Chapter - 1

Introduction
Choosing one's career depends on what one wants to do. It is not an easy task due to the complex and fluid character of the world of work. It involves not one decision, but a large number of decisions over a considerable period of time. The individual who learns decision-making early in life has an advantage over the person who moves along deciding matters by trial and error. Hence, a person's life may be seen as a string of career decisions reflecting individual's groping for an ideal fit between self and work (Bordin, 1984).

The decision-making with respect to career is a developmental process that takes many years during which the ultimate decision is determined by a series of actions and each one is dependent at least on some measures on preceeding ones. The actions following a considerable number of decisions are made at a great cost and are more or less irrevocable and this indicates their importance for the future. If an individual wants to become an engineer, he enters the non-medical stream and thus except in rare chances he cannot pursue medical or any other profession.

Jones (1973) views that although life goal provides the centre of all activities and gives meaning to life, a satisfying and successful life is often dependent on the wise choice of an occupation.

Occupational decision is not an exclusive intellectual process in which various possibilities are sorted out in a logical manner. Instead decisions are based on the interaction of maturity with regards to career,
self-concept, social background, home and family environment along with many other psychological factors.

Various choices and many opportunities tend to bewilder an individual who gets distracted due to their multidirected scope (Drucker, 1969). It is a problem not only of the individual, but also of the society, which has to spell out its quantitative, qualitative, spatial and temporal objectives within its organizational milieu.

From this standpoint, the planning in the field of education and vocation are of paramount importance. The educational decisions pave the way for the future decisions taken by an individual in the world of work. Education must be related to the needs and aspirations of the people. The most pressing need of the country today is to produce more. Therefore, times demand that we should forge a link between education and productivity. The educational decisions made by the students at the right time help in achieving this goal.

The adolescents at high or higher secondary stages have to face the problem of choosing suitable educational courses leading to vocational choices. Adequate vocational choice not only leads to personal growth and satisfaction, but also helps in making maximum utilization of nation's human resources. As Ross and Ross (1957) declare that a well chosen vocation spells out not only efficiency but also happiness. Mehta (1980) has emphasized on the concept of self-awareness and career-consciousness, decision-making and preparation for the transition from school to work.
The Government of India has realized the importance of career education and introduced the 10+2+3 system in National Policy on Education, 1986. The first stage covers ten years of schooling for all. It contains core-curriculum, general education with emphasis on science and mathematics with the addition of new subjects like work experience, physical education, and aesthetic activities.

At the plus two stage or the senior secondary stage there is a diversification of academic and vocational streams.

The students opting for academic stream have to make decision regarding the pursuance of higher studies in the field of arts, science or commerce. This depends on the choice of the students and also on the facilities available.

The introduction of vocational stream at plus two stage, rests on the truth that while general education cannot produce jobs, vocational education makes it more likely for an individual to get a job, or to be his own master by either starting new productive activity, or a service which may satisfy a felt need of the community.

It is also a meaningful terminal stage for those who do not go beyond the plus two stage and like to get gainfully employed. Thus, vocational stream at plus two stage aims to divert large number of students to the world of work by attracting them to need based, region specific vocational courses. These courses are terminal in nature with the provision for vertical mobility through appropriately designed bridge courses.
After plus two stage the problems faced by the students offering technical and professional courses is to prepare for the entrance test to get into professional and technical institutions e.g. engineering, medicine, chartered accountancy, architecture etc. The remaining students in the academic stream have to plan to seek admission in the colleges to attain the first degree.

Students after obtaining the first degree are able to take up a career, they think is good for them. They take up competitive examination to go in for administrative services, defence services, fine arts, management, teaching etc; whichever is their career goal. Students who are not able to qualify for various professional and technical courses after plus two, again try to achieve their goal after plus three stage.

Students who are unable to get into any professional and technical courses decide to go in for higher studies getting there second degree i.e. post graduation in the area of their choice. After this stage, some students go in for M. Phil and Ph.D degrees, which enable them to become lecturers in colleges/universities.

The aim of decision-making is to reach an optimal choice from among given alternatives. The choice of a given alternative involves the investment of resources both mental and economic. But once a decision is taken, it is very difficult to alter, after a passage of time, when an individual has qualified in a particular vocation. Lots of time and energy is wasted, if unwise educational and vocational choices have been made, necessitating attempts of correction later.
Although educational and vocational decisions are made by an individual, they are greatly influenced by the expectations of society, family and peers. In India, parents hold an important place in planning the future of their children and thus fulfilling their uncherished desires and dreams. A student seeking admission in courses of his/her choice has to opt for specialization in accordance with the wishes of his/her parents against one's own interest. At times, peer pressure and that of teachers also stimulates the decisions taken by the students.

Therefore, the present research is an attempt to understand how the vocational choices and the career decisions are made; and how are these influenced by the various personological and environmental factors.

DEFINITIONS OF THE TERMS USED

Career

In everyday usage, the term career seems often to be associated with upward mobility, advancement or getting on via a series of related jobs. Traditional views of career, often associate the term with the professions where a clear series of steps can usually be identified (Super and Hall, 1978).

A career is seen as including the sequence of preoccupational, occupational and post occupational positions that a person has during the course of life time.

Hence, career is the life long sequence of work, education and leisure experience (Leeman, 1984). Career may be defined as the sequence of positions, jobs or occupations which a person has filled.
during the course of his/her life; these may differ considerably or they may all be in the same field with or without vertical movement.

Leeman (1984) states that term career has been widely misused in blurring the meaning of the words such as: occupation, vocation, job and position. Though these terms are used interchangeably, still they differ in their meanings.

Vocation

The term vocation refers to a particular occupation, business or profession. Vocation is the way in which one earns one’s living. Vocation, in general use, carries a connotation of life long commitment.

According to Deighton (1971), the term vocation might best be reserved for the occupations chosen and engaged in for a substantial period of time, because it is appropriate to the individual's abilities, interests, values and desires.

Occupation

The dictionary meaning of occupation by Good (1959), is that occupation means person's trade, vocation or principal means of earning a living, a group of jobs with a significant number of tasks and skills in common.

Profession

It is an evaluative term describing the most prestigious occupations which may be termed professions, if they carry out an essential social service, are founded on systematic knowledge, require lengthy, academic
and practical training, have high autonomy and a code of ethics and generate in-service growth (Good, 1959).

