CHAPTER- I
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 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).

1.1 CAREER BELIEFS

Raynor and Entin (1982) pointed out that the term career is a combination of phenomenological and behavioural conceptions. It reflects one’s self-perception within one’s social context with regards to one’s social past and present experiences as well as future plans.

Career is the lifelong sequence of work, education and leisure experience (Leeman, 1984).

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).

Career is defined as, “Time extended working out of a purposeful life pattern through work undertaken by the person” (Reardon, Lenz, Sampson & Peterson, 2008, p.6).
Beliefs are the generalizations that are formed through the learning process from personal observations and inferences. They may not always be accurate. However, beliefs affect people’s behaviours regardless of whether they are accurate or not (Liu, 2003). Krumboltz (1994b) declared that beliefs are neither good nor bad. A belief could be dysfunctional for one person but functional for another. Hence, whether a person’s belief is good or bad depends on the person and the situation. A false belief becomes problematic when it discourages individuals from exploring career information and activities, or forecloses desired alternatives. “If their beliefs are accurate and constructive, they will act in ways that are likely to foster the achievement of their goals. If their beliefs are inaccurate, and self-defeating, they will act in ways that make sense to them but may hinder accomplishment of their goals (Krumboltz 1991, p. 1).

Rokeach (1972) postulated that “beliefs are inferences made by an observer about underlying states of expectancy” (p. 2). They are organized into architectural systems in which beliefs vary along a central-peripheral dimension. The more central a belief locates, the more important it is to the individual, and the more resistant it is to change. The core of the belief system primarily represents a person’s truths about his/her physical and social reality, and the nature of “self.”

1.1.1 Formation of Beliefs

A number of writers seem to agree that beliefs are formed through individuals’ learning and interaction with the environment (Fishbein & Ajzen, 1975; Krumboltz, 1979; Rokeach, 1972). Fishbein and Ajzen (1975) posited beliefs as a person’s subjective judgments about oneself and the environment around him/her. They hypothesized three types of formation of beliefs:

(i) Descriptive beliefs, which are formed on the basis of a person’s direct observation and experience with an object (it could be a person, an event, or an idea).

(ii) Inferential beliefs are established through a process of inference from prior beliefs about certain objects.

(iii) Informational beliefs, instead of direct observation and inference, a person may accept information about objects provided by outside sources, such as books, newspapers, television, friends, co workers, etc.
Beliefs serve as an information base to build a person’s conceptual structure. Based on a set of salient beliefs, a person forms a specific attitude toward an object; consequently, he/she generates a relative intention, which may influence his/her behavior. People will test the accuracy of their beliefs by comparing theirs with others’ opinions, and the feedback provides a source for revising their original beliefs.

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, 1998, 1999, 2000).

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).

1.1.2 Social Cognitions and Social Cognitive Environments

Social cognitions are patterns of thinking that have become habitual across social groups (Bandura, 1989). Mindsets engendered by social and moral frames of reference give a particular colouring and interpretation to the meaning and purpose of work. Prevailing ideologies create what we refer to as social-cognitive environments. It is within these environments that career decisions are made and implemented. A career rarely bursts abruptly upon the individual. A person’s orientation to work and then to career is something that develops over a period of time, within a specific social cognitive environment. It is
within this environment that meanings and values are attached to work and career. Two important theoretical positions have emerged in the literature that addresses social cognitions (Arulmani, 2012).

(i) *The Social Learning Theory of Career Decision-Making*: Mitchell, Jones & Krumboltz (1979) suggested that the interaction between factors such as genetic predisposition, environmental conditions and learning experiences contribute to the development of cognitions and beliefs that have a significant impact on career development. Irrespective of their accuracy, these beliefs could facilitate or inhibit individuals' career decision-making behaviour (Krumboltz, 1979; 1994).

