



A Study of Career Preference and Parenting Style of Senior Secondary School Students

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Abstract

In the Indian context, parental influence is even more pronounced, as parents are often key decision-makers in their children's education and career choices. To examine the career reference and parenting style, on the investigator employed the Normative Survey Research Method. Random Sampling Technique from the senior secondary schools of Meerut city of Uttar Pradesh. The Sample was constituted of 120 students of Senior Secondary Education. Classes 11th and 12th out of which 60 boys and 60 girls were selected for the study. Career Preference Scale self-prepared and Parenting Style by Prof. (Dr.) Madhu Gupta and Ms. Dimple Mehtani (2017) applied for data collection. Statistical techniques employed for the analysis of data Descriptive Statistics: Mean and Standard Deviation and inferential Statistics: t-test. Significant difference found between career reference of two groups of senior secondary school students having high and low scores on democratic, permissive and uninvolved parenting style but autocratic parenting style found insignificant.

Key Words- Career Preference, Parenting Style, Democratic, Autocratic, Permissive and Uninvolved Parenting Style

Introduction

Career preference is one of the most significant decisions in the life of a student, as it influences future educational choices, occupational preference, and overall life satisfaction. During the senior secondary stage, students begin to explore various career opportunities and make important decisions regarding their future professions. These decisions are influenced by several personal, social, educational, and familial factors. Among these factors, parenting style plays a crucial role in shaping the attitudes, interests, confidence, and career aspirations of adolescents.

Parenting style refers to the patterns of behaviour, attitudes, and strategies adopted by parents while interacting with their children. According to Baumrind, parenting styles are generally

classified as authoritative, authoritarian, permissive, and neglectful. Each parenting style creates a distinct family environment that affects the psychological development and decision-making abilities of children. Parents often serve as role models and provide guidance, emotional support, and resources that significantly influence students' career choices.

In the contemporary educational context, students face numerous career options and increasing competition. Therefore, understanding the relationship between parenting style and career preference is essential for helping students make informed career decisions. The present study seeks to examine the influence of parenting style on the career preferences of senior secondary school students.

Review of Related Studies

Singh, Mukhtiar & Jha, Nidhi (2024) conducted a review study titled '**Career Preference of Secondary School Students in Relation to Study Habits & Attitudes.**' The present study under consideration was planned to explore the relationship between career preference and study habits and attitudes of the adolescents. The study found that the coefficient of correlation between career preference and study habits and attitude is 0.036 which is lesser than the table value of 0.195 and 0.254 at 0.05 and 0.01 level of significance respectively. It indicates that the correlation coefficient between career preference and study habits and attitude is not significant. Hence, the study reveals no significant correlation exists between career preference and study habits and attitudes of class 10th school students.

Jha, Shruti (2024) conducted a review study titled '**Exploring the impact of parenting style on career decision making self-efficacy among youth.**' The purpose of the study was to investigate the correlation between styles of parenting and self-efficacy in career decision-making among young individuals. The research quantitatively analyzed responses from a sample of 152 individuals aged 18-26. The research aimed to shed light on the impact of different parenting styles on young adults' confidence in making career-related decisions. The study reveals that there is a statistically significant correlation between parenting style and self-efficacy in career decision-making. Specifically, authoritative parenting is positively correlated with career decision-making self-efficacy, while authoritarian parenting is negatively correlated with it. The study implies the importance of promoting positive parenting practices, particularly authoritative parenting, to enhance CDMSE among youth.

Jogdand, Amrapali and Amruta, Ashok (2021) conducted a study focused on '**The Problem and Effectiveness of Parenting Style on Children's Behavior.**' The research, which centered on Indian children, aimed to investigate the relationship between parenting practices and behavioral problems in children. Using the Parent Authority Questionnaire and the Children's

Behavior Checklist, the study assessed parenting styles (authoritative, permissive, and authoritarian) and evaluated children's behavioral issues, including internalizing and externalizing symptoms. The findings provided important insights into how parenting practices can lead to behavioral problems and suggested ways in which these issues could be mitigated.

Samiullah Sarwar (2018) explored the **'Influence of Parenting Style on Children's Behavior' with a focus on how different parenting approaches contribute to juvenile delinquency and affect academic success.** Through qualitative interviews with two mothers of delinquent children, the study revealed that authoritarian parenting, which emphasizes control, can lead to rebellious behavior in children. Conversely, authoritative parenting, which strikes a balance between control and freedom, was found to be more effective in promoting positive behavior. The research also suggested that parents who spend more time with their children can significantly reduce problematic behaviors in adolescents. Despite its limited scope, the study provided valuable insights into the impact of parenting styles on children's behavior.

