

## **Exploring the Role of Parenting Style to Boost Child's Career Maturity**

Dr. Madhu Gupta\*

Ms. Dimple Mehtani\*\*

### **ABSTRACT**

The present study was undertaken to explore the role of parenting style to boost career maturity of school students. Career maturity was treated as dependent variable, whereas parenting style (autocratic, democratic, permissive and uninvolved) and demographic variables: type of school (Govt. & Private) and gender (Male & Female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 598 students was taken using multi-stage random sampling technique. Parenting Style Scale by Gupta and Mehtani (2017) and Career Maturity Scale by Gupta (2011) were used to collect the data. Three-Way ANOVA with 4×2×2 factorial design was used to analyse the data. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. It was found that there exists significant effect of parenting style and gender on career maturity of school students. However, no significant effect of type of school was found. Although significant interaction effect of parenting style and gender was reported on career maturity of senior secondary school students, yet *no significant interaction effect of parenting style and type of school as well as of type of school and gender was found on career maturity of school students*. Triple interaction effect of parenting style, type of school and gender on career maturity of school students was found to be insignificant. Understanding the importance of parenting style especially of democratic parenting style in helping and guiding a child for the right vacation, parents should provide reasonable freedom to the child to communicate his or her ideas freely and choose the path of career as per their interest.

**Keywords:** Career Maturity, Gender, Parenting Style and Type of school

\*Professor, Dept. of Education, M. D. University, Rohtak, (Haryana)

\*\*Research Scholar, Dept. of Education, M. D. University, Rohtak, (Haryana)

## **INTRODUCTION**

In the modern and fast changing world, each and every individual is trying to cope up with this dynamic world and its demands. In this direction, choice of career is one amongst the important decisions, on which he/she has to focus. Each one tries to seek for those careers which would finally help him to accomplish his goals and do fairly in life. In fact, a matured career selection forms the basis of success in life of an individual. In the present advanced era, when a wide range of career choices are there, then it is important for a child to make a wise choice. Career decisions and choices once made have a direct impact on subsequent success and satisfaction. So, to select a right one, keeping in mind one's own abilities, interests, cognitive structure, values, social recognition and personality patterns, is one among the important decisions of one's life. Also, to choose the career which will provide him success, satisfaction along with approval from both family and society is his prime focus. One must be serious in selecting a career as it is the base of an individual's life-long satisfaction. Career maturity is central to the career selection and an important aspect of career development.

“Career maturity is the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. It involves forming interest, making consistent and competent choices and developing attitude towards career,” Crites (1978)<sup>[3]</sup>. According to Schreuder and Coetzee (2006)<sup>[17]</sup>, “Career maturity refers to the abilities of a person to be able to make career decisions that reflect decisiveness, self-reliance, independence and a willingness to compromise between personal needs and requirements of the person's career.” Gonzalez, Holbein and Quilter (2007)<sup>[5]</sup> defined career maturity as “behaviors that a person manifests in the intent to carry out different career development tasks, appropriate to each stage of maturity.” The individuals with higher career maturity will be able to think, act and make right decisions that are related with the career. The process of career maturity continues even after a person establishes in an occupation, makes efforts to maintain and advance in it and becomes retire from it. “Although career maturity assumes a maturation process, yet it is not a biological construct. It is a psychosocial construct, which is affected by personal experiences and backgrounds,” (Super, 1990)<sup>[22]</sup>.

Although career choices are made by an individual, yet they are certainly influenced and interacted by various social, psychological and environmental factors. Patton and Lukan (2001)<sup>[13]</sup> in their report highlighted the major correlates of career maturity including work experience, gender, socio-economic status, age, career indecision, culture, self-directedness and role salience. “Age, gender, school grade, mental intelligence, language, personal maturity, self-concept and locus of control are the internal determinants of career maturity,” Miller (2006)<sup>[12]</sup>. He further proposed that “parents and family interactions, socio-economic level, geographical area of residence, school and guidance programmes, community involvement and culture are the external determinants of career maturity.”

Dhillonand Kaur (2005)<sup>[4]</sup> indicated that the students of public schools possess higher career maturity attitude as compared to the students of government schools. Bergen (2006)<sup>[11]</sup> found that parent-child variables significantly predicted career maturity. Keller and Whiston (2008)<sup>[10]</sup> indicated significant positive influences of parental support and career-specific parental behavior on the career maturity of school students. Sirohi (2013)<sup>[20]</sup> found that students of private schools show higher career maturity attitude as compared to the students studying in government schools. Authoritative and permissive parenting styles were found to be significantly correlated with the career maturity of the school students (Chan, 2014)<sup>[2]</sup>. Seema and Rainu (2015)<sup>[18]</sup> reported significant difference among male and female adolescents with respect to the career maturity. It was also found that adolescents with high intelligence are more mature about their career as compared to the adolescents with low intelligence. Sivakumar and Sridhar (2016)<sup>[21]</sup> found that there exists no significant difference in the career maturity of students with respect to gender, type of school management, location of the school, type of family, religion and community. Sharma and Ahuja (2017)<sup>[19]</sup> found that significant difference exists in high school students studying in government and private schools with respect to the attitude and competency as two aspects of career maturity.

Parents are considered as an indispensable support system available to any child and seem to play a significant role in the development of the child (Gupta & Mehtani, 2017)<sup>[6]</sup>. They play an important role in identifying children’s talent and guiding them for their vocation also. In order to provide appropriate career guidance to any child, it is extremely important to identify

his or her state of career maturity. A warm, responsive and accepting parenting style can be a significant predictor of career maturity. Review of literature indicates that a few researches have been conducted to study the role of different factors in boosting career maturity of senior secondary school students. However, no quite similar studies on the subject of the present study have been done so far. Therefore, investigators decided to take the present problem to study the role of parenting style to boost child's career maturity.

### **VARIABLES USED**

- **Dependent Variable:** Career Maturity
- **Independent Variables:** Parenting Style, Demographic variables (Type of School and Gender)

### **OBJECTIVES OF THE STUDY**

1. To study the main effect of (a) parenting style, (b) type of school and (c) gender on career maturity of school students.
2. To study the interaction effect of (a) parenting style & type of school; (b) parenting style & gender; and (c) type of school & gender on career maturity of school students.
3. To study the interaction effect of parenting style, type of school and gender on career maturity of school students.

