CAREER DECISION-MAKING DIFFICULTIES OF ADOLESCENTS
IN RELATION TO THEIR SELF-EFFICACY, PERSONALITY
AND DECISION-MAKING STYLE

A THESIS
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Chandigarh

Vidhi Bhalla
Introduction

The growing rate of change in the field of work has increased the number of career transitions individuals make during their lifetime. The quality of the career decisions made during these transitions is crucial for adolescents. During adolescence, making a decision about career seems to be a difficult and confusing task. Some are able to take decision without any difficulty while others cope with various obstacles in their environment as well as with internal difficulties.

Different interpersonal, social and environmental factors can affect it. Undecided students might face the risk of poor adjustment, personal distress, academic failure, and attrition. Such confusion is intensified by problems of poor vocational identity, career barriers and inadequate decision-making skills which results in a state of indecision.

Difficulties in making decisions could occur if decision makers do not possess relevant information, have conflicting information, or do not know how to process the information (Gati, 1986). Difficulties could also arise when the psychological characteristics of the individual interfere with decision-making tasks (Crites, 1969). Many senior secondary students struggle with the decisions they have to make about a choice of career and school to college and then work transition. The first step to assist these young people is to identify, define, and categorize the nature of their difficulties.

Hence, empirical research examining the structure and dimension of career decision-making difficulties applicable to adolescents become important. Career decision-making difficulty has been recognized as an increasingly important construct in framing and understanding factors contributing to an individual’s career development. Gati et al. (1996) developed taxonomy of difficulties in career decision-making. In this taxonomy, the difficulties were defined as deviations from an ideal career decision-maker to a person who is aware of the need to make a career decision, willing to make such a decision and capable of making the decision correctly. Any deviation from this model was considered as a potential difficulty that could affect the individual's decision-making process in one of the two possible ways: (a) by preventing the individual from making a career decision or (b) by leading to a less optimal career decision.

Specifically, this taxonomy includes three major categories of difficulties, which are then divided into ten specific difficulty categories representing distinct types of problems. The first major difficulty category, Lack of Readiness includes three sub-categories of difficulties which precede the engagement in making a specific career decision: (a) lack of motivation to engage in the career decision process, (b) general indecisiveness concerning all types of decision making, and (c) dysfunctional myths/beliefs about the process of career decision making.
The two other major difficulty categories, *Lack of Information* and *Inconsistent Information*, include categories of difficulties which can arise during the actual engagement in the process of career decision making. The second major category, *Lack of Information* includes four difficulty categories: (a) lack of knowledge about the steps involved in the process of career decision making, (b) lack of information about the self, (c) lack of information about various occupations, and (d) lack of information about the ways of obtaining additional information. The third major category is *Inconsistent Information* which is the result of: (a) unreliable information, consisting of difficulties related to unreliable or fuzzy information; (b) internal conflicts, which refers to incompatible preferences and other conflicts within the individual (between preferences and abilities); and (c) external conflicts, which refers to incompatibilities resulting from the influence of significant others.

Structuring career decision-making difficulties in this manner permits difficulties to be viewed as belonging to a specific stage or time in the career decision-making process, having an identified source of the difficulty, and having similarity in the types of interventions required to resolve the difficulty.

On the basis of research studies, it has been found that numerous factors influence the career decision-making. Various factors that effect the making of career-related decisions can be classified as: *personological factors* (personality, attitude, knowledge, decision-making style, aptitudes etc); and *motivational factors* (self esteem, career decision-making self-efficacy, locus of control, career maturity, academic achievement etc.). All these factors have been found to affect the career decision-making of senior secondary school students.

There is need to explore the relationship of all these factors that affects career decision-making difficulties, but it was not possible to take up all the factors in a single study. Hence, out of these factors, *career decision-making self-efficacy, personality* and *decision-making style* were selected.

*Career decision-making self-efficacy* is a person’s beliefs concerning his or her ability to perform specific tasks and behaviors required in making career-decisions. It is viewed as a causal antecedent to making a career decision, that is, a causal antecedent to being career decided or undecided. A person’s self-efficacy is important for choice of career and major because it has been observed to play a greater role in selecting work environments (Bandura, 1997). Given the expense of time and resources associated with today’s school experience, along with the increasing number of undecided students on a major, it follows that the concept of self-efficacy should be given consideration in career courses offered at the school level.
Personality is generally a combination of traits developed to different extents in different persons, and is known by the conduct, behavior, activities, movements and everything else concerning the individual. The five universal personality domains are: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. Neuroticism is related to measures of one’s emotional stability or instability to different stimuli. Extraversion is a domain of interpersonal relationships and, to certain extent, it incorporates a sense of sociability. Openness to experience indicates readiness to explore diverse experiences in aesthetic, ideas and dogmatic aspects. Agreeableness is about traits representing a nurturance, a warm and emotional supportiveness towards others. Conscientiousness reflects the qualities of self-organizing, deliberation, self-discipline and strong will towards accomplishment. The domain scales help us to understand the broadest level of personality structure.

Decision-making style indicates the learned, usual pattern of an individual’s reactions in coping with a situation where he/she has to make a decision. It refers to the manner in which a student approaches decision-making tasks (Harren, 1979). It may be hypothesized that the way in which people seek career information can contribute to and maintain their level of negative career thoughts, creating difficulties in the career decision-making process.

The present study was thus conducted to find out the relationship of criterion variable of career decision-making difficulties and the independent variables of career decision-making self-efficacy, personality and decision-making style among adolescents.

