



# IMPACT OF PARENT-CHILD RELATIONSHIP ON CAREER MATURITY OF THE ADOLESCENTS OF KOLKATA

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## ABSTRACT

In modern industrial societies, the passage from childhood to adulthood is marked by a long transitional period known as adolescence (Latin word meaning "to grow up"). Of the many different relationships an individual forms over the course of the life span, the relationship with parents is perhaps the most important. 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 the parent-child relationship. Early adolescence is a time during which the child's urges for independence may challenge parents' authority, as the young adolescent strives to establish a sense of emotional autonomy, or individuation. The teen years can be an exciting time as a teen looks ahead to future career choices. The amount of time parents spend with an adolescent, the career choices of the parents and family environment all influence the adolescent's career choices. Against this backdrop, the purpose of the present study was to find out the influence of parent-child relationship on their career maturity. 200 subjects belonging to the age group of 16 to 18 years were selected randomly from the higher secondary schools of Kolkata. A general information schedule and two standardized tests namely, Crite's Career Maturity Inventory (CMI) by Nirmala Gupta (Indian adaptation, 1989) and Parent Child Relationship Scale (PCRS) by Nalini Rao (2001) were used for the purpose of data collection. After scoring the responses the data were subjected to statistical analysis in SPSS-16. The descriptive statistics, analysis of variance and multiple regressions were computed. The findings reveal that majority of the sample have average career maturity. Multiple regression analysis indicates that the correlations were positive and significant. Among the different dimensions, parents' love and protection had significant contribution towards the career maturity of the adolescents. These findings have implications in adolescent career counseling.

**KEYWORDS:** Adolescence, Career Maturity, Parent-Child Relationship.

## INTRODUCTION

In modern industrial societies, the passage from childhood to adulthood is marked by a long transitional period known as adolescence (from Latin: adolescence meaning "to grow up"). Adolescence is generally considered to begin with puberty, the process that leads to sexual maturity or fertility- the ability to reproduce. Adolescence is characterized by a number of changes in different spheres of life. The relationships of the adolescent with their parents, their peers, opposite sex members undergo drastic changes. Of the many different relationships over the course of the life span, the relationship between parent and child is the most important. As the child enters adolescence, the biological, cognitive, and emotional changes of the period spark transformations in the 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 the family system that spill over into the parent-child relationship.

The psychoanalytic thought has been putting increasing emphasis on the importance of social pressure on developmental process. The stress has been shifted from Freud's instinctual factors to environmental, as social determinants of behavior. The neo Freudian thinkers have recognized this shift in the understanding of child socialization and indicated the implications of familial and parental antecedent variables as of invaluable contribution to the study of human development. Adolescence is a time during which the child's urges for independence may challenge parents' authority, as the young adolescent strives to establish a sense of emotional autonomy, or individuation. The teen years can be an exciting time as a teen looks ahead to future career choices. The amount of time parents spend with a teen and the family environment have an influence on career maturity.

Originated from the developmental theory of vocational behavior, career maturity is the maturity of attitudes and competencies pertaining to career decision making. It has been defined normatively in terms of congruence between individual's career behavior and his expected behavior at that age. The closer the correspondence between the two, the greater is the individual's career maturity. Operationally, career maturity is the maturity of attitudes and competencies that are realistic in career decision making at the particular develop-

mental stage reached on the continuum of career development from early exploratory years to decline (Crites, 1973).

Various researchers have identified that parent child relationships exert the greatest influence on the development and perpetuation of the individual's career behavior. Roe, an early theorist, proposed that early childhood experiences play an indirect role in shaping later career behavior (Brown, Lum, and Voyle 1997). She suggested that parent-child relationships influence personality orientations and the development of psychological needs; vocational interests and choices are some of the ways in which individuals try to satisfy those needs. Although Osipow (1997) and others point out the difficulty of demonstrating links between parenting styles and vocational choices, some research evidences are emerging in this area.

