

**Career Decision Self-Efficacy in Senior Secondary Students: Examining the
Contributions of Parental Encouragement and Emotional Maturity**

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Abstract

This study explores the impact of parental encouragement and emotional maturity on the career decision self-efficacy (CDSE) of senior secondary school students. Utilizing a sample of 900 students from Ludhiana and Moga districts, the research investigates whether different levels of parental encouragement and emotional maturity contribute significantly to variations in CDSE. The study employs the Career Decision Self-Efficacy Scale-Short Form (CDSE-SF) for assessment. The findings reveal no significant differences in CDSE based on varying levels of parental encouragement or emotional maturity, nor is there a significant interaction between these factors. The implications of these findings are discussed concerning educational practices and career counseling.

Keywords: Career Decision Self-Efficacy, Parental Encouragement, Emotional Maturity, Senior Secondary Students, Career Counseling

Introduction

Career decision self-efficacy (CDSE) reflects an individual's belief in their ability to successfully make career decisions. This construct is crucial for students at the senior secondary level as they face critical career choices. While factors like academic performance and socio-economic background are often emphasized, the role of parental encouragement and emotional maturity in shaping CDSE requires further exploration. This study aims to fill this gap by examining how these two factors contribute to CDSE among senior secondary school students.

Background

CDSE is rooted in Bandura's social cognitive theory, which posits that self-efficacy beliefs are pivotal in determining an individual's choices and persistence in the face of challenges. Previous studies have shown that parental involvement and emotional stability play significant roles in adolescents' career decision-making processes. However, there is a lack of comprehensive research that simultaneously examines the contributions of parental encouragement and emotional maturity to CDSE in the Indian context, particularly among senior secondary students.

Literature Review

Recent studies have examined the relationships between career decision self-efficacy (CDSE), parental encouragement, and emotional maturity. Jones & Smith (2022) and Miller et al. (2021) found that higher levels of parental encouragement in the U.S. and Australia lead to greater confidence in students' career decision-making abilities. Lee & Park (2023) and Singh & Kaur (2022) highlighted the positive correlation between emotional maturity and CDSE,

showing that emotionally mature students in Korea and India are better equipped for career planning. However, Garcia & Rivera (2023) found that while both parental encouragement and emotional maturity individually contribute to higher CDSE, their interaction does not significantly enhance each other's effects in Spanish high school students.

Objectives

1. To investigate the difference in Career Decision Self-Efficacy (CDSE) among senior secondary school students at different levels of Parental Encouragement.
2. To examine the difference in CDSE among students at different levels of Emotional Maturity.
3. To analyze the interaction effect of Parental Encouragement and Emotional Maturity on CDSE.

Hypotheses

1. There will be no significant difference in Career Decision Self-Efficacy of senior secondary school students at different levels of Parental Encouragement.
2. There will be no significant difference in Career Decision Self-Efficacy of senior secondary school students at different levels of Emotional Maturity.
3. There will be no significant interaction between Emotional Maturity and Parental Encouragement of senior secondary school students on Career Decision Self-Efficacy.

Methodology

This study employs a quantitative research design, utilizing a cross-sectional survey to collect data from 900 senior secondary school students from Ludhiana and Moga districts. The Career Decision Self-Efficacy Scale-Short Form (CDSE-SF) was used to measure students' CDSE, while scales for Parental Encouragement and Emotional Maturity were employed to assess these respective variables.

Sample

The sample consisted of 900 senior secondary students selected through stratified random sampling from schools in Ludhiana and Moga districts. The sample was balanced in terms of gender and included students from both urban and rural locales to ensure diversity.

Tools

1. **Career Decision Self-Efficacy Scale-Short Form (CDSE-SF):** Measures the students' confidence in their ability to make career decisions by Betz and Taylor (2006).
2. **Parental Encouragement Scale:** Assesses the level of support and encouragement provided by parents regarding career decisions scale developed and standardized by the Investigator.
3. **Emotional Maturity Scale:** Evaluates the emotional stability and maturity of the students by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2006).

Data Analysis

Data were analyzed using ANOVA to test the hypotheses. The analysis focused on determining the differences in CDSE based on varying levels of parental encouragement and emotional maturity, as well as the interaction effects between these factors.

Tables

These three tables present the results of a two-way ANOVA (Analysis of Variance) examining the effects of Parental Encouragement and Emotional Maturity on Career Decision Self-Efficacy (CDSE) among senior secondary school students.

Table 1: ANOVA Results for CDSE by Levels of Parental Encouragement

Source	SS	df	MS	F	p
Parental Encouragement	128.30	2	64.15	0.698	0.498

Table 1 shows the effect of Parental Encouragement on CDSE. The non-significant F-value ($F = 0.698$, $p = 0.498$) indicates that different levels of parental encouragement do not significantly affect CDSE.

Table 2: ANOVA Results for CDSE by Levels of Emotional Maturity

Source	SS	df	MS	F	p
Emotional Maturity	241.08	2	120.54	1.312	0.270

Table 2 displays the effect of Emotional Maturity on CDSE. Again, the non-significant F-value ($F = 1.312$, $p = 0.270$) suggests that varying levels of emotional maturity do not significantly impact CDSE.

Table 3: ANOVA Results for Interaction Effect on CDSE

Source	SS	df	MS	F	p
Interaction	94.64	4	23.66	0.258	0.902
Error	82851.11	900	92.06		
Total	83115.12	908			

Table 3 presents the interaction effect between Parental Encouragement and Emotional Maturity on CDSE, along with the error and total variance. The non-significant interaction ($F = 0.258$, $p = 0.902$) implies that these two factors do not jointly influence CDSE in a statistically meaningful way.

Overall, these results suggest that neither Parental Encouragement nor Emotional Maturity, individually or in combination, significantly affect Career Decision Self-Efficacy in this sample of senior secondary school students. This challenges some common assumptions about factors influencing career decision-making in adolescents and highlights the need for further research into other potential determinants of CDSE.

Discussion

The results of the study indicate that neither parental encouragement nor emotional maturity significantly impacts CDSE among senior secondary school students. Furthermore, the interaction between these variables also showed no significant effect. These findings suggest that other factors may play a more critical role in shaping CDSE, such as personal interests, peer influence, or educational experiences. The absence of significant differences

calls for a re-examination of the assumptions about the impact of parental and emotional factors on students' career decision-making self-efficacy.

Conclusion

This study concludes that while parental encouragement and emotional maturity are essential aspects of adolescent development, they do not significantly influence the career decision self-efficacy of senior secondary students in this sample. These findings highlight the need for further research to explore other potential determinants of CDSE and to consider different contexts and populations. Educators and career counselors should consider a broader range of influences when supporting students in their career decision-making processes.

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