Rationale of the Study

Decisions pertaining to choice of one’s career have a vital influence on the well being of individual, social acceptance, health and bear lifelong consequences. While some people facing a career decision make their choice relatively easily, many others face difficulties before entering the actual decision-making process, or during it. These difficulties can sometime result in attempts to transfer the responsibility for making the decision to someone else, postponing the decision, or refraining from making it; in other cases difficulties may lead to a less-than optimal decision-making process and consequently to a less-than-optimal choice. The negative consequences may particularly affect adolescents.
Career decision-making self-efficacy, personality and decision-making style are other three variables which are also important for making right career decision. An individual should have belief in his/her capabilities to make career decision; the one who have higher levels of self-efficacy is likely to have lesser difficulties in career decision-making.

The individuals who are higher on personality dimensions are more willing to cope with career planning, has less tensions, worries and anxiety, tend to look for and accept advice from other people and therefore have fewer difficulties in their career decision-making process. Other important predictors of student’s career decision-making difficulties are decision-making style. Unadjusted decision making styles are negatively related to progress in a career decision-making process (Franken & Muris, 2005; Phillips et al., 1984 in Blustein & Phillips, 1990).

Not much of work is done in studying the relationship of career decision-making difficulties with career decision-making self-efficacy, personality and decision-making style taken together. Review of related literature also reveals mixed results.

The inconsistent and contradictory results of research studies gave rise to the need of study. Also, the dependent variable of career decision-making difficulties has not been studied in relation with the other three independent variables taken together in the present study i.e. career decision-making self-efficacy, personality and decision-making style specifically in this part of the country.

Statement of the Problem

The statement of the problem thus read as:

**CAREER DECISION-MAKING DIFFICULTIES OF ADOLESCENTS IN RELATION TO THEIR SELF-EFFICACY, PERSONALITY AND DECISION-MAKING STYLE**

Objectives of the Study

The study was conducted on the basis of the following objectives:

1. (a) To find out whether gender differences exist in career decision-making difficulties of adolescents.
To find out whether gender differences exist in career decision-making self-efficacy of adolescents.

To find out whether gender differences exist in personality traits of adolescents.

To find out whether gender differences exist in decision-making style of adolescents.

To find out whether career decision-making difficulties will differ among decided and undecided adolescents.

To find out whether career decision-making self-efficacy will differ among decided and undecided adolescents.

To find out whether personality traits will differ among decided and undecided adolescents.

To find out whether decision-making style will differ among decided and undecided adolescents.

To find out whether career decision-making difficulties will differ among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

To find out whether career decision-making self-efficacy will differ among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

To find out whether personality traits will differ among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

To find out whether decision-making style will differ among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

To find out the relationship of career decision-making difficulties with career decision-making self-efficacy of adolescents.

To find out the relationship of career decision-making difficulties with personality of adolescents.

To find out the relationship of career decision-making difficulties with
decision-making style of adolescents.

To find out the predictors of career decision-making difficulties from among the independent variables of career decision-making self-efficacy, personality and decision-making style of adolescents.

**Hypotheses of the Study**

On the basis of above mentioned objectives, following hypotheses were tested:

1 (a) There exists no significant gender difference in total career decision-making difficulties of adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant gender difference in sub-categories of lack of readiness of adolescents.

(ii) There exists no significant gender difference in sub-categories of lack of information of adolescents.

(iii) There exists no significant gender difference in sub-categories of inconsistent information of adolescents.

1 (b) There exists no significant gender difference in total career decision-making self-efficacy of adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant gender difference in self-appraisal of adolescents.

(ii) There exists no significant gender difference in occupational information of adolescents.

(iii) There exists no significant gender difference in goal selection of adolescents.

(iv) There exists no significant gender difference in planning of adolescents.

(v) There exists no significant gender difference in problem solving of adolescents.

1 (c) There exists no significant gender difference in personality traits of adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant gender difference in extraversion of adolescents.

(ii) There exists no significant gender difference in agreeableness of adolescents.
adolescents.

(iii) There exists no significant gender difference in conscientiousness of adolescents.

(iv) There exists no significant gender difference in neuroticism of adolescents.

(v) There exists no significant gender difference in openness of adolescents.

1 (d) There exists no significant gender difference in decision-making style of adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant gender difference in self-confidence of adolescents.

(ii) There exists no significant gender difference in panic of adolescents.

(iii) There exists no significant gender difference in avoidance of adolescents.

(iv) There exists no significant gender difference in impulsive of adolescents.

2 (a) There exists no significant difference in total career decision-making difficulties among decided and undecided adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in sub-categories of lack of readiness among decided and undecided adolescents.

(ii) There exists no significant difference in sub-categories of lack of information among decided and undecided adolescents.

(iii) There exists no significant difference in sub-categories of inconsistent information among decided and undecided adolescents.

2 (b) There exists no significant difference in total career decision-making self-efficacy among decided and undecided adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in self-appraisal among decided and undecided adolescents.

(ii) There exists no significant difference in occupational information among decided and undecided adolescents.

(iii) There exists no significant difference in goal selection among decided and undecided adolescents.
There exists no significant difference in planning among decided and undecided adolescents.

There exists no significant difference in problem solving among decided and undecided adolescents.

2 (c) There exists no significant difference in personality traits among decided and undecided adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in extraversion among decided and undecided adolescents.

(ii) There exists no significant difference in agreeableness among decided and undecided adolescents.

(iii) There exists no significant difference in conscientiousness among decided and undecided adolescents.

(iv) There exists no significant difference in neuroticism among decided and undecided adolescents.

(v) There exists no significant difference in openness among decided and undecided adolescents.

2 (d) There exists no significant difference in decision-making style among decided and undecided adolescents.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in self-confidence among decided and undecided adolescents.

(ii) There exists no significant difference in panic among decided and undecided adolescents.

(iii) There exists no significant difference in avoidance among decided and undecided adolescents.