Amandeep (2017) investigated the **'Relationship between Emotional Intelligence and Perceived Parenting Style of Early Adolescents'** in a study involving 500 teenagers from the Sri Muktsar Sahib District. Using the Perceived Parenting Style Inventory and the Emotional Intelligence Scale, the study analyzed the correlation between emotional intelligence and perceived parenting practices. The results revealed a significant relationship between the emotional intelligence of adolescents and their perceptions of their parents' behavior, suggesting that how parents interact with their children can shape their emotional development and influence their career preference.

Significance of the Study

Career preference is a multidimensional phenomenon influenced by various psychological and environmental factors. Among these, parenting style is one of the most important determinants because parents provide emotional, social, and economic support during the career decision-making process. Despite the increasing importance of career planning, limited research has been conducted on the relationship between parenting style and career preference among senior secondary school students in the Indian context. The present study is justified because it seeks to fill this gap by examining how different parenting styles influence students' career preferences. The findings may help create a supportive environment that enables students to make career choices based on their interests, abilities, and aspirations rather than external pressures.

Statement of the Problem

Inspired by all the considerations as mentioned above the investigator chose to take up the present problem entitled-

**A Study of Career Preference and Parenting Style
of Senior Secondary School Students**

Operational Definitions of the Variables**Career Preference**

In the present study, career preference refers to the occupational choices and aspirations of senior secondary school students regarding their future careers, as influenced by their interests, abilities, values, and parental upbringing. It is considered the dependent variable and is examined in relation to different parenting styles experienced by the students.

Career preference is a part of career development in which individuals express their interests and aspirations toward particular occupations based on their self-concept and life experiences.

Parenting Style

Parenting styles refer to the different behaviors parents' exhibit to raise their children, categorized into four main types: authoritative, authoritarian, permissive, and uninvolved. These styles are defined by a parent's level of control and responsiveness toward their child, with authoritative parenting generally considered the most effective for fostering responsible and happy children.

Objectives of the Study

The study is designed to attain on the following objectives-

1. To find out the difference between career preference of two groups of senior secondary school students having high and low scores on democratic parenting style as a dimension of student's parenting style.
2. To find out the difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style as a dimension of student's parenting style.
3. To find out the difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style as a dimension of student's parenting style.

4. To find out the difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style as a dimension of student's parenting style.

Hypotheses of the Study

Keeping in view the above objectives of the study the following hypotheses have been framed-

1. There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on democratic parenting style as a dimension of student's parenting style.
2. There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style as a dimension of student's parenting style.
3. There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style as a dimension of student's parenting style.
4. There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style as a dimension of student's parenting style.

Method Adopted for the Study

To examine the career preference and parenting style of senior secondary students, the investigator employed the Normative Survey Research Method. This method is particularly suited for research aimed at identifying the typical or prevailing conditions and practices at a given time.

Population of the Study

The Population, of the present study was constituted of all the students of senior secondary schools situated in the Meerut City in the state of Uttar Pradesh.

Sample of the Study and Sampling Technique

From the underlined population a representative sample was drawn by using a Random Sampling Technique from the senior secondary schools of Meerut City of Uttar Pradesh. The Sample was constituted of 120 students of Senior Secondary Education. Classes 11th and 12th out of which 60 boys and 60 girls were selected for the study. To execute the procedure of random sampling, first of all a list of schools of Meerut City was prepared.

Variables of the Study

Following variables have been incorporated in the present study:

1. Career Preference
2. Parenting Style

Tools used for the Study

In order to collect data for the present research, following tools have been administered-

- Career Preference Scale- prepared by the investigator
- Parenting Style Scale prepared by Prof. (Dr.) Madhu Gupta and Ms. Dimple Mehtani (2017)

Statistical Techniques Employed for the Analysis of Data

- Descriptive Statistics: Mean and Standard Deviation
- Inferential Statistics: t-test, Pearson Product-moment Correlation.

Analysis and Interpretation

Objective: 1-Result pertaining to the difference between career preference of two groups of senior secondary school students having high and low scores on democratic parenting style is given in the table below:

TABLE- 1

Mean, Standard Deviation and t-value of career preference of two groups of senior secondary school students having high and low scores on democratic parenting style

Variable	Group	N	Mean Scores	S.D.	t-value	Level of Significance
Career Preference	High democratic parenting style	35	28.39	3.13	2.91	Significant at 0.05
	Low democratic parenting style	30	26.24	2.76		

** Significant at 0.05 Level*

It is evident from the table that mean scores of senior secondary school students having high and low scores on democratic parenting style are 28.39 and 26.24 with standard deviation 3.13 and 2.76 respectively. The t-ratio came out from the above two groups is 2.91, which is significant at .05 level of significance. It clearly states that there is significant difference between career preference of two

groups of senior secondary school students having high and low scores on democratic parenting style. Further, the mean scores of students having high scores on democratic parenting style is greater than the students having low scores on democratic parenting style indicating that students having high scores on parenting style were more career preferred than students having low scores on democratic parenting style. Thus, the hypothesis framed earlier, 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on democratic parenting style' stands rejected. Rather it can be interpreted that senior secondary students having low scores on democratic parenting style have low career preference as compared to their counterparts having high scores.

