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IMPACT OF PARENT-CHILD RELATIONSHIP ON CAREER MATURITY-COMPETENCE OF HIGH SCHOOL STUDENTS

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ABSTRACT

This study investigated the impact of Parental acceptance rejection on Career Maturity-Competence 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 the Career Maturity-Competence of parentally accepted Boys studying in CBSE affiliated private schools is highest in comparison to other group, while parentally rejected Boys of MP Board studying in government schools have lowest Career Maturity-Competence. Parentally accepted Girls studying in CBSE affiliated private schools have highest Career Maturity-Competence in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity-Competence. The Career Maturity-Competence of parentally accepted Students (Boys + Girls) studying in CBSE affiliated private schools is highest in comparison to other group, while parentally rejected Students (Boys + Girls) studying in MP Board affiliated government schools have lowest Career Maturity-Competence.

KEYWORDS

parent-child relationship, career maturity-competence.

INTRODUCTION

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. Selection of career and getting set in it is an important task and a source of personal gratification. 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).

Economically viewed, 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* viewed, 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 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 has 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 was 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 was not found significant whereas 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-Competence of High School Students in Relation to Nature of Management of School & Board of Affiliation?

HYPOTHESIS

There will be no significant impact of Parent-Child Relationship on Career Maturity-Competence 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-COMPETENCE IN RELATION TO NATURE OF MANAGEMENT OF SCHOOL & BOARD OF AFFILIATION

Gender	Groups	N	M	S.D.	F-Ratio	P-value
BOYS	CBSE - GOVT - Accepted	25	27.08	7.96	13.67	< 0.01
	CBSE - GOVT - Rejected	25	23.20	7.68		
	CBSE - PRIVATE - Accepted	25	33.68	6.68		
	CBSE - PRIVATE - Rejected	25	29.76	7.32		
	MP BOARD - GOVT - Accepted	25	21.84	7.66		
	MP BOARD - GOVT - Rejected	25	20.68	6.37		
	MP BOARD - PRIVATE - Accepted	25	20.32	5.69		
	MP BOARD - PRIVATE - Rejected	25	18.68	7.17		
GIRLS	CBSE - GOVT - Accepted	25	28.72	7.37	9.97	< 0.01
	CBSE - GOVT - Rejected	25	25.28	7.38		
	CBSE - PRIVATE - Accepted	25	38.28	6.54		
	CBSE - PRIVATE - Rejected	25	30.36	8.10		
	MP BOARD - GOVT - Accepted	25	32.84	6.45		
	MP BOARD - GOVT - Rejected	25	23.84	8.25		
	MP BOARD - PRIVATE - Accepted	25	28.20	7.21		
	MP BOARD - PRIVATE - Rejected	25	27.20	6.30		
BOYS & GIRLS	CBSE - GOVT - Accepted	50	27.90	7.63	17.32	< 0.01
	CBSE - GOVT - Rejected	50	24.24	7.53		
	CBSE - PRIVATE - Accepted	50	35.98	6.95		
	CBSE - PRIVATE - Rejected	50	30.06	7.65		
	MP BOARD - GOVT - Accepted	50	27.34	8.94		
	MP BOARD - GOVT - Rejected	50	22.26	7.47		
	MP BOARD - PRIVATE - Accepted	50	24.26	7.56		
	MP BOARD - PRIVATE - Rejected	50	22.94	7.94		