(iv) There exists no significant difference in impulsive among decided and undecided adolescents.

3 (a) There exists no significant difference in total career decision-making difficulties among adolescents belonging to academic streams i.e. medical, non-medical,
commerce and arts.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in sub-categories of lack of readiness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(ii) There exists no significant difference in sub-categories of lack of information among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iii) There exists no significant difference in sub-categories of inconsistent information among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

3 (b) There exists no significant difference in total career decision-making self-efficacy among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in self-appraisal among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(ii) There exists no significant difference in occupational information among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iii) There exists no significant difference in goal selection among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iv) There exists no significant difference in planning among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(v) There exists no significant difference in problem solving among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

3 (c) There exists no significant difference in personality traits among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

This overall hypothesis covers the following domains:
(i) There exists no significant difference in extraversion among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(ii) There exists no significant difference in agreeableness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iii) There exists no significant difference in conscientiousness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iv) There exists no significant difference in neuroticism among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(v) There exists no significant difference in openness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

3 (d) There exists no significant difference in decision-making style among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

This overall hypothesis covers the following domains:

(i) There exists no significant difference in self-confidence among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(ii) There exists no significant difference in panic among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iii) There exists no significant difference in avoidance among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

(iv) There exists no significant difference in impulsive among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

4 (a) No significant relationship exists between total career decision-making difficulties and career decision-making self-efficacy of adolescents.

(i) There exists no significant relationship between sub-categories of lack of readiness and career decision-making self-efficacy (self-appraisal,
occupational information, goal selection, planning and problem-solving) of adolescents.

(ii) There exists no significant relationship between sub-categories of lack of information and career decision-making self-efficacy (self-appraisal, occupational information, goal selection, planning and problem-solving) of adolescents.

(iii) There exists no significant relationship between sub-categories of inconsistent information and career decision-making self-efficacy (self-appraisal, occupational information, goal selection, planning and problem-solving) of adolescents.

4 (b) No significant relationship exists between total career decision-making difficulties and personality of adolescents.

(i) There exists no significant relationship between sub-categories of lack of readiness and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.

(ii) There exists no significant relationship between sub-categories of lack of information and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.

(iii) There exists no significant relationship between sub-categories of inconsistent information and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.

4 (c) No significant relationship exists between total career decision-making difficulties and decision-making style of adolescents.

(i) There exists no significant relationship between sub-categories of lack of readiness and decision-making style (self-confidence, panic, avoidance and impulsive) of adolescents.

(ii) There exists no significant relationship between sub-categories of lack of information and decision-making style (self-confidence, panic, avoidance and impulsive) of adolescents.

(iii) There exists no significant relationship between sub-categories of inconsistent information and decision-making style (self-confidence, panic, avoidance and impulsive) of adolescents.

5 None of the independent variables of career decision-making self-efficacy,
personality and decision-making style would contribute significantly in predicting the total career decision-making difficulties both independently as well as conjointly among adolescents.

(i) None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting lack of readiness independently as well as conjointly among adolescents.

(ii) None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting lack of information independently as well as conjointly among adolescents.

(iii) None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting inconsistent information independently as well as conjointly among adolescents.

Design of the Study

The present study was conducted to study the career decision-making difficulties in relation to career decision-making self-efficacy, personality and decision-making style amongst students of Government Senior Secondary Schools of Chandigarh. The study involves the comparison of adolescents on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style gender wise i.e. boys/girls; decided and undecided and stream wise i.e. medical/non-medical/commerce/arts.

The method of investigation thus used, was descriptive, analytical survey coupled with the techniques of comparison and bivariate and multivariate correlations between the groups.

The study was descriptive in the sense that it aimed at exploring the nature and distribution of variables and it was a survey since it aims at studying the present status of the variables under study as they are and has definite objectives of analysis and interpretation of the data gathered and skilful reporting of the findings.
The study was also co-relational in approach. It aimed at correlating the dependent variables of career decision making difficulties with the independent variables of career decision-making self-efficacy, personality and decision-making style.

To find the correlates and predictors of criterion variable of career decision-making difficulties of adolescents from among the predictor variables of career decision-making self-efficacy, personality and decision-making style, multivariate regression analysis was used.

Field of Investigation

The field of investigation for the present investigation was the Government Senior Schools of Chandigarh. In all, there are 103 Government schools from which there are 07 primary, 15 middle, 44 high and 37 secondary schools under Department of Education, Chandigarh Administration. Out of these 103 Government schools, 37 senior secondary schools comprise the field of investigation. Out of these, a total of four schools were selected randomly.

Criteria of Selection of Schools

Chandigarh is divided into three phases. Phase I (Northern Sectors) comprises sector 1 to 30, Phase II (Southern Sectors) comprises sector 31 to 47 and phase III which is in progress comprises sector 48 onwards. In order to give due representation, atleast two Government Senior Secondary Schools from Phase I and two from Phase II were selected randomly from the list of schools of Chandigarh. Phase III was not chosen when sample was collected since phase III was under developed. A total of four schools were identified to collect the sample of the study. At the same time, care was taken that only those schools are selected which offered all the academic stream subjects i.e. medical, non-medical, commerce and arts.

Criteria of Selection of Students

Following criteria was kept in mind while selecting students for the study.

- Class XII students pursuing courses in medical, non-medical, commerce and arts.
• Only those students who were present on the days of data collection sessions (two) and also completed all the tests.

