PARENTAL MODEL AS CORRELATES OF VOCATIONAL MATURITY IN ADOLESCENTS

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ABSTRACT

The present study aims to study the impact of parental modelling on the vocational maturity of the adolescents. The sample of 60 adolescents (30 boys and 30 girls) were the students from various streams studying in high school. The study revealed that there is no significant impact of various aspects of parental modelling and vocational maturity of adolescents. Now a days the education has become industrialised and it appears that adolescents vocational maturity is not affected by the parental modelling as they attain much of the information from the professionals outside their families. Also, the gender biasness has decreased to a great level.

KEYWORDS: Parental Modelling, Vocational Maturity, Parenting, Child Rearing, Adolescents, Adjustments.

INTRODUCTION

Vocational maturity is the ability to make appropriate occupational choices that fit the subject’s abilities, occupational interests and occupational preferences. Because of this maturity long term vocational adjustment is considered to be more likely.

Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship.

Parenting effects the vocational maturity in adolescents. There is evidence that parenting does affect the personality development of adolescents. Parental issues at this stage of parenting include dealing with "rebellious" teenagers, who didn't know freedom while they were smaller. Parents are helping, demanding and controlling. Parents helped them solve their problems but side by side also built up their confidence and encouraged them to take independent decisions. Parents perpetually adapted their parenting to fit their children's emerging needs and responded to the ever-changing influence of the society. Parent’s emotional expression of love is associated with the children’s personality outcomes. If they are caring and loving with less demand, children feel concerned by and wanted by them. Parents loving nature enhances children’s self-concept, foster positive social and academic adjustment. It is revealed that parents who are highly responsible and loving are likely to have children who are not socially assertive and highly competent (Baumrind 1978). Parental authoritativeness, openness to adolescents’ issues, and concern with promoting career exploration significantly related to the career exploration by their children,
independent of parental educational background and adolescent gender Bärbel Kracke (1997). Psychological separation and parental attachment are related to career maturity separately and simultaneously (Kenneth F. Hughey & Hee-Yeong Lee 2001).

We can also say assume that it also affects the level of maturity of teens. Keeping this in mind the present study aims to study the impact of parental modelling on the vocational maturity of the adolescents.

OBJECTIVE OF THE STUDY

The study was aimed to study the impact of parental modelling on the vocational maturity of the adolescents. The main objectives of the study were-

1. To study parental models in adolescents.
2. To study vocational maturity in adolescents.
3. To study the correlation between parental models and vocational maturity.

METHODOLOGY

Research methodology involves systematic procedures which the researcher starts from initial identification of the problem to its final conclusion. The role of methodology consists of procedures and techniques for conducting study.

The purpose of the study was to study the parental models as correlates of vocational maturity in adolescents.

RESEARCH DESIGN

This study was designed to be descriptive and correlational. Variables under study were-

a) Dependent variables i.e. Vocational Maturity
b) Independent Variables i.e. Parental Model

RESEARCH SAMPLE

The study was conducted on a sample of 60 adolescents. The sample of 60 adolescents (30 boys and 30 girls) was the students of various streams in standard 11 studying in various schools.

SAMPLING DESIGN

A convenience sample was used in this study. The inclusion criteria were: voluntarily participating in this study and being 16 - 18 years.

MEASUREMENTS

The following standardized tools were used for the present study:
A. Vocational Maturity Scale – Dr. A.K. Srivastava (Kanpur)

B. Parenting Scale- R.L. Bharadwaj, H. Sharma & A. Garg

PROCEDURE OF DATA COLLECTION

Visits were made to the school by the researcher, so that initial rapport can be established with the respondents. After employing the tools the requisite data was collected and adolescent were assured that the information collected will be used only for research purpose.

STATISTICAL ANALYSIS

Data were analyzed using the Statistical Package for Social Sciences (SPSS) for Window, version 16.0. Statistical methods included mean, SD and t test. The results were considered significant if p value was < 0.05.

HYPOTHESIS

1. There was no significant difference between the vocational maturity of boys and girls.

2. There was no significant difference between the parenting model of boys and girls.
   a. There was no significant difference between the parental model dimension i.e. rejection v/s acceptance of boys and girls.
   b. There was no significant difference between the parental model dimension i.e. carelessness v/s protection of boys and girls.
   c. There was no significant difference between the parental model dimension i.e. neglect v/s indulgence of boys and girls.
   d. There was no significant difference between the parental model dimension i.e. utopian expectation v/s realism of boys and girls.
   e. There was no significant difference between the parental model dimension i.e. lenient standards v/s moralism of boys and girls.
   f. There was no significant difference between the parental model dimension i.e. freedom v/s discipline of boys and girls.
   g. There was no significant difference between the parental model dimension i.e. faulty role expectation v/s realistic role expectation of boys and girls.
   h. There was no significant difference between the parental model dimension i.e. marital conflict v/s marital adjustment of boys and girls.