**Job**

Job refers to a piece of work especially a specific task done as a part of the routine of one’s occupation. It is also termed as part of employment or as a part of one’s occupation for an agreed price (Good, 1959).

Shartle (1952), defines job as a group of similar positions in one plant, business, institution or other workplace.

**Vocational Aspirations**

Vocational aspiration means what the individual considers to be ideal vocation for him and refers to the point in the hierarchy of prestige of various vocational fields, which an individual views as a goal. In vocational aspiration, the individual expresses as to what he wants or wishes to do, irrespective of the limitations imposed by the reality. Vocational aspirations are formulated solely in terms of the wants and wishes of the individuals. Defined in this way, aspiration is quite similar, if not identical, with a person’s fantasy choice.

**Vocational Preference**

Vocational preference means the occupation for which an individual has preference from among the alternatives available. Although the term vocational preference has been synonymously used by Gilger (1942), still some writers use ‘choice’ and ‘preference’ with different meanings.
Ginzberg et al (1951) do not give any definition of choice in their book, but clearly imply that choice differs from preference.

Crites (1969) differentiates choice from preference by saying that choice is more comprehensive than preference. He says all choices presume preferences but all preferences do not necessarily imply choice. He further says that regardless of age levels, choice can be defined as what the individual predicts he will be doing in future and preference can be defined as, what he would like to be doing.

Crites (1969), clarifies further that when an individual expresses a preference, he ranks two or more occupations along a continuum of his estimated chances of actually entering them. Moreover, in expressing a preference, he indicates what he would like to do and in making choice he predicts what he probably will do.

Vocational Development

Vocational development is the individual's process of proceeding along a continuum from earliest vocational fantasies, towards a final vocational choice. Like, all other aspects of development, vocational development may be conceived of as beginning early in life, and as proceeding along a curve until late in life.

According to Ginzberg et al (1951) vocational development is not a single decision but a series of decisions made over a period of years.

According to Super and Overstreet (1960), an individual reaches the ultimate decision through a series of decisions over a period of many years.
Hershenson and Roth (1966) defined vocational development as a decision-making process which creates two trends: (i) narrowing the range of possibilities, and (ii) strengthening the remaining possibilities.

Crites (1969) revealed that in one’s life everyone has to make such decisions several times as to accept or not to accept a job that has been offered to him. Each decision may be affected by his vocational development but his development will seldom make a decision for him.

It has been empirically established that vocational choice and decision-making is a developmental process which takes place over a considerable period of time and which largely terminates when an individual enters an occupation.

**Vocational Choice**

Vocational choice is a process that may begin in adolescence or before, with an examination of individual interests, strengths, and limitations in light of their meaning within a given vocational context. It is an estimated choice of the individual actually entering the occupation. Parsons (1909), writes that an individual’s vocational choice is his greatest decision and it occurs at that time of life when he is about to enter the world of work.

Vocational choice has been defined as what the individual prefers or aspires to do i.e. his first ranked occupation (Fryer, 1931; Trow, 1941; Gilger, 1942).

Super (1953) stated that, choice had different meaning at different stage or age levels. He reasons that decisions made at younger age level...
are not highly related to reality as compared to the decisions reached at older age levels. A mature vocational choice involves sufficient self understanding to correctly match up personal interests and resources to the perceived requirement and conditions that obtain in a specific vocation or profession.

Roe (1956) explains that by vocational choice, we mean what a person would exactly do, assuming that he has the capacities, training and opportunity.

Super stated that the term vocational choice denotes a series of choice, generally resulting in the elimination of some alternatives and the retention of others, until in due course, the narrowing down process results in what might be called an occupational choice.

Tylor (1961) defined the process of choosing an occupation as that of establishing an identity. It is a compromise between preference for, and expectations of being able to get into various occupations.

Crites (1969) operationally defined, vocational choice as an intention of an individual to enter a particular occupation. He suggested three necessary conditions for occurrence of a vocational choice:

i) **Choice supply**

There must be two or more occupations from which to choose. The individual must have an option. If there is no option, a vocational choice is impossible.
ii) Incentive to make a choice

The individual must be motivated to choose an occupation. The social expectation that every man must work, is the most important incentive in this regard.

iii) Freedom of choice

The individual must be free to exercise his option in the choice of an occupation. If he is restrained from doing so, he cannot make a vocational choice.

CAREER DECISION-MAKING

The dictionary meaning of decision is the act of reaching conclusions or making up one’s mind. The term career decision-making refers to, decision of a career from among several choices available to the individual concerned.

Taylor (1965) described decision-making, as the choice among alternative courses for action. It is more clearly reflected in such definitions as:

- the process of selecting a particular alternative for implementation (Nutt, 1976); and
- decision is specific commitment to action (Mintzberg et al, 1976).
- to say that a person has made a decision, may mean, he has started a series of behavioural reactions in favour of something, and
- that he has made up his mind to do a certain action which he has no doubt that he ought to do.
One of the most common use of the term is that to make a decision means, to make a judgement regarding what one ought to do in a certain situation having deliberated on some alternative course of action.

**DECISION-MAKING AS A PROCESS**

Decision-making has been discussed by various authors in various ways of describing it as a process, on in the form of theories or models.

Decision-making implies a process which occurs over a period of time. Theory and research reveal that decision making involves becoming aware of the need to make a decision going through a process of working on that decision (i.e. gathering information, identifying options, evaluating options, selecting among options) making a decision and then taking action to implement that decision (Tiedman and O'Hara, 1963; Harren, 1979).

Gelatt's (1962) decision-making framework assumes a decision maker who requires information to produce a recommended course of action, which may be terminal or investigatory depending upon how it relates to the decision maker's purposes.

Clarke et al., (1965) suggested four stages in the decision-making process. At each stage, the person choosing requires certain information: i) information about alternative actions; ii) information about possible outcomes; iii) information about probabilities linking actions to outcomes; and iv) information about preferences for the various outcomes.

Gelatt (1989) summed up decision-making as the process of arranging and rearranging information into a choice of action.
Bordin et al. (1963) emphasized the importance of early experiences to occupational pursuits. This theory covers the life span of an individual, but exclude individuals whose occupational motivation is constrained by external, cultural, and geographic forces.

