

A CORRELATION AND PREDICTIVE ANALYSIS BETWEEN CAREER DECISION DIFFICULTIES & STRATEGIES FOR COPING CAREER INDECISION

Nosheen Nadeem

Lecturer Psychology Vertex College Abbotabad.

Email: nosheenzaib943@gmail.com

Ayla Khan

PhD Scholar, Psychology Department, The University of Haripur.

Email: aylakhan3241@yahoo.com

Asma Batool

Mphil scholar Hazara University Mansehra.

Email: malikasma5566@gmail.com

Abstract

The purpose of this study was to find the contribution of strategies for coping career indecision in predicting career decision difficulties, and to find the comparison and correlation of career decision difficulties and strategies for coping career indecision among male and female students with reference to their career decision status (undecided, partially decided & decided). A sample of 250 students was collected from multiple government colleges and Universities of Rawalpindi and Islamabad. Purposive sampling technique was used to get the sample fit in the study. In this study correlational Research design was used along with the quantitative method to gather and analyze the data collected from the participants. The mean age of the students was 17.8. Three scales were used in the study i.e. Career decision difficulties scale, Range of Considered Alternatives and Strategies for coping career indecision scale to collect the response data from the determined sample and their responses were statistically analyzed (SPSS). Results showed that there is a significant positive correlation between career decision difficulties and strategies for coping career indecision. It was found that nonproductive coping strategies contributed more in the prediction of career decision difficulties as compared to support seeking and productive coping strategies. It shows that nonproductive coping strategies that incorporated five group of strategies (escape, helplessness, isolation, submission and opposition) are more causing the career decision difficulties as compared to support seeking and career decision

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difficulties.

Keywords: Career decision difficulty, Strategies for coping career indecision, Career indecision.

Introduction

The decision about career is one of the most important life decisions (Mohd, Salleh, & Mustapha, 2010), as it decides person's future work related advancement bearing and social situating. Deciding a career is a very complicated process because of the trouble associated with consulting among different career choices and various individual considerations (Sauermann, 2005). Young individuals face an assortment of complex career decisions; they need career data and have constraints in the understanding of their capacities to settle on ideal choices (Chen & Fan, 2010). Thus, they experience anxiety, helplessness, fear, and pressure due to having no confidence in their capacity to settle on right career decisions (Liu, 2013). This marvel is called profession hesitation and is characterized as "the issues people may have in settling on career choice as well the precursors that may influence or block career decision" (Esters, 2007). Eighteen to fifty percent of undergrads have been evaluated as unsure about their career (Gordon, 1981). There is a large number of University students who are seeking help for career decisions from the university counseling centers (Taylor & Betz, 1983).

According to Lancaster, Rudolph, Perkins, and Patten (1999), career choices are among the most significant choices people make throughout life. Most of the students face career indecision because career decisions are mostly made early in life, when choosing college and university majors. Students have some dubious thoughts about the work they will do upon graduation and regularly look for counsel of other individuals, for example, guardians, companions, and teachers (Chen & Fan, 2010; Mohd, Salleh, & Mustapha, 2010). This relates to "the choices about one's future occupation" (Jung, 2012). This term is ordinarily described as the issues experienced by individuals while making choices relevant to career, and such troubles can concede starting the procedure, stop it in the center, or lead to choosing a not actually perfect decision (Tinsley, 1992). The way toward settling on a career choice isn't a simple one, and a few variables may encourage or obstruct its movement (Osipow, 1976; Tinsley, 1992). If we see the vocational literature, the concept of career indecision is used to refer all those problems which an individual face during the process of deciding a one particular career (Crites, 1976). And within career decision process there are further many different aspects involved (Gati & Levin, 2014).

Individual factors

Indecision has also been related with an individual's explicit characteristics, such as low confidence, poor personality development, tension, and an outside locus of control (Hartman & Fuqua, 1983; Taylor & Pompa, 1990). To date, indecision research has focused primarily on personality traits as possible differentiating

characteristics of students who have decided and not decided their career. The undecided student appears to be more anxious, avoiding, dependent, manipulative, helpless, and externally controlled than the decided student (Splete, 1985).

