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IMPACT OF PARENTAL ENCOURAGEMENT ON CAREER DECISION MAKING SELF EFFICACY OF ADOLESCENTS

Nitin Kumar Sharma¹ and Prof. S. K. Paul²

¹Research Scholar, Rani Durgawati Vishwavidyalaya, Jabalpur, M.P., India.

²Rtd. Prof. Hawabagh Women's College, Jabalpur, M.P., India .



ABSTRACT :

The purpose of this study was to examine the impact of Parental Encouragement on Career Decision Making Self Efficacy of High School Students. The sample consisted of 800 High School Students (Boys 400 and Girls 400) randomly selected. Final sample consisted of Boys and Girls of High and Low Parental Encouragement. Two hypotheses were formulated. The study sample responded to two standardized instruments, namely- Parental Encouragement Scale by R.R. Sharma (2005) and Career Decision Making Self Efficacy Scale by Taylor and Pompa (1990). The results indicated that there was no impact of PE on Career Decision Making Self Efficacy of adolescents and also no gender differences were observed in Career Decision Making Self Efficacy in relation to Parental Encouragement.

KEYWORDS : Parental Encouragement Career Decision Making Self Efficacy Adolescents.

INTRODUCTION:

We are living in a world of dominators where competition in every field has become an urgency. Without this competitive world there wouldn't have had been any development. Every parent has to fulfil the demands of his child which is not possible at a non-competitive level. For this a parent should always give encouragement towards the goal of their child's life. Now-a-days, it appears that children are becoming weak-both emotionally and physically. To reduce this headcount parental encouragement is very essential. CDMSE is mainly done by parents as they do not let the adolescents take their own decision and as a result lack of confidence and decision making starts affecting the child even at very early stage. An individual has to earn a living on his own with his/her own capabilities. It is very important for the individual to make his/her own decisions and learn from them. This in turn helps the adolescents to become stronger both-emotionally as well as physically. Sociologists stress that the forces in our society are the major determinants of vocational choice. A person can be described as articulate, bright, dull, loving, sensitive, open, closed, extroverted, introverted, neurotic or psychotic, depending on his behaviour in the family, in the society and later in his work place. The role of school counsellor becomes inevitable in these circumstances. The counsellor is able to find out the characteristics, abilities, aptitude interest, etc objectively and scientifically so that these data might help in matching the requirements in terms of the abilities with the vocational goal which the child might have decided for himself / herself.

The role of the parents is very important. They must help their child in choosing a vocational goal which is in accordance with the characteristics both - psychological and physically. Indirectly it may be perceived as(P.E.). Thus, Career Decision Making Self Efficacy is very important from the parent's point of view, as it helps the adolescent to improve their self efficacy skills and match his own characteristics with the demands of the

vocational goals for a living. As such the study of Career Decision Making Self Efficacy of the individual with reference to Parental Encouragement will be of help so that the results may help the child and his/her parents to finalize his vocational goal and pursue education and training accordingly. Onder, Kirdok and Isik (2010) investigated Career Decision among high schools students regarding their parenting styles and parental attachment level. The children of more authoritative and authoritarian parents were more decisive than the children of neglectful and indulgent parents. Ferry, Fouad & Smith (2000) demonstrated some of the positive effects of parental support on adolescent's and young adult's career development. For example rural adolescent's perceptions of parental support for pursuing occupations that represent Holland themes was a significant predictor of their interests in vocational self efficacy and valuing these occupations. Bratcher (1982) was the first to suggest the application of family systems theory in the area of career development. He suggested that family rules homeostasis and boundaries were the most influential systematic issues that would likely affect career choice or indirectly Career Decision Making Self Efficacy. Family system theory suggests that Career Decision Making is combined with other developmental process, for example - identity development and psychological separation from parents. Ketterson and Bluestein (1997) also support the relational context of career development. The study found that students who had secured attachment to parents engage in greater level of environmental and self-exploratory activities. They concluded that secure comfortable relationship is critical in helping students take the risks necessary in exploring new setting and roles. Thus, the conclusions of the present research will go a long way in making the parents understand the importance of Parental Encouragement and to the adolescents, the relevance of parental support and their unflinching advice.

Variables:

Independent Variable- Parental Encouragement

Dependent Variable - Career Decision Making Self Efficacy.

Control Variable- Age 14-17 years; Grade-9th.

Objectives: (1) To study the impact of Parental Encouragement on Career Decision Making Self Efficacy of adolescents studying in High School.

(2) To study gender difference in Career Decision Making Self Efficacy in relation to Parental Encouragement of adolescents studying in High Schools.

Hypotheses: (1) There is no significant impact of Parental Encouragement on Career Decision Making Self Efficacy of adolescents studying in High Schools.

(2) There are no gender differences in Career Decision Making Self Efficacy in relation to Parental Encouragement of adolescents studying in High Schools.

Sample: The sample of study is given in the following table:

Table-1
Primary Sample of Study

Nature of Management	Boys	Girls	Total
Government School	200	200	400
Private School	200	200	400
Total	400	400	800

After administration of Parental Encouragement scale the final sample of the study is presented in the following table -

Table-2
Final Sample of Study

Parental Encouragements	Boys	Girls	Total
High	154	189	343
Low	171	141	312
Total	325	330	655

- Tests-** 1. Parental Encouragement Scale by R.R. Sharma (2005)
 2. Career Decision Making Self Efficacy Scale- by Taylor and Pompa (1990)

Method of Study: For the present study researcher used survey method of research to complete the research work systematically and successfully. Here both the tests were administered on the sample selected for this study. After scoring the tests the analysis was done to arrive at the conclusions.