### **HYPOTHESES OF THE STUDY**

**H<sub>01</sub>** There exists no significant effect of (a) parenting style, (b) type of school, and (c) gender on career maturity of school students.

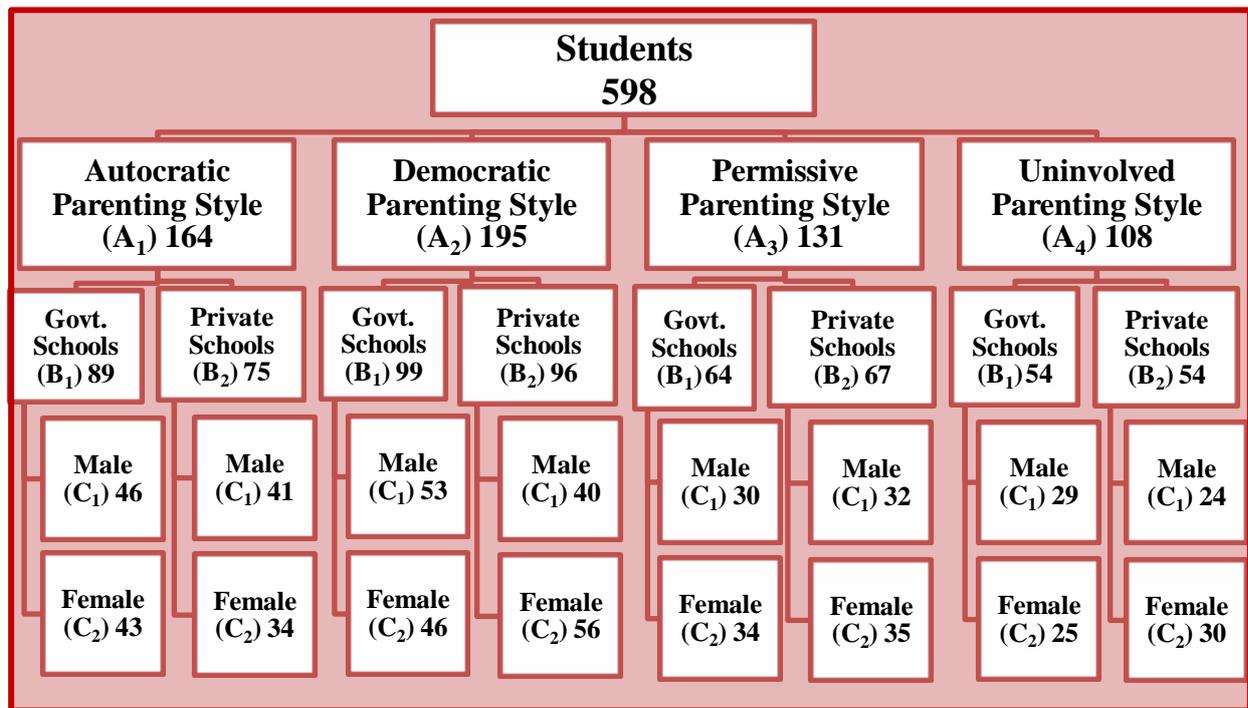
**H<sub>02</sub>** There exists no significant interaction effect of (a) parenting style & type of school; (b) parenting style & gender; and (c) type of school & gender on career maturity of school students.

**H<sub>03</sub>** There exists no significant interaction effect of parenting style, type of school and gender on career maturity of school students.

### **DESIGN AND METHODOLOGY**

In the present study, descriptive survey method is used. Multistage random sampling technique is used to select the sample of 598 studying in the school situated in Haryana. In order to analyse the data, three way analysis of variance with 4×2×2 Factorial Design is used.

The sample is further stratified on the basis of parenting style i.e. Autocratic parenting style (164), Democratic parenting style (195), Permissive parenting style (131) and Uninvolved parenting style (108); type of school i.e. Govt. (306) and Private (292); and also on the basis of Gender i.e. Male (295) &Female (303). A layout of the factorial design used in the study for the variables i.e. parenting style, type of school and gender is given in the Fig. 1.



**Fig. 1: Schematic Layout of 4x2x2 Factorial Design for Career Maturity with respect to Parenting Style, Type of School and Gender**

**TOOLS USED**

Parenting Style Scale by Gupta and Mehtani (2017)<sup>[7]</sup> was used to measure perceived parenting style of school students. This scale consists of 44 statements to measure the four types of parenting style (autocratic, democratic, permissive and uninvolved) adopted by Indian parents. Test-retest reliability of the scale is 0.911 and Split-Half reliability is 0.795. The scale has high construct validity which ranged from 0.508 to 0.819.

Career Maturity Inventory by Gupta (2013)<sup>[8]</sup> was used to measure the career maturity of school students. The CMI includes two types of measures: the Attitude Scale and the Competence Test.

**STATISTICAL TECHNIQUES USED**

The data was analysed using descriptive as well as inferential statistics. The Three-Way

