Chapter -I

Introduction
An important aspect of an individual’s life after completion of education is building career in the field of expertise or a work where his/ her competencies can be exploited. The educational decisions thus pave the direction to future career related decisions. In the process of making relevant decisions, anything from uncertainty to lack of awareness can become the obstacle of a successful career path. Careers in the modern world include plenty of work roles rather than a hierarchical structure which gradually moves upwards. Selection of a career path can help one in many ways such as setting professional goals and forming a strategy for achieving that goal. Making a career choice to a large extent is entirely different from choosing a job or choosing work place. It is one of those momentous decisions that can change the course of one’s life. With regards to such important task of one’s life, it demands considerable time and introspection. In today’s perfect world, every individual thus should know the value of right career for him/her and in this context, it is important to explore the term career decision- making which involves two terms career and decision-making.

**Career**

Career is a sequence of roles or positions, including work, leisure, volunteer and educational pursuits. Career may encompass several occupations or vocations and many jobs or positions. However, people have only one career, extending from early childhood through retirement (Seligman, 1994).

Career has been defined as *the evolving sequence of a person’s work experiences over time* (Arthur, Hall, & Lawrence, 1989).

Super (1957) perceived careers as satisfying three major personal needs:

1) human relations needs (e.g. socialization, recognition, independence, status)
2) activity needs (e.g. structure, stimulation, creativity, use of skills)
3) livelihood needs (e.g. security, compensation)

The total constellation of psychological, sociological, educational, physical, economic and chance factors combine to shape the career of any given individual over the life span (Hoyt ,1991).

According to English Oxford Living Dictionaries (2018) *career* means - *an occupation undertaken for a significant period of a person’s life and with opportunities for progress*. Choosing a career is one of the most crucial decisions people make in life.
Merriam-Webster Dictionary (2018) states *career as a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life.*

Career in daily life refers to the person's experience of job and roles undertaken throughout life, occupation, business and success (Bayraktaroğlu, 2006).

Career is seen as a series of individual perceived attitudes and behaviours and integrated work-related activities during the life experience of a person. Each individual either a babysitter or a physicist or an academician or a manager automatically has a career. However, the individual must interpret his/her career in a meaningful way (Bingöl, 2006).

Career is defined as *time extended working out of a purposeful life pattern through work undertaken by the person* (Sampson, Reardon, Peterson & Lenz, 2004).

Career is defined as a developmental process that covers all the roles before, during and after the profession (Yazıcı, 2009) and consists of all the work done during an employee's working life (Özgen, 2005).

**Decision-making**

Decision-making is a process of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case it is important not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on (Harris, 1998).

As decision-making is important in all other areas of life. Career related decisions are vital in a student life after high school. There could be various options available for students at that point of time, but the crucial factor is the rational, logical and goal oriented decision needed.

Decision-making may be classified as rational or irrational. Rational decision leads to reviewing relevant facts, observations and possible outcomes before choosing a particular action. Further it can be described as clarity of the future with lesser anguish and burden about the future. An irrational decision on the other hand is a decision that goes against the logic. It creates negativity without clarity of future and distress.
Taylor (1965) described decision-making as the choice among alternative courses for action. 

Nutt (1976) described decision-making as the process of selecting a particular alternative for implementation. 

Decision-making is the process whereby some sort of choice is made between alternatives by evaluating the information which is favourable or unfavourable to each alternative (Harre & Lamb, 1983). 

Decision-making is defined as problem solving, along with the cognitive and affective processes needed to develop a plan for implementing the solution and taking risks involved in following through to complete the plan (Sampson, Reardon, Peterson & Lenz, 2004). 

**Career decision-making**

It is clear that in the modern world, making a vocational choice is not a single decision made at once, but a process involving many decisions and people, that combine to set a platform for individual’s career development. The process of vocational decision-making begins from an early age; it nurtures gradually in the young age, when a child is ready with the answer to the question, what he wants to be when he grows up, and further continues in a developmental form throughout the lifespan. 

While it is accepted that deciding on a prospective vocational direction is difficult enough, the world of work offers additional complexities with regard to the career decision-making process. The advent of the information age has quickly acquired a period of rapid growth, instability, and change, such that the development of one set of roles or responsibilities, or one vocational identity probably will not take an individual through his or her entire career. 

In the past century careers tended to follow a more or less stable pattern and many people continued with the same career for an entire lifetime. In the 21st century, the world of work is unstable and requires a flexible practical approach. New careers are constantly emerging and existing careers are enduring change. One only has to look at increasing unemployment rates to see that the world of work is not as stable as it once
was. Even in times of relative stability, it is still common that occupations which have been traditionally secure and promising career choices routinely become obsolete, or job markets become flooded with potential employees (Baumgardner, 1982).

Career decision-making however is not a once-a-time activity but it is a process which an individual may be engaged in throughout his/her life. In order to make a sound career decision thus one need to have adequate information about oneself and the career environment.

There are various forms of decisions one makes throughout one’s life time with reference to career, e.g.

- choosing a course of study after school education
- selection regarding post-graduate course
- making a change in career choice
- choosing to focus on a specific area within selected field

Career decision-making includes a process by which one selects an occupation (Zunker, 1994). Brown, Brooks, and Associates (1996) defined career decision-making as the thought processes by which an individual integrates self-knowledge and occupational knowledge to arrive at an occupational choice. It also involves making a commitment and carrying out the actions necessary to implement the choice (Isaacson & Brown, 1997).

Parsons (1909) suggested that vocational choices should be based on three broad factors: a clear understanding of oneself, one’s aptitudes, abilities, interests, ambition, resources, limitations and knowledge of their causes; knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; true reasoning on the relations of these two groups of facts. These three broad factors of vocational choice provided simple guidelines for individuals to consider when choosing their career and emphasised the importance of individuals having an understanding of themselves, their career alternatives and how to use this information for rational career decision-making (Jones, 1994).
Career decision-making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person’s career decision-making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf, 2002).

The many career decisions that a person makes, beginning with one’s first career fantasy and continuing through the adolescent and adult years, involve a complex synthesis of personal, social, and environmental components (Emmerling & Cherniss, 2003).

The career decision covers the training decisions, as well as the professional decisions (Bright, Pryor, Robert & Harpham, 2005).

According to Donahue (2006) the career decision-making process involves six tools. These include engaging in making a choice and knowing that one needs to make a decision and thinking about it; understanding one’s self and one’s options; identifying, expanding and narrowing a list of possible options; deciding on a study plan or occupation; acting on or implementing the plan; and finally, reflecting on decisions made and knowing that one has made a good choice.

The world of work is a constantly changing environment. Due to numerous factors such as advancements in technology and changes in the economy there is a growing sense of uncertainty in the job market and an increased sense of instability (Rae, 2008).

Career choice of individual depends on many situational and organizational factors (Price, 2009) important for individuals. Making the choice of profession means a lot for the individual in terms of guiding and shaping the life. Because the choice of profession for an individual is the means of income-generating, job satisfaction, providing security, having respect and success. Understand the career choices and the career decisions of the individuals is an important component of recruitment and retention strategies (Price, 2009).

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

Career decision-making can be fluctuating without a right decision made. Organizations look forward for those individuals who can think critically, act rationally, and evaluate situations to make right decisions and solve problems accordingly.
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.

Career decisiveness/indecisiveness

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 and Caldwell (1993), Gati, Krausz and Osipow (1996) and Leong and Chervinko (1996), also broadly define career indecisiveness as difficulties that an individual has in career decision-making.

Career indecision refers to every problem or obstacle that appears in the career decision-making process (Fuqua, Blum & Hartman, 1988). This taxonomy is based on a normative decision-making theory which various researchers consider important in order to understand the career decision-making process (Brown, 1990; Gati, 1986; Mitchell & Krumboltz, 1984; Neimeyer, 1988; Osipow, 1987; Osipow & Fitzgerald, 1996; Phillips, 1994; Pitz & Harren, 1980; Walsh & Osipow, 1988).

Human Elements of Career Decisions

On the way to a successful career, decisions have to be made, some of which will prove critical. One good decision can have positive repercussions for years, on the contrary bad one can consequence with decision. All decisions are made by human - there's no machine to make them for us - and history is a proof that the greatest decision always comprises of a combination of human genius, passion, determination, and foibles. Emotions flared, for good and ill. In fact, when we read history, we become more and more fascinated by the human drama that unfolds -we might even say that history is nothing but drama (Chopra, 2013).
But the question is, *what decisions you must make?* And reply to this is, if one wants to make good decisions, one must sink in it and make oneself with full awareness of the situation one is surrounded by. One thing should be kept in mind while making big decision, not to try reducing decision to a dry, rational calculations, otherwise one would shut out the very things that go into a good decision.

So, what makes a good decision good? There are four human elements-emotions, self, vision and surroundings as depicted in Figure 1.1 and followed by a brief description:

![Fig. 1.1 Human Elements of Career Decisions](Source: Chopra, 2013)

**Emotions:** Good decisions reflects optimistic outlook which aren't based on fear, enmity anger, and greed. They express expanded emotions while bad decisions express restricted emotions. When the situation is widespread with stress, decision-making becomes foggy. So, it's the person who can feel his (or her) situation without panic, who can stay inside emotionally and will certainly find the best solution.

**Self:** Success depends upon the two basic questions- who an individual is and what he/she does. If one keeps building a self, moving steadily toward maturity, self-confidence, self-reliance, one would make better decisions. Self isn't different from
ego. It is the quiet and sheltered core of who one is. Ego is a person’s sense of self-esteem and self-importance. We all possess egos, but highly successful people act from their true selves.

**Vision:** A clear vision is helpful in producing a clear purpose which further gives birth to a concise reality. Vision is the captain of the ship of life. Here, an individual needs to collect sense of morality and duty, assess the thing one is passionate about and follow highest aspirations. It is reviewed that vision helps successful people how to survive in immense crisis and challenge.

**Surroundings:** All decisions are made in a context. Most people try to their reduce decisions that would fit every circumstance. Either they are fighters or compromisers who always embrace risk or always avoid it. Like the proverbial stopped clock that is right two times a day, if one follow a fixed formula in one’s decision-making, he/she won't meet with failure, but he/she won't be flexible, dynamic, and adaptable either. Good decisions require from an individual, to assess the situation he/she find himself/herself in. Thus, the best decisions are made by someone who can feel his/her way along, not by someone who relies totally on data.

In the nutshell, if an individual is conscious towards total awareness, ones decisions will likely to be successful. Either one make the right decision, or if something goes wrong, one will learn from one’s mistakes and march ahead to make better decisions in the future. This is the attitude that all highly successful people adopt. The four human elements require from an individual to be self-aware, alert, and flexible in order to make better selection.

**Career Decision-making: Its Steps**

Decision-making is usually defined as the act of making up one’s mind about something. However, the process of decision-making is not as easy as it sounds. Thus, it is important to take decisions in a systematic way, so that the decision one make has high chances of being successful. Career decision-making involves various steps, figural presentation (Fig. 1.2) followed by a brief description is presented as under:
Step 1: Create a vision

Proactive decision-making begins with a clear vision of what a person wants his/her personal and professional life to look like. For the successful visualization of future, one ought to have a strong desire to achieve one’s goals. Although it is important to be realistic in what a person ultimately envisions himself doing. He or she should not restrict itself to what he considers it to be reality; instead, one should give freedom to its vision or dream to grow more. One should not allow one’s thoughts that might limit it’s choices. Individual can ask the following questions to himself/herself at this step:

- If I was guaranteed to be successful and to earn a good living, what type of work would I do?
  1. Where would I live?
  2. What kind of environment would I want?
- What would my work and personal relationships be like?
- What kind of lifestyle would I have?

Step 2: Make an initial decision

There are a number of ways to assess occupational alternatives. Initial decision can be made based on prioritizing them according to how closely they match with assumed goals or compare them in terms of advantages, disadvantages, and potential outcomes. Though it is important to be logical in the career decision-making process, one’s gut reaction to an occupation is also important. In this step, after making a tentative choice, it’s time to set a goal and strive to achieve it.
Step 3: Set a goal

Effective goal setting allows a person to take control of his life. The most important factor and predictor of success in achieving goals is one’s attitude. Positive and negative thoughts can affect his level of achievement: he is likely to succeed only what he believes he can. A goal is simply a more precise statement of a decision reached in the previous step.

