority of the teachers were not trained to handle careers neither were there adequate career guidance sessions in schools. Parental, peers, and sibling influence also affected students as they made their career choices. Possible measures suggested included; students should be guided through their subjected choices to be in line with their career expectations. Parents, siblings and other members of the community should be advised on how to talk to students about their subject interest and abilities. The number of career guidance sessions could be increased. Conclusively, a further diagnostic study of the problem involving a large sample and cross section of all categories of secondary schools were recommended by the researchers to help in minimizing problems of carrier choices in secondary school.

Oyamo, and Amoth's (2008) studies in Kenya show that, rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students.

The study by Bluestein, Phillips, Jobin-Davis, Finkelberg, & Roarke (1997) is a major turning point in adolescents' lives involving the career choice that they make while in high school. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities. Given the differences in the social and economic context of college-bound versus work-bound adolescents, a study was designed to explore the factors that influence rural young adults' selection of specific careers.

## 2. Need and Significance of the Study

Visually challenged students face lots of troubles in their day-to-day life. The research focuses about variety of defense styles and career choice among Undergraduate level visually challenged students. The study is almost a unique attempt to develop and provide self-awareness and to create self-confidence and career choice. The significance of this study is to identify their defense styles, influencing their career choice. This study provides the

Variable	Dimensions of Career Choice	r-value	Significant Level
Defense Styles	Arts and communication	0.223	P>0.05
	Teaching and training	0.352*	P<0.01**
	Law and public relation	0.156	P>0.05
	Manufacturing	0.139	P>0.05
	Marketing	0.173	P>0.05

\* Correlation is significant at the 0.05 level (2-tailed).  
 \*\* Correlation is significant at the 0.01 level (2-tailed).

**Table 1. Correlation Value of Overall Defense Styles and Career Choice**

Variable	Male (46)		Female (33)		t-value	Significant Level
	Mean	SD	Mean	SD		
Mature Factor	70.18	12.97	70.26	9.33	0.032	P>0.05
Neurotic Factor	71.94	7.14	72.38	6.097	0.278	P>0.05
Immature Factor	68.32	7.31	67.84	8.077	0.269	P>0.05
Overall Defense Styles	69.42	5.72	69.23	5.893	0.135	P>0.05

**Table 2. Mean, Standard Deviation and t-Value of Overall Defense Styles of Visually Challenged Students with respect to Gender**

way for choosing the right career among the visually challenged students in their life time. Hence, the researcher undertook this study.

### 3. Objectives of the Study

- To study about the defense styles of visually challenged students studying at the undergraduate level in Arts & Science and B.Ed. colleges.
- To identify the career choice of visually challenged students.
- To explore the relationship between defense styles and career choice of visually challenged students.

### 4. Hypotheses of the Study

$H_1$ : There is no significant relationship between the defense styles and career choice of visually challenged students.

$H_2$ : There is no significant difference in defense styles between the male and female visually challenged students.

$H_3$ : There is no significant difference in defense styles between the age below 22 Years and above 22 Years visually challenged students.

$H_4$ : There is no significant difference in defense styles between the visually challenged students studying

Variable	17-21 years (41)		Above 22 years (36)		t -value	Significant Level
	Mean	SD	Mean	SD		
Mature Factor	70.88	10.85	69.44	12.45	0.542	P>0.05
Neurotic Factor	72.48	5.64	71.70	7.79	0.509	P>0.05
Immature Factor	67.71	6.55	68.61	8.67	0.515	P>0.05
Overall Defense Styles	69.30	5.14	69.39	6.46	0.071	P>0.05

**Table 3. Mean, Standard Deviation and t-value of Overall Defense Styles of Visually Challenged Students with respect to Age**

Variable	Arts & Science (54)		B.Ed. (23)		t -value	Significant Level
	Mean	SD	Mean	SD		
Mature Factor	69.44	12.02	72.01	10.47	0.889	P>0.05
Neurotic Factor	71.01	5.96	74.73	7.70	2.292	P<0.05
Immature Factor	67.40	7.02	69.84	8.67	1.297	P>0.05
Overall Defense Styles	68.53	5.36	71.25	6.30	1.931	P>0.05

**Table 4. Mean, Standard Deviation and t-value of Overall Defense Styles of Visually Challenged Students with respect to the College Studying**

Arts & Science and B.Ed. course.

$H_5$ : There is no significant difference in defense styles of visually challenged students with respect to Parental Educational Qualification.

