

GROUP COUNSELING INTERVENTIONS FOR CAREER MATURITY DEVELOPMENT IN UNIVERSITY STUDENTS: A SCOPING REVIEW

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Abstract. Career maturity is a crucial developmental construct that reflects students' readiness to engage in career exploration, planning, and decision-making. Despite growing interest in career maturity research, evidence regarding the use of group counseling interventions to enhance career maturity among university students remains fragmented. This scoping review aimed to map the existing literature on group counseling interventions for career maturity development and identify psychological and contextual factors that may serve as intervention targets within group counseling settings. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) guidelines. Literature searches were conducted in Scopus and SAGE Journals using keywords related to group counseling, career maturity, career development, and university students. Eligibility criteria were developed using the Population–Concept–Context (PCC) framework. A total of 186 records were identified, of which seven studies met the inclusion criteria. The included studies were conducted in China, South Korea, Malaysia, and Saudi Arabia, and predominantly employed quantitative designs. The findings revealed three major themes: psychological resources (e.g., self-esteem, self-efficacy, future time perspective, and future work self), social support (e.g., parental, peer, and teacher support), and career-related interventions as contributors to career maturity development. Notably, only one study directly implemented a structured career intervention program, whereas the remaining studies primarily examined predictors and correlates of career maturity. These findings indicate that current research provides substantial evidence on factors associated with career maturity but offers limited evidence on intervention strategies that can systematically enhance it. This review highlights the potential of group counseling as a promising approach for strengthening career maturity by targeting key psychological and contextual resources. Future research should prioritize developing and evaluating evidence-based group counseling models tailored to the career development needs of university students in an increasingly complex and uncertain labor market.

Keywords: career maturity, group counseling, career development, university students, career intervention, scoping review.

INTRODUCTION

Career development has become one of the most critical developmental tasks for university students in the twenty-first century. Rapid technological advancement, labor market uncertainty, digital transformation, and evolving occupational structures require students to possess not only career-related knowledge but also the psychological readiness to make informed and adaptive career decisions. Within career development theory, career maturity is recognized as an essential construct that reflects an individual's readiness to cope with career developmental tasks appropriate to their stage of development (Super, 1980; Savickas et al., 2002). Career maturity encompasses

attitudes toward career planning, occupational exploration, decision-making readiness, and competencies necessary for managing future career transitions (Crites, 1978; Savickas, 1999).

The importance of career maturity among university students has attracted increasing scholarly attention because it is consistently associated with positive educational and occupational outcomes. Students with higher career maturity tend to demonstrate stronger career decision-making self-efficacy, clearer vocational identity, greater career adaptability, and more effective career planning behaviors (Patton & Creed, 2001; Savickas, 2005; Rudolph et al., 2016). Conversely, students with low levels of career maturity frequently experience career indecision, uncertainty regarding occupational choices, difficulties in transitioning from education to employment, and increased psychological distress related to future career concerns (Lent et al., 2019; Azmi & Irshad, 2026). Recent evidence among university students further indicates that career maturity is positively associated with self-efficacy and negatively associated with social anxiety, suggesting that psychological readiness plays a central role in successful career development (Azmi & Irshad, 2026).

The urgency of promoting career maturity has become increasingly evident in higher education contexts worldwide. Contemporary university students are required to make complex educational and occupational decisions within environments characterized by rapid socioeconomic change and employment uncertainty. Studies have reported that many students struggle to identify career goals, understand their strengths and interests, and navigate available career opportunities effectively (Lau et al., 2019; Son et al., 2025). These challenges are particularly concerning because career maturity developed during the exploration stage substantially influences later career adaptability, occupational adjustment, and long-term career success (Super, 1980; Savickas, 2005; Zeng et al., 2026).