A goal should meet the following criteria:

- Specific: a goal is specific when a person knows exactly what is to be achieved and accomplished
- Measurable: measurable goals are quantifiable
- Achievable: an achievable goal is within the reach based on one’s skills and level of motivation
- Realistic: a realistic goal is one for which he has the resources
- Time specific: a time-specific goal is finite; it has a deadline

Step 4: Develop an action plan

To realize his specific occupational goal, one will need to make and follow a strategy or action plan. There is ample evidence that those who devise and record a concrete plan for reaching a goal are much more likely to attain it. To reach his/her goal, one will need to identify the action plan steps, or short-term goals, that will help him/her to attain it. To develop his/her action plan steps, refer to occupational research: the more information one has gathered, the more informed he/she would be as to what is required to reach one’s occupational goal. It will also be helpful to be mindful of any potential barriers one identified earlier in the process, as well as one’s ideas about how to overcome them. As one considers steps that reach farther into the future, one will find it more difficult to create specific plans: situations may change. Provide as much detail as one can, but be prepared to be flexible, realizing that one may need to adjust one’s plan several times before he/she reaches one’s occupational goal.

Step 5: Take action

As an individual takes action, he may begin to experience difficulty in moving towards his goal. Sometimes people put so much emphasis on a career decision that they become immobilized with fear or uncertainty. If a person find himself in this situation,
he may merely need to give himself a push; however, if he finds that he is really stuck, he may benefit from consulting a career professional. Celebrate accomplishments and milestones. He should be kind to himself, pursue activities that he enjoys and surround himself with supportive people. Replace self-limiting assumptions and irrational beliefs with positive thoughts and statements. Welcome mistakes: they can enrich his life experience and enhance his learning. And he can use what he learns to revise his current plan and improve future career decisions.

Theoretical Background

The development of career guidance and development into a global discipline requires a set of theoretical frameworks with universal validity and applications, as well as culture-specific models that could be used to explain career development issues and phenomenon at a local level. The efforts of the 1950s and 1960s, plus additional decades of research and theorizing, provided for many theories of career choice and development. The theories that were developed fall into distinct categories. They are – trait and factor theories; developmental theories; learning theories; socioeconomic theories; and recent theoretical statements (Isaacson & Brown, 2000).

Johnson (2000) (as cited in Coertse & Schepers, 2004) has proposed two categories of models of career development (as cited in Coertse & Schepers, 2004). The description of which is as under:

- Structural theories focus on individual characteristics and occupational tasks. They include trait and factor theories, personality theories and socio-economic theories. Holland’s personality types theory, Roe’s theory of personality and Hoppock’s composite theory of occupational choice are some of the theories which have been proposed under this category.

- Developmental theories apply development theory to the career decision-making process. The choice process is seen as a series of stages that the individual experiences, works through and move to the next stage. Some of the main developmental theories are Super’s developmental approach, Tiedman’s decision theory and Crites’ comprehensive theory.

- Theories based on Social Learning Models are widely used in research. The main theories are Krumboltz’s Social Learning Theory of career decision-making and social cognitive career theory by Lent, Brown, and Hackett (1996).
Super’s Life Span Theory (1957) provides a longitudinal view of the different roles, tasks and obstacles an individual may experience throughout their career development. Super (1990) proposed that career development takes place across one's entire life-span and can be divided into five stages; Growth (4-to-13); Exploration (14-to-24); Establishment (25-to-44); Maintenance (45-65); and Disengagement (65 and over). He furthered that not everyone progresses through these stages at fixed ages or in the same fashion, and that within each stage are tasks whose mastery allows people to function successfully within that stage while preparing them to move on to the next task.

Trait and Factor Theory: The most widely used and studied Trait and Factor theory was developed and refined by Holland (1966, 1997). According to him career choices and decision-making are expressions of an individual’s personality. In his work to further analyze and categorize personalities and work environments Holland developed six typologies that would describe both. These six typologies are Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Holland proposed individuals naturally develop a personal orientation that can be described by a combination of these six interest typologies (Holland, 1997).

Work Adjustment Theory: Towards the end of the twentieth century, Dawis and Lofquist (1964, 1984) developed one of the most comprehensive trait factor theories, describing the key components of the individual and the work environment and specifying how the correspondence between the two related to subsequent outcomes. Work adjustment theory postulates that individuals have requirements or needs of a work environment, and a work environment in turn has needs or requirements of a worker.

Social Learning Theory of Career Decision-making

In developing a theory of how individuals make career decisions, Krumboltz (1996) emphasizes the importance of behavior, action, and cognition (knowing or thinking) in such decisions. The Social Learning Theory of Career Decision-making (SLTCDM) addresses the genetic and socially inherited attributes people bring to their work. These attributes and the work environment itself interact to produce self-views that influence a person’s work and related behaviour (Krumboltz, Mitchell, & Jones, 1976).
SLTCDM propose that environmental influences and personal factors influence individual change. Central to SLTCDM is the concept that the person must believe in his or her capability to act. The career changer must possess a positive expectation for performance, and this behavior must outweigh the negative expectations. Because the expected results are screened through a person’s expectations or perceptions of being able to perform the behavior in the first place, the self-concept is believed to be the single most important characteristic that determines a person’s behavior change (Bandura, 1982).

Krumboltz (1979) examines the impact of four categories of factors:

- **Genetic Endowment and Special Abilities** - race, gender, physical appearance, & characteristics. Individuals differ both in their ability to benefit from learning experiences and to get access to different learning experiences because of these types of inherited qualities.

- **Environmental Conditions and Events** - social, cultural & political, economic forces, natural forces & natural resources. These are generally outside the control of any one individual. Their influence can be planned or unplanned.

- **Learning Experiences** - Each individual has a unique history of learning experiences that results in their occupational choice. They often don't remember the specific character or sequence of these learning experiences, but rather they remember general conclusions from them (e.g. I love animals/working with children). The two main types of learning experiences identified in the theory are:
  - instrumental learning experience (which consists of preceding circumstances/stimulus, behavioural responses (overt & covert), consequences)
  - associative learning experience where individuals perceive a relationship between two (or more) sets of stimuli in the environment (e.g observation, reading or hearing about occupations). This can result in occupational stereotypes.
Task Approach Skills - Interactions among learning experiences, genetic characterises, and environmental influences result in the development of task approach skills. These include:

personal standards of performance; work habits; emotional responses. Previously learned task approach skills that are applied to a new task or problem both affect the outcome of that task or problem and may themselves be modified

Planned Happenstance Theory (Mitchell, Levin & Krumboltz, 1999)

Explorations to generate chance opportunities for increasing the quality of life, and the development of skills to enable people to seize these chance opportunities are key concepts of Planned Happenstance Theory. It is a conceptual framework extending career counselling to include the creating and transforming of unplanned events into opportunities for learning. Unpredictable social events, educational opportunities and occupational conditions, as well as one’s genetic endowment, influence people’s lives and career planning, according to Krumboltz (1998). As career theory evolves, Planned Happenstance Theory offers a new dimension in the decision-making model (Mitchell et al., 1999). Magnuson, Wilcoxon, and Norem (2003) viewed unexpected events and alternative explanations for individuals’ interactions with their environment as learning opportunities to be embraced. The concept of creating and transforming unplanned events into opportunities for learning is foundational to Planned Happenstance Theory (Hagrik, 2000).

These theories highlight the importance of an interaction of several factors that influence career development and decision-making. Career decision-making is a broad umbrella under which several phenomena has been studied.

Career Sailboat Model (Korkut-Owen, Açıkel, Arıcı, Çağ, Demirtaş and Emir, 2010)

Career Sailboat Model uses the metaphorical presentation of a sailboat. It focuses on the determination of career goals and decision-making following self-discovery and possible opportunities for the student. In the model, the career choice process is presented as a journey by a sailboat. Individuals are encouraged to view their goal as the destination or port at the end of a long sailing voyage. In this way the student’s voyage can be seen as series of events requiring not only personal characteristics or
traits and learned skills and but also the ability to cope with unforeseen and unplanned events much as a skipper would encounter in making a long sea voyage. This nautical metaphor is naturally appealing and understandable to individuals, both young and old. The model can be easily portrayed in a single image as below.

![Career Sailboat Model](image)

Figure: 1.3. Career Sailboat Model (Source: Korkut-Owen et al., 2010).

**Individual/personal factors** which were outlined above are symbolised as the hull of career sailboat. The hull of the boat may be regarded as the principal component of the vessel into which all personal traits are poured and in which the career voyage will be made. Just as any sea captain would carefully evaluate the seaworthiness of his or her vessel before embarking on a long sea voyage, the careful examination of one’s constellation of interests, abilities, achievement, personality and other factors becomes an essential starting place for using the Career Sailboat Model (CSM).

**Social factors** are portrayed as the mainsail. The Department of Education and Science’ Report (2009) highlights the important role of parents in assisting students to make career decisions. Students surveyed, reported that their parents helped them to make decisions about subject choices for the Junior Certificate (79%), and 67% reported that their parents helped them in choosing Leaving Certificate subjects. In another Department of Education and Science research report (2006) Access Officers highlighted the need to *broaden* parents’ knowledge, i.e. *reduce the tendency of some parents to push their children towards a course because it leads to a specific profession or career path with which they are familiar*. Young people are bombarded
with strong messages—both spoken and implied—about what is acceptable and expected in their educational and career choices (Campbell, Ungar and Dutton, 2008). Although many instruments exist that permit a general evaluation of some of these social factors such as parental influence, effect of media on career choice and others, there is certainly much room for the development of new instruments which more clearly reflect the reality of Irish culture. For example, Rock (2010) conducted a study that attempted to identify the strongest predictors of intention to pursue higher education among a sample of Irish post-primary school students. The predictors investigated were school socio-economic status (SES), parental occupation, parental education, gender, family structure, and academic self-efficacy. The results of this study revealed that school socio-economic status was the only statistically significant predictor variable. This investigation demonstrated that parental occupation and parental educational levels were positively correlated with the school’s SES which in turn correlated strongly with students’ intention to pursue higher education. The foresail of the vessel symbolizes the system related factors.

According to the OECD (2014) employment rates are generally higher for individuals with a higher level of education. In Ireland an estimated 79% of individuals with at least a tertiary education have a paid job, compared with an estimated 35% for those without an upper secondary post-primary education. These factors, which represent systemic factors that are unique to each country, represent essential information needed by students as they navigate toward their career goals. The guidance counsellors’ knowledge of these systemic factors is seen as a critical variable in assisting students as they plan their voyage toward a career.

**System Related Factors:** The foresail of the vessel symbolizes the system related factors. According to the OECD (2014) employment rates are generally higher for individuals with a higher level of education. In Ireland an estimated 79% of individuals with at least a tertiary education have a paid job, compared with an estimated 35% for those without an upper secondary post-primary education. These factors, which represent systemic factors that are unique to each country, represent essential information needed by students as they navigate toward their career goals. The guidance counsellors’ knowledge of these systemic factors is seen as a critical variable in assisting students as they plan their voyage toward a career. It must be
emphasised that the guidance counsellor need not be in possession of a totally current and encyclopaedic knowledge of career and job statistics which would be quite impossible. Rather, the guidance counsellor would be seen as a guide for the location or sources of this essential information.

The Chance factor illustrated by wind and waves represents factors largely beyond an individual’s control or the external factors which can influence career choice and progress toward a vocational goal. While wind and waves are always present for the sailor, it is when the wind rises up and the sea becomes high that their combined effects can become significant. Currents, temperature, atmospheric phenomena such as sea fog or icing and, of course, storms are all important factors. A fresh breeze hastens our arrival into port while significant wind shifts may challenge one’s navigation and sailing skills by requiring continuous tacking. A strong and unrelenting wind on the bow may halt forward progress altogether and even require the selection of an alternative port. Health conditions, natural events or unexpected coincidences may completely change the course of the sailboat.

