Chapter -V

Summary, Conclusions and Suggestions for Further Research
Making decisions regarding a career is an important task for young people. Consistent with developmentally focused career theories (Gottfredson, 1981; Super, 1957), this process begins to occur in primary school, when children develop their interests and begin to understand how their abilities relate to the world of work. It continues throughout the life span (Hartung, Porfeli, & Vondracek, 2005), although much more is known about career decisions made by middle and late adolescents (Savickas, 1997) and adults (Vondracek & Kawasaki, 1995), than younger adolescents and pre-adolescents. Not all young people make career decisions easily, and many experience episodes of indecision before settling on a career path (Fouad, 1994; Tinsley, 1992). Some authors estimate as many as 50% of students experience career indecision (Gianakos, 1999), which is not surprising given the number of career and educational options available, and the need to understand how one’s needs, values and goals intersect with these options. Career decisions can also have long term repercussions, as they can commit a student to a particular career path that can involve long periods of education and training before actually resulting in employment.

Choosing a career is an important decision that impacts an individual’s entire future. Career is defined as an occupation or profession especially towards one particular field and special training. It has become a complex task among students as well as parents due to ever changing technology. According to Ginzberg, Ginsburg, Axelrad and Herma (1951), the initial fantasy stage of early to mid-childhood, is followed, through the early teenage years by the tentative stage, when individuals begin to think about their interests, capacities and values. In the realistic stage, of late adolescence, which is the subject of this paper, the individual shifts from a focus on subjective needs and interests, to an appraisal of what the world has to offer. Once selected, even a single career choice can.

Ranson (2003) involves three different career paths. These include stable employment with one employer, mobility between employers and self-employment. It is important to be aware, that any choice made may be reflected in a number of different paths, once the career has been commenced.

**Career Decision-making**

The career decision-making process is a unique time in the lives of young adults (Arnett, 2000). Career decision-making is a process that explains the choices that a
person makes when selecting a particular career. It is a complex phenomenon that has social, psychological and philosophical aspects to it (Aldona & Liuda, 2004).

The choosing of careers has remained a constant challenge for students and career counsellors as they search for a career decision-making process that is both developmentally comprehensive and designed to prepare students for life-long career planning. Choosing a career from a large and challenging array of possibilities is a problem to the youth because a lot of attention is paid to academic performance with little information on the link between the subject chosen and future careers (MOET, 2007).

It is a period of identity exploration and a time when commitments in the career realm occur, especially among college students (Stringer & Kerpelman, 2010).

Career choice and planning has become important as globalization, and current vocational choices have created an unprecedented war for talent (Smith, 2011).

Career decidedness refers to the certainty of the decision taken, while career indecision provides information about issues related with career constructs i.e. interests, academic stability, contextual supports etc. The task of choosing a career is not static, but part of the developmental process.

*Operationally, in the present study career decision-making has been defined as a process of choosing career path by reviewing one’s own skills, interests and abilities and ultimately reaching at rational decision. The Career Decision-Making Inventory (Singh, 2014) has been used to assess sub-scales of career decision-making of career decidedness and career indecision and to survey the career decision-making of undergraduate students.*

**Chance Events**

Although chance events have been included in the career development literature for some time, there has been comparatively limited empirical research in this area. However, despite the small number of studies, a surprising number of different terms have been used to explain the core concept. These include: chance (Roe & Baruch, 1967), serendipity (Betsworth & Hanson, 1996), happenstance (Miller, 1983), and synchronicity (Guindon & Hanna, 2002).
Furthermore, definitions of this concept vary. However, despite the different terminology and subtle definitional differences found in the literature, chance events generally relate to unplanned, accidental, or otherwise situational, unpredictable, or unintentional events or encounters that have an impact on career development and behaviour (Rojewski, 1999).

The term serendipity is unfortunately often misunderstood. It is commonly and inaccurately defined as a happy accident (Meyers, 2008). Whereas, Merton and Barber (2004) stated that serendipity described the application of an intellectual ability to make use of an unexpected occurrence to gain insight or new understanding. This definition fits well with career development in that the activating event is reflected upon by the individual and results in increased self-awareness and motivation to take action, that did not exist before the unexpected event or reflection.

Operationally, in the present study chance events have been defined as unplanned, serendipitous and upsetting events that a person encounters in its vocational as well as personal aspect of life and is assessed by using Chance Events Questionnaire (CEQ: Self-constructed by investigator). The tool includes nine factors covering chance events i.e. interactions/connections, activities, witness, obstacles, modelled careers, situational, recommendations, restrictions and other unexpected or unpredictable events.

**Emotional Intelligence**

Emotions are the feelings that possess such as happiness, loneliness, anger, pride, anxiety, regret, shame, guilt, excitement, love, etc., depending on our experiences and the stimuli we receive from our surroundings and people around. Every individual has a unique insight of the event and every individual feels it differently. That is the reason why some people are considered to be more emotional than others. Emotional intelligence has been often been conceived as ability of perceiving, assimilating, understanding and managing emotions.

In 1990, researchers Mayer, Salovey and their colleagues published two articles that introduced the term Emotional Intelligence itself into mainstream American psychology. He brought together the existing body of Emotional Intelligence research with an introduction to how emotion works in the brain, and added some practical
examples of how *emotional intelligence* was being cultivated in schools and workplaces around the USA. In this 1995 version, Goleman cherry-picked bits of both Gardner’s and Mayer and Salovey’s definitions to put together his own version of Emotional Intelligence, comprising knowing one’s emotions, managing one’s emotions, motivating oneself, recognising emotions in others, and handling relationships skilfully.

In an article by Mayer and Salovey (1990) defined emotional intelligence as an *integral part of an individual’s social intelligence whereby one can monitor feelings, both of their own and others around them differentiate among them and also able to direct one’s thoughts and resultant actions.*

There are several definitions of emotional intelligence which has been designed by various researchers over a period of time. The most basic definition of emotional intelligence (E.I.) which was designed by Goleman describes it as a skill to identify and control emotions within ourselves as well as of others (Goleman, 2001).

The specific problem this research will address is students need to be more informed about their emotional and social development and ways of resolving their psychological difficulties they may encounter during their emotional and social development process (Gati, Krausz, & Osipow, 1996).

Emotional intelligence is an important influencing variable in personal achievement, career success, leadership, and life satisfaction (Nelson & Low, 2003). Emotional intelligence in recent times has become popular as it helps to understand relation between reason and emotion. This concept stems from social intelligence. Thorndike (1920) defines it as a quality which enables a person to understand and deal with others in a wise manner.