Sample and Sampling Procedure

In the present study, the researcher has selected a sample of 533 senior secondary school (+2 students) studying in the Government Senior Secondary Schools of Chandigarh. The representativeness of the sample was ensured with respect to class and availability of medical, non-medical, commerce and arts streams. Multi-Stage Random Sampling technique was employed. Multi-stage random sampling is used for a more comprehensive investigation. The researcher may use two, three or four stage sampling. Here in the present study the investigator has used multi-stage sampling i.e. at each stage the investigator has selected the sample randomly, by listing the units of the population. The list of various Government Schools of Chandigarh was taken from the District Education Officer. From this list, four schools, two from southern sectors and two from northern sectors were selected randomly from the list by employing simple random sampling. From these schools one section from each stream i.e. medical, non-medical, commerce and arts were selected randomly from each school.

Tools Used

Following research tools were used to collect the data for the present study:

• Career Decision-Making - Career decision-making inventory (Singh, 1999).
• Career Decision-Making Difficulties Questionnaire - CDDQ (Gati & Osipow, 2004)
• Career Decision-Making Self-Efficacy Scale, short form - CDMSE-SF (Taylor & Betz, 1983)
• Big Five Inventory (BFI) to assess Personality (John, 1990)
• Adolescent Decision-Making Style (ADMS) (Prepared by the Investigator)

Statistical Techniques Employed

In accordance with the various objectives of the study, different statistical techniques had to be employed to analyze the data at different stages of investigation, viz:
Descriptive Analysis

For the analysis of the data, descriptive statistics i.e. measures of central tendency such as mean, standard deviations, skewness and kurtosis were worked out to study the nature and distribution of variables.

Differential Analysis

‘t’-test was employed to:

- Find the number of students in the decided, tentative and undecided categories;
- Compare boys and girls on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style;
- Compare decided and undecided students on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style.

One –way ANOVA was employed to:

- Compare adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style.

Bivariate Analysis

To find out how the independent variables are associated with the career decision-making difficulties, bivariate analysis has been done with the employment of inter-variable correlations. The product-moment coefficient of correlations was worked out to obtain the nature and extent of relationship between career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style.

Multivariate Analysis

Stepwise multiple correlations and multiple regression coefficients were computed in order to find out the level of contribution of independent variables i.e. career decision-making self-efficacy, personality and decision-making style to the dependant variable career decision-making difficulties and also to find out whether the independent variables are predictors of career decision-making difficulties of adolescents.

