

NATURE AND DISTRIBUTION OF CAREER DECISION-MAKING OF STUDENTS WITH LEARNING DISABILITIES IN RELATION TO THEIR CAREER CHOICE ANXIETY AND SELF-DETERMINATION

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Abstract: The present study is an attempt to explore career decision-making of students with learning disabilities in relation to their career choice anxiety and self-determination (N=42 students with learning disabilities). The results show that for decidedness dimension of career decision making (N=42) the total sample represented low level of decidedness in Career decision-making. For indecision dimension the total sample represented high level of indecision in Career decision-making. It was found that the students with learning disabilities exhibited high level of career choice anxiety, exhibited average level of self determination in case of total sample. Decided group of students with learning disabilities represented low level of Decidedness in their Career decision-making. Decided group exhibited high level of Indecision in their Career decision-making, average level of Career choice anxiety, high level of Self determination. The tentative group represents low level of Decidedness and high level of indecision in their Career decision-making, high level of Career choice anxiety and average level of Self determination. Low level of Decidedness and very high level of indecision was found in Career decision-making, high level of career choice anxiety and low level of self-determination among undecided group. The study has implications for the students with learning disabilities, parents, teachers, researchers and school counselors.

Keywords: students, career decision-making, career choice anxiety, learning disabilities, parents, teachers.

1. INTRODUCTION

An important task for students when their high school is about to end or has ended is to consider seriously the plans for their future education and careers (Noeth, Engen, & Noeth, 1984). In this time the students are developing a firm sense of their self, where they are going in future, and how they can benefit the society. They begin to evaluate their strengths, skills, and abilities for life. At this time, assistance is needed by learning disabled students with academic achievement, personal and social development and as well as career development and planning so as to reduce anxiety in them (Owen, Thomas & Strong, 2011).

Research findings revealed that individuals with disabilities, including learning disabilities, are at a disadvantage of their career development and exploration in a way that they can be unemployed or underemployed than peers without disabilities and less likely to seek out and obtain post secondary education or additional job training (Bolton, 1975; Humes & Hosenshil, 1984; Ochs & Roessler, 2004; Osipow, 1976; Roe, 1956). Conte (1983) found that individuals with disabilities have limited opportunities for career development and Strohmer, Czerlinski, Menz and Engelkes (1984) noted that these limited opportunities are the only cause that leads to career indecisions.

Career decision-making difficulties are related to decision making skills, unclear goals, dysfunctional career thoughts, career indecision, lack of vocational information, perceived barriers, and value conflicts (Germeijs & DeBoeck 2003; Holland et al., 1980; Ladany et al. 1997; Osipow 1999) and are a significant obstacle to employment for many people with disabilities (Enright 1996; Enright et al. 1996; Hagner & Salomone 1989); therefore, it is the need of the hour to understand career related issues for these individuals.

The ability to make effective choices and decisions is one of the most important competencies needed by students, including those with learning disabilities; to be successful in life after high school. Promoting student self-determination provides an excellent framework within which to teach students how to make effective choices and decisions. An understanding of one's strengths and the limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

Among various categories of special education, Students with learning disabilities comprised the largest single category of students with special educational needs in most countries. Therefore, it can be said that the process of Career decision-making of students with learning disabilities is impeded by many factors and affect it in a way or other. Hence it becomes necessary to understand the Career decision-making potential of students with learning disabilities, prevalence of Career choice anxiety affecting their career decisions and their Self-determination which motivates them to have courage to pursue the career of their choice in spite of facing all the problems they are suffering from.

Learning Disability

Learning disability is a generic term which covers a heterogeneous group of disorders represented by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical disabilities. These disorders are intrinsic to the individual and assumed to be caused because of central nervous system dysfunction.

According to Learning Disabilities Association of Canada (LDAC) (2002), Learning disabilities comprises of a number of disorders which may affect the acquisition, retention, understanding or use of information verbal or non-verbal in nature. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency. Learning disabilities are a result of impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing, phonological processing, processing speed; memory and attention; and executive functions (e.g. planning and decision making).

Career decision-making

Career decision involves a choice among occupational alternatives. Which alternatives is chosen, depends on the career decision-makers preference for various factors or criteria on the basis of which he or she compares or evaluates the possible alternatives. The large number of alternatives available to the decision-maker, the uncertainty concerning future preferences and the complexity involved in combining personal and occupational information suggest that a better understanding of the way in which career decisions are made and the process underlying them is of theoretical as well as practical significance (Gati, Shehnav & Givon, 1993).

