

Impact of Parent-Child Relationship on Career Maturity of High School Students in Relation to Nature of Management of School and Board of Affiliation.



A RESEARCH PAPER

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Abstract : This study investigated the impact of Parental acceptance rejection on Career Maturity of High school student in Relation to Management of Schools (Government and Private) and Board of Affiliation (CBSE & M.P. State Board). 400 high school students of Jabalpur District (100 Parentally accepted boys, 100 Parentally rejected boys, 100 Parentally accepted girls and 100 Parentally rejected girls) were selected based on Mohsin Parent-Child Inventory (MPCI). Indian adaptation of Career Maturity Inventory (CMI) of Crites, (by Dr. (Mrs.) Nirmala Gupta) was administered on the students selected in the final sample. Results show that parentally accepted boys studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, while parentally rejected boys studying in CBSE affiliated government schools have lowest Career Maturity. There is no impact of Parental acceptance-Rejection, Nature of management of school and Board of affiliation on Career Maturity of boys studying in MP Board affiliated schools. Parentally accepted Girls studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, while parentally rejected Girls studying in CBSE affiliated government schools have lowest Career Maturity. Parentally accepted Girls studying in MP Board affiliated government schools have highest Career Maturity in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity.

KEYWORDS : Parent-Child Relationship, Career Maturity

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Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. The concept of career maturity was defined as the place reached on the continuum of vocational development from exploration to decline (Super 1955). Crites (1969) too supported the concept of development of Super. Career maturity is thus the degree which one has reached in cognitive, emotional and other

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psychological factors whereby one acquires the capacity of making realistic and mature career choices. According to another definition, career maturity is the extent to which an individual is able to master certain career developmental tasks that are applicable to his/her life stage. It is extremely important to identify an individual's state of career maturity in order to give appropriate career guidance. The highlighted aspects of career maturity includes: 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision-making skills and applying them in effective decision-making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5. Implementing the obtained knowledge in career planning.

Career maturity is conceptualized as an individual's readiness to make well informed, age-appropriate career decision, and to shape one's career carefully in the face of existing societal opportunities and constraints. Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, gender, age, rural and urban background psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors. Studies have also substantiated the beliefs concerning the role of psycho-social variables like intelligence, socio-economic status, parental influence, school influence, needs and values as motivating factors in specific career preferences of adolescents. An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitudes in children.

Private schools are definitely better than government schools as they would provide better infrastructure, better teacher to student ratio, have a clean & hygienic facility, provide better environment for students with options of personality development and extracurricular activities. Government schools may not be able to offer all these features but for those who cannot afford private schools, getting their children in government schools is better than no schooling at all. Accordingly the private schools are better than government school, as they

provides better facilities, better infrastructure and most important better education, they give knowledge related to recent technology, they mould their students according to the need of present era, they provide all the facilities which can make a student's understanding about the need of this present technological era, as it is true about private school that these are only affordable for the children belonging to good family background.(in monetary terms).

Thus, the environment of the private schools is able to create awareness of vocational development among the students to prepare them fit for the World of Occupation. On the other hand the government schools either lack such practical based curriculum or the students are not encouraged enough towards the co-curricular/co-scholastic activities. It has also been found that private secondary school students are better in deciding about the career than government secondary school students especially in the attitude towards making career choice.

The obtained results indicate that school environment plays a significant role in the development of career maturity. In the light of above results, it may also be inferred that the environment of the private schools promotes career maturity and the students of private schools are better informed about career opportunities than the students of government schools. Especially the students of private schools possess significantly high career maturity attitude than the students of government schools but there does not exist any significant difference in career maturity competence between them. Hence, the students of government schools lack the proper attitude towards making career choice but they are competent enough to the realistic career choices. These indicate that the private school students are properly encouraged to various practical activities along with the academic stress and the private schools introduce more practical based curriculum beside the bookish knowledge.