Vroom (1964) proposed that external forces also affect the decision maker. Each decision maker has some idea about the impact of these external events upon his/her decision making. Therefore, a decision maker makes decisions that are partly based on preferences for outcomes and to some degree, on expectancies, which Vroom defines as beliefs that choice can be realized.

According to Janis and Mann (1977) decision-making involves a conflict, which occurs because within each individual, who is faced with a personally relevant decision are simultaneously opposing tendencies to accept and reject a given course of action. The decision making process begins with some type of threat to the decision maker; thus he/she feels compelled to act on a situation that is perceived as opportunity to advance toward his/her goals. If one carefully considers all alternatives, one is better able to handle problems that may arise out of the decision, having done one's best in arriving at the decision.

Tiedman (1961) described that the process of making a decision involves two periods or aspects with corresponding stages viz: anticipation, exploration, crystallization and clarification in the first aspect and implementation and adjustment in the consequential aspect.

The social learning theory of career decision-making as proposed by Krumboltz (1979) attempts to explain interaction of genetic factors,
environmental conditions, learning experiences, cognitive and emotional responses and performance skills that produce movement along one career path or another. Krumboltz points out that combination of these factors interact in different ways to produce different decisions.

When a decision maker is faced with a number of outcomes, along with the probability of its occurrence, should dictate the action to be performed (Mitchell and Beach, 1976; Wright, 1984).

Tversky (1972) focused on all choice simultaneously. Each choice has numerous characteristics or aspects. At each stage in any decision-making process, a particular aspect or characteristic of a job is considered. Tversky warns that the major flaw in the principle of elimination lies in its failure to ensure that the alternatives retained are in fact superior to those which are eliminated.

Jespen and Dilley (1974) indicate that the choice making process involves several elements including a decision maker and a decision situation in which two or more alternatives available to the career decision maker carry with them potential outcomes to which some probability or likelihood or occurrence can be assigned.

Mitchell (1975) has developed certain axioms regarding career choice. The most obvious of these is that, if a given career alternative does not satisfy the absolute alternatives the probability of its being chosen will be zero. The second axiom is that if a given alternative has or positive characteristic that corresponds to the positive elements that the decision makers associates with a career choice, the probability of that career’s being choice is greater than zero.
Career decisions involve a choice among occupational alternatives. Which alternative is chosen, depends on the career decision maker's preference for various factors or criteria on the basis of which he or she compares and evaluates the possible alternatives. The large number of alternatives available to the decision maker, the uncertainty concerning future preferences, and the complexity involved in combining personal and occupational information suggest that a better understanding of the way in which career decisions are made and the process underlying them is of theoretical as well as practical significance (Gati et al., 1993).

To reduce the complexity, involved in making career decisions, the process of decision making is separated into stages (Pitz and Harren, 1980):

- On defining or structuring the decision problem (e.g. selecting a major or choosing a career);
- Selecting a set of aspects or criteria relevant to the decision;
- Ranking or rating by importance the various aspects identified as relevant to the specific decisions;
- Identifying occupational alternatives the characteristics of which are compatible with the career decision-maker's preferences;
- Testing the feasibility of these alternatives;
- Collecting relevant information on the few alternatives identified not only as compatible with preferences but also as feasible;
- Ranking alternatives from most to least preferred based on all the information;
- Implementing the most preferred alternative.
Sampson et al. (1992) proposed a pyramid of information-processing domains for career decision-making. The base of the pyramid is composed of two knowledge domains: occupational knowledge (i.e. information about the alternatives) and self knowledge (i.e. information about the career decision-maker’s preferences, values, abilities etc.):

![Diagram of the pyramid with domains](image)

Fig. 1.1: What's involved in a Career Choice.

A natural way to judge decisions is by whether they lead to success or not. **Good decisions** are the ones that lead to futures that the decision-maker likes. A good decision has been defined by career decision-maker, researchers and theorists as one for which the decider takes personal responsibility (Gelatt, 1962) which is consistent with the decider's values (Krumboltz et al, 1982) or as one with which the decider is satisfied (Greenhaus and Sklarew, 1981). Good choices can be made on as we become familiar with occupations and discover ways of making a living that match or fit one’s abilities, interests and values:
Clarke, et al. (1965) states two requirements for good decision-making.

- adequate information, and
- an effective strategy for analyzing, organizing and synthesizing the information, in order to arrive at a choice.

Whereas **bad decisions** are those that lead to unpleasant outcomes.

Decisions which lead to planned results are successful decisions. Decisions which are supported by cognitive and motivational orientation of the individual are **stable decisions**.

A maximum **unstable decision** is one where the person, the moment after he has made up his mind that he ought to pursue one career \( A_1 \), decides that he nevertheless ought to do the other one \( A_2 \); only to oscillate back to the first decision and so on. This presents the undeciderness i.e. the individual is undecided with regards to his vocation.
The essence of decision-making ultimately is inevitably a choice made by individual from among alternative proposals available. If there is only one solution to a problem no decision-making process is required. If two alternatives have equal probability of occurring and are equivalent with regard to attractiveness or value, a decision making process is required, but the outcome is not critical in the way that no loss or gain will result from the decision.

Decisions are not made without information about alternatives. Only with self understanding and adequate knowledge of the facts, can students think objectively about their choices and decide intelligently.

Hoppock (1976) has suggested that one cannot choose what one does not know and many occupations are unknown to most of us. One may stumble into an appropriate occupation by sheer luck, but the wise choice of an occupation requires information about what occupations are available, what they require and what they offer.

In his famous book on decision, Simon (1945) which laid the basis for the science of organizational decision-making, stipulated the importance of 'choice' aspect. The small choice which prefaces all actions; the determining of what is to be done rather than actual doing, the process of choice which leads to action (Simon, 1945).

Therefore, choice is the essential element of decision. Simon considers human choice as a process of drawing conclusions from premises.

Occupational choice is a developmental process that extends over many years. There is no single time at which young people decide upon
one out of all possible careers, but there are many crossroads at which their lives take decisive turns which narrow the range of future alternative and thus influence the ultimate choice of an occupation (Blau et al., 1956). This vocational development means that vocational choice is not just one choice made at a particular point in time, but rather a series of decisions made over several years (Shertzer, 1977).

