UNIVERSITY OF CAPE COAST

CAREER DECISION-MAKING DIFFICULTIES OF SENIOR HIGH SCHOOL STUDENTS IN KOFORIDUA MUNICIPALITY

CAROLINE OYE OTUEI

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BY

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Thesis submitted to the Department of Guidance and Counselling, Faculty of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for an award of Master of Philosophy degree in Guidance and Counselling

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DECLARATION

Candidate's Declaration

I hereby declare this thesis is my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…… Date…….

Name: ……

Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature…… Date……

Name……

Co-Supervisor's Signature…… Date……

Name…….

ABSTRACT

The main motivation for this research was the researcher's desire to know the career decision-making difficulties of Senior High School (S.H.S) students in Koforidua Municipality. The descriptive survey method was employed for conducting the study. The multi-stage sampling technique was used to select a sample of 364 senior high school students from Koforidua Municipality. Data were collected mainly by the use of an adapted questionnaire. Means, standard deviation, frequency counts, rank order, t-test and analysis of variance were used in the analysis of data. The study found that dysfunctional myths were the most prevailing difficulties that senior high school students encountered in their career decision-making. Also, there was no significant difference in S.H.S students' career decision-making difficulties on the basis of their preferred careers. There was no significant difference in S.H.S students' career decision-making on the basis of their programme of study, and on the basis of their class. In view of the findings, it was recommended that the Ministry of Education should make room for more counsellors at Senior High School level who would champion the cause of career guidance. Also, school counsellors have been enjoined to make conscious efforts to demystify students' dysfunctional career myths which have been found in the study to be their most prevailing career decision-making difficulties.

KEY WORDS

Career Decision-Making

Career Decision-Making Difficulties

Class

Dysfunction Myths

Preferred Careers

Programme of Study

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DEDICATION

To all individuals who seek counselling

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CHAPTER ONE

INTRODUCTION

Background to the Study

Choosing a career is one of the most important decisions people make in life. Many people usually make this decision during the adolescent period because this is the time they choose their secondary and tertiary educational programmes to conform to their future careers. The process of career choice is a universal phenomenon because career serves as a major avenue through which people offer services to humanity as well as get financial rewards to sustain themselves and their families. Careers also, go a long way to boost the economy of nations.

Scholars have defined career in many ways. According to Oladede (2007) a career is a chosen pursuit, life work and one's profession. It is also the sequence of major positions occupied by a person throughout his or her lifetime. Arnold (1997) has indicated that a career is the sequence of employment-related positions, roles, activities and experiences encountered by a person. A career is the unfolding sequence of a person's work experiences over time (Arthur, Hall, & Lawrence, 1989). The various definitions of career point to the fact that it is a "process" ─ it is a long process rather than a simple incident. In other words, career interest and choices do not appear all of a sudden during a particular period in life but as a result of developmental process.

A career choice is in itself a process of growth, reflecting other phases of development. It requires sufficient maturity since its influence on adulthood is significant if the future of the individual would be bright (Kochhlar, 2006).

A lot of factors contribute to the career decision of an individual. These factors include the family, socio-economic status of parents, societal influence, ones' mental ability and physique.

The family is the primary agent of socialisation that individual encounters in a lifetime. As young individuals grow up they are exposed to the careers of their immediate family. This initial exposure may influence the individual in later life. Kochhlar (2006) was of the view that a family in which aesthetic values play part in their daily lives, children may have preference for artistic careers. Whereas individuals from families in which intellectual activities and achievement are valued have probable tendencies to veer into intellectual pursuits in adulthood. Studies conducted by Okeke (2000) and Aghamehi (1998) on parental influence on children's career choice revealed that as much as 60% of children aspired to be in their father's career whereas only 25% also wanted to be in their mother's career.

Mburza (2002) opines that career choice among youths is also affected by socio-economic status of their parents. When parents are financially sound they can sponsor and support their children with all the resources they need in pursuing their desired careers. The reverse is true when parents are not economically sound. Where parents belong to aristocracy or nobility stratum, their children could hardly aspire to be garbage collectors, labourers, shop attenders or be in any career that society do not regard.

According to Kochhar (cited in Sara, 2010) society has a great influence on career preference. He further indicated that an individual's interest and talent may be towards certain field but the society's influence can cause the person to have a change of mind. For example, a person may like to

go into teaching, but the society's attitude towards this noble profession may force the individual to conform to the society's recognised and fashionable careers like the army, banking and custom services.

Mental ability, to a large extent, also determines the type and the level a person can reach in the pursuit of a particular career. Kankam and Onivehu (2000), and Okon (2001) indicated that intellectual ability exerts a considerable influence on career preference.

Okon (2001) posited that the physique of an individual sanctions entry into certain fields of endeavour. He further stated that no matter how talented a child may be a, career in the military and paramilitary may be outside his/her range if he/she failed to attain some predetermined height or weight.

Senior high school education marks a very significant phase in career development of adolescents. At this point most adolescents choose their tertiary education programmes to conform to their future careers. Some of them also decide to learn a trade or enter into apprenticeship to learn a skill. In sum this is the stage where the individual is faced with the reality of making a career decision. Unfortunately, these are times when many young individuals encounter difficulties in making career decisions. Therefore, the need for such individuals to be guided by experts and professionals in career decision-making has become very critical.

Career guidance has been a very core process in guidance and counselling. At the emergence of guidance and counselling in USA around 1900, the main focuses of the counsellors were child welfare, educational/ vocational guidance and legal reforms. Frank Parsons, regarded as the “Father of the Guidance Movement,” also promoted career guidance and established a

vocational institution known as Boston's Vocational Bureau in 1908. Parsons championed vocational guidance in his book entitled "*Choosing a career*" which was published one year after his demise (Gladding, 2009).

In Africa, guidance and counselling started in countries like Nigeria and Ghana in 1960's with a view to guiding students and youth in making good career decisions. They focused on giving information on the labour market, educational options, as well as employment options and their accessibility for the interested parties, at any moment. Also, they included the presumption that individuals can receive professional help in defining areas in which they can realise their aspirations, interests, competencies, personal traits, qualifications and abilities, and to connect them to available training and employment options (Idowu, 2004; Essuman, 1999).

In recent times there are technological advancements, an increase in the current Ghanaian population, and rapid changes in labour market with its new trends and demands and modern society has become sophisticated. Therefore, the career decisions that the youth of today have to make are far different from those in the 1960's and 1970's made (Roberts, 2006).

Career decision-making creates direction and focus for one's vocational behaviour. It is more or less providing a constitution for the conduct of one's life. The work opportunities available at any point in one's career depend heavily on the outcome of previous decisions concerning what occupation to pursue, what training to obtain, which job offer to accept, and what work assignments to seek. Therefore, understanding how these decisions are made is essential for resolving problems and effectively managing one's career (Beach, 2014). In situations where one does not understand the rubrics

of making a career decision, that individual would be prone to career decision-making difficulties. Gati, Krausz and Osipow (1996) defined career decision-making difficulties as the difficulties that keep an individual from making an appropriate career decision.

According to Ford and Alao (2009), career decision-making difficulties can be categorized into three sources: (1) the individual making the decision, (2) the environment in which the decision is being made, and (3) the quality and nature of interaction between individuals and the environment.

Several other factors also contribute to career decision-making difficulties. Some of these factors include lack of job awareness, poor career informational networks, low-technology, occupational stereotyping and career-channeling. These factors are some of the difficulties preventing the attainment of adequate job-awareness for youth in developing societies, as well as the underclass youth in modern societies of the western world (Ford & Alao, 2009). Again, lack of self-awareness is also a potential source of career decision-making difficulty. Self-awareness is the process and state of knowing all essential components of one's personality make-up. It involves knowledge of one's interests, values, aptitude, health status, emotions, temperament and enduring personality dispositions. Poor knowledge about self leads to job dissatisfaction, low job morale, absenteeism and high job turn off rates when individuals find themselves in the wrong career (Ford & Alao, 2009).

According to Saka and Gati (2007), career indecision is also a major form of career decision-making difficulty. They defined career indecision to be the difficulties that individuals face while making career-related decisions.

In an attempt to find remedy to career decision-making difficulties, Holland (1997) expounded in his theory on how an individual can fit in the right career. He believed that there are six basic personality types namely: realistic, investigative, artistic, social, enterprising and conventional. Each individual fits into any one of the given six basic personality types. The more the individual resembles a personality type the more that person exhibits the traits of that personality type. He also explains that the six personality types are also synonymous with six types of work environments which are realistic, investigative, artistic, social, enterprising and conventional. According to Holland's theory, an individual performs best when he finds himself in a work environment that is same as his personality type. For instance, if a person who has a social personality type finds himself in a social work environment, the person is most likely to perform well in that environment.

According to Osipow (1999), since Holland's theory assigns people to various personality types which correspond to career fields, it is conceivable that those who belong to two or more types equally would be likely to be undecided about their careers. Such indecision would most likely result if the two types that the individual scored the highest on were in fields quite different from each other. For example, if a Realistic person scored equally high on the Social scale, a reasonable prediction is that since these two very different types do not lead to careers that would logically include characteristics of both or lead to job settings satisfying both types, the result would be indecision. It is also conceivable that a person with low scores on all of the types would not have interests sufficiently crystallized to permit a commitment to one field to be made. A third possibility is that a person with

high scores in all fields would similarly have so many interests that a decision might be hard to make.

Therefore, in addressing the challenges of people with multiple personalities, those who reflect minimal traits of all the personalities, and general difficulties encountered by people in making career decisions, career guidance becomes an issue of much essence. Bedal (1978) defines career guidance as a process of helping an individual to choose an occupation, prepare for it, enter it, and progress in it. There is, therefore, a need to assist students overcome these career-decision making difficulties and have a more realistic career expectation.

A study conducted by Ashong (2002) discovered that students entering Senior High School in Ho in the Volta region of Ghana, lacked information on programme offerings in Senior High School and career opportunities after school. In fact, 80 percent of the respondents of his study lacked information on programmes offered at Senior High School. They thus chose wrong programmes at Senior High School.

Also, Otu (2015) assessed the perception of wealth and its impact on career choice of Senior High School students in Akuapem North District of Ghana. His study revealed that most of the career decisions of the youth are based on limited factors like wealth, specifically money, housing, and other fringe benefits that they presume they might get. It is revealed in his findings that the youth are also substantially influenced by their family and religious beliefs in their career choice. They are however, disappointed sometimes because their expectations are not met, which sometimes results in unemployment.

As a result of the above, it becomes easy to see why the urgent need for proper understanding of career decision-making has attracted researchers to explore career decision-making difficulties of students. A very useful instrument that has served this purpose well has been the Career Decision-making Difficulty Questionnaire (CDDQ) designed by Gati, Krausz and Osipow (1996). This questionnaire was constructed with 44 possible statements of career decision-making difficulties that students encounter. In the taxonomy of career decision-making difficulties proposed by Gati, Krausz and Osipow (1996), the difficulties were divided into three major categories. The first, *Lack of Readiness*, comprise four categories of difficulties that precede making a specific career decision, *Lack of Information* and *Inconsistent Information* are the second and third categories respectively. Both contain three sub-categories each that arise during the actual process of career decision-making. The classification of the difficulties was based on the following criteria: belonging to the same component of the process of career decision-making, having the same assumed source, having similarity in the hypothesized possible impact of the difficulty, and having similarity in the type of intervention needed to overcome it.

The questionnaire was first administered to a sample of 259 young Israeli who were at their initial stage of career decision-making process and a sample of 305 American university students. The result indicated that, the career decision-making difficulties of the two samples were similar (Gati, Krausz & Osipow, 1996). Both the instrument's design and the revealing findings of the study conducted by Gati, Krausz and Osipow motivated a lot of researchers from different cultures and walks of life to adopt the career

decision-making questionnaire in their cultural settings. The rationale behind such studies was to find the results the CDDQ would generate when given to people of different nationalities. The current researcher investigated career decision-making difficulties of S.H.S. students in Koforidua municipality using the CDDQ of Gati, Krauz and Osipow (1996).

Statement of the Problem

Career decision-making among university students usually starts before they enter university, or during their first year of university study, because they must decide on what academic majors they want to veer into. It is expected that the academic majors that students choose before they enter university should be related to what they will do after graduation (Betz & Voyten, 1997; Taylor & Betz, 1983). That explains why many students encounter the reality of career decision-making mostly during the pre-university period, especially in Senior High School.

Research in the field of counselling suggests that 50% or more of all university students experience career-related problems (Herr, Cramer & Niles, 2004). Bhusumane (1993) posits that students have a limited knowledge of occupations and of the narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations.

Omotosho and Nyarko-Sampson (2012) demonstrated in their study that the career aspirations of students were poorly matched with the trends in the labour market. Omotosho (2014) asserts that, in choosing our careers in a hit or miss fashion, we miss more than hit. While a few students find career decision-making less cumbersome, many others struggle with career decision-making.

Oduro-Okyireh and Osei-Owusu (2014) investigated on Assessment of the Rationality of Senior High School Students' Choices of Academic Programmes in Kwabre East District of Ghana. From their study it was realized that only 37 respondents representing 12% of the total respondents for the study sought counselling from qualified counsellors before choosing their programmes of study. However, 283 (88%) did not seek counselling at all before choosing their programmes.

The above studies from some parts of Ghana have confirmed that career decision-making difficulty is a reality in Ghana. However, there appears to be dearth of studies related to Career decision-making difficulty in Koforidua which is the Eastern Regional Capital of Ghana. Therefore, it was the researcher's desire to know whether career decision-making difficulties exist among Senior High School Students in Koforidua Municipality.

Purpose of Study

The main purpose of the study was to identify the career decision-making difficulties among senior high school students in Koforidua Municipality. Other purposes included the following:

i. To identify the career decision-making difficulties of S.H.S. students in Koforidua Municipality encounter due to lack of readiness.
ii. To identify the career decision-making difficulties of S.H.S. students in Koforidua Municipality encounter due to lack of information.
iii. To identify the career decision-making difficulties of S.H.S. students in Koforidua Municipality encounter due to inconsistent information.
iv. To identify the preferred careers of S.H.S. students in Koforidua Municipality.

Research Questions

The following research questions were posed to guide the conduct of the Study:

1. What are the career decision-making difficulties of S.H.S. students in Koforidua Municipality?
2. What career decision-making difficulties do S.H.S. students in Koforidua Municipality encounter due to lack of readiness?
3. What career decision-making difficulties do S.H.S. students in Koforidua Municipality encounter due to lack of information?
4. What career decision-making difficulties do S.H.S. students in Koforidua Municipality encounter due to inconsistent information?
5. What are the preferred careers of S.H.S. students in Koforidua Municipality?

Research Hypotheses

The following hypotheses were postulated to further guide the conduct of the study:

$H_0.1$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of gender.

$H_1.1$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of gender.

$H_0.2$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of class.

$H_1.2$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of class.

$H_0.3$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of category of school.

$H_1.3$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of category of school.

$H_0.4$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of school's group.

$H_1.4$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of school's group.

$H_0.5$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of programme of study.

$H_1.5$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of programme of study.

$H_0.6$ There is no significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of preferred careers.

$H_1.6$ There is a significant difference in the career decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of preferred careers.

Significance of the Study

This study, it is hoped, would provide information to school counsellors on the various difficulties that different categories of students encounter in making career decisions. Hence, counsellors would be in a better position to give students career counselling that would be relevant for surmounting their prevailing difficulties.

It is also hoped that the study would help counsellors to know the type of guidance programmes to oraganise that would help surmount the difficulties students encounter when making career decisions.

Again, counsellors would be equipped with all the vital information on students' difficulty before and during the process of making a career choice. If counsellors are thus equipped to know the various stages their clients find themselves, in terms of career decision-making, the former would be able to give the latter the correct orientation and guidance.

Furthermore, this study would help counsellors to know the influence which other variables like gender and programme of study exert on the career decision-making difficulties of students. Armed with an accurate knowledge of the impacts of such variables on student's career decision-making difficulties, the counsellor would be in a better position to guide his/her student clients more appropriately.

This study would serve as a basis for other researchers in Africa in general and in Ghana especially, who would like to study career related issues.

It would serve as basis for other researchers to study other aspect of career decision-making difficulties that could not be captured by the current researcher.

Also, the study should help to enlighten parents on the career decision difficulties of their children or wards. In that way, parents would be able to avoid misguidance and grant all the needed support to their children in pursuing their future careers.

The results of the study, it is hoped, can help the Ministry of Education to design a comprehensive curriculum that would address the potential career decision-making difficulties students are likely to encounter in the various stages of their education. Through finding of this study government would be in a better positioned to strengthen the guidance and counselling outfits and delivery of general services in the various schools in Ghana.

Again, it is hoped that students would benefit immensely from this study. This benefit may come when teachers, parents and the government put in place appropriate measures to mitigate the career decision-making difficulties of students.

Finally, since this study would be among the career decision-making difficulty research in Ghana using the adapted form of the CDDQ. It will be among the first to furnish data from a Ghanaian sample to the existing literature on difficulties of career decision-making that has emanated from other parts of the world.

Delimitations

This study was delimited to the career decision-making difficulties among Senior High Schools Students in Koforidua Municipality. Again, it was

delimited to all the three levels in the Senior High School (SHS 1, SHS 2 and SHS 3). General Arts, Business, General Science, Home Economics, Visual Arts, and Technical Skills were the programmes that participants were sampled from.

Limitation

The study was limited to public Senior High School in Koforidua Municipality. Hence the generalization of the study's findings to only public Senior High Schools.