Numerous studies have examined the Career Maturity of adolescents and found links between the quality of the parents' relationship and positive outcomes for children and families. The results from the present research indicate that the parents' relationship quality is very consistently and positively associated with a range of child and family outcomes. The results from the present study confirm findings from previous studies that, when parent relationship quality is high, their families and children have better outcomes. While having a child who is flourishing can contribute to the quality of a parent's relationship, the present research indicates that relationship quality can also predict children's development.

Parents have an important role to play in supporting student learning. Studies show that

students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers' comments on student progress and to work with them to improve their children's learning.

Positive **parent-child relationships** provide the foundation for children's learning. With parents' sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children's emotional well-being, their basic coping and problem-solving abilities, and future capacity for relationships. Through these interactions, children learn skills they need to engage with others and to succeed in different environments. They learn how to manage their emotions and behaviors and establish healthy relationships with adults and peers. They also learn how to adjust to new situations and to resolve conflicts. When parents have warm, trusting, and reliable relationships with peers, family, community members, and service providers, they are more likely to have positive relationships with their children.

There is often a wide debate on accrediting the best school and the best board governing the secondary and senior secondary education system. The question –What is better for the child, CBSE or State Board, often becomes serious for the parents, as it is them who have to decide. So far as CBSE or State Boards are concerned, one has to know about their structure and how they function, so as to arrive at any positive conclusion. CBSE is the most popular board in India, more than 9000 schools in India follow CBSE. Started by 'NCERT' to operate central schools like Kendriya Vidyalayas, was later adopted by many private schools. The board conducts final examinations every spring for 'All India Senior School Certificate Examination' (AISSCE) for Class 10 and 12. It also conducts AIPMT/NEET (All India Pre Medical Test) for admission to major medical colleges in India. It also conducts IIT-JEE [Mains & Advance] for admission to major Engineering colleges in India. CBSE's main aim is to prepare students for Engineering and Medical exams. It is applicable from Nursery to class-XII (age 4-17). It conducts two board examinations for classes 10th and 12th. It also covers the curriculum for pre-school (age 3-5 years). The CBSE is using CCE System as a grading system. **State Boards** are Boards

undertaken by individual State Governments in the states of India. Each state follows its own syllabus and grading strategy. Study of the regional language and culture is encouraged and practiced. State board examinations are referred to as Madhyamik for Secondary State Certificate and Higher Secondary Certificate examinations. Easier than other boards and does not focus on competency for entrance examinations of medical and engineering.

Students come from various family backgrounds, study in different schools, affiliated to different boards (CBSE-Board/MP State Board), organised by different managements (Private schools/Government Schools). Hence, students have large gap within their own generation with respect to their career awareness and future strategy.

Keeping in mind the determinant and predictor variables of career maturity, the present study is an endeavour to understand career maturity of adolescents in relation to parent-child relationship, nature of management, board of affiliation and also how does career education impact the career maturity of adolescents.

Dhillon Upma & Rajinder Kaur [2005] studied “Career maturity of school children”. The present investigation has been undertaken to study career maturity among the students of public and government schools. A dense sample of 500 High School students was the subject of this study (250 males & 250 Female. (i) Crite's Career Maturity Inventory (CMI) (ii) Self Concept Scale (SCS) (iii) Achievement Motivation Test (ACMT) (iv) Lumpkin Locus of Control Scale (LOC) were administered to the student to study the relationship between career maturity, achievement motivation and locus of control. Major findings of the study were : On comparison of public and government schools students, the result clearly indicates that the student of public school possess (i) higher Career Maturity-Attitude(CM-A) (ii) higher Career Maturity-Competencies(CM-C) (iii) higher Self-Concept and achievement motivation. Significant relationship have been obtained between career maturity attitude (CMA) career maturity competence, internal locus of control (LOC) & Achievement motivation in case of boys in public school. Significant relationship has been obtained between career maturity attitude, Achievement motivation and self-concept in case of girls of public school. On other hand significant relationship has been found between CMA & external locus of control, achievement motivation and self concept in case of boys in government school & between CMC & achievement motivation in case of girls of government schools. This present study revealed that girls

possessed greater Career Maturity-Attitude and Career Maturity-Competence as compared to boys.