(ii) *Social Cognitive Career Theory (SCCT)*: Basing themselves on Bandura’s (1986) Social Cognitive Theory, Lent, Brown and Hackett (1994) have put forward their Social Cognitive Career Theory (SCCT), which examines the manner in which beliefs about personal efficacy operate within a system of socio-cultural and socioeconomic influences to affect career decision-making behaviour. The theory indicates that the process of structuring a personal career is a function of a reciprocal relationship between the social cognitive mechanisms of self efficacy, outcome expectations and goal setting behaviour (Bandura, 1986; Lent, Brown, Hackett, 1994). It is argued that these social cognitive mechanisms can be influenced by environmental forces such as differential socialisation and by the internalisation of these forces (Lent, Brown, Hackett, 1994). It is suggested that when opportunities are limited, career guidance based on traditional methods such as the exploration of interest and aptitude may be necessary but not sufficient. SCCT suggests that a deeper understanding of the client’s belief structures may be of importance.

1.1.3 Types of Career Beliefs

Arulmani (2012) has indicated that the content of career beliefs could be thematically classified. Some of the most common belief themes that have emerged during the course of our investigations in different cultural contexts are briefly described below:

(i) *Control and Self Direction Beliefs*: Situations and experiences influence the direction that one’s life can take. These beliefs reflect the individual’s sense of control over his or her life situation and the orientation to directing his or her life. Mind-sets in this category are linked to the career aspirant’s belief that he or she can deal with the exigencies presented
by life situations and the orientation to direct and take charge of the way in which his or her life progresses. These vignettes reflect the confidence to manage the trajectory of one’s life. During a psychological needs survey in Rwanda (Arulmani, 2003), a young girl I met said to me: My future is dark because of the tribe I belong to. There is not much I can do about that. This is an example of beliefs that can impinge upon a person’s sense of control and self-direction.

(ii) **Culture and Common Practice:** Culture, common practice and unwritten norms shape the career preparation behaviour of a community in a certain way. In middle class India for example, it is expected that a ‘bright’ student would take up either medicine or engineering as a career. Young people strive to fit into this expectation. As this 17 year old boy says, I may be talented in something but my family and others may expect me to do something else. It will be difficult to go against society. Statements such as these reveal the strong influence of common practice on career choices.

(iii) **Fatalism:** The content of these beliefs portray a sense of resignation and a passive acceptance of one’s life situation. Fatalistic beliefs are coloured by the feeling of pessimism, a sense that nothing can be changed and that matters are pre-ordained by more powerful forces. The following statement displays fatalistic content: Life situations are such that one cannot ‘choose’ a career. We are just given something. Then fate takes its course.

(iv) **Gender:** These beliefs tilted toward existing male-female stereotypes pertaining to engagement with the world of work. These beliefs portray professional engagement with work as being a male prerogative and rest on the understanding that high alignment with these ways of thinking implies a negative approach to work and occupation and therefore reveal negativity in career beliefs.

(v) **Persistence Beliefs:** Successful career development requires the individual to face and attempt to overcome difficulties and hurdles that punctuate progress toward a career goal. The content of these beliefs reflect the determination to work toward future career goals in spite of the barriers encountered during the process of career preparation. Beliefs within this category reflect the resolve to persevere with determination toward career goals. These beliefs reflect a sense of purposefulness and resolve to strive for positive outcomes in the future. The content of the following statement is an example reflecting low persistence: I joined a course in basic computer skills for beginners. The course is so hard. I find it boring. I feel this course is not suitable for me and I want to stop.
(vi) **Prestige and Social Status:** These beliefs reflect orientations to occupational structures and hierarchies that are deeply embedded in culture. It is possible that while a person from a ‘lower’ social status may be able to break through the material disadvantages inflicted by his or her status, socio-cultural forces may continue to influence mind sets which in turn could have an impact on career preparation.

(vii) **Proficiency Beliefs:** This theme taps into the importance attributed to acquiring qualifications and skills that can enhance personal proficiency for an occupation before entering the world of work. These beliefs describe the willingness to submit to the rigors of a formal training programme and spend resources (time, effort and finances) to achieve the distinction of being formally qualified as per the norms of a given educational system. A common belief we have documented amongst Asian young people from disadvantaged backgrounds for example is that going to school is a waste of time, since this does not lead to a job anyway. This is a statement that reflects a low emphasis on acquiring formal qualifications.

(viii) **Self Worth:** This theme is related to one’s belief in personal ability for career preparation. The items reflect an overall orientation to being able to prepare for a career. The items also tap the respondents’ self-worth in relation to academic performance and career preparation. A section of high school students in India commonly say, I keep on failing in Mathematics and Science. I am not talented enough to get a good job. This statement reflects the career chooser’s belief in relation to academic performance and career preparation.