Operational Definition of Terms

The following terms are hereby defined as they were operationally used in the study:

Career decision-making: refers to a resolution made by a student to go along a particular career path.

Career decision-making difficulty: the challenge that a student encounters when making a career decision.

Career guidance: is an information or direction given to a student in relation to career issues usually by a counsellor or an expert in career.

Preferred career: the desired work that an individual wants to do in future. In this study "Preferred Careers" were grouped under the six categories Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) posited by Holland (1956).

Organisation of the Study

This report contains five chapters. Chapter One gave an overview of the study. It also presented the background to the study, statement of the problem, purpose of the study, significance, delimitation, limitation and

definition of terms. Chapter Two reviews theories of career and decision-making, and related literature on career decision-making difficulties. Chapter Three provides an overview of the research methodology, including the research design, study population, sampling procedure and procedure employed for collecting and analysis of the data. Chapter Four presents results and discussion. Finally, Chapter Five gives the summary of the study, major findings, conclusions and recommendations made for future research efforts.

CHAPTER TWO

LITERATURE REVIEW

The researcher had interest in finding the career decision-making difficulties of senior high school students in Koforidua Municipality. This section specifically, gives a review of theories of career and decision-making, conceptual framework and literature related to career decision-making.

Theoretical Framework

Holland's Theory of Career

Holland's theory has been very useful to researchers and practitioners in the area of career development (Bullock, Andrews, Braud & Reardon, 2009). According to Holland's theory, vocational interest is an expression of one's personality. Hence individuals choose occupations and work environments that would conform to their personalities. Holland contended that each individual, to some extent, resembles one of the six basic personality types, the more one resembles any given type, the more likely one is to manifest some of the behaviours and traits associated with that type. He classified personalities into Realistic, Investigative, Artistic, Social, Enterprising and Conventional (Holland, 1985 cited in Brown & Brooks, 1990). This has resulted into the popular acronym 'RIASEC'.

Assumptions of Holland's Theory

The following summary captures the major assumptions of Holland's Theory:

1. Most persons can be categorized as one of six types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) (Holland as cited in Brown & Brooks, 1990).

2. There are six kinds of occupational environments: realistic, investigative, artistic, social, enterprising, and conventional. These environments correspond with the six personality types (Holland cited in Brown & Brooks, 1990).
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behaviour is determined by an interaction between personality and environment. Based on an individual's personality pattern and the pattern of the environment, some outcomes of such a pairing can, in principle, be forecast using knowledge of personality types and environmental models. Such outcomes include choice of vocation, job changes, vocational achievement, personal competence, and educational and social behavior.
5. People who choose to work in an environment similar to their personality are more likely to be successful and satisfied. For instance, social people would be happy and fulfilled when they find themselves in a social working environment where they can interact with people and help them as well.

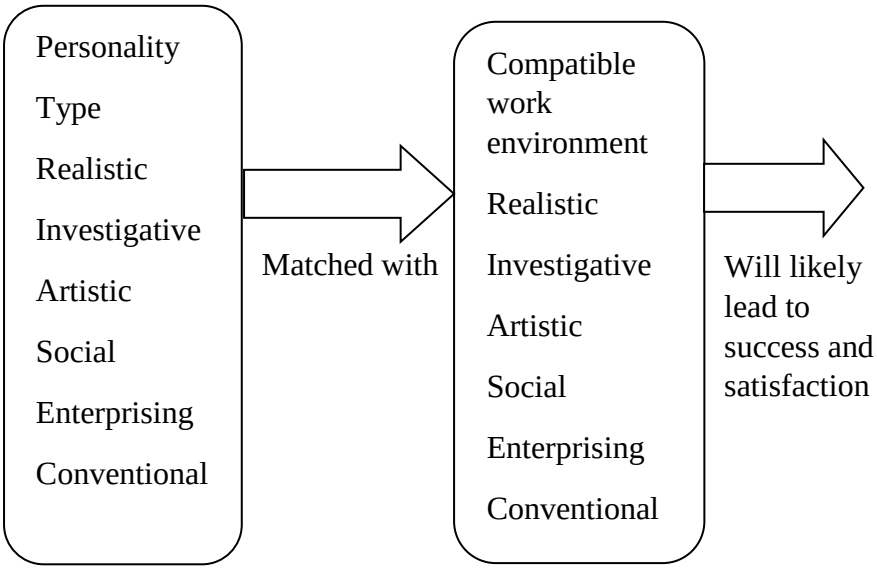

Figure 1 : Diagrammatic Representation of Holland's Theory

Source: Savickas & Lent in Omotosho (2014)

Attributes of Personality Types

According to Holland, the six personality types have certain peculiar activities that they enjoy doing and things they dislike as well.

Realistic individuals prefer activities that involve the systematic manipulation of objects, tools, machines, and animals. They avoid educational and interpersonal activities. These behavioural tendencies of Realistic people influence their desire towards the acquisition of manual, mechanical, agricultural, electrical, and technical competencies. However, realistic people have deficiency in social and educational competencies. Realistic people perceive themselves as practical and conservative, having mechanical, technical, and athletic abilities, and as lacking ability in social skills. They value material rewards like money, power, and status form tangible accomplishments (Holland, 1966, 1973, 1985a, 1997 cited in Brown & Brooks 1990).

Investigative people have delight in activities that involve observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control such phenomena. They avoid persuasive, social, and repetitive activities. These behavioral tendencies of Investigative people usually lead, to the acquisition of scientific and mathematical competencies and to a deficit in persuasive and leadership abilities. Investigative people perceive themselves as cautious, critical, complex, curious, independent, precise, rational, and scholarly, and value the development or acquisition of knowledge (Holland, 1966, 1973, 1985a, 1997 cited in Brown 1990 & Brooks; Smart, Feldman, & Ethington, 2006; Omotosho, 2014).

Artistic people prefer ambiguous, free, and unsystematic activities that involve the manipulation of physical, verbal, or human materials to create art forms or products, and avoid routine activities and conformity to established rules. These behavioural tendencies of Artistic people lead to the acquisition of artistic competencies like language, art, music, drama, writing and to a deficit in clerical and business system competencies. Artistic people perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, emotional, and sensitive, and value the creative expression of ideas, emotions, or sentiments (Holland, 1966, 1973, 1985a, 1997 cited in Brown 1990 & Brooks; Smart, Feldman, & Ethington, 2006; Omotosho, 2014).

Social people prefer activities that involve the manipulation of others to inform, train, develop, cure, or enlighten others, and avoid explicit, ordered, systematic activities involving materials, tools, or machines. These

behavioural tendencies of Social people result in the acquisition of human relations competencies (e.g., interpersonal and educational skills) and to a deficit in manual and technical ability. Social people perceive themselves as cooperative, empathetic, generous, helpful, idealistic, responsible, tactful, understanding, and warm, and value fostering the welfare of others and social service (Holland, 1966, 1973, 1985a, 1997 cited in Brown 1990 & Brooks; Smart, Feldman, & Ethington, 2006; Omotosho, 2014).

Enterprising people prefer activities that involve the manipulation of others to attain organizational goals or economic gain, and avoid scientific, intellectual, and abstruse activities. These behavioural tendencies of enterprising people lead to an acquisition of leadership, interpersonal, speaking, and persuasive competencies and to a deficit in scientific ability. Enterprising people perceive themselves as aggressive, ambitious, domineering, energetic, extroverted, optimistic, popular, self-confident, sociable, and talkative, and value material accomplishment and social status (Holland, 1966, 1973, 1985a, 1997 cited in Brown 1990 & Brooks; Smart, Feldman, & Ethington, 2006; Omotosho, 2014).

Conventional people prefer activities that involve the explicit, ordered, systematic manipulation of data, such as keeping records, filing and reproducing materials, and organizing written and numerical data according to a prescribed plan and avoid ambiguous and unstructured undertakings. These behavioral tendencies of Conventional people lead, in turn, to the acquisition of clerical, computational, and business system competencies and to a deficit in artistic competencies. Conventional people perceive themselves as careful,

conforming, orderly, and as having clerical and numerical ability. They value for orderliness and accuracy (Smart, Feldman & Ethington, 2006).

Holland's Hexagon

John Holland created a hexagonal model that shows the relationship between the personality types and the environments. According to Holland's hexagon, job personalities that are closer to each other are more alike in other words adjacent types are compatible. On the job personalities that are far from themselves are least compatible or opposite types are not compatible.

Holland's Hexagon

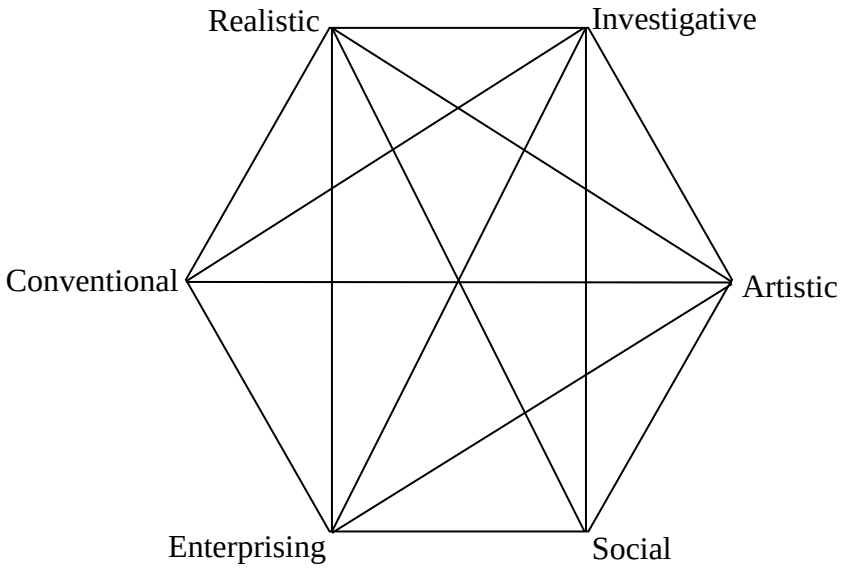

Figure 2: Hexagonal model for interpreting the relationship among the types of personalities and environments (Brown & Brooks, 1990).

The personality types closest to each other are more alike than those farther away.

Key Concepts of Holland's Theory

Consistency: This concept is applicable to both the personality and environment types. Some pairs have more similarities than others do. Adjacent types on the hexagon are most consistent, or have compatible interests, personal dispositions, or job duties. Opposite types on the hexagon are most

inconsistent or combine personal characteristics or job functions that are usually unrelated. For instance, realistic and investigative (RI) have more consistency than realistic and artistic (RA). Therefore, the closer the types of an individual personality or environment, the more consistent they are said to be. For example, a social individual who express preference in artistic and enterprising activities (SAE) is more consistent than a social person who show delight in conventional and investigative activities (SCI) (Brown, 1990 & Brooks, Smart, Feldman, & Ethington, 2006).

Differentiation: refers to the degree of definition or distinctness of a personality or occupational profile. Some people and environments show much resemblance to a single type and less resemblance to other types. A person who resembles one type and no other type is highly differentiated. A person or an environment that shows equal resemblance to many types or all the six RIASEC types would be labeled undifferentiated or poorly defined. A client with a highly differentiated code will most likely have all of the personality characteristics associated with that code. A code that is differentiated can be more reliably used, other things being equal, that is, congruence, coherence, identity, than a code low in differentiation (Brown, 1990 & Brooks; Reardon & Lenz, 1999; Smart, Feldman, & Ethington, 2006).

Identity: in Holland's theory, it refers to both the clarity and stability of a person's goals and self-perceptions. In other words, it is the possession of a clear and stable picture of one's goals, interest and talents. It is considered a secondary construct to support both the formulations for the types and those for the environments. In relation to environment, identity is defined as the organization's clarity, stability, and integration of goals, tasks and rewards. A

high vocational identity score on My Vocational Situation (MVS; Holland, Daiger & Power, 1980) would indicate relatively untroubled decision making and confidence in one's ability to make good decisions in the face of some inevitable environmental ambiguities. (Brown, 1990 & Brooks; Reardon & Lenz, 1999).

Congruence: Different types require different environments. There is congruence when individuals work or live in an environment whose type is identical or similar to their own types. A high degree of match between a person's personality and interest types and the dominant work environmental types (that is, high degree of congruence) is likely to result in vocational satisfaction and stability, and a low degree of match (that is, low congruence) is likely to result in vocational dissatisfaction and instability (Holland, 1985, 1997). The degree of congruence (or agreement) between a person and an occupation (environment) can be estimated by a hexagonal model. The shorter the distance between the personality type and the occupational type, the closer the relationship. For there is said to be a higher degree of congruence when a social person operates in a social environment. The next higher degree of congruence is also seen when a personality type is found in environment that adjacent to it, for example, a social person working in an artistic environment. The least degree of fit is evident when the personality type is opposite to the environment on Holland's hexagon, say social person in a realistic environment (Brown, 1990 & Brooks; Smart, Feldman, & Ethington, 2006).

Table 1 depicts congruence by showing the personality types as well as their most compatible environment and least compatible environment

Table 1- *Compatible Work Environments*

Personality Type	Most Compatible Environment	Compatible Environment	Least Compatible Environment
Realistic	Realistic	Investigative & Conventional	Social
Investigative	Investigative	Realistic & Artistic	Enterprising
Artistic	Artistic	Investigative & Social	Conventional
Social	Social	Artistic & Enterprising	Realistic
Enterprising	Enterprising	Social & Conventional	Investigative
Conventional	Conventional	Enterprising & Realistic	Artistic

Source: (*http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.asp)* cited in Shitsi (2013)

Gelatt's Decision-Making Theory

Decision making theory have been used to explain career choice. The decision-making theory is founded on the premise that an individual has options and alternatives to choose from.

According to Gelatt (1962), information and decision theory offers a compelling and coherent frame of reference for secondary school guidance. He considered the following steps in making a decision:

1. The individual should recognize the need to make a decision and establish an objective or purpose.
2. The decision maker should collect data to survey possible courses of action. Data collection is considered the important step because knowledge of possible alternatives is very important in decision making. Alternative information provides essential knowledge on

careers, educational and training requirement that useful in career decision-making.

3. Utilizing the data to determining possible courses of action, outcomes, and probability of outcomes. Estimating the probability of outcomes requires knowledge of one's skills and abilities and sufficient data for an adequate prediction strategy.
4. Estimating the desirability of outcomes, centers action on the individuals value system. According to Gelatt, value classification is essential for making satisfactory decisions.
5. Evaluation and selection of a decision that is terminal or an investigatory decision. If the terminal decision is reached the individual once again evaluates the possible outcomes of the decision in relation to the prediction system.

Galatt's decision making model has some implications for counselling. First, there is a need for the individual to be ready to make a decision. Readiness is essential at the initial stage of a counselling interview.

Second, a counselor should have adequate self-knowledge of his or her interest, abilities, values and relevant past experience. Adequate self-knowledge involves one's ability to apply this self-knowledge in the decision-making process.

Third, the counselor should consider counselee's knowledge of educational training opportunities and occupational environment, requirements and demands. The more informed an individual is, the greater a desirable outcome (Pretrofesa & splete cited in Zunker, 1981).

Finally, the decision maker should understand the process of decision making. Knowledge of the steps in the decision making as well as the flexibility required to weigh alternatives are important.

Gelatt's decision-making model illustrates the cyclical nature of decision-making as seen in figure 3. Hence, decision-making is a continuous process.

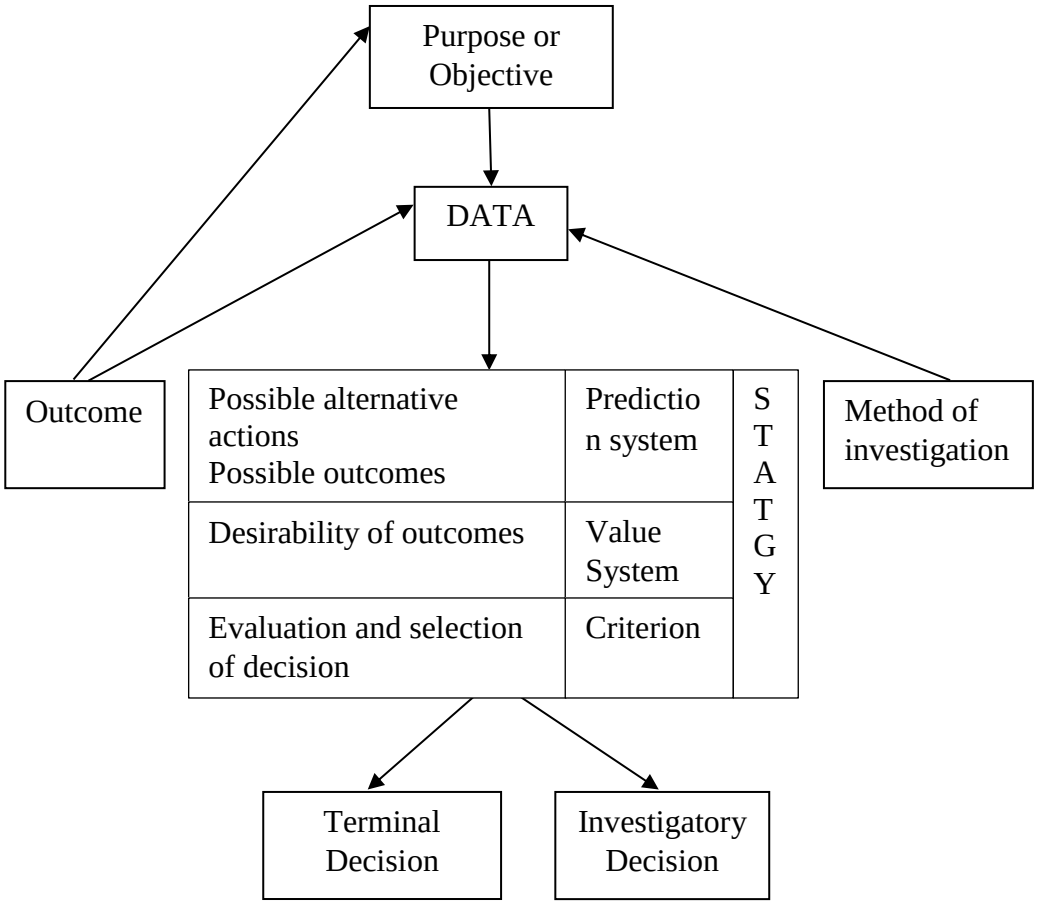

Figure 3: Gelatt's decision-making process (cited in Zunker, 1981)

Conceptual Framework

Figure 4 represents the conceptual framework of the study. The six variables: gender, class, school's category, school's group programme of study preferred careers are diagrammatically presented with their relationship with career decision-making.