Hasan B. (2006) studied the “Career maturity of Indian adolescents as a function of self concept, vocational aspiration and gender”. The objective of present research were to examine empirically that whether or not self concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity of Hindi speaking Indian Adolescents studying in class X. Test applied were (i) Career Maturity Inventory (by Dr. Nirmala Gupta, 1989) (ii) Occupational Aspiration Scale (by Grewal 1975) (iii) Swatva Bodh Parikshan (By Sherry Verma and Goswami 1988). All the three independent variables were found to be potential enough in generating variance in career maturity. Barring few exceptions the first order interaction were not found significant where as the second order interaction were found significant for almost all the components of career maturity. . It is clearly revealed that self concept, vocational aspiration and gender are able to account for the variance of all the components of career maturity. The findings revealed that girls possessed greater Career Maturity-Attitude, Career Maturity-Competence and Career Maturity as compared to boys.

Mona, Jasdeep Kaur [2010] studied the “Career Maturity of Adolescents in Relation to Intelligence”. The present study investigated the career maturity in relation to intelligence among the adolescents of plus one stage. Random stratified sampling procedure was used to select the sample. Six hundred and forty students studying in government schools (Academic and Vocational groups) of Amritsar district formed the sample. There were 320 boys and 320 girls varying in age from 16-18 years. The career maturity scale and intelligence test were administered to the sample. The findings revealed that girls possessed greater career maturity and intelligence as compared to boys. In this study it was concluded that girls in the present sample exhibited more maturity in respect of career. This includes decisiveness, involvement, independence, orientation and compromise in career decision making. They made a more realistic appraisal of themselves, possessed more career related information, and solving problems related to career decision making. The result of present study is supported by research study conducted by (Dhillon and Kaur, 2005)

OBJECTIVE

Is there any impact of Parent-Child Relationship on Career Maturity of High School Students in Relation to Nature of Management of School & Board of Affiliation.

HYPOTHESIS

There will be no significant any impact of Parent-Child Relationship on Career Maturity of High School Students in Relation to Nature of Management of School and Board of Affiliation.

SAMPLE

Table No. 1 : Sample of the Study

PARENTAL ACCEPTANCE-REJECTION	GENDER	NUMBER
ACCEPTED	BOYS	100
	GIRLS	100
REJECTED	BOYS	100
	GIRLS	100

Table No. 2. Sampling of Students on the basis of Parental Acceptance-Rejection

Parental Acceptance-Rejection	Name of Management	Boys	Girls	Total
ACCEPTED	Government	50	50	100
	Private	50	50	100
REJECTED	Government	50	50	100
	Private	50	50	100

TOOLS

The Tools used for the present study were :-

Mohsin Parent-Child Inventory by Dr. S.M. Mohsin.

Career Maturity Inventory by Dr. (Mrs.) Nirmala Gupta, (Indian Adaptation)

DESIGN

The students of class Xth were administered with **Parent-Child Relationship Inventory** (PCRI) and after scoring, parentally accepted & parentally rejected students were selected

for study. Indian adaptation of **Career Maturity Inventory** (CMI) of Crites, (by Dr. (Mrs.) Nirmala Gupta) was administered on the students selected in the final sample.