### 1.1.4 Impact of Career Beliefs

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).

1.1.5 Factors Influencing Career Beliefs

Four factors contribute to the development of individuals’ overall belief systems (Krumboltz, 1979, 1983).

(i) Genetic Endowment and Special Abilities: Genetic endowment is inherited qualities that may affect an individual’s ability to acquire certain educational and occupational preferences and skills. It includes ethnicity, gender, physical appearance, special abilities, and disabilities.
**Introduction**

(ii) **Environmental Conditions And Events**: They are social, cultural, political, and economic forces which are outside the individual’s control, but which can potentially impact people’s career development.

(iii) **Learning Experience**: Each individual has unique learning experiences through instrumental and associative learning mechanisms that result in different career preferences, aspirations, and choices of careers.

(iv) **Task Approach Skills**: Interaction among the above three factors (genetic endowment, environmental conditions and events, and learning experiences), people develop their own task approach skills and apply them to tasks or problems they encountered. These skills include performance standards, values, work habits, perceptual and cognitive processing schema, and emotional responses.

**1.1.6 The Enduring Nature of Career Beliefs**

It is also interesting to note that the impact of community endorsed career beliefs seems to persist even when a family immigrates to another country. For example, research in India has shown the career preferences of middle class high school students are restricted to a handful of three to four careers, which they, their families and communities firmly believe are good careers (Bhatnagar & Gupta, 1999; Arulmani, Van-Laar & Easton, 2001). American research has also found that Asian Americans are relatively more restricted in their approach to career choice and tend to pursue a relatively limited range of occupations (Tang, Fouad & Smith, 1999). Prestige and respectability are factors found to play a powerful role in career planning among middle class families in India (e.g., Desai & Whiteside, 2000; Arulmani, Van-Laar, & Easton, 2001). Lightbody, Nicholson, Siann and Walsh (1997), also found that beliefs about the respectability of a career have a stronger influence on Asian career choosers as compared to career choosers of British origin in United Kingdom.

**1.2 INTERNET SAVVINESS**

The word Internet emanates from the words “Internet Connection Network” (Greenfield, 1999), connecting computers around the world by the use of a standard protocol.

The Internet is a massive, computer-linked network system used globally to access and convey information, either by personal or business computer users; it is also used for communication, research, entertainment, education and business transactions (Kraut, et al.,
1998; Schneider, Evans, & Pinard, 2006). Today, the Internet can link all online computers so that people can use it to communicate throughout the world (Schneider, Evans, & Pinard, 2006).

The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location (Leiner, et al., 2009).

Savviness understands the cognitive condition of someone who understands; "he has virtually no understanding of social cause and effect".

Internet Savvy is a competent internet user and understands more than the average user. 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):

- 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).

1.2.1 Dimensions of Internet Savviness

Geyer (2009) in his study gave the following dimension/components of internet savviness:

(i) Creative Expression: The term Creative Expression describes the activities of children who use the Internet for personal expression and creative work. These activities might include authoring and publishing websites, designing and creating artwork, blogging, podcasting, and creating video artifacts. Lenhart and Madden (2005) found that 57% of online teens create content for the Internet (p. 2). A significant percent of this group (19%) reconstitute or “re-mix” various forms of existing media (audio, video, and images) into entirely new and unique creations (p. 2).

(ii) Internet Self-Efficacy: Internet Self-Efficacy is defined as individuals’ beliefs about their capabilities to produce designated levels of performances or outcomes in navigating the Internet and accessing its resources for personal or school use (Bandura, 1986).
Exploration and use of new Internet tools and resources that they perceive to be of interest and use in their lives would be eagerly investigated by children who have high Internet self-efficacy.

(iii) Internet Fluency: A common definition of fluency includes such descriptors as “easily changed or adapted,” “knowledgeable,” and “skillfulness and with expertise” (Fluency: meaning). Internet Fluency not only includes children who have extensive knowledge of the Internet but who also possess the core competencies and skills to navigate and make use of its resources. An example of a child possessing Internet fluency might be one who could not only provide a definition of a homepage but could also change the homepage in any browser.

