

CAREER DECISION-MAKING DIFFICULTIES AND PERSONALITY AMONG ADOLESCENTS

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Abstract

The present study evaluates the career decision-making difficulties among adolescents. Keeping in view the nature of the study, the descriptive method was chosen and the data were collected through survey method. The sample consisted of 533 students from four government senior secondary schools of Chandigarh (U.T.). Career Decision-making Inventory, Career Decision-Making Difficulties Questionnaire- (CDDQ) and Big Five Inventory (BFI) to determine Personality were administered on the students. The results of the study revealed significant difference in decided and undecided students in career decision-making difficulties and personality. Arts students found more difficulties in making career decisions than other academic streams.

Introduction

In the current era of dynamic change in the world of work, choice of courses and future are the most important decisions that an adolescent has to take. Various theoretical perspectives in career development (Super, 1957) suggest that the career decision-making process for late adolescents and young adults involves a shift from a point of being undecided to a state of being ready to commit to and implement a career choice. There are large differences in the decision-making process among adolescents. Some adolescents are able to make this decision easily and quickly, while others report having many difficulties with it (Campbell & Hansen, 1981; Rounds & Tinsley, 1984; & Gati et al., 1996).

Many students lack essential elements which are necessary to make right decision. They may lack a clear self concept, have insufficient or conflicting information about the world of work, have fewer life experiences, limited interests and/or abilities, and might be affected by a number of interpersonal, social and environmental factors. Ever-evolving technology, changes in the job market, and the transition to a global economy are some of the probable reasons for the increasing complexity of making career decisions (Smith & Gast, 1998). Also, now more is expected of careers than financial security. Careers should provide meaning and function as an extension of our identity (Wuthnow, 2003).

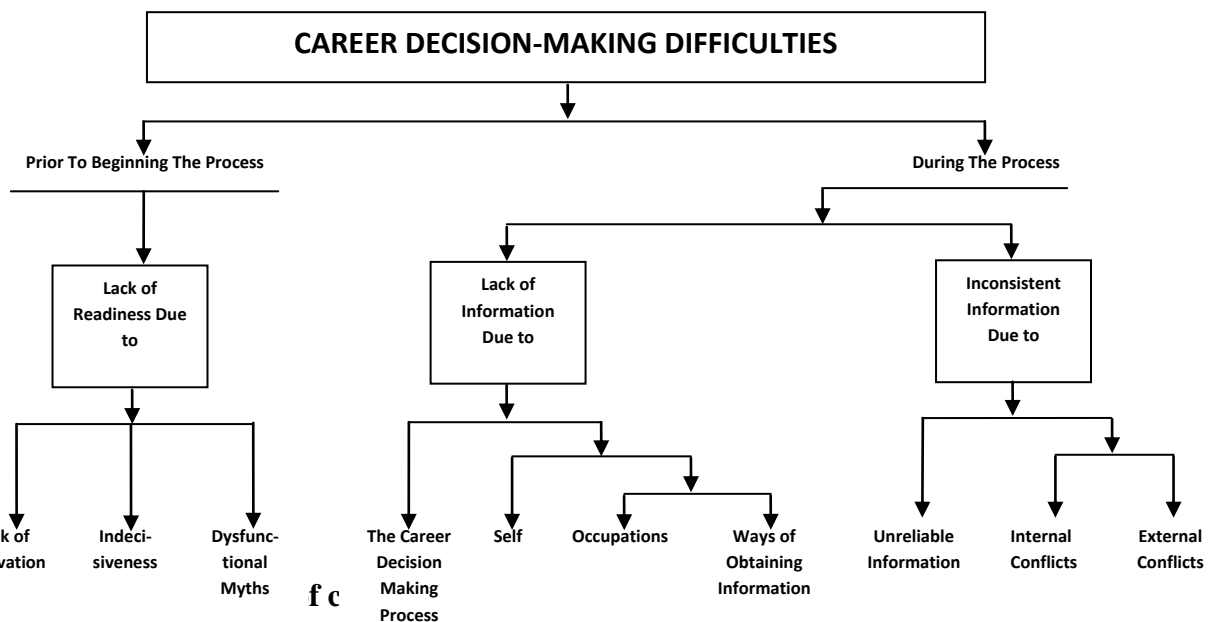
There are also students who are clearly decided about their career. *Career decisiveness* is defined as an individual's certainty about his/her career decision (Osipow, Carney, Winer, Yanico & Koschier, 1987) where certainty relates to the extent an individual is convinced that he/she can make a career decision. Contrary to this concept is *Career indecisiveness*, which refers to an individual's inability to make a decision about the profession that he/she is striving for. (Chartrand, Rose, Elliot, Marmarosh & Caldwell, 1993;