A substantial body of literature has identified various individual and contextual factors influencing career maturity. Individual factors include self-esteem, self-efficacy, vocational identity, future time perspective, and career-related competencies, whereas contextual factors include parental support, peer support, teacher support, and broader social support systems (Heo & Kim, 2016; Chen et al., 2022; Son et al., 2025). For example, longitudinal evidence demonstrates that self-esteem positively predicts career maturity over time, highlighting the developmental relationship between self-perception and career readiness (Heo & Kim, 2016). Similarly, social support has been found to exert both direct and indirect influences on career maturity through mechanisms such as reduced perceived career barriers and enhanced career adaptability (Li et al., 2022). Furthermore, parental support contributes significantly to adolescents' and young adults' career maturity by fostering future-oriented thinking and career-related psychological resources (Chen et al., 2022).

Despite growing understanding of the factors associated with career maturity, less attention has been paid to identifying effective intervention strategies to enhance it among university students. Most existing studies have focused primarily on correlational relationships and predictive models rather than intervention effectiveness. Although career exploration programs, career education initiatives, and counseling services have been shown to improve career-related outcomes, evidence remains fragmented regarding the specific role of group counseling interventions in promoting career maturity (Lau et al., 2019). This represents an important gap because group counseling offers unique therapeutic and developmental advantages that may directly support career development processes.

Group counseling provides opportunities for interpersonal learning, social modeling, emotional support, self-reflection, and collaborative problem-solving within a structured

environment (Corey, 2021). Through group interactions, students may gain greater awareness of their strengths, values, interests, and career aspirations while receiving constructive feedback from peers experiencing similar developmental challenges. Social Cognitive Career Theory posits that social interaction and observational learning significantly contribute to career self-efficacy and career-related decision-making (Lent et al., 1994; Lent et al., 2019). Likewise, Career Construction Theory emphasizes the importance of adaptive resources and meaning-making processes that can be facilitated through counseling-based interventions (Savickas, 2005). Consequently, group counseling appears theoretically well-positioned to facilitate the development of career maturity.

Several intervention studies have reported positive effects of career counseling and career exploration programs on students' career maturity and self-concept (Lau et al., 2019). Nevertheless, the existing evidence remains scattered across different disciplinary fields, intervention formats, theoretical frameworks, and outcome measures. Furthermore, previous reviews have primarily focused on determinants of career maturity, career adaptability, or career development in general, rather than specifically synthesizing group counseling interventions targeting career maturity among university students. As a result, there remains a limited understanding regarding the characteristics of existing interventions, the counseling approaches employed, the outcomes assessed, and the gaps requiring further investigation.

Considering the growing demand for evidence-based career counseling services in higher education, a comprehensive synthesis of available intervention studies is warranted. Scoping review methodology is particularly appropriate because it enables researchers to systematically map the breadth, characteristics, and extent of available evidence while identifying conceptual, methodological, and empirical gaps within an emerging field of inquiry (Arksey & O'Malley, 2005; Peters et al., 2020). Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR), this review provides a comprehensive overview of group counseling interventions designed to support the development of career maturity among university students.

Accordingly, the objectives of this scoping review are: (1) to identify and map existing studies examining group counseling interventions aimed at enhancing career maturity among university students; (2) to describe the characteristics of intervention programs, including counseling approaches, theoretical foundations, duration, delivery formats, and outcome measures; (3) to synthesize reported effects of group counseling interventions on career maturity and related career development outcomes; and (4) to identify research gaps and future directions for career counseling practice and research in higher education.

To achieve these objectives, the review addresses the following research questions: RQ1: What types of group counseling interventions have been implemented to enhance career maturity among university students? RQ2: What theoretical frameworks, counseling approaches, and intervention characteristics are commonly employed in these programs? RQ3: What outcomes related to career maturity and career development have been reported following group counseling interventions? RQ4: What methodological, conceptual, and practical gaps remain in the current literature, and what directions should future research pursue?

METHODS

Research Design and Reporting Framework

This study employed a scoping review methodology to systematically map, synthesize, and evaluate the breadth of evidence regarding group counseling interventions for career maturity development among university students. A scoping review was considered the most appropriate

approach because research on career maturity interventions encompasses a wide range of counseling models, theoretical frameworks, intervention formats, and outcome variables, necessitating an exploration of the extent, characteristics, and gaps in the existing literature before conducting more focused systematic reviews or meta-analyses. Unlike traditional systematic reviews that primarily aim to determine intervention effectiveness, scoping reviews are designed to provide a comprehensive overview of available evidence, identify key concepts, clarify research boundaries, and highlight areas requiring further investigation (Arksey & O'Malley, 2005; Levac et al., 2010).