(iv) Social Collaboration: Children co-construct knowledge in a social context (Bedrova & Leong, 1994). Further, when these interactions take place in a larger, “real-world” framework, meaningful to the learner, the opportunity to learn is expanded (Brown, Collins, & Duguid, 1989). Socially collaborating on an online project, activity or problem allows for an exchange and sharing of ideas and artifacts which deepen learning (Bednar, Cunningham, Duffy & Perry, 1995). An example of this might be working in an online study group to research, write, and present a research paper in class.

(v) Computer Mediated Communication: Computer Mediated Communication (CMC) involves communications using a wide variety of formats and tools to exchange conversation or data between two or more individuals. Today, synchronous forms of communications, (audio, video) and asynchronous forms (instant messaging, email, chat rooms, and discussion forums) provide a framework for one-to-one, one-to-many, and many-to-many modes of communication and are familiar tools for all users of the Internet, particularly young users (Lenhart & Madden, 2005). CMC is the key enabler for social collaboration in a virtualized setting.

(vi) Information Gathering: Information Gathering involves both information literacy and fluency. This construct includes the ability to use Yahoo, Google, and other specific and generic search engines to find resources of interest. Given the sea of information found on the Internet, this skill also includes the ability to filter, discriminate, and verify accurate from inaccurate information often found on the Internet (American Association of School Librarians & Association for Educational Communications and Technology, 1998).
1.3 FAMILY ENVIRONMENT

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.

1.3.1 Components of Family Environment

According to Moss and Moss (1986), Family Environment has eight components:

(i) *Cohesion*: The child is born to a family and develops from childhood through adolescence to adulthood normally within the family circle. The adolescent years are crucial and dynamic period in the lives of young people. It is a time when adolescent’s growing capacities are most affected of family influence. For they are like raw materials of human life who can be moulded and shaped by those around them. If family members have the habit of living together in the thick and thin of life than the child would automatically be conditioned to live a collective family life.

(ii) *Expressiveness*: Development of this quality depends upon the family environment. If family members are open to each other and they express their feelings, then a child also cultivates this quality. We see the family as a fundamental environment where all care and relationship that determine the child’s personal development and growth takes place. However, there relationships are also affected by the child’s own personal background and this helps us to understand the difficulties that arise during the process of establishment of the relationship development of expressiveness depend upon family environment.

(iii) *Conflicts*: It has been found that the way young children are loved, nurtured, supported and encouraged by the family are important determinants of successes in their adolescent’s years. Likewise the values that they imbibe during their formative years have a bearing on whether they are able to enjoy a fulfilling relationship with each other members of the community. If a child observes that his family members indulge in conflicts and have different opinions on every issue then a child also does not reconcile easily with the people and place.
Introduction

(iv) Independence: In today’s changing world the status, values and role of the family are also in a state of transition. In some culture the traditional security of multi-generational extends families has given a way to single parent’s families and the non families of street children. The migration of families to urban areas with unfamiliar or even hostile environment may mean a diminishing quality of terms available to adolescents. The issue of independence to be given to children is quite debatable, but there is no denying the fact that a child tends to be independent in making decisions and doing other things of his family encourages him to be independent.

(v) Acceptance and Caring: The child is affected by the difficulties presented by the child’s adolescence problems and by the degree of acceptance by the family. The goal supporting the family is to facilitate more interactive communication with their child and does in fact facilitate it. It is here where we understand that prevention can be implemented, because the child develops their full potential of the surrounding environment is favorable and also if the child is given by the mother (or whoever is filling the role of primary caregiver) the basic care and support, containment, acknowledgement and loved necessary for the growth of the child’s individual identity and their continued development. If family members accept their child as he is and are not always correct, then a child also starts accepting things as they are.

(vi) Active-Recreational Orientation: Parents can pass on sound traditional values to their children and adolescent. Grownups can also provide correct information and advice to their children on matters relating to sexual and reproductive health. They can become friends with their offspring’s and ensure that adolescents do not engage in harmful practice or develops dangerous behaviour. Adults can do this by becoming good role models for their children, by setting an example, in keeping a distance from harmful substance like drug and alcohol, by demonstrating respect for each other, and by abhorring violence and absence of any form if a child is given liberally and soothing environment in the family he also cultivates the habit of relaxing himself in the family.