Another definition of emotional intelligence is given by UNICEF (2007) Innocent Report titled Childhood poverty in perspective: An overview of child wellness and emotional intelligence in rich countries as the real standard on which a nation can be evaluated in a holistic manner, is the way in which it attends to its children’s health, safety, education and sense of belonging, being valued and loved by the familial and societal units they are born into.
Emotional Intelligence addresses self-regulatory processes of emotions and motivation that enable people to make adjustments to achieve individual, group, and organizational goals (Froman, 2010).

*Emotional intelligence addressed in the present study is operationally defined as an ability to identify the emotions, assimilate feelings related to those emotions and manage them to solve problems from all aspects of life. Emotional Intelligence Scale (Hyde, Pethe & Dhar, 2002) has been used for the assessment of emotional intelligence along with its 10 domains named as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour.*

**Social Context**

A myriad of systemic processes working on the people of a culture and emanating from the people into the culture as well. In the case of society, Social Context is how a thing is viewed by the members of that culture or audience.

Societal structure are macro social forces that shape the ways in which people approach their daily living activities and relationships either directly or indirectly. They are external to individual, and include factors such as technology, social class, demography, urbanisation, mass media and the various social institutions that serve to influence the patterning of social behaviour between and among individuals in society, such as family, education, religion, leisure, health, economy/work and government (Earle and Earle, 1997).

The influence of a group of people on their environment and/or the environment’s influence on them. A child born and raised in the city will have a much different view of the world than a child born and raised in the country. Whereas the discipline of sociology is full of jargon unknown to the average member of the society, whereas it studies, the practice of public sociology seeks to make sociology more accessible to everyone.

Some important social factors are- religion, ethnicity, family, physical attributes, economic status, education, locality, political system etc. Every child looks up to her immediate circle of influence: parents, an older sibling, a close family friend or the
most admired classmate in school- to find actions, styles or people to identify with, associate with and eventually emulate. The act of establishing a role model is neither conscious nor deliberate. It is a human tendency to find alignment of one’s thoughts and preferences in others’ behaviour. Children are no exception. The process of establishing that connection cannot be influenced. It is a natural outcome of curiosity, a natural alignment of seeing oneself in a place which holds an aspiration value. An individual goes through many influences that could change his behaviour and choices.

The importance of parental influence upon their children’s career choice is consistently important, even across gender and racial lines. Although schools, peers, and the student’s community all have an impact on the young adult’s self-identity and career choice, the parent’s expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006). In one study (Creamer & Laughlin, 2005), this influence has been so strong as to override the influence of teachers, faculty, and career counsellors, who likely know more about the career field in question but were not as well-known and/or trusted as the student’s parents for this type of decision. The use of a systems model when conducting career counselling sessions, especially with adolescents, appears to be a quite useful strategy, especially as, —the counsellor’s ability to think systematically may be the only key available to the client who is unconsciously bound by forces in the family from which the client needs to be freed in order to select and pursue a career that can provide independence and autonomy as well as satisfaction and fulfilment (Bratcher, 1982).

Both the school and the family can provide information and guidance, either directly, or indirectly, to influence a young person’s choice of career. School teachers can identify aptitudes and abilities, and encourage students to take certain subject options, or take part in work experience, or employment visits. Small and McClean (2002), reported on the very strong influence parents can have by providing an example. They also offer appropriate support for certain occupational choices, which tend to follow their own. There are many other influences from within the family. For example, Dunn, Slomkowski and Bearsall (1994), highlighted the impact of siblings who can have an influence in competition to that of parents and teachers. This can last until, as young adults, the siblings adopt their separate lives. The link between birth order and occupation has a long history.
In the present study, social context has been operationally defined as the immediate physical and social settings in which people live or in which something happens or develops and is assessed by using Social Context Scale (SCS: Self-constructed by investigator). It includes four dimensions of influence of family, influence of friends, influence of teachers and influence of media covering these social factors.

**Rationale of the Study**

A career is a set of activities that is an outcome of acquiring certain education. It is imperative to hold any career to survive, to satisfy the individuals’ basic needs and at large it is also significant as it ensures satisfaction for social status. Therefore, the right career choice is one of the most important decisions of an individual’s life. Everybody makes decisions about what one wants to learn and one wants to do in future. These decisions are influenced consciously and unconsciously by numerous factors-some factors could be proved helpful to progress in life while others can restrict individual’s aspirations by ignoring their interests.

Decision-making is a dynamic process, and thus it can occur repeatedly until it reaches suitable and satisfactory levels which one wishes. Ginzberg, Ginsburg, Axelrad and Herma (1966) stated that most individuals confront the problem of making career decision at least twice during their live time, once for themselves, and again as parents or as teachers, psychologist and, counsellor who deals with such problem continuously as a part of their daily work. The failure to recognize the appropriate and satisfactory career will lead to later frustration. It has been argued frequently that career decision making is a vibrant and interactive phenomenon that has been the subject of ongoing research (Savickas, 1995). At graduation level career decision making has always been taken as a matter of serious concern and significant importance.

The students in this age group are influenced by the factors such as gender discrimination, family pressure, not having enough information about careers, not being aware of their own interests and desires in the stage of identification of vocational field. Therefore, in the next terms students are experiencing regrets, disadvantages, instabilities about their field. These students cannot adopt their vocational fields and may experience some serious problems such as fall in school
achievements, the loss of interest in study, anxiety, terminating the educational life, development of a negative reaction against the family etc.

In describing his social cognitive theory, Bandura (1982) postulated that unforeseeable events can have an impact on individuals, generating a potential chance effect in people’s cognitive functioning and social learning experience. The impact of chance on individuals’ work life is well recognized by theoretical perspectives in sociology and in vocational and career psychology. Also, the chance occurrence is a phenomenon which an individual continuously encounter in his/ her intrapersonal, interpersonal, familial, communal, organizational, vocational, leisure, and other aspects of our life.

Emotions are thought to play an everyday role in the construction of career, which is constructed through everyday action. For example, career can be constructed via language in conversations with others (Young, Valach, & Collin, 1996). People’s emotional intelligence is acknowledged as a crucial psychosocial meta-capacity for successful adaptation in various spheres of life (Jain, 2012), including the realm of careers (Puffer, 2011).

Contextual factors and individual characteristics would influence one’s career choice (Tang et al. 2008). The contextual can be classified as the barriers and supports in their environment. Contextual factors such as perceived barriers and supports are influencing career decision making. According to Lent et al. (2003), contextual supports and barrier as indirectly linked to choice goal of individuals’ career decision making.

Parents serve as a major influence in their children’s career decision making i.e. from education to selection of career. Parents have been cited as a strong influential factor in their children’s career decision making (Middleton & Loughead, 1993; Sebald,1989). Teachers have a big role in guiding their students to identify what they are good at and ultimately shaping their future. They always motivate students, depending on their abilities and this is exactly what children take from early childhood from school environment.