Crites (1969) revealed that in one’s life every one has to make such decisions several times as to accept or not to accept job that has been offered to him. Each decision may be affected by his vocational development but his development will seldom make a decision for him. The decision taken may be either terminal (final) or investigatory (calling for additional information. The investigatory decision becomes a cycle, involving information gathering and decision-making until a terminal decision is made. The terminal decision may also suggest a cycle, since the outcome of such a decision may yield additional information which would serve to modify the result of terminal decision, (Gelatt, 1962).

Hence, it is clear that decision making does not stop once a choice is made, it is an integral part of decision to ensure that the decision will be implemented.

Here, it would be pertinent to mention some levels or categories of career decision-making. These are: decided, tentative and undecided.

**Decided**

The dictionary meaning of decided is definite i.e. having no doubts about a choice.
Ashby, et al. (1966) defined an individual decided as those who expressed considerable certainty about their educational or vocational plans and were enrolled in curricula oriented towards some relatively clear field, such as engineering, medicine, liberal arts, teaching etc.

Whereas, decisiveness means the extent to which an individual is definite about making a career choice.

**Tentative**

The dictionary meaning of tentative stresses as one not having sure knowledge; subject to change or hesitant as the characteristics of being tentative or uncertain.

Ashby, et al. (1966), described a person to be tentative as having moderate degree of certainty, but had some reservation about the goal which led them to choice their respective vocations. While one is not uncertain in the same manner as the undecided students, he/she is also clearly not committed to a course of study as is the decided individual.

The condition of being in doubt or lack of certainty is defined as uncertainty.

**Undecided**

An individual who is undecided means he is not yet determined or settled or not having reached a decision.

The students in the undecided group does have some vague ideas about what they might life to do, none is sufficiently certain of one's their plans to officially commit oneself to educational and vocational plans (Ashby, et al., 1966)
Indecision

Indecision represents an individual's inability to make a particular decision at a required time.

Indecisiveness

It represents a characteristic which the individual displays frequently in the course of making required decisions.

Types of Decidedness

Wanberg and Muchinsky (1992) clustered 390 college students into four groups on the basis of decidedness and student's concerns: Confident decided, anxious undecided, concerned decided, and indifferent undecided.

Callanan and Greenhaus (1992) cluster analyzed a large sample of employees and identified groups they labeled vigilant and hypervigilant decided adults and chronic and developmental undecided adults.

Krumboltz (1992) challenged the assumption that being undecided is bad, suggesting that being open minded may be better than decided.

Types of the Undecided

Vondracek, et al. (1990) identified four types of career indecision among 465 junior and senior high school students who completed the Career Decision Scale (Osipow, et al., 1976).

a) Students who experienced confusion and lack of experience in career decision-making,
b) Students who need support in decision-making,
c) Students who found several career alternatives attractive,
d) Students who experienced external barriers and lacked interest in decision-making.

Larson, et al. (1988) employed cluster analysis to identify subtypes among 87 undecided college students. They labeled these four groups as:

a) Planless avoiders,

b) Informed indecisives,

c) Confident but uninformed, and

d) Uninformed.

Fuqua, et al. (1988) found evidence for four types of undecided students: a) those who are career decided, relatively free of anxiety b) those with moderate career indecision, some anxiety, internal locus of control; c) those with serious career indecision, moderate anxiety, external locus of control and d) those with serious career indecision, excessive anxiety, external locus of control.

Holland and Holland (1977) expanded the career indecision research by suggesting that career undecided students might be conceptualized as a heterogeneous group consisting of multiple subtypes. Initially they speculated the existence of at least three subtypes of undecided students:

a) those students who felt no particular pressure to make a decision at that time;

b) those who are slightly or moderately immature, interpersonally, incompetent anxious and alienated;
c) those who are moderately to severely immature, interpersonally, incompetent, anxious and alienated.

**Reasons of Career Undecidedness**

The CDP (career decision profile, Jones, 1989) can be used to differentiate individuals according to four reasons they may have for being undecided:

a) **Lack of self clarity** (indecision due to individual's inability to understand his or her strengths, weaknesses, interests and personality);

b) **Lack of knowledge about occupation** (indecision due to lack of information concerning occupations and educational programmes);

c) **Indecisiveness** (undecidedness due to a general inability to make decisions);

d) **Career choice importance** (the extent to which respondents feel that choosing and working in an occupation is an important or unimportant part of their life goals).

Callahan and Greenhaus (1990) developed a model and scale of career indecision and then tested them with a sample of 397 managers and professionals. Analysis indicated that four major factors were sources of career indecision among this adult sample: a) lack of self information b) lack of information, c) decision making fear and anxiety, and d) situational constraints.
Larson et al. (1988) while investigating multiple subtypes of career indecision found that when compared with the decided students, the undecided students acknowledged.

a) More career problem solving defects,

b) More career myths,

c) More pressure to make a career decision,

d) less confidence in their ability to perform academically,

e) lower knowledge of the world of work, and

f) more career obstacles.

A basic distinction has been made between students regarded as situationally undecided because of informational deficits and students who are undecided because of character deficits (Salomone, 1982). The former group is referred to as undecided, whereas the latter group is considered indecisive.

Literature on career indecision distinguishes between individuals who are undecided and those who are by nature generally indecisive (Hartman, et al.; Fuqua and Hartman 1983; Vondracek, et al., 1990).

Individuals who are undecided are hypothesized to be going through a developmental stage that is both normal and temporary. These persons do not experience a great deal of pressure to make career related decisions and delay the process while they acquire additional information about themselves, occupations and the world of work or the decision making process (Salomone, 1982). Holland and Holland (1977) observed that the undecided individuals in their study reported that I don’t have to make a decision right now.
Whereas individuals in the career indecisive group do not appear to be going through a normal stage of development, and they have not delayed their vocational choice to gather more information. Instead it is proposed that these individuals possess certain traits that do not allow them to readily make decisions of any kind including their future career decision. Salomone (1982) noted that such individuals were characterized by high levels of ambivalence, anxiety and frustration; an unclear sense of personal identity; low self confidence and self esteem; externalized locus of control.

Hartman, Fuqua and Hartman (1983) termed this condition as chronic indecision.

