CHAPTER - V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

The human being is self-conscious and purposeful. Like a shadow, work had been a constant companion of human beings. Career Psychology has analysed work behaviour as being influenced by social, cultural and cognitive factors. ‘The meaning and purpose of work has undergone significant changes over time. Moulded by ideologies, shaped by tenets of a variety of philosophies and transformed by revolutions, work has finally grown to include the idea of career. Today work includes career which is a relatively modern concept of specialisation and the focused development of specific work roles (Arulmani & Nag-Arulmani, 2004). The term career refers to the relatively modern concepts of specialization and the focused development of specific work roles (Arulmani & Nag-Arulmani, 2004, p. 26).

A career by itself is neutral. However careers are aspects of work that are performed within a social context. Running the course of a career is essentially the result of an intricate psychosocial process. A group of people (society at large) presents a wide variety of needs that demand attention. The dynamics of career development motivates individuals from within this larger group, to develop the expertise to meet one of these needs or specific components of a need in a professional manner (Arulmani, 2012).

Career is a mechanism whereby society utilizes the services of its members to contribute to its well being, progress and development. The larger society in return compensates the individual for delivering a particular service. An individual’s career therefore has its being in the dynamic interaction between the garnering of personal gain and the services she renders to society at large (Arulmani, 2012).

A career is characterized by the volitional direction of energy and specialized effort, for a required duration of time, toward meeting societal needs through a specific area of work, for which one gains the means not only for a livelihood but also for the realization of personal potentials. It must be noted however that a variety of forces act together to facilitate, thwart or divert the unfolding of the process of career development (Arulmani, 2005).
Attempts of career psychology to understand and explain the relationship between social and environmental factors and human work-behaviour has led the development of various theories and concepts in the West e.g. Social Learning Theory of Career Decision Making, Social Cognitive Career Theory (Sachin, 2009). Studies by Arulmani and Nag-Arulmani (2004) on the Indian population, give a conceptual framework to understand work behaviour of people in India. The Career Preparation Process Model (Arulmani & Nag-Arulmani, 2004) describes career development as a process that occurs within a particular social-cognitive environment. Within this environment, socio-economic status (SES) variables and Career Beliefs interact with each other and have a unique influence on the sources of self-efficacy. These factors influence the way career choices are made and career development tasks are resolved.

Career Psychologists of today speak of modes of work acquiring a meaning from the social cognitive environments of which they are a part. These ideologies and experiences of the group created and perpetuated the social cognitive environment (Arulmani & Nag-Arulmani, 2006).

Social cognitive environments could engender habitual ways of thinking with reference to work, occupation, and career. Within these environments, positive or negative values could be attributed to work in general, toward occupational clusters as well as to the notion of career development. We have referred to these cognitions as career beliefs, which are culturally mediated beliefs held by a group about the meaning and purpose of work (Arulmani & Nag-Arulmani, 2004). Krumboltz’s (1994) early work on career beliefs has indicated that irrespective of their accuracy, career beliefs exert facilitative or inhibitive influences on individuals’ decisions and actions as they attempt to develop and implement career goals. Our field experience has consistently demonstrated that when career beliefs are not addressed, the effects of career counselling are often negligible (Arulmani & Abdulla, 2007; Arulmani & Nag-Arulmani, 2005; Arulmani, Van-Laar & Easton, 2003). The cultural preparedness approach to career guidance, therefore, keeps career beliefs at the forefront of career guidance interventions.

One most consistent observation about Indian young people and their families on issues of career development is that habitual ways of thinking – social-cognitive environments strongly influence career development. A conglomerate of attitudes, opinions, convictions and notions seem to cohere together to create mindsets and beliefs that underlie
people’s orientation to the idea of a career. Beliefs can become so deeply ingrained that they may not even be identified by their holders as beliefs - they are more like unquestioned, self-evident truths (Krumboltz, 1994). These assumptions and beliefs predispose the individual to making career decisions in a certain manner. We have referred to these deeply held convictions about activities linked to career development as career beliefs (Arulmani, 2000).

The major role of career beliefs in career development has been demonstrated in several studies (Amundson 1997; Chartrand & Rose, 1996; Mitchell & Krumboltz, 1996). People’s beliefs about themselves and the world of work influence their approach to learning new skills, developing new interests, setting career goals, making career decisions, and taking action towards career goals.

As the Internet becomes more commonly used in classrooms, opportunities to further explore career activities, tools, and people are more available. Recent studies have found that when web resources were introduced into the classroom, students interacted in more complex tasks, developed greater technical skills, and used more outside information (Hardin & Ziebarth, 1995; Owston, 1997; Rice, McBride, & John, 1998) than before the Internet was available. Thus, web resources provided vast and easily accessible information and human resources that promoted exploration of and interaction with additional information resources. Adolescent may be able to develop more informed self-perceptions of working within a specific career while interacting with web resources, e.g., participating in exploration and feedback processes. These perceptions may in turn influence science career interest (Blustein, Pauling, DeMania, & Faye, 1994).

Krumboltz (1994) originally used the term ‘career beliefs’ to describe social cognitions in relation to work and career.

Career beliefs are strongly held convictions about the process of career choice and the world of work. These are unreasoned convictions. They may or may not be grounded in facts.

Career beliefs were defined as the beliefs students held about the world of work (Krumboltz, 1991).

Thoughts, ideas, attitudes, assumptions, beliefs and / or cognitions about the world of work and activities related to career preparation and career development are referred to as career beliefs (Krumboltz, 1994).
Career beliefs are defined as positive and negative thoughts or assumptions people hold about themselves, occupations, and the career development process (Peterson, Sampson, Reardon, & Lenz, 1996).

Career beliefs are conglomerate of attitudes, opinions, convictions that seem to cohere together to create mind-sets that underlie people’s orientation to the idea of a career (Arulmani & Nag-Arulmani, 2004).

Career beliefs can influence clients’ career-related aspirations and action in both positive and negative ways. Negative beliefs affect clients’ perceptions of themselves and the world of work, increase clients’ level of negative emotions associated with making a career decision, and immobilizes clients’ action toward their career goals (Sampson, 1996). Negative beliefs can influence clients’ actions at any stage of career counselling (Amundson, 1997). Clients who experience negative emotions associated with the career decision making process may perceive themselves as being less able to cope with stress (Sampson, 1996). Anxiety or overwhelming feelings about career decision-making can impede action toward career goals (O’Hare, 1989; Sampson, 1996). If clients do not have a realistic perspective on their abilities, skills, interests, and values they may strive to reach unattainable goals but experience failure and discouragement. Alternatively, setting lower career goals avoids failure or challenging experiences, and the emotions associated with taking risks (Lent, Brown & Hackett 1996).