3. There was no significant correlation between the parental model scores and vocational maturity scores.
RESULTS AND DISCUSSION

TABLE 1
MEAN SCORES OF PARENTING MODEL OF GIRLS AND BOYS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Boys</th>
<th>SD</th>
<th>Girls</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>37.7</td>
<td>3.10</td>
<td>39.3</td>
<td>4.33</td>
<td>-0.565</td>
</tr>
</tbody>
</table>

Although the scores were higher in girls. The mean scores of boys and girls indicate that the parenting does not differ much in the two groups. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model of girls and boys is being accepted. There is no difference in the parenting model of both the groups.

TABLE 2
MEAN SCORES OF REJECTION - ACCEPTANCE OF BOYS AND GIRLS

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>211</td>
<td>27.1</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>222</td>
<td>33</td>
</tr>
</tbody>
</table>

The mean scores in rejection vs. acceptance indicate that girls are more accepted as compared to boys. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. rejection vs. acceptance of girls and boys is being accepted. There is no difference in the rejection vs. acceptance dimension of both the groups.

TABLE 3
MEAN SCORES OF CARELESSNESS – PROTECTION OF BOYS AND GIRLS

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>215</td>
<td>9.07</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>213</td>
<td>13.8</td>
</tr>
</tbody>
</table>

The mean scores of carelessness vs. protection show that parents do not show any difference in protection of boys and girls. However the scores were higher in boys. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence
interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. carelessness vs. protection of girls and boys is being accepted. There is no difference in the carelessness vs. protection dimension of both the groups.

**TABLE 4**

**MEAN SCORES OF NEGLECT – INDULGENCE OF BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>253</td>
<td>19.9</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>255</td>
<td>26.6</td>
</tr>
</tbody>
</table>

The mean scores of neglect vs. indulgence indicate that indulgence of parents with boys and girls develop whims and psychological inconsistencies in the latter as the scores were higher in girls. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. neglect vs. indulgence of girls and boys is being accepted. There is no difference in the neglect vs. indulgence dimension of both the groups.

**TABLE 5**

**MEAN SCORES OF UTOPIAN EXPECTATION – REALISM OF BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>218</td>
<td>30.7</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>222</td>
<td>35.6</td>
</tr>
</tbody>
</table>

The mean scores indicate that parents take into consideration the objective realities and capabilities of boys and girls equally. However the scores were higher in girls. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. utopian expectation vs. realism of girls and boys is being accepted. There is no difference in the utopian expectation vs. realism dimension of both the groups.
TABLE 6

MEAN SCORES OF LENIENT STANDARDS - MORALISM OF BOYS AND GIRLS

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>234</td>
<td>35.3</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>240</td>
<td>27.1</td>
</tr>
</tbody>
</table>

The mean scores indicate that parents expect more moralistic attitude from girls than boys. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. lenient standards vs. moralism of girls and boys is being accepted. There is no difference in the lenient standards vs. moralism dimension of both the groups.

TABLE 7

MEAN SCORES OF FREEDOM – DISCIPLINE OF BOYS AND GIRLS

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>188</td>
<td>8.02</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>176</td>
<td>12.3</td>
</tr>
</tbody>
</table>

The mean scores indicate parents allow more freedom to boys and expect girls to be more disciplined. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. freedom vs. discipline of girls and boys is being accepted. There is no difference in the freedom vs. discipline dimension of both the groups.

TABLE 8

MEAN SCORES OF FAULTY ROLE EXPECTATION- REALISTIC ROLE EXPECTATION OF BOYS AND GIRLS

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>228</td>
<td>21.8</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>234</td>
<td>24.8</td>
</tr>
</tbody>
</table>

The mean scores indicate that girls show higher scores in realistic role expectation than boys. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval.
confidence interval. Thus the null hypothesis that there is no significant difference between
the parental model dimension i.e. faulty role expectation vs. realistic role expectation of girls
and boys is being accepted. There is no difference in the faulty role expectation vs. realistic
role expectation dimension of both the groups.

**TABLE 9**

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boys</td>
<td>265</td>
<td>26.4</td>
</tr>
<tr>
<td>2.</td>
<td>Girls</td>
<td>276</td>
<td>17.2</td>
</tr>
</tbody>
</table>

Although the scores were higher in girls but the mean scores indicate high scores in marital
adjustment of boys and girls. By conventional criteria, this difference is considered to be not
statistically significant at 95% confidence interval. Thus the null hypothesis that there is no
significant difference between the parental model dimension i.e. marital conflict vs. marital
adjustment of girls and boys is being accepted. There is no difference in the marital conflict
vs. marital adjustment dimension of both the groups.

The correlation was found to be 0.05116899571691148. This means there is zero relation or
absolutely no relationship. Thus the null hypothesis that there is no significant correlation
between the parental model scores and vocational maturity scores is being accepted.

**CONCLUSION**

The study revealed that there is no significant difference between the parental modelling and
vocational maturity of adolescents. Nowadays the education has become industrialised and
adolescents go for higher studies away from their home so the parenting does not affect the
adolescents much and also the gender biasness has decreased to a great level.

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