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CHAPTER 2—LITERATURE REVIEW

2.0 Introduction

This chapter envelops the evaluation of preceding International and Indian research on the influences of parenting style on career choice self efficacy and career maturity of college students. The rationale of the study was to look at and examine the correlation linking parenting style, career decision self efficacy and career maturity of college students. In addition, gender differences in parenting style, career decision self efficacy and career maturity, if any, are addressed. Furthermore, the consequences of educational stream, residence on parenting style, career decision self efficacy as well as career maturity are scrutinized. To this end, the accessible earlier international studies are penned down and deliberated first and then followed by review of pertinent investigation in India. Review of quite a few studies on parenting style, Career decision self efficacy and career maturity, with the intention of presenting a comprehensible design with reference to the research area is being presented.

2.1 Parenting Styles

2.1.1 International studies related to Parenting style

Lin YC (2014) examined the relationship between perceived parenting styles and gender role identity. To account for differences in sex on gender role identity or parenting styles, sex was included as a factor. The pattern of the difference in identity groups was similar for males and females. There were significant differences between parenting styles and gender role groups. Maternal and paternal authoritativeness correlated with participants’ femininity, and for both parents, the
relationship was observed to be stronger in males than females; paternal authoritativness was significantly associated with androgyny.

K. Schwanz and L. Palm, (2014) studied the association between parent relations and college students’ academic performance. Results for study indicated a significant positive correlation between parent relations scores and GPAs. Additionally a significant negative correlation was found between parent relations scores and probation/suspension status when gender differences were examined, parent relations scores accounted for more variance in academic performance for women than men. Systematic replication of the study at a nearby liberal arts university produced findings congruent with the initial investigation. Implications for college personnel who work with academically at-risk students are discussed.

K. Love and D. Thomas (2014) Research has demonstrated that parenting styles partially explain college students’ academic adjustment. However, to account for academic adjustment more fully, additional contributors should be identified and tested. We examined the fit of a hypothesized model consisting of parenting styles, indicators of well-being, and academic adjustment among 315 college students. The model demonstrated a close fit to the data and contained several significant paths.

Cai-Lian Tam, Amanda Chong, Amudha Kadirvelu & Yoon-Ting Khoo (2013) found that authoritative parenting style is highly associated with self-efficacy. Regression result showed that authoritative parenting style contributes 12.8% towards student’s self-efficacy. However, authoritarian and permissive parenting styles do not produce any significant relationship when associated with self-efficacy.
Alison L. Barton & Michael S. Kirtley BA (2012) reported Anxiety and stress acted as mediators between some maternal parenting styles and female student depression. No meditational relationships were found for male student ratings. Daughters may be more susceptible to the influences of maternal parenting styles, which can either prepare or fail to prepare them for management and avoidance of stressors that are encountered during the college transition. College counseling centers and student affairs personnel may wish to focus attention on the instruction of self-management and problem-solving skills for incoming students.

Ayele Gota, (2012) found that students’ sex and parenting styles had a significant and positive direct effect on academic self-efficacy, as well as significant and positive mediated effects on achievement motivation (i.e., via academic self-efficacy) and academic achievement (i.e., via achievement motivation for female students and via academic self-efficacy for male students). Parenting styles had also a significant and positive direct effect on achievement motivation for female students, but not for male students. The results also revealed that both female and male students who described their parents as authoritative had higher academic self-efficacy and these students in turn had higher achievement motivation than their counterparts who characterized their parents as non-authoritative.

Caitlin M. Barnhart, Vaishali V. Raval, Ashwin Jansari, Pratiksha H. Raval, (2012) found that Indian college students considered the parent demonstrating permissive parenting to be more effective and helpful than US college students. In contrast, US college students considered the parents demonstrating authoritative and authoritarian parenting to be more effective, helpful, and caring than Indian college
students. A majority of Indian and US college students selected the parent demonstrating authoritative parenting as most similar to their own parents, and the type of parent they wish to be in the future. Females considered the parent demonstrating authoritative parenting to be more effective and helpful than males, relatively few effects of parents.