Alternatively, positive career beliefs facilitate clients’ movement through the career decision-making process, create positive expectations, and contribute to effective problem-solving behaviour (Peterson, Sampson, Reardon, & Lenz, 1996). Clients with positive beliefs are able to apply knowledge about themselves and occupations into realistic career and lifestyle goals, and ultimately engage in career-related behaviours. Career self-efficacy beliefs or the belief in one’s ability to complete tasks related to career choice and development, is one type of belief associated with positive emotions and behaviours. For example, people with higher degrees of self-efficacy are able to set and take action toward their career goals more so than those with lower self efficacy (Taylor & Betz, 1983). Higher degrees of career decision making self-efficacy are also associated with increased engagement in career exploratory behaviour (Blustein, 1989; Luzzo, 1996). Therefore, career counsellors can listen for, and work to affirm those beliefs that help clients move through the career decision-making process.
Career beliefs could mediate between the career aspirant’s attempts to deal with career development tasks. Some examples of common career beliefs are: “Boys are better at mathematics and science than girls”, or “Re-trenched people have a poor chance of getting another job”, or “Immigrants are at a disadvantage in the job market”. The impact of career beliefs on the career development process can be marked and critical. The effectiveness of career counselling can be eroded or even rendered meaningless when prevailing career beliefs remain unaddressed (Arulmani, 2012).

Doing something creative, access at home, exchanging images, access speed, age, and access at a friend’s house were statistically significant predictors of Internet Savviness (Geyer, 2009). Levin and Arafeh (2003) described an emerging group of technologically elite youth (ages 12–17) as being Internet-savvy. Many of these adolescents had been online for five to six years and were technologically fluent. Connecting to the Internet was part of their normal daily routine. They reported using a wide array of online applications and relied heavily on the Internet for school and social activities. This trend of young people vigorously embracing the Internet continues (Lenhart & Madden, 2007).

Teenagers who have ready access to computers and broadband connectivity tend to view and use technology in radically different ways when compared to their parents, older siblings, and other peers (Levin & Arafeh, 2003).

A significant percentage of Internet-savvy adolescents “re-mix” existing content (their own and others) into new and unique creative products shared with others across the Internet (Lenhart & Madden, 2005; Lenhart & Madden, 2007). The result of these re-creations or “mashups” requires more expertise, skill, and imagination to develop. A wide range of abilities is needed to de-construct, modify, and manipulate a multitude of different media objects (audio, video, text) and programming interfaces into unique creations.

Internet-savvy children are young adolescents who are comfortable and confident on the Internet. They use the Internet extensively for personal and school tasks and activities (Geyer, 2009).

Using the metaphorical descriptions of middle and high school students from Levin and Arafeh’s (2003) study helps provide a definition. They described their use of the Internet for school in this way (p. 4):
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- The Internet as virtual textbook and reference library
- The Internet as virtual tutor and study shortcut
- The Internet as virtual study group
- The Internet as virtual guidance counsellor
- The Internet as virtual locker, backpack, and notebook

Children who were considered to be the most Internet-savvy were veteran users of the Internet, multitasking their way across many different applications to communicate with friends, conducting school research and preparing presentations for class (p. 11). Levin and Arafeh (2003) suggested that 30 to 40% of teens with age group of 12-17 responding to their survey of Internet use (N=754) fell into this technologically elite group. In another report, Creating and Connecting, these kids are described as “adventurous non-conformists who set the pace for their peers.” (De Boor & Li 2007, p. 4).

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

According to Comprehensive Dictionary of Education (Ahmad, 2008) family is a primary group organized around kinship ties and designed to regulate sexual behaviour and reproduce, nurture, protect and socialize the young (p.211).

The family constituted an interpersonal social system held together by strong bond of attachment, affection, caring and yet exercised control, approval and discipline on each other’s actions (Harvey & Byrd, 2000; Parke & Buriel, 1998).

According to Makstroth (1989), “Home is a microcosm where children can experience their effectiveness and power to make a difference through problem solving, service and co-operation. When parents endanger respect for the ranges of people’s needs and lifestyles, children develop a sense of purpose and use their ability to benefit people of the world as well as themselves” (p.170).

Webster (2001) defined environment as the surrounding of being surrounded; something that surrounds; all the conditions, circumstances and influence surrounding and affecting the development of an organism or group of organism often contrasted with heredity.
According to Sinclair (2006), environment is all the circumstances, people, things and events around them that influence their life. It is natural world of land, sea, air, plants and animals.

Family environment is the first and perhaps the most evolving context for growth. The family environment consist family members, their attitudes, their personality, their behaviour, their inter relationship etc.

Moss and Moss (1986) defined family environment consists of eight components viz. cohesion, expressiveness, conflicts, independence, achievement orientation, moral religious emphasis, organization and control. Various components of family have different effects on the development of children’s.

Family environment is the complex of social and cultural conditions, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of family, the most instinctive fundamental social group which include parents and their children (Ranhotra, 1996).

Newman and Newman (1981) defined family environment is the first and perhaps the most enduring context of personality development of child.

Socio-economic implies two scopes namely social and economic, the social scope includes authority, occupational prestige, education and standing in the community while the economic scope includes employment income, home ownership and financial assets, also it could be divided into three categories which are low SES, middle SES, high SES (Toby, 2011).

In Kuppuswami’s view (1981), the attempts made to estimate the socio-economic status of an individual are based on three assumptions. These are:

(i) There is a class structure in the society.
(ii) Status position is mainly determined by a few commonly accepted characteristics.
(iii) These characteristics can be scaled and combined by using statistics procedures.

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation (Okioga, 2103). Michael
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(2004) indicates when analyzing a family’s social economic status, the household income, earners’ education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Lareau (2003) observes that Socioeconomic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed. Additionally, low income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of that person’s social predicament to begin with.

Fransoo, Ward, Wilson, Brownwell and Roos (2005) explain socioeconomic status as a prestige, position or a rank within a group. A person who has high position in community and has good income and lives in a well furnished house of good quality is said to have a good socioeconomic status.

Socioeconomic status can be defined as ranking of the family in the milieu of to which the family belongs, in respect of defined variables viz., physical assets, economic status, education, occupation, social position, social participation, caste, muscle power, political influence, etc. (Tiwari & Aggarwal, 2005). Socioeconomic status as any group of persons coming closer to each other on the continuum of occupation, education, caste and culture (Kulshreth, 1987).

Socioeconomic status refers to the family’s socioeconomic state; parent’s education, fathers occupations, income and housing value, servant facility, transport and material facilities at home (Orr & Dinur,1995; Adler et al.1994; Ornstein & Levin, 1993).

American Academy of Paediatrics states that, socio economic status is a complex concept consisting of two aspects; one aspect includes resources, such as education, income and wealth and the other includes status or rank, a function of relative position in a hierarchy, such as social class.

Socio-economic status denotes the position of an individual in a community with respect to the amount of cultural possession, effective income, material possession, prestige and social participation (Toby, 2011). Oladipo and Adekunle (2010, p.64) state that SES “denotes the position of an individual in a community with respect to the amount of cultural
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possession, effective income, material possession, prestige and social participation”. The factors, which accounts for the SES of Individual in a society, are determined by the society.

Career indecision is defined as the indecision with regards choice (Osipow, Carney, Winer, Yanico & Koschier, 1976). Chartrand, Martin, Robbins, McAuliffe, Pickering, and Calliotte (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.

Career Indecision has been widely used with reference to problems relating to career development, particularly problems in making career-related decisions (Fouad, 1994). Career indecision, in the context of university students has been defined as the “inability to select a university major or occupation” (Borgen & Hiebert, 2006, p. 58).