Crites (1974), Super (1983) and Savickas (2000) defined career decision-making as the process by which individuals make career and educational decisions contend that it is the main task of career counselling. It examines how people make career decisions (decision-making style); the precursors that may influence or impede career choice (career indecision) and individual beliefs that can successfully accomplish behaviours that will lead to desired outcome (decision-making self-efficacy beliefs).

According to Swanson and D'Achiardi (2005), career choice or career decision making may be defined as a process-oriented construct that deals with how clients make career decisions or the circumstances surrounding those decisions. The client's standing on this construct influences their level of decidedness or indecision.

1. **Career decidedness or career certainty:** Career decision status is the certainty or indecision about one's career choice (Osipow, Carney, Winer, Yanico & Koschier, 1976).

2. **Career indecision:** Career indecision is defined as the indecision with regard to career choice (Osipow et al., 1976). Chartrand et al. (1994) defined career indecision as a developmental problem within the career maturation process that results from a lack of information about self or the world of work.

Categories of Career decision-making

At this point, after discussing the concept of career decision-making, it is very important to discuss the categories of career decision-making. These are discussed as follows:

- **Decided:** The dictionary meaning of decided is definite i.e., having no doubt about a choice. Whereas decisiveness means the extent to which an individual is definite about making a career choice.
- **Tentative:** The dictionary meaning of tentative, stresses as one not having sure knowledge, subject to change or hesitant as the characteristics of being tentative or uncertain.
- **Undecided:** An individual who is undecided means he is not yet determined or not having reached the decision.

Indecision represents the inability of an individual in making a particular decision at a required time. Whereas, indecisiveness represents a characteristic which the individual display frequently in the course of making required decisions.

Career choice anxiety

Making career decisions, such as choosing which career path to take, can cause much anxiety. You may have fear of making the wrong choice. You may perceive that you have a lack of control over the choice you make. Deciding whether or not to change careers, and any indecisiveness about choosing careers, can be most stressful.

Anxiety is a persistent state of dread and apprehension. It is characterized by helpless impotence in danger situation. The anxious person feels that there is actually nothing that he can do immediately to facilitate escape or avoid the approaching danger. Anxiety implies that the person is incapable of taking precautionary measure.

Career choice anxiety has been defined as affective distress associated with career decision making and has been conceptualized as an important personal-emotional factor that may inhibit career decision-making process (Chartrand, Robbins, Morrill, & Boggs, 1990). Anxiety is a concern of solicitude respecting something or event, future or uncertain which disturbs mind and keep it in a state of painful uneasiness. Anxiety is described as having cognitive, somatic and behavioural components (Seligman, Walker, Rosenhan, 2001).

Hence, from the above we can conclude that anxiety is a persistent state of dread and apprehension. It is a continuous tension and the person is unaware of its root cause and sometimes, it leads to irrational behaviours.

Self-determination

Field, Martin, Miller, Ward and Wehmeyer (1998) defined Self-determination as a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self regulated, autonomous behaviour. An understanding of one's strengths and limitations together with a belief in one as capable and effective are essential to Self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults (p. 2).

Self-determination is the characteristics that enable people to act as the primary casual agent in their life and improve the quality of their life (Wehmeyer & Field, 2007). It includes four essential characteristics: (1) utilizes autonomous behaviour, (2) demonstrates self-regulated behaviour, (3) acts in a psychologically empowered manner, and (4) displays self-realizing behaviours.

Objectives of the study

1. To find out the number of students who exhibit decidedness, tentativeness and undecidedness in Career decision-making among students with learning disabilities.
2. To study the nature and distribution of the variables under study i.e., Career decision-making, Career choice anxiety and Self-determination in students with learning disabilities.

Hypotheses of the study

1. A large number of students with learning disabilities at secondary school level would exhibit tentativeness and undecidedness with regard to their career choices.
2. The data for the variables under study viz career decision making, career choice anxiety and self-determination are normally distributed.

Design of the study

In the present study survey was done to collect data from a identified number of cases within a particular time period by administering various tools related to variables to test hypotheses.