Gati et al., 1996; & Leong & Chervinko, 1996) also broadly define career indecisiveness as difficulties that an individual has in career decision-making. Career indecisiveness refers to every problem or obstacle that appear in the career decision-making process (Fuqua, Blum & Hartman, 1988)

Such difficulties, if not adequately dealt with, may prevent the individual from making the decision or lead a less-than-optimal choice. The negative consequences may particularly affect young adults who have little previous experience in decision making. Thus, locating individual's career decision-making difficulties is among the first steps in providing them the help they need.

Career decision-making difficulties, also called as barriers or career choice problems, have been described as any factors that thwart the achievement of career goals (Crites, 1969). Career decision-making difficulty is a problem or group of problems that may contribute to an inability to make a career decision, or an incorrect career decision. (Gati, Krausz & Osipow, 1996)

Gati et al., (1996) developed the taxonomy of difficulties in career decision making which was used in the present research. The taxonomy is based on previous theoretical discussions and empirical research regarding the characteristics, dimensions, and sources of vocational indecision (Savickas, Carden, Toman & Jarjoura, 1992; Shimizu, Vondracek & Shulenberg, 1994). In this taxonomy the difficulties were defined as deviations from an "ideal career decision maker"-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 i.e., a decision that is based on an appropriate process and is compatible with the individual's goals (Gati et al., 1996; Powell & Luzzo, 1998). Any deviation from this model of an ideal career decision maker was regarded as a potential difficulty that could affect the individual's decision-making process in one of two possible ways: by preventing the individual from making a career decision or by leading to a less than optimal career decision.



The taxonomy (Gati et al., 1996) includes three major difficulty categories that are further divided into ten specific categories. The first major category, *Lack of Readiness*, includes three categories of difficulties that may arise before the beginning of the career decision-making process: (a) lack of motivation to engage in the career decision-making process, (b) general indecisiveness concerning all types of decisions, and (c) dysfunctional beliefs, including irrational expectations (Nevo, 1987) concerning the career decision-making process (e.g., "I believe there is only one ideal career for me").

The two other major difficulty categories, *Lack of Information* and *Inconsistent Information*, include types of difficulties that may arise during the actual career decision-making process. *Lack of Information* includes four categories of difficulties: (a) lack of knowledge about the steps involved in the process, (b) lack of information about the self, (c) lack of information about the various alternatives (e.g., occupations, high school classes, college majors), and (d) lack of information about the sources of additional information. The major category *Inconsistent Information* includes three types of problems in using information: (a) unreliable information, that is difficulties related to unreliable or contradictory information (b) internal conflicts such as contradictory preferences or difficulties concerning the need to compromise; and (c) external conflicts i.e. conflicts involving the influence of significant others.

Personality is generally a synthetic amalgam of traits developed to different extents in different persons, and is known by the conduct, behavior, activities, movements and everything else concerning the individual. It is the way of responding to the environment. Personality may also be described as the way an individual adjusts to the environment. It is the sum total of physical, mental, emotional, social and temperamental make up of the individual. It is the essence of one's instincts, feelings, emotions, experience, habits, perception, memory, imagination and various ways of behavior.

Personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving (Pervin, Cervone, & John, 2005, p. 6).

Personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems (Mayer, 2007, p. 14).

Hence, personality is the total of the distinctive characteristics of an individual, the stable and shifting patterns of relationship between these characteristics, their origins and the way. They interact to help or hinder the adjustment of a person to other people and situations.

In the present study, an attempt has been made to understand differences between decided and undecided adolescents about career decision-making difficulties and personality as well as to find the significant difference among academic streams i.e. medical, non-medical, commerce and arts adolescents.

Objectives

The present research was based on the following objectives:

- To find out whether career decision-making difficulties will differ in case of decided and undecided adolescents.
- To find out whether personality pattern will differ in case of 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 personality pattern will differ among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

Hypotheses

Keeping in view the objectives, the following hypotheses were formulated to carry out the study:

- There exists no significant difference in career decision-making difficulties among decided and undecided adolescents.
- There exists no significant difference in personality pattern among decided and undecided adolescents.
- There exists no significant difference in career decision-making difficulties among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.
- There exists no significant difference in personality pattern among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts.