Career indecision can be viewed as a normal response when young people are required to make a career related decision. It might occur at any time a career is contemplated, but is especially likely to occur at career transition points, for example, when thinking about a part-time job or choosing school subjects or university programs (Patton & Creed, 2001).

Career indecision refers to an inability to make a decision about the career that one wish to pursue or it is a temporary state in an individual’s career direction (Gauy, Senual, Gautheir & Fernet, 2003).

Career indecision is defined as the inability to select and commit to a career choice (Tokar, Withrow, Hall, & Moradi, 2003)

Career indecision can thus be seen as a state which comes and goes over time as a decision is made, is implemented, grows obsolete, and eventually leads to the need to make a new decision, thereby producing a temporary state of indecision (Morgan & Ness, 2003).

Campagna and Curtis (2007) defined career indecision as a complex and multidimensional problem comprising an undecided state and an indecisive trait. It is important to note that this use of state and trait implies a time difference, which is similar to Spielberger and Sydeman (1994)’s descriptions of the construct of anxiety.

However, career indecision can fluctuate from person to person depending on a number of factors, like the need for career related information, career readiness, and self-efficacy (Creed, Prideaux, & Patton, 2005). Individual’s typically experience a certain level
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of developmental career indecision when they feel like they have limited experience and knowledge regarding the world of work (Gordon & Meyer, 2002).

There is often confusion between the career indecision and career indecisiveness. Osipow (1999) draws a distinction between the notion of indecisiveness as a trait and career indecision. He argues that indecisiveness is defined as a chronic and permanent inability to make decisions across different situations, whereas career indecision refers to a normal transitory phase in the process of making a particular decision.

Although the term career indecision has received criticism due to the negative societal connotations of being undecided (Beerlall, 1997) and because it implies a negative description of the process of decision-making and choice (Savickas, 1999) the term retains its credibility.

5.2 RATIONALE OF THE STUDY

Career choices are often guided not by personal potentials but by what everyone believes is a good career! Career Beliefs are strongly held convictions about the process of career choice or about the world of work. Even a cursory glance at the career decision-making process will demonstrate that attitudes and career myths could strongly influence career decision-making.

Career beliefs could colour the manner in which a career aspirant deals with career development tasks. Some examples of common career beliefs are: Boys are better at mathematics and science than girls, or Black youth are lazy, or Immigrants are at a disadvantage in the job market. The impact of career beliefs on the career development process can be marked and critical. The effectiveness of career counselling can crumble if prevailing career beliefs are left unaddressed (Arulmani, 2010).

Career beliefs can influence clients’ career-related aspirations and action in both positive and negative ways. Negative beliefs affect clients’ perceptions of themselves and the world of work, increase clients’ level of negative emotions associated with making a career decision, and immobilizes clients’ action toward their career goals (Sampson, 1996). Negative beliefs can influence clients’ actions at any stage of career counselling (Amundson, 1997). Alternatively, positive career beliefs facilitate clients’ movement through the career decision-making process, create positive expectations, and contribute to effective problem-solving behaviour (Peterson, Sampson, Reardon & Lenz, 1996). Clients with positive beliefs
are able to apply knowledge about themselves and occupations into realistic career and lifestyle goals, and ultimately engage in career-related behaviours.

The Career Preparation Process Model (Arulmani & Nag-Arulmani, 2004) describes career development as a process that occurs within a particular social-cognitive environment. Within this environment, socio-economic status (SES) variables and Career Beliefs interact with each other and have a unique influence on the sources of self-efficacy. These factors influence the way career choices are made and career development tasks are resolved.

One most consistent observation about Indian young people and their families on issues of career development is the habitual ways of thinking – social-cognitive environments strongly influence career development. A conglomerate of attitudes, opinions, convictions and notions seem to cohere together to create mindsets and beliefs that underlie people’s orientation to the idea of a career. Beliefs can become so deeply ingrained that they may not even be identified by their holders as beliefs - they are more like unquestioned, self-evident truths (Krumboltz, 1994). These assumptions and beliefs predispose the individual to making career decisions in a certain manner. We have referred to these deeply held convictions about activities linked to career development as career beliefs (Arulmani, 2000).

The major role of career beliefs in career development has been demonstrated in several studies (Amundson 1997; Chartrand & Rose, 1996; Mitchell & Krumboltz, 1996). People’s beliefs about themselves and the world of work influence their approach to learning new skills, developing new interests, setting career goals, making career decisions, and taking action towards career goals.

Bringing career beliefs into the career counselling process could help the career chooser realize how effective career choices are sometimes blocked by belief structures that he or she is unaware of. A career counselling target would be to help the client consider career choices based on personal interests, preferences, talents and aptitudes, rather than being led by unhelpful career beliefs (Arulmani, 2010).

As the Internet becomes more commonly used in classrooms, opportunities to further explore career activities, tools, and people are more available. Recent studies have found that when web resources were introduced into the classroom, students interacted in more complex tasks, developed greater technical skills, and used more outside information (Hardin & Ziebarth, 1995; Owston, 1997; Rice, McBride, & John, 1998) than before the Internet was
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available. Thus, web resources provided vast and easily accessible information and human resources that promoted exploration of and interaction with additional information resources. Adolescent may be able to develop more informed self-perceptions of working within a specific career while interacting with web resources, e.g., participating in exploration and feedback processes. These perceptions may in turn influence science career interest (Blustein, Pauling, DeMania & Faye, 1994).

Dede (1998) expressed, the most dangerous experiment we can conduct with our children is to keep schooling the same at a time when every other aspect of our society is dramatically changing.

Teenagers who have ready access to computers and broadband connectivity tend to view and use technology in radically different ways when compared to their parents, older siblings, and other peers (Levin & Arafah, 2003).

Working on career beliefs with the individual alone may not be sufficient or effective. Career beliefs are enduring and resistant to change, so much so that they are transmitted across generations. Drawing the family into the counselling process and highlighting the impact of career beliefs on career development is important, particularly in collectivistic societies (Arulmani, 2010).


Another important predictor of career beliefs in adolescents is career indecision. The studies conducted by Lunney (1993); Enright, (1996); Saunders, Peterson, Sampson, and Reardon, (2000); Arulmani (2005) found that career indecision is significantly correlated with career beliefs.
Thus, inconsistent and contradictory results of research studies demanded further probing. Very few studies have been conducted to investigate the role of Indian families in career beliefs and several aspects have been ignored. There is need for exploring career indecision in the Indian context. Given the prevalence and seriousness of career beliefs, there is need for identifying the explanatory variables for career beliefs. Our analysis has consistently thrown up eight kinds of career beliefs that seem to interlock with career development, which investigator would like to describe in the context of India. The present study endeavours to fill these research gaps and it will provide a framework for understanding the intricate relationship of the variables of internet savviness family environment, socioeconomic status and career indecision with career beliefs.

5.3 STATEMENT OF THE PROBLEM

The statement of problem thus read as:

**CAREER BELIEFS OF ADOLESCENTS IN RELATION TO THEIR INTERNET SAVVINESS FAMILY ENVIRONMENT SOCIO-ECONOMIC STATUS AND CAREER INDECISION**

5.4 OPERATIONAL DEFINITIONS OF THE VARIABLES

(i) **Career Beliefs:** Conglomerate of attitudes, opinions, convictions that seem to cohere together to create mind-sets that underlie people’s orientation to the idea of a career (Arulmani & Nag-Arulmani, 2004).