ANALYSIS AND DISCUSSION OF RESULTS

Analysis and discussion of the results has been presented below

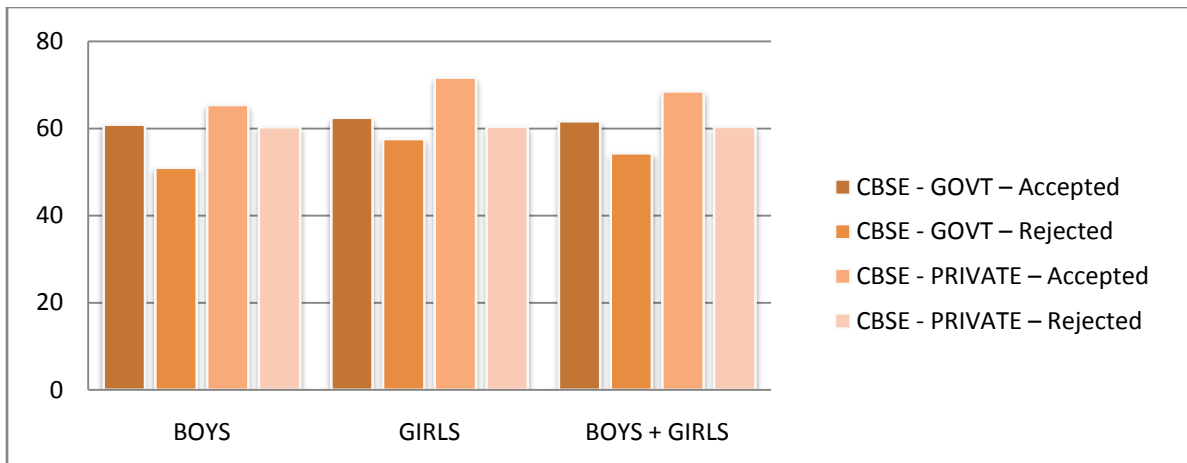
Table No. 3 : Comparative Results of Students Career Maturity in Relation to Nature of Management of School & Board of Affiliation

Gender	Groups	N	Mean	SD	F-Ratio	P-value
BOYS	CBSE - GOVT - Accepted	25	60.88	10.75	8.58	< 0.01
	CBSE - GOVT - Rejected	25	51.00	12.45		
	CBSE - PRIVATE - Accepted	25	65.40	7.98		
	CBSE - PRIVATE - Rejected	25	60.32	9.58		
	MP BOARD - GOVT - Accepted	25	47.88	10.58	1.33	> 0.05
	MP BOARD - GOVT - Rejected	25	47.52	9.46		
	MP BOARD - PRIVATE - Accepted	25	51.12	6.72		
	MP BOARD - PRIVATE - Rejected	25	51.52	9.30		
GIRLS	CBSE - GOVT - Accepted	25	62.48	8.34	10.30	< 0.01
	CBSE - GOVT - Rejected	25	57.60	10.45		
	CBSE - PRIVATE - Accepted	25	71.68	8.15		
	CBSE - PRIVATE - Rejected	25	60.40	10.75		
	MP BOARD - GOVT - Accepted	25	62.88	11.21	5.78	< 0.01
	MP BOARD - GOVT - Rejected	25	51.00	11.00		
	MP BOARD - PRIVATE - Accepted	25	58.96	9.55		
	MP BOARD - PRIVATE - Rejected	25	55.16	10.51		
BOYS & GIRLS	CBSE - GOVT - Accepted	50	61.68	9.55	16.77	< 0.01
	CBSE - GOVT - Rejected	50	54.30	11.85		
	CBSE - PRIVATE - Accepted	50	68.54	8.60		
	CBSE - PRIVATE - Rejected	50	60.36	10.07		
	MP BOARD - GOVT - Accepted	50	55.38	13.18	3.41	< 0.05
	MP BOARD - GOVT - Rejected	50	49.26	10.30		
	MP BOARD - PRIVATE - Accepted	50	55.04	9.08		
	MP BOARD - PRIVATE - Rejected	50	53.34	9.99		