Sample

From the initial sample of 893 students, 107 students (fulfilling the criteria of selection as mentioned earlier) were nominated by the class teachers on the basis of identification signs of students with learning disabilities. For the sample of 107 students, teacher referral forms were given to the teachers. They were collected after two weeks. After scoring the teacher referral form of 107 students, 89 students scored more than 60%. These 89 students were then administered Malin’s Intelligence Scale for Indian Children (1969). Out of 89 children, 42 students scored 90 & above (full scale IQ). Therefore, these 42 students were diagnosed as students with learning disabilities on the basis of teacher referral form and standardized diagnostic test. These 42 were then administered with Learning Disabilities Diagnostic Inventory by Hamill and Bryant (1998) in order to identify the learning deficit area of students with learning disabilities which helps the researcher to address the questions of the qualitative phase. Therefore, these 42 students comprised the final sample of the study.

Tools Used

Identification Tools

- A. Teacher referral form: made by investigator.
- B. Malin’s Intelligence Scale for Indian Children (1969)
- C. Learning Disabilities Diagnostic Inventory by Hammill and Bryant (1998).

Tools for Data Collection

- A. Career Decision-Making Inventory (CDMI; Singh, 1999).
- B. Career Choice Anxiety Scale state – trait anxiety inventory (STAI) by modification of form Y by Charles, D. Spielberger (1983).
- C. Self-determination Scale (Prepared by the investigator)

2. METHODOLOGY

Procedure

After 42 learning disabled students have been identified, they will be administered Singh’s career decision-making inventory followed by state trait anxiety inventory and self-determination scale. On the basis of scores obtained on career decision making inventory, students with learning disabilities will be classified as decided, tentative and undecided.

3. RESULTS AND FINDINGS

Descriptive statistics was used to analyze the data and to test the hypotheses formulated in order to study the nature and distribution of the variables for the present piece of research work.

Hypothesis 1

A large number of students with learning disabilities at secondary school level would exhibit tentativeness and undecidedness with regard to their career choices.

Table 1: Showing classification of sample on the basis of career decision making

Total no. of students	Number and percentage of students					
	Decided		Tentative		Undecided	
	No.	%	No.	%	No.	%
42	9	21.42	18	42.85	15	35.71

Interpretation

Table 1 shows the detailed breakup of total sample on the basis of Career decision-making scores. The number of students who were clearly Tentative was 18; Undecided 15; whereas the number of Decided students was only 9. Therefore, it can be clearly said that majority of students with learning disabilities were tentative and undecided about their career decisions.

Hypothesis 2

The data for the variables under study viz career decision making, career choice anxiety and self-determination are normally distributed (in case of total sample, decided, tentative and undecided group).

Descriptive Analysis in case of Total Sample

The present section deals with the descriptive statistics which was used to describe the nature of variables viz. Career decision-making, Career choice anxiety and Self-determination in case of total sample (N=42) of students with learning disabilities.

Table 2: Showing Descriptive Analysis (N, M, Md, S.D, Sk, Ku) of total sample

Statistics		Career Decision Making		Career Choice Anxiety	Self Determination
		Decidedness	Indecision		
N		42	42	42	42
Mean		9.50	27.26	80.17	99.24
Median		9.00	26.00	82.00	96.00
Std. Deviation		1.825	3.575	13.661	14.555
Skewness	Statistics	.645	.350	-.671	.671
	Std. Er	.365	.365	.365	.365
Kurtosis	Statistics	.450	-.976	-.485	-.413
	Std. Er	.717	.717	.717	.717
Minimum		6	21	51	79
Maximum		14	34	99	133

4. DISCUSSION

The perusal Table 2 represents the mean, median, standard deviation, skewness, kurtosis, maximum and minimum of variables under the study i.e. Career decision-making, Career choice anxiety and Self determination for the total sample of students with learning disabilities.

Career Decision Making: Decidedness and Indecision

In the present study, Career decision-making of students with learning disabilities was computed on Singh's Career Decision-Making Inventory (1999). It consisted of two sub-scales of Decidedness and Indecision. So, for measuring Career decision-making, the analysis was done separately for Decidedness and Indecision for the dependent variable of Career decision-making.

Normality for Decidedness:

In case of total sample mean and median score of decidedness was calculated as 9.50 and 9.00 respectively. Therefore, mean score showed that the total sample represents low level of decidedness in Career decision-making as it falls under P₂₅ as per the percentile norms. The standard deviation was found as 1.825 which showed scattered score from the mean position.