Method

Participants

The total sample comprised 533 XII students studying in randomly selected four Government Senior Secondary Schools, under the C.B.S.E. system of Chandigarh (U.T.). It included 221 boys and 312 girls

Instruments Used

Career Decision-Making Inventory (Singh, 1999)

The Career decision-making inventory was used in the present study to measure the status of an individual in career decision making process. The inventory consists of 18 items, 5 for decidedness scale and 13 for indecision scale. This inventory is composed of two subclasses: **Decidedness Scale** (items 1-5) provide a measure of the degree of Decidedness in having made a decision about a career. **Indecision Scale** (items 6-18) is a measure of career Indecision. The test retest reliability coefficients for career decidedness scale and career indecision scale were found to be .97 and .94 respectively. The criterion related with career decision scale (Osipow, 1986) yielded significant coefficients of correlation of .69 and .59 for career decidedness scale and career indecision scale respectively.

Career Decision-Making Difficulties Questionnaire (Osipow, S., Gati, I., & Krauz, M., 1996):

The Career Decision-making Difficulties Questionnaire (CDDQ) is composed of 34 items which require a self-rating. These 34 items are of the Likert type and response ratings range from 1 to 9, with a rating of 1 indicating low similarity of the student to the item and a rating of 9 indicating high similarity.

Big Five Inventory (John, 1990)

The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory (44 items

total), and consists of short phrases with relatively accessible vocabulary. The Big Five are five broad factors (dimensions) of personality traits. They are: *Extraversion* (sometimes called Surgency). The broad dimension of Extraversion encompasses such more specific traits as talkative, energetic, and assertive. *Agreeableness* includes traits like sympathetic, kind, and affectionate. *Conscientiousness* includes traits like organized, thorough, and planful. *Neuroticism* (sometimes reversed and called Emotional Stability) includes traits like tense, moody, and anxious. *Openness to Experience* (sometimes called Intellect or Intellect/Imagination) includes traits like having wide interests, and being imaginative and insightful

Results and Discussion

Mean, S.D's and 't' values were worked out to find significant differences on major and sub-categories of career decision-making difficulties of decided and undecided adolescents One-way ANOVA was used to find significant difference among adolescents in the academic streams i.e. medical, non-medical, commerce and arts. The results for career decision-making difficulties of decided (391) and undecided (114) are presented in Table 1; for personality pattern of decided and undecided vide Table 2 and in case of academic streams i.e. medical, non-medical, commerce and arts adolescents vide Table 3, 4,5 and 6.

Table 1 Comparison between Decided and Undecided adolescents on the variables of Career Decision-Making Difficulties

Variables	DEC		UNDEC		't' ratio
	Mean	S.D.	Mean	S.D.	
Career Decision-Making Difficulties					
Lack of Readiness					
Lack of Motivation	3.67	4.81	1.86	1.57	5.96**
General Indecisiveness	5.62	6.14	1.87	2.20	2.48*
Dysfunctional Myths/Beliefs	6.78	6.54	1.36	1.40	1.62
Lack of Readiness	5.36	5.83	1.08	1.24	3.97**
Lack of Information					
Career Decision-Making process	4.64	6.35	2.27	1.70	7.49**
Self	3.95	5.74	2.21	1.68	7.99**
Occupations	4.35	6.24	2.32	1.73	8.07**
Ways of obtaining Information	4.09	6.09	2.39	1.86	8.22**
Lack of Information	4.27	6.11	2.03	1.42	9.02**
Inconsistent Information					
Unreliable Information	3.67	5.63	2.14	1.98	8.76**
Internal Conflicts	3.71	5.26	1.96	1.67	7.65**
External Conflicts	3.41	5.33	2.17	2.26	8.26**
Inconsistent Information	3.60	5.42	1.79	1.70	9.64**
Career decision-making difficulties	4.39	5.71	1.46	1.28	8.78**

* Significant at 0.05 level (1.96)

** Significant at 0.01 level (2.58)

Discussion based on Table 1

Table 1 shows scores of career decision-making difficulties and its categories in case of decided and undecided students. On the first major category, *Lack of Readiness*, significant 't'- ratios were observed in case of lack of motivation (5.96) at 0.01 level; general indecisiveness (2.48) at 0.05 level and on total lack of readiness (3.97) at 0.01 level of significance favoring undecided students. In case of dysfunctional myths, t-ratio (1.62) was found to be insignificant. The mean scores of undecided students (5.83) is higher than the decided students (5.36). It reveals that the undecided students found more difficulties due to lack of readiness in making career decisions.