Young et al (2001) conceptualized and investigated career relevant parent-child conversations and other communications over time as a family project. On the basis of a systematic analysis, several dimensions were identified as facilitating the family career-development project, including joint goals, communications, goal steps congruence and individuation. Schultheiss et al (2001) evaluated the different relational influence in career development and found that one of the most prominent factors in relational influence, particularly across the parents and siblings domain, was the relationship as a multidimensional source of support. Flores and O'Brien (2002) studied career development of Mexican American adolescent women and reported that feminist attitude and parental support predicted career aspiration.

Blustein (2004) advocated the use of relational perspectives as an organizing framework for subsequent studies of the linkage between interpersonal relationships and vocational behavior. The investigation by Constantine et al (2005) provided support for the importance of considering perceived parental support as a variable in the career decision making process of African American adolescents. Hargrove et al (2005) examined how perceptions of family interaction patterns as defined along 3 dimensions of family environment (quality of family relationships, family goal orientations and degree of organization and control within the family system) predicted vocation identity and

career planning attitudes among adolescents. Their analysis revealed that the quality of family relationships played a small yet significant role in predicting the dependent variables. In another similar study by Keller and Whiston (2008), regression analysis revealed that parental behaviours did relate to the career development of middle school students.

Barbel Kracke (2009) showed that parental support was associated positively with career exploration, interference and lack of engagement were associated with decision-making difficulties. Dietrich and Kracke (2009) aimed to validate a three dimensional instrument for the assistance of parental career-related behaviors and to examine their association with career exploration and decision making difficulties. Their study examined that parental support associated positively with career exploration, interference and lack of engagement moderated the relationship between support and exploration. EmilijaPečiulytė et al (2014) revealed that parental support and interference were positively related to career decision's self-efficacy, while lack of engagement was negatively associated with career decision's self-efficacy.

Given this perspective, the present study attempted to explore the career maturity of the adolescents of Kolkata, and also the impact of perceived parent-child relationship on career maturity. The major purpose was to identify the quality of perceived parent- child relationship that fosters career maturity.

### Objectives

- To assess the career maturity of adolescent boys and girls of higher secondary schools.
- To find out the association between different dimensions of perceived parent-child relationship and career maturity.

### METHOD

#### Hypotheses

- Majority of the adolescents have average level of career maturity.
- There is a significant association between positive parent-child relationship and career maturity of the adolescents.
- There is a significant association between negative parent-child relationship and career maturity of the adolescents.
- There is a significant association between indifferent parent-child relationship and career maturity of the adolescents.

### Sample

In this study the size of the sample was 200. The age range of the sample varied from 16-18 years. The sample was drawn from four higher secondary schools that were selected randomly from different parts of Kolkata. The educational standards were classes XI and XII. Both male and female students were considered.

### Tools

Besides the Information schedule, two standardized tests were used. These were Parent Child Relationship Scale by Dr. Nalini Rao (2001) and Career Maturity Inventory- Indian Adaptation by Nirmala Gupta (1989). The first tool consisted of 100 items categorized into 10 dimensions namely protecting, symbolic punishment, objective punishment, demanding, indifferent, symbolic reward, loving, object reward, neglecting and rejecting. The Career Maturity Inventory (CMI) was conceived by Crites (1973) and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. To assess the maturity of these career behaviors, the CMI provides two types of measures: the attitude scale and the competence Test. For the present study only the Attitude scale which contains 50 items was used.

### Procedure

By taking prior consent from the school authority, the data were collected by distributing the questionnaires to all the students who were made to sit in a class room. Firstly, the purpose of the study was explained to them and then they were asked to fill up the questionnaire on their own. If they had any difficulty, the investigator tried to clarify it. As they finished filling up the questionnaire, the forms were taken back and they were thanked for their cooperation. The same process of data collection was followed for all the schools. The responses of the questionnaires were scored according to the norms and about 10

data had to be rejected due to incompleteness. So, finally 190 data were subjected to statistical analysis in SPSS-16. Descriptive statistics, correlation and regression coefficients were computed to test the hypotheses of the study.