(ii) **Internet Savviness:** Internet-savvy children are young adolescents who are comfortable and confident on the Internet. They are competent internet user and understand more than the average user. They use the Internet extensively for personal and school tasks and activities. Doing something creative; access at home, exchanging images, access speed, age, and access at a friend’s house were statistically significant predictors of Internet Savviness (Geyer, 2009).

(iii) **Family Environment:** Family environment means the environment of a home where father, mother, sister, brother and nearest relatives residing together with particular beliefs, values, rules etc.

(iv) **Socio-Economic Status:** Ranking of the family in the milieu of to which the family belongs, in respect of defined variables viz., physical assets, economic status, education, occupation, social position, social participation, caste, muscle power, political influence, etc. (Tiwari & Aggarwal, 2005).
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(v) Career Indecision: Career indecision is defined as the inability of an individual to select and commit to career choice that results from a lack of information about self of the world of work.

5.5 DELIMITATIONS
The study under investigation was delimited to the following:
1. The study was delimited to X\textsuperscript{th} class students of government, government aided and private schools of Doaba Region in Punjab.
2. The study was further delimited to variables of career beliefs, internet savviness, family environment, socio-economic status and career indecision.

5.6 OBJECTIVES
The objectives for the study are:
1. To study the nature of variables under study viz. career beliefs, internet savviness, family environment, socio-economic status and career indecision.
2. To study the relationship of career beliefs with internet savviness.
3. To study the relationship of career beliefs with family environment.
4. To study the relationship of career beliefs with socio-economic status.
5. To study the relationship of career beliefs with career indecision.
6. To study the significance of difference between high and low internet savviness on career beliefs.
7. To study the significance of difference between positive and negative family environment on career beliefs.
8. To study the significance of difference between high and low socio-economic status on career beliefs.
9. To study the first order and second order interaction effect between /among the variables of internet savviness, family environment and socio-economic status on career beliefs.
10. To study the significance of difference between high and low internet savviness on career beliefs.
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11. To study the significance of difference between positive and negative family environment on career beliefs.

12. To study the significance of difference between high and low career indecision on career beliefs.

13. To study the first order and second order interaction effect between/among the variables of internet savviness, family environment and career indecision on career beliefs.

14. To study the significance of difference between high and low socio-economic status on career beliefs.

15. To study the significance of difference between positive and negative family environment on career beliefs.

16. To study the significance of difference between high and low career indecision on career beliefs.

17. To study the first order and second order interaction effect between/among the variables of socio-economic status, family environment and career indecision on career beliefs.

18. To study the significance of difference between high socio-economic status and low socio-economic status on career beliefs.

19. To study the significance of difference between high and low career indecision on career beliefs.

20. To study the significance of difference between high and low internet savviness on career beliefs.

21. To study the first order and second order interaction effect between/among the variables of socio-economic status, career indecision and internet savviness on career beliefs.

22. To study the significance of difference between private, government and government aided and schools on career beliefs.

23. To study the significance of difference between male and female on career beliefs.

24. To study the interaction effect of institutional types and gender on career beliefs.

25. To find out the predictors of career beliefs from the independent variables of internet savviness, family environment, socio-economic status and career indecision.
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5.7 HYPOTHESES

Based on the above mentioned objectives following hypotheses have been framed:

$H_1$: There exists no significant relationship between career beliefs and internet savviness (information gathering, computer mediated communication, internet self-efficacy, creative self expression, internet fluency and social collaboration) of adolescents.

(i) There exists no significant relationship between control and self direction dimension of career beliefs and internet savviness and its dimensions of adolescents.

(ii) There exists no significant relationship between culture and common practice dimension of career beliefs and internet savviness and its dimensions of adolescents.

(iii) There exists no significant relationship between fatalism dimension of career beliefs and internet savviness and its dimensions of adolescents.

(iv) There exists no significant relationship between gender dimension of career beliefs and internet savviness and its dimensions of adolescents.

(v) There exists no significant relationship between persistence dimension of career beliefs and internet savviness and its dimensions of adolescents.

(vi) There exists no significant relationship between prestige and social status dimension of career beliefs and internet savviness and its dimensions of adolescents.

(vii) There exists no significant relationship between proficiency dimension of career beliefs and internet savviness and its dimensions of adolescents.

(viii) There exists no significant relationship between self worth dimension of career beliefs and internet savviness and its dimensions of adolescents.

$H_2$: There exists no significant relationship between career beliefs and dimensions of family environment (competitive framework, cohesion, expressiveness, independence, moral orientation, organization, and recreational orientation) of adolescents.

(i) There exists no significant relationship between control and self direction dimension of career beliefs and dimensions of family environment of adolescents.
(ii) There exists no significant relationship between culture and common practice dimension of career beliefs and dimensions of family environment of adolescents.

(iii) There exists no significant relationship between fatalism dimension of career beliefs and dimensions of family environment of adolescents.

(iv) There exists no significant relationship between gender dimension of career beliefs and dimensions of family environment of adolescents.

(v) There exists no significant relationship between persistence dimension of career beliefs and dimensions of family environment of adolescents.

(vi) There exists no significant relationship between prestige and social status dimension of career beliefs and dimensions of family environment of adolescents.

(vii) There exists no significant relationship between proficiency dimension of career beliefs and dimensions of family environment of adolescents.

(viii) There exists no significant relationship between self worth dimension of career beliefs and dimensions of family environment of adolescents.

\[ H_3: \] There exists no significant relationship between career beliefs and socio-economic status of adolescents.

(i) There exists no significant relationship between control and self direction dimension of career beliefs and socio-economic status of adolescents.

(ii) There exists no significant relationship between culture and common practice dimension of career beliefs and socio-economic status of adolescents.

(iii) There exists no significant relationship between fatalism dimension of career beliefs and socio-economic status of adolescents.

(iv) There exists no significant relationship between gender dimension of career beliefs and socio-economic status of adolescents.

(v) There exists no significant relationship between persistence dimension of career beliefs and socio-economic status of adolescents.
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(vi) There exists no significant relationship between prestige and social status dimension of career beliefs and socio-economic status of adolescents.

(vii) There exists no significant relationship between proficiency dimension of career beliefs and socio-economic status of adolescents.

(viii) There exists no significant relationship between self worth dimension of career beliefs and socio-economic status of adolescents.

H₄: There exists no significant relationship between career beliefs and career indecision of adolescents.

(i) There exists no significant relationship between control and self direction dimension of career beliefs and career indecision of adolescents.

(ii) There exists no significant relationship between culture and common practice dimension of career beliefs and career indecision of adolescents.

(iii) There exists no significant relationship between fatalism dimension of career beliefs and career indecision of adolescents.

(iv) There exists no significant relationship between gender dimension of career beliefs and career indecision of adolescents.

(v) There exists no significant relationship between persistence dimension of career beliefs and career indecision of adolescents.

(vi) There exists no significant relationship between prestige and social status dimension of career beliefs and career indecision of adolescents.

(vii) There exists no significant relationship between proficiency dimension of career beliefs and career indecision of adolescents.