Mohammad Ebrahim Maddahi, Nasirudin Javidi, Mona Samadzadeh and Maryam Amini (2012) studied that among all the components of personality, there is a direct and significant relationship only between openness personality trait and authoritative parenting style; that is to say, authoritative parenting style is correlated with developing openness trait components (including, having desire for curiosity, imagination, aesthetics, wisdom, enlightenment and humanism).

Zahari Ishak, Suet Fin Low, Poh Li Lau (2012) demonstrated that model of authoritative and model of authoritarian fit the data of this study well. Both authoritative and authoritarian parenting styles are the most common practice of the parents. Parenting styles have been found to be a moderator of this study. The results indicated that parenting styles moderated the effect of academic self-concept on academic achievement. The impact of academic self-concept on academic achievement is found to be greater for the authoritative than the authoritarian parenting style.

Jennifer Schnuck, Paul J. Handal (2011) found the relationships between parenting styles and adjustment to college, although statistically significant, were quite weak. In contrast, analyses revealed that strong relationships exist between personality traits and the adjustment that freshmen students make to college. These
relationships were found to be different with regard to gender. The results have important implications for the adjustment that freshmen students make to college.

Lee Yen Chiew (2011) examined that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self-esteem. Significant association was found between authoritative and authoritarian parenting style on levels on self-esteem. Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families.

Erlanger A. Turner Megan Chandler Robert W. Heffer, (2009) conducted a study to examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant. Implications for future research and applications are discussed.

Shaw, Nancy Elaine (2008), examined the relationships between perceived parenting styles, academic self-efficacy, and college adjustment among a sample of 31 freshman engineering students. Through the administration of self-report surveys and chi-square analyses, strong academic self-efficacy was demonstrated in students who reported authoritative maternal parenting. These findings support previous research on the relationship between academic self-efficacy and parenting styles.
Baldwin et al. (2007) conducted a study to explore the correlation of undergraduate college students' levels of optimism based on perceived parenting styles, specifically the Authoritative and Authoritarian styles. Baldwin found that students who have Authoritative parents were more likely to have better psychosocial skills, focusing primarily on dispositional optimism, than students who grow up in families who chose to implement different parenting styles. These students also seemed to illustrate more pro-social behaviors and fewer behavioral problems throughout their adolescence and demonstrated more academic success than other students.

Luyckx et al. (2007) conducted a longitudinal study which investigated the relationship between parenting dimensions and identity formation, more specifically on college adjustment in the realm of education. Luyckx noted that because in most industrialized nations many students continue into post secondary education, they then defer the process of their own identity formation. As a result, parents often tend to continue to have significant influence on their children throughout their young adulthood. This study found that parenting can aid in identity development for many college students. However, many parents carry such great influence on their college student, causing them to defer the process of the students own identity formation. As a result, college students’ sense of identity can be formed based on parental Parenting Styles and College Students.

Mustafa Aouchi, Reda Abouerie, Adnan Farah (2006) described that all parenting styles differed across Arab societies. Cluster analysis revealed three combined parenting patterns: inconsistent (permissive and authoritarian), controlling
(authoritarian and authoritative), and flexible (authoritative and permissive). The mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. First-born adolescents reported higher level permissive parenting than other adolescents. The effects of urbanization, parents’ education, and the family economic level on parenting were minor.

Milevsky et al. (2006) focused on the adjustment of an adolescent and how a mother or father participates in a child’s development. The parenting styles were divided into: Authoritative, Authoritarian and Permissive. The survey was divided into two parts, one addressing acceptance and involvement of a parent, the second regarding strictness/supervision. In the results, Authoritative parenting scored above average on both set of questions and was linked to higher self-esteem and life-satisfaction and lower depression.

HiuYing Chau, (2005), examined Chinese adolescents’ academic achievement in relation to parenting styles (authoritative, authoritarian and permissive) in this specific ethnic group. Results show there was no significant association between parenting styles and school performance of Chinese adolescents. Paired t-tests revealed no significant differences between mothers and fathers on the three parenting scales scores. However, results indicated that both parents’ authoritative and permissive scores were positively correlated.