## RESULT AND DISCUSSION

**Table 1. Frequency distribution of levels of career maturity of the sample according to gender**

	Low	Below Average	Average	Above Average	High	Total
MALE	0	0	22	27	11	60
FEMALE	0	5	80	40	5	130
TOTAL	0	5	102	67	16	190

Table1 shows that most of the boys and girls belong to either average or above average level of career maturity. The first hypothesis is accepted and this finding is consistent with that of Whiston and Keller (2004). Though the sample size of boys and girls is unequal, it is seen from the table that majority of the males are above average and majority of females are average in career maturity. This gender difference can be due to family influence. From review of literature published since 1980, it can be inferred that families can have a positive influence and facilitate career development which is affected by many contextual factors such as gender, age and race. However in a recent study by Osakinle (2010) no significant gender difference has been found in choice of career of in-school adolescents of Nigeria.

**Table 2. Multiple Regression Coefficient including the dimensions of adolescents' relationship with their father as independent variables and career maturity as dependent variable.**

### 2.1. Model Summary- Positive dimensions

Criterion	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	.259(a)	0.067	0.047	5.375	3.336	.011

(a) Predictors: (Constant), ORF, PROF, SRF, LOVF

### 2.2. Model Summary- Negative dimensions

Criterion	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	.201 (a)	0.04	0.025	5.437	2.612	.053 (a)

(a) Predictors: (Constant), DEMF, SPF, OPF

### 2.3. Model Summary- Indifferent dimensions

Criterion	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	.161(a)	0.026	0.01	5.477	1.655	.178(a)

(a) Predictors: (Constant), NEGF, INDF, REJF

Table 2 and its sections 2.1, 2.2 and 2.3 show that the multiple correlation of career maturity is significant with the positive dimensions of father-child relationship. The multiple correlation is also significant in case of the negative dimensions. No significant correlation is observed in case of the indifferent dimensions. The contribution of the positive dimensions is 6.7% and that of negative dimensions is 4% in predicting the criterion, that is, career maturity. Since the  $R^2$ s are less than 10%, it can be inferred that father-child relationship of the adolescents has negligible predictive value for career maturity.

## 2.4. Coefficients (a)

Dimensions	Unstandardized co-efficients	Standardized co-efficients			
	B	Std.error	$\beta$	t	Sig.
(Constant)	23.763	2.309		10.293	.000
PROF	.108	.079	.134	1.368	.173
SRF	-.026	.085	-.032	-.032	.763
LOVF	.156	.075	.244	2.073	.040
ORF	-.114	.059	-.183	-1.926	.056
(Constant)	27.246	1.949	.220	13.978	.000
SPF	.197	.079	-.161	2.492	.014
OPF	-.119	.066	-.065	-1.817	.071
DEMF	-.045	.063		-.709	.479
(Constant)	31.606	2.072	-.089	15.251	.000
REJF	-.067	.069	.034	-.969	.334
INDF	.029	.064	-.090	.448	.655
NEGF	-.073	.075		-.963	.337

(a) Dependent variable : Career Maturity

This table representing the  $\beta$  coefficients and the t values indicate the weight and significance of each dimension of Parent-Child Relationships in predicting career maturity. For the dimensions of Loving and Symbolic punishment the t is significant and positive. The  $\beta$  weights are also maximum suggesting that among all the dimensions only these two dimensions have significant contribution on career maturity. Thus the regression analysis reveals that positive and negative dimensions are significantly associated with career maturity. But only two dimensions - Loving and Symbolic punishment contribute significantly to career maturity of the adolescent students. On the other hand Indifferent dimensions do not influence the career maturity of the adolescents. So, the first two hypotheses are accepted and the third hypothesis is rejected.

Table3. Multiple Regression Coefficient including the dimensions of adolescents' relationship with their mother as independent variables and career maturity as dependent variable.