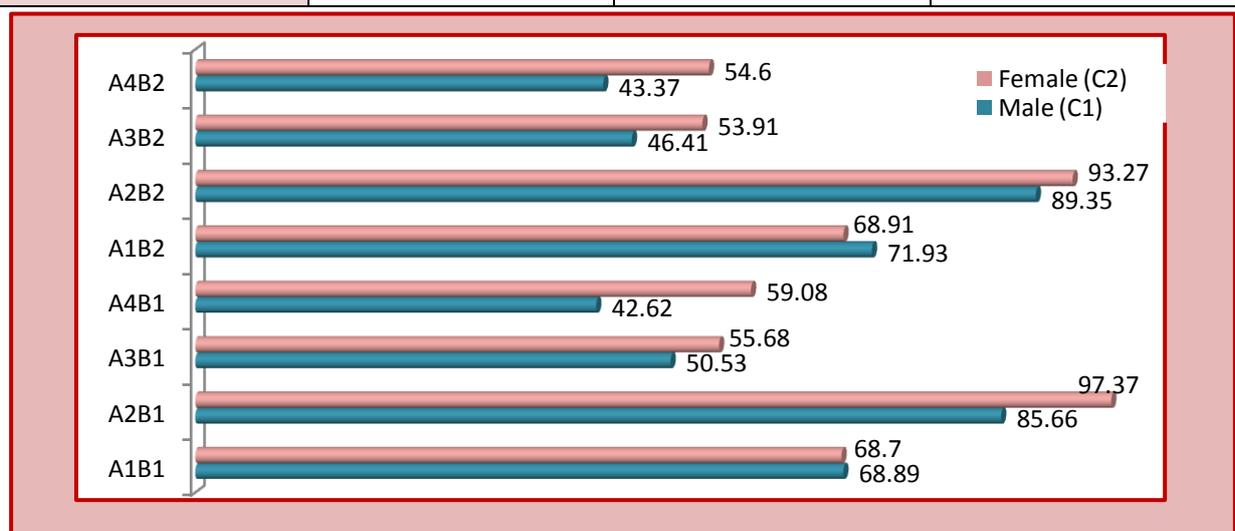
Analysis of Variance (ANOVA) with  $4 \times 2 \times 2$  factorial design was computed using SPSS version 20 to study the main effect and interaction effects of the independent variables i.e. parenting style, type of school and locality on career maturity of school students. Before applying Three-Way ANOVA, Levene's Test of Homogeneity of Variance was used to test the assumption of homogeneity of variance. Wherever F-value was found significant, t-test was employed for further investigation.

## **DATA ANALYSIS AND DISCUSSION**

The objectives of the present study was to find out the main and interaction effects of parenting-style, type of school and gender on career maturity of school students. The independent variables parenting style, type of school and gender are coded as A, B and C respectively. Independent variable parenting style (A) varies at four levels: Autocratic parenting style ( $A_1$ ), Democratic parenting style ( $A_2$ ), Permissive parenting style ( $A_3$ ) and Uninvolved parenting style ( $A_4$ ). On the other hand, two other independent variables type of school and gender varies at two levels: Govt. Schools ( $B_1$ ) and Private Schools ( $B_2$ ) & Male ( $C_1$ ) and Female ( $C_2$ ) respectively. The Means and SDs of different sub-samples are presented in the Table-1 and Fig. 2. The summary of ANOVA ( $4 \times 2 \times 2$  Factorial Design) is also presented in Table-2, which is further analyzed in terms of main effects and interaction effects.

**Table: 2**  
**Means and SDs of Sub-samples of 4×2×2 Design for Career Maturity of School Students in relation to Parenting Style (A), Type of School (B) and Gender (C)**

Parenting Style (A)	Type of School (B)	Male (C <sub>1</sub> )	Female (C <sub>2</sub> )
Autocratic (A <sub>1</sub> )	Govt. (B <sub>1</sub> )	N= 46 Mean=68.89 SD= 15.420	N= 43 Mean= 68.70 SD= 13.887
	Private (B <sub>2</sub> )	N= 41 Mean= 71.93 SD=13.787	N= 34 Mean= 68.91 SD= 11.008
Democratic (A <sub>2</sub> )	Govt. (B <sub>1</sub> )	N= 53 Mean= 85.66 SD= 16.224	N= 46 Mean= 97.37 SD= 15.071
	Private (B <sub>2</sub> )	N= 40 Mean= 89.35 SD= 18.611	N= 56 Mean= 93.27 SD= 16.337
Permissive (A <sub>3</sub> )	Govt. (B <sub>1</sub> )	N= 30 Mean= 50.53 SD= 15.971	N= 34 Mean= 55.68 SD= 19.221
	Private (B <sub>2</sub> )	N= 32 Mean= 46.41 SD= 13.385	N= 35 Mean= 53.91 SD= 14.821
Uninvolved (A <sub>4</sub> )	Govt. (B <sub>1</sub> )	N= 29 Mean= 42.62 SD= 12.149	N= 25 Mean= 59.08 SD= 17.383
	Private (B <sub>2</sub> )	N= 24 Mean= 43.37 SD= 13.602	N= 30 Mean= 54.60 SD= 17.579



**Fig. 2: Mean Scores of Sub-samples of 4x2x2 Factorial Design for Career Maturity of School Students in relation to Parenting Style, Type of School and Gender**

**Table: 3**

**Summary of Three-Way ANOVA (4x2x2 Factorial Design) for Career Maturity of School Students in relation to Parenting Style, Type of School and Gender**

<i>Sources of Variance</i>	<i>df</i>	<i>Sum of Squares (SS)</i>	<i>Mean Sum of Squares (MSS)</i>	<i>F-ratio</i>
<b>A</b> <i>(Parenting Style)</i>	3	174682.115	58227.372	242.561**
<b>B</b> <i>(Type of School)</i>	1	101.106	101.106	0.421 (NS)
<b>C</b> <i>(Gender)</i>	1	6125.695	6125.695	25.518**
<b>Double Interaction</b>				
<b>A x B</b> <i>Interaction</i>	3	429.908	143.303	0.597 (NS)
<b>A x C</b> <i>Interaction</i>	3	4147.944	1382.648	5.760**
<b>B x C</b> <i>Interaction</i>	1	400.099	400.099	0.197 (NS)
<b>Triple Interaction</b>				
<b>A x B x C</b> <i>Interaction</i>	3	524.198	174.733	0.536 (NS)
<b>Between Cells</b>	15	326498.281	.....	
<b>Within Cells</b>	582	139710.590	240.053	
<b>Total</b>	597			

\*\*Significant at 0.01 level

\* Significant at 0.05 level

NS-Not Significant

### Main effects of Parenting Style, Type of School and Gender on Career Maturity of School Students

#### Parenting Style (A)

Table-3 discloses that F-ratio (242.561) for the main effect of parenting style on career maturity of school students is found to be significant at 0.01 level. It informs that parenting style has a significant effect on career maturity of school students. Thus, the null hypothesis  $H_{01}(a)$ , "There exists no significant effect of parenting style on career maturity of school students," **is not retained**. Further, t-test is employed to find out the significance of difference between mean career maturity scores of different groups. The results are shown in the Table-4.

