Islamic Guidance and Counseling Journal
https://journal.iaimnumetrolampung.ac.id/index.php/igcj

Vocational Identity and its Relationship to Psychological Well-Being and Career Thoughts among University Students

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Article Information:
Received 2024-02-01
Revised 2024-04-20
Published 2024-04-26

Keywords:
career thoughts
psychological well-being
vocational identity
university student

Abstract

The clarity of vocational identity is an important focus of professional guidance since it is related to many factors, such as career thoughts and psychological well-being. This study examines the relationship between vocational identity, psychological well-being and career thoughts among students at Hashemite University in Jordan, as well as any gender or faculty specific differences in vocational identity, psychological well-being and career thoughts. Randomly selected male and female students (n= 680) aged 18 to 22 completed questionnaires on vocational identity, psychological well-being, and career thoughts. There was a positive correlation between vocational identity and psychological well-being, and its subscales (autonomy, environmental mastery, personal growth, positive relationship, purpose in life, and self-acceptance), but a negative correlation between vocational identity and career thoughts and between vocational identity and career thoughts subscales (decision-making confusion, commitment anxiety, and external conflict). Additionally, there were statistically significant differences in the levels of vocational identity by gender, with males favoured but not by faculty. Finally, variables related to gender and faculty had no significant effect on psychological well-being or career thoughts. The results confirm a positive correlation between vocational identity and psychological well-being but a negative correlation between vocational identity and career thoughts. The results also confirm the level of vocational identity among male students was higher than that of female students. The results of this study can be used in the counseling and career guidance process for university students.

INTRODUCTION

Holland et al. (1980) stated that those with an awareness and understanding of life and their talents are progressing towards significant career-associated objectives. Holland and Holland (1977) put forward the hypothesis that career indecision could be attributed to problems in structuring a vocational identity, while their prior study found that greater career decision-making confidence resulted from clarity of the individual's vocational identity. Findings by other researchers (Galles & Lenz, 2013; McKechnie, 2012) support the correlation of higher vocational identity levels and positive career-related factors, such as exploring possibilities, positive thinking, improved self-confidence, as well as mental and emotional well-being. Strauser et al. (2006) found elevated levels of career negativity and incidence of trauma. Many previous studies (Dipeolu et al., 2013; Lee & Choi, 2006; Yanchak et al., 2005)

How to cite: Gazo, A. M., Mahasneh, A. M., & Al-Jobour, F. Q. (2024). Vocational Identity and its Relationship to Psychological Well-Being and Career Thoughts among University Students. Islamic Guidance and Counseling Journal, 7(2). https://doi.org/10.25217/0020247454000
E-ISSN: 2614-1566
Published by: Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung

found an association between negative vocational identity and negativity in career considerations.

The theoretical and empirical studies of Erikson (1950) and Marcia (1966), not only provide the foundation for contemporary identity models but enable investigation of numerous areas of identity development, including education, vocation, and relationships (Crocetti et al., 2008; Porfeli et al., 2011). In the view of Goossens (2001), the methodology of these previous studies prompted a more perceptive approach and a realisation that identity was influenced by spheres of life. Vocational identity is that part of an individual's self-concept structure concerned with the degree of lucidity, consistency and resolve used to plan future pathways and objectives, in relation to the individual's strengths and expectations (Gupta et al., 2015; Holland, 1997).

Holland et al. (1993) defined vocational identity as being certain of one's objectives and abilities, while Holland (1997), argued that life experience leads to increased understanding of oneself and the work environment. Students' capability to choose appropriate academic paths is largely determined by the competency of their vocational identity (Super et al., 1996). According to Krumboltz (1991), Leong and Morris (1989), vocational identity is linked to confident career views and a positive attitude to problem-solving. This, in itself, demands rational decision-making.