At long last, such hindrances may impact people's impression of their personal efficacy in settling on career choices, driving them to question their capacity to arrive at a well-educated career choice and in this manner perhaps choose professions that don't intrigue them or don't enable them to arrive at the maximum capacity of their capacities (Lent, & Brown, 1994).

Child Rearing Practices

Differential childrearing practices utilized by guardians for males and females may prompt differences in their career advancement (Schulenberg, Vondracek, & Crouter, 1984). Guardians will in general strengthen certain practices in males that they don't fortify in females. It is found, for instance, that men are more oftentimes expected than ladies "to be free, confident, exceptionally instructed, persevering, driven, vocation arranged, wise, and solid". Conversely, ladies are normal "to be thoughtful, unselfish, appealing, adoring, respectful, have a decent marriage, and be a decent parent" (Herr & Shahnasarian, 2001). Discoveries from related investigations recommend that sexually orientated child rearing differences ought to be additionally concentrated to give extra reasonable comprehension of career indecision.

PIC model of Career Decision Process

Gati and Asher (2005) postulated this PIC model for ideal career decision. This is the three stage model, first is prescreening, second in depth exploration and third is choice.

First stage

This is the prescreening stage where individuals usually have little or general understanding with respect to their career interests, their first objective ought to be to find few promising choices that are worth further investigation.

Second stage

This is the stage called the in depth exploration stage where students or individuals are organized regularly thinking among few promising occupations, or thinking about a particular occupation, yet might want to investigate extra choices before settling on a choice. These people should gather complete data about every one of the promising choices to check whether they are in reality appropriate. As a rule, in this stage, a set of the promising choices are discovered inadmissible and the individual stays with just a couple of choices.

Third stage

This is the choice stage where individuals have the task of looking at the couple of appropriate choices regarding their relative favorable circumstances, and finding which of the choices is ideal (Gati & Asher, 2005).

Career Decision Difficulties

There are numerous factors which contribute to career decision difficulties.

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As talked about over the role of social and parental help, there are various different variables which add to this. People with hopeless view about the world will in general show psychological disturbances, for example, sorrow, faltering, self-question, obsession inconveniences, sentiments of blame, mediocrity, and critical self-analysis (Larson & Dugan, 1988; Saunders, 2000). These factors are firmly identified with the person's basic decision making ability in numerous life domains, particularly significant areas, for example, career choices. Experimental proof has upheld the case that uncertain and indecisive people report altogether more significant levels of anxiety and nervousness than do decided people (Kaplan & Brown, 1987).

Chartrand, Ross and Caldwell (1993) asserted that selecting a career is a demonstration of the person's self-concept in professional terms. Self-esteem and confidence in this way has an important role in realizing one's self concept, because individuals go to select the profession that will help them to realize their full capacity and improve their sentiments of self-worth. There is negative association between the proportions of self-esteem and indecision measure, so the individuals who have lower self-esteem face more career indecision (Santos, 2001; Kishor, 1981).

Taxonomy of Career Decision Difficulties

Gati, Krausz and Osipow (1996) proposed a general theoretical taxonomy of career decision making difficulties individuals may experience. Depending on this theory, a model was created about an "ideal career decision maker." was created. This terminology is used for an individual who knows about the need to choose a long lasting decision, is anxious to make it, and is prepared for making the "perfect" decision (i.e., a decision generally perfect with the individual's goals by utilizing an appropriate method).

As the nature of making a career decision is multifaceted, so it makes hard for every individual to be an ideal career decision maker. It describes any divergence from the ideal career decision maker as a dormant issue that can influence the individual's choice procedure in one of two potential ways: (a) by avoiding a person from settling on a choice or (b) by provoking a not actually perfect decision.

Various potential troubles the individual may face during the career decision making process can be grouped into various classifications in a way that problems with same characteristics are placed in the same group (Campbell & Cellini, 1981). This proposed taxonomy is itself hierarchic (Fleishman & Quaintance, 1984), where problems are placed into separate groups and then subgroups based on further distinctions. In the proposed scientific classification the difficulties are partitioned into three significant classes. Following are the classifications with their subcategories.

