

THE ROLE OF PARENTAL INVOLVEMENT IMPACT ON CAREER DECISIONS MAKING AMONG SENIOR SECONDARY SCHOOL STUDENT IN SELECTED PROVINCE OF BHUTAN

By

SANGAY JAMBA

Education Management and Administration, Lower Secondary School, Royal Government of Bhutan.

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ABSTRACT

The present research was carried out to forecast the protagonist of parental involvement in the Career Decision making among students of Senior Secondary School. This study was basically descriptive method used to acquire important and accurate information. The main objectives were to analyze the inter-relationship between career decision making and perceived parental involvement of senior secondary school of Bhutan. And another objective was to study the role of perceived parental involvement on the relationship between career decisions making among students of senior secondary school. The investigator selected 300 senior secondary school students through convenient sampling technique. For the collection of data the investigator used Career Decision making scale, developed by Dr. Kirandeep Singh in 2014 and Parental Involvement tool developed by Dr. Vijayalaxmin Chouhan and Mrs. Gunjan Ganotra Arora in 2009. For the purpose of drawing out the results the investigator used statistical techniques like Coefficient of Correlation and Regression Analysis were used. The outcome showed that a significant negative relationship exists between Career Decision Making and Parental Involvement of senior secondary school students of Bhutan. Also, parental involvement plays a significant predictor role in the career decision making of school students.

Keywords: Career Decision, Role of Parental Involvement, Inter-Relationship, Investigator.

INTRODUCTION

Making career decision is one of the most crucial tasks for teenagers. However, this can be a time of exploration for some youth, it is also related with great anxiety associated to issues of Decision-Making (Brown & Strange, 1981). Although, author has researched on making career decision, some areas are unidentified or not even fully explained. Majority of the researchers have suggested that there are different types of adolescence who have not made a career decision and they usually depended on their parents. The adolescence is an important period for making career choice of the future and education. Most of the adolescence between the ages of 18 to 22 are students studying in school and college. Some adolescents preferred employment and stayed at home. They had no idea or motivation to choose career for their

future. Landry (2006) found significant optimistic relation between career indecision and worry. Significant negative relations were also found between career indecision and agreeableness and career indecision and thoroughness. Male and female differences were found on a number of the variables with females reporting more than males. Pečjak and Košir (2007) found that there are two types of career making, one is called career decided and another is undecided which depends upon the most of the students' personality. Students who make their decision more self-confidently is called career decided. Likewise students who are less frightened, but tried to get away from decision making are called undecided students. Majority of the students have qualities like extroversion, consciousness, openness, and emotional stability, and those students are capable and the study concluded that students having self-control has less decision making

difficulties. The researcher concluded that, logical and innovative qualities usually aspired by the male, whereas enterprising and conventional qualities influence the female. Discrepancies were found; students with higher aspiration and expectation has higher achievement among female. Those with desire and expectation disagreements had low academic performance unsure and had perceived problems. Gabriellsson and Politis (2011) conducted a study and concluded that entrepreneurs who recognize themselves with linear or motivated choice preferred causal decision-making logically. Haug and Plant (2016) found that career guidance is more and more seen as important in professionalizing policy making and service provision. This study also emphasized researcher's contribution to evidence-based practice policy making in career guidance.

Parental involvement can be considered when a parent visited the school or contributed usefully once or twice within the school academic year. It may be for the betterment of students, meeting their class mentor, or attending an important celebration at the school, and supporting the smooth running of the school. Comer and Haynes (1991) explored that contribution of the parents can strengthen the academic performance and development of students' professional skills. Landry (2006) found that parental involvement can lend a hand to accomplished goals through monitoring regular activities, by maintaining close track of the progress in the school like providing help in planning for pursuing post high school education. Pena (2000) found that parental involvement can be influenced by so many factors which include language, education of the parents, and even attitude of the staffs. Crosnoe (2001) conducted study on orientation and high school education during parental involvement. The researcher concluded that preliminary academic orientation promotes progressing parental involvement. Hoover-Dempsey et. al. (2001) found that parents having involvement with the students' homework believe that their involvement would really make much difference to the students, and students perceived parental involvement to be continued. Fan and Chen (2001) conducted study on meta-analysis of achievement of students and parental