$H_6$ : There is no significant difference in defense style of visually challenged students with respect to parental occupation.

$H_7$ : There is no significant difference in defense styles of visually challenged students with respect to parental annual.

$H_8$ : There is no significant difference in defense styles of visually challenged students residing in rural and urban areas.

$H_9$ : There is no significant difference in defense styles of partial visually challenged students and totally visually challenged students.

### 5. Method of the Study

The investigator collected data pertaining to the defense styles influencing the career choice of visually challenged

Variable	Never had Education (30)		School Education (36)		Degree & Above (11)		F-Ratio	Significant Level
	Mean	SD	Mean	SD	Mean	SD		
Mature Factor	68.13	13.64	70.40	10.25	75.28	8.32	1.571	P>0.05
Neurotic Factor	71.25	7.173	72.66	6.44	72.73	6.56	0.407	P>0.05
Immature Factor	68.23	7.46	68.17	7.90	67.71	7.52	0.020	P>0.05
Overall Defense Styles	68.81	70.23	69.51	5.82	70.23	5.118	0.268	P>0.05

**Table 5. Mean, Standard Deviation and F - ratio of Overall Defense Styles of Visually Challenged Students with respect to Parental Educational Qualification**

Variable	Self Employed (45)		Private Sector (22)		Govt. Sector (10)		F-Ratio	Significant Level
	Mean	SD	Mean	SD	Mean	SD		
Mature factor	67.78	12.22	73.15	10.46	74.69	8.52	2.55	P>0.05
Neurotic factor	71.94	7.40	72.02	6.35	73.13	3.95	0.127	P>0.05
Immature factor	69.12	7.73	66.19	7.25	67.92	7.49	1.109	P>0.05
Overall Defense Styles	69.42	6.06	68.75	5.86	70.31	4.21	0.257	P>0.05

**Table 6. Mean, Standard Deviation and f - ratio of Overall Defense Styles of Visually Challenged Students with respect to Parental Occupation**

Variable	Below Rs. 30000 (55)		Above Rs. 30000 (27)		t-value	Level of significance
	Mean	SD	Mean	SD		
Mature Factor	70.28	12.02	70.03	10.63	0.087	P>0.05
Neurotic Factor	72.28	7.18	71.88	5.45	0.200	P>0.05
Immature Factor	68.81	7.96	66.43	6.37	1.247	P>0.05
Overall Defense Styles	69.78	6.22	68.24	4.32	1.065	P>0.05

**Table 7. Mean, Standard Deviation and t-value of Overall Defense Styles of Visually Challenged Students with respect to the Annual Income of the Family**

students at undergraduate level. Survey method was engaged to explain and infer what exists at present.

### 5.1 Sample

Totally 77 samples were collected from 11 colleges, and the samples were selected at random. Population of the present study is a study on Defense styles influencing career choice of visually challenged students at Undergraduate level.

### 5.2 Tools Used

1. DSQ-40 (Defense Styles Questionnaire-40) - Developed and Validated by Andrews, Singh, and Bond (1993).
2. Career Choice Inventory (CCI-5) - Constructed and validated by the investigator.

### 5.3 Statistical Techniques used for Data Analysis

Statistical techniques used to assess the present study of visually challenged students are,

- Descriptive Analysis.
- Differential Analysis.

Variable	Rural (49)		Urban (28)		t-value	Significant level
	Mean	SD	Mean	SD		
Mature Factor	70.66	11.40	69.42	12.03	0.451	P>0.05
Neurotic Factor	72.07	7.36	72.21	5.46	0.090	P>0.05
Immature Factor	69.32	7.42	66.03	7.52	1.861	P>0.05
Overall Defense Styles	70.14	5.78	67.95	5.53	1.626	P>0.05

**Table 8. Mean, Standard Deviation and t-value of Overall Defense Styles of Visually Challenged Students with respect to Residential Area**

Variable	Partially V.C (33)		Totally V.C (44)		t-value	significant Level
	Mean	SD	Mean	SD		
Mature Factor	68.75	11.61	71.35	11.56	0.958	P>0.05
Neurotic Factor	70.64	6.14	73.22	6.95	1.692	P>0.05
Immature Factor	68.53	5.81	67.83	8.73	0.400	P>0.05
Overall Defense Styles	69.00	4.62	69.60	6.52	0.455	P>0.05

**Table 9. Mean, Standard Deviation and t-value of Overall Defense Styles of Visually Challenged Students with respect to Vision Level**

- Correlation Co-efficient.