Porfeli et al. (2011), focusing on adolescent vocational identity, structured a 3-dimensional process-focused model consisting of commitment, exploration, and reconsideration of commitment, each comprising two sub-processes. Vocational commitment comprises the necessary level of determination and dedication to the chosen career; to be fully identified with commitment, this is the method by which a career choice is made as an integral part of the self-structure. Investigation and assessment are the integration of a broad, general understanding of the facets of various career pathways, as well as comprehensive, precise features and characteristics of any one in particular. Reconsideration of commitment is characterised as lack of confidence in one's decision-making when determining a career path, and a flexible approach in considering first-choice inclinations and preferences (Crocetti & Meeus, 2014).

According to Hirschi (2012) vocational identity is a key construct in career path consideration and determination, since decisive choices mirror personal skills, aptitudes, preferences, and objectives. These signify the direction and governance throughout the whole progress, performance and conduct of the procedure, comprising all aspects of the process from exploration and consideration, to determining aim, deciding strategy, and pursuing the career objective. In developed countries, a strong vocational identity is vital for the young person's success in the challenging job markets of the 21st century.

The results of previous studies have been inconsistent with regard to gender differences in vocational identity. Mullis et al. (2008) found that there were differences in the concept of identity, in favour of male students; however, the study by Kountouri and Hurry (2008) found a statistically significant differences in vocational identity by gender, in favour of females. while Meeus et al. (2010) found no statistically significant differences in vocational identity due to gender.

Sampson et al. (1996) found that voicing doubts, negativity, and general indecision could cause problems in making clear career choices, their research clearly illustrating that these dysfunctional problems resulted from low self-esteem, perfectionist behaviour, and connecting an explicit situation to other, unrelated circumstances. Others (Saunders et al., 2000; Strauser et al., 2008) found dysfunctionality in making career choices was linked to low self-worth and elevated depression. The Cognitive Information Theory approach affirms the relationship between clear thinking competency and dealing with the intricacies involved in making decisive career choices. Competency or capability consists of the following

difficulties: (1) instigating or continuing the career decision-making process, faced with the obstacles and problems of comprehending how to make a decision; and (2) failing to make a decisive commitment to a career due to anxiety about possible consequences. Complexity implicates complications because of taking decision-making opinions of outsiders into consideration. Sampson et al. (1996) and Sampson et al. (2004) state lack of clarity in decision-making, apprehension over career commitment, and outside interference, as the three types of dysfunctional career thoughts. The results of previous studies (Khaledian et al., 2013; Paivandy et al., 2008) however, showed significant differences in career thoughts by gender, in females' favour.

The focus of positive psychology research is on methods of well-being development and assessment, with the objective of using the individual's strong points to best achieve his/her optimal growth and capability (Kern et al., 2016). In fact, the well-being concept is a key topic in positive psychology studies (Diener, 2000; Ryff, 1989; Ryff & Keyes, 1995), with personal satisfaction. Bradburn and Caplovitz (1965) concluded that psychological well-being played a role in both positive and negative emotions. Diener and Biswas-Diener (2008) indicated that an individual's well-being was a reflection of their personal contentment with all aspects of their life, while the psychological well-being construct is a complete assessment of their reaction to, and satisfaction with, all aspects of their life.

There are two accepted forms of psychological well-being, hedonic and eudemonic. Hedonism relates to the positivity of well-being and happiness without negativism and is the principal perception of the subjective well-being concept (Diener, 1984). This contrasts with the eudemonic concept as represented by Aristotle, of the individual living life to the fullest and developing their potential without disharmony (Ryan et al., 2008). This perception sees a psychologically balanced, content individual, unaffected by extreme emotional fluctuations (Tong et al., 2019).

The foundation for the psychological well-being construct was the research by Ryff (1989) in the fields of clinical psychology, mental health, and human development; he contrasted the hedonic wellness interpretation of Dinener et al. (2002) with the view that, rather than simply attaining happiness, psychological well-being and contentment with life is the result of balance between positive and negative influences. Buhler and Massarik's (1968) work, however, as the psychological well-being (social stage) model, is focused on basic life trends and fulfilment, whereas Neugarten's (1973) concept of personality modification, and Jahoda's (1958) work with the focus on mental positivity, grow out of a driving motivation to achieve perfection and accomplish one's maximum potential. Ryff (1995) and Ryff and Singer (1998) found no direct relationship between happiness and psychological well-being, but the gratification of having lived a fulfilling life.