A number of authors e.g. Crites, (1974); Holland and Holland (1977); Salomone (1982); Van Matre and Cooper (1984) have suggested that practitioners look at indecisiveness as a trait while treating undecidedness as a state.

In this formulation the, the certainty of those who are simply indecisive about their occupational choice is due to limited information about themselves and/or the world of work, while indecisive persons bring dysfunctional beliefs or behaviours to career planning. These attitudes make indecisive individuals unable to use rational decision making strategies. Indecisiveness as a trait has been identified with such personal characteristics as anxiety, self doubt, perceiving barriers to preferred choices and a lack of clear sense of personal identity (Holland and Holland, 1977; Osipow, et al., 1980; Salomone, 1982).
Although the differentiation between career undecidedness and career indecision is recognized as potentially useful. Slaney (1988) commented that very little progress has been made this far in demonstrating that the two constructs are valid and discriminable. Overall, there is no clear evidence that this is the best way to classify individuals who have not specified a career choice.

APPROACHES TO MEASURE CAREER DECISION-MAKING

Within the realm of career decision-making, three influential approaches have been evolved. The first is a developmental approach in which career decision-making is described in terms of a series of developmental stages. Scales based on this approach measure progress with decisional lacks and include assessment career decision making (Harren, 1979), Career Maturity Inventory (Crites, 1978) and Career Development Inventory (Super et al. 1979).

The second approach includes research on decision making models that are based on classical theories (e.g. Gelatt, 1962; Janis and Mann, 1977; Krumboltz and Baker, 1973). Instruments used in this research include process scale that assess ability to apply decision making skills, behavioural scales that assess whether the skills are used, and outcome scales that assess changes in the quality of choices (Mitchell and Krumboltz, 1984). The Career Decision Simulation (Krumboltz, et al. 1979) and the career decision-making skills assessment exercise (College Board, 1977) are examples of measures developed from this approach.
The third approach has focused on identifying and differentiating individual differences in career decision-making. Ongoing efforts to differentiate career indecision from career indecisiveness (e.g., Holland and Holland, 1977; Salomone, 1982) and to identify different career decision making styles (e.g., Harren, 1979; Jepsen, 1974) have characterized this approach.

**FACTORS AFFECTING THE CAREER DECISION - MAKING**

Young people should be ready to make the step by step choices that are called for as they progress through school, so that the decision they eventually make will be appropriate for them conducive to their personal satisfaction and to their success as productive members of society. To obtain this goal, more research derived knowledge of the developmental sequence and determinants of decision-making is required.

Various factors that are predictors of vocational choice and career decision-making on the basis of research studies are classified as under:

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In limited time and resources, it is very difficult to cover all the variables. Therefore, the investigator decided to restrict the present study to family environment from environmental factors and intelligence, self, concept, career maturity and academic achievement from the personological factors, and to see how these variables account for the career decision-making.

Review of literature in the field of career decision-making reveals that although considerable research has been carried out in the area of investigation, yet evidences for the relationship between career decision-making, career maturity, intelligence, self-concept, family environment are inconclusive. Whatever research findings have been reported between the relationship of the variables stated above no consistent trend could be identified. Hence there is need to study the role of career maturity, intelligence, self-concept, family environment in the decision-making process in the choice of a career for making generalized conclusions.

**CAREER MATURITY AND CAREER DECISION-MAKING**

**Career Maturity Defined**

Choosing an appropriate occupation by oneself has been considered one of the hallmarks of career maturity ever since Parsons (1909) referred to it as "true reasoning" in the process of career decision-making. The career mature person not only has greater knowledge about self and work but also relates one to the other (Crites, 1964).
Vocational maturity refers to the individual's degree of readiness to choose, prepare, and plan for future vocation. The concept of vocational maturity has come to be used as a prerequisite to the ability to make a wise occupational choice, and assuming that maturity represents development along a continuum, the greater the maturity, the greater the likelihood that individuals are able to cope with developmental tasks at different stages of vocational development.

Vocational maturity is not thought of as a static goal, an ideal end result which has been achieved. It is rather conceived as a development in the direction of an ideal goal (achieving satisfaction and success in an occupation). In this context, it is essential to know about the levels of maturity that is required to make choices.

Super (1955) was first to introduce the concept of vocational maturity. Super defined the concept normatively in terms of the congruence between the individual's vocational behavior and expected vocational behavior at that age. The vocational development proceeds systematically along certain, identifiable directions, it should be possible to assess not only how much of the road individual has covered, but also how fast he is traveling in comparison with others who are embarked on the same journey. Thus, rate and progress along this road might be an indication of an individual's vocational maturity.

Crites (1961), defined vocational maturity as that construct which refers to the maturity of an individual's vocational behavior as indicated by the similarity between his behavior and that of the oldest individual in his vocational life stage.
Career maturity involves forming interests, making consistent and competent choices and developing attitudes towards careers (Crites, 1978).

**Relationship Between Career Maturity and Career Decision-Making**

At plus two stage adolescents have to start with their vocational planning. The educational decisions at this stage influence the student's subsequent career by limiting future educational and vocational choices. The planning of the choice of different streams at plus two level will be more effective in terms of vocational development if students are ready to do so. In other words, a mature individual in terms of vocational planning will have more realistic choice. The career decisions taken will be more pertinent and fulfilling the needs of the individual and the society itself, whereas an immature vocational planning will lead to wastage of time, energy and resources.

Research and theory in career decision-making have indicated that the development of crystallized preferences generally occurs in a sequential fashion in which an individual clarifies options, decides a preference and then commits to a given vocational choice (Super, 1957; Harren, 1979).

Westbrook, et al. (1976) found that the career-decision scale correlated more highly with the Attitude scale of the Career Maturity Inventory (CMI, Crites, 1973). They concluded that in the Career Maturity Inventory, attitude scale and the career decision scale have more in common with each other than they do with other instruments.
A significant relationship between the Career Maturity Inventory, and career decision scale was also found in a treatment study by Lange, (1980).

In another study Westbrook (1980) correlated the Career Decision scale with the, career maturity measures. He found significant negative relationship between the Career Decision Scale and Career Maturity attitudes, but not career maturity competencies reflecting that high career maturity is associated with low indecision.

Ware and Pogge (1980) found that more vocationally mature students were more realistic in making related decisions than less vocationally mature students.