(viii) There exists no significant relationship between self worth dimension of career beliefs and career indecision of adolescents.

H₅: There exists no significant difference between high and low internet savviness on career beliefs.

H₆: There exists no significant difference between positive and negative family environment on career beliefs.
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$H_7$: There exists no significant difference between high and low socio-economic status on career beliefs.

$H_8$: There exists no significant interaction effect of internet savviness and family environment on career beliefs.

$H_9$: There exists no significant interaction effect of internet savviness and socio-economic status on career beliefs.

$H_{10}$: There exists no significant interaction effect of family environment and socio-economic status on career beliefs.

$H_{11}$: There exists no significant interaction effect of internet savviness, family environment and socio-economic status on career beliefs.

$H_{12}$: There exists no significant difference between high and low internet savviness on career beliefs.

$H_{13}$: There exists no significant difference between positive and negative family environment on career beliefs.

$H_{14}$: There exists no significant difference between high and low career indecision on career beliefs.

$H_{15}$: There exists no significant interaction effect of internet savviness and family environment on career beliefs.

$H_{16}$: There exists no significant interaction effect of internet savviness and career indecision on career beliefs.

$H_{17}$: There exists no significant interaction effect of family environment and career indecision on career beliefs.

$H_{18}$: There exists no significant interaction effect of internet savviness, family environment and career indecision on career beliefs.

$H_{19}$: There exists no significant difference between high and low socio-economic status on career beliefs.

$H_{20}$: There exists no significant difference between positive and negative family environment on career beliefs.
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H21: There exists no significant difference between high and low career indecision on career beliefs.

H22: There exists no significant interaction effect of socio-economic status and family environment on career beliefs.

H23: There exists no significant interaction effect of socio-economic status and career indecision on career beliefs.

H24: There exists no significant interaction between family environment and career indecision on career beliefs.

H25: There exists no significant interaction effect of socio-economic status, family environment and career indecision on career beliefs.

H26: There exists no significant difference between high and low socio-economic status on career beliefs.

H27: There exists no significant difference between high and low career indecision on career beliefs.

H28: There exists no significant difference between high and low internet savviness on career beliefs.

H29: There exists no significant interaction effect of socio-economic status and career indecision on career beliefs.

H30: There exists no significant interaction effect of socio-economic status and internet savviness on career beliefs.

H31: There exists no significant interaction effect of internet savviness and career indecision on career beliefs.

H32: There exists no significant interaction effect of socio-economic status, career indecision and internet savviness on career beliefs.

H33: There exists no significant difference between private, government and government aided and schools on career beliefs.

H34: There exists no significant difference between male and female on the variable of career beliefs.
H₃₅: There exists no significant interaction effect of institutional types and gender on career beliefs.

H₃₆: None of the independent variables of internet savviness, family environment, socio-economic status and career indecision would contribute significantly in predicting the career beliefs both independently as well as conjointly among adolescents.

5.8 SAMPLE

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion & Morrison, 2007).

In the present study multistage random sampling technique was employed to choose the sample. The population for the present study was Punjab state. Punjab state is divided into four regions i.e. Majha, Malwa, Powadh and Doaba and out for the four regions of Punjab Doaba region of the Punjab was selected randomly. At next stage out of four districts (Jalandhar, Nawanshahr, Kapurthala and Hoshiarpur) in Doaba region two districts i.e. Jalandhar and Kapurthala were selected randomly. In the next stage list of government, government aided and private schools in Jalandhar and Kapurthala districts were prepared. All the schools could not have formed the subjects of the study by a single researcher. Hence, it was decided to select a representative sample of eighteen schools (six government, six government aided and six private) on the basis of simple random sampling method (lottery method). At next stage out of a large number of students studying in various sections only one section was selected randomly. Finally, a sample of 900 adolescents studying in different senior secondary schools constituted the sample for the study. Out of which 300 adolescents (150 male and 150 females) were from government schools, 300 adolescents (150 male and 150 females) from aided schools and 300 adolescents (150 male and 150 females) from private schools of Jalandhar and Kapurthala district. The list of names of schools and total number of students were selected for data collection is given in table no 3.1 of chapter III

5.9 DESIGN

It is necessary to adopt a systematic procedure to collect the necessary data which helps to achieve the objectives and to test the hypothesis of the study. Research design provides the glue that holds the research project together. A design is used to structure the
Summary and Conclusion

research, to show how all the major parts of research projects- the sample or groups, measures, treatments or programs, methods of assignments- work together to address the central research questions (Trochim, 2007).

Research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2012, p.31).

The present research study employed a descriptive research method and aim to determine the relationship of career beliefs and its dimensions with internet savviness, dimensions of internet savviness, and dimensions of family environment, socio-economic status and career indecision. To investigate the effect of the independent variables internet savviness, family environment, socio economic status, career indecision, institutional types and gender. The variable of internet savviness was studied at two levels i.e. high and low internet savviness. The variable of family environment was studied at two levels i.e. positive and negative family environment. The variable of socio-economic status was studied at two levels i.e. high and low socio-economic status. The variable of career indecision was studied at two levels i.e. high and low career indecision. The variable of institutional type was studied at three levels i.e. private, government and government aided schools. The variable of gender was studied at two level i.e. male and female. Therefore, the sample groups must be compared and statistically tested for their equivalence. Therefore, the sample groups must be compared and statistically tested for their equivalence. The main dependent variable was career beliefs. In order to analysis the data 2×2×2 and 3×2 Analysis of Variance was used. The study was covering six independent variables.

A schematic layout of 2x2x2 and 3x2 factorial designs used in the study for the variables of internet savviness, family environment, socio economic status, career indecision, institutional types and gender are given in the figure 3.1 to 3.5 in chapter III.

The study was further designed to find out the significant predictors of career beliefs from among the independent variables of internet savviness, family environment, socio-economic status and career indecision. For the present study descriptive survey method was employed.
5.10 TOOLS USED

For descriptive type of research, there is need of certain instruments to explore the new fields. The instruments employed for the collection of data are called tools. These tools employ distinct ways of describing and qualifying the data. A psychological tool is an objective and standardized measure of a sample of behavior (Anastasi, 1961). The following research tools were used to collect the data for the present study:

1. Career Beliefs Pattern Scale Version 3 by Arulmani (2012) was used.
2. Internet Savviness Scale by Geyer (2009) was used.
3. Family Environment Scale by Vohra (1997) was used.
4. Socio Economic Status Scale developed by investigator herself.
5. The Career Decision Making Inventory by Singh (1999)

5.11 PROCEDURE

After the selection of the sample and prior to the administration of the composite booklets containing career beliefs, internet savviness, family environment, socio-economic Status and career indecision scales to Xth class students, the investigator sort permission and cooperation from the principals of the selected schools. A schedule was fixed to collect information from the students of class Xth with the help of respective teachers. On the schedule date informal introduction with the students was done through class teacher to develop rapport. As it is necessary to reduce anxiety before starting the test, the subjects were assured that their responses and the information given about them will be kept strictly confidential and used for research purpose only. After maintaining rapport with respondent all the five booklets were administered to 810 adolescents. While handling over the booklets of the scales to the subjects, they were requested to go through the printed instruction and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of genuine research i.e. the need to respond to the items of research tools with utmost honesty and truthfulness. Sufficient time was given to the respondents to respond. The data pertaining to the gender (male/female), type of schools (government/aided/private) of subjects were obtained from the particulars they were required to mention in the relevant columns of the title page of the scales used. Out of 900 adolescents, only 820 adolescents filled the entire test completely. Firstly the scoring of
family environment scale was done to check the distortion in responses or consistency of responses as per the criterion given in manual of family environment scale. After using the criterion only those individuals were considered for the study whose responses on the family environment scale were consistent or there was low distortion or no distortion in the response. 100 students showed distortion in response on family environment scale. So out of out of 820 adolescents, only 720 were considered for the study and comprised the final sample of the study. Scoring of all the scales was done as per the instruction given in the respective manuals for a sample of adolescents under the study. Thereafter, the scores of the subjects pertaining to each other variable were tabulated on a proper code sheet which was used for statistical analysis.