Results of the study

To present a bird’s eye view of the results of the present investigation and to avoid repetition, hypotheses-wise results are being presented herewith:
<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>There exists no significant gender difference in total career decision-making difficulties of adolescents.</td>
<td>Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant gender difference in sub-categories of lack of readiness of adolescents.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>(ii)</td>
<td>There exists no significant gender difference in sub-categories of lack of information of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>(iii)</td>
<td>There exists no significant gender difference in sub-categories of inconsistent information of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>1 (b)</td>
<td>There exists no significant gender difference in total career decision-making self-efficacy of adolescents.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant gender difference in self-appraisal of adolescents.</td>
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<tr>
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<td>There exists no significant gender difference in occupational information of adolescents.</td>
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<td>(iv)</td>
<td>There exists no significant gender difference in planning of adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td>(v)</td>
<td>There exists no significant gender difference in problem solving of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>1 (c)</td>
<td>There exists no significant gender difference in personality traits of adolescents.</td>
<td>Partially Accepted</td>
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<tr>
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<td>There exists no significant gender difference in extraversion of adolescents.</td>
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<td>(iv)</td>
<td>There exists no significant gender difference in neuroticism of adolescents.</td>
<td>Not Accepted</td>
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<td>(v)</td>
<td>There exists no significant gender difference in openness of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>1 (d)</td>
<td>There exists no significant gender difference in decision-making style of adolescents.</td>
<td>Partially Accepted</td>
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<tr>
<td>(i)</td>
<td>There exists no significant gender difference in self-confidence of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>No.</td>
<td>Hypothesis</td>
<td>Results</td>
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<td></td>
<td>adolescents.</td>
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<tr>
<td>(ii)</td>
<td>There exists no significant gender difference in panic of adolescents.</td>
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<td>(iii)</td>
<td>There exists no significant gender difference in avoidance of adolescents.</td>
<td>Accepted</td>
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<tr>
<td>(iv)</td>
<td>There exists no significant gender difference in impulsive of adolescents.</td>
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</tr>
<tr>
<td>2(a)</td>
<td>There exists no significant difference in total career decision-making difficulties among decided and undecided adolescents.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant difference in sub-categories of lack of readiness among decided and undecided adolescents.</td>
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<tr>
<td></td>
<td></td>
<td>Accepted</td>
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<tr>
<td>(ii)</td>
<td>There exists no significant difference in sub-categories of lack of information among decided and undecided adolescents.</td>
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<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant difference in self-appraisal among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td>(ii)</td>
<td>There exists no significant difference in occupational information among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td>(iii)</td>
<td>There exists no significant difference in goal selection among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td>(iv)</td>
<td>There exists no significant difference in planning among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td>(v)</td>
<td>There exists no significant difference in problem solving among decided and undecided adolescents.</td>
<td>Accepted</td>
</tr>
<tr>
<td>2(c)</td>
<td>There exists no significant difference in personality traits among decided and undecided adolescents.</td>
<td>Partially</td>
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<tr>
<td></td>
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<td>Accepted</td>
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<tr>
<td>(i)</td>
<td>There exists no significant difference in extraversion among decided and undecided adolescents.</td>
<td>Accepted</td>
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<tr>
<td>(ii)</td>
<td>There exists no significant difference in agreeableness among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td>(iii)</td>
<td>There exists no significant difference in conscientiousness among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td>(iv)</td>
<td>There exists no significant difference in neuroticism among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td>(v)</td>
<td>There exists no significant difference in openness among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td>No.</td>
<td>Hypothesis</td>
<td>Results</td>
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<td></td>
<td>undecided adolescents.</td>
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<td>2</td>
<td>(d) There exists no significant difference in decision-making style among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td></td>
<td>(i) There exists no significant difference in self-confidence among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td></td>
<td>(ii) There exists no significant difference in panic among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<tr>
<td></td>
<td>(iii) There exists no significant difference in avoidance among decided and undecided adolescents.</td>
<td>Not Accepted</td>
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<td></td>
<td>(iv) There exists no significant difference in impulsive among decided and undecided adolescents.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>3 (a) There exists no significant difference in total career decision-making difficulties among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>(i) There exists no significant difference in sub-categories of lack of readiness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td></td>
<td>(ii) There exists no significant difference in sub-categories of lack of information among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>(iii) There exists no significant difference in sub-categories of inconsistent information among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td></td>
<td>3 (b) There exists no significant difference in total career decision-making self-efficacy among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<tr>
<td></td>
<td>(i) There exists no significant difference in self-appraisal among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<td></td>
<td>(iii) There exists no significant difference in among goal selection adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<td></td>
<td>(iv) There exists no significant difference in among planning adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
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<tr>
<td>No.</td>
<td>Hypothesis</td>
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<tr>
<td>(v)</td>
<td>There exists no significant difference in among problem solving adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>3 (c)</td>
<td>There exists no significant difference in personality traits of adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant difference in extraversion among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
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</tr>
<tr>
<td>(ii)</td>
<td>There exists no significant difference in agreeableness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<tr>
<td>(iii)</td>
<td>There exists no significant difference in conscientiousness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<tr>
<td>(iv)</td>
<td>There exists no significant difference in neuroticism among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(v)</td>
<td>There exists no significant difference in openness among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>3 (d)</td>
<td>There exists no significant difference in decision-making style among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant difference in self-confidence among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(ii)</td>
<td>There exists no significant difference in panic among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(iii)</td>
<td>There exists no significant difference in avoidance among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
<td>Not Accepted</td>
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<tr>
<td>(iv)</td>
<td>There exists no significant difference in impulsive among adolescents</td>
<td>Accepted</td>
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<tr>
<td>No.</td>
<td>Hypothesis</td>
<td>Results</td>
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<td></td>
<td>belonging to academic streams i.e. medical, non-medical, commerce and arts.</td>
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<tr>
<td>4 (a)</td>
<td>No significant relationship exists between total career decision-making difficulties and career decision-making self-efficacy of adolescents.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant relationship between sub-categories of lack of readiness and career decision-making self-efficacy (self-appraisal, occupational information, goal selection, planning and problem-solving) of adolescents.</td>
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<td>There exists no significant relationship between sub-categories of lack of information and career decision-making self-efficacy (self-appraisal, occupational information, goal selection, planning and problem-solving) of adolescents.</td>
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<td>(iii)</td>
<td>There exists no significant relationship between sub-categories of inconsistent information and career decision-making self-efficacy (self-appraisal, occupational information, goal selection, planning and problem-solving) of adolescents.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>4 (b)</td>
<td>No significant relationship exists between total career decision-making difficulties and personality of adolescents.</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>(i)</td>
<td>There exists no significant relationship between sub-categories of lack of readiness and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.</td>
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<td>(ii)</td>
<td>There exists no significant relationship between sub-categories of lack of information and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.</td>
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<td>(iii)</td>
<td>There exists no significant relationship between sub-categories of inconsistent information and personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) of adolescents.</td>
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</tr>
<tr>
<td>4 (c)</td>
<td>No significant relationship exists between total career decision-making difficulties and decision-making style of adolescents.</td>
<td>Not Accepted</td>
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<td>(i)</td>
<td>There exists no significant relationship between sub-categories of lack of information and decision-making style (self-confidence, panic, avoidance and impulsive) of adolescents.</td>
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<tr>
<td>5</td>
<td>None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting the career decision-making difficulties both independently as well as conjointly among adolescents.</td>
<td>Not Accepted</td>
</tr>
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<td>(i)</td>
<td>None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting lack of readiness independently as well as conjointly among adolescents.</td>
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<td>None of the independent variables of career decision-making self-efficacy, personality and decision-making style would contribute significantly in predicting inconsistent information independently as well as conjointly among adolescents.</td>
<td>Not Accepted</td>
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</table>

**Overall Conclusions of the study**

The overall conclusions are based on section wise analysis, which have reported in chapter 4 and 5.

Chapter 4 deals with the *Descriptive analysis (Section I)* and *Differential analysis (Section II)*.

Chapter 5 includes the *Product moment coefficient’s of correlations; Stepwise-multiple correlations and Regression analysis*.

**Conclusions Based on Descriptive Analysis (Means, S.D.’s, SK and KU)**

Following conclusions were drawn on the basis of an overview of descriptive analysis done on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style among adolescents.

- On the variable career decision-making difficulties, adolescents had greater difficulties in due to lack of readiness as compared to lack of information and inconsistent information.
Adolescents were found to be more confident in appraising their own self, gathering occupational information, selecting goals, making plans and solving problems and hence take career-related decisions.

Adolescents were more extraverted, agreeable, conscientious, and open but were less neurotic.

Adolescents were self-confident, less panicky, not much impulsive and do not tend to avoid decision-making.

The number of students who were clearly decided was found to be 391; undecided 114; whereas the number of tentative students was only 28.

Conclusions Based on Differential Analysis

Comparison of boys and girls on all the variables using t-ratios

The results based on Table 4.IIa.2 showing gender difference among adolescents indicate following conclusions:

Career decision-making difficulties

Lack of readiness

On the first major category lack of readiness, boys and girls did not differ significantly with regard to sub-categories lack of motivation, dysfunctional myths and lack of readiness but they differed significantly with respect to sub-category of general indecisiveness. Girls had greater difficulties in career decision-making due to dysfunctional myths/beliefs, irrational expectations than boys counterparts.