Career Sailboat Model thus proposed four interrelated dimensions (individual, social, system related variables and chance under the process of decision-making. With the help of certain assessment instruments, guidance counsellors can investigate these factors. Using this model, post-primary school students can realise their own sailboat’s characteristics and they can begin the voyage to the port (career) they desire. During this journey, because conditions can change, individuals are encouraged to continually assess their own position and remain aware that their ultimate destination may not necessarily be the one they initially selected. This process is facilitated by overlaying a structure which guides both the discovery of self and the evaluation of career opportunities and options. This process utilises all career counselling processes including self-knowledge, recognition of educational/professional possibilities and decision/career planning.

Factors influencing Career Decision-making

A perusal of literature related to career decision-making indicates that there are a large number of factors influencing the career decision-making which are personal as
well as environmental in nature. These are being presented through a flowchart vide A brief description follows:

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<tr>
<th>Personal Factors</th>
<th>Environmental Factors</th>
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<td>Locus of Control</td>
<td>Chance events</td>
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<td>Personality</td>
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<td>Anxiety</td>
<td>Mass Media</td>
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<td>Career Interest</td>
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<td>Academic Performance</td>
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<td>Depression</td>
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<td>Gender</td>
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![Fig. 1.4 Factors Affecting Career decision-making](image)

**Personal Factors Affecting Career Decision-making**

Numerous factors influence individual’s career decision-making. So as important is individual’s own attitude, skills and capabilities. Some of the personal factors that can influence individual’s career decision-making process:

**Self Esteem**

It is a combination of thoughts, feelings and opinions what an individual have about himself/herself. Positive self-esteem gives the strength and flexibility, on the other hand low self-esteem affects every aspect of one’s life ranges from thinking about oneself to the way one reacts to the situations.
Kishor (1981) investigated the effect of self-esteem and locus of control orientation in career decision-making on 224 adolescents. Results show both variables had significant effect on career decisional status. Co-relational analyses showed that while both variables also had significant relationship with decisional status, locus of control accounted for greater variance.

Lin, Wu and Chen (2012) conducted a study to explain why students with high self-esteem have lower career uncertainty than students with low self-esteem. Data from a National Survey of the Taiwan Higher Education Database within the Survey Research Data Archive from juniors at 92 colleges and universities in Taiwan (N = 7,418) were analyzed to examine the model. Results supported the proposed model by showing that students with high self-esteem had lower career uncertainty because they chose a major for self-concordant reasons and had a strong motivation to learn, both of which contribute to lower career uncertainty.

**Locus of Control**

It is a tendency to which people believe that they have control over the outcome of the events in their lives, contrary to external forces beyond their control.

A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation) (Zimbardo, 1985).

Akpochafo (2017) investigated the relationship of locus of control in career decision-making. To guide the study, three hypotheses were formulated. The study employed an ex-post facto design specifically of a descriptive survey type. Sample consists of 120 male and female secondary school students were sampled for the study through simple random sampling technique. The main instrument used for the study was the questionnaire comprising of career decision scale and Rotter's Locus of Control Scale. The data collected was analyzed using descriptive statistics, simple regression and Pearson product moment correlation. From the analysis of data, it was discovered that there was significant relationship between external locus of control and career decision-making. Internal locus of control was not significant but gender was significant. Some recommendations were made.
**Personality**

Personality influences the essential choices we make in life including choice of partner, education and career (Moorjani, Manika and Sujata, 2007).

Kemboi, Kindiki and Misigo (2016) investigated the relationship between personality types and career choices of undergraduate students of Moi University. Multi-stage random sampling technique was used to select five schools, and a sample 399 participants. A survey research design was used because the study aimed at assessing relationships among the naturally occurring variables with the goal of identifying predictive relationships. The study was based on John Holland Personality Theory of Career Choice (Holland, 1997). A reliability of 0.86 of the instruments was established through a pilot study in two non-sampled degree programmes. Chi-square was used to test the null hypothesis at level of significance of 0.5. Results indicated that there was a relationship between personality types, and career choice. The study also found that most of the students (73.3%) are satisfied with their course of study. Research findings will enhance the understanding of personality types on career planning, development and career guidance and counselling in both secondary school and the University. An appropriate career choice for students would enhance satisfaction and success in their course of study and future employment.

**Anxiety**

It is a sort of disorder characterized by feelings of fear and anxiety. Anxiety impacts good decision-making by reducing the mind’s capacity the screen out distractions. Distractions can be physical and environment and gradually they take the form of worries.

Landry (2006) examined 139 males and 199 females enrolled in a public university in a semirural Midwestern community to assess anxiety, worry, and personality correlates of undergraduate population. The majority of participants were Caucasian (73%), with an average age of 21 years. The results exhibited contrary conclusion to suggestions made by theoretical models that a curvilinear relationship exists between career indecision and
level of anxiety, results of this study suggest that career indecision is positively related to level of anxiety. A significant positive relation was also found between career indecision and worry. Additionally, significant negative relations were found between career indecision and agreeableness and career indecision and conscientiousness. Gender differences were found on several of the variables with females reporting more certainty, more worry, more agreeableness, higher neuroticism, and higher career satisfaction than males. Moreover, seniors were found to be more certain in their careers and more conscientious than freshman students. These results suggest that many factors should be considered when assessing individuals seeking assistance with career decision-making.

**Career Interests**

Interests are those activities in which an individual aspire to utilize most of his/her time and as a result gain pleasure. *Career interests* are usually expressed as behaviours or actions, and are a means by which people attain their values and meet their needs (Super, 1995).

There is some evidence that people with different interests approach Career Decision-Making in distinctively different ways and with varying degrees of success. Holland and Nichols (1964) found that students with creative interests appeared to exhibit high degrees of career indecision, as did students with characteristics conducive to achievement. Holland, Gottfredson and Power’s (1980) finding that Conventional and Realistic types had low scores on a Vocational Identity scale suggested that they may be less effective decision makers than Social types who, according to Holland (1973), were more insightful and therefore likely to be competent decision makers. These findings suggest that people’s interest type predict their decisional status.

Dobson, Gardner, Metz and Gore (2014) examined relationships between career interests (as measured by the Choices Interest Profiler) and work values (as measured by the Choices Work Value Sorter) were examined in this study using a sample of 57,032 individuals. Results showed good internal consistency reliabilities for career interests (all αs above 0.93), but extremely poor internal consistency reliabilities for work values (five of the six were
negative). The low reliabilities for work values were due to the ideographic model for measuring work values. It is proposed that measuring work values nomothetically (as abilities and interests are measured) would improve the psychometric properties of values scales and make them more useful in career guidance. As would be expected, the correlations between career interests and work values were all close to zero.

**Academic Performance**

Academic performance is the best indicator of potential for success in life; it reflects one’s abilities and the qualities it takes to have an excellent academic performance are those required to be successful in life, which include consistency, determination and focus (Abiola, 2012).

Igere (2017) examined career choice and its influence on academic performance of library and information science students in the University of Benin. Questionnaire was used to obtain information from the respondents. The entire population was used as sample because of the size of the population and the simple percentage was used to analyse data obtained. The study revealed that the initial course of most of the students was not library and information science they all had their career prior their admission, the students could not meet up with the required WAEC and JAMB scores hence the present course of study. The study also revealed that majority of the student’s performance was on average which therefore means that the choice of course had influence on the academic performance of the students.

**Depression**

Depression can drastically change people’s thoughts, feelings, and behaviours. Depressed individuals experience maladaptive thoughts and cognitive distortions that affect views of the self, world, and future (Beck, 1995).

Gadassi, Wasar and Gati (2015) explored the association between career decision-making difficulties, career-decision status, and career-preference crystallization, on the one hand, and depression, on the other. The hypothesis that high levels of career decision-making difficulties, less advanced decision status, and low levels of preference crystallization are associated with higher
levels of depressive symptoms was tested with a sample of 222 college seniors. In addition, since it has been found that work-related stressors are more often associated with depression among men than women, it was hypothesized that the associations between vocational factors and depression would be stronger for men than for women. The participants filled out online self-report questionnaires assessing depressive symptoms, emotional and personality-related career decision-making difficulties, career-decision status, and career preferences. The results indicated that self-concept and identity-related career decision-making difficulties were associated with depressive symptoms for both men and women. In addition, for men, but not for women, less crystallization of career preferences also predicted higher levels of depressive symptoms. These results show how important it is for counselling psychologists to understand the role of the individual's vocational situation in depression.

**Emotional Intelligence**

People who have high emotional intelligence skills apply their emotions to motivate themselves (motivation), to understand others and themselves (interpersonal awareness) and to help others committed to their organization. People with high levels of emotional intelligence also want to be affective leaders, adapt to changes, learn some new skills (change orientation), and be able to work as members of a team (Schmitz, 2005).

Afzal, Atta and Shujja (2013) examined predictive relationship pattern between emotional intelligence (EI), and career decision-making. Sample of the study comprised of (N = 203) university undergraduates. EI, its facets and career decision-making were operationalised through Wong and Law Emotional Intelligence Scale (Wong & Law, 2002) and Career Decision Profile (Jones & Lohmann, 1998) respectively. Co relational analysis revealed that emotional intelligence was positively correlated with career decision-making. More specifically, the constructs of Emotional Intelligence most related to career decision-making were examined. Multiple regression analysis demonstrated that among EI factors self-emotional appraisal and utilization of
emotions were found significantly correlated with career decision-making. Finally linear regression yielded overall EI as significant positive predictor of career decision-making.

**Socio-economic Status**

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.

Arulmani, Laar and Easton (2003) examined the interaction between career beliefs and socio-economic status within a sample of Indian high school students. Significant socio-economic status differences were observed, with the lower SES groups showing higher levels of negative career beliefs. The relevance of these findings to career psychologists who work in multi cultural contexts is discussed within the framework of the Social Cognitive Theories of Career Decision-making.

**Work Engagement**

Work engagement is the harnessing of organization member's selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performances. Three aspects of work motivation are cognitive, emotional and physical engagement.

Konstam and Lehman (2011) examined the relationship between career indecision, work engagement, and leisure in emerging adults, 25-30 years of age. Independent sample t tests reveal that career indecisive emerging adults scored significantly lower on all three leisure factors on the Leisure Diagnostic Battery, Short Form (LDB-B): Leisure Enjoyment t(62) = 6.997; Leisure Competence t(62) = 8.383; and Leisure Control t(62) = 6.792 (all at p less than 0.001). Career indecisive emerging adults also scored significantly lower on work engagement t(62) = 5.488, p less than 0.001. Work engagement and leisure activity provide an additional lens to understanding emerging adults in the throes of career.
Values

Values vary from person to person and the social and personal preference is the result of continuous beliefs that act in a particular way of living and behaving or vice versa. It also allows us to find good and bad, right and wrong. Naturally, the good and bad and right and wrong is a value judgment, so varies from person to person (Can, Asan & Aydin, 2006).

Kaygin and Gulluce (2017) conducted study to determine the relationship between career choice and individual values. For this purpose, a study was performed on students of a Turkish University after explaining the concepts of career choice and the individual values. There found a significant relationship between career choice and individual values. In addition, significant relationships between sub-dimensions of career choice and individual values were found.

Awareness

Awareness is a trait of having knowledge and understanding of something. Career awareness helps individuals in introspecting one’s skills and values. Development of career awareness refers to the acquiring of knowledge of career paths, job opportunities.

Aslam (2017) examined the factors effecting the career decision making in public universities of Azad Jammu and Kashmir, Pakistan. This research explores the effect of awareness, information, and family and gender discrimination on career decision making. There is no evident research available about this study on Azad Jammu and Kashmir, Pakistan. Data is collected through questionnaires developed on the basis of literature. The research uses a sample of 375 students of Public universities of Azad Jammu & Kashmir. The results of this research show that family effect the career decision making of female. They take decisions on the will of family. Female and Male both consider information to be important and are well informed about variety of occupations.

Gender

Gender has affect on career decision making of individual personality. Cizel (2003) found that male have better opportunities than female in employment.
Huffman and Torres (2001) found that Male has reached in upper level management and female have only opportunity to reach at least middle level management. Male and female have stereotype views about employment. Men found jobs in food industries and female found in front office because they there thinking is that this job is suitable for them (Ladkin & Juwaheer, 2000). Research found that women are less in competition than men because conceptual skills of men are more than women (Gneezy, Niederle, & Rustichini, 2003).