5.12 STATISTICAL TECHNIQUES USED

For the analysis of data following statistical techniques were used:

1. Descriptive statistical techniques such as mean, standard deviation, skewness and kurtosis were worked out to ascertain nature of the distribution of the scores on the dependent variables career beliefs and its dimensions and independent variable of internet savviness and its dimensions, dimensions of family environment, socio-economic status and career indecision.

2. Pearson’s Product Method was used to compute correlation of the career beliefs and its dimensions with internet savviness and its dimensions, dimensions of family environment, socio-economic status and career indecision.

3. Analysis of Variance (2×2×2) and (3×2) were employed to find out the main effects and interaction effects of different variables.

4. Step-Wise Multiple Regression Analysis was done to find out the predictors (contributors) of criterion variable career beliefs from among the independent variables of internet savviness, family environment, socio-economic status and career indecision.

5.13 FINDINGS

Findings of the study are given under following sub headings:
5.13.1 FINDINGS OF ANALYSIS OF DESCRIPTIVE STATISTICS

- **For Total Sample**
  1. Adolescents are high average negative towards their career beliefs. They had average negativity on fatalism dimensions of career beliefs and high negativity towards culture and common practice and low average negativity on control and self direction, gender, persistence and prestige and social status, proficiency and self worth dimensions of career beliefs.
  2. Adolescents are average on their internet savviness. They had average skills of information gathering, computer mediated communication, internet self efficacy, creative self expression, internet fluency, social collaboration.
  3. Adolescents are high on competitive framework, expressiveness, moral orientation and organization dimensions of family environment but average on cohesion, independence and recreational orientation dimension of family environment.
  4. Adolescents belong to middle socio economic strata of the society.
  5. Adolescents are indecisive as compared to the normative sample. They are more uncertain in making relevant career decision.

- **For Boys**
  1. Boys are highly negative towards their career beliefs. They had average negativity towards control and self direction, fatalism and proficiency dimensions of career beliefs but high negativity towards culture and common practice and low average negativity towards gender, persistence, prestige and social status and self worth dimensions of career beliefs.
  2. Boys are average on their internet savviness. They had average skills of information gathering, computer mediated communication, internet self efficacy, creative self expression, internet fluency, social collaboration.
  3. Boys are high on competitive framework, expressiveness, moral orientation and organization dimensions of family environment but average on cohesion, independence and recreational orientation dimensions of family environment.
  4. Boys belong to middle socio economic strata of the society.
  5. Boys are indecisive compared to the normative sample. They are more uncertain in making relevant career decision.
Summary and Conclusion

- **For Girls**

1. Girls are average negative towards their career beliefs. They had average negativity towards fatalism dimension of career beliefs but high negativity towards culture and common practice and low average negativity on control and self direction, proficiency, persistence, prestige and social status and low negativity towards gender and self worth dimensions of career beliefs.

2. Girls are average on their internet savviness. They had average skills of information gathering, computer mediated communication, internet self efficacy, creative self expression, internet fluency, social collaboration.

3. Girls are high on expressiveness, moral orientation and organization dimensions of family environment but average on competitive framework, cohesion, independence and recreational orientation dimension of family environment.

4. Girls are belongs to the middle socio economic strata of the society.

5. Girls are indecisive as compared to the normative sample. They are more uncertain in making relevant career decision.

### 5.13.2 FINDINGS OF ANALYSIS OF CORRELATION OF DIFFERENT VARIABLES

- **Correlation of Career Beliefs with Internet Savviness**

1. No significant but negative correlation was found between career beliefs and internet savviness. Negative but significant correlation was found between career beliefs and information gathering, social collaboration dimension of internet savviness. No significant relation is found between career beliefs and computer mediated communication, internet self efficacy, creative self expression, internet fluency dimension of internet savviness.

2. No significant correlation was found between control and self direction dimension of career beliefs and internet savviness. Negative but significant correlation was found between control and self direction dimension of career beliefs and information gathering, computer mediated communication dimension of internet savviness. No significant relation is found between control and self direction dimension of career beliefs and internet self efficacy, creative self expression, internet fluency and social gathering dimension of internet savviness.
3. No significant correlation was found between culture and common practice dimension of career beliefs and internet savviness. Negative but significant correlation was found between culture and common practice dimension of career beliefs and information gathering, computer mediated communication, social collaboration dimension of internet savviness. No significant relation is found between culture and common practice dimension of career beliefs and internet self efficacy, creative self expression, internet fluency dimension of internet savviness.

4. No significant correlation was found between fatalism dimension of career beliefs and internet savviness. No significant correlation was found between fatalism dimension of career beliefs and information gathering, computer mediated communication, internet self efficacy, creative self expression, internet fluency social collaboration dimension of internet savviness.

5. No significant correlation was found between gender dimension of career beliefs and internet savviness. No significant correlation was found between gender dimension of career beliefs and information gathering, computer mediated communication, internet self efficacy, creative self expression, internet fluency social collaboration dimension of internet savviness.

6. No significant correlation was found between persistence dimension of career beliefs and internet savviness. Negative but significant correlation was found between persistence dimension of career beliefs and information gathering dimension of internet savviness. No significant relation is found between persistence dimension of career beliefs and social collaboration, internet self efficacy, internet fluency, computer mediated communication, creative self expression dimension of internet savviness.

7. No significant correlation was found between prestige and social status dimension of career beliefs and internet savviness. Negative but significant correlation was found between prestige and social status dimension of career beliefs and information gathering, social collaboration dimension of internet savviness. No significant relation is found between prestige and social status dimension of career beliefs and computer mediated communication, internet self efficacy, creative self expression, internet fluency dimension of internet savviness.
Summary and Conclusion

8. Negative but significant correlation was found between proficiency dimension of career beliefs and internet savviness. Negative but significant correlation was found between proficiency dimension of career beliefs and information gathering, internet self efficacy, creative self expression, social collaboration dimension of internet savviness. No significant relation is found between proficiency dimension of career beliefs and computer mediated communication, internet fluency dimension of internet savviness.

9. No significant correlation was found between self worth dimension of career beliefs and internet savviness. Negative but significant correlation was found between self worth dimension of career beliefs and information gathering, internet self efficacy, social collaboration dimension of internet savviness. No significant relation is found between self worth dimension of career beliefs and computer mediated communication, creative self expression, internet fluency dimension of internet savviness.

