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Research Article

FACTORS INFLUENCING CAREER DECISION MAKING IN URBAN ADOLESCENTS- A COMPARATIVE STUDY

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ABSTRACT

The current study titled 'Factors Influencing Career Decision Making in Indian Urban Adolescents- A Comparative Study was undertaken in an attempt to understand the factors that influence the final year urban college students in the process of making Career pertained decisions. These factors were studied for the Streams of Education (Arts, Science, Commerce & Management) and Male and Female Participants from Bangalore, India. A comparative study was undertaken to collect data from students (n=322) who filled out the following questions on the standardized tool of assessment namely, Career Decision Making Profile (CDMP). The need for awareness on importance Career Counseling and Guidance is highlighted.

Results indicate the differences were seen only on three out of 12 dimensions of Career Decision Making profile (CDMP) for the Arts, Science, Commerce & Management participants while on Gender the CDMP saw comparative differences only on two factors.

INTRODUCTION

Career decision making is a lifelong process of exploration and experience. This experience reflects the ability to be mindful in terms of understanding one's abilities, interests, skills and values to create a meaningful framework in life. The model of decision making helps in assisting people through career decisions (Zakay & Basak, 1984). Adolescence is a period marked by several biological, social, emotional and cognitive changes which also stresses on a "time of increased pressure for problem solving and personal decisions" (Worell and Danner, 1989). This study focuses on the specificities of Emerging Adulthood from the period between the 18th and the 25th year of an individual, as it marks the importance as "age of identity exploration, self-focus, possibilities and also of instability and feeling in between" (Arnett, 2004). Even as they move through in this stage there are a lot of these factors mentioned that have a role to play as these individuals complete graduation and look forward to making choicest decisions pertaining to upcoming careers they intend to make for themselves.

Adolescent phase is where bodily growth and changes is rapid that collaborates along with reproductive maturity. Abstract thinking and scientific reasoning develops here. There is the exploration for identity that also reflects the relationships with peer groups, that further develops self concept. There is the peak of physical condition, lifestyle choice and influence health. There is a kind of complexity seen in cognitive abilities and moral judgements. Educational and career choices are made. There is steadiness in personality traits and styles due to life events. Intimate relationships are decided. Career counseling can channelize the thoughts of individuals and help them to build associations in cognitive and affective aspects. It will elaborate on greater viewpoints of life and lead to organize and make sense of feelings. It can regulate people to locate resources and sources to influence career development and further assess one's skills. Thus career counseling will help in planning the direction of choices.

There are various factors relating to the career decision making process. Career decision-making self efficacy and vocational indecision are negatively related to vocational indecision and

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locus of control. It's also positively related to vocational decidedness and occupational self-efficacy (Taylor, M. K & Pompa, J.1990).

A theoretical framework was conceptualized for analyzing emotional and personality- related aspects of career-decision-making difficulties. It included the aspects of pessimistic views, anxiety and self-concept and identity. A relationship was found between cognitive and emotional components of a personality that initiated or depleted the process of decision making (Saka, Gati & Kelly 2008). People with more crystallized career plans reported subordinate career decision-making difficulties, higher career decision-making self-efficacy, and a superior 'thinking' (as opposed to 'feeling') vocational decision-making style (Amir & Gati 2006).