Degree of freedom - df - 7, 192

Minimum value for significance at 0.05 = 2.05

Minimum value for significance at 0.01 = 2.73

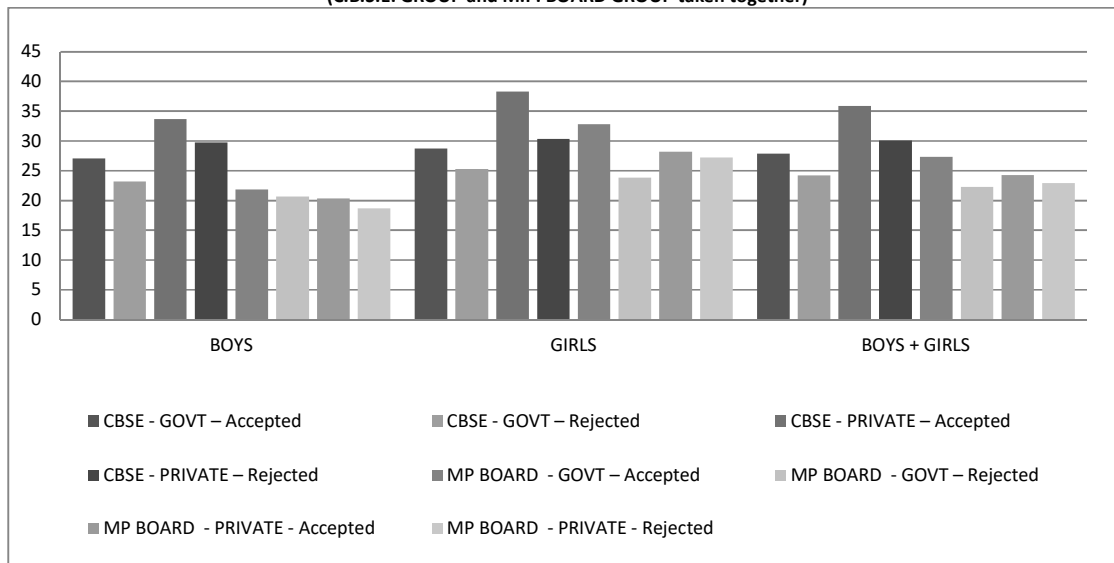
Degree of freedom - df - 7, 392

Minimum value for significance at 0.05 = 2.03

Minimum value for significance at 0.01 = 2.69

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

(C.B.S.E. GROUP and M.P. BOARD GROUP taken together)



DISCUSSION AND ANALYSIS

The comparative result of career maturity-competence of students in relation to Parental Acceptance-Rejection, Nature of Management and Board of affiliation presented in the above Table, in which CBSE Board students and M.P. Board students are compared together, shows there is impact of all these three factors on Career Maturity-Competence of Boys, girls and Students (Girls + Boys). From the results, it is clear that there is a statistical difference in career maturity-competence of Boys, girls and Students (Girls + Boys) in relation to Parental Acceptance-Rejection, Nature of Management and Board of affiliation among the Boys, Girls and Students (Girls + Boys) studying in CBSE and M.P. Board schools taken together. The values of F-ratio (13.67, 9.97 and 17.32) are statistically significant at 0.01 level. Parentally accepted Boys, Girls and Students (Girls + Boys) of CBSE studying in private schools have highest career maturity-competence in comparison to other group, in-depth analysis of these results and investigation of the possible reason behind, it was observed that advantage of parental support, which ensures the appropriate development of Self-appraisal, Occupational information, Goal selection, Planning and Problem-solving capacity. Career Education is integrated part of these students scholastic curriculum, this elaborative programme involves both parents and teachers, hence parentally accepted Boys, Girls and Students

(Girls + Boys) because of these dual support, develops a greater sense of 'Career responsibility' and become capable of taking greater advantages of these kind programmes, leading to the development of proper career maturity-competence, while parentally rejected boys of M.P. Board studying in private schools, parentally rejected Girls and Students (Girls + Boys) studying in M.P. Board affiliated government schools have lowest career maturity-competence, on the parental front, it was found that the parent's of such Boys, Girls and Students (Girls + 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 their academic commitment. On the school front, it was found that the teachers are less committed towards the upliftment of these Boys, Girls and Students (Girls + Boys), the ignorance attitude of teachers towards these Boys, Girls and Students (Girls + Boys), all these factors together seem responsible for the lower career maturity-competence among these students. Hence there is impact of Parental Acceptance-Rejection, Nature of Management and Board of affiliation on career maturity-competence.

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 parentally accepted Boys, Girls and Students (Girls + Boys) studying in CBSE affiliated private schools is highest in comparison to other group, which is in consonance with previous research findings.

CONCLUSIONS

1. In the above study where **CBSE and M.P. Board students are compared together**, it is concluded that there is impact of the nature of management of school, Board of affiliation & Parental acceptance-rejection on Career Maturity-Competence of Boys. The Career Maturity-Competence of parentally accepted Boys studying in CBSE affiliated private schools is highest in comparison to other group, while parentally rejected Boys of MP Board studying in government schools have lowest Career Maturity-Competence.
2. Parentally accepted Girls studying in CBSE affiliated private schools have highest Career Maturity-Competence in comparison to other group, while parentally rejected Girls studying in MP Board affiliated government schools have lowest Career Maturity-Competence.
3. The Career Maturity-Competence of parentally accepted students (Boys + Girls) studying in CBSE affiliated private schools is highest in comparison to other group, while parentally rejected students (Boys + Girls) studying in MP Board affiliated government schools have lowest Career Maturity-Competence.

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