(vii) Organization: Every child is different from each other. Every child needs to be given consistent, clear rules and expectations about behaviour, discipline, pulling up and crawling. Young infants really depend on their parents to provide a safe environment discipline. If parents are a good role model for the child, then the child tends to be organizes and discipline.
Control: A child learns to be balanced and laid back of his family members can control difficult situations or crisis in their lives. A child is affected by the behaviour of his parents. The members of the family provide suitable opportunity for each child to develop his individuality, all his needs, capacities and interests. The defect of teaching in the school will also be supplemented and complemented by individual development at home under family environment.

1.3.2 Aspects of Family Environment

- **Positive Family Environment**
  1. Stable atmosphere.
  2. Mental enjoyment.
  4. Peace and quiet.
  5. Openness, honesty and honesty expression of feelings.

- **Negative Family Environment**
  1. Political atmosphere.
  2. Fear and anxiety.
  3. Poor nutrition.
  4. Inadequate housing.
  5. Criticism.
  7. Misunderstanding.
  8. Excessive indebtedness.

1.3.3 Factors Influencing Family Environment

Following are the factors which affects the family environment:

(i) **Physical Factors:** The physical factors in domestic miller, though number means the most important, yet cannot and should not be overlooked. It has been observed that a spacious and well-furnished home definitely provide a better environment as compared to small and dirty home.

(ii) **Economic Factors:** The economic factors are much to do with the type of home a child may find himself in, after birth. Poor income imposes limitations on the entire physical
setting of the home. Insufficient income also creates a situation of tension and strain. On the other hand, in homes where there is everything that a child craves for, there is a danger that the child develops into an unsocial and selfish individual. There by neither extreme wealth nor extreme poverty would seem to provide an ideal situation for growing children.

(iii) **Social Factors:** The social factors, may exert much more influence on the child rather than the economic and physical influence and these may vary from being wholly good to being positively bad. Outstanding among these are brothers and sisters, guest near kin and above all, the parents together with various relationships, parental etc. In addition to these the family environment in influenced by a number of factors like:-

(i) Nature of family constellation.

(ii) Number of children in the family.

(iii) Marital relationship between husband and wife.

(iv) Maternal / parental employment.

1.4 **SOCIO-ECONOMIC STATUS**

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 (2004) indicates when analyzing a family’s social economic status, the household income,
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 (Kulshretha, 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, socioeconomic 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
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.

1.4.1 Main Factors of Socio-Economic Status

According to Wikipedia (2015) mainly there are four factors of socioeconomic status

(i) Income: Income refers to wages, salaries, profit, rents and any flow of earnings received. Income can also come in the form of unemployment or workers, compensation, social security, pension, interest or dividends, royalties, trust alimony, or other governmental, public or family assistance.

(ii) Education: Educational attainment is preferable to analyze for socioeconomic status because it can be figured for all individuals. A person’s educational attainment is considered to be the highest level of education they have completed. Education also plays a role in income. Median earnings increase with each level of education. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control and greater social support and networking). Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher socioeconomic status from lower socioeconomic status.

(iii) Occupation: Occupational prestige as one component of socioeconomic status, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involved.

(iv) Wealth: Wealth is a set of economic reserves or assets, presents a source of security providing a measure of a household’s ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings. Income, age, marital status, family size, religion, occupation, and education are all predictors for wealth attainment.
1.5 CAREER INDECISION

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 of developmental career indecision when they feel like they have limited experience and knowledge regarding the world of work (Gordon & Meyer, 2002).
Introduction

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.

1.5.1 Nature of Career Indecision

Two elements, namely cognitive and affective, have been implicitly included in conceptualisations of career indecision (Feldt, 2010).

(i) Cognitive Factors: Contributing to the belief that career decidedness is multifaceted and interactive is research pertaining to cognitive factors (Austin, 2005). Thus cognitive factors are believed to have inherent relationships to career decidedness. Whereas some cognitive factors have been shown to facilitate career decidedness others have related to the impediment of career choice clarity (Ackerman & Gross, 2006; Amir & Gati, 2006; Campagna & Curtis, 2007; De Bruin & Bernard-Phera, 2002). Cognitive factors that have been found to relate to career decidedness include positive self talk (Tien, 2005), problem solving confidence (Saunders, Peterson, Sampson, & Reardon, 2000; Rogers, 2010), lower self appraised pressure and barriers (Luzzo, 1999; Osipow & Gati, 1998; Tien, 2005; McWhirter, 2001), internal appraisals of control (Savickas, 1999), and effective coping (Porfeli, 2010).