Lack of Readiness

This category was made among two further subsets. First one incorporates

inconveniences that are related with the nonattendance of inspiration to take part in the career choice procedure and general hesitation related to decision making. The subsequent set incorporates challenges related to useless fantasies and presumptions like illogical expectations about the procedure of making a career decision and absence of information which is essential in this procedure.

Lack of Information

This category was formed among further three subcategories: lack of data about self, lack of data about professions, and lack of data about techniques for procuring additional information. We can anticipate that, on the grounds that the last two classifications indicate external, target data, they are more firmly related to one another than to the first which includes the person.

Inconsistent Information

Inside this significant category, there are further three subcategories: unreliable information, which incorporates challenges relevant to untrustworthy information; individual's internal conflicts, which incorporate clashes inside the individual; and external conflicts, which incorporate clashes including the impact of critical others.

Strategies for Coping Career Indecision

The behavioral and mental efforts to deal the stressful situations relevant to career decision can be called as coping (Lazarus & Folkman, 1984). Normally, most young students who experience challenges in choosing their profession attempt to adapt to these troubles somehow. A few people are probably going to feel crippled or on edge and may utilize insufficient adapting methodologies, for example, escape and avoidance practices (Larson, Toulouse & Heppner, 1994; O'Hare & Tamburri, 1986), though others are bound to utilize issue centered adapting exercises, for example, planning, making actions, or searching for help. To be sure, adapting techniques have been considered extensively in various settings and much is thought about adapting techniques that are viewed as essentially helpful (Skinner, Altman & Sherwood, 2003).

Making a career decision can be upsetting for various reasons. Young students are worried about making a choice as well as about choosing the correct option and the unfavorable results that can occur if an incorrect decision is made (Frydenberg & Lewis, 1999). Many researchers have focused on the essentialness of adapting successfully to the difficulties related with the career decision procedure (Mann, Burnett, Radford, & Ford, 1997).

The Proposed Model of SCCI

This model of strategies for coping career indecision is basically made by merging the model of Skinner, Altman and Sherwood (2003) and that of Frydenberg and Lewis (1999) model of adapting to worry to adapt to the inability to decide a career.

This proposed model of SCCI is separated into three significant groups of

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strategies that are, Productive, Support seeking, and Nonproductive coping strategies. Though, every one of these categories are additionally isolated into subcategories (Lipshits Braziler, Gati, & Tatar, 2016). Coping strategies that are helpful immediately endeavors to manage the issues relevant to career decision, without or with reference to others, while the broken styles include the utilization of inefficient strategies which do not manage the issues.

Productive Coping

The foremost and important group is Productive coping which adds six types of strategies that help an individual to cope with inability of deciding a career, e.g., (a) instrumental information seeking, the exertive search by individuals to get additional information which will help them in deciding their career. (b) emotional information-seeking, the dynamic searching by individuals to diminish the vulnerability and tension which is impeding them in choosing their profession, or to set themselves emotionally for settling on the choice. (c) problem-solving, it's about how much an individual efforts in planning about career, dissecting the relevant data to decide methodically, and looking at the potential aftereffects of the different other options.

(d) Flexibility, the ability to which a person is glad to be versatile in their inclinations and compromises on specific viewpoints or variables. (e) accommodation, how much a person finds a good and positive point of view to handle the difficulty of deciding his or her career and (f) self-regulation, the degree to which a person screens and regulates emotions and cognitions that hinder the ability of deciding career.

Support Seeking

The subsequent significant group, Support-seeking, incorporates three further classes which include other for adapting to one's career indecision, namely, (a) instrumental help-seeking, the extent to which a person looks for others' direction, help, and exhortation to get instrumental devices for taking a decision. (b) emotional help-seeking, the extent to which the person looks for helpful support and comprehension by others to cope with the sentimental disadvantages of making a career decision, for example, stress, anxiety, and dissatisfaction and (c) delegation, how much individuals request people to explore answers for their sake, or move responsibility to others.

Nonproductive Coping

The third significant group, Nonproductive coping, incorporates five groups of strategies that reduce the ability to cope with the indecision of career. (a) Escape, person's purposeful or non-purposeful actions to escape from the procedure by avoiding cognitively and behaviorally, refusing, or expecting unrealistically. (b) Helplessness, a person's feelings of being not able to effectively develop a decision, along with detachment, perplexity, and negativity. (c) Isolation, the person's endeavor to hide their problems from others, and keep the emotions and stresses related to choice

to themselves.