Further skewness and kurtosis z-values were obtained in order to know the shape of distribution. For this purpose, scores of skewness and kurtosis were converted to z-score by dividing their standard error. Z-value of skewness and kurtosis having value greater than 1.96 (ignoring negative sign) is considered to be significant at $p < .05$ (Field, 2009). The skewness and kurtosis z-values of decidedness component was found to be 1.767 and 0.627, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

Normality for Indecision:

In case of total sample mean and median score of Indecision was calculated as 27.26 and 26.00 respectively. Therefore, mean score showed that the total sample represents high level of indecision in career decision making as it falls under P₇₅ as per the percentile norms. The standard deviation was found as 3.575 which showed scattered score from the mean position.

Further skewness, kurtosis and z-values were obtained in order to know the shape of distribution. For this purpose, the scores of skewness and kurtosis were converted to z-score by dividing their standard error. Z-value of skewness and kurtosis having value greater than 1.96 (ignoring negative sign) is considered to be significant at $p < .05$ (Field, 2009). The skewness and kurtosis z-values of decidedness component was found to be 0.959 and -1.361, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

To sum up, the mean scores for Decidedness and Indecision when interpreted in accordance with the percentile norms established for the total sample under study depict that the sample, does not show definite choice in Career decision-making.

Therefore, the hypothesis that a large number of students with learning disabilities at secondary school level would exhibit tentativeness and undecidedness with regard to their career choices is retained.

Normality for Career Choice Anxiety:

Career choice anxiety was measured by modification of the State Anxiety Scale of the State-Trait Anxiety inventory (STAI), Form Y-1 (Spielberger, 1983). The modification asked respondents "to indicate how they feel right now, that is, at the moment when you think about being decided or undecided about your career."

In case of total sample mean and median score of Career choice anxiety was calculated as 80.17 and 82.00 respectively. Therefore, the mean score showed that the total sample represents high level of career choice anxiety as per the manual of the test. The standard deviation was found as 13.661 which showed scattered score from the mean position.

Further skewness and kurtosis z-values were obtained in order to know the shape of distribution. For this purpose, scores of skewness and kurtosis were converted to z-score by dividing their standard error. Z-value of skewness and kurtosis having value greater than 1.96 (ignoring negative sign) is considered to be significant at $p < .05$ (Field, 2009). The skewness and kurtosis z-values of decidedness component was found to be -1.838 and -.676, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

Normality for Self-Determination:

In case of total sample mean and median score of self determination was calculated as 99.24 and 96.00 respectively. Therefore, mean score showed that the total sample represents average level of self determination as per percentile norms {P₂₆ to P₇₅ (94 to 108)}. The standard deviation was found as 14.555 which showed scattered score from the mean position.

Further skewness and kurtosis z-values were obtained in order to know the shape of distribution. For this purpose, scores of skewness and kurtosis were converted to z-score by dividing their standard error. Z-value of skewness and kurtosis having value greater than 1.96 (ignoring negative sign) is considered to be significant at $p < .05$ (Field, 2009). The skewness and kurtosis z-values of decidedness component was found to be 1.838 and -0.576, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

In the light of above interpretation and results, it is depicted that distribution of scores on various variables was closely proximate to the normal distribution. The calculated values of skewness and kurtosis showed minor variation which may be due to the chance fluctuation in the process of sampling. To conclude the above analytical description, these variables viz. Career decision-making, Career choice anxiety and Self-determination can be referred as normally distributed.

Descriptive Analysis in case of Categories of Career decision-making: Decided, Tentative and Undecided

The present section deals with the descriptive statistics which was used to describe the nature of variables viz. Career decision-making, Career choice anxiety and Self determination in case of Decided (N=9), Tentative (N=18) and Undecided (N=15) groups of students with learning disabilities.

Decided Group of students with learning disabilities

Table 3: Showing Descriptive Analysis of Decided Group of students with learning disabilities

Statistics		Career Decision-Making		Career Choice Anxiety	Self-Determination
		Decidedness	Indecision		
N		9	9	9	9
Mean		12.22	25.33	58.11	121.89
Median		12.00	25.00	59.00	123.00
Std. Deviation		1.202	1.936	4.833	7.132
Skewness	Statistics	.574	-0.074	-0.215	-0.355
	Std. Er	.717	.717	.717	.717
Kurtosis	Statistics	-1.099	-0.165	-1.220	-0.161
	Std. Er	1.400	1.400	1.400	1.400
Minimum		11	22	51	110
Maximum		14	28	65	133