The dimensions that form the psychological well-being construct: Maslow's (1968) construct of self-actualisation, Allport's (1961) conceptualisation of maturity, and Erikson's (1959) psycho-health criteria, have all contributed to a psychological well-being model. Ryff (1989) determined significant and sometimes corresponding characteristics of positive psychological functioning which might form a point of conjunction in developing a psychological well-being model. Subjective well-being is positively related to perceived employability. The results of study conducted by Bakari and Hunjra (2018) showed that there was a positive relationship between subjective well-being and employability. Also The results of previous studies (Berntson & Marklund, 2007; Rothwell et al., 2009) showed that there were a positive relationship higher perception of employability and psychological well-being.

The clarity of vocational identity is an important focus of professional guidance, since it is related to many factors, such as career thoughts and psychological well-being. A review of the theoretical literature found that the aim was to examine the relationship between vocational identity and some psychological or cognitive variables; however, there was no

Arabic study providing strong justification for this. The importance of the current study is therefore that it helps those interested in mental health, those in charge of psychological counselling and in career guidance, to become acquainted with the correlation between vocational identity, career thoughts, and psychological well-being, to build reassuring and supportive programmes for students. The study aims to answer the following questions: The study seeks to address several questions: Is there a correlation between vocational identity, psychological well-being, and career thoughts (Q1)? Are there notable differences in vocational identity based on gender and college (Q2)? Do significant differences exist in psychological well-being due to gender and college (Q3)? And finally, are there significant disparities in career thoughts attributable to gender and college (Q4)?

METHODS

Study Sample

The authors chose three courses form the compulsory university requirements offered by the Faculty of Arts, and three courses from the compulsory university requirements offered by the Faculty of Science. This is to ensure that the variables of gender and college is available within these courses. The study sample comprised 680 undergraduate students at the Hashemite University in Jordan, chosen by random selection. According to gender 224 were males' students, and 456 were female students, according to college 460 were scientific colleges, and 220 were humanities colleges. The ages of the sample ranged from 18 to 22 years. Approval was obtained from the Department of Educational Psychology to conduct this study.

Instruments

Vocational Identity Scale (VIS). The VIS, developed by Gupta et al. (2015), comprises 20 items measured on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). The original VIS Cronbach alpha value was 0.96. In this study the Cronbach alpha was 0.88 for VIS.

Psychological Well-Being Scale (PWBS). The PWBS, developed by Ryff (1989), comprises 42 items, measured using a six-point Likert scale (1 = strongly disagree; 6= strongly agree). The PWBS items are divided into six dimensions: autonomy (Cronbach alpha= 0.86), environmental mastery (Cronbach alpha=0.90), personal growth (Cronbach alpha=0.87), positive relations (Cronbach alpha= 0.91), purpose in life (Cronbach alpha= 0.90), and self-acceptance (Cronbach alpha= 0.93). In this study the Cronbach alpha was 0.78 for PWBS, and (0.71, 0.72, 0.76, 0.78, 0.77 and 0.78) respectively for autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance.

Career Thoughts Scale (CTS). The CTS was developed by Sampson et al. (1996). It comprises 48 items measured on a five-point Likert scale (1 = strongly disagree; 5= strongly agree). The CTS items are divided into three dimensions: decision-making confusion (Cronbach alpha= 0.82), commitment anxiety (Cronbach alpha= 0.79), and external conflict (Cronbach alpha= 0.74). In this study the Cronbach alpha was 0.75 for PWBS, and (0.76, 0.85 and 0.79) respectively for decision-making confusion, commitment anxiety, and external conflict.