A number of recent studies have reported low to moderate correlations between measures of vocational maturity and career decidedness (Fretz and Leong, 1982; Jepsen and Prediger, 1981; Osipow, 1980).

Relationship between career maturity and appropriateness of career choices were also studied by Westbrook, et al. (1990).

Several studies have reported significant relationship between career maturity and career decidedness (Blustein, 1988; Blustein et al., 1989; Helbing, 1984; Graef et al., 1985; Lokan, 1984; Savicks, 1985 and Seifert, 1991).

Greater the maturity, greater is the likelihood, of making wise, realistic and satisfactory decisions with regard to career choices.
INTELLIGENCE AND CAREER DECISION-MAKING

Intelligence Defined

The dictionary meaning of intelligence is the capacity to acquire and apply knowledge. Spearman (1927) defined intelligence as a general cultural factor.

Stoddard (1943) presented comprehensive description of intelligence as the ability to undertake activities that are characterized by i) difficulty, ii) complexity, iii) abstraction, iv) economy, v) adaptiveness to a goal, vi) social value and vii) the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces.

According to Weschler (1944), intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Definitions of intelligence may thus be categorized as follows: 1) Intelligence as the ability to adapt to the environment; 2) intelligence as the ability to deal with symbols or abstractions; 3) intelligence as the ability to learn.

To sum up, intelligence involves the ability to utilize past experience in meeting current or novel situations. It includes learning ability and the ability to utilize symbols or abstractions.
Relationship of Intelligence and Career Decision-Making

Research has largely shown that higher intelligence contributes to better handling of vocational development tasks and thus to higher career decision and maturity.

Super (1949), says that intelligence has been supposed to affect vocational choices in a number of ways.

Moser (1949) reported that intelligence students choose occupations that required advanced professional training, while less intelligent selected occupations that required less or little academic training. Similar conclusions were reported by Harrell and Harrell (1945).

Dilley (1965) on high school students and Hollander (1971) on 5200 students of grade VI through XII found increasing intellectual ability associated with increasing vocational decisiveness.

Crites (1971) found intelligence to be an important variable in career development.

Smeda (1972) also regards intelligence as an important factor in determining vocational choice.

Choice attitudes and realism of vocational choice has also been found to be related positively to IQ (Kelso, 1975).

Harris and Wallin (1978) reported that high ability students choose career fields earlier, and their career choices tend to be more stable than choices of low and average ability students.
Rogers (1980) found that career indecision and mental abilities are not highly correlated.

Madan (1984) observed that intelligence significantly influences the choice of arts students in the field of social service, general culture and arts and entertainment at level I.

Saxena (1984) reported that intelligence deals more efficiently with the vocational development task, depicting maturity in realistic career decision-making process.

Sujata (1988) reported significant relationship between intelligence and vocational choices.

An intelligent person will not only be able to have better insight into his abilities with the requirements of a vocation that he intends to choose, his choices and decisions will be more appropriate and sensible as compared to less intelligent person.

SELF-CONCEPT AND CAREER DECISION-MAKING

Self-Concept Defined

Self concept is a central theme around which revolve a large number of the major aspects of person’s thoughts and feelings, striving and hopes, fears and fantasies, his views of what he is, what he has been what he might become and his attitudes pertaining to his worth (Jersild, 1960). Self concept is more or less organized perceptual object resulting from present and past. It is the cognitive-affective map of an individual which helps him in understanding oneself especially during moments of crisis or choices.
Ambrom (1975) defined self-concept as the description of oneself including a person’s mental image of his physical self, his expectations about his own behaviour and other such expressions of the person’s sense of himself.

Individual’s self-concept is considered as one of the most basic and crucial components of personality. In simple words, it can be described as the picture or image a person has of oneself i.e. perception about oneself.

The recent view of self-concept as summarized by Markus and Wurf (1987) is a multifaceted phenomenon as a set or collection of images, schemes, conception, prototypes, theories, goals or tasks.

**Relationship of Self-Concept and Career Decision-Making**

The choices and decisions with regards to a career also concern the implementation of the self-concept (Super, 1957).

Adkins (1992) defined vocational self-concept as what people incorporate into their self perceptions, personal qualities that relate to their role as a worker. It also refers to the manner in which people relate their personal attributes to the attributes needed in specific occupations. Appropriate vocational choice to a greater extent thus depends upon knowledge about the self.

Super (1951) described the role of self-concept played in career choice. As vocational decisions require a person to explicitly state his conception of himself, people with accurate information about themselves and the world are most likely to make sound vocational decisions.
Hence, the choice of an individual should be viewed within the framework of the general personality development of the individual, as he views of himself and the world around him (Allport, 1961; Byrn et al, 1936).

Super (1975) reported that one of the major psychological determinant of vocational choice is self-concept. It plays an important role in understanding the choice of a career (Gottfredson, 1985; Super, 1957, 1969, 1984).

Thomas and William (1978) found that career decision making was influenced by the self-concept of the students.

Mehta (1980) has emphasized on the concept of self awareness and career consciousness, decision-making and preparation for the transition from school to work.

Salomone (1982) noted that individuals who were not able to make their future career decisions were characterized by low self confidence and low self esteem.

John and Andrew (1987) reported that career exploration lead to more certain self-concept.

Arnold and Masterson (1987) reported that high self-concept certainty carried the danger of inflexibility in career decision-making.

Self assessment of one's abilities, appears to play a significant role in the students choice of an educational goal and his/her career aspirations (Starkey, 1990).

Brewer et al. (1986) applied the self-concept implementation theory to vocational choice and arrived at the conclusion that individuals of high
self esteem tended to implement self, when making career choices, whereas individuals of low self esteem did not.

Gainor and Forrest (1991) emphasized upon the need to consider African-American women’s self-concept while studying their career decisions.

Nawachukwa (1992) found that correlation between the students description of themselves and their description of typical men of their chosen vocation were marginally significant.

Greene (1994) reported that of the four factors identified to be influencing the women's decision making was their strong sense of self.

Hence, student’s perception of oneself affects the making of wise and mature career decisions.

FAMILY ENVIRONMENT AND CAREER DECISION-MAKING

Family Environment Defined

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

Family environment is the complex of social and cultural condition, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of the family, the most instinctive fundamental social group which includes parents and their children.