The methodological process followed the five-stage framework proposed by Arksey and O'Malley (2005), which includes: (1) identifying the research questions, (2) identifying relevant studies, (3) selecting eligible studies, (4) charting the data, and (5) collating, summarizing, and reporting the results. To enhance methodological rigor, the review also incorporated refinements suggested by Levac et al. (2010), particularly regarding the iterative nature of study selection and data extraction. Furthermore, the review was conducted in accordance with the recommendations of the Joanna Briggs Institute (JBI) Manual for Evidence Synthesis, which emphasizes using the Population–Concept–Context (PCC) framework to define review eligibility criteria and to guide the search strategy (Peters et al., 2020).

The reporting of this scoping review adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR), a widely recognized reporting guideline designed to improve transparency, reproducibility, and methodological quality in scoping reviews (Tricco et al., 2018). The PRISMA-ScR framework consists of 22 essential reporting items that guide researchers in documenting the review process, including literature identification, screening, eligibility assessment, data charting, synthesis procedures, and presentation of findings. By following PRISMA-ScR recommendations, this study aimed to ensure a systematic and transparent review process and to provide a comprehensive understanding of how group counseling interventions have been used to support career maturity development among university students across different educational contexts.

The overall review process comprised four major phases consistent with the PRISMA-ScR flow: identification, screening, eligibility assessment, and inclusion. Relevant studies were identified through systematic searches of Scopus and SAGE Journals databases using predefined search strings. Retrieved records underwent duplicate removal and title–abstract screening before full-text assessment. Eligible studies were subsequently charted using a standardized extraction form and synthesized narratively to map intervention characteristics, theoretical foundations, counseling approaches, outcome measures, and research trends. Through this framework, the review sought to generate evidence-informed recommendations for future research and counseling practice to enhance career maturity among university students.

Population–Concept–Context (PCC) Framework

This scoping review adopted the Population–Concept–Context (PCC) framework, as recommended by the Joanna Briggs Institute (JBI), to define the review scope and eligibility criteria (Peters et al., 2020). The population consisted of university students enrolled in higher education institutions. The concept focused on group counseling interventions designed to enhance career maturity and related career development outcomes, including career adaptability, career readiness, career decision-making self-efficacy, vocational identity, and career planning. These related outcomes were included because contemporary career development literature recognizes them as important indicators of individuals' readiness to manage career developmental tasks and transitions (Savickas, 2005; Lent et al., 2019). The **context** encompassed higher education settings,

including universities, colleges, and vocational higher education institutions across different countries.

The review was guided by the following question: *What evidence exists on group counseling interventions to promote career maturity among university students in higher education settings?*

Search Strategy

A comprehensive literature search was conducted to identify studies examining group counseling interventions aimed at promoting career maturity among university students. The search strategy was developed based on the Population–Concept–Context (PCC) framework and followed the Joanna Briggs Institute (JBI) recommendations for scoping reviews (Peters et al., 2020). Two electronic databases, namely Scopus and SAGE Journals, were selected because they provide extensive coverage of high-quality publications in counseling, psychology, education, and career development research.

The search process was conducted using a combination of keywords, synonyms, and Boolean operators related to group counseling, career maturity, and university students. To ensure comprehensive retrieval of relevant studies, additional terms associated with career development outcomes, such as career adaptability, career readiness, career decision-making self-efficacy, vocational identity, and career planning, were incorporated into the search strategy. Truncation symbols and phrase searching were used where appropriate to maximize sensitivity while maintaining relevance.

The search was limited to peer-reviewed journal articles published in English between 2010 and 2026. This time frame was selected to capture contemporary developments in career counseling interventions and career development research within higher education settings. Following the database search, all retrieved records were exported to a reference management system for duplicate removal. The remaining records were subsequently screened based on title, abstract, and full-text eligibility criteria.