**Psychological Well-being**

Ryff (1995) stated *Psychological Well-being*, as a multidimensional process related to healthy, satisfied, and fully functioning persons. Accordingly, PWB is seen to have multiple facets that include six dimensions: autonomy, a sense of independence in thought and action; personal growth, the continued development as a person; self-acceptance, a positive attitude toward the self; positive relations, the establishment of quality ties to others; environmental mastery, the ability to manage complex environments to suit personal needs and values; meaning in life, the pursuit of meaningful goals and a sense of purpose in life.

Viola, Musso, Ingoglia, Coco and Inguglia (2017) investigated in a study to develop an empirically based model of career decision-making process linking cognitive (search for work self-efficacy-SWSE) and non-cognitive (psychological well-being-PWB) components. The study was conducted on 148 never-employed Italian young adults, assess to what extent the relationship between SWSE and career indecision in terms of lack of readiness(LoR) can be explained by their common relationship with PWB. Results highlighted that SWSE is negatively associated with LoR when considered in absence of PWB. However, when PWB was included in one comprehensive model. It was positively associated with SWSE and negatively related to LOR. Moreover, the presence of PWB nullified the negative association between SWSE and LoR, meaning that PWB shares a large extent of variance with these variables.
Environmental Factors

Environment is a complex phenomenon which consists of physical factors that make up our surroundings and in turn act upon us. This include the forces of family, political, social and economic issues that both typical and non-typical students may deal with on a day-to-day basis. It has great impact on students career choice, some of the environmental factors affecting career choice is as follows:

**Parental Support**

Payne, Bettman, and Johnson (1992) as well as many other researchers agree that the environment, stimulus context, and other factors have a major influence on decisions. Many researchers have begun to include context in their models of decision-making but few studies attempt to explain which contextual components are important in a decision situation and why some contextual components are more relevant than others.

Constantine (2005) agreed that parental support is positively associated with career certainty. In other words, having support from parents is important in career decision-making. Gloria (1999) reported that support from family (as well as friends) and perceived mentoring was a strong predictor of academic persistence and the student’s belief in his or her own academic abilities.

**Chance Events**

Many of the major classic career theories such as by Krumboltz (1979), Super (1957), and Crites (1969) noted that chance events can significantly affect career decisions and development.

Dunnigan (2011) conducted study in which 302 or 70.8% of the participants directly reported that chance had either some influence or was very influential in their past career decision-making. When asked indirectly regarding chance influencers, 387 participants or 93.7% positively endorsed at least one or more chance factor in their past career decision-making. The results of the list of Decision-making Influencers showed that seven out of the ten factors labelled as chance were endorsed as having some or a great influence for over 30% of the respondents. Overall the results from this study suggest that the majority of
participants are able to recognize and identify chance occurrences in their own past. However, the degree to which they are identifying them may be influenced by the demographics of the participant. It also appears that the ability to recognize chance in others is related to recognition of chance in the participant’s past and their locus of control.

Social Context

The social context, social environment, socio-cultural context, or milieu, refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact (Barnett & Casper, 2001).

Maharaj (2008) investigated the factors affecting the career choice of selected health-care students (physiotherapy, chiropractic, medicine and occupational therapy) in KwaZulu Natal. Multiple reasons exist for choosing careers. The questionnaire was distributed to 29 first year chiropractic students of the Durban University of Technology, 32 first year physiotherapy and 22 occupational therapy students of the University of KwaZulu Natal, and 55 first year medical students of the Nelson Mandela School of Medicine. The results revealed that parents were a major factor influencing career choice (68.1%), as were significant other people (42%). However, siblings, peers and television did not have a major influence. Only television had a differential influence on the student groups (p<0.001). The medical students (20%) were influenced by television to a greater extent than the other professions. The majority of respondents obtained information from professionals visiting schools (56.5%), while family and guidance counsellors were also important sources of information (52.2% and 50.7% respectively).

Mass Media

Mass media that plays a significant role in imparting information to patients and shaping personal choices. Mass Media especially television, newspapers and social media websites, is frequently been used by youth to seek information regarding various professions, job market and knowledge about the world around them.
Apostol and Näsi (2013) maintained that the young generation is more media prone and the societal dynamics are continuously changing because of the media exposure and people are influenced more from media characters occupation.

Hashim and Embong (2015) examined the level of influence between parents and peers of Malaysian school students in selecting their career choice as accountants. The study used a mixed approach of both qualitative and quantitative approaches. The sample comprised of 309 secondary school students studying accounting principle or commerce subject as respondents to this research. The findings revealed that parents, mothers, in particular are more influential in career choice of the secondary school students compared to their peers. The study discovered that parents’ educations have no influence over their children’s choice of career. The findings from his study will help teachers and educators have a greater sensitivity to, and a better understanding of the impacts parents and peers’ influence have on school students’ career choice, as accountant is a worthy profession for them to venture into.

**Role Models**

Role model plays an important part in choosing a technical career. Role model within the family and teachers are the closest examples which can be followed. School-teachers can identify aptitudes and abilities, and encourage students to take certain subject options, or take part in work experience, or employment visits. Either one is directly or indirectly involved, a teacher plays his or her roles as a role model in a student’s career choice (Mohammad, Salleha & Mustapha, 2010).

Mohammad, Salleh and Mustapha (2010) conducted a survey to investigate the influence of contextual aspects on students’ career planning and development. A set of questionnaire was used to collect data from 1,436 Form Five students from 22 Technical/Vocational schools in Malaysia. The results show that contextual factors have influenced the choice of students’ career decision. Other findings show that the contextual factors such as lack of role models in the family and lack of career information received at home influenced the respondents’ career choices in technical fields. The paper
concludes that parents should play significant role in providing career information at home.

**Attachment Relationships**

Attachment theory has been used as an organizing framework for relationship-based perspectives that have been applied to career development (Blustein, Prezioso, & Schultheiss, 1995).

Kvitkovičová, Umemuraa and Macek (2017) examined in a study whether attachment relationships with the mother, father, best friend, and romantic partner relate to the career decision-making process (occupational information, goal selection and vocational identity) of emerging adults directly as well as indirectly through self-concept clarity as a mediator. The questionnaires were administered to 1,342 young people at two time points (two years apart). The results of the structural equation modelling analyses indicated significant direct paths between attachment to all figures under the investigation and career decision-making process at Time 1. The self-concept clarity mediated all associations between attachment figures and career decision-making process. Moreover, at Time 2, only attachment to the romantic partner (not to the other attachment figures) was associated with the career decision-making process both directly and indirectly through the self-concept clarity. The findings suggest that the romantic partner is the most influential attachment figure in emerging adults' career decision-making process, although attachment relationships with parents and the best friend also remain important in their career development.

**Social Class**

The role of social class is significant in future career development because of the available financial resource. For example, in the United States, social class is often associated with a particular occupation (Diemer & Ali, 2009).

Muzika, Hudyma, Garriott, Santigo and Morse (2017) examined the role of social class in the career decision-making of undergraduate students attending a private university. Grounded theory was used to describe the process of social class and undergraduates’ career interests and plans. Interviews with
undergraduate students ($N = 21$) resulted in four categories and 13 axial codes. The grounded theory emerging from the data was labeled, *social class fragility*. Social class fragility captured the career goals and behaviors associated with participants’ striving for an acceptable career choice, based upon their social class contexts. The contextual factors described by participants included relational influences, social class consciousness, and vocational privilege. Results are discussed in terms of career interventions with college students attending universities that encapsulate upper middle-class norms.

A perusal of review of related research exhibits that there are a broad range of personal and environmental factors that are associated with one’s career decision-making such as personality, emotional intelligence, social context, anxiety, work knowledge, locus of control, self efficacy, career exploration, chance events career identity commitment, career indecision and career maturity etc. to name a few.

Although the investigator wanted to explore the influence of all these factors on career decision-making to assess their interrelationship and interdependence, but due to paucity of time and resources, out of various factors, the present study was planned to investigate the career decision-making in relation to chance events, emotional intelligence and social context of undergraduate students. Hence, a detailed overview of the selected independent variables and its relationship with the dependent variables is being presented as under:

**Chance Events**

Chance events are unexpected life situations that may be called as luck, fate or happenstance events. These events can be positive or negative and are at times referred to as serendipitous event, such as meeting a person accidentally, unexpected recommendations from some professional during internship or in some workshop. Although not always called the same thing (serendipity, uncontrolled events, unplanned, happenstance and non-predictable), chance has gained recognition as an important influence in contextual models (Krumboltz, 1998).

*Unplanned events affect everyone’s career. The surprise is due to widespread but unfounded assumption that career decisions should be the logical outcome of a true reasoning process* (Krumboltz, 1998).
Over the years, theories that explore the role of chance have appeared in many disciplines including social psychology, mathematics and anthropology. Lay persons can easily appreciate that chance factors play a role in everyday life, shaping decisions and paths from the mundane to the profound (Caplow, 1954; Bright, 2009). Exploring chance factors in a methodical and scientific manner is problematic in that many would prefer to treat the uncontrolled as nuisance variables, or ignore them altogether (Osipow, 1973; Guindon & Hanna, 2002). However, some would argue that the most influential factors in life lie in unexplained domains (Krantz, 1998).

A further barrier towards the inclusion of chance is the difficulty of integrating rational and deterministic views of the world with the reality that many of our decisions are based on factors outside of our control or understanding. According to Krantz (1998) it may be too upsetting for individuals to believe that decisions as important as their career path may be outside of their control.

Betsworth and Hansen (1996) defined chance events as the events that were not planned or predictable, but that had a significant influence on careers.

Williams, Soeprapto, Like, Touradji, Hess, and Hill (1998) as well as Neault (2000) have shown positive outcomes of unplanned events occurring in the lives of successful academics and telecommunication workers. Even with the expectation that careers should follow a planned and logical path, many prominent people attribute their success to luck, although they seem genuinely surprised that luck could play a role.

Mitchell (1999) hypothesized five skills to help individuals recognize, create, and capitalize on chance or unplanned events. These five skills or proficiencies are defined as follows:

- **Curiosity**: exploring new learning opportunities;
- **Persistence**: exerting effort despite setbacks;
- **Flexibility**: dealing effectively with changing attitudes and circumstances;
- **Optimism**: viewing new opportunities as possible and attainable; and
- **Risk Taking**: taking action in the face of uncertain outcomes.

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.

**Career Decision-making and Chance Events**

Despite chance events being included in the career development literature since the 1950’s there has been comparatively limited empirical research in this area. The literature has used various terms including chance (Roe & Baruch 1967) serendipity (Betsworth & Hanson 1996) happenstance (Miller, 1983) and synchronicity (Guindon & Hanna, 2002).

Roe and Baruch (1967) investigated on a sample of 30 men and women found that only few individuals had planned their recent occupational related decisions. Many reported their occupational choices were made due to factors outside of their control such as economics, environmental or social forces. Further, they found that a number of people labelled chance encounters with other people or the accidental discovery of attractive alternatives as influencers. This finding would seem to support Bandura’s assertion that interpersonal chance encounters impact career decisions and development (Bandura, 1982). Although the number of participants for this study was small, it did demonstrate that individuals could identify and label forces outside of their control that influenced previous career choice as would have been predicted by Osipow (1973). However the contingencies and chance encounters are not well defined and make it difficult to make determinations of the decision-making process between the individual and the chance factors. Roe and Baruch (1967) found that chance encounters will be viewed as influential if the individual is sensitive to their meaning. However, if an individual was unaware of a chance occurrence then they were unlikely to recognize or see it as having an influence. This would seem to relate to Planned Happenstances emphasis on curiosity in that if there is no awareness of the opportunity an individual is unable to take advantage of it (Mitchell, Levin & Krumboltz, 1999).
In a study by Hart, Rayner and Christensen (1971) 60 men in varying occupational categories reported they found their jobs entirely by chance. Of particular interest in this result was a difference between the attribution of chance and the education level of the participant. It was found that men with a higher education level were less likely to attribute career decisions to chance than those who were semi-skilled. One explanation for this discrepancy is that men with higher education are more likely to attribute their decisions to good planning and their ability to control their career path and decision-making.