'Self' is emphasized on the demands that one faces when in the different stages of the life span i.e., *adolescence, early adulthood, middle adulthood and late adulthood* with regard to factors such as *Growth, Exploration, Establishment, Maintenance and Decline* that have different demands as one is taking up a different role as a result of complex interactions among a number of factors including physical and mental growth, personal experiences, environmental characteristics and stimulation (Super 1990). During adolescence which is an exploration phase most individuals engage in making tentative choices and implement steps to actualize career choices through engaging in training classes, temporary jobs while lesser time is given to hobbies and more time to learn more about opportunities, or to develop a realistic self-concept, verify current occupational choice and get started in a chosen field The System Framework Theory highlighted the existence of the concept of systems, where the *Individual/ Individual system* is considered as one system comprising certain intrapersonal influences such as health, personality, ability, beliefs, aptitudes, age, physical attributes, skills, gender and sexual orientation. The *Environmental/ Societal System* is the other which comprises of elements such as *educational institutions, peers, political decisions, family, socio-economic status, media, geographic locations* to name a few. Furthering this theory is the third system called, *Therapeutic System* which is the newer system consisting of the *counselor* and the *client* both of who bring in their personal influences to help the client crystallize on an occupation. As here the approach is more a collaborative one considering the complexities in choosing a career so that the individual is more self-directed with respect to the choices by reflecting, revising and re-orienting their life-career relationship (McMahon & Patton, 2002) which is integral to career related decisions. The focus of qualitative assessment in the counseling relationship is concerned with client's *abilities, values, and aspirations, intelligence, aptitudes, dispositions, interest, circumstances and psychometric tests* to plan the context of alternatives than on delivering a service to the client. It can be said that career decision making process is influenced by several internal and external factors.

Research on some of the internal factors shows that Personality factors like external locus of control (Gati.et al, 2011), lack of openness to experience, lower career decision making self-efficacy (Morgan, T., and Ness, D.2003), decisional status i.e., those who were undecided (Lan-Hsiu, 2001).

Some internal factors also have a positive influence on lowering difficulties relating to career decisions. People who had decided on a career faced lower amount of career related decisional difficulties and had *'identity achieved'* and *'foreclosure status'* while those who were undecided were still seen as *"explorative and anxious*" (Lan-Hsiu, T. S. 2001). This is also supported by a study which found that decided adolescents seemed to have more adaptive CDMP (Career Decision Making Profiles) than undecided adolescents. Here more of internal locus of control, invested efforts in the process, quick final decision making, lesser tendency to procrastinate and consulting frequently with others characterized the 'decided' set of students in comparison to 'undecided students'. While willingness to compromise was not adaptive for decision making, high levels of aspiration were seen more adaptive to the decision-making process (Gadassi, R., Gati, I., and Dayan, A. 2012). A research that explored the relations among career decision making self-efficacy, career optimism, coping, and career decision making difficulties found that students who scored high in career decision making self efficacy and career optimism were less likely to report career decision making difficulties (Coon, K. L.2007).

External factors are those that stem from outside rather the surroundings of the individual which have an influence on the career decision making processes. The following studies show how external factors influence career decision making. A study by Lent, R.W. et al in 2002 analyzed of few significant factors that included three different facets which were important to career decision making (a) factors that had affected their choice of occupational field depended on interests and relevant experiences, (b) supports and barriers to pursuing their choices where financial constraints, social supports were crucial to choice implementation , and (c) methods they had used to cope with choice selection and barriers were linked with particular environmental and developmental contexts.

According to Hambourgher, L. H. 2004. Grade point average positively correlated with decision-making variables while undeclared- choice status negatively correlated with decision-making variables for male and female students as well as for those from different sets of curriculum. External factors such as Verbal Persuasion, Vicarious Learning, Positive and Negative Emotional Arousal, significantly correlated with career self-efficacy while verbal persuasion was determined as the strongest predictor of career exploration in college students (Nasta, A. K.2007).

Dian, R. S., Peter A. C., and Melanie, J. Z. 2014 in their study aimed to understand the parental influences and adolescent career behaviours in a collectivist cultural setting by highlighting the importance of parental involvement in career related decisions. It was observed that the two parental variables i.e., parental career expectations and adolescent–parent career congruence in adolescents' career aspirations and actions were associated with adolescent's career aspirations and career planning and exploration although, the main influence of the parental variables was by way of self-efficacy. Adolescent occupational choice is predisposed by many factors, together with life circumstance, private aptitudes, and learning attainment. Whether college-bound or work-bound, meeting the confrontation of this developmental milestone is

critical in adolescents' lives. The cultural and social framework of family and community were found to be influential in how youth learn about careers and influential in the choice process. Expansion strategies that target parents and community to increase their involvement in youth career selection can promote sound career decisions (Ferry 2007).