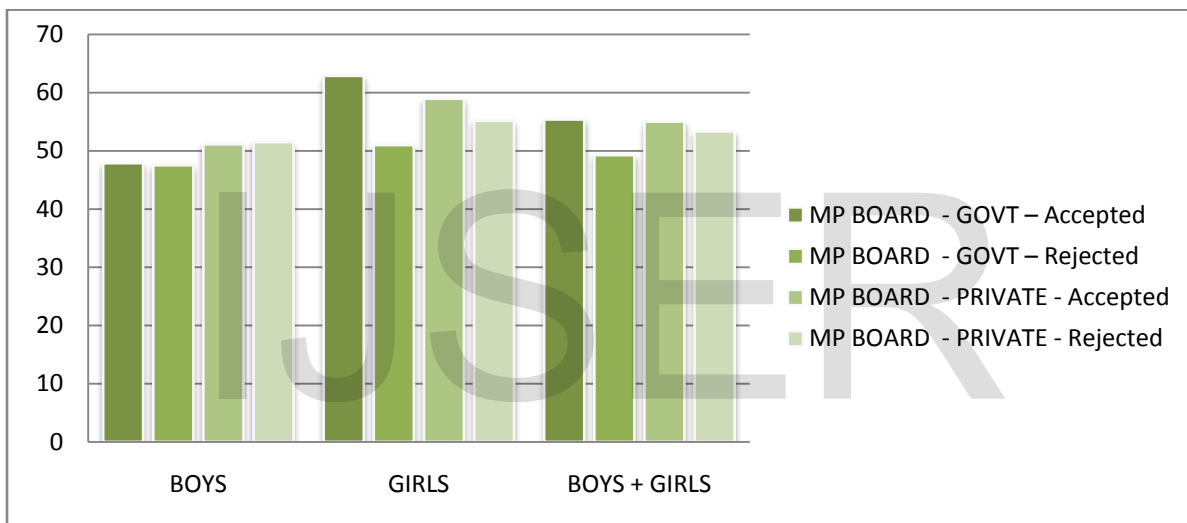
Degree of freedom - df - 3. 96 / 3, 196 Minimum value for significance at 0.05 = 2.70 / 2.65
Minimum value for significance at 0.01 = 2.98 / 3.88

GRAPH NO. 1 : COMPARATIVE RESULTS OF STUDENTS CAREER MATURITY IN RELATION TO NATURE OF MANAGEMENT & BOARD OF AFFILIATION

C.B.S.E. GROUP



[B] M.P. BOARD GROUP



DISCUSSION AND ANALYSIS :

From the results presented in the above Table it is clear that there is a no statistical difference in Career Maturity of Boys of MP Board affiliated schools in relation to nature of management of school. The obtained value of F-ratio (1.33) is statistically insignificant at 0.05 level. During the research work it was observed that school environment among these MP Board affiliated boys schools, may be private or government managed, is such that it does not seriously support career aspiration and career planning among their students. The teachers of these schools seemed less devoted in upgrading the career related information which is prime requirement for the development of appropriate career maturity, hence parentally accepted as well as parentally rejected exhibits almost similar career maturity.

From the results presented in the above Table it is clear that there is statistical difference

in Career Maturity of Girls of CBSE affiliated schools in relation to nature of management of school. The value of F-ratio (10.30) is statistically significant at 0.01 level. The results reveal that the parentally accepted Girls, studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group. The possible reason for such observation is that for the girls studying in CBSE affiliated private schools are able to gather career information's through various sources, the parental help and the involvement of the school staff also plays an crucial role in this process, hence in them the ability of career decision, career choice etc. develops at greater pace and hence exhibits appropriate career maturity. Those girls who are parentally accepted, due to their parental support, the gathering of career information, the career decision and the career choice develops much faster and in much better way giving them an advantage over others.

The results shows that parentally rejected girls studying in CBSE affiliated government schools have lowest Career Maturity. The relevant reason behind this outcome could be that parents of these parentally rejected girls have not properly understood the importance of Career among female gender and are not mentally ready to respect their Career aspirations. They are unable to accept the fact that even the female may be required to go to work after completion of their education and will become the earning member. Because of this prevailing attitude of their parents these girls fail to develop appropriate career maturity, resulting in lower Career Maturity in them, the parental rejection works as hurdle in their career aspiration.