involvement. The researchers found that parental involvement is considered as important for solving many problems in education. It has direct positive influence on students' academic achievement. Rosenblatt and Peled (2002) found that parents' contribution help students' success in an effective and efficient way, particularly parental involvement becomes the best indicator of the effective and efficient schools. Mokhtari and Reichard (2002) conducted a study and found that parental involvement influenced the psychological adjustment in the children. Flouri and Buchanan (2003) concluded parental involvement has contributed positive influence to psychological well-being of youth. Perna and Titus (2005) conducted study to find the relationship between college enrolment and parental involvement as social capital. The researchers found that involvement of parents as community assets is positively associated in college enrolment of individual irrespective of the resources of the school. Green, Walker, Hoover-Dempsey & Sandler (2007) found that involvement of the parents is advantageous of student's academic achievement. Rowan-Kenyon, Bell, and Perna (2008) concluded that parents have to be familiar about the terms and conditions of programs that gave power to parents to get involved with the staffs of institutions to make better educational futures of the children. Marshall (2010) found that involvement of the parents increases efficient and effective learning. In order to make parents to arrive at their full possible in regards to parental involvement, the school should help to promote parental involvement. Lewis-Antoine (2012) found that students' behavior was affected positively by parental involvement.

1. Significance of the Study

The 21st century has witnessed remarkable changes in the educational system. This has led the teachers to take up new responsibilities to meet the demands of the new era. In educational institution a major responsibility lies on the shoulders of the teacher and the parents. In regular day to day activities, a teacher and parent often inculcate thinking skills into the program of study whereby learner can get the knowledge and help to generate a sense of responsibility among them. The current effects of these

practices are excellent models for students towards developing thematic units and help them to think more critically about what, why, and how they learn. Making a career decision is main developmental job during adolescent years. In addition to that, parents can also contribute insights and knowledge for enhancing professional skills to strengthen academic and social programs. Parents' contribution during the school year would definitely make a lot of difference among the students. Attending school general meeting, a meeting scheduled by the teacher, an important school function volunteering in the school for the betterment of student serving as the school committee are considered parental involvement. Present study focuses on investigating the role of parental involvement in relationship to career decisions making among senior secondary school student of Bhutan. It is an interesting study to explore the role of parental involvement on the Career Decision Making. Findings of the study will be beneficial to the parents, teachers and administrators to perform their respective duties in a better way. It will optimize the process of learning, and career decisions making with parental involvement.

2. Methodology

2.1 Objectives

- To analyze the inter-relationship among career decision making and perceived parental involvement of senior secondary school of Bhutan.
- To study the role of perceived parental involvement on the relationship between career decision making among students of senior secondary school.

2.2 Hypotheses

- There exists significant inter-relationship among career decision making and perceived parental involvement of senior secondary school student of Bhutan.
- Parental involvement is a significant predictor of career decision making among senior secondary school students of Bhutan.

2.3 Population and Sampling Area

All the senior secondary school students of in two provinces of Bhutan comprise of the population of the study. All the senior secondary school students of Tstring and Sarbang

districts of Bhutan constituted the sampling frame of the study.

2.4 Research Method

Descriptive method of research was used in the present study. Career Decision Making Scale developed by Dr. Kirandeep Singh (Singh, 2014) and Parental Involvement Scale developed by Dr. Vijayalaxmi Chouhan and Mrs. Gunjan Ganotra Arora (Chouhan & Arora, 2009) was used for data collection in the current study.

2.4.1 Career Decision Making Scale by Dr. Kirandeep Singh (Singh, 2014)

This scale is based on a 3-point Likert scale with multiple choice responses that are based on a range. The responses choices from exactly like me (3), somewhat like me (2), not at all like me (1). The scores of the following denomination are given in Table 1.