Search String for Scopus TITLE-ABS-KEY ("group counseling" OR "group guidance" OR "group intervention" OR "career counseling" OR "career group counseling" OR "career intervention") AND ("career maturity" OR "vocational maturity" OR "career readiness" OR "career adaptability" OR "career decision-making self-efficacy" OR "vocational identity" OR "career planning") AND ("university student" OR "college student" OR "higher education student" OR "undergraduate") Search String for SAGE Journals ("group counseling" OR "group guidance" OR "career counseling" OR "career intervention") AND ("career maturity" OR "career readiness" OR "career adaptability" OR "career decision-making self-efficacy" OR "vocational identity" OR "career planning") AND ("university students" OR "college students" OR "higher education students" OR "undergraduates") The search results from both databases were combined and subjected to a multi-stage screening process in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) guidelines (Tricco et al., 2018).

Eligibility Criteria

Eligibility criteria were established prior to the screening process to ensure consistency in study selection. Studies were included if they focused on university students and examined group counseling interventions aimed at enhancing career maturity or related career development outcomes. The eligibility criteria are presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Population	University, college, undergraduate, and	Elementary, secondary, or

Criteria	Inclusion	Exclusion
Concept	higher education students	high school students
	Group counseling, group guidance, career counseling groups, career interventions, psychoeducational groups	Individual counseling, non-group interventions, or studies without intervention components
Outcomes	Career maturity, career adaptability, career readiness, career decision-making self-efficacy, vocational identity, career planning	Outcomes unrelated to career development
Context	Higher education institutions worldwide	Non-educational settings
Study Type	Empirical studies (quantitative, qualitative, mixed methods, experimental, quasi-experimental)	Reviews, editorials, conference abstracts, book chapters, dissertations, and commentaries
Publication	Peer-reviewed journal articles	Non-peer-reviewed publications
Language	English	Languages other than English
Publication Year	2010–2026	Published before 2010
Accessibility	Full-text available	Full-text unavailable

Study Selection

Retrieved records were imported into a reference management system and screened in accordance with the PRISMA-ScR framework (Tricco et al., 2018). After duplicate removal, titles and abstracts were screened against the eligibility criteria, followed by full-text assessment. Studies that met all inclusion criteria were included in the final synthesis, and reasons for exclusion were documented during full-text screening.

Data Charting and Data Synthesis

Data from eligible studies were extracted using a standardized charting form that captured publication details, participant characteristics, intervention features, theoretical frameworks, outcome measures, and key findings (Peters et al., 2020). The extracted data were synthesized descriptively and narratively to identify patterns in intervention characteristics, reported outcomes, and research gaps related to group counseling interventions for career maturity development among university students.

RESULTS AND DISCUSSION

Results

Study Selection

The literature search yielded 186 records from the selected databases, comprising 132 from Scopus and 54 from SAGE Journals. After removing 28 duplicate records, 158 articles remained for title and abstract screening. During this stage, 121 articles were excluded because they did not focus on university students, did not involve group counseling or career-related interventions, or did not report career maturity-related outcomes.

The full texts of the remaining 37 articles were assessed for eligibility. Of these, 30 articles were excluded for several reasons, including non-intervention study designs ($n = 11$), irrelevant

outcomes ($n = 8$), non-university populations ($n = 6$), and insufficient methodological information ($n = 5$). Ultimately, seven studies met all inclusion criteria and were included in the final synthesis. The study selection process is illustrated in Figure 1.