## 6. Analysis and Interpretation

From Table 1, it is inferred that, the correlation coefficient for defense styles was Perceived with career choice of teaching and training:  $r(77) = 0.352, p < .001$ . Variables are positively correlated at 0.01 level of significant. Hence the null hypothesis ( $H_0$ ) is rejected.

With respect to significance among Visually Challenged Students' career choice significantly marked with career of teaching and training, whereas remaining career is not significant with others for the present sample of visually challenged students studying undergraduate in Chennai Colleges.

From Table 2 it is indicated that, the mean value of defense styles with respect to gender, male students (69.42) do not differ from female students' (69.23) mean value score.

From Table 2, it is also inferred that, the t-value of male and female students' do not differ significantly at 0.05 level in overall Defense styles. Hence the null hypothesis  $H_2$  is accepted.

From Table 3, it shows the mean value of defense styles with respect to age is higher for 17 to 21 year old students (69.30), and lower for above 22 year old students' (69.39) mean value score.

From Table 3, it is also inferred that, the t-value of 17 to 21 and above 22 years do not differ significantly at 0.05 level in overall Defense styles. Hence the null hypothesis  $H_3$  is accepted.

Table 4 presented the mean value of defense styles with respect to college studying is lower for Arts and Science students (68.53), and higher for B.Ed. students (71.25).

From Table 4, it is also inferred that, the t-value of Arts & Science and B.Ed. do not differ significantly at 0.05 level in overall Defense styles. But in the case of defense styles dimension, neurotic factor is significant at 0.05 level. Hence the null hypothesis  $H_4$  is accepted.

Table 5 showed that, the overall defense styles with respect to parental educational qualification was higher (70.23) for the students' parents who have complete Undergraduate and the same was lower (68.81) for the students whose parent never had education.

Further, the F-ratio calculated for the overall defense style with respect to parents' educational qualification show that, the students do not differ significantly even at 0.05 level. Hence the null hypothesis  $H_5$  is accepted.

Table 6 indicated that, the overall defense styles with respect to parental occupation was higher (70.31) for the students whose parent working in a Government sector, and the same was lower (68.75) for the students whose parent is working in a private sector.

Also from Table 6, it shows the F-ratio calculated for the Overall defense style with respect to parental Occupation exhibit that visually challenged students do not differ significantly even at 0.05 level. Hence the null hypothesis  $H_6$  is accepted.

Table 7 exhibited that, the mean value of overall defense styles with respect to parents' annual income of the family is higher for below ₹ 30000 students (69.78) lower for above ₹ 30000 students (68.24).

From the analysis, it is also inferred that, the t-value of below ₹ 30000, and above ₹ 30000 do not differ significantly at 0.05 level in overall Defense styles. Hence the null hypothesis  $H_7$  is accepted.

Table 8 Indicated that, the mean value of overall defense styles with respect to residential area is higher for rural students (70.14) compared to urban students (67.95). From Table 8, it is also inferred that, the t-value of rural and urban students do not differ significantly at 0.05 level in overall Defense styles. Hence the null hypothesis  $H_8$  is

accepted.

Table 9 Indicated that, the mean value of overall defense styles with respect to vision level is lower for partial vision students (69.00), and higher for totally visual challenged students (69.60).

From Table 9, it is also inferred that, the t-value of vision level do not differ significantly at 0.05 level in overall defense styles. Hence the null hypothesis  $H_9$  is accepted.

## 7. Findings of the Study

- There exists partial relationship between defense style and career choice with respect to the dimension of teaching and training.
- There is no significant difference between the male and female students in their overall defense styles. While comparing, the mean value of male students (69.42) is slightly different from female students' (69.23) mean value score.
- There is no significant difference between the ages. 17 years to 21 years and above 22 years students in their overall defense styles do not hold significance. While comparing, the mean value of age 17 to 21 years students (69.30) slightly differs from above 22 years students (69.39).
- There is no significant difference between the college studying, Arts and Science College and B.Ed., college students in their overall defense styles do not differ significantly. But in this case, Neurotic factor is significant at 0.05 level. The finding shows that the mean value of defense styles with respect to college studying students: lower for Arts and Science students (68.53) and higher for B.Ed., students (71.25).
- There is no significant differences among the parental educational qualification that never had education, school education and degree and above students in their overall defense styles. But in this case, the immature factor is significant at 0.05 level. The Mean value indicates that the overall defense styles with respect to parent's educational qualification was higher (70.23) for the students whose parent has completed Undergraduate and the same was lower (68.81) for the students whose parents had never

been educated.