Normality for Decided group

In case of Decided group of students with learning disabilities, mean and median score of Decidedness was calculated as 12.22 and 12.00 respectively. Therefore, mean score showed that the Decided group represents low level (P₂₅) of Decidedness in their Career decision-making as per percentile norms. Here, it could be said that, although the students falling in this group are decided for their career decisions, but being learning disabled they show low level of decidedness in their career decision-making. The standard deviation was found as 1.202 which showed scattered score from the mean position. The skewness and kurtosis z-values of decidedness component for decided group was found to be 0.801 and -0.785, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Decided group of students with learning disabilities, mean and median score of Indecision was calculated as 25.33 and 25.00 respectively. Therefore, mean score showed that the decided group represents high level (P₇₅) of Indecision in their Career decision-making as per percentile norms. The standard deviation was found as 1.936 which showed scattered score from the mean position. The skewness and kurtosis z-values of indecision component for decided group was found to be -0.103 and -0.117, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Decided group of students with learning disabilities, mean and median score of Career choice anxiety was calculated as 58.11 and 59.00 respectively. Therefore, mean score showed that the decided group represents average level of Career choice anxiety in the process of career decision making as per manual of the test. The standard deviation was found as 4.833 which showed scattered score from the mean position. The skewness and kurtosis z-values of Career choice anxiety for decided group was found to be -0.299 and -0.871, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Decided group of students with learning disabilities, mean and median score of Self-determination was calculated as 121.89 and 123.00 respectively. Therefore, mean score showed that the decided group represents high level {P₇₆ or above (109 or more)} of Self determination in the process of Career decision-making as per percentile norms. The standard deviation was found as 7.132 which showed scattered score from the mean position. The skewness and kurtosis z-values of Self determination for decided group was found to be -0.495 and -0.115, lying within +/- 1.96 range which support the normality of data in terms of skewness and kurtosis.

Tentative Group of students with learning disabilities

Table 4: Showing Descriptive Analysis of Tentative Group of students with learning disabilities

Statistics		Career Decision Making		Career Choice Anxiety	Self Determination
		Decidedness	Indecision		
N		18	18	18	18
Mean		8.67	24.72	81.72	95.83
Median		9.00	25.00	81.00	97.00

Std. Deviation		1.188	1.674	6.313	9.199
Skewness	Statistics	-0.684	-0.352	1.028	-0.294
	Std. Er	.536	.536	.536	.536
Kurtosis	Statistics	-0.136	0.739	2.296	-1.307
	Std. Er	1.038	1.038	1.038	1.038
Minimum		6	21	72	81
Maximum		10	28	99	108

Normality for Tentative group

In case of Tentative group of students with learning disabilities, mean and median score of Decidedness was calculated as 8.67 and 9.00 respectively. Therefore, mean score showed that the tentative group represents low level (P_{25}) of Decidedness in their Career decision-making as per percentile norms. The standard deviation was found as 1.188 which showed scattered score from the mean position. The skewness and kurtosis z-values of decidedness component for Tentative group was found to be -1.276 and -0.131, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Tentative group of students with learning disabilities, mean and median score of Indecision was calculated as 24.72 and 25.00 respectively. Therefore, mean score showed that the Tentative group represents high level (P_{75}) of Indecision in their Career decision-making as per percentile norms. The standard deviation was found as 1.674 which showed scattered score from the mean position. The skewness and kurtosis z-values of indecision component for Tentative group was found to be -0.656 and 0.712, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Tentative group of students with learning disabilities, mean and median score of Career choice anxiety was calculated as 81.72 and 81.00 respectively. Therefore, mean score showed that the Tentative group represents high level of Career choice anxiety in their Career decision-making as per the manual. The standard deviation was found as 6.313 which showed scattered score from the mean position. The skewness z-values of Career choice anxiety for Tentative group was found to be 1.917 lying within the normal range which support the normality of data in terms of skewness. Kurtosis was found to be 2.211 not lying within ± 1.96 range which does not support the normality of data in terms of kurtosis. It may be due to the chance fluctuations in sampling.

