

Impact Of Parent-Child Relationship On Career Maturity-Attitude Of High School Students In Relation To Nature Of Management Of School And Board Of Affiliation

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Abstract: *This study investigated the impact of Parental acceptance rejection on Career Maturity-Attitude 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 Career Maturity-Attitude of parentally accepted Boys studying in CBSE affiliated government schools have highest in comparison to other group, while parentally rejected Boys studying in MP Board affiliated government school have lowest Career Maturity-Attitude. Results show that parentally accepted Girls studying in CBSE affiliated government schools have highest Career Maturity-Attitude in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity-Attitude. Results show that The Career Maturity-Attitude of parentally accepted students (Boys + Girls) studying in CBSE affiliated government schools have highest in comparison to other group, while parentally rejected students (Boys + Girls) studying in MP Board affiliated government schools have lowest Career Maturity-Attitude.*

Keywords: *Parent-Child Relationship, Career Maturity-Attitude*

Selection of career and getting set in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. The concept "career" refers to a sequence of occupations, jobs, and positions occupied by an individual in his or her lifetime (Super & Bohn, 1970). It is a concept derived from Latin and French denoting a pathway, race course, or a course of action (Collins, 2006). In a more contemporary sense, this concept can be clarified from an economical, sociological, and psychological perspective (Super & Bohn, 1970).

Viewed *economically*, a career is a series of positions occupied by a person as a means of preparing to earn, earning, or withdrawing from the earning of a livelihood. Viewed *sociologically*, it is a series of roles played by a person, in which the nature of each role played, the way in which it is played, and the situation in which it is played have some bearing on the nature of the next role in the series. Viewed *psychologically*, a career is also a series of roles played by a person, the choice of and success in which are determined in part by the aptitudes, interests, values, needs, prior experiences, and expectations of the person in question (Super & Bohn, 1970).

Now-a-days it is difficult for student to cope with present circumstance and their future plans. Lack of knowledge of world of work and frequent emergence of new specialization

& new kinds of job are making student more confused. Hence due to family environment, job profiles & job's requirements, students are unable to focus on future plan. Students find themselves lost or are highly confused.

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.

“Career maturity” refers to a person’s ability to make career decisions that reflect decisiveness, self-reliance, independence, and a willingness to compromise between personal needs and the requirements of one’s career situation (Coetzee & Roythorne-Jacobs, 2007; Schreuder & Coetzee, 2006). It refers to the degree of development a person has reached on the continuum of career development across the lifespan (Patton & Creed, 2001; Super, 1957; Smedley et al., 2003; Super & Overstreet, 1960). It can also be viewed as an individual’s readiness to deal with age-appropriate vocational tasks (Creed & Patton, 2003; Fouad, 1988). Super (1957) identifies the following dimensions of career maturity as comprising his model: orientation to career choice, information and planning, consistency of career preferences, crystallisation of traits, and wisdom of career preferences. What is important with regard to these dimensions is that he acknowledges that they are more appropriate at the early (exploratory) stage of career development.

Career maturity-attitude assesses a person’s feelings, subjective reactions, and disposition towards making a career choice and entering the world of work (Crites, 1973; Wigington, 1982). According to Crites (1973), career choice attitudes mediate the use of career choice competencies in ultimately choosing an occupation; they act as internal cues which precede overt goal selection, planning, or problem-solving. Of the many different relationships peoples form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent’s age, experience, and self-confidence; the stability of the parents’ marriage; and the unique characteristics of the child compared with those of the parent. Early adolescence marks an important turning point in the parent-child relationship. As the child enters adolescence, the biological, cognitive and emotional changes of the period spark transformations in parent-child relationship. In many families, the transition into adolescence coincides with the parent’s transition into mid-life, and this, too, may introduce additional challenges into family system that spill over into the parent-child relationship.

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. There is a strong debate on the relative merits of government versus private schools. It is argued that the government school system is expensive and wasteful and fails in imparting even minimum skills to students; private schools

not only do better but also provide learning at a much lower unit cost. Evidence from the surveys in India show that learning outcome of students in private schools, as measured, is on the average better than government schools.

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-Attitude High School Students in Relation to Nature of Management of School and Board of Affiliation.