## 3.1. Model Summary- Positive dimensions

Criterion	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	0.116	0.097	5.233	6.076	.000(a)

(a) Predictors: (Constant), ORM, SRM, LOVM, PROM

## 3.2. Model Summary- Negative dimensions

Criterion	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	.182(a)	0.033	.017	5.457	2.124	.099(a)

(a) Predictors: (Constant), DEMM, OPM, SPM

## 3.3. Model Summary- Indifferent dimensions

Criterion	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Career Maturity	.187(a)	0.035	0.019	5.452	2.252	.084(a)

(a) Predictors: (Constant), NEGM, INDM, REJM

Table 3 and its sections 3.1, 3.2 and 3.3 show that the multiple correlation of career maturity is significant with the positive dimensions of mother-child relationship. The multiple correlation is also significant in case of the negative and indifferent dimensions. The contribution of the positive dimensions is 9.7% and that of negative dimensions is 1.7% and indifferent dimensions is 3.5% in predicting the criterion,

that is, career maturity. Since the  $R^2$ s are less than 10% in case of negative and indifferent relationship it can be inferred that this kind of relationship of the adolescents with their mother has negligible predictive value on career maturity. But the  $R^2$  is nearly 10% for the positive dimensions so we can suggest that positive relationship of the adolescent with their mother significantly contributes to their career maturity. So the dimensions of object reward, protecting, symbolic reward and loving by mother account for the career maturity of adolescents.

## 3.4. Coefficients (a)

Model	Unstandardized co-efficients	Standardized co-efficients			
	B	Std.error	$\beta$	t	Sig.
(Constant)	22.196	2.741	0.176	8.098	.000
PROM	.165	.086	-.073	1.908	.058
SRM	-.059	.077	.326	-.773	.440
LOVM	.218	.072	-.306	3.043	.003
ORM	-.197	.062		-3.156	.002
(Constant)	31.024	1.940	.078	15.989	.000
SPM	.065	.077	-.171	.845	.399
OPM	-.114	.061	-.064	-1.850	.066
DEMM	-.043	.068		-.637	.525
(Constant)	31.765	2.030	-.204	15.648	.000
REJM	-.153	.071	.007	-2.151	.033
INDM	.006	.067	.030	.092	.927
NEGM	.023	.076		.301	.763

(a) Dependent Variable: Career Maturity

This table representing the  $\beta$  coefficients and the t values indicate the weight and significance of each dimension of relationship with mother. For the dimensions of Loving the t is significant and positive and in case of Rejecting the t is significant but negative. The  $\beta$  weights are also maximum suggesting that among all the dimensions only these two dimensions have significant contribution on career maturity. Thus the regression analysis reveals that all the dimensions in combined way are significantly associated with career maturity. But only two dimensions - Loving and Rejecting contribute significantly to career maturity of the adolescent students. However, the Rejecting dimension influences the career maturity of the adolescents negatively. So, in case of mother all the three hypotheses are accepted. Like the father-child relationship, only for loving dimension the t is significant suggesting this kind of relationship has significant contribution on career maturity and the  $\beta$  weight is also maximum. On the other hand the t is negative for the dimension rejecting mother which means this type of relationship has negative influence on career maturity.

The findings are supported by the previous researches for example Keller (2004) revealed that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents who feel competent regarding career decision-making, tend to make more satisfying career choices later in life. On the other hand, as education is becoming more industrialised, it appears that adolescents' vocational maturity is less affected by the parental modelling. They attain much of the information from the professionals outside their families and also from internet and media. Aditi Sharma and Jyoti Gaur (2012) have reported that there is no significant impact of various aspects of parental modelling and vocational maturity of adolescents.

## CONCLUSION

The result indicates that the majority of adolescent boys and girls are either average or above average in career maturity. Career maturity is mainly influenced by the positive dimensions of parent-child relationship. The findings imply that the parents play an important role in a small way in shaping the adolescents' career maturity. This information may be helpful in understanding the adolescents' career behavior.

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