From the results presented in the above Table it is clear that there is a statistical difference in Career Maturity of Girls of MP Board in relation to nature of management of school. The value of F-ratio (5.78) is statistically significant at 0.01 level. Parentally accepted Girls of MP Board studying in government schools have highest Career Maturity in comparison to other group. This observation could be for the reason that today in the Indian society, the parents of the girl child have somewhat accepted the fact that their girl child also have professional aspiration and their financial requirement may compel them to take up some job in future. The accepted girls might have an advantage, the acceptance by their parents and the changing mindset of their parents has broaden their career aspect and the parental involvement become decisive for development the various components of Career Maturity, as such have better Career Maturity. While Career Maturity of parentally rejected girls studying in MP Board affiliated government school have lowest Career Maturity. The personal interaction and analysis

of demographic data reveals that, most of these students comes from the families where there is no academic environment at home, parents themselves had poor educational background with very little or no substantial academic achievements. Analysis revealed that father's of most of these girls students are working as labourer or are into very small scale business activities having very little financial security, the analysis also revealed that mothers of such girls student are either housewives or are into unorganized sectors and hence can't financially support the family too much, all these compulsions and constrains of the family becomes hurdle in their academic achievements, at the same time these girls are unable to understand the importance of Career aspirations, career decision and career choice, as such they are unable to develop desirable career maturity.

From the results presented in the above Table it is clear that there is a statistical difference in Career Maturity of Students (Boys + Girls) of CBSE affiliated schools in relation to nature of management of schools. The value of F-ratio (16.77) is statistically significant at 0.01 level. Parentally accepted students (Boys + Girls) studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, this may be due to comprehensive scholastic curriculum and career supportive environment at schools. The parental involvement and the parental support become decisive for these parentally accepted students (Girls + Boys), which start taking more advantage of the situation, hence Career Decisiveness, Career Involvement, Career Independence and Career Orientation gets well developed in them which gets reflected as better Career Maturity as compared to the other group.

While parentally rejected students (Girls + Boys) of CBSE studying in government schools have lowest Career Maturity. Effective parent-child communication helps to set a firm and consistent child's behavior, positive interaction with children builds cooperation and helps reduce conflict, all these work together and support each other to influence children's behaviour. Parent-child relationship is very important in building self-confidence and self-respect amongst children, but parentally rejected students do not enjoy these benefits hence Career Decisiveness, Career Involvement, Career Independence and Career Orientation gets adversely affected in them, negatively impacting their Career Maturity, hence they exhibits lower career maturity.

Dhillon Upma & Rajinder Kaur [2005], Hasan B. (2006) and Mona, Jasdeep Kaur [2010] concluded that girls exhibited more maturity in respect of career. This includes decisiveness, involvement, independence, orientation and compromise in career decision

making. They made a more realistic appraisal of themselves, possessed more career related information, and solving problems related to career decision making. **Gupta, Nirmala** found that boys were higher on career maturity-competence than were girls.

CONCLUSIONS

1. In the above study where *CBSE and M.P. Board students are compared separately*, it is concluded that there is a statistical difference in Career Maturity of Boys studying in CBSE affiliated schools in relation to nature of management of school. Parentally accepted boys studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, while rejected boys studying in CBSE affiliated government schools have lowest Career Maturity.
2. It is concluded that there is no impact of Parental acceptance-Rejection, Nature of management of school and Board of affiliation on Career Maturity of boys studying in MP Board affiliated schools.
3. Parentally accepted Girls studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, while parentally rejected Girls studying in CBSE affiliated government schools have lowest Career Maturity.
4. Parentally accepted Girls studying in MP Board affiliated government schools have highest Career Maturity in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity.
5. Parentally accepted Students (Boys + Girls) studying in CBSE affiliated private schools have highest Career Maturity in comparison to other group, while parentally rejected Students (Boys + Girls) studying in CBSE affiliated government schools have lowest Career Maturity.
6. Parentally accepted Students (Boys + Girls) studying in MP Board affiliated government schools have highest Career Maturity in comparison to other group, while parentally rejected Students (Boys + Girls) studying in MP Board affiliated government schools have lowest Career Maturity.

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