**Table: 4**  
**t-values for the Mean Career Maturity Scores of School Students with respect to Parenting Style**

Parenting Style		N		Mean		S.D.		t values
Autocratic (A <sub>1</sub> )	Democratic (A <sub>2</sub> )	164	195	69.60	91.36	13.723	16.966	13.43**
Autocratic (A <sub>1</sub> )	Permissive (A <sub>3</sub> )	164	131	69.60	51.76	13.723	16.233	10.02**
Autocratic (A <sub>1</sub> )	Uninvolved (A <sub>4</sub> )	164	108	69.60	49.93	13.723	16.725	10.19**
Democratic (A <sub>2</sub> )	Permissive (A <sub>3</sub> )	195	131	91.36	51.76	16.966	16.233	21.18**
Democratic (A <sub>2</sub> )	Uninvolved (A <sub>4</sub> )	195	108	91.36	49.93	16.966	16.725	20.51**
Permissive (A <sub>3</sub> )	Uninvolved (A <sub>4</sub> )	131	108	51.76	49.93	16.233	16.725	0.86 (NS)

\*\* Significant at 0.01 level

\*Significant at 0.05 level

NS-Not Significant

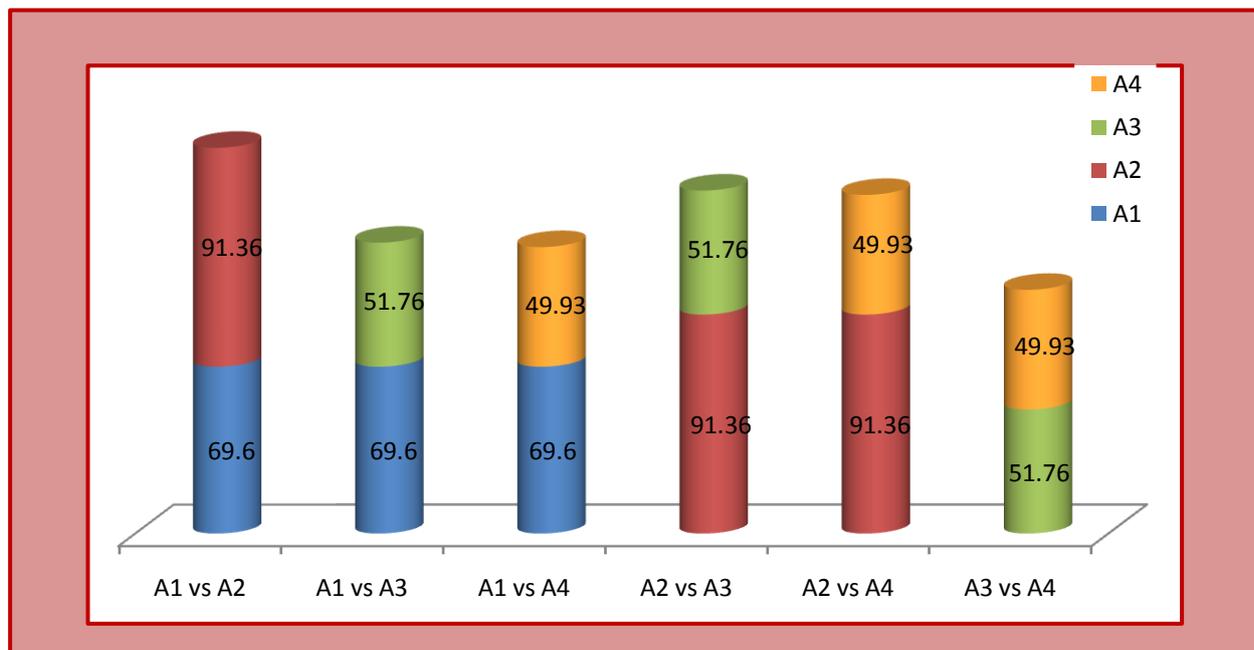
A glance at the Table-4 provides a comparative description of career maturity of school students on the basis of perceived parenting style. It discloses that t-value 13.43 for the group (A<sub>1</sub> vs A<sub>2</sub>) is found to be significant at 0.01 level. It leads to infer that the school students belonging to these groups differ significantly on career maturity. It may be concluded that school students who perceived their parents' parenting style as autocratic (A<sub>1</sub>) differ significantly on career maturity to those school students who perceived their parents' parenting style as democratic (A<sub>2</sub>). In terms of mean, mean career maturity scores of school students who perceived their parents' parenting style as democratic (91.36) are higher than mean career maturity scores of school students who perceived their parents' parenting style as autocratic (69.60). It illustrates that those school students who perceived their parents' parenting style as democratic have high career maturity as compared to the school students who perceived their parents' parenting style as autocratic.

Table reveals that t-values 10.02 and 10.19 for the groups (A<sub>1</sub> vs A<sub>3</sub>) and (A<sub>1</sub> vs A<sub>4</sub>) are significant at 0.01 level. It indicates that the school students belonging to these groups differ significantly on their career maturity. It may be concluded that school students who perceived their parents' parenting style as autocratic (A<sub>1</sub>) differ significantly on career maturity to those school students who perceived their parents' parenting style as permissive (A<sub>3</sub>) or to those school students who perceived their parents' parenting style as uninvolved (A<sub>4</sub>). In terms of mean scores, mean career maturity scores of school students who perceived their parents' parenting style as autocratic (69.60) are found to be high as compared to the mean career

maturity scores of school students who perceived their parents' parenting style as permissive (51.76) and the mean career maturity scores of school students who perceived their parents' parenting style as uninvolved (49.93). It shows that school students who perceived their parents' parenting style as autocratic have high career maturity as compared to the school students who perceived their parents' parenting style as permissive and to those school students who perceived their parents' parenting style as uninvolved.