This study is a stepping stone in the field of psychology and career counselling. This aspect requires much more exploration as there is dearth of research work, especially in India. Findings of this research study will prove beneficial for educators, parents, counsellors etc. for providing better knowledge about this vital
component of success and its important predictors. An understanding of all these aspects will provide a better insight into the success equation required in life.

Empirical studies yield mixed results indicating the need of research about how chance events, emotional intelligence and social context affect career decision-making of undergraduate students? Moreover the research studies exhibiting relationship between chance events and career decision-making have been conducted predominately in the West only. Hence due to limited research on taking together the variables of career decision-making, chance events emotional intelligence and social context, which prompted the investigator to conduct this study.

The present investigation was thus anticipated to answer the following research questions: In what ways do chance events, emotional intelligence and social context influence career decision-making of undergraduates? What is the extent of relationship that exists between career decision-making and chance events, emotional intelligence and social context? What are the variables from among chance events, emotional intelligence and social context that would predict career decision-making of undergraduate students in the present investigation?

The present study is thus an attempt to examine the role of chance events, emotional intelligence and social context in career decision-making of undergraduate students.

**Statement of the Problem**

The statement of the problem thus reads as:

**ROLE OF CHANCE EVENTS, EMOTIONAL INTELLIGENCE AND SOCIAL CONTEXT IN CAREER DECISION-MAKING OF UNDERGRADUATE STUDENTS**

**Objectives of the Study**

The specific objectives for the present study were:

1. To study the nature of variables under study viz. chance events, emotional intelligence, social context and career decision-making.

2. (a) To study the relationship of career decision-making with chance events of undergraduate students.
To study the relationship of career decision-making with emotional intelligence of undergraduate students.

(c) To study the relationship of career decision-making with social context of undergraduate students.

3. (a) To find, whether gender differences exist with regard to career decision-making of undergraduate students.

(b) To find, whether gender differences exist with regard to chance events of undergraduate students.

(c) To find, whether gender differences exist with regard to emotional intelligence of undergraduate students.

(d) To find, whether gender differences exist with regard to social context of undergraduate students.

4. (a) To find, whether career decision-making will differ in case of undergraduate students from Arts, Commerce and Sciences streams.

(b) To find, whether chance events will differ in case of undergraduate students from Arts, Commerce and Sciences streams.

(c) To find, whether emotional intelligence will differ in case of undergraduate students from Arts, Commerce and Sciences streams.

(d) To find, whether social context will differ in case of undergraduate students from Arts, Commerce and Sciences streams.

5. To find out the predictors of career decision-making from among the independent variables of chance events, emotional intelligence and social context in case of present sample.

**Hypotheses of the Study**

On the behalf of above stated objectives following hypotheses were framed:

1. The variables under study i.e. career decision-making, chance events, emotional intelligence and social context would not exhibit normalcy of distribution.
2. (a) No significant relationship exists between career decision-making and chance events of undergraduate students.

   i. No significant relationship exists between career decidedness and chance events of undergraduate students.

   ii. No significant relationship exists between career indecision and chance events of undergraduate students.

2. (b) No significant relationship exists between career decision-making and emotional intelligence of undergraduate students.

   i. No significant relationship exists between sub-scale of career decidedness and emotional intelligence along with its dimensions i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour of undergraduate students.

   ii. No significant relationship exists between sub-scale of career indecision and emotional intelligence along with its dimensions i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour of undergraduate students.

2. (c) No significant relationship exists between career decision-making and social context of undergraduate students.

   i. No significant relationship exists between sub-scale of career decidedness and social context along with its dimensions i.e. influence of family, influence of friends, influence of teachers and influence of media of undergraduate students.

   ii. No significant relationship exists between sub-scale of career indecision and social context along with its dimensions i.e. influence of family, influence of friends, influence of teachers and influence of media of undergraduate students.
3. (a) There exists no significant gender difference with regard to career
decision-making of undergraduate students.

This overall hypothesis covers the following sub-scales:

i. There exists no significant gender difference in the sub-scale of career
decidedness of undergraduate students.

ii. There exists no significant gender difference in the sub-scale of career
indecision of undergraduate students.

3. (b) There exists no significant gender difference with regard to chance events
of undergraduate students.

3. (c) There exists no significant gender difference with regard to emotional
intelligence of undergraduate students.

This overall hypothesis covers the following sub-scales:

i. There exists no significant gender difference in the domain of self-
awareness of undergraduate students.

ii. There exists no significant gender difference in the domain of empathy
of undergraduate students.

iii. There exists no significant gender difference in the domain of self-
motivation of undergraduate students.

iv. There exists no significant gender difference in the domain of emotional stability of undergraduate students.

v. There exists no significant gender difference in the domain of managing
relations of undergraduate students.

vi. There exists no significant gender difference in the domain of integrity
of undergraduate students.

vii. There exists no significant gender difference in the domain of self-
development of undergraduate students.

viii. There exists no significant gender difference in the domain of value
orientation of undergraduate students.
ix. There exists no significant gender difference in the domain of commitment of undergraduate students.

x. There exists no significant gender difference in the domain of altruistic behaviour of undergraduate students.

3. (d) There exists no significant gender difference with regard to social context of undergraduate students.

This overall hypothesis covers the following dimensions:

i. There exists no significant gender difference in the dimension of influence of family of undergraduate students.

ii. There exists no significant gender difference in the dimension of influence of friends of undergraduate students.

iii. There exists no significant gender difference in the dimension of influence of teachers of undergraduate students.

iv. There exists no significant gender difference in the dimension of influence of media of undergraduate students.

4. (a) There exists no significant difference in career decision-making in case of undergraduate students from Arts, Commerce and Sciences streams.

This overall hypothesis covers the following domains:

i. There exists no significant difference in career decidedness in case of undergraduate students from Arts, Commerce and Sciences streams.

ii. There exists no significant difference in career indecision in case of undergraduate students from Arts, Commerce and Sciences streams.

4. (b) There exists no significant difference in chance events in case of undergraduate students from Arts, Commerce and Sciences streams.