Hickman, Crossland, (2005), conducted a study to see the relationships among a) parenting styles, b) family structure, c) academic achievement, d) birth order, e) gender, and f) humor on the initial personal emotional, social, academic,
and commitment to college adjustment among 257 first-quarter college freshmen. Multiple regression models demonstrated that humor, academic achievement, and authoritative parenting were positively related to students’ college adjustment. Implications were drawn for post-secondary educational institutions as well as parents.

Neal and Horbury (2001) conducted a study on 53 undergraduates who grew up in a two parent home to study the effect of parenting style on person’s perception of their own relationship qualities and their perception of how other people relate to them interpersonally. The findings showed that the persons with authoritarian or permissive parents have higher self-intimacy abilities than those respondents with authoritative parent. The other finding depicted that a person with authoritative parents have positive perception of other’s intimacy ability than those with either an authoritarian or permissive parenting style.

2.1.2 Indian studies related to Parenting Style

Thale Arti Subhashrao, (2014) examined the parenting style and achievement motivation of college students. Parental acceptance college students have significantly high achievement motivation than the parental rejection college students.

Ruchi thaker, Shubhganaga Sharma, Raj Pathnia, (2013) revealed that Social Intelligence was found statistically significant with Sex of adolescents, Family type, Caste, Religion and Urban/ Rural and Parenting style was also found statistically significant with Sex of adolescents and Urban/Rural. Dimensions of Parenting Styles and Social Intelligence showed a significant regression with sex of the respondents.
A. Oke (2013) conducted a study on impact of personality, interest, and perceived parenting on effective career decision making. She found Science students showed strong positive relationship between Personality and CDSE. Students from all faculties had positive relationships between Parenting and CDSE. In case of both boys and girls relationships between Perceived Parenting and CDSE were very promising, 76% of the correlations were found positive and significant. This finding indicates that adolescents can develop high level of CDSE if they receive appropriate Parenting. It strongly appears that Parenting plays a major role in the development of CDSE.

Deuskar & Shahane (2012) examined the relationship between Perceived Parenting styles and self esteem of adolescents. Positive correlation between perceived symbolic reward and protectiveness and self esteem was found. As, against a significant negative correlation was found between symbolic punishment, neglecting and demanding and self esteem of adolescents. Results revealed a significant difference between males and females. Females were higher on self esteem than males. An additional analysis showed that adolescents, who had working mothers, had significantly high self esteem than those whose mothers were unemployed.

Zarina Akhtar, (2012) this study was aimed to investigate the effect of parenting styles of parents on the attachment styles of undergraduate students. Results showed there was significant relationship between authoritarian parenting style of parents and anxious attachment style of students. There was significant relationship between permissive parenting style of father and mother with avoidant
and anxious attachment style respectively. Authoritative parenting style has no significant relationship with any attachment style.

Rai & Pandey (2009) studied 50 boys and 50 girls from Khasi tribe of Meghalaya state. Khasi is a matrilineal society. The results revealed that, boys have significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth from father. The boys and girls did not differ significantly on the factors overprotection and favoring. The comparison between boys and girls indicated significantly high anxiety in girls, more somatic problem and anger hostility among boys, and higher self-esteem in girls. Thus, the study highlights the Perceived Parental rearing style and its effect on Personality of Khasi adolescents.

Singh & Udainiya (2009) also studied students from joint and nuclear families by measuring self-efficacy and well-being. Data was analyzed by using ANOVA and a significant effect of type of family and gender on self-efficacy was revealed. The interaction between variables was also found to be significant; however neither family type nor gender had significant effect on the measure of wellbeing.

Chandrasekaran (2008) found the influence of parenting style on the emotional intelligence (EQ) of adolescent boys and girls. This study found that, fathers play a very significant role in the development of emotional quotient than mother. Indulgence is more significant dimension of Parenting than being protective, disciplining and moralizing parents. Mother’s realistic expectation has direct effect
on the EQ of adolescent boys and mothers who used moderate discipline have significant effect.

Shweta Biradar, (2006) conducted an ex-post-facto study to analyze parenting styles and emotional intelligence of college. The results revealed that there was no significant relationship between demographic characteristics with parenting styles and emotional intelligence of the respondents. There was no significant difference between male and female respondents on seven perceived models of parenting and seven components of emotional intelligence. But there was significant difference between male and female respondents on perceived freedom vs. discipline model of parenting. Majority of the respondents have developed rejection, carelessness, neglect, lenient standard, freedom, faulty role expectation, marital conflict and realism perceived models of the parenting.