Relationship of Family Environment and Career Decision- Making

The role of the family as an important influence on educational and vocational development has been recognized since Roe (1957), who
found that parents attitudes have effect over the child's eventual occupational choice.

The family contributes in many subtle ways to career decision-making as reported by most vocational theorists (Osipow, 1983). Since vocational choices are attitudes towards work and towards occupations, it follows that children who identify with their parents and their subculture early begin to develop preferences for the type of occupations which their parents value.

The experiences to which the family has exposed the developing child and youth, and early independence training play an important role in entry into work. The youth who has for years been practicing, making decisions and taking action has no great difficulty in seeking information himself, in deciding where, when and how to apply and carrying out these decisions. Since the degree of independence exercised by the child and growth and the speed and wisdom with which it is exercised are subject to parental control, it is clear that the family has much to do with the ease with which the youth enters the world of work and an occupation.

Dole (1964) has confirmed the influence of parents upon educational and vocational decision-making especially by younger girls.

Lee and King (1964) concluded that mothers have a greater influence on the level of occupational choice of girls than fathers. Also girls seem to be more realistic in their choices than their parents.

Roe and Seigelman (1964) found no significant evidence that affectionate parent-child relationships determine choice of person oriented vocation.
Wert (1968) found that children with assertive or dominating parents may implicitly accept their parents' plan for their vocational future.

Rao (1973) found out that there is a positive and significant relationship between parents and their wards in the choice of vocation of wards.

Shoffner and Klemer (1973) suggested that parents, affect their children's career choices by acting as role models, and also influences the children's self-concept. They seem to act as occupational motivators, job-information resources and providers of the developmental environment.

Fong (1973), reports that in many Chinese and Korean families, the choice of career is not seen as the young person's decision, rather it is made by the parents regardless of the child's occupational interests.

In rural areas, mothers exert the strongest influence on their daughters career decisions, according to the National Institute of Education (1980).

Although mothers have been found to influence students career decisions, several writers have suggested that father is also an important determinant of career choice (Auster and Auster, 1981; Reider, 1977; Vetter et al, 1979; Lahikainen, 1985).

Women physicians indicated that family influence and extra family encouragement had been important motivations towards their career choice (Heins, 1982).
The degree to which adolescents engage in the process of decision-making, depends on the family situation, temperament and family life style (Schvanevelldt and Adams, 1983).

Grites (1981) reported that career indecision was regarded as a routine developmental delay in vocational decision delay among young adults.

Hotchkiss and Borow (1984); Roe (1956) reported that the exact nature of family’s contribution to the career decision-making process remains unclear.

Lee (1984), reported that parental influence has a greater impact on career choice attitudes of Native American students than on that of white students.

Family was reported as the most helpful and important factor that helps in career decision-making by Noeth et al, (1984); Garfinkel (1986); Galbraith and Mariah (1989).

Poole and Gelder (1985) investigated family cohesiveness and adolescent autonomy in career decision-making in a sample of 292 females and 227 males. Findings indicated that family cohesiveness and autonomy emerged as two independent factors with females higher on both dimensions.

Lopez and Andrews (1987), advise parents to encourage autonomy in their children’s decision-making of vocations. Rather than directing, prescribing to or pressuring their children’s independent career exploration and decision-making.
Eigen et al. (1987) identified no significant relations between family adaptability, cohesion and career indecision.

Palmer and Larry (1988) found that parents function effectively in fostering the career development of their children, when provided with a structured programme that they can follow.

Chalungsooth (1989) in a study on South East Asian women of Malaysia, Phillipines and Thailand, found that of the 13 factors that influenced the career decision-making; the effect of family was the most important factor. Similar findings were reported by Georgiou (1990).

Sartor (1990) found that parents influenced their children's choice and decisions.

Richard et al. (1990), provide empirical evidence that familial dynamics and the process of career decision-making are intertwined.

Nobel et al., (1990) found weak support for family and career indecision.

Hilton et al. (1991) reported that a significant predictor of persisting interest in a science or technology career was the student's perception of their parents positive attitude toward science. Similar findings were reported by Farmer et al., 1991.

Hoffman and Hofacker (1992) reported that parents were found to be the primary influences on their offsprings career choice.

Owens (1992); Young and Friesen (1992); Middleton (1993) concluded that parents have a strong and active role in influencing children's career choices.
Hence, a conducive family environment helps in making of wise career decisions without much difficulty.

ACADEMIC ACHIEVEMENT AND CAREER DECISION-MAKING

Academic Achievement Defined

Achievement refers to accomplishment. It signifies successfully carried out performance by an individual or a group as assessed after the completion of a task whether it be academic, manual or social.

To achieve, is one of the most important social needs. People from infancy to old age, want to achieve something. Horrock (1969) defined achievement as the status or level of person’s skill, the range and depth of his knowledge or his proficiency in a designated area of learning or behaviour.

Academic Achievement refers to the degree or level of success or that of proficiency attained in some specific area concerning scholastic or academic work. In general it refers to the scores obtained in the annual examination. It is measured and assessed by achievement tests and compared to the set norms to evaluate an individual performance. Academic Achievement of a pupil is the knowledge attained and skills developed by him/her in the subjects in which he/she is imparted training at school. Crow and Crow (1969) defined achievement as the extent to which learner is profiting from instruction in a given area of learning.

Relationship of Academic Achievement with Career Decision-Making

During the school stage at plus 2 level, students have to select certain courses from the diversified courses. Thus the school pupils have
to be conscious of their vocational decisions. Good academic scores are in a way thus related to one's occupational choices.

Bradley (1943) found an increase in the number of high marks as the individual proceeds from the selection of unskilled to professional courses.

Holden (1961) in a sample of 109 students from grade 8th to 11th concluded that students tend toward those vocational choices that are most suitable to their scholastic abilities.

Reddy (1971) also reported significant relationship between occupational choices and academic achievement of students.

Vohra (1977) conducted a study on Indian sample and concluded that students scoring high academically would opt for Technology, General culture, Social service and Arts and Entertainment.

Ashby et al (1966) and Taylor (1979) found negative relationship between high academic achievement and indecision.

Osipow and Waddell (1980) examined the relationship between career Decision Scale and grade point average for the first term freshmen and found no significant correlations between achievement types and career decision scores. Similar results were also reported by Roger (1980)

Ware and Pogge (1980) suggest that students may accept or reject career possibilities because of their level of dissatisfaction with their educational attainment.