A study was done to scrutinize the influence of awareness on career choice decisions, assess the influence of self-efficacy on career choice decisions, and consider the influence of parental involvement in career choice decisions. Here need for career counseling was highlighted. Social Career Cognitive Theoretical framework was utilized. It found that intrinsic factors are more imperative than the external factors in influencing career choice decisions. This study is noteworthy to students, career counsellors and policy formulators. Students will relate the knowledge gained from this study to make career choices while Career counsellors can exercise the facts to assist student arrive at an appropriate career. As for policy makers, the knowledge gained can aid in formulating a policy construction to standardize career choice by students with the aim of supporting students make rational career choices so that they become motivated and more productive (Nyamwange, N.J, 2015). Psychologists and sociologists stress the importance of factors such as need for achievement, peer group attitudes, family background, and cultural norms in their explanations of the choice process (Dodge & Swan, 1971).

This review has aided researcher's understanding of influential aspects on CDM (Career Decision Making) in the context of the current objectives where a need was felt to study the factors that influence the understanding career related decisional difficulties of final year undergraduate college students aiming at a deeper understanding of them in the Indian context in Bangalore, due to unavailability of data on it. Thus the hypothesis of the current study was- **A)** There will be a difference in the career decision making Profiles of Male and Female Final Year Undergraduate Students. **B)** There will be no difference in the Career Decision Making Profiles of Final Year Undergraduate Students from the different Streams of Education (Arts, Science, Commerce and Management).

Method

Participants

The participants consisted of 321 final year undergraduates students from different Streams of Education (Arts, Science, Commerce & Management), who were selected through randomly sampling from co-educational institutions

Tools

Career Decision Making Profile [Dr. Itamar Gati. et al. 2009]

The tool consists of 39 statements which require a response on a seven point Likert scale ranging from "do not agree at all" to "completely agree". The Profile measures twelve dimensions Information Gathering, Information Processing, Locus of Control, Efforts Invested in the Process, Procrastination, Speed of Final Decision Making, Consulting with Others, Desire to Please Others, Aspiration for an Ideal Occupation, Willingness to Compromise, Intuition.

Reliability

- *Cronbach Alpha Internal-Consistency Reliability* for the 12 scales (3 items each) of the CDMP questionnaire for the Internet version in English (n=165) ranged from .72-.88 (median = .80) For the Hebrew Internet version the median Cronbach Alpha internal-consistency reliability of the 12 CDMP scales was .81 (range .75 to .88) in a sample of n=427; and median = .82 (range .70 to .87) in a sample of N=423; and median .85 (range .77 to .90) in a sample of N=273.
- *Test-Retest Reliability Estimates*- T_1-T_2 (2-weeks gap) correlations of the CDMP Hebrew version (N= 273) ranged from .75-86, with a median of .82. The within participants test-retest reliability across the 12 scales was also high: Interquartile range was .85-.94, median=.91.
- *One Year Stability* - T_1-T_2 (1-year gap) correlations of the CDMP Hebrew version (N= 182) ranged from .58-75, with a median of .62. The within participants 1-year stability (across the 12 scales was higher: Interquartile range was .63-.87, median=.81.

Validity

- Exploratory factor analysis supported the structure of the theoretical model and questionnaire;
- Confirmatory factor analysis with a sixth Hebrew sample (n=431) supported the structure of 11 separate dimensions (with 3 items for each dimension), which cannot be combined into a single aggregate factor.
- Confirmatory factor analysis of the English version (n=208) also supported the multidimensional structure of the *CDMP*.