Data collection

According to the university's elective requirements courses, most students are distributed according to gender and academic level variables. Having chosen the study sample from the relevant colleges by random selection, the researchers distributed questionnaires to the sample members collectively, clarified the purpose of the study, explained how to complete them, and emphasised the requirement that no question was to be left unanswered. This process

was carried out over three weeks; the time taken to answer the questionnaires ranged between 40 and 55 minutes. The collected data was entered into the computer and processed statistically.

Data Analysis

For data analysis, a statistical program SPSS, v.20 was used. The Pearson correlation coefficient was calculated. Two-way ANOVA and MANOVA analysis of variance were used. All study questions were addressed by two hypotheses. Practical and statistically significant were used to evaluate these hypotheses. To examine the relationship between study variables, Pearson correlation was used. To examine if there any significant differences in the level of vocational identity, psychological well-being, and career thoughts due to gender and college, MANOVA analysis was used. According to Puth et al. (2014) definition of the value correlation was used, if value correlation near ± 1 as perfect, value correlation (± 0.50 to ± 1) as strong, value correlation (± 0.30 to ± 0.49) as moderate, value correlation below (± 0.29) as low, and value correlation zero as no correlation.

RESULTS AND DISCUSSION

Results

The study investigated the correlation between vocational identity, psychological well-being, and career thoughts (Q1) through two hypotheses. Hypothesis 1 proposed that students with higher levels of vocational identity would exhibit higher psychological well-being. Hypothesis 2 suggested that students with higher levels of vocational identity would have lower levels of career thoughts. Pearson correlation was calculated between vocational identity, psychological well-being, and career thoughts, as shown in Table 1.

Table 1**.** Correlation matrix between vocational identity, psychological well-being, and career thoughts

Variables	Vocational identity
Autonomy	0.43*
Environmental mastery	0.40*
Personal growth	0.15*
Positive relations	0.19*
Purpose in life	0.21*
Self-acceptance	0.52*
Psychological well-being	0.42*
Decision-making confusion	-0.27*
Commitment anxiety	-0.24*
External conflict	-0.11*
Career thoughts	-0.26*

Note: *p>0.01

The results showed a positive relationship between vocational identity and psychological well-being (r=0.42), and a positive relationship between vocational identity and psychological well-being subscales (autonomy, environmental mastery, personal growth, positive relationship, purpose in life, and self-acceptance), the value of Pearson correlation ranged between (r=0.15) to (r=0.43). Table 1 also shows a negative relationship between vocational identity and career thoughts (r=-0.26), and a negative relationship between vocational identity and career thoughts sub-scales (decision-making confusion, commitment anxiety, and external conflict), the value of Pearson correlation ranged between (r=-0.11) to (r=-0.27).

The study explored potential differences in vocational identity based on gender and college affiliation (Q2) through two hypotheses. Hypothesis 3 proposed that male students would exhibit higher levels of vocational identity compared to female students. Hypothesis 4

suggested that students in scientific colleges would demonstrate higher levels of vocational identity than those in humanities colleges. Means and standard deviation were calculated for vocational identity based on gender and college, as shown in Table 2.

Table 2. Descriptive statistics for vocational identity according to gender and college

Variables	level	Vocational identity	
		Mean	Standard deviation
Gender	Male	3.85	0.42
	Female	3.76	0.41
College	Scientific college	3.80	0.43
	Humanities college	3.77	0.39

Table 3. Two-way ANOVA results

Variables	Source	Sum of squares	df	Mean square	F	Sig
Vocational identity	Gender	1.075	1	1.075	6.068	0.01*
	College	0.008	1	0.008	0.045	0.83
	Error	119.965	677	0.177		
	Corrected total	121.214	679			

To discover any significant differences in vocational identity by gender and college, two-way ANOVA was applied, as shown in Table 3. The results of two-way ANOVA analysis showed statistically significant differences in the level of vocational identity by gender, in favour of males, but no statistically significant differences in the level of vocational identity by college.