The second major category, *Lack of Information*, t-ratios was found to be 9.02 which were significant at 0.01 level of significance. On the sub-categories, significant t-ratios at 0.01 level of significance were observed in case of lack of knowledge about career decision-making process (7.49), lack of information about self (7.99), occupations (8.07), ways of obtaining additional information (8.22). The mean scores on major category lack of information of undecided students (6.11) is higher than the decided students (4.27) which shows that undecided students found more difficulties in obtaining information about self, occupations and ways of obtaining additional information.

The third major category, *Inconsistent Information*, t-ratios was found to be 9.64 which were significant at 0.01 level of significance. On the sub-categories, significant t-ratios at 0.01 level of significance were observed in case of unreliable information (8.76), internal Conflicts (7.65); external conflicts (8.26) and total lack of information (9.64). The mean scores of undecided students (5.42) are higher than the decided students (3.60) on the major category of inconsistent information.

On the variable, career decision-making difficulties, significant t-ratios at 0.01 level were found to be 8.78. Hence, there exists significant difference between decided and undecided students on the variable career decision-making difficulties.

The results of the present study indicate that undecided students found more career decision-making difficulties due to lack of motivation, taking general decisions, obtaining information about self, occupations, ways of obtaining additional information, about career decision-making process and found inconsistent information due to unreliable information, internal/external conflicts as compared with their undecided counterparts.

The results are in consonance with research studies of Osipow and Gatti (1998); Lancaster, Rudolph, Perkins and Patten (1999) and Hsiu-Lan Shelley Tien (2005) which indicated that undecided students had significantly higher scores on the career decision-making difficulties and found more difficulties in making career related decisions than their undecided counterparts.

The null hypothesis that there exists no significant difference in career decision-making difficulties among decided and undecided adolescents was not accepted in the present study.

The results reveal that undecided students found more difficulties in obtaining information about their capabilities, talents, different occupations, career alternatives. Whereas decided students are certain to career decision-making, having confidence in attaining challenging goals and maintain strong commitment to them.

Table 2: Comparison between Decided and Undecided adolescents on the variable Personality

Variables	DEC		UNDEC		't' ratio
	Mean	S.D.	Mean	S.D.	
Personality					
Extraversion	3.42	0.63	3.30	0.54	1.68
Agreeableness	3.71	0.50	3.45	0.40	5.09**
Conscientiousness	3.55	0.54	3.06	0.62	8.30**
Neuroticism	2.98	0.69	3.17	0.55	2.76**
Openness	3.62	0.45	3.36	0.59	5.15**

* Significant at 0.05 level (1.96)

** Significant at 0.01 level (2.58)

Discussion based on Table 2

Table 2 reveals the scores on the personality pattern of decided and undecided adolescents. The variable of personality comprises five personality traits namely extraversion, agreeableness, conscientiousness, neuroticism and openness. The results obtained are presented as under:

Extraversion: When decided and undecided students were compared on the variable of extraversion, no significant difference was found between the decided and undecided groups.

Agreeableness: On the variable of agreeableness, significant 't' ratio (5.09) at .01 level of significance was in favour of decided group. The value of mean in case of decided and undecided group was 3.71 and 3.45 respectively. It indicates that in the present study, decided group were more sympathetic, kind and affectionate as compared to the undecided group.

Conscientiousness: On the variable of conscientiousness, significant 't' ratio (8.30) at .01 level was in favour of decided group. The mean score was 3.53 in case of decided group and 3.06 in case of undecided group. It indicates that decided students were more organized, thorough and planful than their undecided student counterparts.

Neuroticism: On the variable of neuroticism, significant 't' ratio (2.76) at 0.01 level was in favour of decided group. The mean score for decided and undecided group were 2.98 and 3.17 respectively. This shows that undecided students are more neurotic than decided students. Similar results were reported by Haraburda (1998) who found that the subject who scored high in decisiveness were less neurotic and had fewer psychological symptoms that did those who were indecisive. Kelly and Pulver (2003) also identified a career indecision type labeled *neurotic indecisive information seekers* who were characterized by significantly more anxiety and general negative affect than the other three types generated.