4. (c) There exist no significant difference in emotional intelligence in case of undergraduate students from Arts, Commerce and Sciences streams.
This overall hypothesis covers the following domains:

i. There exists no significant difference in the domain of self-awareness in case of undergraduate students from Arts, Commerce and Sciences streams.

ii. There exists no significant difference in the domain of empathy in case of undergraduate students from Arts, Commerce and Sciences streams.

iii. There exists no significant difference in the domain of self-motivation in case of undergraduate students from Arts, Commerce and Sciences streams.

iv. There exists no significant difference in the domain of emotional stability in case of undergraduate students from Arts, Commerce and Sciences streams.

v. There exists no significant difference in the domain of managing relations in case of undergraduate students from Arts, Commerce and Sciences streams.

vi. There exists no significant difference in the domain of integrity of undergraduate students in case of undergraduate students from Arts, Commerce and Sciences streams.

vii. There exists no significant difference in the domain of self-development in case of undergraduate students from Arts, Commerce and Sciences streams.

viii. There exists no significant difference in the domain of value orientation in case of undergraduate students from Arts, Commerce and Sciences streams.

ix. There exists no significant difference in the domain of commitment in case of undergraduate students from Arts, Commerce and Sciences streams.

x. There exists no significant difference in the domain of altruistic behaviour in case of undergraduate students from Arts, Commerce and Sciences streams.

4. (d) There exists no significant difference with regard to social context in case of undergraduate students from Arts, Commerce and Sciences streams.
This overall hypothesis covers the following dimensions:

i. There exists no significant difference in the dimension of influence of family in case of undergraduate students from Arts, Commerce and Sciences streams.

ii. There exists no significant difference in the dimension of influence of friends in case of undergraduate students from Arts, Commerce and Sciences streams.

iii. There exists no significant difference in the dimension of influence of teachers in case of undergraduate students from Arts, Commerce and Sciences streams.

iv. There exists no significant difference in the dimension of influence of media in case of undergraduate students from Arts, Commerce and Sciences streams.

5. None of the independent variables of chance events, emotional intelligence and social context would contribute significantly in predicting career decision-making both independently as well as conjointly among undergraduate students.

i. None of the independent variable of chance events, emotional intelligence and social context would contribute significantly in predicting career decidedness both independently as well as conjointly among undergraduate students.

ii. None of the independent variable of chance events, emotional intelligence and social context would contribute significantly in predicting career indecision both independently as well as conjointly among undergraduate students.

**Method of the Study**

Research can be classified in terms of their purpose. Accordingly, they are most often classified as exploratory, descriptive or explanatory (Saunders, Lewis & Thornhill, 2007). Burns and Grove (2009) define a research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings.
The method employed to study the present investigation was descriptive survey method. The descriptive survey method describes and interprets what is. It is concerned with conditions that exist, opinions that are held, and processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present events, although it often considers past influences as they relate to current conditions. Descriptive research deals with the relationship between the variables, testing of hypotheses and the development of generalizations, principles or theories that have universal validity (Best & Kahn, 2010).

The present study was designed to study dependent variable of career decision making in relation to independent variables of chance events, emotional intelligence and social context among undergraduate students from Degree colleges of Mohali and Chandigarh. It was also designed to find out the gender and academic stream differences on the variables of chance events, emotional intelligence, social context and career decision making. The study was further designed to find out the significant predictors of career decidedness and career indecision from among the independent variables of chance events, emotional intelligence and social context.

In the present study, survey method was used to collect data from a large number of population within a particular time period by using appropriate tools as per the variables under study to test hypotheses. It is also descriptive in the sense that aims at exploring the nature and distribution of variables.

The study is also co-relational in nature and approach. Because it aims at co-relating the dependent variable of career decision making with independent variable of chance events, emotional intelligence and social context.

Besides these, to find out the correlates and predictors of criterion variable of career decision making from amongst predictor variables of chance events, emotional intelligence and social context, multiple regression analysis was employed.

**Field of Investigation**

The field of investigation for the present study were Degree colleges of Chandigarh and Mohali. In all, there are a total of 10 colleges in Chandigarh (N=8) and Mohali( N=2). Out of these, eight colleges fall under Panjab University, Chandigarh and two under Punjabi University, Patiala.
Criteria of Selection of Colleges

The present study was delimited to collect data from Chandigarh and Mohali. Chandigarh is divided into three phases. Phase I ( Northern Sectors) comprise Sector 1 to 30, Phase II ( Southern Sectors) Sector 31 to 47 and Phase III that comprises Sector 48 onwards. For the present study, Phase I and Phase II were determined for data collection as no college was located under Phase III of Chandigarh city. In order to give due representation of population, three colleges were selected randomly from the list of colleges of Chandigarh. The second area for data collection was Mohali District. There were two colleges in District Mohali. By using random sampling technique, one college was identified to collect the sample for the study. Thus, a total of three colleges were identified to collect the sample from Chandigarh and one college from Mohali. At the same time, care was also taken that only those colleges were selected which offered the three academic streams of arts, commerce and sciences.

Criteria of Selection of Students

The first step of selection was to select the colleges for data collection. Following criteria was employed while selecting undergraduate students for the present study:

- First year undergraduate students pursuing their degree in academic streams i.e. arts, commerce, science( Medical and Non Medical)

- Only those students who were present on the days of data collection and those who completed all the tools.

Sample and Sampling Procedure

In the present study the researcher has selected a sample of 482 first year undergraduate students from Degree colleges of Chandigarh and Mohali. The investigator prepared the list of degree colleges of Chandigarh and Mohali. For the present investigation random sampling technique was be employed for the selection of colleges. Undergraduate students from all the three sub-groups i.e. Arts, Commerce and Sciences, was selected by employing random sampling technique. From the three academic streams namely science, arts and commerce, the sample comprised of 482 undergraduate students in which 150 from arts stream, 187 from commerce stream
and 145 from science stream. Out of total sample of 482, 195 were male and 312 were female undergraduate students from degree colleges of Chandigarh and Mohali.

**Tools Employed**

Following research tools were employed:

- Career Decision-Making Inventory by Singh (2014)
- Chance Events Questionnaire (self-constructed by Investigator)
- Emotional Intelligence Scale by Hyde, Pethe & Dhar (2002)
- Social Context Scale (self-constructed by Investigator)

**Statistical Techniques Employed**

To analyze the data at different stages of investigation in accordance with various objectives of the study, different statistical techniques were used for the present study. These were as follows:

**Descriptive Statistics**

Descriptive analysis was carried out to find the nature of variables under study viz. chance events, emotional intelligence, social context and career decision-making. Measures of central tendency such as mean, standard deviation, skewness and kurtosis were worked out to describe the nature of variables.

**Differential Analysis**

`'t`-test was employed to:

- Compare male and female undergraduate students on the variables of Chance events, Emotional intelligence, Social context and Career decision-making.

One-way ANOVA was employed to:

- Compare undergraduate students pursuing academic stream i.e. arts, commerce and science on the variables of Chance events, Emotional intelligence, Social context and Career decision-making.

**Bivariate Analysis**

To find out how the independent variables are associated with the career decision-making, bivariate analysis was employed. The product moment coefficient of correlations was worked out to obtain the nature and extent of relationship between Career decision-making and Chance events, Emotional intelligence and Social context.
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. Chance events, Emotional intelligence, Social context towards the dependent variable of Career decision-making.