HYPOTHESIS

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

SAMPLE

| Parental Acceptance-Rejection | Gender | Number |
|-------------------------------|--------|--------|
| ACCEPTED | BOYS | 100 |
| | GIRLS | 100 |
| REJECTED | BOYS | 100 |
| | GIRLS | 100 |

Table 1: Sample of the Study

| 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 |

Table 2: Sampling of Students on the basis of Parental Acceptance-Rejection

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

| Gender | Groups | N | Mean | Standard Deviation | F-Ratio | P-value |
|--------------|-------------------------------|----|-------|--------------------|---------|---------|
| BOYS | CBSE - GOVT - Accepted | 25 | 33.76 | 4.43 | 9.40 | < 0.01 |
| | CBSE - GOVT - Rejected | 25 | 27.80 | 5.88 | | |
| | CBSE - PRIVATE - Accepted | 25 | 32.04 | 4.13 | | |
| | CBSE - PRIVATE - Rejected | 25 | 30.56 | 4.78 | | |
| | MP BOARD - GOVT - Accepted | 25 | 25.96 | 5.08 | | |
| | MP BOARD - GOVT - Rejected | 25 | 26.04 | 4.42 | | |
| | MP BOARD - PRIVATE - Accepted | 25 | 30.80 | 5.84 | | |
| | MP BOARD - PRIVATE - Rejected | 25 | 32.44 | 3.79 | | |
| GIRLS | CBSE - GOVT - Accepted | 25 | 33.76 | 3.95 | 8.03 | < 0.01 |
| | CBSE - GOVT - Rejected | 25 | 32.32 | 4.72 | | |
| | CBSE - PRIVATE - Accepted | 25 | 32.96 | 3.92 | | |
| | CBSE - PRIVATE - Rejected | 25 | 30.40 | 5.24 | | |
| | MP BOARD - GOVT - Accepted | 25 | 30.04 | 6.11 | | |
| | MP BOARD - GOVT - Rejected | 25 | 23.84 | 8.25 | | |
| | MP BOARD - PRIVATE - Accepted | 25 | 30.76 | 5.33 | | |
| | MP BOARD - PRIVATE - Rejected | 25 | 27.96 | 6.03 | | |
| BOYS & GIRLS | CBSE - GOVT - Accepted | 50 | 33.76 | 4.15 | 12.56 | < 0.01 |
| | CBSE - GOVT - Rejected | 50 | 30.06 | 5.75 | | |
| | CBSE - PRIVATE - Accepted | 50 | 32.50 | 4.02 | | |
| | CBSE - PRIVATE - Rejected | 50 | 30.50 | 4.97 | | |
| | MP BOARD - GOVT - Accepted | 50 | 28.00 | 5.93 | | |
| | MP BOARD - GOVT - Rejected | 50 | 24.94 | 6.64 | | |
| | MP BOARD - PRIVATE - Accepted | 50 | 30.78 | 5.53 | | |
| | MP BOARD - PRIVATE - Rejected | 50 | 30.20 | 5.48 | | |

Table 3: Comparative Results of Students Career Maturity-Attitude in Relation to Nature of Management of School & Board of Affiliation

Degree of freedom - df - 7, 192

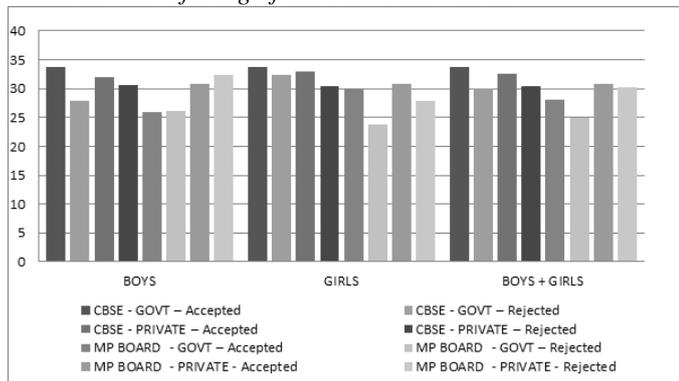
Minimum value for significance at 0.05 = 1.98

Minimum value for significance at 0.01 = 2.60

Degree of freedom - df - 7, 392

Minimum value for significance at 0.05 = 1.96

Minimum value for significance at 0.01 = 2.56



Graph 1: Comparative Results Of Students Career Maturity-Attitude In Relation To Nature Of Management & Board Of Affiliation