(d) submission, how much the person pays attention monotonously on the unfriendly or horrendous highlights of career decision making, by ruminating over things, unyielding conservation, nosy considerations, and stress. (e) Opposition, the extent to which a person blames others for increasing difficulty to choose, or expands the explanations behind the difficulties to them.

Importance of Coping Strategies

The significance of adapting is regularly recognized in the literature of career development (Larson, Toulouse, & Heppner, 1994). It has been guaranteed that the viable utilization of adapting abilities is one of the quantity of elements that cultivate strength in profession improvement and assist individuals with envisioning and potentially turn away negative results (Lent & Brown, 1994). Helping young individuals adapt successfully to their priorities of making a career decision is a basic action of career counselors. In spite of the significance of adapting in career decision making, previous examinations have not unmistakably explained an exhaustive hypothesis for the particular method of adapting to career uncertainty. Another significant inspiration for considering this theme is the conviction that specific adapting systems all the more adequately enhance emotional well-being and also address trouble initiating issues, and that deciding the more beneficial techniques would be valuable in planning intercessions to assist individuals with adapting all the more viably (Folkman & Moskowitz, 2004). However, in the current examination the relationship between career decision difficulties and coping strategies will be estimated to perceive what sort of strategies are connected with vocation choice troubles.

Rationale of the Study

The current study focused on factors that are relevant to students' career decision status, for example at which level they stand in order to take a career decision, secondly, the problems they face while deciding a career, and thirdly, the strategies they adapt to deal with their problems. By focusing on all these factors, this study ambitioned to study the level by which all these aspects impedes or facilitates the person's progress to decide their career and cope up with career decision difficulties, among students of Rawalpindi and Islamabad. The sample is taken mostly from Government institutes to see what the career decision difficulties are, how they originate and particularly how can we predict the career decision difficulties. By doing so, we can know and use the productive and adaptive coping strategies in order to avoid career decision difficulties. There is a need to study these issues in Pakistan because career guidance related facilities are lacking in our Government educational institutes. The institutes are far behind in addressing these issues of students which can change their career in a good way.

The study can have great significance for career counseling and educational system of Pakistan. As knowing the causes of career indecision is essential in light of

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the fact that it permits career advisors to all the more likely match their guiding techniques to the significant wellbeing of the student's basic career decision difficulties and cultivates increasingly powerful adaptation to these problems (Brown & Rector, 2008; Germeijs & De Boeck, 2003). It is, in any case, essential, for the career counseling procedure to be powerful in Pakistan as well, that the career counselors and instructors should know about the nature and the source of preventing career decision difficulties so as to give the fitting help.

Objectives of the Study

- 1- To identify the status of career decision (undecided, partially decided, and decided) among students.*
- 2- To identify the relationship between career decision difficulties and strategies for coping career indecision among students.*
- 3- To identify strategies for coping career indecision as predictors of career decision difficulties.*

Research hypothesis

H1- There is a positive relationship between career decision difficulties (lack of readiness, lack of information, & inconsistent information) and strategies for coping career indecision (productive, support seeking, & non productive coping strategies).

H2- Non Productive coping strategies will contribute more in the prediction of career decision difficulties (lack of readiness, lack of information, & inconsistent information).

Research Design and Sample

In this study correlational Research design was used as the purpose is to measure the relationship between career decision difficulties and strategies for coping career indecision relevant to career decision status and gender. Along with the quantitative method to gather and analyze the data collected from the participants.

A total sample of 250 male and female students was collected from different Governments colleges and Universities of Rawalpindi and Islamabad. Colleges and universities which were selected are COMSATS University, QAU, post graduate Margalla F-7/4 college for girls Islamabad, govt. degree college for women, Rawalpindi, federal Government college for women F-7/2 Islamabad, Islamabad model college for boys F- 8/4, Islamabad model college for boys G-6/2, & Islamabad model college for boys F-7/3.

The data was divided into two halves as equal number of female and male students was selected to ensure the comparison effectively. Purposive sampling technique was used to get the sample fit in the study. The age group of the sample was 16-22 years, as mostly students at this educational level fall in this age group. Students from multiple disciplines were selected in the sample and being educated the

purpose and items of the questionnaires were easily comprehensible by the participants.