Hence, academic achievement has a great impact on the decision-making with regards to the choice of a career.
Gender Differences and Career Decision-Making

Gender difference in career decision making are more often governed by the social environment and sex role projection. The fact that men and women consistently choose and enter different careers is well known. Astin and Panos (1969) concluded that sex is a stronger factor than academic ability in predicting career choices.

Studies of the relation between gender and the career decision of adolescents have produced mixed results. Studies have alternatively reported female adolescents as being more career decided than males, Vondracek et al (1990); males being more career decided than females, Kishor (1981); or have found no gender differences, Neice and Bradley (1979). South African researches have also failed to establish gender differences (Stead, 1989; Van Vuuren, 1975).

Cook (1983) concluded that men and women differ in their career choices.

STATEMENT OF THE PROBLEM

The title of the present investigation exactly reads as under:

CAREER DECISION-MAKING AS RELATED TO CAREER MATURITY INTELLIGENCE SELF - CONCEPT FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT AT PLUS 2 STAGE.
OBJECTIVES OF THE STUDY

In accordance with the nature of the study the investigator proceeded with various objectives which are stated as under:

1. The first objective was to study the nature and distribution of variables understudy viz: career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement;

2. To find out the number of students who exhibit decidedness, tentativeness or undecidedness in career decision making;

3. To compare total decided and total tentative groups on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

4a. To find out significant differences between the decided and tentative students of total academic stream, on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

b. To compare students who are decided and tentative from the total vocational stream on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

5. To compare students of total academic and total vocational stream with respect to their career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.
6. To find whether boys and girls exhibit any differences with regards to their career decision with regards to their career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

7a. To find out whether the science (medical and nonmedical) students exhibit more definiteness with regard to their career choices in comparison to arts and commerce students.

b. To see, if science (medical and non medical) students are more mature career wise than their counterparts in arts and commerce.

8. To find out relationship between the criterion variables of career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

9. To find whether each independent variable of career maturity, intelligence, self-concept, family environment and academic achievement has anything at all to contribute to the prediction of criterion variable i.e. career decision-making as well as to see whether independent variables taken together conjointly have any contribution to make towards prediction of criterion variables.

10. To identify from among the independent variables of career maturity, intelligence self-concept, family environment and academic achievement which cluster with the criterion variables of career decision-making from basic structure.
HYPOTHESES OF THE STUDY

Based on the above stated objectives, following hypotheses were framed and tested:

1. The variables under study exhibit will have definite choice in career decision-making and exhibit average level of career maturity, intelligence self-concept, family environment and academic achievement.

2. At plus 2 stage, a large number of students are quite tentative or uncertain about their future plan of action with regard to the choice of their careers.

3. Significant differences exist between total decided and total tentative groups on the variables under study viz: career decision making, career maturity, intelligence, self-concept, family environment and academic achievement.

4a. There exists significant differences between the decided and tentative students of the total academic group on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

b. Students who are decided and tentative from the total vocational stream will differ significantly on the variables under study viz: career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement

5. On comparison, the total academic and total vocational groups differ significantly on the variables of career decision-making, career
maturity, intelligence, self-concept, family environment and academic achievement.

6. Boys and girls differ significantly on career maturity, intelligence, self-concept, family environment and academic achievement.

7a. Science (medical and non-medical) students are more decided in career decision-making in comparison to their counterparts in arts and commerce subgroups.

b. Science (medical and non-medical) students exhibit more career maturity as compared to arts and commerce students.

8. There exists positive and significant relationship between the criterion variables of career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

9. Career maturity, intelligence, self-concept, family environment and academic achievement contribute significantly towards the prediction of career decision-making both independently as well as conjointly.

10. The criterion variables of certainty and indecision scale of career decision-making share significant loadings constellating with the independent variables of career maturity, intelligence, self-concept, family, environment and academic achievement.

**DELIMITATIONS OF THE STUDY**

In research delimitation of a problem is essential because delimitation, not only the researcher pinpoints the problem, but one also
gets some guidelines for the collection of relevant data. The present study under investigation had to be delimited:

- due to constraints of time, resources and other factors, the present study was delimited with respect to the samples size, school, taken from class XII students only.
- of all the 24, Government and 35, Privately managed schools of Chandigarh, only Government Senior secondary Schools were selected under the C.B.S.E. system.
- It was further delimited to include only those Government Senior Secondary Schools which offered arts/medical/non medical/commerce and vocational subjects with a minimum of three vocational courses.
- Schools were selected to include atleast one boys, one girls and one co-educational school.
- Out of the various environmental and personological factors affecting career decision-making, the present investigation was also delimited to study the variables of career maturity, intelligence self-concept, family environment and academic achievement.

SIGNIFICANCE OF THE STUDY

In the present education system of 10 + 2 + 3, career decision starts taking shape at the pre 10th stage and it is expected that by the end of 10th class, clear and distinct picture of career decision would emerge. But contrary to this, studies have shown that students have not been able to take mature vocational decisions even at the post graduate level (Madan, 1984). If this unplanned and immature pattern of career decisions
continue as today, it may lead to wastage of human resources and in turn would produce heavy burden on Indian economy.

It is therefore, essential that at the +2 stage, mature selection of educational courses and mature vocational decisions are made. From this standpoint the planning in the field of education and vocation are of paramount importance. The educational decisions pave the way for the future decisions taken by an individual in the world of work. Education must be related to the needs and aspirations of the people. The most pressing need of the country is to produce more. Therefore times demand, that we should forge a link between education and productivity. The educational decisions made by the students at the right time help in achieving this goal and also checks the loss of resources available, thus helping the society and the country.

The educational decisions of boys and girls at plus two stage have an important bearing on his/her later occupational history. It is pertinent to ask whether boys and girls are ready to make the decisions typically required at their age irrespective of any pressure from society, family, peers etc. Are they vocationally mature enough to deal adequately, with the choice making tasks with which they are faced? How their decision-making is affected by their mental abilities and perceptions of oneself?

Hence, the present study is an endeavor to understand the choices and the decision-making abilities of adolescents and to see how these decisions are influenced by the various environmental and personological factors.