- Correlation of Career Beliefs with Family Environment

1. Significant but negative correlation was found between career beliefs and cohesion, expressiveness, independence, moral orientation, organization and recreational orientation dimension of family environment. No significant relationship was found between career beliefs and competitive framework dimension of family environment.

2. Negative but significant correlation was found between control and self direction dimension of career beliefs and cohesion, expressiveness, independence, moral orientation, organization and recreational orientation dimension of family environment. No significant relationship was found between control and self direction dimension of career beliefs and competitive framework dimension of family environment.

3. Significant but negative correlation was found between culture and common practice dimension of career beliefs and cohesion, independence, organization and recreational orientation dimension of family environment. No significant relationship was found between culture and common practice dimension of career beliefs and competitive framework, expressiveness and moral orientation dimension of family environment.
4. Significant but negative correlation was found between fatalism dimension of career beliefs and cohesion, moral orientation dimension of family environment. No significant relationship was found between fatalism dimension of career beliefs and competitive framework, expressiveness, independence, organization and recreational orientation dimension of family environment.

5. Negative but significant correlation was found between gender dimension of career beliefs and cohesion, expressiveness, independence, organization and recreational orientation dimension of family environment. No significant relationship was found between gender dimension of career beliefs and competitive framework, moral orientation dimension of family environment.

6. Significant but negative correlation was found between persistence dimension of career beliefs and cohesion, expressiveness, independence, moral orientation, organization dimensions of family environment. No significant relationship was found between persistence dimensions of career beliefs and competitive framework, recreational orientation dimension of family environment.

7. Negative but significant correlation was found between prestige and social status dimension of career beliefs and cohesion, expressiveness, independence, organization dimensions of family environment. No significant relationship was found between prestige and social status dimension of career beliefs and competitive framework, moral orientation and recreational orientation dimension of family environment.

8. Negative but significant correlation was found between proficiency dimension of career beliefs and cohesion, expressiveness, independence, moral orientation, organization and recreational orientation dimensions of family environment. No significant relationship was found between proficiency dimension of career beliefs and competitive framework dimension of family environment.

9. Significant but negative correlation was found between self worth dimension of career beliefs and cohesion, expressiveness, independence, moral orientation, organization and recreational orientation dimensions of family environment. No significant relationship was found between self worth dimension of career beliefs and competitive framework dimension of family environment.
Summary and Conclusion

- **Correlation of Career Beliefs with Socio-Economic Status**
  1. Significant but negative correlation was found between career beliefs and socio-economic status of adolescent’s family.
  2. Negative but significant correlation was found between control and self direction dimension of career beliefs and socio-economic status of adolescent’s family.
  3. Significant but negative correlation was found between culture and common practice dimension of career beliefs and socio-economic status of adolescent’s family.
  4. Significant but negative correlation was found between fatalism dimension of career beliefs and socio-economic status of adolescent’s family.
  5. Negative but significant correlation was found between gender dimension of career beliefs and socio-economic status of adolescent’s family.
  6. Significant but negative correlation was found between persistence dimension of career beliefs and socio-economic status of adolescent’s family.
  7. Negative but significant correlation was found between prestige and social status dimension of career beliefs and socio-economic status of adolescent’s family.
  8. Negative but significant correlation was found between proficiency dimension of career beliefs and socio-economic status of adolescent’s family.
  9. Significant but negative correlation was found between self worth dimension of career beliefs and socio-economic status of adolescent’s family.

- **Correlation of Career Beliefs with Career Indecision**
  1. Significant correlation was found between career beliefs and career indecision of adolescents.
  2. Significant and positive correlation was found between control and self direction dimension of career beliefs and career indecision of adolescents.
  3. Significant correlation was found between culture and common practice dimension of career beliefs and career indecision of adolescents.
  4. Significant correlation was found between fatalism dimension of career beliefs and career indecision of adolescents.
5. Positive significant correlation was found between gender dimension of career beliefs and career indecision of adolescents.

6. Significant correlation was found between persistence dimension of career beliefs and career indecision of adolescents.

7. Positive significant correlation was found between prestige and social status dimension of career beliefs and career indecision of adolescents.

8. Positive significant correlation was found between proficiency dimension of career beliefs and career indecision of adolescents.

9. Significant correlation was found between self worth dimension of career beliefs and career indecision of adolescents.

5.13.3 FINDINGS OF ANALYSIS OF VARIANCE OF DIFFERENT VARIABLES

- Internet Savviness, Family Environment and Socio-Economic Status on Career Beliefs

1. Career beliefs scores of adolescents exhibiting high internet savviness and low internet savviness did not differ significantly.

2. Career beliefs scores of adolescents from positive family environment and negative family environment did not differ significantly.

3. Career beliefs scores of adolescents belonging to low socio-economic status are higher as compared to adolescents belonging to high socio-economic status. Adolescents belonging to low socio-economic status have more negative thoughts about their career preparations and career development as compared to adolescents belonging to high socio-economic status.

4. The internet savviness (high and low) and family environment (positive and negative) did not interact to yield difference on the scores of career beliefs of adolescents.

5. The internet savviness (high and low) and socio-economic status (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

6. The family environment (positive and negative) and socio-economic status (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

7. The interaction among internet savviness, family environment and socioeconomic status did not yield difference in career beliefs scores of adolescents.
Summary and Conclusion

- **Internet Savviness, Family Environment and Career Indecision on Career Beliefs**
  1. Career beliefs scores of adolescents exhibiting high internet savviness and low internet savviness did not differ significantly.
  2. Career beliefs scores of adolescents from positive family environment and negative family environment did not differ significantly.
  3. Career beliefs scores of adolescents of high career indecision are higher as compared to adolescents of low career indecision. Adolescents who are more uncertain in making relevant career decision and more unable to select and commit to career had more negativity towards their career beliefs.
  4. The internet savviness (high and low) and family environment (positive and negative) did not interact to yield difference on the scores of career beliefs of adolescents.
  5. The internet savviness (high and low) and career indecision (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.
  6. The family environment (positive and negative) and career indecision (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.
  7. The interaction among internet savviness, family environment and career indecision did not yield difference in career beliefs scores of adolescents.

- **Socio-Economic Status, Family Environment and Career Indecision on Career Beliefs**
  1. Career beliefs scores of adolescents belonging to low socio-economic status are higher as compared to adolescents belonging to high socio-economic status. Adolescents belonging to low socio-economic status have more negative thoughts about their career preparations and career development as compared to adolescents belonging to high socio-economic status.
  2. Career beliefs scores of adolescents from positive family environment and negative family environment did not differ significantly.
  3. Career beliefs scores of adolescents of high career indecision are higher as compared to adolescents of low career indecision. Adolescents who are more uncertain in making relevant career decision and more unable to select and commit to career had more negativity towards their career beliefs.
Summary and Conclusion

4. The socio-economic status (high and low) and family environment (positive and negative) did not interact to yield difference on the scores of career beliefs of adolescents.

5. The socio-economic status (high and low) and career indecisions (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

6. The family environment (positive and negative) and career indecisions (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

7. The interaction among socioeconomic status, family environment and career indecisions did not yield difference in career beliefs scores of adolescents.