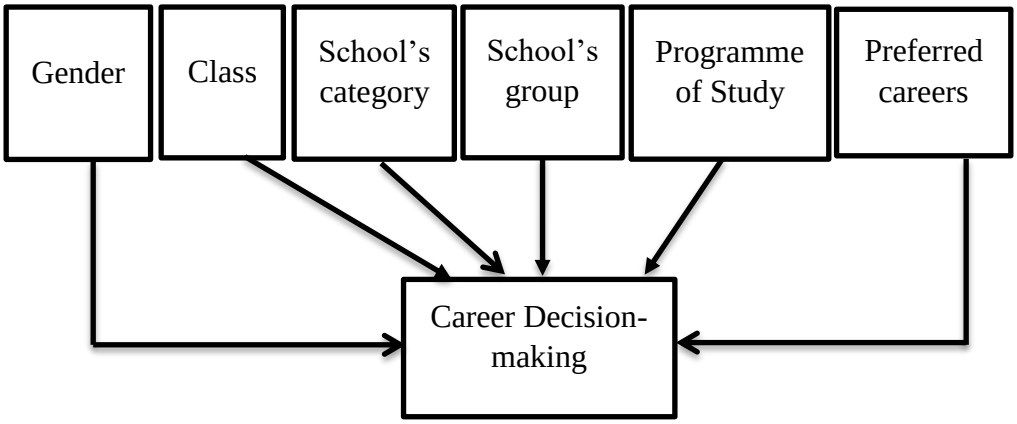

Figure 4: Model for the Study

Empirical Review

Literature relating to the following headings would be reviewed under this section:

Career decision-making difficulties, Career decision-making difficulties on the basis of gender, class, and preferred careers of students,

Career Decision-Making Difficulties

Making a career decision is one of the most important decisions that a person has to make in his entire existence. Many researches have shown that in adolescence, we encounter more career decision difficulties than in any other developmental stages (Perţe & Patroc, 2012). Making a career decision becomes a major priority for adolescents during the last year of high school Hijazi, Tatar, and Gati (2004). At this point in the lives of the adolescents, some of them may be able to make ideal career decisions; others would also encounter some difficulties.

Mylonas, Argyopoulou and Tampouri (2012) explored the relationship between career decision-making difficulties, dysfunctional career thoughts and generalized self-efficacy of 260 final year university students in Greece. Their findings indicated that a lack of information was one of the prominent factors

that made a distinction between decided and undecided students. Again, they found that students who have work experience scored lower on lack of information in the decision-making process and gathering of additional information regarding vocations and self-information. The researchers also reported that inconsistent information was found to be associated with career indecision.

Tien (2001) asserted that there was a significant difference between decided and undecided students on their perception of Career difficulties. Also, he reported seniors have lesser difficulties than juniors do. He employed the career decision-making questionnaire (CDDQ) of Gati, Krausz and Osipow (1996) to investigate the career decision-making difficulty of Chinese college students in Taiwan.

Another study by Germeijs, Verschueren, and Soenens (2006) examined how indecisiveness relates to adolescents' process of choosing a higher education. The findings showed that indecisiveness was a risk factor for future levels of coping with the career decisional tasks of broad and in-depth environmental exploration (amount of information and exploratory behaviour), amount of self-information, decisional status, and commitment. However, indecisiveness did not relate to the degree of change in decisional tasks during Grade 12. Moreover, results suggested that the linkage of indecisiveness with the amount of in-depth environmental information, the amount of self-information, decisional status, and commitment was mediated by adolescents' career choice anxiety.

In a research conducted by Bullock-Yowell, McConnell and Sched (2015), the career concern differences between undecided and decided college

students (N=223) were examined. Undecided college students (n ¼ 83) reported lower career decision-making self-efficacy, higher incidences of negative career thoughts, and more career decision-making difficulties than their decided peers (N =143). The results revealed that undecided students were as ready to make a career-related decision as their decided counterparts but may lack or be receiving inconsistent career information. Academic advising implications include ways to more effectively serve these populations. Practical suggestions from social-cognitive career theory and the cognitive information-processing approach were provided.

Esters (2007) focused his research on career decision-making difficulties only on Agriculture and Life Sciences students and came out with somewhat positive findings on career indecision. He indicated that, overall, students in his study indicated moderate levels of career indecision across the three factors. Given the levels of career indecision observed in this study, a need may exist to emphasize the integration of various career development activities across courses offered in the college. The study sought to determine the level of career indecision of students enrolled in the College of Agriculture and Life Sciences at Iowa State University. A primary goal of this research was to explore the construct of career indecision using the three-factor structure identified by Kelly and Lee (2002). The factors of interest in this study included: Identity Diffusion, Positive Choice Conflict, and Tentative Decision. A MANOVA indicated significant main effects for grade level for Tentative Decision. A significant interaction was also observed between gender and grade level for Positive Choice Conflict.

Other than the work of Esters (2007), the other literature reviewed indicated students are not decisive on career as a result of lack of information or inconsistent information. On the difficulty of lack of information, the study of Hocson (2012) revealed that participants in his study did not have enough information regarding career opportunities, they did not know how to search for careers in their field of study and they lacked information on how to obtain training for their chosen major.

A similar observation was also noticed in the study of Fouad, Guillen, Harris-Hodge, Henry, Novakovic, Terry and Kantamneni, (2006). This study examined whether university students were psychologically distressed or had difficulties with career decisions to indicate whether they needed career services, whether they were aware of the services offered by the campus counselling and career services, and finally, whether they had used the services. Findings indicated that students indicated difficulties with career decisions, high levels of psychological distress, and low levels of psychological well-being and that about half of students were aware of career services but much fewer had used those services.

In assessing the impact that career guidance counsellors have on various difficulties in the career decision-making process of late adolescents. Taylor (2007) analyzed ten subcategories of the CDDQ. His findings revealed that career guidance counselling had the greatest impact in reducing adolescents career decision-making difficulties in the major category *of Lack of Information*. Late adolescents who receive career guidance counselling are more likely to experience a reduction in their level of career indecision than adolescents who do not receive any form of career guidance counselling

intervention. Therefore, those who had access to career information, stand a lower chance of being over-burdened with career decision-making.

Gati, Saka, and Krausz (2001) examined the pattern of career decision-making difficulties encountered by 417 young adults who used one or more of the computer-assisted career guidance systems (CACGSs) available at one of the Israeli Veteran Administration's counselling centres and assessed the effectiveness of these CACGSs in reducing their career decision-making difficulties. Career decision-making difficulties were found to be highest for individuals who were prior to the pre-screening stage of the career decision-making process and lowest for those who were at the choice stage. The reduction in difficulties after using the CACGSs was statistically significant in seven of the 10 difficulty categories examined: an especially marked reduction was found for difficulties related to lack of information. No such reduction was observed for difficulties related to external conflicts. Participants' perception of having been assisted through the dialogue with the CACGSs was highest for individuals who used all three systems, and lowest for those who accessed only one of the three CACGSs.

Fouad, Cotter and Kantamneni (2009) demonstrated this position in their studies. The study examined the effectiveness of a college career course designed to increase career decision-making confidence and facilitate career exploration. Participants were 73 students from a large Midwestern university (65.6% women, 34.4% men, mean age 18.56). Students were given questionnaires assessing career decision-making difficulties, career decision-making self-efficacy, and perception of career and educational barriers during the first and fifteenth weeks of the course. Repeated measures analyses were

conducted to examine possible differences in students' responses before and after the course. Results indicated that on completion of the course, students' career decision-making difficulties decreased, career self-efficacy increased, and perceptions of barriers did not change.

An argument that runs through the literature reviewed is that seeking information or help from professionals are ways in which students can reduce their career decision-making difficulties. Unfortunately, most students seek help from the wrong quarters. Gati, and Vertsberger (2016) this in their research focused on the various types of support young adults consider using when making career decisions and located factors that affect their intentions to seek help. Career decision-making difficulties (assessed by the Career Decision-making Difficulties Questionnaire), self-reported intentions to seek help, and career decision status were elicited from 300 young adults deliberating about their future career. The results show that participants' intentions to seek help were positively correlated with their career decision-making difficulties and with their career decision status. The results also show discrepancies between the perceived effectiveness of the various types of support (e.g., family and friends, career counselors, and Internet) and the participants' intentions to use them. Young adults are more inclined to seek help from types of support that are easily accessible to them (e.g., family and friends, and the Internet), and less from those that have been proven to be beneficial (e.g., career counselors, online questionnaires).

Apart from lack of information, Emotional and Personality-related Career Decision-making Difficulties (EPCD) is perceived to be some of the difficulties undecided students face. Gati (2012), tests the temporal stability

and the concurrent and predictive validity of the Emotional and Personality-related Career Decision-making Difficulties (EPCD) model and questionnaire. Five hundred forty-three participants filled out the EPCD twice, 3 years apart. The Anxiety cluster was the most stable among the three, followed by the Self-Concept and Identity cluster, and then the Pessimistic Views cluster, which showed a significant decrease. Participants who reported having made a career decision by the second administration had lower EPCD scores at Time 1 than did those who remained undecided at Time 2. Whereas the decided group showed a decrease in the EPCD scores during the 3-year interval, the undecided group showed no significant decrease. Significant correlations were observed between the EPCD scores and low satisfaction with one's chosen occupation.

Lack of readiness is also seen as one of the attributes of students who have the difficulty of indecisiveness. Gaffner and Hazler (2002) in their study sampled 111 undergraduates (56 women and 55 men, aged 18-21 years) from a small, private Mid-western university some 2,700 completed the Career Factors Inventory, the Myers-Briggs Type Indicator, and the Career Decisions Difficulties Questionnaire to explore the relationship between career indecisiveness and four personality types, lack of career readiness, inadequacy of information, and difficulty in decision making. Results from the study identified lack of career readiness to be a better single predictor of indecisiveness than any combination of variables.

A significant contributor to career decision-making difficulty is dysfunctional myth (career-myth). Ionescu (2009) researched into choosing career-myths and reality in our schools. This study examined the effects of

career unplanning on students from 12th grade. The author found that a career unplanning has not a positive effect on attitudes of participants in the programme. A need for the standardization of counseling techniques was recognized.

Dysfunctional career thoughts and procrastination has also proven to have a direct relationship with, career indecision. This assertion has been discovered in the studies of Jamali, Araqil, and Kalantarkousheh (2015). The goal of the study was to investigate the factors related to students' career indecision. There are many different variables associated with career indecision. This study examined the role of dysfunctional career thoughts and procrastination in career indecision. The sample for the study consisted of 127 university students including 52 female students and 75 male students who were selected from the population of Allameh Tabatab'i University students. Questionnaires on dysfunctional career thoughts (Kasayi and Bahrami, 2006), Career Indecision Inventory (Osipow, 1976) and A General Procrastination Scale (Lee, 2005) were administered to the sample. Research findings showed that dysfunctional career thoughts and procrastination are highly correlated with the students' career indecision scores ($p < .01$). Secondly, it was found that the dysfunctional career thoughts and procrastination could significantly predict the students' career indecision scores ($p < .01$). Furthermore, the results showed that if dysfunctional career thoughts and procrastination increases, career indecision in the student would increase, too.

Otu (2015) maintained that most of the career decisions of the youth are based on limited factors like wealth, specifically money, housing, and other fringe benefits that they presume they might get. It is revealed that the

youth are also substantially influenced by their family and religious beliefs in their career choice. They are however, disappointed sometimes because their expectations are not met, which sometimes results in unemployment. It is also revealed that the youth to some extent make their decisions based on limited factors such as what they wish to get from their preferred career. His study assesses the perception of wealth and its impact on career choice of Senior High School students. The study is descriptive in nature, with a survey conducted at the Akuapem North District of Ghana. A total sample size of 250 (50 per school) was drawn for the study. Stratified and simple random techniques were employed to get the needed sample. A set of questionnaires was developed to capture the required information on the subject under consideration. The responses of the survey were analysed using frequencies, to obtain the percentage values of the responses from the respondents to draw conclusions. This study was much needed because it gave a basis for recommending counsellors to demystify students on career myths.

In the area of athletics, dysfunctional myths stand out to be one career decision difficulties. Albion and Fogarty (2005) made a comparison between the career decision-making of high school students who were also elite athletes and a sample of non-athlete students. The 226 athletes (111 females, 115 males) in the study were on sporting scholarships with the Australian Institute of Sport or state/territory institutions. Measures included the Career Decision Difficulties Questionnaire, and the Athletic Identity Measurement Scale. The non-athlete data were obtained from 272 high school students (149 females, 123 males). Only three athletes indicated a singular focus on a career in professional sport. There were significant relationships between athletic

identity and career decision difficulties, especially in relation to dysfunctional myths, and only one difference between difficulties reported by athletes and non-athletes. Tentative conclusions are drawn about the factors that impact on career decision making among elite athletes and possible directions for future research. The sample of this study was limited to student athletes.

Dysfunctional myth had also proved to be the top ranked career decision-making difficulty in a study by Omotosho, Wiredu and Otuei (2015). The study was an exploratory one done to determine, in Ghana, the level of existent of the career decision-making difficulties reported in other countries, using the "Career Decision-Making Questionnaire" designed by Gati, Krauz, and Osipow (1996) to gather the necessary data. Participants consisted of 133 males and 150 females (N= 283) randomly selected from two Senior High Schools through a multi-staged sampling technique. The data were analyzed with the use of the t-test, and ANOVA statistical tools. Results revealed that "Dysfunctional Myths" about career decision-making were the highest ranked by the students. This was followed by "Lack of Knowledge about the Process of Career Decision Making," "Indecisiveness" and "Lack of Motivation" in that order. No significant difference was found between male and female students in their career decision-making difficulties. However, significant differences existed on the basis of school type and class level. This study was much needed because it provided a good basis for counsellors in Ghana to be aware of how dysfunctional and other variables were affecting the career decision-making of senior high school students.

Kleiman, Kleiman, Gati, Peterson, Sampson, Reardon and Lenz (2004) conducted a survey on Dysfunctional thinking and difficulties in career

decision making. As hypothesized, participants with a higher degree of decidedness reported lower levels of difficulties. Implications of the unique features of each of the measures for career-related interventions and further research are discussed.

Ladany, Melincoff, Constantine and Love (1997) forecasted that students who are committed to their career choices have limited tendencies towards dysfunctional myths. The purpose of their study was to examine the commitment to career choices process for at-risk urban high school students. Data from 189 at-risk urban high school students were sampled. Results indicated that students' level of commitment to their career choices was related to their vocational identity, their need for occupational information, their perceived barriers to occupational goals, and the number of occupations they considered. The tendency to foreclose was related to the adherence to career myths.

External factors had always contributed to career decision-making. Adolescent encounter career decision-making difficulties where the directives of external factors like the family, parents, and community are inappropriate. Shen and Li (2015) indicated that, parental authority has a positive relationship with career decision-making difficulties whereas personality indicates a negative relationship with career decision-making difficulties. They examined the factors that influence career decision-making difficulties among graduating students from three Private Higher Educational Institutions (PHEIs) in Malaysia.

Career decision, parenting styles and parental attachment levels were investigated by Onder-Cenkseven, Kirdok and Isik (2010) using Turkish high

school students as sample. Parenting styles that were investigated are authoritative, authoritarian, indulgent, and neglectful; results indicated that students who have more authoritative and authoritarian parents were more decisive, compared to those with neglectful and indulgent parents. In Greece, parenting styles, family function, and core self-evaluations were examined with career decision-making difficulties (CDMD).

Slaten and Baskin (2013) have noted that career decision making continues to be a major area of research, particularly related to the factors that influence the construct. The purpose of their study was to examine a hypothesized model predicting the relationships between career decision-making difficulties and perceived belongingness, specifically peer and family belongingness. Participants included 436 undergraduates, who completed measures of belongingness, psychological distress, academic motivation, and career decision-making difficulties. The researchers conjectured that peer and family belongingness would each be indirectly associated with career decision-making difficulties as mediated by academic motivation and psychological distress. Overall, fit indices supported the hypothesized model but indicated different outcomes for family and peer belongingness. Family belongingness was significantly related to career decision-making difficulties, while peer belonging was not significantly associated to any variable in the hypothesized model.