In order to statistically analyse the data, SPSS Version 21.0 was employed.

Findings of the Study

The findings for the present study are being presented as under:

Section: I Descriptive Analysis

The findings of descriptive analysis for the present study are as follows:

- The obtained mean scores for career decidedness and career indecision when interpreted in accordance with percentile norms established for the total sample reveal that the undergraduate students in the present study were decided with regards to their career choices.

- An average score on the variable of chance events in the present study reflects that undergraduate students in this research study were influenced by chance events during the process of career decision-making.

- A high score on the domains of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic and overall score on emotional intelligence depict that undergraduate students in the present study, excelled in perceiving, understanding and managing emotions. They were found to be aware of their skills and interests, were empathetic with others and also inclined towards motivating themselves.

- An average score on the variable of social context and its dimensions reflect that, family members, friends, teachers and media significantly influence the way undergraduates behave, think and respond in making career choice. It reveals that the suggestions given by family members, friends and teachers together shaped the career decisions of undergraduate students.
Section II: Bivariate Analysis

The significant relationship between Career Decision-making (Career Decidedness and Career Indecision), Chance Events (Total), Emotional Intelligence (Self-awareness, Empathy, Emotional Stability, Self-motivation, Managing Relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic Behaviour) and Social Context (Influence of Family, Influence of Friends, Influence of Teachers and Influence of Media) among undergraduate students are being presented vide Table 5.1

Table 5.1 Summary Table Showing Significant Relationships between Sub-Scales of Career decision-making i.e. Career Decidedness and Career Indecision and Chance Events, Emotional Intelligence and Social Context of undergraduate students

<table>
<thead>
<tr>
<th></th>
<th>Career Decidedness</th>
<th>Career Indecision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chance Events</td>
<td>-.136**</td>
<td>.240**</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>.455**</td>
<td>.317**</td>
</tr>
<tr>
<td>Empathy</td>
<td>.332**</td>
<td>-.208**</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>.381**</td>
<td>-.215**</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>.309**</td>
<td>-.173**</td>
</tr>
<tr>
<td>Managing Relations</td>
<td>.244**</td>
<td>-.192**</td>
</tr>
<tr>
<td>Integrity</td>
<td>.284**</td>
<td>-.201**</td>
</tr>
<tr>
<td>Self-development</td>
<td>.236**</td>
<td>-.180**</td>
</tr>
<tr>
<td>Value Orientation</td>
<td>.271**</td>
<td>-.209**</td>
</tr>
<tr>
<td>Commitment</td>
<td>.343**</td>
<td>-.245**</td>
</tr>
<tr>
<td>Altruistic Behaviour</td>
<td>.278**</td>
<td>-.220**</td>
</tr>
<tr>
<td>EI Total</td>
<td>.489**</td>
<td>-.329**</td>
</tr>
<tr>
<td>Influence of Family</td>
<td>.121**</td>
<td>-.215**</td>
</tr>
<tr>
<td>Influence of Friends</td>
<td>.126**</td>
<td>-.207**</td>
</tr>
<tr>
<td>Influence of Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence of Media</td>
<td></td>
<td>-.097*</td>
</tr>
<tr>
<td>Social Context (Total)</td>
<td>.133**</td>
<td>-.214**</td>
</tr>
</tbody>
</table>
Correlation between sub-scales of Career decision-making (Career Decidedness and Career Indecision) and Chance Events

- Significant but negative relationship was found between sub-scale of Career decidedness and variable of Chance events. This means that chance events do not play significant role in career decidedness of undergraduates in the present study. They made vocational and occupational choice as per their interests, skills and capabilities in the absence of influence of others suggestions. These students were not inclined towards suggestions given by others. Besides, they were capable to assess their own abilities, interests and values related to academic as well as career decision-making.

- Positive and significant relationship was found between sub-scale of career indecision and variable of chance events. It depicts that undergraduate students who were influenced by chance events while making certain decisions about their stream choice or career, are undecided regarding their occupational interest and vocational choice.

Correlation between sub-scales of Career decision-making (Career Decidedness and Career Indecision) and Emotional Intelligence

- Positive and significant relationship was found between sub-scale of Career decidedness and Emotional intelligence along with its domains i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. It means that undergraduate students, who possess ability to perceive their emotions as well as of others emotions, are certain regarding their career decisions. Further, they are effective in managing emotions that would result in managing stressful situations.

- The relationship between Career indecision and Emotional intelligence along with its domains empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour was found to be significant but negative. It reveals that undergraduates who possess less ability to perceive, recognize and manage their emotions recognize, were uncertain regarding career or academic decisions. Moreover, in stressful situations such as making career decisions, they are unable to handle their emotions as a result they become confuse and uncertain regarding their decisions.
Correlation between sub-scales of Career decision-making (Career Decidedness and Career Indecision) and Social Context

- Career decidedness and Social context along with its dimensions i.e. influence of family and influence of friends exhibited positive and significant relationship. It depicts that the undergraduate students who are able to utilize suggestions given by family members and friends, are decided in making career decisions. Although the dimension of Influence of Teachers and influence of media exhibit insignificant relationship with career decidedness. It reveals that teachers’ suggestions do not play significant role in making academic and career decisions, in the present investigation. Also they are not likely to consume information regarding variety of careers through the sources of media such as television, magazines and internet.

- Significant but inverse relationship was found between Career indecision and Social context along with its dimensions Influence of family, Influence of friends and Influence of media. The undergraduates who are unable to utilize and identify right direction, unable to make career decisions. They are either confused with the suggestions given by others or Moreover they are not aware to make use of various sources of media which can be proved as beneficial to make right decisions in the context of career. Although the dimension of Influence of Teachers exhibit insignificant relationship with career decidedness. It reveals that teachers’ suggestions do not play significant role in making academic and career decisions, in the present investigation.