Procedure

The data collection was started after taking permissions from the respective authorities of the Educational institutes. Purposive sampling technique was used to reach the participants as sample included only 11 to 13 years of education level. Students were informed about the research, consent forms were signed by the participants.

A satisfactory rapport was built with the respondents before giving the questionnaire with clear verbal instructions relevant to questionnaires. The instruments; career decision difficulty questionnaire (CDDQ) and strategies for coping career indecision (SCCI) were given to the students with a complete demographic form. The procedure was consistent in all the institutes and students took average of 25 minutes to complete the questionnaires. Participants were encouraged to fill in the questionnaires with accurately and honestly as they were made sure that their response will be kept confidential.

Instruments

Range of Considered Alternatives

The scale was developed by Saka and Gati (2007). The participant's status of career decision was estimated by utilizing the scale, Range of Considered Alternatives (RCA).

Career Decision making Difficulty Questionnaire

The scale was made by Gati, Krausz, and Osipow (1996), this questionnaire finds the focal points of students troubles in settling on a specific career. It has ten scales that speak to ten groups of problems that involve three significant groups: lack of information, lack of readiness, and inconsistent information.

Strategies of Coping with Career Indecision Scale

The scale was made by Lipshits Braziler, Gati and Tatar (2015), which is a 45 item questionnaire and estimates strategies which students may use to cope with career indecision. It incorporates 14 adapting techniques (as explained in first chapter) which incorporate three significant adapting ways.

Results

Table.1

Table 1

Descriptive Statistics and Alpha Coefficients of Career Decision Difficulties Questionnaire, and Strategies for Coping Career Indecision scale (N=250)

Subcales	No. Of items	M	SD	a	Potential	Range	
						Actual	Skewness
CDDQ	34	174	39.42	.87	306	260	-1.4
LOR	11	55.85	12.12	.54	108	86	.00
LOI	11	65.23	18.79	.81	108	108	-.31

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II	10	53.46	15.53	.77	90	90	-.35
SCCI	45	132	40.62	.82	405	351	.43
PC	18	102.8	20.67	.75	171	162	.17
SS	9	49.49	13.54	.75	81	81	-.15
NON-PC	15	80.12	18.85	.68	15	157	.04

Note. CDDQ- Career Decision Difficulties Questionnaire (LOR- Lack of readiness, LOI- Lack of information, II- Inconsistent information)., SCCI- Strategies for Coping Career Indecision scale(PC- productive coping, SS- Support seeking, NON-PC- Nonproductive coping).

Table 1 illustrates the no. of items, mean scores, standard deviation and alpha coefficients of the scales/instruments used in the current research. As shown in the table; the Cronbach alpha for Career Decision Difficulties Questionnaire (CDDQ) is .87, the reliabilities of subscales were in a acceptable range, and the lack of readiness subscale has the reliability value $\alpha = .54$ ($M = 55.85$, $SD = 12.12$). The career decision difficulties subscales which show a good reliability index=.81 ($M = 65.23$, $SD = 18.79$) and $\alpha = .77$ ($M = 53.46$, $SD = 15.53$). Similarly, the Cronbach alpha for Strategies for coping Career Indecision ($M = 132$, $SD = 40.62$) is .82. The reliabilities of Strategies for coping Career Indecision subscales were acceptable i.e. .75, .75 and .70 respectively. Table 2 shows an acceptable and a good reliability index. Furthermore, to determine the symmetry in the data skewness was also applied and it can be seen from the table as the data is not very skewed.

Table 2

Correlation matrix of study variables for students (N=250).

Variables	M	SD	1	2	3	4	5	6
1.LOR	55.85	12.12	-	.57**	.46**	.48**	.44**	.41**
2.LOI	65.23	18.79	-	.65**	.31**	.49**	.53**	
3.II	53.46	15.53	-	.25**	.51**	.64**		
4.PC	102.8	20.67	-	.48**	.21**			
5.SS	49.49	13.54	-	.49**				
6.NON-PC	80.12	18.85	-					-

** $p < 0.01$ (two tailed). Subscales of CDDQ (LOR-Lack of Readiness, LOI-lack of information, II- Inconsistent information). Subscales of SCCI(PC- Productive coping, SS- Support seeking, NON-PC- Non Productive coping).