Table-4 further discloses that t-values 21.18 and 20.51 for the groups ( $A_2$  vs  $A_3$ ) and ( $A_2$  vs  $A_4$ ) are significant at 0.01 level. It depicts that those school students who perceived their parents' parenting style as democratic ( $A_2$ ) differ significantly on career maturity to those who perceived their parents' parenting style as permissive ( $A_3$ ) and to those who perceived their parents' parenting style as uninvolved ( $A_4$ ). Mean career maturity scores of school students who perceived their parents' parenting style as democratic (91.36) are reported to be higher than mean career maturity scores of school students who perceived their parents' parenting style as permissive (51.76) as well as to those school students who perceived their parents' parenting style as uninvolved (49.93). It shows that school students who perceived their parents' parenting style as democratic have higher career maturity as compared to those school students who perceived their parents' parenting style as permissive or to those school students who perceived their parents' parenting style as uninvolved.

Further, t-value 0.86 for the group ( $A_3$  vs  $A_4$ ) is not found significant at 0.05 level. It demonstrates that there exists no significant difference in the career maturity of school students belonging to these groups. Mean career maturity scores of school students for different groups of parenting style have also been presented below in the Fig. 3:



**Fig. 3: Mean Career Maturity Scores of School Students for different groups of Parenting Style (A)**

#### Type of School (B)

It is evident from the Table-3 that F-ratio (0.421) for the main effect of type of school on career maturity of school students is not significant at 0.05 level. It discloses that type of school do not have any significant effect on career maturity of school students. Thus, the null hypothesis  $H_{01}(b)$ , "There exists no significant effect of type of school on career maturity of school students," **is retained**. The present result is not in agreement with the result of Sirohi (2013)<sup>[20]</sup> who concluded that private school students show higher career maturity as compared to their counterparts in government schools. This difference may be attributed to the fact that these days all the students either studying in govt. schools or in private schools, knowing the importance of career selection in their future life, makes the proper utilization of time and facilities available to them.

#### Gender (C)

Further, Table-3 discloses that F-ratio (25.518) for the main effect of gender on career maturity of school students is significant at 0.01 level. It demonstrates that a significant effect of gender exists on the career maturity of school students. Thus, the null hypothesis  $H_{01}(c)$ , "There exists no significant effect of gender on career maturity of school students," **is not retained**. Further, mean career maturity scores of female school students (72.26) are found to be high as

compared to the mean career maturity scores of male school students (66.14). The finding of the present study pertaining to the effect of gender on career maturity is in consonance with the result of Hasan (2006)<sup>[9]</sup>; Lau, Low and Zakaria (2013)<sup>[11]</sup> & Rani and Gupta (2015)<sup>[15]</sup> who also concluded that significant difference exists in the career maturity of school students with respect to their gender. On the other hand, the present result is in contrast with the results of Wu (2009)<sup>[23]</sup> & Rao and Reddy (2016)<sup>[16]</sup> who concluded that career maturity did not vary with gender.

***Double interaction effects of Parenting Style and Type of School; Parenting Style and Gender & Type of School and Gender on Career Maturity of School Students***

**Parenting Style and Type of School (A x B)**

Table-3 also demonstrates that F-ratio (0.597) for interaction effect of parenting style and type of school is not significant at 0.05 level. It indicates that parenting style (A) and type of school (B) do not have interaction effect on career maturity of school students. Therefore, the null hypothesis  $H_{02}(a)$ , “There exists no significant interaction effect of parenting style and type of school on career maturity of school students,” **is retained**.

**Parenting Style and Gender (A x C)**

It is further clear from the Table-3 that F-ratio (5.760) for interaction effect of parenting style and gender is significant at 0.01 level. It discloses that parenting style (A) and gender (C) have significant interaction effect on career maturity of school students. Therefore, the null hypothesis  $H_{02}(b)$ , “There exists no significant interaction effect of parenting style and gender on career maturity of school students” **is not retained**. Further, t-test is employed to find out the significance of difference between mean career maturity scores for different groups. The results are shown in the Table-5:

**Table: 5***t-values for Mean Career Maturity Scores of School Students for Different Groups of Parenting Style (A) x Gender (C)*

Sr. No.	Groups	N		Mean		SD		t-values
1.	$A_1C_1$ vs $A_2C_1$	87	93	70.32	87.25	14.668	17.291	7.11**
2.	$A_1C_1$ vs $A_3C_1$	87	62	70.32	48.40	14.668	14.719	8.98**
3.	$A_1C_1$ vs $A_4C_1$	87	53	70.32	42.96	14.668	12.707	11.64**
4.	$A_1C_1$ vs $A_1C_2$	87	77	70.32	68.79	14.668	12.617	0.72 (NS)
5.	$A_1C_1$ vs $A_2C_2$	87	102	70.32	95.12	14.668	15.835	11.17**
6.	$A_1C_1$ vs $A_3C_2$	87	69	70.32	54.78	14.668	17.027	6.02**
7.	$A_1C_1$ vs $A_4C_2$	87	55	70.32	56.64	14.668	17.473	8.37**
8.	$A_2C_1$ vs $A_3C_1$	93	62	87.25	48.40	17.291	14.719	15.0**
9.	$A_2C_1$ vs $A_4C_1$	93	53	87.25	42.96	17.291	12.707	17.72**
10.	$A_2C_1$ vs $A_1C_2$	93	77	87.25	68.79	17.291	12.617	8.03**
11.	$A_2C_1$ vs $A_2C_2$	93	102	87.25	95.12	17.291	15.835	7.87**
12.	$A_2C_1$ vs $A_3C_2$	93	69	87.25	54.78	17.291	17.027	11.94**
13.	$A_2C_1$ vs $A_4C_2$	93	55	87.25	56.64	17.291	17.473	10.34**
14.	$A_3C_1$ vs $A_4C_1$	62	53	48.40	42.96	14.719	12.707	2.13*
15.	$A_3C_1$ vs $A_1C_2$	62	77	48.40	68.79	14.719	12.617	8.64**
16.	$A_3C_1$ vs $A_2C_2$	62	102	48.40	95.12	14.719	15.835	19.15**
17.	$A_3C_1$ vs $A_3C_2$	62	69	48.40	54.78	14.719	17.027	2.30*
18.	$A_3C_1$ vs $A_4C_2$	62	55	48.40	56.64	14.719	17.473	2.74**
19.	$A_4C_1$ vs $A_1C_2$	53	77	42.96	68.79	12.707	12.617	11.43**
20.	$A_4C_1$ vs $A_2C_2$	53	102	42.96	95.12	12.707	15.835	22.20**
21.	$A_4C_1$ vs $A_3C_2$	53	69	42.96	54.78	12.707	17.027	4.39**