Analysis and Discussion of Results: The results of impact of Parental Encouragement on CDMSE are presented below:

Table-3
Comparative results of Career Decision Making Self Efficacy in relation to Parental Encouragement.

Group	P.E.	N	M	S.D.	C.R.	'P' value
Boys	High	154	92.38	4.22	0.45	>0.05
	Low	171	91.84	10.78		
Girls	High	189	93.84	12.58	0.02	>0.05
	Low	141	93.81	12.78		
Boys + Girls	High	343	93.18	11.99	0.49	>0.05
	Low	312	92.73	11.73		

Degrees of Freedom 288 Min. Value at 0.05 level 1.97
 Min. Value at 0.01 level 2.59
 Degrees of Freedom 653 Min. Value at 0.05 level 1.96
 Min. Value at 0.01 level 2.58

From the above results it may be concluded that there is no impact of Parental Encouragement on Career Decision Making Self Efficacy i.e. it is independent of Parental Encouragement. The obtained values of critical ratio's are statistically insignificant.

Table-4
Comparative results of Gender Difference in CDMSE in relation to P.E.

P.E.	Gender	N	M	S.D.	C.R.	'P' value
High	Boys	154	92.38	11.22	1.13	>0.05
	Girls	189	93.84	12.58		
Low	Boys	171	91.84	10.78	1.46	>0.05
	Girls	141	93.81	12.74		

Degrees of Freedom 341 Min. Value at 0.05 level 1.97
 Degrees of Freedom 310 Min. Value at 0.01 level 2.59

From the above results it may be inferred that there are no gender differences in Career Decision Making Self Efficacy in relation of Parental Encouragement. The obtained values of critical ratio's are less than the minimum values for significance.

The results of the impact of Parental Encouragement on Career Decision Making Self Efficacy show that there is no impact of Parental Encouragement on CDMSE of boys, girls and students. This shows that Career Decision Making Self Efficacy is independent of Parental Encouragement. CDMSE is the self efficacy of an individual in making career decision. Here, the Parental Encouragement in the present research context, has been described as one of the aspects of parent treatment patterns. In Encouragement the parents helps the child guide him so that he may not feel disheartened at a particular point of difficulty. Parental Encouragement,

as a term in education has been very explicitly defined by Rossi (1965) in these words "When father and mother approve or appreciate any activity related to education or revoke and hurdle felt by the student in the process or guide him for being right or wrong, this entire spectrum activity comes within the purview of Parental Encouragement." Parents should maintain a healthy balance between encouragement and discipline, setting limits so that the overall feeling of the parent-child relationship is positive.

Here, in the present research context, Parental Encouragement variable which is the backbone of success for every individual in the field of Career Decision Making Self Efficacy and also provide good and enriched environment then there will be chances for growth in every field of life. The results of impact of Parental Encouragement on CDMSE show that there is no significant impact of it on CDMSE. The students of both high & low Parental Encouragement have shown nearly the same degree of CDMSE. It is significant to mention that the students in the present research work are at that stage of education where they are looking forward towards their future occupational career. When the students are in the same educational level they become a homogenous group with respect to their aspirations, both - vocational and occupational. The individual difference in different psychological characteristics have little role to play. The impact of peer group plays a dominant role and when the students are in the stage of vocational planning they work on the same lines and as such do not differ in many aspects including their CDMSE. In this regard Parental Encouragement has not much role to play. It has also been observed that Career Decision Making strategies are bounded rationally and decision making is a multistage process for each individual. The child comes in contact with different people, may be in different occupations, with different characteristic and each plays some role in Career Decision Making process. The role of the parents in helping to decide a future vocational goal also comes under this purview.

In the present research work no impact of Parental Encouragement on CDMSE has been observed. There are individual differences and over a period of time there are changes in environment which make the students to change their strategies. In the case of gender differences in CDMSE of boys and girls of high and low Parental Encouragement it has been found that there are no gender differences in CDMSE. The impact of Parental Encouragement on CDMSE process has been studied in Arulmanis (2001) work. It has been asserted that Career Decision Making in a multiple stage information process which can be influenced by individual's parental support and it is also found that the relationship of Parental Encouragement with career development and the moderating role of gender in relationship. In this research result indicates that Parental Encouragement and gender moderated the relationship between Parental Encouragement and Career Development.

The present scene of occupational/vocational world clearly indicates that there are now no gender differences as far as different occupational fields are concerned. Thus, the need for the parental support for boys and girls are treated in a similar manner. Thus, the information about the world of work is common for both and both are required to follow the common path in choosing a career. This has resulted in having no gender differences in boys and girls of High and Low Parental Encouragement in their CDMSE. Thus, from the above discussion and the relationship of the present research finding with previous research findings it becomes clear that CDMSE is independent of gender for high and low Parental Encouragement for both boys and girls.

It is significant to mention here that for Career Decision Making Self Efficacy it is always important to consider the current scene of occupational world in relation to the future orientation so that in the process of Career Decision Making the students are able to decide their vocational goal in broader prospective. The role of parents becomes very important in providing a very conducive environment for the best possible development of their child.

CONCLUSIONS:

The following conclusions have been drawn-

1. There is no impact of Parental Encouragement on CDMSE of adolescents.
2. There are no gender differences in CDMSE of High and Low Parental Encouragement groups.

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Nitin Kumar Sharma

Research Scholar, Rani Durgawati Vishwavidyalaya, Jabalpur, M.P., India.

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