Openness: When decided and undecided students were compared on the variable of openness, significant difference was found at .01 level of significance (5.15). The value of mean and standard deviation of openness in case of decided group were 3.62 and 0.45

respectively while in case of undecided group it was 3.36 and 0.59 respectively. It means that decided group were more imaginative and having wider interests as compared to undecided group.

Individuals who are indecisive portray an ongoing inability in the decision-making process because of a psychological problem (Hartman, Fuqua & Hartman, 1983), a possible personality disorder (Callahan & Greenhaus, 1990), or an inadequate identity formation (Guerra & Braungart-Rieker, 1999).

Based on the results, it was found that the null hypothesis that there exists no significant difference in personality pattern among decided and undecided adolescents was accepted in case of extraversion and not accepted in case of agreeableness, conscientiousness, neuroticism and openness in the present study.

Table 3 Means and S.D's for the Medical, Non- Medical, Commerce and Arts groups on the variable Career Decision-Making Difficulties

VARIABLES	MEDICAL		NON-MEDICAL		COMMERCE		ARTS	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Career Decision-Making Difficulties								
Lack of Readiness								
Lack of motivation	4.06	1.91	3.85	1.79	3.76	1.81	4.31	1.68
Indecisiveness	5.53	1.94	5.87	1.95	5.93	1.94	5.91	1.87
Dysfunctional myths	6.71	1.45	6.76	1.30	6.70	1.16	6.71	1.26
Lack of Readiness	5.43	1.1	5.50	1.15	5.46	1.03	5.64	1.09
Lack of Information								
Career decision-making process	4.99	2.29	5.12	2.20	4.92	2.34	6.08	1.76
Self	4.21	2.24	4.58	2.22	4.47	2.13	5.66	1.74
Occupations	4.65	2.38	4.99	2.31	4.59	2.21	6.02	1.79
Ways of obtaining information	4.53	2.43	4.69	2.43	4.44	2.41	5.84	1.88
Lack of Information	4.59	2.06	4.86	2.05	4.60	2.02	5.92	1.53
Inconsistent Information								
Unreliable information	4.23	2.26	4.19	2.28	4.07	2.15	5.61	1.93
Internal conflicts	3.94	1.96	4.28	2.03	3.70	1.82	5.39	1.58
External conflicts	3.83	2.34	3.98	2.32	3.25	2.04	5.11	2.17
Inconsistent Information	4.01	1.93	4.15	1.95	3.68	1.73	5.38	1.60
Career decision-making difficulties	4.66	1.53	4.80	1.52	4.58	1.47	5.61	1.20

Table 4 One-way ANOVA for major and sub-categories of Career Decision-Making Difficulties based on Academic Streams i.e. Medical, Non-medical, Commerce and Arts

Variables	Source of Variation	Sum of Squares	Df	Mean Squares	F-ratio
Career Decision-Making Difficulties					
Lack of Readiness					
Lack of Motivation	Between Groups	56.233	3	18.744	5.664**
	Within Groups	1750.812	529	3.31	
	Total	1807.812	532		
Indecisiveness	Between Groups	36.786	3	12.262	3.259**
	Within Groups	1990.568	529	3.763	
	Total	2027.354	532		
Dysfunctional Myths	Between Groups	2.610	3	0.87	0.467
	Within Groups	985.968	529	1.864	
	Total	988.578	532		
Lack of Readiness	Between Groups	10.705	3	3.568	2.841*
	Within Groups	664.403	529	1.256	
	Total	675.108	532		
Lack of Information					
Career Decision-Making Process	Between Groups	410.686	3	136.895	32.111**
	Within Groups	2255.263	529	4.263	
	Total	2665.949	532		
Self	Between Groups	581.561	3	193.854	49.558**
	Within Groups	2069.26	529	3.912	
	Total	2650.821	532		
Occupations	Between Groups	469.672	3	156.577	33.77**
	Within Groups	2452.408	529	4.636	
	Total	2922.08	532		
Ways of obtaining Information	Between Groups	489.58	3	163.193	32.556**
	Within Groups	2651.685	529	5.013	
	Total	3141.265	532		
Lack of Information	Between Groups	484.838	3	161.613	48.364**
	Within Groups	1767.713	529	3.342	
	Total	2252.552	532		
Inconsistent Information					
Unreliable Information	Between Groups	709.959	3	236.653	61.569**
	Within Groups	2029.484	529	3.844	
	Total	2739.443	532		
Internal Conflicts	Between Groups	476.719	3	158.906	50.447**
	Within Groups	1663.188	529	3.15	
	Total	2139.907	532		
External Conflicts	Between Groups	415.743	3	138.581	29.63**
	Within Groups	2474.118	529	4.677	
	Total	2889.816	532		
Inconsistent Information	Between Groups	514.392	3	171.464	60.958**
	Within Groups	1485.179	529	2.813	
	Total	1999.57	532		
Career Decision-Making Difficulties	Between Groups	251.364	3	83.788	44.974**
	Within Groups	985.545	529	1.863	
	Total	1236.909	532		