22.	$A_4C_1$ vs $A_4C_2$	53	55	42.96	56.64	12.707	17.473	<b>4.67**</b>
23.	$A_1C_2$ vs $A_2C_2$	77	102	68.79	95.12	12.617	15.835	<b>12.36**</b>
24.	$A_1C_2$ vs $A_3C_2$	77	69	68.79	54.78	12.617	17.027	<b>5.60**</b>
25.	$A_1C_2$ vs $A_4C_2$	77	55	68.79	56.64	12.617	17.473	<b>4.40**</b>
26.	$A_2C_2$ vs $A_3C_2$	102	69	95.12	54.78	15.835	17.027	<b>15.64**</b>
27.	$A_2C_2$ vs $A_4C_2$	102	55	95.12	56.64	15.835	17.473	<b>13.6**</b>
28.	$A_3C_2$ vs $A_4C_2$	69	55	54.78	56.64	17.027	17.473	<b>0.60 (NS)</b>

**\*\* Significant at 0.01 level**

**\*Significant at 0.05 level**

**NS- Not**

**Significant**

**A<sub>1</sub>: Autocratic Parenting Style**  
**Parenting Style**

**A<sub>2</sub>: Democratic**

**A<sub>3</sub>: Permissive Parenting Style**  
**Parenting Style**

**A<sub>4</sub>: Uninvolved**

**C<sub>1</sub>: Male**

**C<sub>2</sub>: Female**

A close perusal of the Table-5 indicates that t-values 7.11, 8.98, 11.64, 11.17, 6.02 and 8.37 for the groups ( $A_1C_1$  vs  $A_2C_1$ ); ( $A_1C_1$  vs  $A_3C_1$ ); ( $A_1C_1$  vs  $A_4C_1$ ); ( $A_1C_1$  vs  $A_2C_1$ ); ( $A_1C_1$  vs  $A_3C_1$ ) and ( $A_1C_1$  vs  $A_4C_2$ ) respectively are significant at 0.01 level. It illustrates that male school students who perceived their parents' parenting style as autocratic ( $A_1C_1$ ) differ significantly on career maturity to male school students who perceived their parents' parenting style as democratic ( $A_2C_1$ ); to male school students who perceived their parents' parenting style as permissive ( $A_3C_1$ ); to male school students who perceived their parents' parenting style as uninvolved ( $A_4C_1$ ); to female school students who perceived their parents' parenting style as democratic ( $A_2C_2$ ); to female school students who perceived their parents' parenting style as permissive ( $A_3C_2$ ) and to female school students who perceived their parents' parenting style as uninvolved ( $A_4C_2$ ). Further, mean career maturity scores of male school students who perceived their parents' parenting style as autocratic (70.32) are higher than mean career maturity scores of male school students who perceived their parents' parenting style as permissive (48.40) or uninvolved (42.96) and to female school students who perceived their

parents' parenting style as permissive (54.78) or uninvolved (56.64), while mean career maturity scores of male school students who perceived their parents' parenting style as autocratic (70.32) are lesser than mean career maturity scores of male school students who perceived their parents' parenting style as democratic (87.25) and female school students who perceived their parents' parenting style as democratic (95.12).

Table-5 further discloses that t-values 15.00, 17.72, 8.03, 7.87, 11.94 and 10.34 for the groups ( $A_2C_1$  vs  $A_3C_1$ ); ( $A_2C_1$  vs  $A_4C_1$ ); ( $A_2C_1$  vs  $A_1C_2$ ); ( $A_2C_1$  vs  $A_2C_2$ ); ( $A_2C_1$  vs  $A_3C_2$ ) and ( $A_2C_1$  vs  $A_4C_2$ ) respectively are found significant at 0.01 level leading to the conclusion that male school students who perceived their parents' parenting style as democratic ( $A_2C_1$ ) differ significantly on career maturity to male school students who perceived their parents' parenting style as permissive ( $A_3C_1$ ); to male school students who perceived their parents' parenting style as uninvolved ( $A_4C_1$ ); to female school students who perceived their parents' parenting style as autocratic ( $A_1C_2$ ); to female school students who perceived their parents' parenting style as democratic ( $A_2C_2$ ); to female school students who perceived their parents' parenting style as permissive ( $A_3C_2$ ); and to female school students who perceived their parents' parenting style as uninvolved ( $A_4C_2$ ). Mean career maturity scores of male school students who perceived their parents' parenting style as democratic (87.25) are higher than mean career maturity scores of male school students who perceived their parents' parenting style as permissive (48.40) or uninvolved (42.96) and to female school students who perceived their parents' parenting style as autocratic (68.79) or permissive (54.78) or uninvolved (56.64), while mean career maturity scores of male school students who perceived their parents' parenting style as democratic (87.25) are lesser than mean career maturity scores of female school students who perceived their parents' parenting style as democratic (95.12).