2.2 Career decision self efficacy

2.2.1 International studies related to Career decision self efficacy

Andrius Brusokas, Romualdas Malinauskas (2014) studied that there was a significant difference (p<0.05) in the sources of career self-efficacy between basketball players aged 17–18 and those aged 15–16, with the former being influenced to a greater extent by the following sources: vicarious experience, verbal persuasion, positive emotional arousal and accomplishment in performance. The comparison of career self-efficacy among those aged 15–16 and 17–18 showed that the former had a higher level of career self-efficacy.

Boram Kim et al. (2014) examined how college students’ levels of planned happenstance skills influenced the relationships among career engagement, career
decision self-efficacy, and career decision certainty. The results indicated that career decision self-efficacy mediated the relationship between career engagement and career decision certainty. Moreover, the positive indirect effect of career engagement on career decision through career decision self-efficacy was strengthened as the level of planned happenstance skills increased. In conclusion, college students’ career engagement strengthens their career decision certainty via career decision self-efficacy when they have enough planned happenstance skills to discover unexpected career opportunities.

Hui-Hsien Hsieh and Jie-Tsuen Huang (2014) conducted study to investigate the relationship of family socioeconomic status and proactive personality to career decision self-efficacy in a sample of 336 Taiwanese college students. The results of the partial least squares path modeling analysis showed that both socioeconomic status and proactive personality were positively associated with career decision self-efficacy. These findings support person input variables as being predictive of career decision self-efficacy and provide career counselors with insight into how to design career interventions for improving college students’ career decision self-efficacy. Implications for career counseling and suggestions for future research are discussed.

Kathryn M. Pesch (2014) examined career decision-making self-efficacy partially drives participation in career exploration activities and perceived occupational knowledge, and all three variables in turn contributed to the prediction of career certainty through direct and/or indirect effects. This study was the first to objectively assess college students’ knowledge of the careers they were actively
pursuing, and the first to examine that construct along with other important career decision-making variables.

Rashid Baloch (2014) indicates positive and significant relationship between awareness of selection and recruitment process and students' career decision making and career choices. Also significant impact was observed on the familiar influences, social influences on students' career decision making, choices persistence and selection of college majors.

Stephen L. Wright, et al. (2014) found the integration of attachment theory with social cognitive career theory provided a clear and comprehensive theoretical framework for this study. Results from structural equation modeling indicated that perceived support and career barriers mediated the relationship between attachment and efficacy in students \( (N = 486) \). Participants who were more securely attached perceived greater social supports and fewer career barriers and had higher efficacy in both academic and career domains.

Wasylow, Mellott and Martin (2005) sought to discover the extent to which career decision making was influenced by gender and specialization in college subject. The findings in the study confirmed that, male and female students have a similar need for career information and self knowledge and they also have similar levels of career choice anxiety and generalized indecisiveness on career decision making factors. For male participants, moderate correlations exist between Career Choice Anxiety and Neuroticism and Conscientiousness, and General Indecisiveness and Neuroticism. Moderate relationships were found for female students between General Indecisiveness and Conscientiousness and Neuroticism. Moderate
correlations were found between the need for Career Information and the Enterprising and Conventional Scales for males. These correlations suggested that men who are interested in acquiring additional occupational information were also inquisitive, energetic and ambitious.

Stacy (2003) designed a study to examine the relationship between Career Decision Making Self-Efficacy and selected demographic characteristics. The sample consisted of 382 senior college students. The overall results revealed significant differences among students reported level of CDSE by gender, number of times students changed major and college major choice.

Hargrove, Creagh and Burgess (2002) found that family interaction patterns play a small but significant role in the development of stable career goals and career decision making self-efficacy.