In case of Tentative group of students with learning disabilities, mean and median score of Self-determination was calculated as 95.83 and 97.00 respectively. Therefore, mean score showed that the Tentative group represents average level (P_{26} to P_{75} (94 to 108)) of Self-determination in their Career decision-making as per percentile norms. The standard deviation was found as 9.199 which showed scattered score from the mean position. The skewness and kurtosis z-values of Self-determination for Tentative group was found to be -0.548 and -1.259, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

Undecided Group of students with learning disabilities

Table 5: Showing Descriptive Analysis of Undecided Group of students with learning disabilities

Statistics	Career Decision Making		Career Choice Anxiety	Self Determination
	Decidedness	Indecision		
N	15	15	15	15
Mean	8.87	31.47	91.53	89.73
Median	9.00	31.00	92.00	90.00
Std. Deviation	1.060	1.506	5.527	6.861
Skewness	Statistics	-0.531	.798	-0.724
	Std. Er	.580	.580	.580
Kurtosis	Statistics	-0.791	-0.622	0.199
	Std. Er	1.121	1.121	1.121
Minimum	7	30	80	79
Maximum	10	34	99	101

Normality for Undecided group

In case of Undecided group of students with learning disabilities, mean and median score of Decidedness was calculated as 8.87 and 8.00 respectively. Therefore, mean score showed that the Undecided group represents low level (P_{25}) of Decidedness in their Career decision-making as per percentile norms. The standard deviation was found as 1.060 which showed scattered score from the mean position. The skewness and kurtosis z-values of decidedness component for Undecided group was found to be -0.915 and -0.705, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Undecided group of students with learning disabilities, mean and median score of Indecision was calculated as 31.47 and 31.00 respectively. Therefore, mean score showed that the Undecided group represents very high level of Indecision in their Career decision-making as per percentile norms. The standard deviation was found as 1.506 which showed scattered score from the mean position. The skewness and kurtosis z-values of Indecision component for Undecided group was found to be 1.375 and -0.554, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Undecided group of students with learning disabilities, mean and median score of Career choice anxiety was calculated as 91.53 and 92.00 respectively. Therefore, mean score showed that the Undecided group represents high level of Career choice anxiety in their career decision making as per the manual of the test. The standard deviation was found as 5.527 which showed scattered score from the mean position. The skewness and kurtosis z-values of Career choice anxiety for Undecided group was found to be -1.248 and 0.177, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

In case of Undecided group of students with learning disabilities, mean and median score of Self determination was calculated as 89.73 and 90.00 respectively. Therefore, mean score showed that the Undecided group represents low level (P_{25} or below (93 or less)) of Self determination in their Career decision-making as per percentile norms. The standard deviation was found as 6.861 which showed scattered score from the mean position. The skewness and kurtosis z-values of Self determination for Undecided group was found to be -0.074 and -0.826, lying within ± 1.96 range which support the normality of data in terms of skewness and kurtosis.

5. FINDINGS OF THE STUDY

1. A large number of students with learning disabilities at secondary school level exhibited tentativeness and undecidedness with regard to their career choices in the present investigation.
2. For decidedness dimension of career decision making the total sample of students with learning disabilities represented low level of decidedness in Career decision-making.
3. For indecision dimension of career decision making the total sample of students with learning disabilities represented high level of indecision in Career decision-making in the present investigation.
4. It was found that the students with learning disabilities exhibited high level of career choice anxiety in case of total sample.
5. The present study revealed that in case of total sample students with learning disabilities exhibited average level of self determination.
6. a) It was found that the Decided group of students with learning disabilities represented low level of Decidedness in their Career decision-making. Here, it could be said that, although the students falling in this group are decided for their career decisions, but being learning disabled they show low level of decidedness in their career decision-making.
 - b) The present study showed that decided group exhibited high level of Indecision in their Career decision-making.
 - c) It was found that Decided group of students with learning disabilities represented average level of Career choice anxiety in their career decision-making.
 - d) It was also found in present study that Decided group of students with learning disabilities represented high level of Self determination in their Career decision-making.

7. a) In the present study students with learning disabilities the tentative group represents low level of Decidedness in their Career decision-making.
 - b) It was found that tentative group represents high level of Indecision in their Career decision-making.
 - c) The study indicated high level of Career choice anxiety in their career decision-making among tentative group.
 - d) The tentative group represented average level of Self determination in their Career decision-making.
8. a) The present study revealed low level of Decidedness in their Career decision-making among undecided group.
 - b) It was found that undecided group represents very high level of Indecision in their Career decision-making.
 - c) The study showed high level of Career choice anxiety in the process of career decision making among undecided group.
 - d) It was also found in present study that the undecided group represents low level of Self determination in the process of Career decision-making.

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