Table 2 shows the correlation among all the subscales that are used in this research. As shown in the table, the subscales of Career decision difficulties questionnaire (LOR+LOI+II) are significantly positively correlated with the subscales of Strategies for coping career indecision questionnaire (PC+SS+NON-PC), ($r = .48$, $p = < 0.01$) and ($r = .44$, $p = < 0.01$) and ($r = .41$, $p = < 0.01$). All the correlations are moderate and significant except between the subscales lack of information

and productive coping where ($r = .31$) but still the results are significant and we can have a complete surety on results.

Table 3

Stepwise analysis for predicting career decision difficulties (lack of readiness) from the strategies for coping career indecision (N=250).

Predictors	β	R2	ΔR
<i>Step 1</i>			
NON-PC	.48***	.23	.23
<i>Step 2</i>			
NON-PC	.41***	.33	.32
SS	.32***		
<i>Step 3</i>			
NON-PC	.36***	.34	.33
SS	.27***		
PC	.13*		

Note: NON-PC- Nonproductive coping, SS- Support seeking, PC- Productive coping.

* $p < .05$, *** $< .001$

Table 3 shows stepwise regression analysis between difficulties of lack of readiness and strategies for coping career indecision i.e, non-productive coping, support seeking and productive coping. Results have revealed that out of 3 major coping strategies of career indecision, step 1 comprises of non-productive coping which is positively predicting the difficulties of lack of readiness ($\beta = .48$) with 23% explained variance. However in step 2 it can be seen that coping when added to support seeking as top predictors resulted in explained variance increasing to 33%. Finally in step 3 when productive coping was added as a top predictor for lack of readiness along with non-productive coping and support seeking explained variance increased to 34%. Overall this table reflects that nonproductive coping is the top predictor for lack of readiness, followed by support seeking which is then followed by productive coping.

Table 4

Stepwise analysis for predicting career decision difficulties (lack of information) from the strategies for coping career indecision (N=250).

Predictors	β	R2	ΔR
<i>Step 1</i>			
NON-PC	.55***	.23	.30
<i>Step 2</i>			
NON-PC	.40***	.36	.36
SS	.29***		
<i>Step 3</i>			

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NON-PC	.41***	.37	.37
SS	.23**		
PC	.12*		

Note: NON-PC- Nonproductive coping, SS- Support seeking, PC- Productive coping.
* $p < .05$, *** $p < .001$

Table 4 shows stepwise regression analysis between difficulties of lack of information and strategies for coping career indecision i.e nonproductive coping, support seeking and productive coping. Results have revealed that out of 3 major coping strategies of career indecision, step 1 comprises of nonproductive coping which is positively predicting the difficulties of lack of readiness ($\beta = .55$) with 23% explained variance. However in step 2 we can see that coping when added to support seeking as top predictors resulted in explained variance increasing to 36%. Finally in step 3 when productive coping was added as a top predictor for lack of readiness along with nonproductive coping and support seeking explained variance increased to 37%. Overall this table reflects that nonproductive coping is the top predictor for lack of information, followed by support seeking which is then followed by productive coping.

Table 5

Stepwise analysis for predicting career decision difficulties (inconsistent information) from the strategies for coping career indecision (N=250).

	Predictors	β	R2	ΔR
Step 1	NON-PC	.66***	.43	.43
Step 2	NON-PC	.53***	.48	.47
	SS	.25***		

Note: NON-PC- Nonproductive coping, SS- Support seeking, PC- Productive coping.
*** $p < .001$

Table 5 shows stepwise regression analysis between difficulties of inconsistent information and strategies for coping career indecision i.e nonproductive coping, support seeking and productive coping. Results have revealed that out of 3 major coping strategies of career indecision, step 1 comprises of nonproductive coping which is positively predicting the difficulties of inconsistent information ($\beta = .66$) with 43% explained variance. However in step 2 we can see that coping when added to support seeking as top predictors resulted in explained variance increasing to 48%. Overall this table reflects that nonproductive coping is the top predictor for lack of readiness followed by support seeking.