Higher levels of family conflict and lower levels of family expressiveness were associated with higher levels of decision-making confusion, commitment anxiety, and external conflict. Lustig, Jade and Strauser, (2016) investigated the relationship between family cohesion,

expressiveness and conflict and dysfunctional career thoughts. The results found that higher levels of family conflict and lower levels of family expressiveness were associated with higher levels of decision-making confusion, commitment anxiety, and external conflicts.

Internal factors cannot be exempted from adolescents' career decision-making. When adolescent know more about their abilities, personalities, self-efficacy, weakness, strength and are psychologically stable, their career decision-making that has to do with internal factors would be reduced and the reverse is true.

Farrar (2009) explored whether students with thinking-oriented and introverted styles or feeling-oriented and extroverted styles would score lower on a measure of career decision-making difficulties. The means did differ statistically significant. The feeling-oriented and extroverted style students scored higher on the CDDQ measure, which revealed there were more career decision-making difficulties concern for this group than the thinking-oriented and introverted style students who scored lower. This finding was also consistent among racial groups where the Non-White and White students' styles did not differ significantly. Since the resulting t values did not achieve. This study provided a basis for determining the relationship between personality types and career decision-making.

Students who formed the mindset of seeing work from different perspective have adaptive means of making career decisions. Farrar (2009) analysed the conception of work and its relationship with the various indices of progress in career development. He administered a structured, open-ended questionnaire that explored beliefs about working among a sample of Italian

high school students considering university options. Using both quantitative and qualitative methods, the findings were that majority of students considered work as a means to an end; a smaller proportion of students viewed work as a source of psychological satisfaction. The quantitative analyses revealed that students who considered more than one dimension of work in their internal constructions tended to rely on more adaptive means of career decision making.

Gushue, Scanlan, Pantzer and Clarke (2006) indicated that higher levels of career decision-making self-efficacy are related to both a more differentiated vocational self-concept and to greater engagement with career exploration activities. His study explored the relationship between the social cognitive construct of career decision-making self-efficacy and the outcome variables of vocational identity and career exploration behaviours in a sample of 72 urban African American high school students.

Low self-efficacy has proven to be one the difficulties of who have not decided on their career. Morgan and Ness (2003) using CDDQ with a Canadian sample of university students in relation to career decision-making, self-efficacy, sex-role identification, and stage of identity development. Their results indicated a significant negative correlation between career decision-making difficulties and self-efficacy, which discriminated among degree of career indecision and whether or not students had changed their career plans since attending university. Also, there were some significant sex-role orientation and stage of identity differences for some of these variables

Nota (2007) asserted that career search self-efficacy was associated with career indecision. The purpose of his study was to verify whether career

search self-efficacy could mediate the relationship between family support and career indecision. Using a sample of 253 Italian youth, the study found that, for male adolescents attending a university-preparation high school, career search self-efficacy partially mediated the relationship between family support and career indecision. Contrary to expectations, for female adolescents there was no direct relationship between family support and career indecision; however, family support was directly associated with career search self-efficacy and career search self-efficacy was associated with career indecision.

Liu, Hao and Li (2006) investigated into career decision-making difficulties of college students and its relationship with self-efficacy. They sampled 185 undergraduate students from 3 universities filled out two questionnaires. Career Decision-Making Difficulties Questionnaire and Career Decision Making Self-efficacy Scale. The results showed level of career decision-making difficulties reported by the participants was not much high and that of decision-making self-efficacy was relatively high; individuals with different level of career self-efficacy had different types of difficulties during different phases of career decision-making. The undergraduate students had low level of career decision-making difficulties, and career decision-making difficulty was related to career decision self-efficacy.

Career decision-making difficulties through studies have proven to be a challenge for most young people from different cultures. A study, using the Career Decision Difficulties Questionnaire of Gati, Krausz and Osipow (1996) by Mau (2004) investigated cultural dimensions of career decision-making difficulties. Career decision-making difficulties were compared among White, African, Hispanic, and Asian American high school and university students in

U.S. schools. Results indicated that Asian American students perceived significantly more difficulties in career decision-making than other groups, whereas White American students perceived the fewest difficulties. Asian American students reported more difficulties than White and Hispanic American students both before and during the process. The findings were discussed based on perspectives of cultural differences. This study threw more light on career decision-making difficulties across diverse cultures.

Zhou and Santos (2007) also explored cultural and gender differences in career decision-making difficulties (CDMD) experienced by 109 British and 86 Chinese international university students, and the impact of cross-cultural adjustment on the CDMD of Chinese international students. Results showed no significant cultural differences in overall CDMD, and that the cross-cultural adjustment of Chinese participants was not correlated with their difficulty in career decision-making. Significant cultural differences on the sub-categories of the Career Decision-making Difficulties Questionnaire (e.g. Chinese participants were significantly less ready than British participants to make career decisions) and some significant gender differences (e.g. male participants generally experienced fewer difficulties than female participants in career decision-making) were identified. Age and degree level were negatively related to the level of difficulty the participants experienced in career decision-making. Implications for career counselling and future research directions are discussed. This research was much needed because it provided a good basis for the recommendation of career counselling.

The validity of the Career Decision-Making Difficulties Questionnaire (CDDQ) in relation to its cultural relevance was investigated by Mau (2001).

His study examined the relationships between career decision-making difficulties and career indecision in relation to the two cultural groups, American and Taiwanese university students. Structural equation modeling (SEM) shows that the taxonomy of career decision-making difficulties can be reliably measured for American college students. However, the data based on the Taiwanese students had a relatively poor fit of the factorial model. Compared to the America students, Taiwanese students report more difficulties in career decision making and tend to be more indecisive in their career decision making. Differences in career decision- making difficulties between American and Taiwanese college students are discussed in light of cultural differences. This research provided a good basis for comparing the career decision-making difficulties between two different cultures.

All the results from the various literature reviewed confirmed that career decision-making difficulties cut across all cultures. Also, adolescents face career decision-making difficulties especially in the areas of lack of information, inconsistent information, dysfunctional myths, external factors and internal factors.

Career Decision-Making Difficulties and Gender

Studies have proven that both boys and girls have difficulties in making a career decision. However, there are cases where the difficulties boys encounter in making a career decision could differ from girls. A research conducted by Gati et al. (2001) revealed that Boys reported higher difficulties than girls in external conflicts and dysfunctional beliefs. Tien (2001) also investigated the career decision-making difficulty of Chinese college students

in Taiwan. Male scores on lack of motivation were significantly higher than female students' score.

Zhou and Santos (2007) came out with findings on males' career decision-making that differed from that of Gati et al (2001) and Tien (2001). According to Zhou et al., male participants generally experienced fewer difficulties than female participants in career decision-making. They had explored cultural and gender differences in career decision-making difficulties (CDMD) experienced by 109 British and 86 Chinese international university students, and the impact of cross-cultural adjustment on the CDMD of Chinese international students.

Rochlen, Blazina and Raghunathan (2002) analyzed the impact of 2 different career counselling brochures on men's attitudes toward career counselling and interest in using career counseling services. After reviewing a career counseling brochure, men evidenced an increase in the value and a decrease in the stigma attached to career counseling. No differences emerged in regard to the differential utility of a gender-specific (i.e., targeted toward men) versus a gender-neutral brochure. Gender role-conflicted men evidenced a high need for self-clarity, occupational information, and assistance with general indecisiveness concerns.

Looking at the challenges females also encounter in making a career decision, Talib and Aun (2009) demonstrated in their study that, Female undergraduates with high academic achievement and low occupational information, and vocational identity were more unlikely to have decided on their career. The aim of their study was to determine predictive factors of career indecision among Malaysian undergraduates.

Female were negatively affected by the influence of authoritarian parenting style in their career decision-making. Koumoundourou, Tsaousis and Kounenou (2011) confirmed this in their research that sought to explore the influence of family characteristics (family function and parental authority styles) and core self-evaluations (CSE), in adolescents' career formation. The findings revealed that males' decision-making difficulties were not influenced by CSE. Females' decision-making difficulties were influenced negatively only by the parents' authoritarian style. Contrary to males, CSE fully mediated the relationship between the authoritarian style and females' decision-making difficulties

Females were also found to have stronger prediction for indecision and indecisiveness in a study conducted by Di Fabio, Palazzeschi and Asulin-Peretz (2012). They investigated the distinctions between career indecision and indecisiveness. This was the pattern of results obtained for both women and men; however, the prediction was stronger for indecision (R^2 = .76 and .55, for women and men, respectively) than indecisiveness (R^2 = .35 and .28, for women than for men, respectively).

Fawcett and Maycock (2001) gave a positive report on female confidence in making a career decision. In their study, sampled 113 high school seniors who were administered the Career Decision Scale (CDS) which measured the differences between gender on career decisiveness levels of high school seniors. Quantitative analysis determined that female seniors had higher career decision confidence levels.

Gati (2012) tested the temporal stability and the concurrent and predictive validity of the Emotional and Personality-related Career decision-

making Difficulties (EPCD) model and questionnaire. Gender differences were also found: among the decided group, women had higher EPCD scores than did men; overall, women had higher EPCD scores than did men only in the clusters of Anxiety and Self-Concept and Identity.

A similar study that was conducted by Oztemel (2013) discovered no differences in EPCD scores between boys and girls. The goal of the study was to examine the emotional and personality-related career decision-making difficulties of high school students in Turkish culture, using the model proposed by Saka and Gati. A sample of 523 high school students filled out the Turkish version of the Emotional and Personality-Related Aspects of Career Decision-Making Difficulties (EPCD) questionnaire. Cluster and confirmatory factor analyses supported the ternary classification system of the emotional and personality-related career decision-making difficulties model and questionnaire, thus providing evidence for the cross-cultural validity of the proposed model. Furthermore, the results demonstrated significant associations between making a decision and the emotional and personality career difficulties: students who were decided reported lower emotional and personality-related career difficulties than did undecided students.

Gati, Osipow and Givon (1995) identified possible sources of the observed differences in the career choices of women and men, three facets of career preferences were examined: the relative importance attributed to career-related aspects, the within-aspect preferences (i.e., desirable characteristics of occupations), and the structure of aspects derived from these within-aspect preferences. The analyses revealed (a) only small gender differences in the relative importance of the aspects, (b) considerable gender differences in the

within-aspect preferences, and (c) certain gender differences in the structure of aspects.

Wasylow, Mellott and Martin (2005) sought to discover the extent to which career decision making was influenced by gender and specialization in college subject. This study also sought to determine the relationships among career decision making variables, personality variables and vocational personality variables. There were total 217 participants in this study (147 males and 129 females). All the participants completed a short demographic form and the three instruments: CFI, NEO FFI and SDS. To address the study objective, multiple analyses of variance (MANOVA) and bivariate correlations were computed. The findings in this study confirmed that, male and female students have a similar need for career information and self-knowledge and they also have similar levels of career choice anxiety and generalized indecisiveness on career decision making factors. For male participants, moderate correlations exist between Career Choice Anxiety and Neuroticism and Conscientiousness, and General Indecisiveness and Neuroticism. Moderate relationships were found for female students between General Indecisiveness and Conscientiousness and Neuroticism. Moderate correlations were found between the need for Career Information and the Enterprising and Conventional Scales for males. These correlations suggested that men who are interested in acquiring additional occupational information were also inquisitive, energetic and ambitious.

Migunde, Othuon and Mbagaya (2015) concluded that gender has a significant influence on their career decision making status, after they had

researched on the decision-making status of adolescents in Kisumu municipality

Tagay (2015) made a comparison between high-school students in Turkey and the United States in terms of career-decision making difficulties. The sample consisted of a total of 576 students, including 296 high school students in the USA and 280 high school students in Turkey. The data of the research were collected using the "Career Decision-Making Difficulties Questionnaire" (CDDQ). It was found that, there were significant differences in gender the career decision-making difficulties experienced by high-school students in Turkey and the U.S.

Hijazi, Tatar and Gati (2004) examined the taxonomy of career decision-making difficulties among 1,613 Arab 12th-grade students attending schools in East Jerusalem, areas in the West Bank under the Palestinian National Authority, and Israel. No significant differences were found among the three locations; gender differences were found in the major category Lack of Readiness and in four scales (lack of motivation, general indecisiveness, lack of information about additional sources, and external conflicts).

Omotosho, Wiredu, and Otuei (2015) indicated that No significant difference was found between male and female students in their career decision-making difficulties in Their study was an exploratory one done to determine, in Ghana, the level of existent of the career decision-making difficulties reported in other countries, using the "Career Decision-Making Questionnaire" designed by Gati, Krauz, and Osipow (1996) to gather the necessary data.

Farrar (2009) investigated the degree to which vocational decision-making styles would enhance understanding of factors related to career decision-making difficulties of low socio-economic status (SES) residential high school students. The comparisons for means of male and female students who completed the VDSI measure did not reveal any statistically significant differences for gender. The styles varied among males and females to the degree that no one style was exclusive to any particular gender.

Albion (2000) conducted a research that explored gender differences in career decision-making difficulties faced by young people. No gender differences were found in overall levels of career decidedness. Although boys reported a higher level of career knowledge and girls indicated that they were more motivated and more flexible with regard to careers.

Crişan and Turda (2015) focused on a correlational design, aimed to investigate the connection between the level of career indecision and the perceived self-efficacy on making career decisions among teenagers at the end of upper secondary education (N = 160). Based on the results, it was established that there is an insignificant negative correlation between gender and career indecision, however, between self-efficacy on making career decisions and gender of participants there is a significant positive correlation.

The above literature revealed suggested that career decision making difficulties were experienced by both females and males. However, males showed stronger predictions for career decision-making difficulties in areas like: lack of motivation, external conflicts and dysfunctional myths. Females also demonstrated career decision-making difficulties in areas like: lack of information, influence from authoritative parents, indecisiveness and

indecision. A study reported males have lesser difficulties than females. Another study also demonstrated that females have higher confidence in career decision-making. Some studies had findings that reported significant difference in career decision-making based on gender. Other studies demonstrated no significant difference based on gender.

Programme of Study and Career Decision-making Difficulties

Adolescents pursuing different educational programmes have various challenges they face in making a career decision. According to Osipow (1999), Young people around the world, upon completion of their academic studies in a specific scientific field, find themselves in a difficult position, as they have to move to career decision-making. For many young people, career choice represents a difficult and complicated process that can detain a state of indecision with negative, long-termed consequences in their professional, personal and social life.

Monteiro (2015) researched on the Career Decision Making and its Associated Difficulties in Indian Adolescents. The study focused on understanding the Career Decision Making Difficulties and Factors associated with it, for the Male and Female Participants from the Streams of Education (Arts, Science, Commerce & Management) in Bangalore, India. The study involved conduction of interviews with 23 Students from the above mentioned sample who answered the five constructs formulated by the researcher. Across Streams of Education, it was seen for Arts students difficulties were more pertaining to assessing oneself without any influence and confusions in choice of Majors while for Science Students it had more to do with concern for scope of their choice of Majors in India due to the nature of Sciences. While for

Commerce and Management students' difficulties were experienced pertaining choice of specialization at graduate level and its impact at post graduate level. This study was much needed because the researcher sampled students from diverse educational background.

In Malaysia, Teo (2009) also examined values, interests, and skills as determinants to study career indecisions among students from the College of Business in University Utara Malaysia; results indicated that the variables are negatively related to career indecisions.

In the area of Agriculture, Marx, Simonsen and Kitchel (2014) sought to determine the relationship between career decision self-efficacy (CDSE) and components of the secondary agricultural education program. Additionally, they sought to describe secondary students' CDSE and career decision influences. This study's design was descriptive and relational and incorporated high school junior and senior student responses (n = 114) to surveys. Taylor and Betz (1983) Career Decision Self-Efficacy Scale, Short Form (CDSE-SF) was incorporated in addition to instruments developed solely for this study. This study's findings revealed secondary agricultural education students were mostly confident in their career decisiveness across all five constructs of the CDSE-SF. Participation in Career Development Events (CDEs) revealed low correlations with four constructs in the CDSE-SF. Supervised Agricultural Experiences (SAEs) did not highly influence this group of participants' career decisions. The findings of this study were limited to students within the field of agriculture.

The various students on the difficulties encountered by students on the various programmes revealed that Arts students have issues with external

control, science difficulties the scope of their course, business students do not have much challenges with career indecision and demonstrated confidence in career decisiveness.

Class Level and Career Decision-making

The findings of Migunde, Othuon and Mbagaya (2015) on reduction of indecision as students' progress from one level to another agrees with the findings of Tien (2001), which revealed that, seniors have lesser difficulties than juniors do. Ozlem (2015) also confirmed this in his study where he made a comparison between high-school students in Turkey and the United States in terms of career-decision making difficulties. The sample consisted of a total of 576 students, including 296 high school students in the USA and 280 high school students in Turkey. The data of the research were collected using the "Career Decision-Making Difficulties Questionnaire" (CDDQ). It was found that, there were significant differences in class variables in the career decision-making difficulties experienced by high-school students in Turkey and the U.S. On the other hand, Omotosho, Wiredu and Otuei (2015) identified no significant difference between class level and career decision-making difficulties.

Preferred Careers of Students

The National Society of High School Scholars (2013) in the U.S.A conducted a research on emerging workforce. The sample for the study was 9,000 high achieving students and young professionals. The findings revealed that students, between the ages 15-27, had strong interest in college majors such as: medical and health-related fields, sciences, engineering/technology, business, psychology, the arts, and communication. Their desire for

programmes in the listed areas also influenced them to choose careers in medicine and health-related fields, business, sciences, engineering/technology, arts/entertainment/media, government, and education.