Salomone and Slaney (1981) found that non-college degree workers viewed chance as affecting their careers, but that they were more likely to view their vocational decisions as being rationally made. The published results were from a larger study that surveyed 917 non-college degree participants and included data from two of the four booklets they had completed. The first booklet contained open-ended questions about the 19 participants’ personal and vocational background and instructed them to provide information about the specific factors that influenced their career decisions. The second booklet was a series of 27 questions that assessed the degree to which chance and contingency factors influenced career decisions. From the study, the contingency factors of education level, vocational training opportunities, financial responsibility to others, awareness of skills and abilities were endorsed more often than other items. Chance factors such as unexpected personal events and unexpected information about job openings were also endorsed by many of the participants, but not as often as the aforementioned contingency factors. According to their results, Salomone and Slaney posited that chance factors may create vocational options, but for career possibilities to be realized people must act upon the chance opportunities (Salomone & Slaney, 1981). Similar to the theory of planned happenstance, it appears that chance factors can create a possibility, but it is a person’s ability to act on these or not that makes them meaningful (Krumboltz, 1998).

Denga (1984) found that among 200 male high school students, those with an external locus of control were more likely to believe that chance and good luck would influence their career choices, whereas those with an internal locus of control believed careers were selected upon intrinsic values. Subsequent studies have found mixed results when it comes to the influence of locus of control and chance events.
Scott and Hatalla (1990) surveyed 94 women who graduated from college between 1959 and 1964 regarding the influence of selected chance and contingency factors upon their career patterns since graduation utilizing The List of Decision-making Influencers developed by Salomone and Slaney (1981). The results suggested that contingency factors were more likely to be reported as an influence on career patterns than the chance factors. However, the chance factor of unexpected personal events was endorsed by many participants as being influential. The study did not provide demographic information such as race, or income so it is limited in its generalizability. The results do suggest that it is important to consider both the predictable aspects of career as well as those outside of one’s control.

Betsworth and Hansen (1996) conducted a study in which older adults were asked whether or not chance events influenced their career decisions. The purpose of this study was to develop categories to describe chance events that influence career decisions. If participants answered affirmatively to the question, they were then asked to describe the event. The study consisted of 237 college graduates with a mean age of 72 (age range between 52 and 88). Of the participants, 62.9% of male and 54.7% of female respondents indicated that a chance occurrence influenced their career pattern. Overall, two thirds of the participants believed that their careers were influenced by chance events and were able to identify such an event. Out of this study, 11 categories of chance events were found. These included professional or personal connections, unexpected advancement, right place, right time, influence of marriage and family, encouragement of others, influences of previous work/volunteer experiences, military experiences, temporary position became permanent, obstacles in original career path, influence of historical events and unexpected exposure to interest area (Betsworth & Hansen, 1996). Of the 11 categories the first three (professional or personal connections, unexpected advancement and right place, right time) were endorsed more often, indicating that some chance factors were viewed as more influential and occurring more often than others. This study is valuable in that it provided information on how chance was viewed by individuals and that chance is seen as an important influence in career development.

Williams, Soeparapto, Like, Touradji, Hess, and Hill (1998) conducted a qualitative study of prominent women in counselling psychology and chance factors. Thirteen participants were interviewed about the role chance factors played in their career
development and decisions. All participants attributed knowledge of skills, interests and abilities as key to their career choices. However, all 13 were able to list at least one key chance event that either changed their career path completely, or altered it with new options, opportunities or increased flexibility. From the results, the researchers created two categories of chance 1) ones in which another person intervened or 2) ones that were totally random. These two were also then influenced by one of four contextual factors: timing of the event, stage in career development, internal readiness factors and external readiness factors. Participants who described pre-PhD chance events that impacted their career paths reported greater change and experienced more career pressure following the event. In contrast, those who described post-PhD chance events noted an altered self-concept and little to no career pressure from the event. These results suggest that both chance and planning were important factors, but that the effect of each could be influenced by other internal and external factors.

Bright, Pryor and Harpham (2005) reported two studies that investigate the role of chance events as influences in career decision-making. In first study, the results of a large-scale survey of 772 high-school and university students investigating influences on their career decision-making are presented. Chance events were reported as influencing the career decisions of 69.1% of the sample. In the second study, the role of locus of control was found to be moderately associated with reporting chance events. More External control individuals tend to report more chance events than their internal control counterparts. Implications for career choice theory and research are discussed.

Bright, Pryor, Wilkenfeld and Earl (2005) explored the role of contextual and unplanned factors on career decision-making. Six hundred and fifty one university students at all levels were surveyed to collect data on career intentions, current enrolments, perceptions of influence of family, friends, teachers and the media, the role of serendipitous events and the education and current work of their family members. Results indicated that students perceived family and teachers to be significant influences on their career decisions. Furthermore, distal influences such as the media and web-based information were also significant. Students’ current course enrolments and career intentions were significantly more likely to be in interest categories congruent with their father’s job. Unplanned and serendipitous events were very commonly perceived to influence career decisions. The results are interpreted as providing support for an open systems theory of career decision-making.
Walmsley, Jameson and Thomas (2007) investigated career development of tourism students with a particular focus on the role happenstance has played in determining career paths. The data show that it was often the least considered decisions, triggered by chance events that had the most profound impact on students’ career trajectories. A model is presented that describes the interplay of happenstance with the concept of career maturity. It is argued that whereas all careers are subject to chance events, where career maturity is low, as is particularly the case in early careers, the likelihood of happenstance influencing career outcomes is augmented.

Bright, Pryor, Chan and Rijanto (2009) conducted a series of three studies which were designed to learn more about the dimensions of chance occurrences and how participants perceived them in their own lives, as well as when viewed in the stories of others. The overall results indicated that people viewed chance occurrences as both independent and as concatenated events. Concatenated events were described as occurrences that were part of a string of events that were related to one another. Overall, chance events were more often viewed as concatenated than independent. It was also found that individuals do not recall all types of chance events equally well; highly influential chance encounters that are beyond ones control are more likely to be remembered than any other type of chance events. The research did not find that locus of control influenced the reporting of single and multiple chance events. A moderate correlation was found between locus of control and the number of multiple chance events that produced negative career outcomes. It appears that individuals who are more externally oriented are more likely to report experiencing a series of negative, independent chance events.

Dunnigan (2011) conducted study in which 302 or 70.8% of the participants directly reported that chance had either some influence or was very influential in their past career decision-making. When asked indirectly regarding chance influencers, 387 participants or 93.7% positively endorsed at least one or more chance factor in their past career decision-making. The results of the list of Decision-making Influencers showed that seven out of the ten factors labelled as chance were endorsed as having some or a great influence for over 30% of the respondents. Overall the results from this study suggest that the majority of participants are able to recognize and identify
chance occurrences in their own past. However, the degree to which they are identifying them may be influenced by the demographics of the participant. It also appears that the ability to recognize chance in others is related to recognition of chance in the participant’s past and their locus of control.

Kahn (2012) study explored the potential relationship between personality and perceptions of serendipitous influence on academic and career decision-making. The study was conducted with 107 participants who were enrolled full-time at a rural, church affiliated private college in eastern North Carolina. The participants represented an accurate cross-section of the college in terms of age (mean = 21), sex (72% female, 28% male) and ethnicity (majority white, 26% African American, 7% Hispanic, 2% Native American, 1% Asian). Personality was defined as the Big Five Personality Factors and measured by the NEO-FFI-3. Perceptions of serendipity were measured using the Serendipitous Event Inventory (SEI), which was developed specifically for this study through a focus group and pilot study with participants from the same college.

An exploratory factor analysis was conducted on the inventory resulting in a 14-factor solution accounting for 63% of the variance. The results indicated that there is a statistically significant difference between male and female perceptions of serendipitous influence with males reporting a greater number of serendipitous influences on average. With all data combined there was no significant relationship between personality factors and the sum of positive responses on the SEI. A correlation was then conducted between the personality factors and serendipity factors resulting in five weak, but statistically significant relationships. The data was then separated by sex and the personality factors were again compared to perceptions of serendipity resulting in moderate ($r = .38$) relationships between both Agreeableness and Conscientiousness and the sum of positive responses on the SEI. In addition, 44 weak and moderate relationships between personality factors and serendipity factors when data was separated by sex. Aside from the Agreeableness and Conscientiousness factors, no consistent pattern of relationships emerged.

Blanco and Golik (2014) conducted study by using qualitative methodological approach. It explored Latin American Chief Executive Officers’ (CEO’s) perception
about the influence of career self-management practices and chance events on their career pathways. Semi-structured in depth-interviews with 22 CEO’s working for multinational companies were conducted. This study provides an insight into the appropriate career self-management practices to be implemented by individuals to maximize the benefits and minimize the drawbacks intertwined with chance occurrences in their career journey. Careerists need to be aware of the importance of the career planning process as the backbone of the career management process and as such, be trained in its implementation.

Hirschi and Valero (2016) have shown that chance events affect careers but has not established the nature of their effects. They commenced study by using a person-centred approach with latent profile analysis to examine 312 Swiss adolescents in their first year of vocational training. They identified five qualitatively differing profiles according to levels of perceived chance events and career decidedness: balanced scorers, undecided with mean chance, undecided with high chance, decided with chance, and decided without chance. The groups differed significantly in work motivation (i.e., occupational self-efficacy beliefs, perceived person-job fit, and work engagement). Decided adolescents reported more favorable work motivation regardless of their level of perceived chance events. The results imply that promoting decidedness remains a valuable goal in career counselling despite the occurrence of unpredicted events.

Atkins (2017) conducted study to explore young people’s motivations for undertaking vocational programmes, this article explored the relationship between their positioning in fields and career decision-making. The article argued that social positioning was significant in its relationship to decision-making, to the way in which young people perceive and construct their careers and to the influence of serendipity on their transitions. The article explored the implications of these findings in terms of young people’s future engagement with the global labour market, giving consideration to (dissonant) perceptions of vocational education and training as contributing to economic growth whilst addressing issues of social exclusion and promoting social justice.

The research review indicates that the studies that have been conducted investigating the relationship between career decision-making and chance events are mostly in
Western context and also lack of research evidence in Indian context prompted the investigator to explore the interrelationship between the two variables.

**Emotional Intelligence**

The term *Emotion* has been derived from the Latin word *Emovere* which means to stir up, to agitate, to excite and to move out. Emotion is stirred up a distinguished state of mind, when our feelings become intense and excited, they become emotions. The nature and intensity of the emotions is usually related to cognitive activity in the form of perception of the situation. Emotions are human being’s warning systems that alert them to alert is really going on around them. These are our responses to the world around us; they are created by the combination of our thoughts, feelings and actions.

Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait Emotional intelligence models are the most widely accepted in the scientific literature. Ability Emotional intelligence is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait Emotional intelligence is usually measured using self-report questionnaires and has stronger relationships with personality.

Smith and Lazaraus (1990) explained that emotions are complex organizations of the physiological, emotional, experimental, cognitive and conscious. Emotion is an organized response system that co-ordinate physiological, perceptual and other changes into coherent experiences of moods and feelings.

McCrae and Costa (1991) described emotional intelligence as skills to know who you are and your thoughts, feelings and actions interrelate. In addition, it refers to skills to re-evaluate, direct and transform one and skills to enlarge, direct and make sense of ones life. Emotional Intelligence helps us to sort out all feelings, name them and begin to understand their causes and efforts. It helps us to control one’s emotions, to repress feelings like anger, joy or fear and cut them off the decision-making process.

Elias (1993) and Jensen (1998) studied that emotions allow for individual defense, love, protection of values, mourning of loss and overcoming difficult obstacles in the pursuit of goals.
Torrance and Schilling (1996) suggested that an individual’s emotions rapidly organize the response of an individual’s biological system and to put the individual in an optimum condition to response. Emotions establish, the individual’s position relative to environmental events, guiding towards some situations and repelling from others.

Emotional intelligence is thus defined as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997). Mayer and Salovey (1997) proposed a four-branch model of emotional intelligence that includes the abilities to:

- accurately perceive emotions in oneself and in others:
- use emotions to facilitate thinking:
- understand emotions, emotional language, and the signals conveyed by emotions: and
- manage emotions so as to attain specific goals.