Section III: Differential Analysis

a. Findings Based on ‘T-test’

The significant gender differences in case of variables under study i.e. Career decision-making( Career Decidedness and Career Indecision), Chance Events(Total), Emotional Intelligence ( Self-awareness, Empathy, Emotional Stability, Self-motivation, Managing Relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic Behaviour) and Social Context ( Influence of Family, Influence of Friends, Influence of Teachers and Influence of Media) of undergraduate students are being presented vide Table 5.2:
Table 5.2 Summary Table Showing Significant Gender Differences in case of undergraduate students on the variables of Career decision-making (Career Decidedness and Career Indecision), Chance Events, Emotional Intelligence and Social Context

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Category</th>
<th>‘t’-ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career decision-making</td>
<td>Career Decidedness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Indecision</td>
<td>3.451**</td>
<td>.001</td>
</tr>
<tr>
<td>Chance Events</td>
<td>Chance Events (CE Total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Self Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td>2.098*</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Self –Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional Stability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Development</td>
<td>2.043*</td>
<td>.042</td>
</tr>
<tr>
<td></td>
<td>Value Orientation</td>
<td>2.071*</td>
<td>.039</td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Altruistic Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional Intelligence (EI Total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Context</td>
<td>Influence of Family</td>
<td>4.453**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Influence of Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Influence of Teachers</td>
<td>2.393*</td>
<td>.017</td>
</tr>
<tr>
<td></td>
<td>Influence of Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Context (SC Total)</td>
<td>2.078*</td>
<td>.038</td>
</tr>
</tbody>
</table>

The findings of the differential analysis with regards to comparison between male and female undergraduate students on the variables of Career decision-making (Career Decidedness and Career Indecision), Chance Events, Emotional Intelligence and Social Context for the present study are as follows:

- Significant gender differences exist on the variable of career indecision one of the dimensions of career decision-making. The mean scores of career indecision was more for the male undergraduate students than the female undergraduate students. It demonstrated the male students were more uncertain about deciding the career as compared to their counterpart. Whereas no significant gender differences were observed between male and female
undergraduates on the variables of career decidedness. It exhibits that the t-ratios were found to be insignificant at either level of significance on the variable of career decidedness.

- No significant difference was found between male and female undergraduate students on the variable of chance events. With regards to the mean scores on the variable of chance events, female students exhibited more influence of chance events in comparison to male undergraduate students.

- Gender difference revealed mixed results on the variable of emotional intelligence along with its domains. Significant gender difference exists on the domains of Empathy, Self-development and Value Orientation, where female undergraduate students’ mean scores were more as compared to male undergraduate students. It showed evidence of that female undergraduates in the present investigation, were more sensitive to others feelings, more aware to strengthen their weaknesses and possess more ability to identify their own standards and beliefs. While no significant differences were observed on the domains of self-awareness, self-motivation, emotional stability, managing behaviour, integrity, commitment, altruistic behaviour and overall variable of emotional intelligence.

- Gender difference exhibits mixed results on the variable of social context and its dimensions i.e. Influence of family, Influence of friends, Influence of teachers and Influence of media. Significant gender difference exists on the dimensions of Influence of Family, Influence of Teachers and overall variable of social context. The sample of female students was found to pay more attention to the suggestions given by their parents and teachers. However, no significant gender differences were observed in the dimensions of Influence of Friends and Influence of Media.

III. b. Conclusions Based on One-way ANOVA

The significant differences of undergraduate students belonging to the academic streams of Arts, Commerce and Sciences in case of variables under study i.e. Career decision-making (Career Decidedness and Career Indecision), Chance Events (Total), Emotional Intelligence (Self-awareness, Empathy, Emotional Stability, Self-motivation, Managing Relations, Integrity, Self-development, Value Orientation,
Commitment and Altruistic Behaviour) and Social Context (Influence of Family, Influence of Friends, Influence of Teachers and Influence of Media) are being presented vide Table 5.3:

**Table 5.3 Summary Table Showing Significant Differences among undergraduates from the Academic Streams of Arts(N=150), Commerce (N=187) and Sciences(N=145) on the variables of Career decision-making (Career Decidedness and Career Indecision), Chance Events, Emotional Intelligence and Social Context**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Category</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career decision-making</td>
<td>Career Decidedness</td>
<td>16.152**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Career Indecision</td>
<td>4.648**</td>
<td>.010</td>
</tr>
<tr>
<td>Chance Events</td>
<td>Chance Events (CE Total)</td>
<td>3.820*</td>
<td>.023</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Self Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self –Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional Stability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Value Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Altruistic Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional Intelligence (EI Total)</td>
<td>3.998**</td>
<td>.019</td>
</tr>
<tr>
<td>Social Context</td>
<td>Influence of Family</td>
<td>9.012**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Influence of Friends</td>
<td>11.484**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Influence of Teachers</td>
<td>6.645**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Influence of Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Context (SC Total)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings of the multiple comparison of undergraduate students belonging to the academic streams of arts, commerce and sciences on the variables of Career decision-
making (Career Decidedness and Career Indecision), Chance events, Emotional intelligence and Social context for the present study are as follows:

- ANOVA revealed significant association between career decidedness of undergraduate students and academic stream of undergraduate students. Hence, the level of career decidedness among undergraduate students varies with variation in streams. Undergraduate students belonging to Commerce stream were more decided than other two groups.

- Significant differences were found between career indecision of students and academic stream of undergraduate students. Sciences undergraduate students were found indecisive in comparison to undergraduates belonging to academic streams i.e. commerce and science.

- Arts undergraduate students were found to be more influenced by chance events as compared to undergraduates belonging to academic streams i.e. commerce and science. Students who chose to study Arts subjects had more influence of other factors while making decisions regarding stream and career, in contrast to the students of Commerce and Sciences streams who had less influence of others events or persons while taking decisions in context of career.

- Significant differences were found between emotional intelligence of undergraduate students and academic stream of undergraduate students. Commerce undergraduate students were found to be more emotionally intelligent than undergraduates belonging to academic streams i.e. Arts and Sciences. It demonstrated that Commerce undergraduate students were much able to perceive and manage their emotions and were capable of handling difficult situations.

- Significant differences were found on the dimensions of influence of family, influence of friends and influence of teachers of undergraduate students and academic streams. ANOVA revealed significant association between overall variable of Social Context and Academic Streams of undergraduate students. Therefore, level of influence of social context among undergraduate students does not vary with variation in streams. Commerce undergraduate students were found to be more influenced by family, friends and teachers. It reveals that Commerce undergraduates were concerned about the suggestion given by parents, siblings, friends and teachers.
Section IV: Multivariate Analysis

Conclusions Based on Stepwise Multiple Correlation and Regression Analysis

When stepwise multiple regression was employed, significant predictors of sub-scales of Career decision-making i.e Career Decidedness and Career Indecision, were found from among the independent variables of chance events, emotional intelligence and social context which are being presented vide Table 5.4:

Table 5.4 Summary Table Showing Significant Predictors of Sub-Scales of Career decision-making i.e. Career Decidedness and Career Indecision among undergraduate students

<table>
<thead>
<tr>
<th></th>
<th>Career Decidedness</th>
<th>Career Indecision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chance Events</td>
<td></td>
<td>.367**</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>.455**</td>
<td>.317**</td>
</tr>
<tr>
<td>Empathy</td>
<td>.503*</td>
<td></td>
</tr>
<tr>
<td>Self-motivation</td>
<td>.490**</td>
<td></td>
</tr>
<tr>
<td>Emotional Stability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value Orientation</td>
<td></td>
<td>.420*</td>
</tr>
<tr>
<td>Commitment</td>
<td>.510*</td>
<td></td>
</tr>
<tr>
<td>Altruistic Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence of Family</td>
<td>.399**</td>
<td></td>
</tr>
<tr>
<td>Influence of Friends</td>
<td>.437*</td>
<td></td>
</tr>
<tr>
<td>Influence of Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence of Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Context (Total)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predictors of Career Decidedness

- 20.7% of the variance in career decidedness was caused by the domain of Self-awareness.