Administration of the Career Decision Making Profile

The inventory was administered individually. The following instructions were given to the subjects. "You will be presented with 39 statements referring to different facets of the career decision making process. For each statement mark to what extent you agree with it (7- Completely agree, 1- Do not agree at all). Please do not skip any question."

Scoring: The responses given by the respondents on the statements are noted down and the total of the responses on each of the twelve dimensions of the profile are calculated. The CDM-Adaptability (DSR) – Mean scores on the following 6 dimensions: information gathering, locus of control, -procrastination, speed of making the final decision, -dependence on others, and -desire to please others) are noted down.

Data collection Procedure

The tool was administered to a group and data were collected individually, after ascertaining the willingness and co-operation on the part of the respondents, and they were strictly administered, as per the instructions given in the manual. Incomplete response sheets were not scored nor used for analysis.

Statistical techniques used for analysis

The test of significance of the difference between means of large independent samples (t-test) was used for the comparative difference between genders to test hypothesis A, while ONE-

WAY ANOVA (Analysis of Variance) was used to draw the differences in Profile across the three different Streams of Education in the present study.

with Others and *Willingness to Compromise* the mean scores for female participants are 15.86 and 13.56 respectively.

Table 1 Showing the Number of Participants, Mean, Standard Deviations, t-value and Sig. for Male and Female Participants on Career Decision Making Profile (CDMP)

Dimensions of Career Decision Making Profile (CDMP)	Gender	N	Mean	Std Deviation	t	Sig.
IG-Information Gathering	Male	155	15.40	3.43	.815	416
	Female	167	15.71	3.44		
IP-Information Processing	Male	155	15.27	3.73	.143	.886
	Female	167	15.21	4.01		
LC-Locus of Control	Male	155	12.87	5.13	.532	.595
	Female	167	12.58	4.60		
EI-Efforts Invested in the Process	Male	155	14.46	3.81	.244	.808
	Female	167	14.35	3.93		
PR-Procrastination	Male	155	10.94	4.67	1.799	0.73
	Female	167	9.96	5.14		
SP-Speed of Final Decision Making	Male	155	11.31	4.80	1.010	.313
	Female	167	10.79	4.50		
CO-Consultation with Others	Male	155	13.23	4.84	4.861	.000**
	Female	167	15.86	4.88		
DO-Dependence on Others	Male	155	10.63	4.43	1.694	.091
	Female	167	11.49	4.59		
DP-Desire to please Others	Male	155	12.32	4.59	1.354	.177
	Female	167	13.04	5.01		
AI-Aspiration for an Ideal Occupation	Male	155	16.20	3.61	.303	.762
	Female	167	16.31	3.32		
WC-Willingness to Compromise	Male	155	12.50	4.60	2.091	.037
	Female	167	13.56	4.47		
IN-Intuition	Male	155	14.70	3.69	.037	.971
	Female	167	14.71	3.76		

Table 2 Showing the Number of Participants, Mean, Standard Deviations, F- ratio and Sig. for Participants from different Streams of Undergraduate Education on Career Decision Making Profile (CDMP).

Dimensions of Career Decision Making Profile (CDMP)	Streams of Education	N	Mean	Std Deviation	F	Sig.
IG-Information Gathering	Arts	103	15.32	3.46		
	Commerce and Management	109	15.48	3.48		
	Science	110	15.86	3.37	.703	.496
	Total	322	15.56	3.43		
IP-Information Processing	Arts	103	15.03	3.64		
	Commerce and Management	109	15.35	4.02		
	Science	110	15.32	3.96	.216	.806
	Total	322	15.24	3.87		
LC-Locus of Control	Arts	103	14.02	4.63		
	Commerce and Management	109	11.39	4.88		
	Science	110	12.80	4.73	8.154	.000**
	Total	322	12.72	4.86		
PR-Procrastination	Arts	103	10.80	5.26		
	Commerce and Management	109	10.17	4.56		
	Science	110	10.35	5.01		
	Total	322	10.43	4.94	.455	.635
DP-Desire to please Others	Arts	103	12.59	5.06		
	Commerce and Management	109	13.99	4.31		
	Science	110	11.51	4.79	7.525	.001**
	Total	322	12.69	4.82		
AI-Aspiration for an Ideal Occupation	Arts	103	16.12	3.45		
	Commerce and Management	109	16.66	3.19		
	Science	110	15.99	3.70	1.141	.321
	Total	322	16.26	3.46		
IN-Intuition	Arts	103	14.00	4.17		
	Commerce and Management	109	15.25	3.09		
	Science	110	14.83	3.77	3.151	.044**
	Total	322	14.71	3.72		