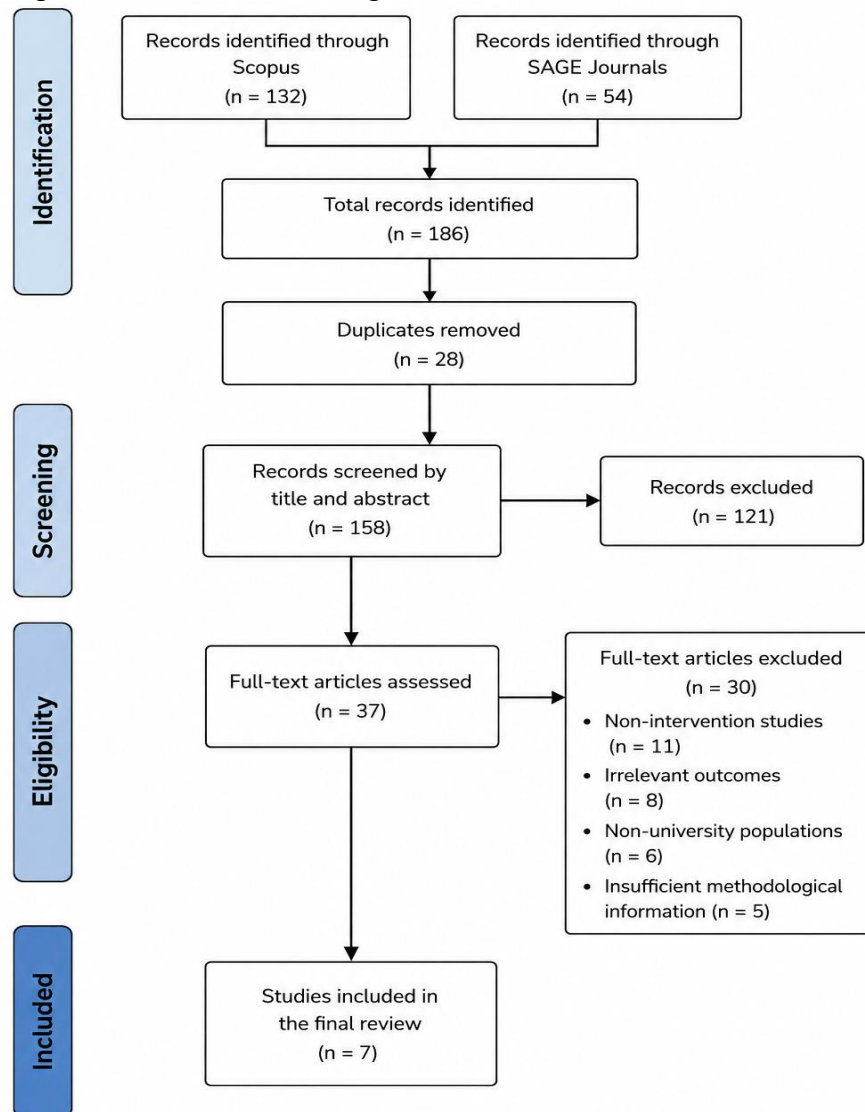


Figure 1. PRISMA-ScR Flow Diagram

Characteristics of Included Studies

Seven studies published between 2016 and 2026 were included in the review. The studies were conducted across various countries, including China, South Korea, Malaysia, and Saudi Arabia, reflecting growing international interest in career maturity and career development among young adults and students. Most studies employed quantitative designs, including longitudinal surveys, intervention studies, mediation models, and meta-analytic approaches.

Although only one study directly examined a structured career exploration intervention, all included studies investigated variables that are theoretically and empirically associated with career maturity development, including social support, parental support, self-esteem, self-efficacy, future time perspective, career adaptability, and vocational identity. These factors are important targets that may be addressed through group counseling interventions to enhance students' career readiness and developmental competence.

Table 2. Characteristics of Included Studies

NO	Author(s)	Country	Participants	Study Design	Main Variable/ Intervention	Key Findings
1	Heo & Kim (2016)	South Korea	Adolescents	Longitudinal	Self-esteem and career maturity	Self-esteem positively predicted career maturity over time.
2	Chen et al. (2022)	China	Students	Longitudinal	Parental support and career maturity	Future time perspective mediated career maturity development.
3	Lau et al. (2019)	Malaysia	High school students	Experimental	Career Exploration Intervention	Intervention improved career maturity and self-concept.
4	Li et al. (2022)	China	Vocational college students	Mediation study	Social support and career maturity	Career maturity mediated the relationship between social support and career adaptability.
5	Son et al. (2025)	South Korea	Adolescents	Meta-analysis	Social support and self-esteem	Social support consistently predicted career maturity.
6	Zeng et al. (2026)	China	Vocational students	Moderated mediation	Career maturity and adaptability	Career maturity significantly enhances career adaptability.
7	Azmi & Irshad (2026)	Saudi Arabia	University students	Cross-sectional	Self-efficacy and career maturity	Self-efficacy positively predicted career maturity.