Lack of information

The boys and girls did not differ significantly with regard to lack of information. Thus, both boys and girls found moderate level of difficulties in obtaining information about career decision-making process, self, occupations and ways of obtaining additional information.

Inconsistent information

The boys and girls did not differ significantly on the third major category inconsistent information. Results indicate that both boys and girls were found to have moderate level of difficulties in obtaining reliable information, external and internal conflicts in making career decisions.

Career decision-making difficulties
On the total career decision-making difficulties, boys and girls did not differ significantly. Both boys and girls had moderate level of difficulties in making career decisions.

**Career decision-making self-efficacy**

Boys and girls did not differ significantly with regard to self-appraisal and problem solving but they differ significantly on the variables occupational information, goal selection, planning and total career decision-making self-efficacy. Boys were more confident in gathering occupational information, selecting their goals, making plans and making career decisions as compared to girls.

**Personality**

The personality traits i.e. extraversion, agreeableness, conscientiousness and openness of boys and girls did not differ significantly but it differed significantly with regard to neuroticism. Girls were more neurotic as compared to boys.

**Decision-making style**

Boys and girls did not differ significantly in decision-making style i.e. self-confidence, panic and avoidance but it differed significantly with regard to impulsive decision-making style favouring girls. This shows that girls were more impulsive in making decision than their boys’ counterparts.

**Comparison of decided and undecided adolescents on all the variables using t-ratios**

The results based on Table 4.IIa.3 showing difference between decided and undecided adolescents indicate following conclusions:

**Career decision-making difficulties**

**Lack of readiness**

Decided and undecided adolescents differ significantly on sub-categories of lack of readiness i.e. lack of motivation, general indecisiveness and lack of readiness but did not differ significantly with regard to dysfunctional myths. This indicates that undecided students had greater difficulties due to lack of motivation, making general decisions as compared to undecided students.
Lack of information

Significant difference exists between decided and undecided adolescents on all the sub-categories of lack of information. Decided students had lesser difficulties in obtaining information about career decision-making process, self, occupations and ways of obtaining additional information as compared to their undecided students counterparts.

Inconsistent information

Decided and undecided adolescents differ significantly on all the sub-categories of inconsistent information. Undecided students faced greater difficulties in obtaining reliable information, facing external and internal conflicts than decided students.

Career decision-making difficulties

Decided and undecided adolescents differ significantly on total career decision-making difficulties. Undecided students had greater difficulties in career decision-making as compared to decided students.

Career decision-making self-efficacy

Decided and undecided students differ significantly on the variables of career decision-making self-efficacy but did not differ significantly with regard to problem solving. Thus, it shows that decided group were more confident in appraising their own self, gathering occupational information, selecting their goals, making plans and taking career decisions than their undecided group counterparts.

Personality

Decided and undecided adolescents differ significantly on the personality traits of agreeableness, conscientiousness, neuroticism and openness but did not differ significantly with regard to extraversion. Decided students were more agreeable, conscientious, neurotic and open-minded than undecided students.

Decision-making style

Decided students scored higher in adjusted decision-making style and lower in unadjusted decision-making style which shows they were more self confident, not much panicky and do not tend to avoid making decisions as compared to undecided students.

Comparison of adolescents pursuing academic streams on all the variables using one-way ANOVA
When adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts were compared on the variables of career decision-making difficulties, career decision-making self-efficacy, personality and decision-making style, following conclusions were observed in the present study:

**Career decision-making difficulties among academic groups**

**Lack of readiness and academic streams**

The career decision-making difficulties in the first major category of lack of readiness faced by adolescents of different academic streams i.e. medical, non-medical, commerce and arts did not differ significantly with respect to dysfunctional myths but it differed significantly with respect to lack of motivation, general indecisiveness and lack of readiness. Arts group faced greater difficulties due to lack of motivation and readiness in making career decisions as compared to medical, non-medical and arts group. Also, commerce students faced greater difficulties in making general decisions than other academic streams i.e. medical, non-medical and arts.

**Lack of information and academic streams**

Adolescents with academic streams i.e. medical, non-medical, commerce and arts differ significantly on the second major category lack of information of career decision-making difficulties. Arts group had greater difficulties in obtaining information about career decision-making process, self, occupations and ways of obtaining additional information as compared to medical, non-medical and commerce groups.

**Inconsistent information and academic streams**

In the third major category inconsistent information, adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts differ significantly. Arts group faced greater difficulties in obtaining reliable information, internal and external conflicts than medical, commerce and arts group.

**Career decision-making difficulties and academic streams**

Adolescents with different academic streams i.e. medical, non-medical, commerce and arts differ significantly on the total career decision-making difficulties. Arts students faced greater difficulties in making career decisions as compared to medical, non-medical and commerce students while medical students faced lesser difficulties in career decision-making as compared to other academic groups.

**Career decision-making self-efficacy and academic streams**
The total career decision-making self-efficacy of adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts differ significantly with respect to self-appraisal, occupational information, goal selection, planning, problem solving. Medical students were more confident in appraising their own self, gathering occupational information, selecting goals, making and implementing plans, solving career-related problems and hence make career decisions as compared to their non-medical, commerce and arts students counterparts.

**Personality and academic streams**

Personality traits i.e. extraversion, agreeableness, conscientiousness, neuroticism and openness among adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts differ significantly. Arts students were found to be more extraverted, agreeable, conscientious, neurotic and open as compared to other medical, non-medical and commerce students.