2.4.1.1 Reliability of the Tool

The reliability of career decision making is basically done by the test-retest reliability co-efficient of correlations were operated in order to get the consistency of the scores generated by Career Decision Making Scale (CDMS). It was tried out on a sample of 97, XII grade students from academic (=57) and also tried out with vocational stream (N = 40). It took all most thirteen days for getting the retest scores. The two administrations found out the correlation coefficients of the CDMS were to be 0.943 and 0.957 for Career Decidedness Scale and Career Indecision Scale respectively.

On the basis of above outcome, it can securely be said that the Career Decision Making scale (CDMS) reliable tool for measuring and finding career decision status of adolescents studying in class X, XI, XII.

2.4.1.2 Validity of the Tool

There are two types of techniques of Career Decision

Sl. No.	Dimension	Responses			Range of Scores
		Exactly like me	Somewhat like me	Not at all like me	
1	Career Decidedness Scale (CDS)	3	2	1	5 of 15
2	Career Indecision Scale (CIS)	3	2	1	13 of 39

Table 1. Scoring Pattern

Making (CDMS). They are internal consistency validity and criterions related were employed.

2.4.1.3 Internal Consistency Validity

The index of validity was calculated separately for the two subscales in terms of items – total correlations. The range of significant (r it) co-efficient of correlations of the selected items is from 0.532 to 0.701 for Career Decidedness Scale and 0.257 to 0.659 for Career Indecision Scale.

2.4.1.4 Criterion-related Validity

Criterion related validity was also calculated and the Career Decision Scale (Osipow & Winer, 1996) was used as criteria to measure the criterion- related validity of CDMS. Both scales were administered to the same sample (N =97). The co-efficient of correlation between Career Decidedness Scale of CDMS and certainty scale of Career decision scale was found to be 0.69, significant at 0.01 level: whereas it was 0.59, significant at 0.01 level between Career Indecision Scale of CDMS and Indecision Scale of career decision scale

2.4.2 Parental Involvement Scale Developed by Dr. Vijayalaxmi Chouhan & Mrs. Gunjan Ganotra Arora (Chouhan & Arora, 2009)

The many relevant literatures were survey and other journals, and books too. At the same time, interviews were conducted on many adolescents and opinion of experts was shared in the field and 100 statements were framed, scrutinized critically to choose only 50 from them. The final statements were shown to experts from the different field such as psychotherapy, psychology, Social science, Human Development, counseling and education. From their advice changes were merged. Finally, the scale of only 25 statements was prepared.

2.4.2.1 Reliability of the Tool

The test was designed, complete scale of the length on samples of 100 adolescent, genders that is boys and girls, for the age limit of 13 to 18 years. The method called split half method is used and found out that reliability coefficient to be 0.92

2.4.2.2 Validity of the Tool

All the statement on the scale is obviously anxious with the variable study and it is confirmed of the face validity. The

feedback and rating from the experts were approved and content validity was confirmed. Calculation on validity of research tool was made on the base of by product moment method and was seen to 0.85.

2.4.2.3 Scoring

There are 25 statements including of both positive statements and negative statements and divided two parts of 25 statements that is 14 falls under positive and likewise 11 falls under negative. The following list of negative and positive statement numbers are given in Table 2.

Always, Often, Sometimes, Rarely, and Never are the five point scales of the tool. The option can be made by choosing from the given items. 25 is the minimum score on the scale and 125 is the maximum score on the scale. From 5 to 1 score will be always positive statements whereas 1 to 5 score will be negative statements respectively given in Table 3.

2.5 Sample and Sampling Techniques

Stratified random sampling technique was used to select a sample of 300 senior secondary school students in different rural and urban schools of Bhutan and in Tsring and Sarbang district. Senior secondary school boys and girls, rural and urban students were selected of all the three streams i.e. arts, science, and commerce. Sample Distribution is shown in Table 4.

3. Analysis and Interpretation

The objective is to find the impact of parental involvement on career decisions making among students of senior secondary school, data were analyzed and structured in Table 5.