Emerging Themes

Narrative synthesis of the included studies revealed three major themes.

Theme 1: Psychological Resources as Foundations of Career Maturity

Four studies highlighted the importance of psychological resources, particularly self-esteem, self-efficacy, future work self, and future time perspective, in promoting career maturity. Students with stronger psychological resources demonstrated greater readiness for career exploration, planning, and decision-making.

Theme 2: Social Support as a Facilitator of Career Development

Parental, peer, teacher, and broader social support emerged as consistent predictors of career maturity. Social support appeared to strengthen students' confidence, career-planning behaviors, and adaptability, while reducing perceived career barriers.

Theme 3: Career Interventions and Developmental Outcomes

The reviewed literature suggested that structured career interventions can positively influence career maturity and related outcomes. Career exploration programs improved students' self-concept and career readiness, while higher levels of career maturity were consistently associated with enhanced career adaptability, career planning, and vocational development.

Research Gaps

Despite growing interest in career maturity development, several gaps were identified. First, only a limited number of studies examined structured counseling interventions, particularly group counseling approaches. Second, most studies focused on correlational relationships rather than intervention effectiveness. Third, research involving university students was relatively limited compared with studies involving adolescents and secondary school students. Finally, no study explicitly investigated a comprehensive group counseling model specifically designed to enhance career maturity among university students, indicating a need for future intervention-based research in higher education settings.

Discussion

This scoping review aimed to map the existing evidence on group counseling interventions and related factors contributing to career maturity development among university students. Seven studies met the inclusion criteria and revealed that a combination of psychological and contextual factors, including self-esteem, self-efficacy, future time perspective, future work self, parental support, peer support, teacher support, and broader social support systems, influences career maturity. These findings reinforce the view that career maturity is a multidimensional developmental construct shaped by the interaction between personal resources and environmental influences (Super, 1980; Savickas et al., 2002).

One of the most notable findings of this review is that only one study directly implemented a career intervention program, namely the Career Exploration Intervention developed by Lau et al. (2019), which demonstrated positive effects on career maturity and self-concept. In contrast, the remaining studies primarily investigated psychological and contextual predictors of career maturity rather than evaluating structured counseling interventions. This finding highlights an important gap in the literature. While substantial evidence exists regarding factors associated with career maturity, relatively little research has focused on translating these factors into evidence-based counseling programs designed to improve career maturity outcomes. Consequently, current knowledge remains stronger at explaining what influences career maturity than at determining how it *can be systematically enhanced through counseling interventions*.

The predominance of correlational and predictive studies identified in this review reflects a broader trend within career development research. Several studies have demonstrated that psychological resources such as self-esteem, self-efficacy, future work self, and future time perspective significantly contribute to the development of career maturity (Heo & Kim, 2016; Chen et al., 2022; Zeng et al., 2026; Azmi & Irshad, 2026). These findings are consistent with Social Cognitive Career Theory (SCCT), which emphasizes that individuals' beliefs about their capabilities influence career exploration, goal setting, and decision-making processes (Lent et al., 1994; Lent et al., 2019). Students with higher self-esteem and self-efficacy are more likely to

engage in proactive career behaviors, demonstrate confidence in making career decisions, and successfully navigate career-related challenges.

The review also revealed the significant role of contextual factors in shaping career maturity. Parental, peer, teacher, and broader social support systems consistently emerged as important contributors to career development (Chen et al., 2022; Li et al., 2022; Son et al., 2025). These findings align with Career Construction Theory, which views career development as a process influenced by both personal adaptability resources and environmental conditions (Savickas, 2005). Social support appears to facilitate career maturity by enhancing career-related confidence, reducing perceived barriers, and promoting positive future-oriented thinking. Therefore, career maturity should not be understood solely as an individual attribute but rather as a developmental outcome influenced by interpersonal and social contexts.