Further, t-values 2.13, 8.64, 19.15, 2.30 and 2.74 for the groups ( $A_3C_1$  vs  $A_4C_1$ ); ( $A_3C_1$  vs  $A_1C_2$ ); ( $A_3C_1$  vs  $A_2C_2$ ); ( $A_3C_1$  vs  $A_3C_2$ ) and ( $A_3C_1$  vs  $A_4C_2$ ) are found to be significant either at 0.01 or 0.05 level leading to the conclusion that male school students who perceived their parents' parenting style as permissive ( $A_3C_1$ ) differ significantly on career maturity to male school students who perceived their parents' parenting style as uninvolved ( $A_4C_1$ ); to female school students who perceived their parents' parenting style as autocratic ( $A_1C_2$ ); to female school

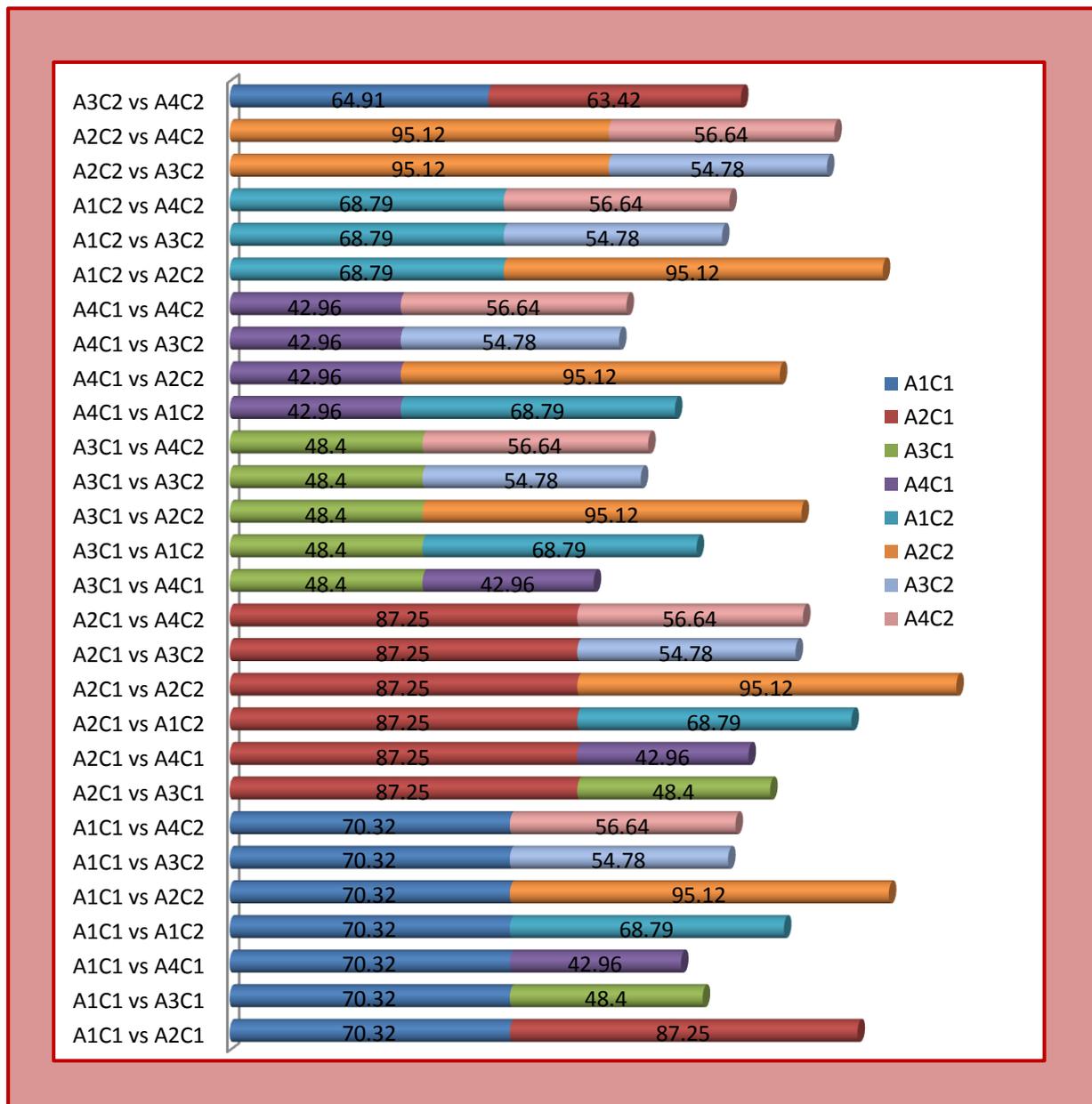
students who perceived their parents' parenting style as democratic ( $A_2C_2$ ); to female school students who perceived their parents' parenting style as permissive ( $A_3C_2$ ) and to female school students who perceived their parents' parenting style as uninvolved ( $A_4C_2$ ). Mean career maturity scores of male school students who perceived their parents' parenting style as permissive (48.40) are higher than mean career maturity scores of male school students who perceived their parents' parenting style as uninvolved (42.96) and are lesser than mean career maturity scores of female school students who perceived their parents' parenting style as autocratic (68.79) or democratic (95.12) or permissive (54.78) or uninvolved (56.64).

A glance of Table further discloses that t-values 11.43, 22.20, 4.39 and 4.67 for the groups ( $A_4C_1$  vs  $A_1C_2$ ); ( $A_4C_1$  vs  $A_2C_2$ ); ( $A_4C_1$  vs  $A_3C_2$ ) and ( $A_4C_1$  vs  $A_4C_2$ ) are found to be significant at 0.01 level. It leads to the conclusion that male school students who perceived their parents' parenting style as uninvolved ( $A_4C_1$ ) differ significantly on career maturity to female school students who perceived their parents' parenting style as autocratic ( $A_1C_2$ ) or democratic ( $A_2C_2$ ) or permissive ( $A_3C_2$ ) or uninvolved ( $A_4C_2$ ). Further, mean career maturity scores of male school students who perceived their parents' parenting style as uninvolved (42.96) are lesser than mean career maturity scores of female school students who perceived their parents' parenting style as autocratic (68.79) or democratic (95.12) or permissive (54.78) or uninvolved (56.64).