Bar-On (2000) identified ten key components of emotional intelligence, these are Self-regard; emotional self-awareness; assertiveness; empathy; interpersonal relationship; stress tolerance; impulse control; reality testing; flexibility and problem solving. In addition some sub components have emerged as facilitators, but are not core components of emotional intelligence. These are independence; self-actualization; social responsibility; optimism and happiness. He further added emotional intelligence as a multifactorial array of interrelated emotional, personal and social abilities that influence overall ability to actively and effectively cope with daily demands and pressures.

Mayer and Salovey (2000) viewed emotions as adaptive and as something that can potentially lead to a transformation of personal and social interaction into enriching experiences.

Generally, people who are more adept at EI competencies are more likely to acquire high-quality social and emotional well-being, personal growth, and other psychological advantages in the career development journey (Puffer, 2011).

*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 as measured by Emotional*
Intelligence Scale (Hyde, Pethe and Dhar, 2002). This scale assesses 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.

Career Decision-making and Emotional Intelligence

Emotions seemingly play an important role in career decision-making processes, but often this influence is not fully understood and recognized (Emmerling & Cherniss, 2003; Young, 2010). The literature on career development has increasingly focused on the role of emotions in career decision-making. Kidd (1998) maintains that emotion, in addition to cognition, is a key determining factor in career choice and career behaviour. Caruso and Wolfe (2001) argued that emotions play a crucial role in career development and selection.

Young, Paseluikho, and Valach (1997) investigated the ways in which emotions serve to energize action and provide context and meaning to the construction of career by analyzing conversations between parents and their adolescents. Findings of their analysis demonstrated how rival constructions of career and mutual feelings of tension and disappointment emerge when parents and their adolescents lack similar goals. The authors noted that the mutual feelings of tension revolve around the daughter’s choice to be different and separate from her mother, whereas the mother consistently persuades her daughter to adopt her values and standards. Anger sustains the daughter’s rebellious efforts toward her mother’s criteria for career choice and motivates her to distance herself from her mother. The mother responds with concern, which motivates her to persist in advice giving with the expectation of increasing her daughter’s opportunities for career choice success.

Brown, George-Curan and Smith (2003) found the relations between career decision-making self-efficacy, vocational exploration and commitment, and emotional intelligence. Furthermore, the extent to which sex moderates the relationship between emotional intelligence and career decision-making and between emotional intelligence and vocational exploration and commitment was also examined. Findings revealed that emotional intelligence as measured by the Empathy, Utilization of Feelings, Handling Relationships, and Self-Control factors is positively related to career decision-making self-efficacy and that the Utilization of Feelings and Self-
Control factors were inversely related to vocational exploration and commitment. Findings, however, failed to reveal sex as a moderator of the relationship between emotional intelligence and the career variables under investigation.

Davis (2006) conducted study on one hundred twenty nine special education teachers in the Houston Count, Georgia School System. It was a two-part survey consisting of the General Emotional Intelligence Scale and a researcher-created demographic questionnaire. The purpose was to assess the role of emotional intelligence in the career decisions of special education teachers and to what extent emotional intelligence depends on the career longevity of special education teachers. The findings of this research indicate that the role of emotional intelligence in the career decisions of special educators is defined by a positive correlation between experience and emotional intelligence. This is evidenced by the tendency of veteran special educator respondents to register statistically significantly higher ratings of emotional intelligence than nonveteran respondents.

Justice and Espinoza (2007) surveyed on sample of one hundred sixty beginning teacher candidates using the Emotional Skills Assessment Process. According to the Emotional Intelligence Scale the candidates needed to strengthen skills in assertion, comfort, empathy, decision-making, drive strength, time management, commitment ethic, self-esteem, stress management and deference. The skills leadership, aggression, and change orientation were current strengths. To face the challenges of a diverse classroom, these skills need to be developed, strengthened or enhanced if candidates are expected to have a longer teaching

Nair, Patel and Mertova (2009) conducted research on student-learning outcomes indicates that university graduates do not possess important skills required by employers, such as communication, decision-making, leadership, emotional intelligence, social ethics skills as well as the ability to work with people of different backgrounds. The result indicated that engineering graduates are required to work within multicultural and multinational workplace environments, and thus need to possess adequate professional attributes and competencies. This paper elaborates on the missing links between engineering graduate attributes and employers' expectations.
Hammond, Lockman and Boling (2010) examined the adequacy of the tripartite model of career indecision for African American students, considering that the samples used in the meta-analysis of Brown and Krane were predominantly Caucasian. A total of 171 participants from a Historically Black University completed a packet of career diagnostic assessments that included a measure of emotional intelligence. Factor analysis suggested that five factors (career self-efficacy, career-related emotional maturity, information needs, vocational identity development, and career decisional status) could be extracted to represent the constructs related to career decision-making for African American students.

Hess and Bacigalupo (2011) in their paper identified practical approaches to the application of emotional intelligence to the decision-making process. Goleman's and Boyatzis explored four essential elements of emotional intelligence and their associated 20 behavioral competencies are utilized to develop a methodology for the practical application of emotional intelligence skills to decision-making. A series of questions and observations are outlined to assist decision makers in the improvement of emotional intelligence awareness, as well as the utilization of emotional intelligence skills to enhance decision-making processes. Findings revealed that organizations and individuals may benefit from the development and utilization of behaviors attributed to emotional intelligence. The practical application of emotional intelligence skills can enhance individual and group decisions and outcomes.

Puffer (2011) investigated the role of emotional intelligence associates with familiar constructs within the career decision-making journey. In particular, multiple regression analyses of 561 collegians revealed Emotional Intelligence as a salient predictor of vocational personality, Holland's Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, vocational identity, and career indecision. The findings also exposed important gender differences and distinguished which competency of Emotional Intelligence is germane to what career construct and gender. Implications from the findings and practical applications for placing emotion in a more proximal role by career counsellors are discussed.

Fabio, Palazzeschi and Asulin-Peretz and Gati (2012) investigated the distinctions between career indecision and indecisiveness. The different patterns of the
associations between career indecision and indecisiveness, on one hand, and personality traits, career decision-making self-efficacy, perceived social support, and emotional intelligence, on the other, were studied on a sample of 361 university students. The results showed that career indecision, as measured by the Career Decision-making Difficulties Questionnaire, is most highly associated with emotional intelligence, whereas career indecisiveness, as measured by the Indecisiveness scale, is most highly associated with personality traits, and in particular with emotional stability. This pattern of results was obtained for both women and men; however, the prediction was stronger for indecision ($R^2=.76$ and $.55$, for women and men, respectively) than indecisiveness ($R^2=.35$ and $.28$, for women than for men, respectively).

Puffer (2014) explored a study which operationalized an intervention designed to facilitate emotional awareness and tested it with a sample of 451 undergraduates exploring career information. Using a descriptive research design, a frequency distribution of 40,207 affective responses revealed six noticeable recurring emotions resulted from participants’ reflections on career possibilities. This pattern, consistent over a 3-year interval, comprised the majority (59%) of total elicited affect. Moreover, a statistically significant higher percentage of positive emotional responses emerged with college students’ self-assigned occupations relative to computer-generated careers.

Bartum, Alexander and Hicks (2014) investigated on how emotional intelligence (as a personal trait) might be linked with career decision-making and with the levels of currently perceived (peer) attachments. The study conducted on 142 university students who completed the full version of the Trait Emotional Intelligence Questionnaire (TEIQ), the peer attachment section of the Inventory of Parental and Peer Attachment (IPPA) and the Career Decision Scale (CDS). Significant intercorrelations as anticipated were found between a number of the scales of the TEIQ the IPPA, and the CDS. In regression equations career indecision was predicted by the self-control and emotionality domains of the TEIQ and by the trust and alienation scales of the IPPA (but not the communication scale). When the subscales of the two domains were related to career indecision, only impulsivity, emotion expression and
relationships were significant contributors. These three EI subscales along with Alienation from the peer attachment scales all contributed significantly to career indecision.

Bera (2015) investigated in a study on students, having age group between 16 to 19 years, studying in the disciplines of science, arts and commerce at higher secondary/junior colleges located in nine different Divisional Boards of Maharashtra have been considered as population for this study. Female students had better correlation coefficient between the physical fitness awareness and career decision-making ability ($r=0.76$, $p<0.01$) than the males ($r=0.65$, $p<0.01$). The residual value of average level of emotional intelligence was 0.0358, where the adjusted R square value was 0.185 which was statistically not significant at 0.05 level. This result indicates that average level of emotional intelligence cannot predict one’s career decision-making. Similar result was evident in case of high level of emotional intelligence which indicates that high level of emotional intelligence also cannot predict one’s career decision-making.

Emotional intelligence appears to be a very promising variable in terms of research and intervention in the area of career decision-making. Here it should be remembered that many counsellors believe that emotions play a significant role in career decision-making (Young, 2010). The importance of reintroducing the study of emotions and doing more research on their role in career decision-making processes has rightfully been emphasized as a new challenge in the field of guidance and career counselling (Young, 2010).

**Social Context**

The social context, social environment, socio-cultural context, or milieu, refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact (Barnett& Casper, 2001).

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 & Earle, 1997).

Social Environment

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.

Social factors

We all live in either a multicultural or self society, it means there are many factors that affect or direct our lifestyle. These factors are called social factors. 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 aspirational value. An individual goes through many influences that could change his behaviour and choices. A brief description of the influences is as under:

Family

Parents serve as a major influence in their children’s career decision-making i.e. from education to selection of career. 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. Similarly friends and peers are helpful in examining and scrutinizing feelings, beliefs and ideas in an accepted manner (Corsaro, 1992).

Almost everything that we learn as a child comes from parenthood and how we react with our parents. Our parents went through the concepts of life, and they were exposed to society as a kid and an adult, which we learn as we get older as well. Our families, especially our parents, have a lot of wisdom about what goes on life, since they have already experienced many parts to it. They are the ones who can teach us what they have learned, and they can show us how we should act, feel, and think about our modern-day society.

Probably the strongest influence in our lives is the family we grew up in. Our birth order, the personality's of our parents, the way we were treated by our siblings, the socioeconomic status of the family, their education, the place we lived – all of these shaped us at the time when we were most vulnerable to being shaped.

Family is the most important socializing agent that influences the child’s life (Tewari, Morhhatt & Kumar, 1981).

**Friends**

A peer group is both a social group and a primary group of people. Peer group may be defined as a group of people who, through homophile, share similarities such as age, background, and social status. The members of this group are likely to influence the person’s beliefs and behaviour (Source: Peer Group Dictionary, 2012).

Peer groups provide perspective outside of the individual’s viewpoints. Members inside peer groups also learn to develop relationships with others in the social system. Peers, particularly group members, become important social referents for teaching other members customs, social norms, and different ideologies (Sherif & Sherif, 1964; Youniss & Smollar, 1985; Clausen,1968). During high school, peer group influences start to wane. Individual identity, values and goals play more of a role in decision-making. Older teens have more of a sense of who they are and what they want. Some
teens are open to everyone and can befriend others in different groups without needing to belong to a particular group themselves.

**Teachers**

Schools are one of the first places where child’s behavior and future educational success takes shape. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers have the qualities of being role models for students, because most teachers respect, love, care, instruct, and guide their students to become a successful person. Students view teacher as being wise therefore they look up for them. Students know that if they need something they just need to ask them. They learn from every lesson that the teacher deliverers.

**Media**

The era of the twenty-first century, can be characterized as the age of media and technology. As channel for information and entertainment mass media surrounds us day and night. The media, defined as those institutions and techniques used to disseminate symbolic content to audience, include radio, the press, television, the music industry, film and in some accounts advertising (Source: Media by Kristinsdóttir, S.B., 2008). Media such as television, newspapers and social media websites, is frequently been used by youth to seek information regarding various professions, job market and knowledge about the world around them. It provides us with entertainment, information, and comfort. While everything a person experiences shapes him/her, it is probably the advertisements that an individual watches on television, that have the most influence over his/her choices and decisions. Advertisements are the most blatant way of influencing our choices, but a more discreet approach is through the daily news, for they are also an important part of the media, and influence us in a more discreet way.