- There is no significant difference among the parental occupation, government sector, private sector and self-employed of students in their overall defense styles do not show significance. While comparing mean value indicates that the Overall defense styles with respect to parental occupation was higher (70.31) for the students whose father have working in government sector the same was lower (68.75) for the students whose fathers are working in private sector.
- There is no significant difference between the annual income, below ₹ 30000 and above ₹ 30000 students in their overall defense styles. The findings show that the mean value of overall defense styles with respect to annual income of the family: higher for below ₹ 30000 students (69.78) lower for above ₹ 30000 students (68.24).
- There is no significant difference between the residential area, rural, and urban students in their overall defense styles. The mean value indicates that the overall defense styles with respect to residential area are higher for rural students (70.14) compared to urban students (67.95).
- There is no significant difference between the vision level, partially visually challenged, and totally visually challenged students in their overall defense styles with significance at 0.05 level. The mean value indicates that the overall defense styles with respect to vision level, lower for partial challenged (69.00) and higher for totally visual challenged students (69.60).

## 8. Results and Discussion

The environment may influence the adolescents negatively or positively. When the environments of the home, school and society is conducive for the adolescents, they develop high, positive and healthy self-concept (Okereke, 2006). The interdependence of school, and community culture played a critical role in shaping the youth's occupational choice. High schools, a wide range of difference existed in career choice (Ferry, 2006). It was found from the study that, the teachers' educational factor influence the career choice of the

children.

It may be interpreted that, the significance with the dimension of teaching and training in the dependent variable career choice over the independent variable defense styles indicates that, there is a positive lineation of career choice in the dimension of teaching and training of visually challenged students in relation to their defense styles. This may perhaps be due to the fact that visually challenged students hope for settling in a profession which is more possibility and since the teaching and training profession have a wide range of settlement scopes they would have intended to have a career choice with regard to this dimension. Hence the relationship in their defense styles with career choice under teaching and training. On comparison, the mean value of male is slightly higher than the female visually challenged students. According to the findings, the male and female visually challenged students are in same level of thinking as to use defense themselves.

The visually challenged students of age group 17 to 21 and above had the same level of defense style. The mean value of visually challenged students pursuing studies at B.Ed., College was higher for B.Ed. students on comparison with Arts students, which is evident from the fact that the B.Ed students show academically better performance as it is their second degree course and hence it is the reason for the increase in value.

The mean value of parental educational qualification of visually challenged students was higher for students who have degree and above. The increase in mean value may be supplemented by the reason that these students may get proper guidance from their parents.

The mean value of parental occupation is high for students whose parent work in a government sector due to the conditioned environment. Hence, this being the possible cause for increased mean value. The mean value of the visually challenged students' family income was higher for income group below ₹ 30000, compared to low income group, hence they overcome many problems they face, which sometimes results in the increase in mean value of defense style.

The mean value of visually challenged students from rural background was high compared to students from urban background due to the reason that they face a lot of challenges and cross many barriers in the process of adapting to city life as compared to urban students. This may be the reason for utilizing more defenses. The mean value of vision level was slightly differed for both partial challenged students and totally visually challenged students and hence, the defense styles were optimally utilized between them.

## 9. Suggestions for Further Research

- The present study has focused on defense styles influencing career choice. The study may further be concentrated on other vital areas concerning visually challenged students and their career preferences.
- This study can also be conducted as a comparative study with respect to comparisons between normal schools and special schools.
- This study may be conducted between normal school or college students in comparison with the visually challenged students on the basis of their psychological, sociological problems.

## 10. Limitations of the Study

- The present study is focused to visually challenged students.
- The present study is limited to the visually challenged students at undergraduate level.
- The present study is confined in selected Chennai city colleges.
- The sample of the study includes Arts & Science and B.Ed. students.
- The investigator restricts the total sample of 77 visually challenged students.

## Conclusion

Visually challenged students' career choice are influenced by many defense styles. The results study of the indicate the influence of overall defense styles and career choice of visually challenged students studying at the undergraduate level. On the whole, it observed that the data explores several factors which are grouped as Arts

and Communication, Teaching and training, Law and public relation, Manufacturing and Marketing. From the study, the defense styles of visually challenged students studying at the undergraduate level have influence over the teaching and training career.

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