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## PARENTAL SUPPORT AS A CORRELATE OF CAREER MATURITY AMONG ADOLESCENTS

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**Abstract:**-Career maturity has been defined as the maturity of attitudes and competencies pertaining to decision about career. Career maturity among students may minimize the human resource wastage and ensures right peg into right hole. There are a number of factors that influence career maturity among adolescents. The present study has been designed to ascertain the role of parental support in determining the career maturity among adolescents. Co-efficient of correlation have been worked out to find out the correlation between perceived parental support and career maturity among adolescent students. The results of the study indicate towards parental support as a significant correlate of career maturity of adolescents.

**Keywords:** Career Maturity , Adolescents , tertiary education .

### INTRODUCTION

Transition from secondary to tertiary education is a critical decision point for adolescents (Blustein, Phillips, Jobin-Davis, Finkelberg & Roarke, 1997; Worthington & Juntunen, 1997). According to Lens, Herrera and Lacante (2004), this transition is a very important step in both developed and developing countries, with far reaching and long lasting consequences on individual and societal levels.

As tertiary education is becoming increasingly costly, the young people can hardly afford to make mistakes in their career decisions, as this could cost them too much in time and money. The wrong decisions are made due to lack of career maturity as career maturity enable an individual to make appropriate career choice, including awareness of what is required to make a career decisions and the degree of which one's choices are both realistic and consistent over time. Too often young people choose the idealistic career which may prove to be wrong career and because of which they have to bear its consequences either at psychological level or at economical level. As if they continue with the wrongly selected career then they turn out to be unfulfilled and frustrated adults, and if they decide to start over again and pursue a new career it involve considerable financial and family life implications. Thus, they have to pay heavily once their career selection is correct. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals.

Research conducted by Seligman (1980) indicated that there was a relationship between adolescents' career maturity and their later career satisfaction, career success, reaching of potential and realism of career choices. The implication of this is that young people should be prepared by parents, teachers, psychologists and the like, to master every developmental task.

The most efficient way to develop young persons' abilities, and assist them in realizing their true potential, is through the educational and vocational training offered in schools. But before

providing such training, the factors that affect the career maturity must be evident.

Career maturity depends on attitudinal and cognitive readiness to cope with the developmental task of human occupation, yet it is necessary to follow the ethnicity and moral judgment. It can be said that career maturity is related to knowledge, ability, information, aspiration, attitude, planning and usability. To attain these goals, some intervention strategies are necessary for success. According to Grubb (2002), part of the process of maturing involves understanding future consequences more clearly and becoming increasingly aware of careful planning.

Career choice is as important as career development. It involves strong interest, consistent and competent choices and development of attitude towards career. There are a number of factors that influence career choices including social factors. The social variables which affect the career maturity process include socio-economic status and parental support seems to be potentially strong contributor. Keller (2004) reported that a large body of research indicated that family factors often influence career development and career decision-making. Youth from well placed families normally join the elite vocation whereas those from less-well-to-do families choose the vocations consistent with the kind of background they possess. No doubt, youth from lower status/ class families may be more prepared mentally for prestigious career so as to be able to rise above their own and parental status. For this, they ought to have clearer vision and planning as far as career is concerned. The effects of parental support on career maturity need to be further unraveled. Keeping this in view the study has been planned to explore the career maturity among school students.

**Purpose of the Study:** The study was designed to work out the relationship between perceived parental support and career maturity of the students.

**METHODOLOGY:**

The descriptive survey method was employed to carry out the study. The career maturity among the students of class ninth and tenth was studied in relation to their parental support. A sample of 890 students from 33 schools was selected. Career Maturity Inventory (Indian adaptation of John O' Crites) by Gupta (1989) was used to assess the career maturity and Parental Support Scale by Nandwana and Asawa (2006) was employed to assess the parental support to these children. Career Maturity Inventory has two parts: Attitude Scale and Competence Test. The items in attitude scale pertain to career choice process, work orientation, independence in decision-making, preference for career choice factors, and conceptions of career choice. The Competence test measures five cognitive variables (self-appraisal, occupational information, goal selection, planning, and problem-solving). Pearson's co-efficient of correlation have been worked out to find the relationship between each of the two factors of career maturity, namely, attitude scale and competence test with each of the three dimensions parental support, namely, parental interest, parental behavior, resource provisions and also with the total score on parental support scale.

**FINDINGS:**

The values of 'r' that have been found by employing Pearson's co-efficient of correlation are presented in table 1:

**Table 1: Values of 'r' between dimensions of Parental Support and Attitudinal aspect of Career Maturity of students (N=890)**

Dimensions of Parental Support	Career Maturity- Attitude Scale
Parental Interest	.062
Parental Behavior	.079*
Resource Provisions	.054
Overall Parental Support	.072*

\* significant at .05 level of significance

It is evident from the values given in table 1 that attitudinal aspect of career maturity is positively correlated with parental behavior ( $r=.79$ ,  $p<.05$ ) and overall parental support ( $r=.072$ ,  $p<.05$ ) but the other dimensions of parental support, namely, parental interest and resource provisions has no relationship with the attitudinal aspects of career maturity.

**Table 2: Table 1: Values of 'r' between dimensions of Parental Support and Competence level of Career Maturity of students (N=890)**

Dimensions of Parental Support	Career Maturity- Competence Test
Parental Interest	.066*
Parental Behavior	.073*
Resource Provisions	.058
Overall Parental Support	.067*

As depicted in table 2, for the competence facet of career maturity of students, three correlates of parental support have emerged, these are parental interest ( $r=.066$ ,  $p<.05$ ), parental behavior ( $r=.073$ ,  $p<.05$ ) and overall parental support ( $r=.067$ ,  $p<.05$ ).

Provision of resources by the parents has not come out as correlate of attitude and competence of career maturity.

Thus, the parental support is a significant correlate of career maturity. The findings of the study is in consonance with the previous studies (Grotevant & Cooper, 1988; Mortimer et al. 1986) which emphasized the role of parent support in shaping the career aspirations of their adolescent wards. As it came out in the present study that provision of resources by the parents is not a correlate of attitude and competence of career maturity, the similar kind of findings have been reported by (Keller, 2004), "Basic loving and supportive parent behavior such as parents telling adolescents that they are interested in their opinions seem to be more important for middle school students than specific career related action behaviors such as giving adolescents written material about specific career." But Eccles (1993) asserted the parental roles as provider of information and opportunities and as a source of reinforcement.

#### IMPLICATIONS:

The results of the study indicate that parental support in terms of their interest in their wards activities and their behavior with them relate with the career maturity of their adolescent wards. Thus, for developing career maturity among adolescents, parents have to support them in best possible way in terms of understanding their opinions and extending autonomy to them. The career counselor should work with the parents and counsel the latter about how to extend the support to their adolescent wards for their maximum career maturity.

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Parental Support As A Correlate Of Career Maturity Among Adolescents

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