**Decision-making style and academic streams**

Adolescents with academic streams i.e. medical, non-medical, commerce and arts differ significantly with regard to self-confidence panic and avoidance decision-making style but they did not differ significantly with regard to impulsive. Non-medical students were higher on adjusted decision-making style that shows they were more self-confident while arts group were higher on unadjusted style. It indicates arts group was more panic-stricken and avoid making decisions than medical, non-medical and commerce group.

**Conclusions based on Bivariate Analysis (Coefficients of correlations)**

When coefficients of correlation were calculated separately for career decision-making difficulties as dependent variable with the independent variables of career decision-making self-efficacy, personality and decision-making style among adolescents, the following conclusions were observed:

**Correlation between career decision-making difficulties and career decision-making self-efficacy**

**Lack of readiness and career decision-making self-efficacy**

Negative but significant correlations was found between lack of readiness with variables of career decision-making self-efficacy i.e. self-appraisal, occupational information, goal selection, planning, problem solving and career decision-making self-efficacy. Adolescents who were more confident in appraising their own self, gathering occupational information, selecting their goals, making and implementing career plans,
solving problems faced lesser difficulties in making general decisions, dysfunctional myths and difficulties arising due to lack of motivation in making career decisions.

**Lack of information and career decision-making self-efficacy**

On the second major category lack of information with variables of career decision-making self-efficacy, negative significant correlation was found. Thus, adolescents who were faced higher in self-appraisal, occupational information, goal selection, planning, problem solving had lesser difficulties in obtaining information about self, occupation and ways of obtaining additional information.

**Inconsistent information and career decision-making self-efficacy**

Negative but significant correlation was found between inconsistent information with variables of career decision-making self-efficacy. Negative but significant correlation indicates that adolescents who were more confident in appraising their own self, gathering occupational information, selecting their goals, making and implementing career plans, solving problems faced lesser difficulties in obtaining reliable information, external and internal conflicts in career decision-making.

**Career decision-making difficulties and career decision-making self-efficacy**

The career decision-making difficulties were found to be negatively significantly correlated with career decision-making self-efficacy. More confident in analyzing their own self, gather occupational information, select goals, make plans and solve problems faced lesser difficulties in career decision-making.

The results of this study got further support by research findings of (Mau, 2000; Amir & Gati, 2006) who also found that career decision-making self-efficacy is significantly associated with career decision-making style.

**Correlation between career decision-making difficulties and personality**

**Lack of readiness and personality**

Negative but significant correlation was found between lack of readiness with personality traits i.e. extraversion, agreeableness, conscientiousness and openness but positive significant relation was found between lack of readiness and neuroticism. Extrovert, agreeable, conscientious and open minded adolescents faced lesser difficulties in making career decisions due to lack of motivation, dysfunctional myths and making
general decisions. Neurotic adolescents had greater difficulties in career decision-making.

**Lack of information and personality**

Negative but significant correlation was found between lack of information with personality traits i.e. extraversion, agreeableness, conscientiousness and openness but positive significant relation was found between lack of information and neuroticism. Extrovert, agreeable, conscientious and open minded adolescents faced lesser difficulties in obtaining information about self, occupations, ways of obtaining additional information and career decision-making process. Adolescents who were neurotic faced greater difficulties in obtaining information.

**Inconsistent information and personality**

On the third major category inconsistent information, negative significant correlation was found with personality traits i.e. extraversion, agreeableness, conscientiousness and openness but positive significant relation was found between inconsistent information and neuroticism. Extrovert, agreeable, conscientious and open minded adolescents faced lesser difficulties in obtaining reliable information, had less impact of internal and external conflicts on making career decisions.

**Career decision-making difficulties and personality**

Negative but significant correlation was found between career decision-making difficulties with personality traits i.e. extraversion, agreeableness, conscientiousness and openness but positive significant relation was found between career decision-making difficulties and neuroticism. Extrovert, agreeable, conscientious and open minded adolescents faced lesser difficulties in career decision-making. Neurotic adolescents faced more difficulties in making career decisions.

Lounsbury et al. (1999) also found that career decisiveness is positively and significantly related to agreeableness, conscientiousness and negatively related to neuroticism.

**Correlation between career decision-making difficulties and decision-making style**

**Lack of readiness and decision-making style**

Between adjusted decision-making style and lack of readiness, negative significant correlation was found but positive significant relation was found between lack of readiness and unadjusted decision-making style i.e. panic, avoidance and impulsive.
Self-confident adolescents faced lesser difficulties arising due to lack of motivation, general indecisiveness and dysfunctional myths in career decision-making. Panic-stricken, impulsive and those who avoid making decisions faced higher difficulties in the major category lack of readiness.

**Lack of information and decision-making style**

Negative but significant correlation was found between lack of information and adjusted decision-making style i.e. self-confidence. Positive significant correlation was found between lack of information and unadjusted decision-making style i.e. panic, avoidance and impulsive. Thus, self-confident adolescents had lesser difficulties in obtaining information but panicky, impulsive and those who avoid making decisions had greater difficulties in obtaining information about their own self, occupations, ways of obtaining additional information and career decision-making process.

**Inconsistent Information and decision-making style**

Negative significant correlation was found between inconsistent information with adjusted decision-making style i.e. self-confidence but positive significant correlation was found between inconsistent information and unadjusted decision-making style i.e. panic, avoidance and impulsive. Self-confident adolescents faced lesser difficulties in major category inconsistent information. Panic-stricken, impulsive and those who avoid making decisions had greater difficulties in obtaining reliable information, internal and external conflicts in making career decisions.

**Career decision-making difficulties and decision-making style**

Negative significant correlation was found between total career decision-making difficulties with adjusted decision-making style i.e. self-confidence and positive significant correlation was found between career decision-making difficulties and unadjusted decision-making style i.e. panic, avoidance and impulsive. Self-confident adolescents faced lesser difficulties in career decision-making, while panicky, impulsive and those who avoid making decisions faced greater difficulties in making career decisions.