- While 3.3% of the total variance in career decidedness was caused by the domain self-motivation. Besides that, 23.7% of the total variance in Career decidedness was explained by Self-awareness and Self-motivation conjointly.
• Empathy explained 1.3% of the variance in the dependent variable of career decidedness. Besides, 24.8% of the total variance in Career decidedness was explained by Self-awareness, Self-motivation and Empathy conjointly.

• Commitment accounted for 0.7% of the total variance in career decidedness.

• For the conjoint effects, 23.7% of the total variance in career decidedness was explained by self-awareness and self-motivation conjointly; 24.8% of the total variance by self-awareness, self-motivation and empathy conjointly and 25.4% of the total variance in career decidedness was explained by self-awareness, self-motivation, empathy and commitment conjointly.

Predictors of Career Indecision

• Self-awareness emerged as a significant predictor of career indecision and it was found that 10% of the variance in career indecision was caused by the domain of self-awareness.

• Introduction of the variable Chance events accounted for 3.5% of the total variance in career indecision. Besides that, 13.1% of the total variance in career indecision was explained by self-awareness and chance events conjointly.

• 2.5% of the total variance in career indecision was accounted by Family. Also 15.4% of the total variance in career indecision was explained by self-awareness, chance events and family conjointly.

• 1.7% of the total variance in career indecision was caused by the domain of value orientation. Apart from it, 16.9% of the total variance in career indecision was explained by self-awareness, chance events, family and value orientation conjointly.

• While dimension of Friends accounted for 1.4% of the total variance in career indecision. For conjoint effects, 18.2% of the total variance in career indecision was explained by self-awareness, chance events, family, value orientation and friends conjointly.
Overall Conclusions of the Study

- An average score on the variable sub-scales of career decidedness and career indecision reveals that the undergraduates in the present study showed a clear and definite choice in career decision-making. While high score on the variable of Emotional Intelligence and its domains depict that undergraduate students in the present study, were highly emotionally intelligent which means they possess the capacity to monitor their own feelings as well as understand the feelings of others. As a result they typically are able to make sound decisions based on facts and careful evaluation.

- This research study was aimed to measure the influence of chance events or unplanned events on career decision-making of undergraduate students. An average score on the variable of Chance events reveal that undergraduates in the present study were influenced by chance events. Many factors influenced them while making decision regarding career, these events could be both negative as well as positive. Thus, they had little control over their vocational decisions and that they were influenced by chance events.

- An average score on the variable of social context and its dimensions demonstrates that undergraduate students are influenced by social context i.e. influence of family, influence of friends, influence of teachers and influence of media. It is concluded thus that family members, friends and helps in career decision-making, professional career, helping in the selection of stream, helping in giving information regarding employment opportunities. They preferred to talk to people they were more familiar with. This is why they often approached their family members, friends and teachers rather than identifying and following their own aspirations. Influence of media is also considered as an important source of career related decisions of undergraduate students, the reason is well because of information exposure of students to various professions through the medium of mass media.

- Significant but inverse relationship was found between the sub-scale of career decision-making i.e. Career decidedness and the variable of Chance events. This depicts that undergraduate students who were decided regarding their career or academic choices, do not take decisions regarding career in the influence of others.
• Positive and significant relationship was found between the sub-scale of career indecision and Chance events. It reveals that undergraduate students who were undecided over taking decisions related to career choices were influenced by chance events. It demonstrates that they were confused and diverted from their own interest and aspirations in making career choice.

• The relationship between variable of Emotional intelligence along with its domains of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour and Career decidedness, was found to be positive and significant. It depicts that undergraduate students who were capable in the present study, were good at perceiving, understanding and managing emotions, are decided and certain about their career choice.

Although negative but significant relationship was found between the variable of Emotional intelligence along with its domains of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour and Career indecision. It depicts undergraduate students who possess less ability of coping up with handling emotions in challenging situations, were undecided while making career decisions.

• Positive and significant relationship was found between career decidedness and the variable of social context along with its dimensions of influence of family, influence of friends and influence of media. It depicts undergraduate students who were decided related career, possess the ability to utilize the suggestions of others while making. On the other hand, the relationship was found to be inverse but significant between career indecision and the variable of social context along with its dimensions of influence of family, influence of friends and influence of media. It demonstrates that the suggestions given by family members and friends are rather opposite to the aspirations of undergraduate students in the present study due to that they are undecided w.r.t career.

• Significant gender differences were found in the mean scores of male and female undergraduate students on career indecision, empathy, self-development, value orientation, influence of family, influence of teachers and overall variable of social context. The sample of female undergraduate students were found to be more empathetic, inclined towards self-
development, possess ability to follow principles of right and wrong, utilize fruitful suggestions given by their family members and teachers. While male undergraduate students were found to be more indecisive while making career choices. Although no significant differences were observed on career decidedness, chance events, self-awareness, self-motivation, emotional stability, managing relations, integrity, commitment, altruistic behaviour, overall emotional intelligence, influence of friends and influence of media. It reveals that both male and female undergraduate students were having similar level on these variables while making selection with respect to career.

- With respect to academic streams of undergraduate students, significant differences were observed among undergraduate students belonging to arts, commerce and sciences in case of all variables under study i.e. Career decision-making (Career Decidedness and Career Indecision), Chance events, Emotional intelligence and Social context. Commerce stream undergraduate were more decided and emotionally intelligent while selection of their career and academic decisions. Also they were more influenced by family members, friends and teachers in context of career. On the other hand Science students found to be more indecisive. Arts undergraduates were more influenced by chance events as compare to other two groups.

- In the present study the independent variable of Chance Events, some domains of emotional intelligence i.e. self-awareness, self-motivation, empathy, value orientation, commitment and dimensions of influence of family and influence of friends have emerged as major predictors of sub-scales of career decision-making i.e. Career Decidedness and Career Indecision.