* Significant at 0.05 level (1.96)

** Significant at 0.01 level (2.58)

Discussion based on Table 3 and 4

Table 3 reveals the mean scores of career decision-making difficulties among academic streams i.e. medical, non-medical, commerce and arts and Table 4 reveals the F-values of the variables of career decision-making difficulties. On the first major category, *Lack of Readiness*, F-value were found to be 2.841 significant at 0.05 level of significance between academic groups medical, non-medical, commerce and arts. The mean scores of major category lack of readiness for medical, non-medical, commerce and arts were 5.43, 5.50, 5.46 and 5.64 respectively. The means scores depicts that more difficulties in this category were faced by arts group as compared to medical, non-medical, commerce groups.

The F-value calculated for academic groups i.e. medical, non-medical, commerce and arts groups on second major category *Lack of Information* were found to be 48.364 which was more than table value i.e. 2.54 at 0.05 level and 3.73 at 0.01 level of significance. The value of means of lack of information for medical, non-medical, commerce and arts groups were 4.59, 4.86, 4.60 and 5.92 respectively. The mean scores depict that arts group have more difficulties in gathering information as compared to medical, non-medical and commerce groups.

Between academic groups i.e. medical, non-medical, commerce and arts, significant difference was observed on third major category *Inconsistent Information* (60.958) at 0.01 level of significance. In this major category, the value of means in case of medical, non-medical, commerce and arts groups were 4.01, 4.15, 3.68 and 5.38 respectively. It indicates that the arts student faced more difficulties than other academic groups as far as inconsistent information is concerned.

Significant difference was observed between academic groups on career decision-making difficulties. The F-value calculated was found to be 44.974 which were more than tabulated value at 0.01 level of significance. The values of mean for academic groups i.e. medical, non-medical, commerce and arts were 4.66, 4.80, 4.58 and 5.61 respectively. The mean scores of academic groups depicts that arts group faced more difficulties in career decision-making as compared to medical, non-medical and commerce groups.

The null hypothesis that there exists no significant difference in career decision-making difficulties among adolescents in the academic streams i.e. medical, non-medical, commerce and arts was not accepted in the present study.

The results reveal that arts students found more difficulties in career decision-making as compared to medical, non-medical and commerce students. Arts students have less motivated, internal and external conflicts and difficulties in obtaining information about different career alternatives whereas medical students faced lesser difficulties in making career decisions.

Table 5: Means and S.D's for the Medical, Non- Medical, Commerce and Arts groups on the variable Personality

VARIABLES	MEDICAL		NON-MEDICAL		COMMERCE		ARTS	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Personality								
Extraversion	3.53	0.71	3.45	0.60	3.41	0.67	3.59	0.50
Agreeableness	3.75	0.46	3.79	0.50	3.65	0.55	3.98	0.42
Conscientiousness	3.56	0.71	3.53	0.61	3.43	0.60	3.81	0.52
Neuroticism	3.12	0.62	2.70	0.72	3.03	0.70	3.58	0.52
Openness	3.61	0.48	3.70	0.58	3.64	0.40	3.88	0.45

Table 6: One-way ANOVA for dimensions of Personality based on Academic Streams i.e. Medical, Non-medical, Commerce and Arts