Bell (2002) studied the career self-efficacy of female students by utilizing career decision-making course as intervention. The control group (n=50) followed the traditional decision-making curriculum, while the treatment group (n=53) incorporated gender role socialization exploration and psycho education as well as self-efficacy, enhancing components into the traditional curriculum. A series of analyses of covariance indicated that, participants in the treatment group with a feminine gender role orientation demonstrated a statistically significant increase in self-efficacy when compared with Masculine or Androgynous type participants; no significant difference was found among these among these gender role categories in the central group. No significant differences were discovered on the basis of biological gender.
Peter Creed, Wendy Patton, Lee-Ann Prideaux (2001) surveyed 166 students when they were in Grade 8 of high school, and then again when they were in Grade 10, using measures of career indecision and career decision-making self-efficacy. Consistent with social-cognitive theories they hypothesized that changes in self-efficacy over time would be causally associated with changes in career indecision over time. Using latent variable analyses, they estimated a two-wave, longitudinal cross-lagged panel design, and found that, contrary to expectations, changes in career decision-making self-efficacy did not result in changes in career indecision, despite significant contemporaneous associations at both times. Theoretical and applied implications are highlighted.

Martin E. Sandler (2000) reported the extraordinarily diverse adult student population present in college today, a new structural equation model adapted from Cabrera et al. (1993) integrated model of student retention was identified with the addition of three variables: career decision-making self-efficacy (CDMSE), perceived stress and financial difficulty. Twenty-three variables were included, twelve endogenous variables and eleven exogenous variables, within a nonrecursive structural equation model. The exogenous variables controlled for the background characteristics of the population of adult students examined. Of the twelve endogenous variables of a new integrated model of student persistence, CDMSE, a career development construct related to the perceived vocational futures and career-related tasks of adult students has the widest range of influence among the endogenous variables.
Mau (2000) examined the cultural relevance of two important career constructs; career decision making style and career decision-making self-efficacy. Two distinct cultural groups of college students, Americans (N=540) and Taiwanese (N= 1026), participated in this cross-cultural study. Results suggested that, career decision making styles have differential impacts on Career Decision-Making Self-Efficacy depending on the cultural background of the individuals. Results also showed significant differences in career decision making style and Career Decision-Making Self-Efficacy as a function of nationality and gender.

Whiston (1996) found that career self efficacy was associated with families who have an intellectual-cultural orientation.

2.2.2 Indian studies related to Career decision self efficacy

Pande (2013) reported new career contract is with one self and not with the organization, it is essential to develop competencies needed to navigate a career and a life of fulfillment and balance. Severe underemployment exists in today’s economy. College graduates are physically and mentally capable of performing many jobs.

Arulmani (2001) interviewed 417 parents who had brought their children for career counseling. Interactions revealed that, orientations to career development were influenced by the gender of their child. 75 percent parents indicated that the primary task before the girl child was that of a home maker. 24 percent agreed that household responsibilities were the combined responsibilities of boys and girls. Sometimes planning a career for the girls was linked to enhance her marriage prospects. Gender could have a strong influence on career decision making behaviour in the Indian
situation. Social expectations requiring the making of a career choice and pursuing independent earning seem to be higher for boys. For girls, on the other hand, a career seems to be secondary to responsibilities associated with marriage and raising a family.

Arulmani (1996) interviewed 654 Indian people (age range from 25 to 28 years) and analyzed the relative significant influence that others had on career choice. He found that, 46% of the sample had made career choices based exclusively on what their parents (relatives and friends also playing a role) wanted them to do. 24% of the individuals reported that their decision-making combined the parental inputs and the individual’s own desires. The number of individuals who had made their career decisions on their own was the lowest. Arulmani further found that 36% individuals whose decision was based exclusively on parental directions wanted to change their career. On the other hand, 18% of the individuals who had worked along with their parents in choosing their career, expressed comfort with their choices. So, percent of those who had made their decisions about their career choice entirely on their own continued to be uncertain.

2.2.3 Parental Influence in Career Decision Self Efficacy

Nayereh Parishani, Parisa Nilforooshan (2014) The purpose of the study was to explore the relationship between career indecision and parenting styles, and all subscales of emotional intelligence and career decision making self-efficacy in high school adolescents. Results showed that from individual (all subscales of Career decision making self-efficacy and Emotional Intelligence) and family factors (parenting styles), accurate self-appraisal, social skills, authoritarian style and goal
selection are respectively significant determiners of career indecision ($\rho<0.01$). Therefore, the results showed that the parenting styles, decision making self-efficacy and the emotional intelligence have role in adolescent’s career decision making about which both parents and counselors play an important role.