The study examined potential differences in psychological well-being based on gender and college affiliation (Q3) through two hypotheses. Hypothesis 5 suggested that male students would report higher levels of psychological well-being compared to female students. Hypothesis 6 proposed that students in scientific colleges would demonstrate higher levels of psychological well-being than those in humanities colleges. To discover any significant differences in psychological well-being by gender, MANOVA analysis was performed, as shown in Table 4.

Table 4**.** MANOVA analysis results

Dependent variable	df	df error	F	Gender	Means	95% confidence Interval	
						Lower	Upper
Autonomy	1	673	1.432	Male	3.60	3.554	3.660
				Female	3.56	3.530	3.605
Environmental mastery	1	673	7.856	Male	3.71	3.656	3.767
				Female	3.61	3.577	3.654
Personal growth	1	673	0.162	Male	3.47	3.418	3.541
				Female	3.49	3.452	3.538
Positive relations	1	673	0.072	Male	3.40	3.346	3.460
				Female	3.39	3.353	3.434
Purpose in life	1	673	17.204	Male	3.50	3.446	3.554
				Female	3.64	3.602	3.678
Self-acceptance	1	673	1.990	Male	3.71	3.661	3.778
				Female	3.66	3.627	3.709
Psychological well-being	1	673	0.67	Male	3.57	3.528	3.613
				Female	3.56	3.533	3.593

The results of MANOVA analysis showed no statistically significant differences in the level of psychological well-being due to gender. While there were statistically significant differences in the level of environmental mastery due to gender, in favour of males, and showed statistically significant differences in the level of purpose in life by gender was in the favour of

females. To discover any significant differences in psychological well-being by college, MANOVA analysis was performed, as shown in Table 5.

Table 5. MANOVA analysis results

Dependent variable	df	df error	F	College	Means	95% confidence Interval	
						Lower	Upper
Autonomy	1	673	6.887	Scientific	3.60	3.572	3.646
				Humanities	3.52	3.469	3.575
Environmental mastery	1	673	7.168	Scientific	3.67	3.638	3.716
				Humanities	3.58	3.529	3.640
Personal growth	1	673	2.365	Scientific	3.47	3.428	3.514
				Humanities	3.53	3.468	3.592
Positive relations	1	673	3.446	Scientific	3.37	3.335	3.415
				Humanities	3.44	3.384	3.499
Purpose in life	1	673	5.673	Scientific	3.56	3.529	3.606
				Humanities	3.64	3.594	3.705
Self-acceptance	1	673	3.435	Scientific	3.70	3.666	3.748
				Humanities	3.63	3.580	3.698
Psychological well-being	1	673	0.063	Scientific	3.56	3.538	3.597
				Humanities	3.56	3.518	3.604

The results of MANOVA analysis showed no statistically significant differences in the level of psychological well-being due to college. The results also showed that there were statistically significant differences in the level of autonomy and environmental mastery due to college, in favour of the scientific college, while there were statistically significant differences in the level of positive relations due to college, in the humanities college favour.

The study investigated potential differences in career thoughts based on gender and college affiliation (Q4) through two hypotheses. Hypothesis 7 proposed that male students would exhibit higher levels of career thoughts compared to female students. Hypothesis 8 suggested that students in scientific colleges would demonstrate higher levels of career thoughts than those in humanities colleges. To discover any significant differences in career thoughts by gender, MANOVA analysis was performed, as shown in Table 6.

Table 6. MANOVA analysis results

Dependent variable	df	df error	F	Gender	Means	95% confidence Interval	
						Lower	Upper
Decision-making confusion	1	673	0.286	Male	2.66	2.559	2.772
				Female	2.63	2.556	2.705
Commitment anxiety	1	673	1.243	Male	3.03	2.941	3.127
				Female	2.96	2.904	3.035
External conflict	1	673	10.622	Male	3.10	3.002	3.205
				Female	2.89	2.827	2.969
Career thoughts	1	673	1.735	Male	2.86	2.777	2.690
				Female	2.79	2.729	2.857

The results of MANOVA analysis showed no statistically significant differences in the level of career thoughts due to gender, although there were statistically significant differences in the level of external conflict due to gender, in the female favour. To discover any significant differences in career thoughts by gender and college, MANOVA analysis was performed, as shown in Table 7. The results of MANOVA analysis showed no statistically significant differences in the level of career thoughts due to college.