Variables	Source Variation	Sum Squares	df	Mean Squares	F-ratio
Personality					
Extraversion	Between Groups	5.608	3	1.869	5.09**
	Within Groups	194.291	529	0.367	
	Total	199.899	532		
Agreeableness	Between Groups	6.318	3	2.106	9.16**
	Within Groups	121.563	529	0.23	
	Total	127.881	532		
Conscientiousness	Between Groups	5.595	3	1.865	5.58**
	Within Groups	176.805	529	0.334	
	Total	182.4	532		
Neuroticism	Between Groups	19.375	3	6.458	16.11*
	Within Groups	211.699	529	0.401	
	Total	231.074	532		
Openness	Between Groups	11.558	3	3.853	17.10*
	Within Groups	119.162	529	0.225	
	Total	130.72	532		

Discussion based on Table 5 and 6

Table 5 reveals the mean scores of Personality pattern among academic streams i.e. medical, non-medical, commerce and arts and Table 4 reveals the F-values of the variable personality. The big five personality scale comprises five personality traits namely extraversion, agreeableness, conscientiousness, neuroticism and openness:

Extraversion: The F-value calculated for adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts were found to be 5.09 which was more than table value i.e. 2.54 at 0.05 level and 3.73 at 0.01 level of significance. This indicates that adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts on extraversion were statistically significant. The mean scores of Extraversion for medical, non-medical, commerce and arts were 3.53, 3.45, 3.41 and 3.59 respectively. The mean scores depicts that the arts students in the present sample were found to be more extrovert, outgoing and energetic than medical, non-medical and commerce group.

Agreeableness: The F-value for adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts on agreeableness were found to be 9.16 at 0.01 level of significance. It indicates significance difference between adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts on the variable agreeableness. The mean scores of Agreeableness for medical, non-medical, commerce and arts were 3.75, 3.79, 3.65 and 3.98 respectively. Based on the value of mean it was observed that the arts group was more agreeable, friendly and compassionate as compared to medical, non-medical and commerce groups.

Conscientiousness: Significant difference was observed between adolescents pursuing academic streams on the variable conscientiousness (5.58) at 0.01 level of significance favouring arts students. It indicates that the adolescents were more conscientious, efficient and organized than medical, non-medical and commerce students counterparts. The mean score for Conscientiousness for medical, non-medical, commerce and arts were 3.56, 3.53, 3.43 and 3.81 respectively.

Neuroticism: The F-value between adolescents pursuing academic groups on the variable neuroticism was found to be 16.11 significant at 0.01 level. The mean score for neuroticism for medical, non-medical, commerce and arts were 3.12, 2.70, 3.03 and 3.58 respectively. On this variable, the mean scores indicate that the arts students were neurotic and nervous as compared to medical, non-medical and commerce groups.

Openness: The F-value calculated for adolescent pursuing academic streams i.e. medical, non-medical, commerce and arts were found to be 17.10 which was more than table value i.e. 2.54 at 0.05 level and 3.73 at 0.01 level of significance. This indicates that adolescents pursuing academic streams i.e. medical, non-medical, commerce and arts on variable openness were statistically significant. The score of mean in case of medical, non-medical, commerce and arts group on the variable of openness were 3.61, 3.70, 3.64 and 3.88 respectively. It indicates that arts students in the present investigation are found to be more open, inventive and curious as compared to their medical, non-medical and commerce counterparts.

The null hypothesis that there exists no significant difference in personality pattern (extraversion, agreeableness, conscientiousness, neuroticism and openness) among adolescents belonging to academic streams i.e. medical, non-medical, commerce and arts adolescents was thus not accepted in the present study.

Conclusions of the study

The present study highlighted comparison between decided and undecided adolescents as well as different academic streams i.e. medical, non-medical, commerce and arts on career decision-making difficulties and personality among adolescents. The findings show that undecided students found more difficulties in making career decisions than their decided counterparts. They have good information about jobs/career, their own talents, abilities and capabilities to perform in particular field. Whereas, the undecided students lack confidence, have scarcity of information about jobs/career and show inability in knowing themselves for making relevant career decisions. Hence, undecided students require proper guidance and counseling, reliable information related to career, and analysis of the personality to choose a particular career.

In the present investigation, Arts group faced more career decision-making difficulties as compared to medical, non-medical and commerce groups while medical students faced least difficulties as compared to other academic groups.

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. Hence a proper diagnosis of career decision-making difficulties and personality may provide an insight into the counselee's problems and help in counseling strategies.

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