Both C.B.S.E. & M.P. Board Group Compared Together

DISCUSSION AND ANALYSIS

From the results presented in the above Table, in which impact of Parental Acceptance-Rejection on Career Maturity-Attitude of students studying in CBSE and M.P. Board affiliated school are compared together, it is clear that there is impact of the nature of management, Board of affiliation & Parental acceptance-rejection on Career Maturity-Attitude of Boys. The obtained value of F-ratio for ascertaining the statistical difference among the Boys is 9.4, which is statistically significant at 0.01 level. The Career Maturity-Attitude parentally accepted boys studying in CBSE affiliated in government schools i.e. Kendriya Vidhayala (K.V.) have highest in comparison to other group, in K.V.'s, as discussed earlier that the Career Education is integrated part of their scholastic curriculum, this elaborative programme involves both parents and teachers, hence parentally accepted boys because of these dual support, develops a greater sense of 'Career responsibility' and become capable of taking greater advantages of these kind programmes, the analysis of the results revealed that the Career Maturity-Attitude of parentally accepted boys studying in CBSE affiliated government schools is even higher as compared to parentally accepted boys studying in CBSE affiliated private schools, this observation is quite unique as it is normally expected that parentally accepted boys studying in CBSE affiliated private schools should have advantage over the parentally accepted boys studying in CBSE affiliated government schools. This could be because the school environment have greater impact on Career Maturity-Attitude the than home environment and family support, this could be the possible reason for the better Career Decisiveness, Career Involvement, Career Independence and Career Orientation among parentally accepted boys studying in CBSE affiliated government schools, therefore they develops better Career Maturity-Attitude as compared to the other groups. From these

analytical observations it may be concluded that, the schools' have greater role to play in enhancing the Career Maturity-Attitude.

From the results presented in the above Table, it clearly appears that the parentally rejected boys studying in M.P. Board affiliated government schools have lowest Career Attitude. The results are in accordance with what is normally expected, the reason behind are both, the parental attitude and also their school response. On the parental front, it was found that the parent's of such boys are totally uninvolved in their children's academic performance and scholastic activities, either because of ignorance or lack of time. As the result the parents are unable to understand the due importance of this schooling activities, this in turn develops the sense of disinterest among these parentally rejected boys toward their academic commitment. On the school front, it was found that the teachers are less committed towards the upliftment of these boys, the ignorance attitude of teachers towards these boys becomes the foremost reason for their poor Career aspiration and low Career Maturity-Attitude. This shows that there is impact of nature of management, Board of affiliation & Parental acceptance-rejection on Career Maturity-Attitude.

From the results presented in the above Table, it is clear that there is a statistical difference in Career Attitude of Girls in relation to Nature of management, Board of affiliation & Parental acceptance-rejection. The value of F-ratio (8.03) is statistically significant at 0.01 level. parentally accepted girls studying in CBSE affiliated in government school i.e. Kendriya Vidhayala (K.V.) have highest Career Attitude in comparison to other groups, while parentally rejected girls studying in M.P. Board affiliated government schools have lowest Career Maturity-Attitude. This shows that there is impact of nature of management & Parental acceptance-rejection on Career Maturity-Attitude. From the results presented in the Table 4.05 it is clear that there is impact of Nature of management, Board of affiliation & Parental acceptance-rejection on Career Maturity-Attitude of Students (Boys + Girls). The obtained value of F-ratio (12.56) for ascertaining the statistical difference among Students (Boys + Girls), which is statistically significant at 0.01 level. The Career Maturity-Attitude of parentally accepted Students (Boys + Girls) studying in CBSE affiliated in government school i.e. Kendriya Vidhayala (K.V.) have highest in comparison to other group, while parentally rejected Students (Boys + Girls) studying in M.P. Board affiliated government schools have lowest Career Maturity-Attitude. Both these results are on the same lines as it is exhibited in case of boys, the in-depth analysis of these results and investigation of the possible reason behind, it was observed that similar kind of reasons applies in either case. In case of girls, the parentally accepted have an advantage of parental support, which ensures the development of right Career Decisiveness, Career Involvement, Career Independence and Career Orientation, leading to the development of proper Career Attitude, parentally rejected girls appears to have additional constrain, as their parent expects them to get involved in day to day household activities, hence they starts developing attitude of Career ignorance, which starts getting reflected as low Career Maturity-Attitude.

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.

Thus, from this present study it become apparent that the Career maturity-competence of girls is higher than boys, which is in consonance with previous research findings.

CONCLUSIONS

- ✓ When CBSE and M.P. Board students are compared together, it is concluded that the Career Maturity-Attitude of parentally accepted Boys studying in CBSE affiliated government schools have highest in comparison to other group, while parentally rejected Boys studying in MP Board affiliated government school have lowest Career Maturity-Attitude.
- ✓ Parentally accepted Girls studying in CBSE affiliated government schools have highest Career Maturity-Attitude in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity-Attitude.

The Career Maturity-Attitude of parentally accepted students (Boys + Girls) studying in CBSE affiliated government schools have highest in comparison to other group, while parentally rejected students (Boys + Girls) studying in MP Board affiliated government schools have lowest Career Maturity-Attitude.

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