In 2015, the National Society of High School Scholars in U.S.A again conducted a similar study on emerging workforce: generational trends. The findings were not so different from the results of their previous study in 2013. The researchers sampled 18,000 high achieving students, within the ages of 15-29, from Texas, California, Florida, New York, Georgia, Pennsylvania, North Carolina and Maryland. The findings of the study revealed that 40% of respondents prefer medicine or health-related careers, 21% and 28% respectively preferred careers in Technology/ Engineering and Science. The rest of the respondents were interested in careers in areas like Arts/ Entertainment/Media and Business/Administration/Corporate.

In India, Shakya and Singh (2013) researched into career preferences among Degree College Adolescents in Kanpur City in India. Three hundred adolescents (137 boys and 163 girls) were randomly selected from 6 degree colleges to assess their career preferences in the areas of science and technology, commerce and management, tourism and hospitality, mass media and journalism, art and designing, medical, agriculture, defense, law and order, and education using standard career test. Data on career preferences revealed that education and science and technology were the most preferred carrier of adolescents and agriculture as least.

A more recent study conducted by Singh and Singh (2015) in India also revealed a similar finding like the one conducted by Shakya and Singh (2013) in the same country. Singh and Singh (2015) explored the career

preference of secondary level students in Bareilly, U.P. India. The study used the survey method and to measure the career preference of secondary level students. The results indicated the following order of students' career preference: 31% Science and Technology, 19% Law and order, 16% education, 10% Artistic and Designing, 9% Mass media & Journalism, 7% Defense, 6% Medical, 1% Tourism and Hospitality, 1% Commerce and 0% Agriculture. A cursory observation of the studies revealed fairly good number of students preferred careers in areas like Science and Technology, Law and order, education, when minimal percentages were recorded in areas like Tourism and Hospitality, Commerce and no percentage recorded in Agriculture.

A similar pattern of preference for science-based careers was demonstrated in research conducted by Huern, Khairuddin, Ismail, and De (2015), on Career Preference amongst Year 10 Students in Malaysia. The careers were categorized into two, Arts Stream and Science Stream. The career choices in the Science stream were Health and Medicine, Agriculture and Sciences, and Engineering and Technology while in the Arts stream were Arts and Communication, Business and Management and Public Service. The findings indicated that 65% of the students opted for career in the area of Arts, In the Arts stream, 59% of the students chose Arts and Communication. Thirty percent of the students in the Science stream chose Health and Medicine as their choice of career. However, 23% had conflicting interests when it comes to choosing among the Arts or Science stream.

Abiri (1977) also confirmed the crave for science-based careers in his research that randomly sampled 1,254 third, fourth and fifth years grammar

boys and girls in Ibadan to identify, among other things, their occupational aspirations. The students were made to respond to self-developed questionnaires, prophetic ability questionnaire (PASQ), which was divided into 3 parts. The first part required information on parental background, as well contemporary circumstances and feeling. The second part required supplying information on future aspiration about themselves. While the third section required essay writing on one's future life with special references to education, occupation achievement, possessions, family life and his or her eventual demise. With the use of the simple percentage for the data analysis, the findings showed that medicine, pharmacy were the student's most aspired occupations with 47.3% score. These were followed by engineering scoring 20% police force was seen to be least desired by them with just a score 0.01%. Although more junior students preferred medical to judiciary profession, more of the senior boys preferred engineering, University teaching, scientific occupation and military.

Salami (1997) investigated the vocational preferences of the IJMB "A" level science students, the reasons given for their preferences and the influence of their birth order, gender, family type and parents' occupations on their vocational preferences. An occupational choice questionnaire was administered on 280 science students. The findings indicated that the students preferred occupations such as medicine, engineering, pharmacy, computer science and accountancy.

A good observation of the literature revealed gives an impression that a number of students would like to take their career trajectories in science oriented endeavours. On the contrary, Sax (1994), was of the view that

although students have initial interest in scientific careers, their interest changed in their later lives.

Other studies also focused on the career preference of students by investigating the specialties of students who had already chosen their career path. Buddeberg-Fischer, Klaghofer and Buddeberg (2006) investigated Swiss residents' specialty choices – impact of gender, personality traits, career motivation and life goals. The findings showed that 84.1% of the medical students had already made their choices of the various areas of specialty. Of these, 8.6% respondents aspired to primary care, 24.1% to internal medicine, 13.0% to surgical specialties, 5.9% to gynaecology and obstetrics, 7.7% to anaesthesiology/intensive care, 8.4% to pediatrics, 4.8% to psychiatry and 11.5% to other specialties.

In the same field of medicine, Tennakoon, Vidanapathirana and Sutharsan (1999) also, conducted on career preference. The findings of the study agreed with the work of Buddeberg-Fischer et al. (2006). The findings revealed that, the five most preferable disciplines were General Medicine, Obstetrics and Gynaecology, General Practice and/or Family Medicine, General Surgery and Neurology. The least preferable were Community Medicine, Biochemistry, Geriatrics, Medical administration and Microbiology.

Hossain and Siddique (2012), in their research, focused on the domain of business. They investigated the career preference of business graduates of private universities in Bangladesh. A total number of 256 final year business students, irrespective of gender in 15 private universities located in Dhaka city have been interviewed. Majority of the respondents' preferred field for future career development are banks and multinational companies. More than

average of the total respondents plans to seek employment in their chosen field specially after obtaining the bachelor's degree.

Pekkaya (2014) did a study in the same area on Career preference of university students: an application of MCDM methods. The sample for this study was selected from the Faculty of Economic and Administrative Sciences (FEAS), from Bülent Ecevit University (BEU), in Turkey. The results showed that students preferred careers were in areas like: auditing or financial advising, academics and public service respectively. However, becoming dealer or salesman is the least preferred career. In sum, it can be said that, majority of students in FEAS, in BEU have interest in becoming auditors, financial advisers, academicians and public servants.

A critical examination of the findings of Hossain and Siddique (2012) and Pekkaya (2014) gives the picture that business students in Bangladesh do not have a broad spectrum of career choice as compared to the students of Turkey. Majority of students in Bangladesh focused on careers in banks and multinational companies However, the students of Economic and Administrative Sciences in Turkey have majority of their sample preferred to be auditors, financial advisers, academicians and public servants.

Ghuangpeng (2011) investigated into Factors Influencing Career Decision-Making. Contrary to the findings of Pekkaya, (2014), that indicated that majority of business students would like to take a career in their field, the findings of Ghuangpeng (2011), was 69% of Business students from Thai and 68% of Business students Australian were willing to take a career in the industry. Surprisingly, a high proportion (95%), of Thai Arts students sought a career in the industry after graduation. It is interesting that more Arts students

than Business students intended to enter the industry and that the results for Thai Business and Australian business students were virtually the same. Thus, most of the students who did not intend to seek a career in the industry were either Thai Business students (31%) or Australian Business students (32%).

A general overview of the literature reviewed on the career preference gives the impression that most students who have not yet entered college preferred careers in the sciences. A research conducted by Sara (2010) gives an explanation for why individuals would choose to pursue careers in certain fields. Sara (2010) investigated the effects of learning styles on career preferences of senior secondary school students in Jigawa State, Nigeria. The findings of the study revealed that statistical differences exist in terms of career preference between field dependent and field independent students. Whereas field dependent preferred Artistic and social services, field independent preferred scientific and mechanical vocational areas. Olayinka (1973) also demonstrated in research that most youths were enticed to choose a job simply because it has a high rate of payment or prestige attached to it. Researchers who focused on specialised fields like medicine came out with findings that majority of student doctors would like to specialize in areas like General Medicine, Obstetrics and Gynaecology, General Practice and/or Family Medicine, General Surgery and Neurology. In area of business, the literature revealed that some students preferred to take careers in their field; others also were willing to venture into areas like teaching and public service. What caught the researcher's attention in the field of business was studies by Ghuangpeng (2011) which revealed that majority of Arts students were interested in taking careers in the industry as compared to business students.

Summary of Literature Review

The literature reviewed demonstrated that in the choosing a career most students would like to science related careers like medicine, pharmacy and engineering among others. However, students showed minimal interest in pursuing agricultural science related careers. Apart from science, students showed preference for business and arts related careers.

Also, career decision-making difficulties were identified as a cross cultural challenge for adolescents. The prevailing difficulties that were identified in most studies were: lack of information, inconsistent information, and dysfunctional myths, external and internal conflicts.

The literature confirmed that students pursuing different programmes in school have peculiar challenges with making career decisions. Arts students demonstrated difficulties in external conflicts and science students had problems with their scope. However, business students demonstrated low levels of career indecision and agricultural science students showed confidence in career decisiveness.

Finally, the various works indicated that students demonstrate a reduction in career decision-making difficulties as they move from a lower class level to a higher class level. However, this was not the case for all the studies.

CHAPTER THREE

RESEARCH METHODS

This study focused on career decision-making difficulties of senior high school students. This chapter described the research methods that were used in this study. This included a Research Design, the Population, Sample and Sampling Procedure. Furthermore, Instrumentation, including the psychometric properties of the instrument, such as Validity and Reliability were discussed. Also, the Data Collection as well as Data Analysis procedure were discussed in the Chapter.

Research Design

Burns and Grove (2003) define a research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Furthermore, Yin (2003) said that colloquially, a research design is an action plan for getting from '*here'* to '*there'*, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers.

The research design that was employed for the study is descriptive design because the focus of the study was on the difficulties senior high school students encounter in choosing their preferred careers. Hence, the study sought to give a picture of the difficulties of S.H.S students in relation to their gender, class, programme of study and preferred careers. Therefore, the study lends itself to descriptive survey since, descriptive design gives a picture of a situation or a population the way it is (Asamoa-Gyimah & Duodu, 2007).

According to Aggarwal (2008), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the

purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

Yin (2003) also opined that descriptive research involves gathering data that describe events and then organising, tabulating, depicting, and describing the data collected. Asamoah-Gyima and Duodu (2007) further said that there are certain characteristics which portray the picture given by descriptive studies. This may either be quantitative or qualitative, and this involves hypotheses formulation and testing, or questions and answers describing a situation. Descriptive design makes use of logical methods of inductive and deductive reasoning to arrive at generalisation. Studies in descriptive design often employ methods of randomisation so that errors may be estimated when population characteristics are inferred from observation of samples. This type of design enables variables and procedures to be described as accurately as possible so that the study can be replicated by other researchers. Anastasi (1999) asserted that descriptive design is often used as a precursor to more quantitative research design because it gives some valuable pointers as to what variables are worth testing quantitatively. It can yield rich data that lead to important recommendations.

However, the descriptive design is susceptible to distortions through introduction of biases in the measuring instrument (Asamoa-Gyimah & Duodu, 2007). Nevertheless, if the limitations are understood, they can be useful in developing a more focused study. Considering the advantages of descriptive survey, it far outweighs its disadvantages. Again, the features of this study are adaptable to the use of descriptive design.

Population

Polit and Hungler (1996) described a population as the entire aggregation of cases that meets a designated set of criteria. In this case, whatever the basic unit, the population always comprises the aggregation of elements in which the research is interested. A population is composed of two groups the target population and the accessible population.

The target population refers to the population that the researcher would ideally like to generalize his findings to and the accessible population is the population that the researcher can realistically select from the target population (Asamoa-Gyimah & Duodu, 2007).

The target population for the study included all Senior High Schools students. However, since the target population would be too great for the researcher considering the fact that the research needed to be done within a stipulated period of time, I focused on a population of 20,143 Senior High School students in Koforidua Municipality. The population for the study was chosen from Koforidua because, the city serves as a melting pot for people with diverse background from all parts of Ghana. It is also the Capital town of Eastern Region and has a number of Senior High Schools that attract students from all areas in Ghana. Therefore, findings from a study conducted in an area Koforidua is more likely give a good picture of the Career Decision-making Difficulties of students.

Sample and Sampling Procedure

According to Sidhu (2002), a sample is a small proportion of a population selected for observation and analysis. Burns and Grove (2003) refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study.

Four public senior high schools with an accessible population of 7,157 were selected for the purpose of the study. A sample of 364 students was drawn out of the target population of 7,157. The selection of the sample was informed by Krejcie and Morgan's (1970) table for selecting sample size. This table suggests appropriate sample sizes for various populations. According to the table the sample size that can be a good representation of a population of 7,000 is 364 and 8,000 is 365. Therefore, since the population was a little above 7,000 thus 7,157. Hence, 364 S.H.S. students were sampled for the study. The multi-stage sampling technique was employed for this study. Multi-stage sampling represents the use of two or more sampling methods. It is a more complicated form of cluster sampling in which larger clusters are further subdivided into smaller, more targeted groupings for the purposes of surveying. Despite its name, multi-stage sampling can, in fact, be easier to implement and can create a more representative sample of the population than a single sampling technique (Agresti & Finlay, 2008).

Below are the various stages the researcher used:

Stage 1: Stratified Cluster sampling was employed to group senior high schools into, option 1, option 2 and option 3. Option 1 schools are schools with students who have below average academic performance, option 2 schools are schools with students who have

average academic performance and option 3 schools are schools with students who have above average academic performance (Ghana Education Service Register, 2015). The researcher considered students from the various options because the academic abilities of students from the various options vary.

Stage 2: Purposive sampling was used to select the only single-sex school from the municipality. Without purposely selecting this school (the only males-only school in the municipality) single sex school students may have been excluded from the study.

Stage 3: The simple random sampling procedure was used to selected a school from each of the stratum in stage 1, after the only single sex school was selected in stage 2.

Stage 4: The researcher used the proportionate sampling procedure to selected approximately equal numbers of students from sampled schools on the basis of gender, programme and class. This brought to 364 students out of a population of 7,157 students.

Instrument

Adapted questionnaires that were structured based on Holland's (1997) categorization of career and the Career decision-making questionnaire of Gati, Osipow and Givon (1995) were used for the study. This study adapted the Career Decision-making Difficulty Questionnaire (CDDQ) by Gati, Krausz and Osipow (1996). The CDDQ was adapted because this instrument was not designed for the people of Africa or Ghana in particular. Therefore, some minor alterations were made in terms of personalizing the statements to make it suitable for the target group. For example: Unwilling to make a career

decision (original statement) I am not willing to make a career decision (personalized statement). After this alteration both my supervisors and experts in counselling confirmed that the questionnaire was still valid for use.

The Career Decision-making Difficulty Questionnaire (CDDQ) measures the difficulty people encounter in making a career decision. The difficulties in this questionnaire are defined as deviations or hindrances that prevent a person from making career decisions perfectly. Each deviation of such a person is regarded as a potential difficulty, which can influence an individual's decision-making process in such a way that it can hinder or impede the individual in his/her decision-making process, or the individual makes a decision that is not optimal (Gati, Krausz, & Osipow, 1996).

In the taxonomy of the CDDQ, career decision-making difficulties are classified into three broad categories which are further divided into ten specific categories of difficulties. The first broader category,

Lack of readiness, includes four categories of difficulties that can appear before the career decision-making process:

1. Lack of motivation to begin the career decision-making process,
2. General indecisiveness that refers to all kinds of decisions
3. Dysfunctional beliefs that include irrational expectations about the career decision-making process.
4. Lack of knowledge about the steps involved in the process

The other two broader categories of difficulties, *Lack of information* and *Inconsistent information*, include categories of difficulties that arise during the career decision-making process.

Lack of information (the second broader category of difficulties) includes three categories of difficulties:

1. Lack of information about the self
2. Lack of information about the various alternatives (i.e. occupations)
3. Lack of information about ways of obtaining additional information.

Inconsistent information (The third broader category of difficulties) includes:

1. Unreliable information.
2. Internal conflicts, which are conflicts within the individual.
3. External conflicts which relate to the influence of significant others

(Gati, Krausz, & Osipow, 1996).

The above is indicated in the elaborate taxonomy of Gati et al (1996) as shown in Figure 5.

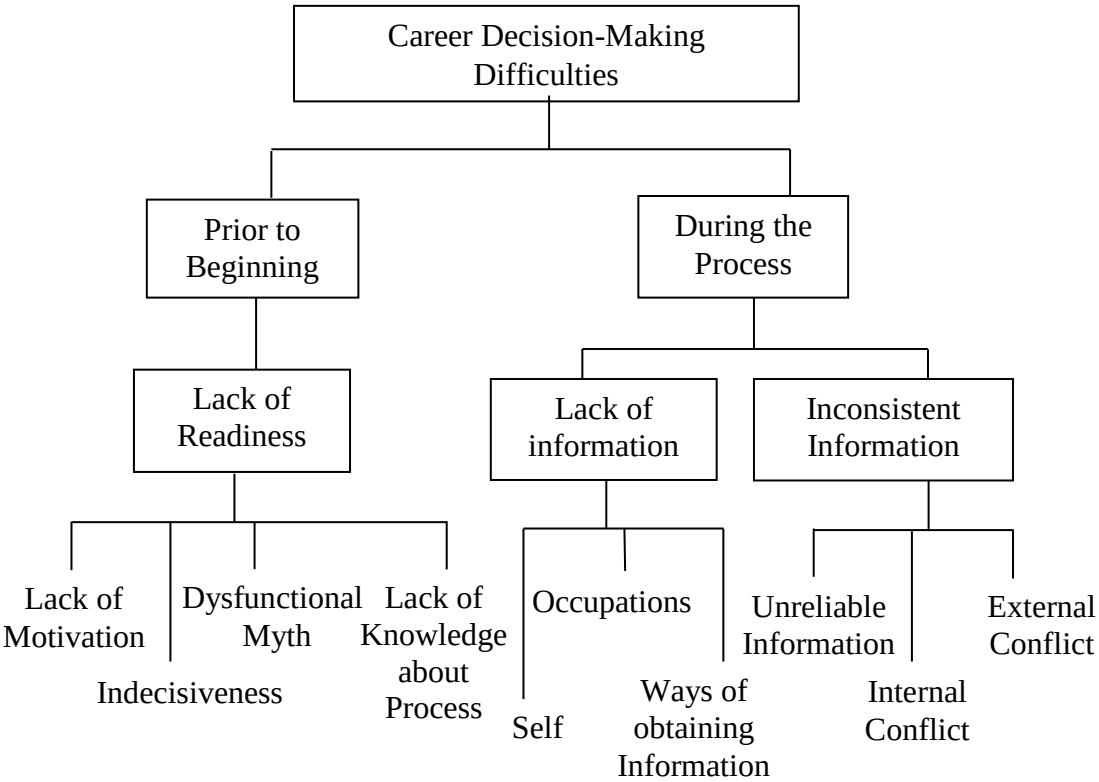

Figure 5: The Theoretical Taxonomy of Career Decision-making Difficulties. Source: Gati et al (1996). *A taxonomy of difficulties in career decision-making*.