Table 7. MANOVA analysis results

Dependent variable	df	df error	F	College	Means	95% confidence Interval	
						Lower	Upper
Decision-making confusion	1	673	1.969	Scientific	2.61	2.537	2.686
				Humanities	2.70	2.598	2.813
Commitment anxiety	1	673	0.557	Scientific	2.97	2.911	3.042
				Humanities	3.02	2.926	3.114
External conflict	1	673	5.460	Scientific	3.01	2.943	3.085
				Humanities	2.86	2.763	2.968
Career thoughts	1	673	0.364	Scientific	2.80	2.743	2.871
				Humanities	2.84	2.749	2.934

Discussion

The results of the first question showed a positive correlation between vocational identity and psychological well-being, but a negative correlation between vocational identity and career thoughts. In view of the negative relationship between vocational identity and negative career thoughts, it may be advisable for career counsellors to consider the following: in addition to encouraging greater self-awareness and acknowledgement of strengths and weaknesses, explaining the benefit of relational problem-solving and personal action may stimulate a more positive approach to career thoughts, in addition to encouraging and strengthening self-confidence in identifying and pursuing career objectives. Given the close relationship between vocational identity, psychological well-being, and negative career thoughts, the holistic approach offered by these constructs could help students to manoeuvre their way confidently through the struggle to solve decision-making and problem-solving issues related to career choices.

The results of this study are similar of previous studies (Galles & Lenz, 2013; Galles et al., 2019; Hou et al., 2018; Jo et al., 2016; Strauser et al., 2006; Yanchak et al., 2005) which found a negative relationship between negative career thoughts and vocational identity. And the results of this study are similar of previous studies (Hirschi, 2012; Strauser et al., 2008) which found a positive relationship between vocational identity and psychological well-being.

In the career-development field, the psychological well-being model by Ryff (1989) is clearly applicable for both the study and practical application of career development. Based on the psychological well-being studies by Ryff (1995) and Ryff and Keyes (1995), Lent (2004) postulated that individuals with higher levels of psychological well-being should also possess higher levels of vocational identity, lower levels of negative career thoughts, and higher job-finding abilities. In addition, Lent stated that previous studies proposed that positive inter-relationships and resolve in life are the strongest of the six dimensions of psychological well-being, and the main contributors to a positive state of general health.

The results of the second question showed statistically significant differences in vocational identity by gender, in favour of males. This result may be explained in the light of the general cultural mores and the nature of female socialization in Jordanian society, but also in Arab society in general. The females' vocational decisions are largely determined by family, so the female vocational identity is more affected by the social environment than for males. Females are also characterized by limited relationships and participation outside the family, and their acquisition of life experiences, knowledge, and skills necessary to form a vocational identity, and this requires activating the role of educational and vocational guidance and counseling for students, especially female students. The results of this study may differ from other studies conducted in societies where female is more autonomy in making career choices.

The results of this study are similar to those of Mullis et al. (2008), that there were differences in the concept of identity, in favour of male students; however, they differed from the results of the study by Kountouri and Hurry (2008), which found statistically significant

differences in vocational identity by gender, in favour of females, and differ from those of Meeus et al. (2010), which found no statistically significant differences in vocational identity due to gender.

The results showed no significant differences in vocational identity due to academic specialization. This may be due to the fact that, regardless of their academic specialization, students make vocational decisions commensurate with their abilities and vocational interests. In addition, they have vocational goals they want to achieve, and have ideas about the type of work they will do in the future, which creates a vocational identity regardless of academic specialization.