Further, t-values 12.36, 5.60, 4.40, 15.64 and 13.6 for the groups ( $A_1C_2$  vs  $A_2C_2$ ); ( $A_1C_2$  vs  $A_3C_2$ ); ( $A_1C_2$  vs  $A_4C_2$ ); ( $A_2C_2$  vs  $A_3C_2$ ) and ( $A_2C_2$  vs  $A_4C_2$ ) respectively are significant at 0.01 level. It infers that female school students who perceived their parents' parenting style as autocratic ( $A_1C_2$ ) differ significantly on career maturity to female school students who perceived their parents' parenting style as democratic ( $A_2C_2$ ) or permissive ( $A_3C_2$ ) or uninvolved ( $A_4C_2$ ). Also, female school students who perceived their parents' parenting style as democratic ( $A_2C_2$ ) differ significantly on career maturity to female school students who perceived their parents' parenting style as permissive ( $A_3C_2$ ) or uninvolved ( $A_4C_2$ ). Mean career maturity scores of female school students who perceived their parents' parenting style as autocratic (68.79) are higher than mean career maturity scores of female school students who perceived their parents' parenting style as permissive (54.78) or uninvolved (56.64) and lesser than the mean career

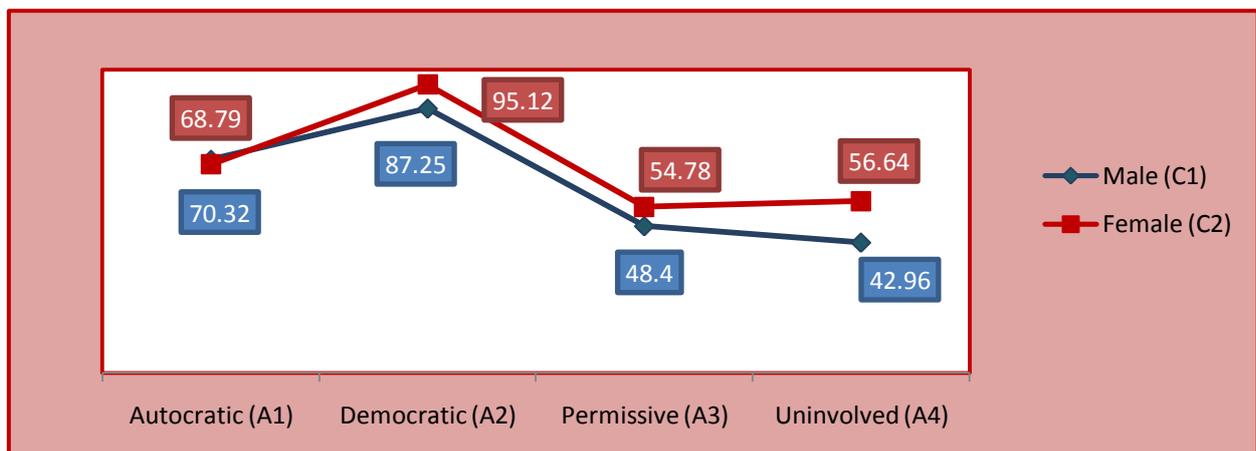
maturity scores of female school students who perceived their parents’ parenting style as democratic (95.12). On the other hand, mean career maturity scores of female school students who perceived their parents’ parenting style as democratic (95.12) are higher than mean career maturity scores of female school students who perceived their parents’ parenting style as permissive (54.78) or uninvolved (56.64).

Table also reveals that t-values 0.72, and 0.60 for the groups ( $A_1C_1$  vs  $A_1C_2$ ) and ( $A_3C_2$  vs  $A_4C_2$ ) are not significant at 0.05 level. The mean career maturity scores of school students for different groups of parenting style and gender have also been presented below in the Fig. 4:



**Fig. 4: Mean Career Maturity Scores of School Students for different groups of Parenting Style (A) and Gender (C)**

The interaction effect of parenting style (A) and gender (C) on career maturity of school students (4x2 design) is also presented in the form of line graph in Fig. 5.  $A_1, A_2, A_3$  and  $A_4$  are marked on the X-axis at any distance; and on Y-ordinate a scale is taken for the mean values. As, there are eight cells, mean of each cell is used to plot the points. The means  $M_{11} = 70.32$ ,  $M_{21} = 87.25$ ,  $M_{31} = 48.4$  and  $M_{41} = 42.96$  are marked for plotting the line  $C_1$ ; & the



means  $M_{12} = 68.79$ ,  $M_{22} = 95.12$ ,  $M_{32} = 54.78$  and  $M_{42} = 56.64$  are marked for plotting the line  $C_2$ . An interaction effect is generally represented by the set of non-parallel lines. From the graph, we can see that the lines are non-parallel. Thus, the line graph represents a significant interaction effect of the two variables (parenting style and gender) on career maturity of school students.

**Fig. 5: Interaction effect of Parenting Style (A) and Gender (C) on Career Maturity of School Students**

### Type of school and Gender (B x C)

Table-3 further concludes that F-ratio (1.667) for interaction effect of type of school and gender is not significant at 0.05 level. It discloses that type of school (B) and gender (C) do not have interaction effect on career maturity of school students. Therefore, the null hypothesis  $H_{02}(c)$ , "There exists no significant interaction effect of type of school and gender on career maturity of school students," is **retained**.

### Triple interaction effect of Parenting Style, Type of School and Gender on Career Maturity of School Students

#### Parenting Style x Type of School x Gender (A x B x C)

The Table-3 also indicates that the F- ratio (0.728) for the triple interaction effect of parenting style, type of school and gender on career maturity of school students is not significant at 0.05

level. It indicates that parenting style, type of school and gender do not have significant interaction effect on the career maturity of school students. Therefore, the null hypothesis  $H_{03}$ , “There exists no significant interaction effect of parenting style, type of school and gender on career maturity of school students,” **is retained**.

### **EDUCATIONAL IMPLICATIONS**

Generally parents are of paramount importance to children’s upbringing. They play an important role in identifying children’s talent and guiding them for their vocation also. Understanding the importance of parenting style especially of democratic parenting style in helping and guiding a child for the right vacation, parents should provide reasonable freedom to the child to communicate his or her ideas freely and choose the path of career as per their interest. Schools and administrators should organize workshops and trainings for parents to guide the parents about the various strategies which they should use for their child’s development. Female school students were found to be high in career maturity as compared to male students. Hence, guidance and counselling services should be arranged for male students to enhance their career maturity. Also, group discussions and career talks should be organized for male students to develop a clear understanding of different vocations among them. Teachers should provide personal attention and also proper guidance to the students with low career maturity to utilize their energies in right direction. Also, systematic interventions to provide the students lavish opportunities and experiences to develop more career maturity may be made an integral part of the curriculum.

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