A good observation of Figure 5 reveals that career decision-making difficulties had two main categories which are "prior to beginning the process" and "during the process". Therefore, the taxonomy of career decision-making difficulties considers the gamut difficulties that are faced before the process of career decision-making and during the process. In this study the full questionnaire was adapted because the population for the study were S.H.S. 1, 2 and 3 students. Senior high school students who were in forms 1 and 2 belonged to the category of people who, in all probability, have been experiencing "prior to beginning the process" of career decision-making. Form 3 students were assumed to be mainly in the category of "during the process" types of career decision-making difficulties because they were in their final year where they had to choose tertiary education programmes to conform to their future careers.

Validity

Validity refers to the soundness of a research instrument. It elicits the accurate response needed for the study. To ensure a higher level of validity, the questionnaire was structured to reflect the research questions. According to Gall, Borg and Gall (1996), instrument validation is improved through expert judgment. The items were therefore handed over to three experts in guidance and counselling, and my supervisors for scrutiny. The recommendations from the experts and supervisors were the basis for its validation.

Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Carmines & Zeller, 1979). The instrument was pilot tested in New Juaben Senior High School, in

New Juaben District, Koforidua. The choice for the piloting was due to the similarities borne by the selected school and the other schools that would be used for the main study.

A sample of 40 students was randomly selected from New Juaben S.H.S. in New Juaben District, Koforidua to take part in the pilot study. According to Connelly (2008), a sample size for a pilot study should be 10% of the sample projected for the parent study. Hill (1998) also asserted 10-30 participants are ideal for feasibility studies. After the piloting, the researcher was abreast with the data collection procedure and modified the instrument where it was necessary. Below is the Cronbach's alpha coefficient of reliability obtained from the pilot study.

Table 2- *Cronbach's alpha coefficient of reliability Results*

SAMPLE		Cronbach Alpha Reliabilities			
Group	Number	Lack of Readiness	Lack of information	Inconsistent Information	Total Questionnaire
New Juaben S.H.S.	40	0.74	0.83	0.74	0.77

Data Collection Procedure

A letter of introduction was collected from the researcher's department, Department of Educational Foundations, University of Cape Coast. Again, another letter was taken from the Ethical Clearance Committee. Copies of the questionnaire were administered to Senior High Schools students in Koforidua Municipality after it had been analyzed for validity and reliability. In order both to ensure a high return rate and to clarify the meaning of some items to respondents, the instrument was administered personally by

the researcher together with a field assistant. The researcher used two weeks for the data collection. The multi-stage sampling technique was used to arrive on the following schools: Pope John S.H.S., Ghana S.H.S., Koforidua Secondary Technical School, and S.D.A S.H.S. On the average the researcher used two days each for the above schools. Most of the school provided a teacher who took the researcher and the field assistant round to the classrooms to reach out to the students to partake in the study. Other schools also gave opportunity to the researcher to summon all the students who were sampled for the study at one place to be taken through explanation and completion of the questionnaires.

The difficulty encountered by the researcher was the fact that some of the schools did not want their lessons to be interrupted so the sampled students were made to partake in the study after school.

Data Analysis

Completed questionnaires were sorted, coded, and entered on a computer-assisted programme (Statistical Package for solutions and Services) for analysis. Responses to items addressing research question one was analyzed using, frequencies counts, percentages and rank order. These statistical tools were used because they gave indication for the students preferred careers from the most preferred to the least preferred. Reponses to research questions one, two, three and four were analyzed using standard deviation, means and rank order. These statistical tools helped to determine the most to least prevailing difficulties students encountered before and during the process of career decision-making. Items addressing hypothesis one to four were tested using Analysis of Variance (ANOVA) and *t* test. This helped to

establish the relationship that existed between career decision-making difficulties of S.H.S. and other variables such as, gender, class, preferred programme, school's group, school's category of study and class level, in Koforidua Municipality.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter discusses the results and findings from this study. The study investigated the career decision-making difficulties of S.H.S. students in Koforidua. The multi-stage sampling technique was used to arrive at four senior high schools. Data were obtained from the primary source through the administration of copies of a questionnaire titled "Career Decision-making difficulties and Career Preference Questionnaire". The questionnaire was in three sections. The first part of the questionnaire solicited for responses on the biographic data of students. The second part was on students' career preference categorized according to Holland's categorization of careers RIASEC. The third part was the adapted form of CDDQ of Gati, Krauz and Osipow (1996). The copies of the questionnaire were administered to a sample of 364 S.H.S. students in Koforidua Municipality. The data were analyzed using frequencies, means, standard deviations, percentages and rank order for the research questions while the null hypotheses were tested with the use One-Way Analysis of Variance (ANOVA) and *t* test. The results are presented as shown table 3.

Table 3 gives an overview of the demographic data obtained from the participants of the study. The demographic data report on gender, category of school, school's group and programme of study.

Table 3- *Demographic Data*

Variables	Categories	Frequency	Percentage %
Gender	Male	244	67.0
	Female	120	33.0
	Total	364	100.0
Class	S.H.S 1	124	34.1
	S.H.S 2	140	38.5
	S.H.S 3	100	27.5
	Total	364	100.0
Category of School	Boys' School	113	31.0
	Mixed School	251	68.9
	Total	364	100.0
School's Group	Option 1	170	47
	Option 2	100	27
	Option 3	94	26
	Total	364	100
Programme of Study	Business	60	16.5
	General Arts	99	27.2
	Home Economics	37	10.2
	General Science	88	24.2
	Visual Arts	68	18.7
	Technical Skills	12	3.3
	Total	364	100

Table 3 displays the demographic characteristics of the participants for the study. There were 224 (67.0%) males and 120 (33.0%) females. The table shows there were more males participating in the study than females. In terms of class level, S.H.S Two students formed the largest proportion, followed by S.H.S One and S.H.S Three in that order. In terms of category of school, Mixed School students were more than Boys' school students.

Programmes offered by the students were in six categories. General Arts had the highest participants of 99 (27.2%) and Technical Skills had the least participants of 12 (3.3%).

Research Question One: *What are the career decision-making difficulties of S.H.S. students in Koforidua Municipality?*

Table 4 displays the results of the 44 Career decision-making difficulties of S.H.S students in Koforidua Municipality.

Table 4 - *Career Decision-Making Difficulties*

CAREER DECISION-MAKING DIFFICULTIES	Category of Item	Mean	SD	Rank Order
I believe that there is an ideal career which can fulfill all my aspirations.	Dysfunctional Myth	4.15	1.99	1
I believe that a career choice is a one-time thing and a life-long obligation.	Dysfunctional Myth	3.66	1.96	2
I have a general need for confirmation and support for decisions.	Indecisiveness	3.61	1.98	3
I believe that entering a career will solve personal problems.	Dysfunctional Myth	3.57	1.98	4
I have a feeling that time will lead to the "right" career choice.	Lack of motivation	3.42	2.07	5
I have several equally attractive career alternatives.	Internal conflicts	3.40	1.96	6
I have unreliable information about my abilities.	Unreliable information	3.32	2.64	7
My abilities exceed those required in the preferred career alternatives.	Internal conflicts	3.01	1.86	8
I lack of information about ways of obtaining additional information about my career and training alternatives.	Lack of information about Ways of obtaining additional information (LA).	2.96	1.91	9

Table 4, Continued

I lack knowledge about the factors to take into consideration.	Lack of knowledge about the process of career decision-making (LP).	2.84	1.86	10
I have a general difficulty in making decisions.	Indecisiveness	2.82	1.84	11
I lack knowledge about the steps involved in making a career decision.	LP	2.82	1.81	12
I lack knowledge about how to combine information concerning myself and my career alternatives.	LP	2.79	1.83	13
I have preferences that cannot be combined in one career alternative.	Internal conflicts	2.78	1.79	14
I am not willing to compromise.	Internal conflict	2.77	1.84	15
I lack information about ways of obtaining additional information about the self.	LA	2.71	1.86	16
I have unreliable information about the characteristics of career or training alternative(s).	Unreliable information	2.68	1.66	17
I lack information about the variety of my future career or training alternatives.	Lack of information about occupations (LO)	2.66	1.78	18
I lack information about the future characteristics of my career or training alternatives.	Lack of information about occupations (LO)	2.66	1.77	18
I lack information about the characteristics of the career or training alternatives that interest me.	Lack of information about occupations (LO)	2.65	1.81	20
Something in my preferred career alternative is undesirable.	LO	2.64	1.74	21
I have disagreement between different significant others concerning my recommended career-related characteristics.	External Conflicts	2.60	1.67	22
I have a general fear of failure.	Indecisiveness	2.60	1.95	23

Table 4, Continued

I lack information about my career alternatives that will be preferred in the future.	Lack of information about self (LS)	2.56	1.77	25
I lack information about career-related preferences in the future.	LS	2.54	1.69	25
I lack information about my abilities in the future.	Lack of information about self (LS)	2.54	1.82	27
I have disagreement between significant other concerning my recommended career alternatives.	External Conflicts	2.54	1.59	27
I have unreliable information about the existence of a particular career or training alternative.	Unreliable information	2.51	1.66	29
I have a disagreement between a significant other concerning my desirable career-related characteristics.	External conflicts	2.49	1.55	30
I lack information about personality traits in the future.	Lack of information about self (LS)	2.46	1.70	31
I have a disagreement between a significant other concerning my desirable career alternative.	External conflicts	2.46	1.60	32
I have unreliable information about preferred career alternatives.	Unreliable information	2.44	1.66	33
I lack information about career-related preferences.	Lack of information about self (LS)	2.40	1.67	34
Abilities are insufficient for the requirements of the preferred career alternative.	Internal conflicts	2.40	1.65	35
Unreliable information about personality traits.	Unreliable information	2.37	1.69	36
I have a general tendency to avoid commitment.	indecisiveness	2.37	1.75	37
I dislike accessible career alternatives.	Internal conflicts	2.63	1.70	38
I lack information about preferred career alternatives.	Lack of information about self (LS)	2.31	1.70	39
I lack information about the variety of career or training alternatives.	Lack of information about self (LS)	2.29	1.65	40
I lack information about personality traits.	Lack of information about self (LS)	2.12	1.68	41

Table 4, Continued

I do not perceive work as the most important thing in life.	Lack of motivation	1.76	1.43	43
I am not willing to make a career decision.	Lack of motivation	1.54	1.21	44

Table 4 gives the means and standard deviations of the results the 44 Career decision-making difficulties of respondents. The items are arranged in descending order of means. Dysfunctional myth, *"The belief that there is an ideal career which can fulfill all aspirations"* was ranked 1st. It had a mean of 4.15. Another Dysfunctional "*The belief that a career choice is a one-time thing and a life-long obligation*" came 2nd, with a mean of 3.66. *"A general need for confirmation and support for decisions"* was 3rd in rank. In the 4th place was another Dysfunctional myth: *"The belief that entering a career will solve personal problems"* was ranked 4th. Hence, it was noted that the 1st, 2nd and 4th career decision-making statements were dysfunctional myths. Therefore, dysfunctional myths were the category of career decision making difficulty statements that S.H.S in Koforidua Municipality were confronted with. "*A general need for confirmation and support for decisions*" which fell under the category of "Indecisiveness" was the 3rd on the rank order with a mean of 3.61. Hence, it also prevailed to be a major challenge for S.H.S. students. The career decision-making statement that was least in rank order was "*unwillingness to make a career decision*" with a mean of 1.58. This career decision making difficulty was under the category of "Lack of motivation".

In the current study, dysfunctional myths ranked highest as a category decision-making difficulty that students faced. Erickson (1983) opined that career myths are those incorrect or self-defeating career-related beliefs or attitudes which either serve to inhibit a client from making a career decision, or cause the client to make a premature decision, without sufficient regard for self or occupational information. College counselors consider career myths to be a major impediment to rational career planning.

Also, finding of the current study about dysfunctional myths corroborated the finding of the survey conducted by Omotosho, Wiredu and Otuei (2015). In their study, "Dysfunctional Myths" about career decision-making were the highest ranked by respondents who also happened to be S.H.S. students. Otu (2015) also identified a similar trend of students being carried away by dysfunctional myths in their career decision-making. His study demonstrated that most of the career decisions of the youth are based on limited factors like wealth, specifically money, housing, and other fringe benefits that they presume they might get. They are however, disappointed sometimes because their expectations are not met which sometimes resulted in unemployment.

Jamali, Araqil and Kalantarkousheh (2015) also demonstrated in their study that dysfunctional myths had a direct relationship with career indecision. Therefore, the more an individual has a challenge of dysfunctional career myths the more likely that individual would be undecided in making a career decision. Coincidentally, an "indecisiveness" statement was next to the first two "dysfunctional myths" statements. Hence, the findings of the current study

reflects that of Jamali et al (2015) that indicated the dysfunctional myths and indecision are positively related.

Bullock-Yowell, McConnell and Schedin, (2015) conducted a research on the career concern differences between undecided and decided college students. Indecisiveness was also identified as a risk factor for future levels of coping with the career decisional tasks of broad and in-depth environmental exploration (amount of information and exploratory behaviour), amount of self-information, decisional status, and commitment.

By way of summary, first dysfunctional myths and second indecisiveness, were seen as the major career decision-making difficulties of S.H.S. students in Koforidua Municipality.

Research Question Two: *What career decision-making difficulties do S.H.S. students encounter due to lack of readiness?*

Table 5 gives the results of difficulties that students encountered due to lack of readiness for career decision-making.

Table 5- *Difficulties encountered Due to Lack of Readiness*

Career Decision-making Difficulties	**Mean**	**SD**	**Rank**
I believe that there is an ideal career which can fulfill all my aspirations.	4.15	1.99	1
I believe that a career choice is a one-time thing and a life-long obligation.	3.66	1.96	2
I need confirmation and support for my decisions.	3.61	1.98	3
I believe that entering a career will solve my personal problems.	3.57	1.98	4
I feel that time will lead me to the "right" career choice	3.42	2.07	5
I lack knowledge about factors to consider when making a career decision.	2.84	1.86	6
I have a general difficulty in making decisions.	2.82	1.84	7

Table 5, continued

I lack knowledge about the steps involved in making a career decision.	2.82	1.81	8
I lack knowledge about how to combine information concerning myself and career alternatives.	2.79	1.83	9
I have a general fear of failure.	2.60	1.95	10
I am likely to avoid commitment	2.37	1.75	11
I do not see work as the most important thing in my life	1.76	1.43	12
I am not willing to make a career decision	1.54	1.21	13

The statements in the Table 5 considered "lack of readiness" on the part of students to make career decisions. The first 2 statements on the rank order fell under the category of "dysfunctional myths" with means of 4.15 and 3.66 respectively. The third statement on the rank order had a mean of 3.61 and it fell under indecisiveness. This gave the idea that apart from students having irrational expectations before the process of career decision-making, they are also faced the difficulty of indecisiveness. The last two difficulty statements on the rank order had their means to be 1.76 and 1.54 respectively.

Research Question Four: *What career decision-making difficulties do S.H.S. students encounter due to lack of information?*

Table 6 examines students' lack of information for making their career decision.

Table 6- *Difficulties Encountered Due to Lack of Information*

Career Decision-making Difficulties	Mean	SD	Rank Order
I don't know ways of obtaining additional information about career and training alternatives.	2.96	1.91	1
I don't know ways of obtaining additional information about myself.	2.71	1.86	2
I lack information about the variety of my future career or training alternatives.	2.66	1.78	3
I lack information about the future characteristics of the career or training alternatives.	2.66	1.77	3
I lack information about the characteristics of the career or training alternatives that interest me.	2.65	1.81	5
I lack information about my career-related preferences in the future.	2.56	1.77	6
I lack information about my career alternatives that will be preferred in the future.	2.56	1.69	6
I lack information about my abilities in the future.	2.54	1.82	8
I lack information about my personality traits in the future.	2.46	1.70	9
I don't know my career-related preferences.	2.40	1.67	10
I don't know my preferred career alternatives.	2.31	1.70	11
I lack information about the variety of career or training alternatives.	2.29	1.65	12
I don't know my personality traits.	2.12	1.68	13
I don't know my abilities.	2.05	1.74	14

A cursory look at Table 6 reveals that students in the process of career decision do not encounter much difficulties in relation to lack of information because all the means presented on this table on a scale of 1-6 fell within the range of 2.96-2.05. The difficulty statement that ranked first was "*I don't know ways of obtaining additional information about career and training alternatives*" with a mean of 2.96. It fell under "*lack of additional information category"*. The least on the rank order had a mean of 2.05 and it fell under the category of lack of self-information. In sum students do not encounter many

difficulties at this stage of career decision-making especially in the area of self-information.