The result of the third question showed no significant differences in psychological well-being by gender. This may be because the concept of psychological well-being is one of the psychological demands necessary for the individual to enjoy life and is thus a requirement for both males and females. The reason for this may be the equal methods of education for males and females, and the view of society in all its institutions of the individual, whether male or female, leading to the absence of gender-based differences in psychological well-being. The results of previous studies (Donchi & Moore, 2004; Elias, 2006; Khramtsova et al., 2007), showed significant differences in environmental mastery due to gender, in the favour of males.

These results may be explained by the nature of the psychological, mental, and emotional structure of males, which provides them with greater endurance in bearing life's responsibilities, as well as good interaction with colleagues and wider society. The result also showed significant differences in purpose in life due to gender, also in males' favour. This result may be explained by the comparatively heavier burden of responsibilities borne by the male, whereas female responsibilities may be limited to graduating from university, and marriage. The results showed no differences in psychological well-being due to academic specialization. This may result from the similarly of experience of students in the two faculties. In addition, students form friendships with other students regardless of their academic specialization, forming relationships which offer social support, which reflects positively on psychological well-being. An explanation may lie in the individual's level of self-confidence, prompting the tenacity to adhere to opinions which may differ from those of other people. The result also showed significant differences in environmental mastery due to academic specialization, in favour of scientific faculties. This may be explained by the level of difficulty of science courses compared to humanities courses. The frustrations, and failure experienced by science students may affect their ability to face and overcome these difficulties. The result also showed significant differences in autonomy due to academic specialization, in favour of the humanities faculties, possibly because the courses taught in the humanities faculties require less effort and time for successful completion, leaving students with more time to socialize and form friendships.

The result of the fourth question showed no differences in career thoughts due to gender, perhaps because all have developed self-concept. That is, university students have reached as tag of mental, psychological, and emotional maturity, which is reflected positively in their self-concept. The results, however, showed differences in the external conflict due to gender, the mean score for males being higher than that for females. This is due to cultural and sociological influences, whereby males' vocational thoughts are determined from a variety of sources including family, friends, teachers, and others, while in general, the only source of vocational advice available to females is her family, resulting in a far lower level of external conflict than that suffered by males. The results of previous studies (Khaledian et al., 2013; Paivandy et al., 2008) however, showed significant differences in career thoughts by gender, in females' favour.

The results showed no differences in the career thoughts due to academic specialization. This is explained by the similarities in most science and humanities students' behavioral aspects and ways of thinking, given similar surrounding scientific, economic, social, and occupational

conditions. This is strengthened by the source of their career information, as the students are greatly influenced by the ideas of the people around them.

The implication from this study can help to working on developing the professional awareness of university students by knowing their capabilities and abilities. Educating families about the important role they play in guiding their children's to choose the careers that suit them. Career guidance programs for university students should be developed in line with developments in the world of career. And the need for the university to link the majors with the world the busiest career.

The researchers recommend paying attention to improving the vocational identity of university students by developing collective counseling and training programs, to enable students to achieve the highest level of vocational identity. Also, there is a need to work on psychological well-being development among university students through organizing further training programs, and to educate students in the concept of psychological well-being and its impact on their psychological health. To this end, the researchers recommend conducting studies dealing with the development of psychological well-being among university students, in addition to preparing counseling programs aimed at modifying career thoughts, and helping career guidance specialists to identify, evaluate, and substitute negativism with positive career thoughts.

CONCLUSION

This study examining the relationship between vocational identity, psychological well-being, and career thoughts. And examining the differences in vocational identity, psychological well-being, and career thoughts due to gender and college. The results showed a positive correlation between vocational identity and psychological well-being, but a negative correlation between vocational identity and career thoughts. Additionally, there were statistically significant differences in the levels of vocational identity by gender, but not by faculty. Finally, variables related to gender and college had no significant effect on psychological well-being or career thoughts**.**

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