- Socio-Economic Status and Career Indecision and Internet savviness on Career Beliefs

1. Career beliefs scores of adolescents belonging to low socio-economic status are higher as compared to adolescents belonging to high socio-economic status. Adolescents belonging to low socio-economic status have more negative thoughts about their career preparations and career development as compared to adolescents belonging to high socio-economic status.

2. Career beliefs scores of adolescents of high career indecision are higher as compared to adolescents of low career indecision. Adolescents who are more uncertain in making relevant career decision and more unable to select and commit to career had more negativity towards their career beliefs.

3. Career beliefs scores of adolescents exhibiting high internet savviness and low internet savviness did not differ significantly.

4. The socio-economic status (high and low) and career indecision (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

5. The socio-economic status (high and low) and internet savviness (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

6. The career indecision (high and low) and internet savviness (high and low) did not interact to yield difference on the scores of career beliefs of adolescents.

7. The interaction among socioeconomic status, career indecision and internet savviness did not yield difference in career beliefs scores of adolescents.
Summary and Conclusion

- Institutional Types and Gender on Career Beliefs

1. Career beliefs scores of adolescents studying in government school were higher as compared to that of adolescents studying in private school. Government school adolescents had more negative beliefs about their career preparations and career development than private school adolescents.

2. Career beliefs scores of adolescents studying in private school and adolescents studying in government aided school did not differ significantly.

3. Career beliefs scores of adolescents studying in government school were higher as compared to that of adolescents studying in government aided school. Government school adolescents had more negative beliefs about their career preparations and career development than and government aided school adolescents.

4. The mean career beliefs scores of male are higher as compared to females. Male adolescents have high negative thoughts about their career preparations and career development as compared to female adolescents.

5. The type of institute (private, government and government aided) and gender (male and female) did not interact to yield difference on the scores of career beliefs of adolescents.

5.13.4 FINDINGS OF ANALYSIS OF REGRESSION

1. Independent variables i.e. career indecision (CI), socio-economic status (SES), cohesion (CO) and social collaboration (SC) were all significant predictors of the criterion variable career beliefs. They contributed conjointly as well as independently towards the prediction of career beliefs.

5.14 EDUCATIONAL IMPLICATIONS OF THE FINDINGS

1. Study revealed that social-cognitive variables such as career beliefs play a vital role in setting the stage for career decision making. The negativity in adolescents towards their career beliefs act as barrier in their way of selecting a career, preventing them from grasping life chances. So to prevent this kind of scenario, there must be a career counseling cell in every school. Bringing career beliefs in the process of career counseling could help the career chooser to realize that how effective career choice are sometimes blocked by the beliefs structures that he or she is unaware of.
Summary and Conclusion

2. Study reveals that the beliefs pertaining about the career choice is also affected by the attitude of adolescent’s family and community so the counselor should make sure that he keep in mind these attributes while giving counseling to the adolescents. He can’t follow the individualist approach which is followed in west for counseling.

3. The counselor must operate within a specific social-cognitive framework. He should make sure that he does not impose his own ways of thinking on the adolescents and his or her family because neglect to this aspect will merely lead to perpetuation of another set of career beliefs.

4. Career counseling could be more effective when beliefs i.e. control and self direction, culture and common practice, fatalism, gender, persistence, prestige and social status, proficiency and self worth are identified and properly handled by the counselor. The counselor may maintain a career beliefs dairy of his or her students. This will help the counselor to understand how career beliefs operate in a particular situation and brought into the purview of career counseling.

5. Result of the study showed that information gathering and social collaboration dimensions of internet savviness were negatively related with career beliefs of adolescents. So the school must provide good internet services in school and encourage adolescents to collaborate online to perform personal work and school work like working in an online study group to complete the assignments. This will help in lowering the negativity of adolescents towards their career beliefs. Knowledge of the parents should be brushed up regarding the benefits of internet and study online so that parents can give sufficient opportunity to their wards to avail internet at home and encourage their wards to collaborate online. But parents must also keep a check on the mis use of the internet by the adolescents.

6. Findings of the study showed that the adolescents from positive family environment are less negative towards their career beliefs. Parents must provide positive family environment to the adolescents. There must be cohesiveness in the family. Family members should always be there to help them and provide support. Independence should provide to adolescents to express their feeling and thought. Recreational activities should be organized in the family.
Summary and Conclusion

7. Study reveals that the adolescents belonging to low socioeconomics status had more negativity towards to their career beliefs. The counselor must give more attention to adolescents belonging to low socio-economic status. Counselor should maintain their career beliefs dairy.

8. Study reveals that the adolescents belonging to low socio-economic status are less willing to acquire qualifications and skills that can enhance personal proficiency for an occupation before entering the world of work. These adolescents enter the world of work as unskilled laborer. But as the time passes they get mastery over their work but as they do not posses any degree in their profession so they were paid very less. So for these adolescents vocational training programmes could be designed that provide these adolescents with relevant theory, places a value on their skills and experience, and allows them to obtain formal certification.

9. Parents and teachers should pay attention towards adolescents career choice, as right career choice always leads to success, satisfaction and happiness in life. In the present study there is a significant relationship between adolescent’s career indecision and career beliefs. Proper career counselling should be given to adolescents so that they have less problems in committing to a career. School must arrange career workshops and organize career talks.

10. It was found from the study that the students studying in government schools are more negative towards their career beliefs. Principals of government schools must open a career counselling cell in the school, arrange career workshops and organize career talks in the school. Parents of these adolescents should also be made aware about the benefits of positive family environment and use of internet. So that they provide congenial environment at home and also provide internet facilities to their wards.

11. Finding of the study reveals that the male adolescents have more negativity towards their career beliefs. School must organize special lectures, career talks and seminars for male students. Counsellor should also give special attention to male adolescents having high negativity towards their career beliefs. Parents of these male adolescents also be made aware about this and told them to maintain congenial environment at home, help them in their career choice and provide proper guidance in choosing a career and also provide them internet at home so that they can brush up their knowledge and collaborate online to discuss their problems and do their class work.
Summary and Conclusion

12. Indian policy-makers must provide specific recommendations for the development of formal career guidance services in India. If a national career counseling service is to become a reality, policy action is vital. Some of the crucial issues pertaining to policy that must be kept in mind are: counselor qualifications and best practice, accreditation of career counselors and the professionalization of career counseling, direction of resources to support research and development in the field, equity in access to career counseling services, and ethics of guidance and counseling.

5.15 SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is never a closed book. There is always a persistent need for finding solutions to the new problems and testing the variety of solutions to other problems. For further research some suggestions are listed below:

1. The present study was conducted at secondary level. This study can also be replicated at senior secondary level.

2. The present study may be replicated on a large and more representative sample for greater validation and generalization.

3. The study was carried out on only Doaba region of Punjab. Similar study can be carried out on the other regions of Punjab.

4. Comparative study on career beliefs can be carried out in rural and urban areas of Punjab.

5. Career beliefs can be studied in relation to other variables like career resilience, disability, career maturity, acculturation, attributional retaining, self efficacy, academic achievement, motivation level etc.

6. An experimental study can be carried out to see the effect of intervention and career counseling on career beliefs.