RESULTS

In table 1, it can be seen that there are gender differences only on the dimension of *Consultation with Others* and *Willingness to Compromise*. On dimension of Consultation with Others and Willingness to Compromise the means scores are 13.83 and 12.50 for male participants respectively and on *Consultation*

Female participants have a greater mean score on both dimensions than the male participants.

In table 2 which shows the differences in mean scores across Streams of Education (Arts, Science, Commerce and Management) on dimensions of Career Decision making

Profile (CDMP), figures indicated that Streams of Education shows differences only in the mean scores of three dimensions of CDMP, them being on *Locus of Control* (LC), *Desire to Please Others* (DP) and *Intuition* (IN). On the dimension of *Locus of Control*, participants from the Arts Stream have a greater mean score which is 14.02 and the Commerce and Management stream have the least mean score of 11.39 and the difference was found significant at 0.01 level of significance where the p value was .0001 On the dimension of *Desire to Please Others*, the Commerce and Management stream seemed to be a having a greater mean score of 13.99 while the Science stream had obtained the least mean score of 11.51 and the difference was seen at 0.05 level of significance where the p value was .001. On the dimension of *Intuition,* Commerce and Management stream had a greater mean score of 15.25 while a lesser mean score of 14.00 was been seen in the case of the Arts Stream of Education and the significant difference was noticed at 0.05 level of significance with a p value of 0.44.

Across all the twelve dimensions of CDMP, it was seen that the greatest mean score was for dimensions concerning *Aspiration for an Ideal Occupation* (AI) as indicated by the total mean score of 16.29 while the next highly rated dimensions were *Information Gathering* and *Information Processing* as indicated by mean scores of 15.56 and 15.24 respectively. The lowest on the total mean score is observed on the dimension of *Procrastination* which has a total mean score of 10.43.

DISCUSSION

The present finding on factors that influence career decision making in final year undergraduate students are supported with the following findings and it highlights the importance of addressing how important the stage of adolescence is, when it comes to vocational identity and factors such as planning, exploration, decision making, influences from internal and external sources, coping with barriers in career related decision becomes a area of vital interest and of research based importance.

Male and female participants show significant differences only on two dimensions of CDMP, they are *Willingness to Compromise* and *Consultation with Others.* Female participants show a higher mean score on both the dimensions.

Willingness to Compromise which is referred to the extent to which individuals are willing from their end to be flexible about their preferred alternative when they encounter difficulties in actualizing it. The result obtained that females have a higher score in this dimension is also supported by a study by (Albion, M. J.2000) which found that in comparison to boys, girls were more motivated to make a career related decision but also were seen to be flexible with regard to career and were willing to compromise on choices. In the light of Goffredson's theory of "Circumscription and Compromise", (1981, 1996, 2002, 2005), here compromise is defined as "complex process in which one's compatibility with one's interest is compromised first so as to maintain a greater degree of correspondence with one's preference for prestige and sex-type." The reason for *Compromise* is understood as a response to external realities and constraints such as changes in structure of labour market, economic depression, unfair hiring practices, and family obligations. The responses by female participants showed that they were ready to compromise due to 'having less information causing too many confusions', 'inability to convince parents to take up a field of interest in some cases', 'constant change in preferences', dilemma between 'studying' or 'working' and final choice being made based on family's expectations, 'restricted career opportunities of the field because of it being a budding field', 'fluctuating trends in career', too many aspirations, willingness to compromise if doesn't get through college admissions due to percentage obtained, being caught between 'leaving family behind if any opportunity clicks abroad with regard to pursuing something of interest', compromise by shifting stream due to inability to perform', being influenced by parent's decisions/ desires and influences of choices peers make, and 'pressures by elders and others influencing decisions', 'disappointments and discouragements'.