Discussion

The main purpose of this research was to see the relationship between the difficulties of students relevant to the process of making a career decision, the

techniques they use to adapt to their challenges, and their status of career decision (undecided, partially decided, and decided). The research participants were young students of college age who filled out the questionnaires as they are expected to face the career decision difficulties more. From table 1 it can be deduced that most of the students are from the age group of 17 years when they are studying their intermediate level education. So the results are significant and show that most of the students face difficulties in choosing their career in this particular level of education.

Table 1 showed all the reliabilities and alpha coefficients of all the scales and their respective subscales that were used in the study. The reliabilities of CDDQ & SCCI were good as the values were closer to 1 and reliabilities of the both subscales were consistent with the previous findings of the literature i.e. .87 and .82 for CDDQ & SCCI.

Previous research reported that reliabilities of the ten subscales of CDDQ were .78 and .76 (Gati & Osipow, 1998) and the cronbach alpha for the overall score was .95 and .94, respectively. In the current study, the reliabilities and alpha coefficient of the total CDDQ score was .87 that is a good reliability. Similarly Lipshitz Braziler, Gati and Tatar (2016) revealed that the reliability of SCCI was .83 and the reliabilities for subscales were .88, .91, and .85, for non-productive coping, seeking support, and productive coping, respectively. In the present study, the reliabilities and alpha coefficients of the 14 coping subscales was .82 and the alpha coefficients for three major subscales were .70, .75, and .75, for the non-productive, seeking support, and productive coping strategies, respectively. The present study found significant and moderate positive correlations among all three major subscales of the SCCI; Productive coping, nonproductive coping strategies, and seeking support, and the three major subscales of the CDDQ; lack of readiness, lack of information and inconsistent information.

Table 1 also showed the values of skewness that are mostly symmetric for the scale Strategies for Coping Career Indecision and for subscales of scale Career Decision Difficulties. It can be seen from table 2 that the total sum of all the subscales of CDDQ were significantly ($p < 0.01$) and positively correlated with the sums of subscales of SCCI. Since moderate correlations between subscales of CDDQ and SCCI is observed, but all the results of correlation were significant ($p < 0.01$) and give complete surety on results.

As the subscales of both scales correlate significantly, so it proves the 1st hypothesis that difficulties of career decision (lack of information, lack of readiness, and inconsistent information) are positively correlated with the strategies used for coping career indecision (productive, support seeking, & nonproductive coping). The results suggest that individuals who look others for help and adapt to their challenges through maladaptive ways, are more inclined to encounter problems while deciding about their career. The correlation between career decision difficulties and productive

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coping was also positive and significant, but not very much strong. These correlations may suggest that adaptive coping strategies might be useful techniques for handling with difficulties relevant to making a career decision, and utilizing maladaptive strategies for coping may lead to an increase individuals' difficulties of career choice. The correlations between further 10 subscales of career decision difficulties and 14 subscales of strategies for coping career indecision are also positive and significant.

The 2nd hypothesis was also proven to be true; a stepwise regression analysis is applied to figure out which coping strategies contribute more in the prediction of subsets of difficulties of career decision. Results revealed that the primary predictor for lack of information, lack of readiness and inconsistent information are the non-productive coping strategies, which indicates that nonproductive coping strategies are the strongest predictor for the difficulties which students face during the process of career decision. Outcomes predicted that the secondary predictor for lack of readiness, lack of information and inconsistent information is support seeking. Whereas productive coping strategies are the least predictive for career decision difficulties (see table 4-6)

It can be seen from the results that nonproductive coping as well as support seeking are the factors that have most frequently come up as predictors for difficulties of career decision like lacking readiness, lack of information and inconsistent information. The results support that students who use nonproductive coping mechanism during their career decision process face more career decision difficulties and those who cope effectively by using productive coping strategies, ultimately face less career decision difficulties. Hence the hypothesis 2 is proved that nonproductive coping strategies contribute more in the prediction of career decision making difficulties, which students face while deciding their career. These findings were consistent with the previous studies as Lipshits Braziler, Gati and Tatar (2016) concluded in their studies that the application of coping techniques anticipated alterations in the concentration of difficulties relevant to career decision making (adjusted R² = .22). Only the modifications in the utilization of Nonproductive coping strategies rose as a noteworthy indicator ($\beta = .46, p = .001$), demonstrating that an expansion in the utilization of useless adapting strategies expanded difficulties relevant to career decision. Kelly and Lee (2002) also explained significant variance in lack of readiness, lack of information and inconsistent information as dependent variables and strategies for coping career indecision as predictors.