**Career Adviser**

A careers adviser in higher education provides information, advice and guidance to undergraduates, graduates and postgraduates through individual interviews and group work. They help clients assess their values, interests,
abilities and skills and relate these to opportunities for employment, further study and training. They also help clients make decisions, develop strategies and carry out career plans as well as advising on how to present themselves effectively at interviews and cope with the transition from higher education to employment. Increasingly, careers advisers work with academic colleagues to promote the employability of students including careers education within the curriculum and liaise with employers to help them recruit students and graduates (Higher Education Career Adviser, 2011).

**Role models**

Sports stars have traditionally voiced strong opinions on being perceived as role models. While there may be very few examples of great sports stars explicitly saying that they want to be role models for children, several have consciously or sub-consciously modelled their on-field and off-field behavior in an attempt to be perceived thus. As a child grows and discovers the world, the horizon which describes themselves and their dreams expands. One of the first set of achievers which every child comes across outside of the immediate circle of influence is sports stars. Children love to run, to be strong, to jump and to stand out. There is an innate sense of competition vis-à-vis their reference group of similar children.

Celebrities are constantly in the spotlight, filling the pages of newspapers, tabloids, magazines, and gossip websites, and appearing on entertainment television shows. The media are fascinated by problems in the private lives of celebrities, and compete to report on their partying, arrests, drug abuse, bad career choices, drunk driving, divorces, bad parenting decisions, personal mistakes, struggles, and downward spirals in general. Because of their perceived success, the behavior of celebrities, particularly sporting celebrities, has a significant effect on the public, especially the younger generation. However, these people are examples of success in a specific role, and may not be the best choice for instilling moral values.

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.

**Career decision-making and Social Context**

Social learning and social cognitive approaches to career decision-making (e.g. Krumboltz, 1979; Krumboltz & Nichols, 1990; Lent, Brown, & Hackett, 1996) acknowledge the dynamic nature of the P–E interaction. Both approaches emphasize that learning experiences (both direct and vicarious) shape people’s vocational interests, values and choices.

Payne, Bettman, and Johnson (1992) as well as many other researchers agree that the environment, stimulus context, and other factors have a major influence on decisions. Many researchers have begun to include context in their models of decision-making but few studies attempt to explain which contextual components are important in a decision situation and why some contextual components are more relevant than others.

Patton and McMahon’s (1997, 1999) systems theory framework draws attention not only to the individual as a system but also to the social context and broader environmental/ societal context as larger systems in which the person develops and makes career decisions. Along with a range of other writers (Collins, 1990; Leong, 1996; Sears, 1982; Vondracek, Lerner, & Schulenberg, 1986), they point to the range and complexity of the influences of human career decision-making and development, and the need to consider a much broader range of variables across various disciplines.

The Social Cognitive Career Theory (Lent et al. 1994) proposes that career choice behaviour is shaped by outcome expectancies, career interests, and career self-efficacy, and that career self-efficacy plays a mediating role between one's background and interests and one's outcome expectancies.

NICEC (1996) reported that young people’s career decisions are influenced by a range of factors and issues, including parents and other relatives, friends and peer-groups, careers specialists, subject teachers, contacts with employers and direct experiences of employment, and individual interests and values.
Career decision-making encompasses a large group of influences that are related to making choices about education, training, jobs and careers and retirement. While contextual influences such as the family, peers, the labour market etc are acknowledged, they have infrequently been the focus of sustained investigation in relation to career decision-making (Patton & McMahon, 1999).

Poole and her colleagues have collected longitudinal data on the career intentions and paths of students dating back to 1975 (e.g. Poole & Langan-Fox, 1992; Poole, Langan-Fox, Ciavarella, & Omodei, 1991; Poole, Langan-Fox, & Omodei, 1993). They found that contextual variables such as socio-economic status (SES), parental education, educational resources, support structures and parents, significantly influenced career choices. The significance of such research from our perspective is that it provides some insights into the way contextual variables impact the career decision-making process.

Higgins (2001) investigated the social context in which career decisions are made. Results show that beyond individual-level factors such as demographics and work history, individuals' decisions to change careers are socially embedded. Findings suggest that the greater the diversity of an individual's network of advisors, the greater the likelihood that an individual will change careers. Results show that the greater the diversity of an individual's set of instrumental relations, the greater the number of offers he or she receives during the job search process and, further, that the number of offers received is positively related to the likelihood of changing careers.

While a psychological focus is meaningful in helping us understand the mental and emotional processes involved in choosing a career, personal and career development questions also stem from the societal context in which people live (Guichard, 2003).

According to Lent, Brown, Schmit, Brenner, Lyons and Treistman (2003), contextual supports and barrier as indirectly linked to choice goal of individuals’ career decision-making. They also mentioned that contextual received by environmental supports and barriers relate to the choice goals and actions in engineering. The supports contextual would contribute and act positively towards the career decision. The barriers contextual would cause one to avoid from choosing a career which looks hard and unsuitable.
Turner, Steward and Lapan (2004) mentioned that contextual factors are those environment barriers and supports such as family structure, mother’s and father’s supports that pursuing student’s career.

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. External contextual such as parents, teachers and friends do not only open up the opportunity but constraint the students’ selection of career in technical area. (Guay et al., 2003; Ojeda & Flores, 2008; Tien et al., 2009; Stringer & Duncan, 1985; Nolan et al., 2008).

According to Ramlee and Norhazizi (2009), the factors that hinder female students from choosing certain technical fields is a lack of encouragement from family, peers, teachers and environment.

Studies have looked at the influence of multiple factors influencing career choices. Olamide & Olawaiye (2013) studied the factors that affect career choices of adolescents in Ogun state, Nigeria. Using a quantitative research design 100 students were recruited as participants. They explored the role of environment (family, friends, teachers, counsellors), opportunity and personality in career and academic choices of students. They reported that environment, opportunity, and personality all influenced career choices in varying degrees.

Influences on Career Decisions

Many things influence a teenager’s career decisions. Sometimes a game they played when they were young or a character on a television show can spark a lifelong interest in a job. There are many influencers on a teenager’s career decision. There are many influences through which an individual decide his career. Description of the main influencers and how they affect a young person’s decision-making is as under. Students operate within a complex set of relationships made up of parents, relatives, friends, professionals (i.e. teachers, lecturers and careers advisers) and other people they come into contact with through their term-time jobs, sporting activities, etc. These relationships or networks represent forms of social capital that may be utilized in the career decision-making process. For example, networks may be used to obtain
information and advice, or they may provide access to job opportunities. Description of the main influencers and how they affect a young person’s decision-making is as under.

**Influence of Family on Career decision-making**

Parents influence almost every sphere of children’s life; these could be education that their children acquire, the knowledge they have about different occupations, motivation that is needed for their success. Usually, parents have high expectations from their children with regards to education and career.

Family demographics always have a very strong impact on a person’s life. An individual feels comfortable talking to his/her parents about anything, including her aspirations for the future. Parents can introduce a teen to friends, business colleagues or other associates that have followed the career path their teen wants to explore. Siblings can encourage an individual to communicate about desires to his/her parents and to them so that they may help her start to develop a network for the future.

Parents are the most important influencers on a young person’s career decision. What parents do for a living; where they live; their education, knowledge and skills; what they earn; and how they spend their time and money have a huge influence on their child’s career decisions. Older brothers or sisters may strongly influence younger members of the family. Parents have significant impact on children career section (Amundson, 1984; Bundura, Barbranelli, Caprar & Pastorelli, 2001).

There is some indication that although not large, there can still be some influence made by siblings, either intentionally or simply through circumstances. Morgan(1983) examined whether there were sibling influences on career plans, including specifically for male and female youth. This study, using data from the National Longitudinal Surveys of Labor Market Experience, 1979-82, focused on career aspirations of youth. The study indicated no influence could be found linking girls to the career choices of their sisters. However, the study did indicate that brothers reinforce each other’s career aspirations, particularly during the high school and early college years when these youth are formulating their occupational ideas and goals and beginning the transition to full-time employment.
A number of studies have commented on the relationship of family with career decision-making. Dole (1964) has confirmed the influence of parents upon educational and vocational decision-making especially by younger girls.

Roe and Seigelman (1964) found no significant evidence that affectionate parent-child relationship determine choice of person oriented vocation.

Berson (1977) investigated to clarify part of the decision-making process centring around combining family and career. There are two aspect of the study. In the first, perceived costs of combining roles are assessed and evaluated in light of mother's employment history. The subjects in this part of the study were 141 single women and 43 married women. In the second part, differences in attitude of husbands and wives are considered. Subjects were recruited from three undergraduate psychology classes at an eastern state university and a church-related discussion group in the same community. All subjects were given both a demographic questionnaire and the Subjective Expected Utility scale for pursuing a career while the mother of young children. For much of the statistical analyses, a factor analytic approach was used to help summarize and describe the scores. The perceived costs of combining a career and motherhood may play a vital role in the individual's decision about her educational and vocational goals. There are several factors that may influence how the individual sees the effects of such role combination. These factors include her own marital and parental status and her experience of having been a child of a working (or nonworking) mother.

Greenhaus (1983) examined the role of career exploration in making career decision on 284 undergraduate business students. Results showed that occupational exploration, consultation with family and friends, self-exploration, and exploratory employment were four dimensions of career exploration related to the development and satisfaction of a career decision.

Chalungsooth (1989) in a study on South East Asian women of Malaysia, Philippines and Thailand, found that of the 13 factors that influence the career decision-making, the effort of family was the most important factor.

Hoffman, Hofacker and Golsmith (1992) reported that parents were found to be the primary influences on their offspring’s career choice.
Lent (2002) examined perceived influences on 31 college students comprising undergraduates and graduates. They identified six categories that influence career choice. These were: interests; direct exposure to work-relevant activities; vicarious exposure to work-relevant activities; work conditions or reinforces; thinking one is good at an activity; and leisure experiences. Other categories that were influential in positive or negative choices included family, friends and teachers. They concluded that choice barriers and supports include generic factors and others that differ as a function of an individual’s circumstances and experiences.

Berrios and Ana (2005) examined the occupational identity statuses of 232 college students were analyzed by examining their family emotional environment and the identity control processes that drive career decision-making. Results of multivariate analysis showed that each of differentiation construct, family tolerance for connectedness, and separateness explained significant variance in the achievement, foreclosure, moratorium, and diffusion of occupational identity statuses. Additionally, this study provides a foundation for career counselling intervention in which adolescents struggling with occupational issues may benefit from career interventions that respond not only to the nature of their decisions but also to the family dynamics present during their decision-making process.

Bright, Pryor, Wilkenfeld and Earl (2005) explored the role of contextual and unplanned factors on career decision-making. Six hundred and fifty one university students at all levels were surveyed to collect data on career intentions, current enrolments, perceptions of influence of family, friends, teachers and the media, the role of serendipitous events and the education and current work of their family members. Results indicated that students perceived family and teachers to be significant influences on their career decisions. Furthermore, distal influences such as the media and web-based information were also significant. Students’ current course enrolments and career intentions were significantly more likely to be in interest categories congruent with their father’s job. Unplanned and serendipitous events were very commonly perceived to influence career decisions. The results are interpreted as providing support for an open systems theory of career decision-making.

Grygo (2006) administered a study on 150 undergraduate students which analysed aboriginal post-secondary students' perceptions of selected influences on their career.
development and planning. Six areas were examined: 1) parental influence; 2) teacher influence; 3) peer influence; 4) ethnic and gender expectations; 5) academic self-efficacy; and 6) the role of negative social events. Three factors were significant for this population: 1) positive influence in the form of support from parents, teachers, peers, and students' academic experiences and self-efficacy; 2) negative social events in the context of having friends in trouble with the law, addictions, teen pregnancy, indifference to schooling, dropping out of high school, and deaths of friends; and 3) ethnic and gender expectations emanating from parents and teachers. Based on these findings, directions for further research, and implications for counsellors and educators, are outlined.

Nota, Ferrari, Solberg and Soresi (2007) conducted study on 253 Italian youth, the purpose was to verify whether career search self-efficacy could mediate the relationship between family support and career indecision. The study found that, for male adolescents attending a university-preparation high school, career search self-efficacy partially mediated the relationship between family support and career indecision. Contrary to expectations, for female adolescents there was no direct relationship between family support and career indecision; however, family support was directly associated with career search self-efficacy and career search self-efficacy was associated with career indecision.