The above findings, contradicted those of Hocson (2012) revealed that participants did not have enough information regarding career opportunities, they did not know how to search for careers in their field of study and they lacked information on how to obtain training for their chosen major. Since the means of this current study showed that students do not have much difficulty on career information.

Taylor (2007) proposed in his study, that student who have access to career guidance have lesser difficulties pertaining to "lack of information". His research on the 10 subcategories of the CDDQ revealed that career guidance had the greatest impact in reducing adolescents' level of career decision-making difficulties in the major category of "Lack of Information*"*.

Gati, Saka and Krausz (2001) also found that respondents showed a reduction in the category of "lack of information" after they have been given career guidance. They examined the pattern of career decision-making difficulties encountered by 417 young adults who used one or more of the computer-assisted career guidance systems (CACGSs) available at one of the Israeli Veteran Administration's counselling centres and assessed the effectiveness of these CACGSs in reducing their career decision-making difficulties. Career decision-making difficulties were found to be highest for individuals who were prior to the pre-screening stage of the career decision-making process and lowest for those who were at the choice stage. The reduction in difficulties after using the CACGSs was statistically significant in seven of the 10 difficulty categories examined: an especially marked reduction

was found for difficulties related to lack of information. In sum literature had revealed that the students have the difficulty of lack of information in making a career decision.

Research Question Four: *What career decision-making difficulties do S.H.S. students encounter due to inconsistent information?*

Table 7 depicts information on difficulties students encountered when making a career decision in relation to inconsistent information.

Table 7- *Difficulties Encountered Due to Inconsistent Information*

Career Decision-making Difficulties	Mean	SD	Rank Order
I have equally attractive career alternatives.	3.40	1.96	1
My abilities exceed those required in my preferred career alternative.	3.32	2.64	2
Unreliable information about my career.	3.01	1.86	3
My preferences cannot be combined in one career alternative.	2.78	1.76	4
I am not willing to compromise my decisions.	2.77	1.84	5
I don't have reliable information about the characteristics of career or training alternative(s).	2.68	1.66	6
Something in my preferred career alternative is undesirable.	2.64	1.74	7
I have disagreement between different significant others concerning my recommended career-related characteristics.	2.60	1.67	8
I don't have reliable information about my career-related preferences.	2.58	1.73	9
I have disagreement between significant others concerning my recommended career alternative.	2.54	1.59	10
I don't have reliable information about the existence of a particular career or training alternative.	2.51	1.66	11
I have a disagreement between a significant other on my desirable career-related characteristics.	2.49	1.55	12
I have disagreement between a significant other concerning my desirable career alternative.	2.46	1.60	13
I don't have reliable information about my preferred career alternatives.	2.44	1.66	14

Table 7, Continued

I don't have reliable information about my personality traits.	2.40	1.65	15
I dislike my accessible career alternatives.	2.37	1.69	16
I don't have reliable information about my abilities	2.36	1.69	17

Table 7 depicts information on difficulties students' arising from inconsistent information making their career decisions. The three sub-categories under the category of inconsistent information are unreliable information, internal conflicts and external conflicts. The first 4 difficulties on a scale of 1-6 had means of 3.40, 3.32, 3.01, and 2.78. Surprisingly, three of the four difficulty statements fell within internal conflict sub-category. Although the means of internal conflicts do not suggest much difficulty, it gives an impression that internal conflicts pertain to career decision-making needs to be given attention. The 2nd difficulty statement fell within the "unreliable information" sub-category. The last difficulty statement "I don't have reliable information about my abilities" had a mean of 2.37 and fell under the unreliable information sub-category. The results displayed in Table indicated that students were faced with some challenges of internal conflicts when making career decisions. However, they have minimal difficulty with unreliable information when making a career decision.

Research Question Five: *What are the preferred careers of S.H.S. students in Koforidua Municipality?*

Table 8 presents the preferred careers of S.H.S. students in Koforidua Municipality.

Table 8-*Preferred Careers of S.H.S. Students*

Career Preference	Frequency	Percentage (%)	Rank
Social	90	24.7	1
Artistic	66	18.1	2
Conventional	63	17.3	3
Enterprising	60	16.5	4
Realistic	44	12.1	5
Investigative	41	11.3	6
Total	364	100	

Source: Field Survey, 2016

From Table 8, Social careers came first in the ranking with 90 (24.7%) students out of 364. This gave the picture that about 24.7% or almost a quarter of the respondents would like to engage in careers like teaching, nursing, counselling, human resource managing, social work and other careers that put them in a position to render services to people.

Artistic careers were the second in rank order with 66 students representing 18.1% of the total number of respondents. Therefore, next to Social careers, students were most likely to consider careers in acting, architecture, book editing, clothes designing, graphic designing, interior designing, singing, and painting, etc. all of which are found in the arts industry. The least preferred career group was Investigative types which had 41 (11.3%) of the students who preferred it. Investigative careers encompass careers in engineering, medicine, law, optometry, mathematic, surveying, etc. Realistic careers were placed second least preferred careers with a frequency

of 44 (12.1%) students. Some Realistic careers includes piloting, firefighting, mining, policing, truck driving and farming.

A research conducted by Huern, Khairuddin, Ismail and De (2015) support the findings of the current study which has demonstrated that the majority of students' interest in Social and Arts types of careers while a minimal number have interest in Investigative careers which were more of science based careers. Their study on Career Preference indicated that 65% of the students opted for careers in the area of Arts, In the Arts stream, 59% of the students chose Arts and Communication stream. 33% of the students in the Science stream chose Health and Medicine as their choice of career.

Also, the research of Shakya and Singh (2013) also revealed students' strong desire for taking careers in education in addition to science-based careers. In their study, data on career preferences revealed that education and science and technology were the most preferred careers of adolescents and agriculture was the least preferred.

Other studies also discovered a strong preference of students for science-oriented careers which contradicted the results from this study. The findings of the study of the National Society of High School Scholars (2015) in the USA revealed that 40% of respondents prefer medicine or health-related careers, 21% and 28% respectively prefer careers in Technology/ Engineering and Science. The rest of the respondents were interested in careers in areas like Arts/Entertainment/Media and Business/Administration/Corporate. Similarly, the works of Salami (1997); Abiri (1977); Singh and Singh (2015), also showed a parallel trend of students' preference for science-oriented careers.

In sum, and in answer to Question 5 of this study, S.H.S. students' career preference demonstrated that students are more interested in social and artistic careers rather than investigative and realistic careers. The order of their career preference is as follows: Social, Artistic, Conventional, Enterprising, Realistic and Investigative.

Hypotheses Testing

Hypothesis 1*: There is significant in the career decision-making difficulties of S.H.S. students in Koforidua Municipality on the basis of gender.*

Table 9 demonstrates the *t*- test results for Career Decision-making on gender basis.

Table 9: *Results of t-test comparing Career Decision-making based on Gender*

Gender	N	Mean	SD	df	t	Sig (2 tailed)
Male	244	2.58	.80			
				362	.994	.321
Female	120	2.67	.71			

Table 9 shows the t-test results from testing hypothesis 1. It can be seen from the table that the mean differs only slightly between males (M= 2.58, SD = .80) and females (M= 2.67, SD= .71). However, the *t* value of -.994 was not significant at 362 degrees of freedom and .05 level of significance. Therefore, the null hypothesis that "*There is no significant difference in the decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of gender*" was not rejected. It was found

that males with a mean of 2.58 experienced a slightly lower level of difficulties as compared to females who had a mean of 2.67.

The findings of this current study support a research conducted by Zhou and Santos (2007). Their study explored cultural and gender differences in career decision-making difficulties (CDMD) experienced by 109 British and 86 Chinese international university students, and the impact of cross-cultural adjustment on the CDMD of Chinese international students. The results demonstrated that male participants generally experienced lower level of difficulties than female participants in career decision-making.

Hypothesis Two: *There is no significant difference in S.H.S. students' career decision-making difficulties in Koforidua Municipality on the basis of class.*

Table 10 represents S.H.S. students' career decision-making difficulties on the basis of their class in Koforidua Municipality on the of class.

Table 10- *ANOVA results of CDMD of S.H.S students on the basis of Class*

Source of variation	Sum of Squares	df	Mean square	F	sig
Between Groups	1393.474	2	696.737	.610	.544
Within Groups	412159.680	361	1141.717		
Total	413553.154	363			

As seen in Table 10, a one-way between groups Analysis of Variance was conducted to determine students' career decision-making on the basis of class. The participants were in SHS 1, SHS 2 and SHS 3. There was no significant difference at $p < .05$ for the three groups of classes. Hence, the

null hypothesis was not rejected. The means in the current study for S.H.S 1-3 were as follows 4.02, 3.55 and 2.54.

The findings of this current study on class supports those of Migunde, Othuon and Mbagaya (2015) who found that career indecision scores decrease as one progresses from year one to year four. Their study was to establish the career decision making status of adolescents in Kisumu municipality across various demographic variables. The sample consisted of 359 (162 males and 197 females) secondary school students from year one to year four. The students were surveyed on a measure of career indecision. Tien (2001) also, reported seniors have lesser difficulties than juniors do. He employed the career decision-making questionnaire (CDDQ) of Gati et al (1996) to investigate the career decision-making difficulties of Chinese college students in Taiwan.

A study conducted by Ozlem (2015) revealed that there were significant differences in class variables in the career decision-making difficulties experienced by high-school students in Turkey and the U.S.

Again, the current study did not identify class level as a significant correlate of career decision-making difficulties as reported in previous works cited.

Hypothesis Three*: There is no significant difference in the career decision-making difficulties of S.H.S. students in Koforidua Municipality on the basis of school's category.*

Table 11 presents the *t*-test result for Career Decision-making difficulties on the basis of school's category.

Table 11- *Results of t-test comparing Career Decision-making based on School's Category*

School's Category	N	Mean	SD	df	t	Sig.(2- tailed)
Mixed School	251	2.65	.79	362	.082	.321
Boys' School	113	2.51	.69			

Table 11 shows the t-test results from testing hypothesis 3. It can be seen from the table that the mean differs only slightly between mixed (M= 2.65, SD = .79) and boy's school (M= 2.51, SD=.69). However, the *t* value of .082 was not significant at 362 degrees of freedom and .05 level of significance. Therefore, the null hypothesis that "*There is no significant difference in the decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of school's category*" was accepted.

The findings of this study agree with the study of Zhou and Santos (2007) the reveled no significant difference in Career Decision-making Difficlties of students from different categories of schools.

Hypothesis Four*: There is no significant difference in the career decision-making difficulties of S.H.S. students in Koforidua Municipality on the basis of school's group.*

Table 12- *ANOVA results for Career Decision-making Difficulties on the basis of Category of School*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2653.317	2	1326.659	1.166	.313
Within Groups	410899.837	361	1138.227		
Total	413553.154	363			

Table 12 shows the ANOVA results for testing hypotheses 1. It can be seen from the results that the F value of 1.166 was not significant at 0.05 alpha level and 2 and 361 degrees freedom. Hence, the null hypothesis that "There is no significant difference in the decision-making difficulties of S.H.S. students in the Koforidua Municipality on the basis of category of school" was not rejected.

Hypothesis Five*:* There is no significant difference in the career decision-making difficulties of S.H.S students in Koforidua Municipality on the basis of their programme of study.

Table 13 displays the ANOVA results of Career Decision-making on Programme of Study.

Table 13- *ANOVA Results of CDMD on Programme of Study*

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Group	11629.771	5	2325.954	2.072	.068
Within Groups	401923.383	358	1122.691		
Total	413553.154	363			

As shown in Table 13, a one-way between groups analysis of variance was conducted to explore students' career decision-making difficulties on the basis of programme of study. Participants were into six groups according programme of study (Business, General Arts, Home Economic, Science, Visual Arts, Technical Skills). There was no significant difference at $p < .05$ for the six groups of programme of study. Hence the null hypothesis was not rejected.

This research showed no significant difference in the career decision-making difficulties on the basis of programme of study. On the contrary, other studies had significant difference in the career decision-making difficulties of students based on their programme of study. One of such works was that of Monteiro (2015). He researched on the Career Decision Making and its Associated Difficulties in Indian Adolescents. The study focused on understanding the career decision-making difficulties and factors associated with it, for the male and female participants from the streams of education (Arts, Science, Commerce & Management) in Bangalore, India. The study involved conduction of interviews with 23 Students from the above-mentioned sample who answered the five constructs formulated by the researcher. Across Streams of Education, it was seen for Arts Students difficulties were more pertaining to assessing oneself without any influence and confusions in choice of Majors while for Science Students it had more to do with concern for scope of their choice of Majors in India due to the nature of Sciences. While for Commerce & Management students' difficulties were experienced pertaining choice of specialization at graduate level and its impact at post graduate level.

Again, Marx, Simonsen and Kitchel (2014) sought to determine the relationship between career decision self-efficacy (CDSE) and components of the secondary agricultural education program. Additionally, they sought to describe secondary students' CDSE and career decision influences. This study's design was descriptive and relational and incorporated high school junior and senior student responses (n = 114) to surveys. Taylor and Betz' (1983) Career Decision Self-Efficacy Scale, Short Form (CDSE-SF) was incorporated in addition to instruments developed solely for this study. This study's findings revealed secondary agricultural education students were mostly confident in their career decisiveness across all five constructs of the CDSE-SF. Participation in Career Development Events (CDEs) revealed low correlations with four constructs in the CDSE-SF. Supervised Agricultural Experiences (SAEs) did not highly influence this group of participants' career decisions

In sum the findings of the study indicated that there is no significant difference between programme of study and career decision-making difficulties S.H.S. of students in Koforidua Municipality.

Hypothesis Six: There is no significant in the career decision-making difficulties of S.H.S students in Koforidua Municipality on the basis of preferred careers.

Table 14 demonstrates the ANOVA results of Career decision-making difficulties of students on the basis of Preferred Careers.

Table 14 - *ANOVA Results of CDMD on the basis of Career Preference*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	802.644	5	160.529	.139	.983
Within Groups	412750.510	358	1152.934		
Total	413553.154	363			

As seen in Table 14, one-way between groups analysis of variance was conducted to determine if career decision-making was significantly different with groups of different career preferences (realistic, investigative, artistic, social, enterprising, conventional). There was no significant difference at $p <$ .05 for the six groups of career preferences: F (5, 358) = .139, p = .08. Hence the null hypothesis was not rejected.

Summary

This chapter presented the major findings, results and conclusion of this work. It was observed that dysfunctional myths about career decision-making were the major difficulty of S.H.S students in Koforidua Municipality. Also, social careers were the most preferred careers among the six categories of Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Again, there was no significant difference in the career decision–making difficulties of S.H.S. Koforidua Municipality on the basis of gender, class, school's category, school's group, programme of study and preferred career.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusions drawn from the study, recommendations made to help improve career decision-making of senior high school students in Koforidua Municipality and suggestions for further research.

Overview of Research Problem and Research Methods

The overriding purpose of the study was to investigate the decision-making difficulties among senior high school students in Koforidua Municipality.

The study employed a descriptive survey design in which 364 students were sampled using a multi-stage sampling method comprising purposive, random and proportionate sampling techniques from four public senior high schools in Koforidua Municipality. The instrument used for the study was an adapted questionnaire for which categories of careers followed on Holland's (1997) model of categorization of careers. An adapted form of career decision-making questionnaire (CDDQ) of Gati, Osipow and Givon (1996) was used to gather necessary data. The questionnaire had three sections. The first section solicited for biographic information from students. The second section sought for their preferred careers based on Holland's categorization (Realistic, Investigative, Artistic, Social, Enterprising and Conventional). The third section was on career decision-making difficulties.

The instrument was pilot tested in New Juaben Senior High School located in New Juaben District of Koforidua. Forty students were sampled for the pilot study. The pilot testing helped in restructuring the questionnaire. The

copies of the questionnaire for the study were personally administered with the help of one field assistant. The data was collected within a period of two weeks. The completed questionnaires that were retrieved were edited, coded and analyzed using frequency counts, percentages, rank order, linear and multiple regression.

Summary of Key Findings

The major findings of the study were the following:

1. In dysfunctional myths about career were found to be the most prevailing difficulty prior to process of career decision-making among S.H.S. students in Koforidua Municipality. Hence most of respondents were faced with the challenge of unrealistic expectations about their future careers. Apart from dysfunctional myths students were also faced with the challenge of indecisiveness.
2. Again, students were found to lack readiness for career decision-making due to dysfunctional myths.
3. The study revealed that students faced difficulties relating to inconsistent information due to internal conflicts.
4. Students lacked information about ways of obtaining information.
5. There was no significant difference in the career decision-making on the basis of gender.
6. There was no significant difference in the career decision-making on the basis of class level.
7. There was no significant difference in the career decision-making on the basis of category of school.

8. There was no significant difference in the career decision-making on the basis of schools' group.
9. There was no significant difference in the career decision-making on the basis of programme of study.
10. There was no significant difference in the career decision-making on the basis of preferred careers.
11. Students were seen to have strong preference for social careers with 27.1% of them desiring to become teachers, nurses, counsellors, social workers, pastors and many more. The next most preferred career was artistic careers which had 18.1% of respondents. Artistic careers encompass fashion designing, beads making, journalism, music composition and photography just to mention but a few. Investigative careers were chosen by 12.1% of the respondents. It was the least preferred career. Investigative careers comprise of medicine, law, engineering, surveying and zoology among others.