Conversely, cognitive factors that have demonstrated a relationship to career indecision are low problem solving confidence (Lent, Brown & Hackett, 2000), external appraisal of control (Betz & Voyten, 1997), and greater self appraised pressure and barriers (Larson, Heppner, Ham & Dugan, 1988). Moreover, career indecision has also demonstrated a significant relationship to "career thinking" such as greater self defeating beliefs (Luzzo, 1999; Morgan & Ness, 2003; Patton, 2005; Rogers, 2010), irrational thinking (Borgen & Hiebert, 2006), poor career beliefs (Lent et al., 2000), and lower career decision-making self efficacy beliefs (Betz, Klein & Taylor, 1996).
Where theorists have recommended that career decidedness is a by-product of career decision making, research suggests that this may not be the case. As demonstrated by the literature, career decidedness is influenced by numerous general and cognitive factors. These influences interact within the career decision-making problem space to either facilitate or impede career choice. Whereas original theorists espoused the unidimensionality of career decidedness research is suggesting otherwise (Reenen, 2010). In particular, current research has suggested that career decidedness is multidimensional in nature (Ackerman & Gross, 2006; Amir & Gati, 2006; Campagna & Curtis, 2007; De Bruin & Bernard-Phera, 2002).

(ii) Affective Elements: The affective component of early career indecision includes factors such as anxiety, ambivalence, feelings of lack of control and frustration because of one’s long term career goals and aspirations (Reenen, 2010). According to Elyadi (2006), the immediacy and vividness of the regret that might occur because of an unwanted outcome, may trigger emotions during the decision making process, such as anxiety, dread, fear and confusion.

1.5.2 Factors Associated With Career Indecision

The way in which individuals make decisions about which careers to follow has been a focal point of research in both the vocational behaviour and career literature for nearly half a century (Betz & Voyten, 1997). Research pertaining to the stages of career decision making suggests that individuals’ career identities develop over time, commencing with broad explorations of talents and interests, followed by the tentative crystallisation of a narrower set of specific career options, and culminating in concrete choices about careers (Germeijs & De Boeck, 2002).

Career indecision may occur when an individual faces a difficult decision with no clear, easy choice. What makes a career choice difficult is often related to one’s perceptions, values, personal preferences and gut emotional reaction (Elyadi, 2006). According to Callahan and Greenhaus (1992), career indecision has certain main antecedents, namely lack of information about oneself, lack of self-confidence as well as decision-making fear and anxiety. Therefore, the primary factors which seem to contribute to early career indecision include ones personality, family environment, demographic status and vocational interests and abilities.
(i) **Personality:** Various personality traits have been researched and linked to career indecision, including self esteem, self-identity and the big five personality traits. Thus, the personality trait most frequently investigated in the context of early career indecision is self-esteem (Feldman, 2003). Literature indicates that individuals with low self-esteem are less accurate perceivers of them and often regard their own capabilities in an unnecessarily harsh light (Osipow, 1999). Harriot, Ferrari and Dovidio (1996) support this by stating that there is evidence suggesting that negative self-statements and failure to use positive self-cognition are significantly related to indecision.

Individuals with low self-esteem tend to adopt career decisions that please others instead of making decisions that satisfy their personal needs (Callahan & Greenhaus, 1992). It thus becomes apparent that there is a significant relationship between the construct of self-esteem and career decidedness.

(ii) **Self-Identity:** According to Lee (2005), career indecision appears to have a close relationship with self identity. Lee (2005) states that individuals who are indecisive about their career choices, as a result of confusion about their self-identities, often lack confidence in their career preferences. Similarly, London (1983) contends that there are three key elements of career motivation which influence an individual’s career maturity, namely career identity, career insight and career resilience.

Career identity refers to how central one’s career is to one’s overall identity (Feldman & Turnley, 1995). Career insight refers to the degree to which individuals have realistic perceptions of themselves and their environments, and this is largely cognitive. Individuals lacking career insight will lack the goal specificity and realistic expectations needed to make appropriate career decisions. Career resilience refers to an individual’s fragility in the face of inordinate demands.