The results further got supported in a research study of (Germeijs & De Boeck,
People that are generally deciding with self-confidence and determination do not face any difficulties in career decision-making (Saka & Gati, 2007). Pecjak and Kosir (2007) also found that students who are panic-stricken (e.g. they get panicky when they have to make a decision, make a decision quickly, without consideration, are upset when they make a decision) in their career decision making, can expect more career decision making difficulties.

**Conclusions based on Multivariate Analysis**

**Predictors of career decision-making difficulties among adolescents**

The significant predictors of lack of readiness, lack of information, inconsistent information and total career decision-making difficulties form the independent variables of career decision-making self-efficacy, personality and decision-making style are presented as under:

**Predictors of lack of readiness**

With lack of readiness as a criterion variable, the significant predictors which contributed in lack of readiness were avoidance and panic.

**Predictors of lack of information**

With lack of information as a criterion variable, the significant predictors which contributed in lack of information were career decision-making self-efficacy, avoidance, problem solving, panic and self-confidence.

**Predictors of inconsistent information**

With inconsistent information as a criterion variable, the significant predictors which contributed in inconsistent information were self-appraisal, avoidance, problem solving, panic and occupational information.

**Predictors of career decision-making difficulties**

With career decision-making difficulties as a criterion variable, the significant predictors which contributed in career decision-making difficulties were self-appraisal, avoidance, panic, problem solving, career decision-making self-efficacy and self-confidence. A similar conclusion was also reported by Morera et al. (2006)

The results shows that adolescent’s characteristics that predict their career decision-making difficulties are avoidance, panic, problem-solving, career decision-making self-efficacy and self-appraisal. A small amount of variance is accounted for self-confidence (0.5%) and occupational information (0.8%). Thus, students with a panic
and avoidance decision-making style, less confident in appraising their own self, solve problems to make career decisions have significantly more career decision-making difficulties. The strongest predictors for the major categories and overall career decision-making difficulties are avoidance and panic. Thus, adolescent’s decision-making styles predict the career decision-making difficulties as student with avoidance (those who make their decision with regard to what other people suggest or generally make their decision which is not optimal for their goals, interests or abilities) decision-making faced greater difficulties in making career decisions.

Students with panic (e.g. they get panicky when they have to make a decision quickly, without consideration, are upset when they make a decision) in their decision-making can expect more career decision-making difficulties. A similar conclusion was also reported by Pecjak and Kosir (2006).

The other predictors are career decision-making self-efficacy, problem-solving and self-appraisal. It indicates that students who are confident in appraising their own self (abilities, talents, capabilities etc.), solving problems to make career decisions have fewer career decision-making difficulties.

Thus, avoidance and panic emerge as the strongest predictors for all the major categories and overall career decision-making difficulties in the study. This implies that adolescents who are more panicky and tends to avoid decisions faced more career decision-making difficulties. Hence, the findings of the study have important educational implications as under:

**Educational Implications**

The facts and figures of the present investigation revealed the high levels of uncertainty and indecision among adolescents. It needs to be brought to the notice of teachers, parents, counselors, psychologist and educators to make them aware of the students’ career decision making difficulties so that they take timely remedial action.

Locating the focuses of the adolescents’ difficulties in making a career decision is an integral component in face-to-face career counseling. It is important to identify the specific career decision making difficulties of adolescents before framing and administering any intervention to them. These career decision-making difficulties may be
due to lower career decision-making self-efficacy, neurotic personality, unadjusted decision-making style by being panicky, impulsive, avoid in making decisions.

The results of this study have important implications to counselor in obtaining a comprehensive assessment of the client’s difficulties before beginning the counseling process. The conclusions on students’ career decision-making self-efficacy, decision making styles and personality dimensions can be helpful for school counsellors in career counselling. With administration of tools like adolescent decision-making style, a school counsellor can identify those students with unadjusted decision making style i.e. impulsive, panic or avoidance.

Using a career decision making difficulties questionnaire, a counsellor can assess the main obstacles in students’ career decision making: does a student lack readiness for a career decision making, does he/she lack information about different career options or does he have internal/external conflicts with a student or parents.

Firstly, need for directive guidance is required for difficulties related to lack of readiness. Secondly, in addressing the difficulties due to lack of information, a computer assisted career guidance system may prove to be effective in increasing exploratory behavior (Mau, Calvert, & Gregory, 1997), group discussions and individual sessions should also be provided in reducing career indecision. For students reporting difficulties due to inconsistent information, counseling professionals may consider value clarification or counseling sessions. Thus, interventions should be tailored to the specific career choice difficulties of adolescents.

It is recommended that career development in schools should encompass introduction of career awareness activities in elementary level, career exploration in the high school level and career preparation in the secondary level. This would help reduce gender stereotypes, root out dysfunctional beliefs, enhance awareness of their own self, occupations and career decision making process, promote decision making skills and overall generate confidence in the students to make informed, rational and make appropriate career decisions during secondary level.

Suggestions for Further Study

Some of the suggestions for undertaking further research are as follows:
• The present study was conducted on students of Chandigarh. It can be replicated in other cities and towns of India.

• The present study is focused on XII class students. Similar studies may be conducted in higher classes i.e. undergraduate level.

• The present study may be further extended by exploring other variables for study.

• The present study was conducted on limited sample of 533 senior secondary school students. In order to make more valid generalizations, it can be replicated on larger sample.

• The present study focused on Government schools only. It may be extended to private schools and a comparison can be drawn between Government and private school students.

• Experimental studies involving career interventions may be taken up to see their influence on career decision-making difficulties.