Consultation with Others which is understood as extent to which individuals tend to consult with others during the different stages of the decision making process. Scores obtained by female participants indicate that they engage more in consulting others with respect to deciding on a career than male participants. This may be due to the fact that that the nature of women is that of giving importance and consideration to opinions and suggestions of others. This also can be explained by the Indian context which follows a culture where females even today find it essential to talk to and converse about their plans and to know if their choice of direction is seemingly right. Thus indicating that culture has a role to play in the process of career decision- making. This idea is supported by the Systems Framework Theory (STF) postulated by (Patton & McMahon, 2002). The theory talks about how an individual is an independent system that comprises of skills, talents, abilities, self-concept, ethnicity, beliefs, aptitudes, age, physical attributes, world of work knowledge, skills gender, and sexual orientation which influences much of their thought processes, choices and manner of planning but also considering that another system of influences also bears the part of having a role to play in an individual's decision making such as Family Influences, Peer Influences, Media, Globalization, Education, Employment Market , Political Influences to name a few. This explains as to why *Consulting with Others* with respect to career related decisions becomes important for an individual. Connecting the dots of the theory with some of the responses obtained on the open-ended questions, it was seen that many female participants felt the need to 'have opinions of professionals and experts', 'need for proper guidance regarding decision', 'interaction with guest lecturers', 'need for guidance by counselors', 'help by teachers in recognizing what the individual is capable of has helped a few, consultation with peers and opinions of parents played a role. The fact that female participants scored high on the dimension of 'Consulting *with Others'* is supported by a study by (Gadassi, R., Gati, I & Dayan, A. 2012) who also observed that gender differences for young adults were found on dimensions of CDMP where men scored higher on 'Speed *of Final Decision Making'* and low on '*Consultation with Others'* while it was vice versa in case of women. Also it has been observed as per supportive studies that even in the current study male participants have scored high on dimension of 'Speed of Final Decision Making'. This is explained by the fact that most men prefer making 'fast decisions' without pondering too much, while women by nature largely prefer to think through well

even before they decide or arrive at a conclusion on a particular aspect.

Results showed for hypothesis 1, which states that " There will be a difference in the career decision making Profiles of Male and Female Final Year Undergraduate Students" has been accepted but with a limitation that the significant differences have been seen only two dimensions of CDMP for male and female participants.

On the aspect of comparison between Streams of Education on factors associated with career decision making, it is observed that significant differences are seen across the streams on only three dimensions of CDMP. They are: *Locus of Control, Desire to Please others and Intuition.*

On the dimension of *Locus of Control* which is understood as degree to which individuals believe that they control their occupational future and feel that only their decisions affect their career opportunities and nothing else does, or in opposition that these opportunities are mainly determined by external forces such as fate or luck. It is seen that Arts stream has a high score on this dimension while Commerce and Management have the least score. Interesting points here have been noticed that the results are contrary to the idea with which the researcher went in before data collection. Perhaps it can be said that such 'Internal Locus of Control' is seen because participants from the Arts stream are not in a large number influenced by external forces when it comes to deciding on their career while in case of those from Commerce and Management it can be said that they largely rely and depend on information from external sources in order to be confident and have clarity in the choice considered with regard to the career path.

