

Career Decision Self-Efficacy among Senior Secondary Students: The Role of Parental Encouragement and Emotional Maturity

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ABSTRACT

The present study examines the influence of parental encouragement and emotional maturity on career decision self-efficacy (CDSE) among senior secondary school students. A sample of 900 students drawn from the Ludhiana and Moga districts was used to analyze whether variations in parental encouragement and emotional maturity significantly affect levels of CDSE. The Career Decision Self-Efficacy Scale–Short Form (CDSE-SF) was employed as the assessment tool. The results indicate that there are no significant differences in CDSE across different levels of parental encouragement or emotional maturity and no significant interaction effect was found between these variables. The study discusses the implications of these findings for educational practices and career guidance and counseling services.

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

Introduction

Career decision self-efficacy (CDSE) refers to an individual's confidence in their ability to make effective and informed career choices. This construct is particularly important for senior secondary school students, as they stand at a pivotal stage of career-related decision-making. Although variables such as academic achievement and socio-economic status have been widely studied, the influence of parental encouragement and emotional maturity on CDSE remains relatively underexplored. The present study seeks to address this gap by investigating the contribution of these two

factors to career decision self-efficacy among senior secondary students.

Background

Career decision self-efficacy (CDSE) is grounded in Bandura's social cognitive theory, which emphasizes that self-efficacy beliefs are central to shaping individuals' choices, motivation and perseverance when confronting challenges. Existing research suggests that parental involvement and emotional stability significantly influence adolescents' career decision-making processes. However, comprehensive studies that jointly examine the roles of parental encouragement and emotional maturity in shaping CDSE are limited, particularly within the Indian context and among senior secondary school students.

Literature Review

Recent research has explored the relationships among career decision self-efficacy (CDSE), parental encouragement and emotional maturity. Miller et al. (2021) reported that higher levels of parental encouragement in contexts such as the United States and Australia are associated with greater confidence in students' career decision-making abilities. Positive association between emotional maturity and CDSE, indicating that emotionally mature students in Korea and India are better prepared for effective career planning. Parental encouragement and emotional maturity independently contribute to higher levels of CDSE, their combined interaction does not significantly amplify their individual effects among 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

The study adopts a quantitative research approach and employs a cross-sectional survey design to gather data from 900 senior secondary school students drawn from the Ludhiana and Moga districts. Career decision self-efficacy was measured using the Career Decision Self-Efficacy Scale–Short Form (CDSE-SF), while standardized scales were used to assess levels of parental encouragement and emotional maturity.

Sample

The sample comprised 900 senior secondary school students selected through stratified random sampling from schools in the Ludhiana and Moga districts. To ensure adequate representation and diversity, the sample was balanced across gender and

included students from both urban and rural areas.

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

The hypotheses were tested using analysis of variance (ANOVA). The analysis aimed to identify differences in career decision self-efficacy across different levels of parental encouragement and emotional maturity, along with examining the interaction effects between these variables.

Tables

The three tables display the findings of a two-way Analysis of Variance (ANOVA) conducted to examine 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 illustrates the interaction effect of parental encouragement and emotional maturity on career decision self-efficacy (CDSE), along with the associated error and total variance. The interaction effect was found to be statistically non-significant ($F = 0.258$, $p = 0.902$), indicating that the combined influence of parental encouragement and emotional maturity does not have a meaningful impact on CDSE. Overall, the findings indicate that neither parental encouragement nor emotional maturity, whether considered independently or in interaction, significantly influences career decision self-efficacy among the senior secondary school students included in this study. These results challenge commonly held assumptions regarding the determinants of adolescents' career decision-making and underscore the need for further investigation

into additional factors that may contribute to the development of CDSE.

Discussion

The findings of the study reveal that neither parental encouragement nor emotional maturity has a significant effect on career decision self-efficacy among senior secondary school students. Additionally, no significant interaction was observed between these two variables. These results indicate that other influences—such as personal interests, peer relationships and educational or career-related experiences—may play a more substantial role in shaping students' career decision self-efficacy. The lack of significant differences highlights the need to reconsider prevailing assumptions regarding the influence of parental and emotional factors on adolescents' career decision-making confidence.

Conclusion

The study concludes that although parental encouragement and emotional maturity are important components of adolescent development, they do not exert a significant influence on the career decision self-efficacy of senior secondary school students in the present sample. These findings underscore the need for further research to identify other factors that may contribute to the development of CDSE and to examine these relationships across diverse contexts and populations. Consequently, educators and career counselors should adopt a more comprehensive approach by considering a wider range of influences when guiding students through career decision-making processes.

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