**Implications of the Study**

The purpose of any research work is to endow action that seeks to ponder its findings within the larger body of research. Research must always be of high quality in order to produce knowledge that is applicable outside of the research settings. Furthermore, the results of one’s study may have implications for policy and future project implementation.
The results of the present study imply that there exists significant relationship between the dependent variable of Career decision-making (Career Decidedness and Career Indecision) and the independent variables of Chance Events, Emotional Intelligence and Social Context. Career decision is no longer a personal issue which could not be discussed or leave it totally to chance. It is of critical importance as every individual needs to think rationally and make career decisions logically when he applies for college or university. At the secondary level, student’s individual decision making ability is still developing both intellectually and emotionally. Lack of necessary information about technical fields will effect career decision making particularly among the individuals who are on the stage of transition from school to college. Hence, the present research proposes the implications for parents, teachers, administrators, policy makers, counsellors and students, which are presented as under:

**Implications for School Administrators and Policy Makers**

1. As the present study exhibited the average level of career decidedness among undergraduate students. School administrations can focus on arranging counselling and guidance activities, educational fairs and campaigns, parental counselling and provide resource materials to enhance knowledge and awareness among students.

2. Owing to the finding of this study it was recommended that schools should be supplied with sufficient manpower in terms of trained counsellors who will be able to guide, direct and assist the students towards achieving their ultimate goal in life. Schools should also provide counselling sessions and career programme for the students, parents and guardian and given them information regarding the capabilities, intellectual abilities and limitation of their children.

3. School administrators may appoint counselling psychologists and establish counselling cell in every school to deal with this problem.

4. Career clubs should also be introduced in schools which would make available, career literature and talks from employers of labour. Finally, media houses such as the television, Radio and the print should set aside programme and columns respectively where copious information about the existing occupation should be disseminated.
Implications for Parents and Teachers

1. The study and its findings indicate that parents, friends and teachers have considerable impetus towards career decisions and academic choices. However, if we look to the role of parents in the socialization process and personality development, they usually play the initial leading roles in the value transmission but peer and friends seem to have the greatest role in adaptation of lifestyle, appearances, decision making and even educational choices.

2. The results of this research show that family effect the career decision making of undergraduate students in the present study. They take decisions on the will and suggestions given by their family members. Confirmation and support from family is needed to them. Parents can approach counsellors or experts in the specific field to choose right field of study/profession and overcome from career choice dilemma.

3. Parents and teachers should respect differences among their children. Family environments that show respect for differences and independence would enormously be helpful to the child’s career development.

4. Parents and teachers should play the role of guide instead of imposing their own goals onto their children. As a result they can explore their own interests in a particular field. They should show genuine interest in and support for their children in outlining career plans.

5. Parents should encourage their children to explore career options. This could be done through job shadowing, volunteering, and part – time jobs.

6. Parents should be mindful of careless comments they make about careers. This is because children are susceptible to careless comments parents make about-suitable and unsuitable professions.

Implications for Counsellors

1. The results of the present study reveal that undergraduate students relationship between career indecision and chance events. The career counsellor can play a crucial role in helping students to create positive chance events. There is a crucial difference between someone who passively relies on luck to solve
problems and someone who is actively searching while remaining open to new and unexpected opportunities.

2. The study also revealed that parents and friends have a great influence on undergraduate students’ career choices. Professional school counsellors should provide collaborative support and training to parents on career guidance. This is because their education, skills, and position within the school community, are in a unique position to assess the needs of individuals, and the skills and stressors of their parents.

3. Negative relationship between career indecision and emotional intelligence displayed the need that school counsellors can assist parents in learning how to provide emotional support by helping them understand the emotions that their children experience when faced with difficult educational and vocational challenges. They can help them to promote parents talk to their children about their future job plans.

4. Positive and significant relationship between career decidedness and social context revealed that career counsellors can help individuals to identify potential role models with whom they might develop supportive, high-quality relationships and can take benefits from them.

5. Career counsellors may also serve as role models themselves, through the use of self-disclosure or by demonstrating appropriate career exploration and decision-making behaviours. Since the same-gender parent is often an important role model, counsellors may focus on parent-child relationships as well. Such secure relationships may decrease career indecision for college students.

6. The present research found that Chance events are important contributors in determining career decision-making. The results of this study provide support for the matter that chance events are influential in career choice, which is consistent with approaches to career development that go beyond the static person – environment interactions such as social learning, systems and chaos theorists (e.g. Krumboltz, 1979; Patton & McMahon, 1999; Pryor & Bright, 2003b). The research results suggest that more focus needs to be put by
counsellors on strategies aimed at maximising their clients’s positive chance experiences and minimising their negative chance experiences. For instance, actions such as volunteering, joining clubs and generally making contact with other people and groups are likely to increase a client’s chances of an unplanned experience. On the other hand emotional intelligence is also found to be significant predictor of career decision making. This study suggests that counselling psychologists needs to assess the emotional intelligence of students when assisting those having career decision-making problems and those who are not mature in career wise.

Implications for Students

1. Students themselves should seek guidance to figure out what they are good at instead of simply doing what their friends or peers are pursuing. Students also have a role in their lives; they should assess themselves objectively to determine their abilities and what their future should look like. Seeking guidance from reliable people in their community is another way to go.

2. Students should also endeavour to visit libraries where they could acquaint themselves with available vocational textbooks, magazines and career sites to take advantage of knowledge regarding recent career options.

Suggestions for Further Research

Research is a systematic intensive process that contains defining and redefining problems, interrogates hypotheses, collecting, analyzing, interpreting data and finally posing new questions for future research to explore. It is organized learning, in the search of adding something to existing knowledge. A useful research attempts to establish further a set of new questions that can be used as suggestions for new researchers. The present is a considerate yet crucial endeavour to inspect the role of Chance Events, Emotional Intelligence, Social Context in Career decision-making of undergraduate students.

1) The study was conducted on first year undergraduate students of Degree colleges. It can be replicated on other graduates (second or final year), adolescents, senior secondary students and postgraduate students.
2) The study was delimited to undergraduate students of Chandigarh and Mohali region. Similar study can be carried out on the different states and regions of India.

3) Career decision-making can be studied in relation to other variables such as locus of control, career maturity, career anchors, leadership, depression, anxiety, mental health, academic achievement, academic performance, career resilience, career beliefs etc.

4) The present study was restricted to the sample of undergraduates from Arts, Commerce and Science streams. Similar study can be replicated to the sample of students from other professional courses such as BBA, BCA, B.Tech., B.Ed etc.

5) The study was delimited to the sample of 482 undergraduate students. In order to make more accurate generalizations, the study can be carried out on a larger sample of population.

6) Longitudinal studies may be taken up which can involve the case studies of actual process of choosing a vocation.

7) Experimental studies can be carried out to see the effect of intervention and career counselling on career decision-making.

8) Further research could benefit from obtaining a more diverse population in terms of employment categories (pre-service and in-service) attempt to further refine the manner in which individuals identify the role of chance in career decision making means.

9) Comparative study on career decision-making can be carried out in rural/urban, private/government and at different educational levels i.e. undergraduate/postgraduate.