Sl. No.	Statement	Serial Order & Item Number	Total
1	Positive (+)	1, 2, 4, 6, 8, 9, 11, 12, 13, 14, 15, 20, 22, 24	Fourteen
2	Negative (-)	3, 5, 7, 10, 16, 17, 18, 19, 21, 23, 25	Eleven
Total			Twenty-five

Table 2. The Serial Order of the Statements for Positive and Negative Items

Statements type	Always	Often	Sometimes	Rarely	Never
Positive Statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Table 3. Statements of Positive and Negative Scoring

S.No	Name of School	No. of Students		
		Boys	Girls	Total
1	Gelephu Higher Secondary School	70	50	120
2	Gyatsho Academic	50	45	95
3	Kendup Higher Secondary School	44	41	85
Total		164	136	300

Table 4. Sample Distribution

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F
Career Decision Making	-0.30	0.090	0.088	5.77	29.65**

** Significant at .01 level

Table 5. Regression Analysis between Career Decision Making and Parental Involvement

Table 5 shows coefficient of correlation between parental involvement and career decision making among senior secondary school students. The coefficient of correlation is -0.30 and its square is 0.090. It indicates that 9.00% variance in career decision making by parental involvement.

Table 6 shows that F value is 29.65, which is significant at 0.01 level of significance. It means that model presented the significance in predicting career decision making of senior secondary school students with parental involvement. Thus, the hypothesis that there exists significant relationship of parental involvement with career decision making, was accepted. Hence, it suggested calculating regression analysis. It is evident from Table 6 that parental involvement is not a significant predictor of career decision making among senior secondary school students. One unit change in parental involvement can make a change of 0.1687 units in career decision making, which is not statistically significant.

The regression equation for these variables is as given below:

$$\text{Career Decision Making} = 49.21 - 0.1687 (\text{Parental Involvement})$$

ANOVA for Regression				
Model	Sum of Squares	df	Mean Square	F-Ratio
Regression	986.99	1	986.99	29.65**
Residual	9885.92	297	33.29	
Total	10872.9	298		

** Significant at .01 Level

Table 6. Co-efficient of Regression

The objective of the current study was to find the role of parental involvement on the relationship with career decisions making among senior secondary school students. The analyzed data is organized in the Table 7.

It is clear from Table 7 that coefficient of correlation between Career Decision Making and Parental Involvement among senior secondary school students is -0.30, which is significant at 0.01 level of significance. Thus, it may be interpreted that there exists significant negative relationship between Career Decision Making and Parental Involvement among senior secondary school students. It implies that higher is the parental involvement, lower will be the career decision making among senior secondary school students, and vice versa. Therefore, the hypothesis that there exists significant relationship between Career Decision Making and Parental Involvement among senior secondary school students was accepted.

Conclusions

Following conclusions were drawn on the basis of analysis and interpretation of data:

This study related coefficient of correlation between parental involvement and career decision making among senior secondary school students. From the analysis, variance in career decision making explained parental involvement thus concluding that parental involvement is evident in the career selection of the students. Also from the F value, the model presented the significance in predicting career decision making of senior secondary school students. Thus, the hypothesis that there exists significant relationship of parental involvement with career decision making, was accepted. From the regression analysis, it was found that parental involvement is not a significant predictor of career decision making among senior secondary school students. A significant negative relationship exists between Career Decision Making and Parental Involvement of senior secondary school students

Variable	N	df	r
Career Decision Making	300	298	-0.30 **
Parental Involvement			

** Significant at .01 level

Table 7. The Role of Parental Involvement on the Relationship between Career Decisions making among Senior Secondary School Students

And thus the study concludes that parental involvement is not a significant predictor of career decision making among the sample of the senior secondary school students.

Recommendations

Based on findings and conclusions of the present study, the recommendations are listed as follow:

- Since, a significant negative relationship was found between career decision making and parental involvement of senior secondary school students, it is recommended that parents should not involve themselves in the decisions being made by their wards, unnecessarily; otherwise it will lower down the career decision making capacity among the senior secondary school students.
- It was found that parental involvement is not significant predictor of career decision making among senior secondary school students. Thus, both the variables should be considered as independent of each other.

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ABOUT THE AUTHOR

Sangay Jamba is working as Principal in Education Management and Administration, Lower Secondary School in Royal Government of Bhutan. He holds Master Degree in Educational Leadership and Management from the Lovely Professional University, Phagwara Punjab, India.