Conclusions

Students were found to have strong preference strong preference for social and artistic careers. Dysfunctional myths emerged as the most prevailing difficulties students encountered in choosing their preferred careers. The study found no significant difference in S.H.S students in Koforidua Municipality career decision-making difficulties on the basis of gender, class, school's category, school's group, programme of study and preferred career. Again, social careers were the most preferred by students. It can therefore be concluded that S.H.S. students should be given comprehensive career

guidance regardless gender, class, school's category, school's group, programme of study and preferred career.

Recommendations

In the light of the findings and conclusions drawn from the study, the following recommendations are directed to school authorities in Koforidua Municipality, counsellors, Ministry of Education and parents.

School authorities

School authorities should develop programmes and opportunities that will enable both students and parents to explore a wide range of career options that can open doors in making career decisions. This will provide students with learning opportunities in which they are challenged to make sense of situations that they would encounter in various types of work. Therefore, this can provide them with a greater understanding of career options.

School authorities should allow school counsellors to assume full counselling responsibilities and release them from classroom work. Hence career guidance teachers who have high-quality professional knowledge and expertise relevant for senior high school students would be able to work effectively. In that regard the career guidance needs of students would also be attended to. According to Ruan (2009) Schools should have full-time guidance teachers for fulfilling the functions of career guidance. Experts in career counselling from outside college settings should be hired to supplement existing teaching staff.

School authorities should create avenues for internship where students would be engaged in solving real-world workplace problems which directly

connects them to the reality in various careers. In that case students would be able to make successful transitions into adult workplace roles.

Counsellors

School guidance coordinators should make efforts in assisting students in their career decision-making and offer adequate career information. They should also try and change students' ideas about unrealistic career expectations which proved to be the major challenge for senior high school students in this study.

As part of the career guidance and counselling process, counselors should use psychometric assessments to assist students in identifying their interests and to ascertain that their majors correspond with their interests (Corkin, Arbona, Coleman & Ramirez, 2008). In this regard, students can chart career paths that suit their personalities. Since job success and satisfaction are as a result of a congruent match between a person's abilities and interests and a position's requirements and rewards (Holland, 1997).

School counsellors should have more of one-on-one counselling sessions with students in order to give them the confidence to be able to communicate all their career related challenges. Norris (cited in Ruan, 2009) states that individual counselling is an ideal means of reducing career indecision that students experience.

Counsellors should come up with career development programmes which would enable them to assist individuals to identify and learn the skills by which they can be more effective in planning for and in choosing careers. Consequently, students can make effective transitions and adjustments to work and in managing their own careers.

Ministry of Education

Career Guidance should be introduced in the basic schools to enable children to explore the world of work at the early stage of their life. This would help them get enough career information hence they would be able to make career decisions with less difficulties in senior high school.

The Ministry of Education should allocate funds for a Guidance and Counselling activities in all basic and second cycle schools. This will enable the guidance coordinators to function effectively at their various levels of work.

Career opportunities should be inculcated in the school curriculum so that right from the start students would know career avenues available to them and what goes into choosing a particular career.

Areas for Further Research

There is the need for further research to be conducted in the district to determine the extent to which dysfunction career myths affects student's career decision-making. The study can thus be replicated in other parts of the country to determine the career decision-making difficulties students' encounter.

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APPENDIX

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

CAREER DECISION-MAKING DIFFICULTIES QUESTIONNAIRE

This questionnaire is to find out the difficulties students encounter in making a career decision. All information you supply will be held in strict confidence. None will be used against you. That is why your name is not required. Please, ensure that you respond to every item; otherwise, your copy of the questionnaire will not be useful for the researcher. Thanks for participating in this study.

SECTION A:

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please, indicate the correct response by ticking (√) the appropriate option.

1. Gender : Male [ ] Female [ ]
2. Class Level: S.H.S 1 [ ]; S.H.S 2 [ ]; S.H.S3 [ ]
3. Category of School: Mixed school [ ]; Boys' school [ ]; Girls' [ ]
4. Which group does your school belong to?

   Option 1 [ ]; Option 2 [ ]; Option 3 [ ]; Option 4 [ ]; Option 5[ ]
5. Which programme are you studying?

   Business [ ]; General Arts [ ]; Home Economics [ ];

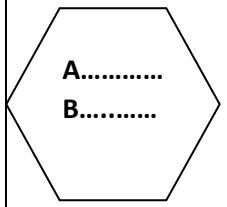
   Science/Agric [ ]; Visual Arts [ ]; Technical/Vocational [ ];

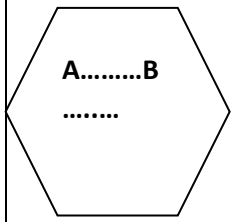
   Other ……..…….

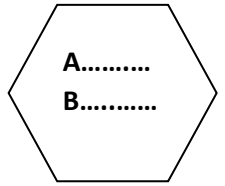
SECTION B:

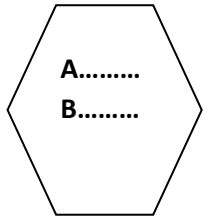
CAREER INFORMATION

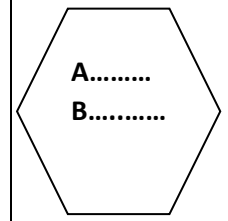
In this SECTION B, each of the parts labeled 1, 2, 3, 4, 5 and 6 has three columns. A is on: HOW I SEE MYSELF (far left side); B: WHAT I WOULD LIKE TO BE (middle); and C: TOTAL (far right side). Beginning with part 1, firstly tick (√) as many statements as apply to you on HOW YOU SEE YOURSELF. Secondly, tick (√) as many statements as apply to you on WHAT YOU WOULD LIKE TO BE. Then thirdly, count and write down the totals you ticked in columns A and B in the spaces provided inside the hexagon in C. Do same for parts 2, 3, 4, 5 and 6.

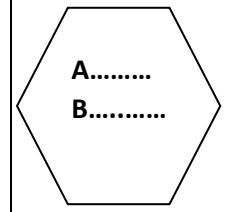
1.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE		C: TOTAL
	__ I am interested in wood works __I am practical, mechanical and realistic __I like heavy duty cars __I like law enforcement __I like operating machines __I like to dismantle and fix things. __I like to work with things I can touch eg. animals, tools or machines __I value practical things I can see or touch like plants and animal I can grow or things I can build or make better.	__Agricultural Technician __Athlete Military __Auto Mechanic __Automotive Service Technician __ Carpenter __ Computer Control Programmer __ Cook ___Dry wall Ceiling Tile Installer __ Electricians __ Engineer __ Farmer _ Fire Fighter __ Forester __Truck Driver	__ Jeweler __ Officer __ Miner __Pilot __Police Officer __ Power Plant Operator __ Private Detective __ Radiologic Technologist __Ship Captain __ Software Developer __ Surveying Technician __ Horticulturalist __ Veterinarian __ Vocational Teacher	REALISTIC 

2.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE	C: TOTAL
	__I am good at solving science and maths problems __I am interested in science lab __I am precise, scientific and intellectual __I like safe guarding the environment mixed farming __I like to study causes of diseases __I like to study mathematics and science __I value science	__Animal Scientist __Meteorologist __Biologist __Optometrist __Chemist __Physician __Chiropractor __Physicist __Computer Programmer __Professor __Dentist __ Psychologist __Dietetic Technician __Respiratory Therapist __Electrical Engineer __Science Teacher __Engineer __ Scientist __Geographer __Soil Scientist __Geologist __Surveyor __Lawyer __Technician __Mathematician __ Veterinarian __Medical Doctor __ Zoologist	INVESTIGATIVE 

3.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE	C: TOTAL
	__I am interested in graphic designing __I have good artistic abilities like creative writing, craft and music __I like arranging flowers __I like artistic, imaginative, original and independent. __I like clay molding __I like creative activities eg. dance, music, crafts or creative writing __I like dress making __I value creative arts like drama, music, art or work of creative writers	__Actor __Advertising Account Manger __Architect __Art Director __ Art Teacher __Artist __Book Editor __Cartoonist __Clothes Designer __Comedian __Composer __Dancer __Disk Jockey __Entertainment Manager __Fashion Artist __ Graphic Artist __ Graphic Designer __ Interior Designer __ Journalist __Librarian __ Medical Illustrator __ Multimedia Artist __ Musician __Painter __Photographer __Poets __ Public Administrator __Reporter __ Translator __Writer	ARTISTIC 

4.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE	C: TOTAL
	__I am good at teaching, counselling, nursing or giving. __I am helpful, friendly and trustworthy __I like assisting the disabled __I like caring for the sick __I like doing things where people can be helped eg. giving first aid, teaching or giving information __I like voluntary work __I like working with children __I value helping people and solving social problems.	__Athletic Trainer __Parks & Recreation Manager __Bartender __Parole Officer __Career Counsellor __Physical Therapist __Dean of Students __Priest, Clergy __Dental Hygienist __Recreation Therapist __Detective __ Recruiter __Dietician __ Rehabilitation Counsellor __Health Assistant __School Administrator __Human Resource Manager __School Counsellor __Instructor Coordinator __Social Worker __Librarian __Speech Pathologist __Mental Health Counsellor __Teacher __Minister __Technician __Nurse __Therapist __Occupational Therapist __ Training & dev. Specialist	SOCIAL 

5.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE	C: TOTAL
	__I am energetic, ambitious and sociable. __I am good at leading people and selling things or ideas. __I am interested in making presentation __I like supervising and monitoring others. __I like to lead and persuade people and to sell things or ideas. __I value success in politics, leadership and business. __I want to be self employed __I want to chair meetings	__Accountant __Loan Officer __Appraiser __ Marketing Manager __Arbitrator __Operations Manager __Attorney __Optician __Bartender __Politician __Businessmen __ Purchasing Agent __Buyer __Real Estate Agent __Cook __ Realtor __Cosmetologist __Restaurant Manager __Entrepreneur __Sales Manager __Facilities Manager __Sales People __Financial Advisor __Sales Representative __ Flight Attendant __Securities Sales Agent __Florist __Supervisor __Life Insurance Agent __Travel Agent	ENTERPRISI-NG 

6.	A: HOW I SEE MYSELF	B: WHAT I WOULD LIKE TO BE	C: TOTAL
	__I am careful, orderly and neat __I am good at working with written records and numbers in systematic and orderly way. __I like editing __I like to work with numbers, records and machines in an orderly way. __I value orderliness and accuracy. __I want to balance a budget __I want to receive phone calls as part of my future career. __I want to use office machines.	__Accountant __Actuary __Administrative Assistant __Auditor __Banker __Bookkeeper __Budget Analyst __Business Supervisor __Credit Manager __Dental Assistant __Examiner __Financial Analyst __Financial Manager __Food Service Manager __Gaming Gage Worker __Health Information Specialist __Master Scheduler __ Mathematics Teacher __ Nursing Home Administrator __ Office Manager __ Operations Manager __ Paralegal __ Payroll Clerk __ Production Manager __ Secretaries __ Statistical Clerk __ Stenographer __ Tax Clerk __ Teller __ Ticket Agent __ Waiter	CONVENTIO-NAL 

SECTION C:

CAREER DECISION-MAKING DIFFICULTIES

INSTRUCTION: Below is a list of 44 Career Difficulties which students usually encounter when they are making their career decisions. The difficulties are represented on a scale of 1,2,3,4,5,6,7,8 and 9, (where 1 stands for *"does not describe me"* and 9 stands for *"describes me well").* This means that you can chose 1,2,3,4,5,6,7,8, or 9 as long as the one you choose is the closest description of your difficulty in career decision-making ranging from "does not describe me" to "describes me well."

DIFFULTIES ENCOUNTERED BEFORE THE PROCESS OF CAREER DECISION-MAKING

	Type of Career decision-making difficulty	1	2	3	4	5	6
1	I am not willing to make a career decision						
2	Work is not perceived as the most important thing in my life						
3	I feel that time will lead me to the "right" career choice						
4	I have a general difficulty in making decisions						
5	I need confirmation and support for my decisions						
6	I am likely to avoid commitment						
7	I have a general fear of failure						
8	I belief that entering a career will solve my personal problems						

9	I belief that there is an ideal career which can fulfill all my aspirations						
10	I belief that a career choice is a one-time thing and a life-long obligation						
11	I lack knowledge about the steps involved in making a career decision						
12	I lack knowledge about factors to consider when making a career decision						
13	I lack knowledge about how to combine information concerning myself and career alternatives						

DIFFULTIES ENCOUNTERED DURING THE PROCESS OF CAREER DECISION-MAKING: A

	Type of Career decision-making difficulty	1	2	3	4	5	6
14	I don't know my abilities						
15	I don't know my personality traits						
16	I don't know about my preferred career alternatives						
17	I don't know about my career-related preferences						
18	I lack information about my abilities in the future						

19	I lack information about my personality traits in the future						
20	I lack information about my career alternatives that will be preferred in the future						
21	I lack information about my career-related preferences in the future						
22	I lack information about the variety of career or training alternatives						
23	I lack information about the characteristics of the career or training alternatives that interest me						
24	I lack information about the variety of my future career or training alternatives						
25	I lack information about the future characteristics of the career or training alternatives						
26	I don't know ways of obtaining additional information about myself						
27	I don't know the ways of obtaining additional information about career and training alternatives						

DIFFULTIES ENCOUNTERED DURING THE PROCESS OF CAREER DECISION-MAKING: B

	Type of Career decision-making difficulty	1	2	3	4	5	6
28	I don't have reliable information about my abilities						
29	I don't have reliable information about my personality traits						
30	I don't have reliable information about my preferred career alternatives						
31	I don't have reliable information about my career-related preferences						
32	I don't have reliable information about the existence of a particular career or training alternative						
33	I don't have reliable information about the characteristics of career or training alternative(s)						
34	I am not willing compromise my decisions						
35	I have equally attractive career alternatives						
36	I dislike my accessible career alternatives						
37	Something in my preferred career alternative is undesirable						

38	My preferences cannot be combined in one career alternative						
39	My abilities are insufficient for the requirements of my preferred career alternative						
40	My abilities exceed those required in my preferred career alternative						
41	I have disagreement between a significant other concerning my desirable career alternative						
42	I have a disagreement between a significant other on my desirable career-related characteristics						
43	I have disagreement between significant others concerning my recommended career alternative						
44	I have disagreement between different significant others concerning my recommended career-related characteristics						
45	Rate your overall difficulty in making a career decision						

Mention any additional difficulty that prevents you from making a career decision

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SECTION B

INSTRUCTION: Below is a list of 44 Career Difficulties which students usually encounter when they are making their career decisions. The difficulties are represented on a scale of 1,2,3,4,5, and 6, (where 1 stands for *"does not describe me"* and 6 stands for *"describes me well").*This means that you can chose 1,2,3,4,5, or 6 as long as the one you choose is the closest description of your difficulty in career decision-making ranging from "does not describe me" to "describes me well."

DIFFULTIES ENCOUNTERED BEFORE THE PROCESS OF CAREER DECISION-MAKING

	Statements	1	2	3	4	5	6
1	I am not willing to make a career decision						
2	I do not see work as the most important thing in my life						
3	I feel that time will lead me to the "right" career choice						
4	I have a general difficulty in making decisions						
5	I need confirmation and support for my decisions						
6	I am likely to avoid commitment						
7	I have a general fear of failure						
8	I believe that entering a career will solve my personal problems						

9	I believe that there is an ideal career which can fulfill all my aspirations						
10	I believe that a career choice is a one-time thing and a life-long obligation						
11	I lack knowledge about the steps involved in making a career decision						
12	I lack knowledge about factors to consider when making a career decision						
13	I lack knowledge about how to combine information concerning myself and career alternatives						

DIFFULTIES ENCOUNTERED DURING THE PROCESS OF CAREER DECISION-MAKING: A

	Statements	1	2	3	4	5	6
14	I don't know my abilities						
15	I don't know my personality traits						
16	I don't know my preferred career alternatives						
17	I don't know my career-related preferences						
18	I lack information about my abilities in the future						
19	I lack information about my personality						

	traits in the future						
21	I lack information about my career-related preferences in the future						
22	I lack information about the variety of career or training alternatives						
23	I lack information about the characteristics of the career or training alternatives that interest me						
24	I lack information about the variety of my future career or training alternatives						
25	I lack information about the future characteristics of the career or training alternatives						
26	I don't know ways of obtaining additional information about myself						
27	I don't know ways of obtaining additional information about career and training alternatives						

DIFFULTIES ENCOUNTERED DURING THE PROCESS OF CAREER DECISION-MAKING: B

	Statement	1	2	3	4	5	6
28	I don't have reliable information about my abilities						
29	I don't have reliable information about my personality traits						
30	I don't have reliable information about my preferred career alternatives						
31	I don't have reliable information about my career-related preferences						
32	I don't have reliable information about the existence of a particular career or training alternative						
33	I don't have reliable information about the characteristics of career or training alternative(s)						
34	I am not willing to compromise my decisions						
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36	I dislike my accessible career alternatives						
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42	I have a disagreement between a significant other on my desirable career-related characteristics						
43	I have disagreement between significant others concerning my recommended career alternative						
44	I have disagreement between different significant others concerning my recommended career-related characteristics						
45	Rate your overall difficulty in making a career decision						

Mention any additional difficulty that prevents you from making a career decision

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