(iii) **The Big Five Personality Traits:** The big five personality traits have been the main focus for industrial and organizational psychologists researching the role of personality in vocational choices (Harriot, Ferrari & Dovidio, 1996). Two of these five traits appear to be most consistently related to career indecision, namely extroversion and neuroticism (Feldman, 2003). Extroverts are believed to display better social skills in any environment than introverts. Conversely, neuroticism has been linked to problem solving insufficiencies, a dependent decision making style and career indecision (Boudreau, Boswell, Judge, & Bretz, 2001).
1.5.3 Types of Career Indecision

Career indecision is regarded as a complex, multidimensional construct represented by different forms of indecision (Reenen, 2010). Callahan & Greenhaus (1992) distinguish between four different subtypes of career indecision/ career decidedness.

(i) Developmental Indecision: Developmental indecision occurs when an individual experiences indecision mainly because of a general lack of information. Research has shown that developmentally undecided individuals tend to be younger, and in comparison with the decided groups, have limited knowledge about themselves. Individuals characterized by developmental indecision should thus experience a decrease in career indecision over time as they gather information on themselves (Guay, Ratelle, Senecal, Larose & Deschenes, 2006).

(ii) Chronic Indecision: Greenhaus, Callahan and Kaplan (1995) refer to the second career indecision subtype as chronic indecision. This form of indecision represents a more permanent inability to set career goals. According to Greenhaus, Callahan and Kaplan (1995), chronically undecided individuals usually remain stably undecided over time.

(iii) Hyper Vigilant Decidedness: Hyper vigilant individuals have selected a career goal, but their decision is based on insufficient knowledge of themselves and/or the work environment. The hyper vigilent individual prematurely rushes into a decision in response to extensive stress or other factors (Greenhaus, Callahan & Kaplan, 1995).

(iv) Vigilant Decidedness: According to Greenhaus, Callahan and Kaplan, (1995), vigilant individuals have also selected a career goal, but, unlike hyper vigilant individuals, their selection is based on sufficient personal and environmental knowledge and is made with a lower level of stress and anxiety. Vigilant career decision making produces the most positive attitudes and the least stress for the individual.

1.6 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 & Krumoltz, 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 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 & Arafeh, 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.

1.7 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*
1.8 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).

(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.

1.9 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.

1.10 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.
Introduction

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.

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.

1.11 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.
There exists no significant relationship between gender dimension of career beliefs and internet savviness and its dimensions of adolescents.

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

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

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

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

There exists no significant relationship between control and self direction dimension of career beliefs and dimensions of family environment of adolescents.

There exists no significant relationship between culture and common practice dimension of career beliefs and dimensions of family environment of adolescents.

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

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

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

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

H₂: 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.

There exists no significant relationship between control and self direction dimension of career beliefs and dimensions of family environment of adolescents.

There exists no significant relationship between culture and common practice dimension of career beliefs and dimensions of family environment of adolescents.

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

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

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

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.

(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.

$H_4$: 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.
Introduction

(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.

H₇: There exists no significant difference between high and low socio-economic status on career beliefs.

H₈: There exists no significant interaction effect of internet savviness and family environment on career beliefs.

H₉: There exists no significant interaction effect of internet savviness and socio-economic status on career beliefs.

H₁₀: There exists no significant interaction effect of family environment and socio-economic status on career beliefs.

H₁₁: There exists no significant interaction effect of internet savviness, family environment and socio-economic status on career beliefs.

H₁₂: There exists no significant difference between high and low internet savviness on career beliefs.
**Introduction**

\[ H_{13} \]: 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.

\[ H_{21} \]: There exists no significant difference between high and low career indecision on career beliefs.

\[ H_{22} \]: There exists no significant interaction effect of socio-economic status and family environment on career beliefs.

\[ H_{23} \]: There exists no significant interaction effect of socio-economic status and career indecision on career beliefs.

\[ H_{24} \]: There exists no significant interaction between family environment and career indecision on career beliefs.

\[ H_{25} \]: There exists no significant interaction effect of socio-economic status, family environment and career indecision on career beliefs.

\[ H_{26} \]: There exists no significant difference between high and low socio-economic status on career beliefs.
Introduction

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.