Palos and Drobot (2010) conducted pilot study to identify some variables from the family environment which have an impact on adolescent decision for a future career. The data was collected from 60 pupils from the final high-school grade. The test portfolio: Parent Career Behavior Checklist (Keller and Whiston, 2008); EMBU questionnaire (Perris et all, 1980); Adult Attachment Scale (Collins and Read, 1990). The obtained results offer us an image of the variables which influence career decision-making process and the way in which vocational counselling and the role of the counsellor are perceived in school.

Alika (2012) conducted study to investigate the relationship between parental and peer group influence on career choice in engineering profession among adolescents. The research design adopted was co-relational because it sought to establish the relationship between the independent variable and the dependent variable. One research question and one hypothesis were formulated to guide the study. Three
research instruments i.e. the students’ occupational clusters preference scale (OCPS), peer pressure assessment scale (PPAS) and the parental influence assessment inventory (PIAS) were used. The population of the study comprises students in senior secondary school two (SS 2). Data were analyzed using the Pearson product moment correlation and regression analysis. The results showed that there was no significant relationship between parental and peer group influence on career choice in engineering among adolescents. It is recommended that government should emphatically ensure that guidance services is provided in all secondary schools in order to ensure that professional guidance is provided to the young adolescents in their career decision-making process.

Kumar (2016) explored the influence of parents on choosing career among college students in selected private colleges situated around Bahirdar City, Ethiopia. Choosing a suitable career is a vital part in every student’s life. Further, it ignites a person’s future life for his/her own job preference and lifestyle. In this context, influence of social members is inevitable; generally the influence of family members and most particularly parents play a major role as an influencer and determiner on choosing a career option. Students in Ethiopia are not exceptional to this phenomenon of selecting right and suitable career. A cross-sectional survey design was adopted and multi stage sampling technique was employed to identify the participants. Totally, 175 participants (Male=99) and (Female =76) responded to Holland Personality Inventory (Holland, 1997) and Career Choice Traditionalism Scale (Hensely, 2003). The collected data were statistically processed using SPSS version 16. Descriptive and inferential statistics was employed to analyze the data. The results revealed that there is a significant influence of parents on career choice among students. Specifically, father’s influence is found to be more significant on career choice decision-making among students than their mothers.

Fouad, Kim, Ghosh, Chang and Figueirdo (2016) examined the nomological network for the Family Influence Scale in the United States and India. Specifically, the study assessed the relationship between family influences on career decision-making and the constructs of family obligation, work volition, calling, work values, and occupational engagement across two countries. A total of 136 U.S. participants and 377 participants from India responded to a survey via Amazon Mechanical Turk. The study found support for the construct validity and the four different types of family
influences both between the United States and the Indian population. Family influence was correlated in expected ways with family obligation, work volition, work values, calling, and occupational engagement.

A number of studies have been conducted investigating the connection between career decision-making and family. But lack of research evidence in Indian context prompted the investigator to explore the interrelationship between the two variables.

**Influence of Friends on Career decision-making**

Peer pressure can sometimes limit young people’s career aspirations. Encourage your children to think about when school is over - will it matter what their friends think? Many young people stick to careers that are safe and known. Give them examples of outsiders who have done well for themselves. Boyfriends and girlfriends can be an important influence on where a young person chooses to study, or whether they move to a certain town or city. There appeared to be very few cases where students were able to obtain practical advice and assistance from their friends. One exception was where the friend of a geography student was able to arrange a work placement for him. Similarly, a marketing student has a friend in a senior position in large company who was also able to help him obtain work experience. A law student also consulted a friend who is a careers adviser. The role of friends is similar to the role adopted by the student’s parents. They therefore tend to be able to offer emotional support rather than be in a position to provide advice and assistance.

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that choice barriers and supports include generic factors and others that differ as a function of an individual’s circumstances and experiences.

Bright, Pryor, Wilkenfeld and Earl (2005) explored the role of contextual and unplanned factors on career decision-making. Six hundred and fifty one university students at all levels were surveyed to collect data on career intentions, current enrolments, perceptions of influence of family, friends, teachers and the media, the role of serendipitous events and the education and current work of their family members. Results indicated that students perceived family and teachers to be significant influences on their career decisions. Furthermore, distal influences such as the media and web-based information were also significant. Students’ current course enrolments and career intentions were significantly more likely to be in interest categories congruent with their father’s job. Unplanned and serendipitous events were very commonly perceived to influence career decisions. The results are interpreted as providing support for an open systems theory of career decision-making.

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Hashim and Embong (2015) investigated the level of influence between parents and peers of Malaysian school students in selecting their career choice as accountants. The study used a mixed approach of both qualitative and quantitative approaches. The sample comprised of 309 secondary school students studying accounting principle or
commerce subject as respondents to this research. The findings revealed that parents, mothers, in particular are more influential in career choice of the secondary school students compared to their peers. The study discovered that parents’ educations have no influence over their children’s choice of career. The findings from his study will help teachers and educators have a greater sensitivity to, and a better understanding of the impacts parents and peers’ influence have on school students’ career choice, as accountant is a worthy profession for them to venture into.

Mtemri (2017) investigated factors that influence the choice of career pathways among high school students in Midlands Province of Zimbabwe. A self-designed questionnaire was used in collecting data from the participants. One thousand and ten high school students and 20 career guidance teachers participated in the study. The study revealed that family members, both nucleus and extended, had an influence on students’ choice of careers. The influence of mothers and fathers was rated highly as compared to other family members. The study also revealed that schools had an impact on high school students’ choice of careers. Career guidance, especially school career days, was cited as having a positive impact on students’ choice of careers. The geographical location of schools was cited as quite influential in the choices of careers by students. The study also revealed that peers had an influence on students’ choices of careers through peer advice and encouragement. However, the influence of gender on career choice was lowly rated.

**Influence of Teachers on Career decision-making**

Research has suggested that teachers are fundamental to young people’s career decisions. Their role has been identified in relation to youngsters’ decision to enter post-compulsory education and on their choice of courses, and that they can offer useful feedback on an individual’s strengths and weaknesses. A great teacher can set a student on a lifelong love for a subject. Many people can relate a chosen career back to an influential teacher. Teachers might see talents that parents or students themselves might overlook.

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Khan, Murtaza and Shefa (2012) conducted a study to explore the role of teachers in career counselling in secondary schools in Gilgit-Baltistan of Pakistan. The key findings illustrate that teachers have vital roles to guide students for their careers; they voluntarily act as informal counsellors guiding students in their choices of subjects and career paths. In addition, students also see their teachers as role models and attach high value to their advice and guidance related to the subjects and career selection. Practices such as the educated parents providing career guidance to their children and students seeking career information from media are common in both the Government Education Department and the NGO-run private schools in Gilgit-Baltistan. However, the findings reflect that the NGO-run private schools have better quality career services for students than the Government Education Department - run schools. Likewise, students in both the education providing systems face numerous challenges related to their career choices.

**Influence of Media on Career decision-making**

Mass media plays a paramount role in today’s society. Used to communicate news and events on a daily basis, mass media is defined as those media that are designed to be consumed by large audiences through the agencies of technology. It is an integral part of a modern communication system (Bodo, 2008). Mass media is any medium
used to transmit mass communication. Until recently mass media was clearly defined and was comprised of the eight mass media industries; Books, Newspapers, Magazines, and Recordings, Radio, Movies, Television and The Internet (Lane, 2007).

Mohammad, Salleh and Mustapha (2010) investigated the influence of contextual aspects on students’ career planning and development. A set of questionnaire was used to collect data from 1,436 Form Five students from 22 Technical/Vocational schools in Malaysia. The results show that contextual factors have influenced the choice of students’ career decision. Other findings show that the contextual factors such as lack of role models in the family and lack of career information received at home influenced the respondents' career choices in technical fields. The paper concludes that parents should play significant role in providing career information at home.

Apostol and Näsi (2013) stated that the young generation is more media prone and the societal dynamics are continuously changing because of the media exposure and people are influenced more from media characters' occupations. Moreover, Wroblewski and Huston (1987) argued that children knew more about the real life and television occupations than other jobs, therefore, television serves as a source of occupational information. Television is one of the important sources of occupational information for youth because it regularly portrays work-related activities of fictional characters.

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Saleem, Haran, Saleem and Shamshad (2014) explored the effects of parent’s profession, mass media and personal choice on students’ career selection. The data was collected through online survey method by employing Systematic Random Sampling technique from the first semester students of three leading business schools of Lahore. This study validates that parent’s profession has influence on students’ career choice. Similarly, personal choice has strong and direct impact on students’ career selection. Moreover, this study claims that media is also playing a significant role in career selection. In addition, all three factors including parent’s profession, mass media and personal choice have mutual influence on career choice of students as well. The study claims that mass media and personal choice have more impact than parents profession influence on students’ career choices.

Therefore, from the collected review it is clear that there is need to further explore the relationship between social context and career decision-making. Research that combines social context and career decision-making is limited and does not clearly exhibit their respective relationship. There is need to explore the relationship among career decision-making and social factors. Hence, the investigator aimed to explore the extent of influence of family, friends, teachers and media on career decision-making of students at undergraduate level.

**Rationale of the Study**

Choosing a career has become an important as well as complex decision that an individual makes in his/her life. Often the career decisions are made at early age when a student passes out his middle school and proceeds to select a particular discipline for further studies. There are factors that are of immense importance in career selection process such as aptitude, interest, scope and good earnings to name a few. Before graduating, most of the students do not consider enough alternative choices in career selection to justify in making right decision. The process of transition from school to adult world requires careful planning and cooperation of many personnel who are in contact with an individual.

In the process of career planning, *luck or chance* also have a role to play in people’s career journey. Chance factors play a role in everyday life, shaping decisions and paths from the mundane to the profound (Caplow, 1954; Bright, Pryor, Chan & Rijanto,
The Chaos Theory of Careers (Pryor & Bright, 2003) emphasizes career decision-making as the result of short-term decisions made as situations and opportunities arise in the environment, and not the result of long-term rational planning.

Emotional intelligence has a significant impact on our daily life and one cannot ignore its key role in various aspects of life, especially career path and career development of individuals. Since career decision-making depends on the abilities, interests, values, choices, and also how to integrate them into the life, therefore, it can be seen that the importance of emotional intelligence in the individual’s career is of utmost important.

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).

A person can never exist in isolation from his or her world. Context dictates a number of things ranging, for example, from the decisions we make concerning our lives and influences how we think about and conduct our lives. One of the heuristic devices that allow us to explore context and how phenomena uniquely materialise in context specific settings is by looking at historical issues. While a psychological focus is meaningful in helping us understand the mental and emotional processes involved in choosing a career, personal and career development questions also stem from the societal context in which people live (Guichard, 2003).

Selection of a career is difficult as well as important phase of life for both parents and children. At this stage, children need right and experienced guidance. There are few factors that are of immense importance in career selection process such as aptitude, interest, scope and good earnings. Before graduating, most of the students do not consider enough alternative choices in career selection to justify in making right decision. According to Greenbank (2007), sources of influence such as parents, siblings, peers or mentors help the student to form a comprehensive career plan or outline. Families, parents in particular, may play a major role in the occupational and career aspirations of their children. Students utilize their social networks such as parents, friends, relatives, siblings, and teachers in their career decision-making process. Perhaps some people within their social network become role models.
In such a situation, it becomes a matter of concern to understand and investigate the factors that foster adequate career planning skills among individuals. Thus, chance events, emotional intelligence and other social factors are the important variables in influencing career choice of students at undergraduate level. With the help of this kind of study; one could understand the factors that are required to make effective career choices.

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.

During the course of investigation, the investigator plans to find answers to the following 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 was 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**

Hence the statement of the problem 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.
   (b) 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 Science streams.
   (b) To find, whether chance events will differ in case of undergraduate students from Arts, Commerce and Science streams.
   (c) To find, whether emotional intelligence will differ in case of undergraduate students from Arts, Commerce and Science streams.
   (d) To find, whether social context will differ in case of undergraduate students from Arts, Commerce and Science 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

Based on 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 the sub-scales of 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 domains 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 domains 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 domains:

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 Science 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 Science streams.

4. (c) There exists no significant difference in emotional intelligence in case of undergraduate students from Arts, Commerce and Science 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.