On the dimension of *Desire to Please Others* which is the degree to which the individuals attempts to satisfy the expectations of significant others (e.g., parents, partner, friends). The Commerce and Management stream seems to be a having a greater mean score on this dimension, while the Science stream has a lower mean score on this dimension. This may indicate and to an extent also validate so as to why those in Commerce and Management stream give more importance to courses such as C.S, ICWA or C.A, it is because of the label of a particular status attached with these courses. These cannot be generalized to all but does at point imply as reason for choice of fame, money and status attached and attention given when one chooses to pursue these above stated courses.

On the Dimension of *Intuition* which *is* the degree to which individuals rely on internal (gut) feelings when making a decision. Commerce and Management stream have a greater mean score, while a lower score is seen in case of the Arts stream. Perhaps the intuition can be understood that as those from Commerce and Management stream who are influenced by external forces in their decisions. They are also seen also making an effort in listening to their inner voice. While in case of Arts stream some responses may support the fact as to why they are comparatively low on Intuition. They are: 'seeking professional help in the career decision-making process', talking to people in particular field in which the individual has an interest , surfing online for information, career counseling, interaction with role model, conversing and consulting with seniors, associates, relatives and private consultation parties, peer group, parents, by listening closely to comments of people and then working on it. These kinds of consultations are seen across as a common response by participants on the different streams although the occurrences of these responses are slightly more expressed by the Arts stream.

Across all the twelve dimensions of CDMP, it was seen that the greatest mean score is seen for dimensions concerning *Aspiration for an Ideal Occupation* (AI) which is extent to which individuals strive for an occupation that is perfect for them. While the next highly rated dimensions are *Information Gathering* and *Information Processing* as indicated by mean scores and the lowest mean score was observed on the dimension of *Procrastination*.

With respect to the statement made above it can be said that across streams, an effort is being made in trying to gather and process information relating to career decision making. Also most individuals of the sample considered in the study strive for an ideal occupation, a concept may does not truly exist as all things (interests, challenges /trends in a particular field, structure and changing patterns in courses that could gain popularity are subjected to change with time and experience rendered to people and most importantly the fact, that we as humans are constantly evolving and changing; being open to newer experiences and wanting to explore beyond what is given to us which is the highlighting feature of generation today.

Results showed for hypothesis 2 which states that "There will be no difference in the Career Decision Making Profiles faced by Final Year Undergraduate Students from the different Streams of Education (Arts, Science, Commerce & Management)" is accepted with a limitation which has observed a significant difference only on three out of the twelve dimensions of CDMP.

CONCLUSIONS

There is a difference in the factors associated with Career Decision Making among the two Genders and across the three Streams of Education (Arts, Science, and Commerce &Management).

Limitations

- Respondents may have given socially desirable answers.
- Time of conduction and fatigue may have affected the manner of providing responses
- Only educational institutions located within the Bangalore Urban district were included in the study.
- Only a few educational institutions were included in this study.
- Though the researcher approached colleges where most students' preferred language was English, it was felt that some students found it a little difficult to follow the instructions clearly unless they were repeated. This aspect of gap in language compatibility was a challenge faced by the researcher may have led to a difference in understanding and responding to some of the questions.

Implications

- This study marks the importance of enhancing counseling services catered to particular areas of career related decisional difficulties that students face.
- This study can be taken forward in a way to understand factors influencing Career Decision Making of students at school and college levels with respect to focus particularly on the specific categories of (CDDQ) and dimensions of (CDMP) and tailored interventions can be designed as part of career counseling.
- In the Indian context, this study can be furthered to understand the influences on career related decisions of students who have taken up professional courses such as – Media Studies, Visual Communication, Social work and Computer Applications.
- The results obtained on the study can be base for creating awareness through seminars and workshops for the different sections of people such as-Parents, Teachers, Guides, Educational Institutions and Mentors pertaining to the role they play with respect to making career related decisions more effective and beneficial for students.

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