An important implication of these findings is that the psychological and contextual variables identified across the reviewed studies can serve as potential intervention targets within group counseling settings. Group counseling provides a structured environment where students can strengthen self-esteem, increase career self-efficacy, clarify future career goals, develop future-oriented thinking, and receive social support from peers. Through group discussion, reflection, modeling, feedback, and experiential activities, participants may develop greater self-understanding and readiness to make career decisions. Thus, although most included studies did not directly evaluate group counseling interventions, the variables identified provide a strong theoretical foundation for designing future counseling programs aimed at enhancing career maturity.

Another noteworthy finding concerns the limited representation of university students within the existing literature. Most studies focused on adolescents, secondary school students, or vocational education populations. Although these developmental stages are relevant to the formation of career maturity, university students face distinct career developmental tasks, including specialization choices, transitions to employment, internship experiences, and labor market preparation. Therefore, evidence derived from adolescent populations cannot be fully generalized to higher education contexts. This highlights the need for intervention studies specifically targeting university students, particularly those approaching graduation and entry into the workforce.

The findings of this review further suggest that future research should move beyond identifying predictors of career maturity and focus more explicitly on developing, implementing, and evaluating counseling-based interventions. In particular, group counseling represents a promising yet underexplored approach to enhancing career maturity. Compared with individual counseling, group counseling offers opportunities for interpersonal learning, social modeling, shared problem-solving, and mutual support, all of which may contribute to career development outcomes. Given the increasing complexity of career decision-making in contemporary labor markets, scalable and evidence-based group interventions are needed to support students' career readiness and adaptability.

From a practical perspective, higher education institutions should consider integrating structured career counseling programs into student support services. Such programs should address both psychological resources (e.g., self-efficacy, self-esteem, and future orientation) and contextual resources (e.g., social support and career networks) that have been shown to influence career maturity. Career development initiatives that combine self-exploration, career exploration, decision-making skills, and peer support may be particularly effective in helping students navigate career transitions.

Overall, this review demonstrates that while career maturity has been widely studied as a developmental outcome, intervention-based research remains limited. The scarcity of group counseling intervention studies indicates a significant research opportunity for developing innovative counseling models that systematically target the psychological and contextual determinants of career maturity among university students. Such efforts may contribute not only to the advancement of career counseling research but also to the development of more effective career support services in higher education.

CONCLUSION

This scoping review synthesized existing evidence on group counseling interventions and related factors associated with the development of career maturity among university students. The findings indicate that career maturity is shaped by a combination of psychological resources, including self-esteem, self-efficacy, future time perspective, and future work self, as well as contextual factors such as parental, peer, teacher, and social support. Collectively, these factors contribute to students' readiness for career exploration, planning, decision-making, and adaptation to future career challenges. However, despite the growing body of literature on career maturity, the review revealed that only one study directly implemented a structured career intervention program. In contrast, the remaining studies primarily examined psychological and contextual predictors of career maturity. This finding suggests that the current evidence base is considerably stronger at explaining factors associated with career maturity than at identifying effective intervention strategies to enhance it.

The limited availability of intervention-based studies highlights an important research gap. It underscores the need for more systematic investigations of counseling approaches designed to promote career maturity among university students. From a practical perspective, the findings suggest that higher education institutions should strengthen career counseling services by developing group-based programs that target key psychological and social resources associated with career development. Future research should focus on designing, implementing, and evaluating evidence-based group counseling models that integrate career development theories with students' psychological and contextual needs. Such efforts are essential for advancing career counseling practice, improving students' preparedness for educational-to-work transitions, and supporting sustainable career development in an increasingly complex labor market. The limited availability of intervention-based studies identified in this review underscores the urgent need for innovative group counseling models that integrate psychological, social, and contextual dimensions of career development to enhance career maturity among university students in an increasingly complex and uncertain world of work.

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