Objective: 2-Result pertaining to the difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style is given in the table below:

TABLE-2

Mean, Standard Deviation and t-value of career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style

Variable	Group	N	Mean Scores	S.D.	t-value	Level of Significance
Career Preference	High autocratic parenting style	9	11.70	1.48	1.46	Insignificant
	Low autocratic parenting style	8	10.57	1.70		

It is evident from the table that mean scores of senior secondary school students having high and low scores on autocratic parenting style are 11.70 and 10.57 with standard deviation 1.48 and 1.70 respectively. The t-ratio came out from the above two groups is 1.46, which is insignificant. It clearly states that there is no significant difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style. Further, the mean scores of students having high scores on autocratic parenting style is higher than the students having low scores on autocratic parenting style indicating that students having high scores on autocratic parenting style were less career preferred than students having low scores on autocratic parenting style. Thus, the hypothesis framed earlier, 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style' stands accepted. Rather it can be interpreted that senior secondary

students having low scores on autocratic parenting style have high career preference as compared to their counterparts having low scores.

Objective: 3-Result pertaining to the difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style is given in the table below:

TABLE -3

Mean, Standard Deviation and t-value of career preference of two groups of senior secondary school students having high and low scores on permissive parenting style

Variable	Group	N	Mean Scores	S.D.	t-value	Level of Significance
Career Preference	High permissive parenting style	6	10.78	1.65	2.13	Significant at 0.05
	Low permissive parenting style	9	8.87	1.74		

**Significant at 0.05 Level*

It is evident from the table that mean scores of senior secondary school students having high and low scores on permissive parenting style are 10.78 and 8.87 with standard deviation 1.65 and 1.74 respectively. The t- ratio came out from the above two groups is 2.13, which is significant at .05 level of significance. It clearly states that there is significant difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style. Further, the mean scores of students having high scores on permissive parenting style is higher than the students having low scores on permissive parenting style indicating that students having high scores on permissive parenting style were higher career preferred than students having low scores on permissive parenting style. Thus, the hypothesis framed earlier, 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style' stands rejected. Rather it can be interpreted that senior secondary students having low scores on permissive parenting style have low career preference as compared to their counterparts having high scores.

Objective: 4-Result pertaining to the difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style is given in the table below:

TABLE- 4

Mean, Standard Deviation and t-value of career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style

Variable	Group	N	Mean Scores	S.D.	t-value	Level of Significance
Career Preference	High uninvolved parenting style	10	15.54	2.76	3.29	Significant at 0.05
	Low uninvolved parenting style	13	11.58	2.93		

** Significant at 0.05 Level*

It is evident from the table that mean scores of senior secondary school students having high and low scores on uninvolved parenting style are 15.54 and 11.58 with standard deviation 2.76 and 2.93 respectively. The t- ratio came out from the above two groups is 3.29, which is significant at .05 level of significance. It clearly states that there is significant difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style. Further, the mean scores of students having high scores on uninvolved parenting style is higher than the students having low scores on uninvolved parenting style indicating that students having high scores on uninvolved parenting style were higher career preferred than students having low scores on uninvolved parenting style. Thus, the hypothesis framed earlier, 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style' stands rejected. Rather it can be interpreted that senior secondary students having low scores on uninvolved parenting style have low career preference as compared to their counterparts having high scores.

Findings of the Study

1. 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on democratic parenting style' stands rejected. It is evident that both groups of students have a high difference.

2. 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on autocratic parenting style' stands accepted. It is evident that both groups of students do not have difference.
3. 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on permissive parenting style' stands rejected. It is evident that both groups of students have a high difference.
4. 'There is no significant difference between career preference of two groups of senior secondary school students having high and low scores on uninvolved parenting style' stands rejected. It is evident that both groups of students have a high difference.

Conclusion

The present study highlights the significant role of parenting style in shaping the career preferences of senior secondary school students. Different parenting styles create different developmental experiences for students. Supportive and democratic parenting practices tend to encourage self-confidence, independence, and effective decision-making, which may positively influence career preferences. In contrast, overly restrictive or uninvolved parenting may limit students' ability to explore career options and make independent choices. Therefore, understanding the relationship between parenting style and career preference is essential for promoting healthy career development among adolescents.

Educational Implications of the Study

The findings of this study are expected to contribute to the fields of educational psychology, career guidance, and counselling by providing insights into the influence of parental behaviour on students' career preference. The study also emphasizes the need for parents, teachers, and counsellors to work collaboratively in creating a supportive environment that enables students to choose careers according to their interests, abilities, and potential. Ultimately, positive parental involvement can help students develop realistic career goals and achieve greater personal and professional success in the future.

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