Nonproductive coping is the top predictor of career difficulties because this includes variety of maladaptive strategies which can cause the career decision difficulties. In Pakistan, as there are no guidance and assistance programs for students so they purposely escape from the procedure of career decision by cognitive avoidance and refusal. Most of the students here experience helplessness as they are

not able to effectively build the decision, including detachment, cynicism depression and they attempt to hide their hurdles from others and keep the stresses related with the choice to them. Hence they experience more career decision difficulties.

Moreover, the individuals are not focused on their career choice and they blame others for making it harder to choose and extend the reasons for the troubles relevant to career choice. So these may be the reasons which may cause the prediction of career decision difficulties.

Support seeking is the second reason for predicting career difficulties across all variables, the reasons for this can be that those who are externally dependent in terms of being guided by others or to please others seems to lack of readiness for the important assignments needed in the process of making a career decision. In Pakistan, students are more influenced externally, being collectivist nation they are influenced by the culture. They have to consider the opinions of their parents, friends, family and social factors as well. The students when become dependent on others they cannot make their decisions on their own as they rely on others.

So the students should be urged to set aside the desires and assessments of relatives and companions and to engage in career decision making process at least temporarily but without depending on others and the findings encourage the need of decreasing maladaptive coping strategies and facilitating strategies of support seeking when applicable, in order to make the career decision happen .

Implications

The findings of this study have several implications for career counselors and educational systems. The findings can help career counselors in identifying career decision difficulties which students face during the selection of their majors. Along with career counseling several implications emerge for educational settings as well, as the findings fortify the advancement and practical application of intervention programs for assisting young students to deal with difficulties relevant to career choice. The findings of this research can be useful in workshops regarding career decision difficulties in colleges and universities, and may also be very useful for career guidance courses in secondary schools. These findings can encourage our educational systems to address common issues of students like indecisiveness, dysfunctional career beliefs and deficiency of knowledge about occupations.

Limitations and Suggestions

There are three questionnaires that are used in this research and it can be criticized because all of the scales contain too many items which make the quantitative method lengthy. Another big reason for them to be criticized is that the questionnaire only measure multiple cognitive aspects but totally ignores other affective (behavioral), economic and social aspects which at certain level may influence attitude and information processing towards and easy and ideal career decision. The sample of this study was collected from only Government institutes of Rawalpindi & Islamabad

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who must had a below or an average socio economic status, that can impede their function of deciding a career. Future researcher are recommended to s include private institutes in their samples as well to see how the facilities of career guidance are different and should see the impact of others factors as well like socio economic status, family background and teaching methods of Government and Private Institutes. Future researches should more properly investigate that what causes increase or decrease of particular coping strategy or career decision difficulty, so that it would be more useful and beneficial for counseling and educational settings.

Conclusion

The objective of the study has been met, as the relationship between difficulties of career decision and strategies for coping career indecision in relation to gender and career decision status of students has been found. The differences in the application of strategies for coping career indecision and career decision difficulties have been found. There is a positive relationship between the strategies for coping career indecision and career decision difficulties which students face while selecting or deciding their career. Strategies for coping career indecision which contribute more to the prediction of career decision difficulties are the non-productive coping strategies, are the maladaptive ways to cope with the difficulties relevant to deciding a career. Hence, the top contributors of career decision difficulties are the non-productive coping strategies as they are the maladaptive coping ways to deal with career indecision. The second reason or the contributor of career decision difficulties is the support seeking. This is because in Pakistan students are more externally influenced especially by friends, society, cultural values and parental desires. In short, they are dependent on others for their career decision making which impedes their capability to make an ideal career decision. As understood, productive coping strategies are the least predictors of career decision difficulties as they include adaptive and beneficial coping strategies which enable an individual to make an ideal career decision.



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