B. Swaroopa Rani, (2014) described Parenting as the style of child upbringing refers to a privilege or responsibility of parents together or independently to prepare the child to become an acceptance. Parents play a key role in career development of adolescents. There are three types of parenting styles whereas Authoritative parenting style, parents set standards, promote independence and provide a warm family climate, which results in self confidence, persistence, social competence, academic success and psychological development which in turn leads to more active career exploration and greater career satisfaction. In Authoritarian parenting style parents set standards and choose career for their children irrespective of children’s interest. It leads child become dependent and child will not get work satisfaction. Whereas Permissive parenting style parents will give much freedom and they will not involve in their child’s career plan. Which is not good practice and children may get troubles in choosing careers. It is important to remember that career development is lifelong process and factors that affected those early decisions, continue to have an influence through the entire life of the child. With a little planning, effort parents who acknowledge the immense influence they can have on their child’s future.

Anusha D. Natarajan, M.A, (2010) investigated whether cultural group identification moderated the relationship between perceived parenting style and
college students' interpersonal/family and academic/career functioning. Results indicated that Indian females were most likely to perceive their mothers and fathers as authoritative, followed by U.S. males and females, followed by Indian males. Indian males were most likely to perceive their mothers as authoritarian, followed by U.S. males and females, followed by Indian females. Perceived authoritative parenting was inversely associated with interpersonal and academic problems for Indian and U.S. college students, while perceived authoritarian parenting was positively associated with interpersonal and academic problems in both samples. Culture did not serve as a moderator for perceived parenting style and interpersonal or academic problems.

Onder, Kirdok & Isik (2010) investigated career decision among high school students regarding their Parenting styles (authoritative, authoritarian, indulgent and neglectful) and parental attachment levels. Results demonstrated that, children of more authoritative and authoritarian parents were more decisive than the children of neglectful and indulgent parents. Students who experienced a medium degree of attachment to their parents were found more decisive than the ones experiencing low or high degree of attachment.

Kristen L. Roach (2010) explored the relationship between perceived parental influences and the career self efficacy of college students. Parental influences were found to be positively correlated with students' career self-efficacy. General supportive parenting behaviors seemed more significant than career specific parenting behaviors. One specific behavior was found to be predictive of students'
career self-efficacy. Results are discussed, and implications for counselors are presented.

White, Ryan J (2009) examined that ethnicity and parenting styles play a role in predicting identity style, identity commitment, and career decision self-efficacy in adolescents. Parenting styles and identity styles combined accounted for 43.5% of the variance in the strength of identity commitment. Ethnicity was not a factor in predicting identity commitment. Ethnicity, parenting styles, and identity styles combined accounted for 31.8% of the variance in the level of career decision self-efficacy. Identity styles proved the most significant indicator of identity commitment and career decision self-efficacy. After ethnicity and parenting styles were controlled for, identity styles accounted for 30.9% of the variance in identity commitment and 15.3% of the variance in career decision self-efficacy. As hypothesized, identity styles mediated the relationship between parenting styles and identity commitment as well as parenting styles and career decision self-efficacy.

Suzanne H. Lease, David T. Dahlbeck (2009) investigated the relations of maternal and paternal attachment, parenting styles, and career locus of control to college students’ career decision self-efficacy and explored whether these relations differed by student gender. Data analysis using hierarchical multiple regression revealed that attachment was relevant for females’ career decision self-efficacy but not for men’s. Authoritarian parenting styles were predictive of women’s career decision self-efficacy. Locus of control was important for male students but not for females.
Sumari, Lous Sin (2009) examined the relationship between family interaction patterns and career development of college students \((N = 247)\). College students from Malaysia participated in the study. No gender differences were observed. Except for the conflict and control subscales, positive correlations were observed between other family environment subscales and each Career Decision Making Self-Efficacy subscales. Thus, college students who reported a higher confidence in making accurate self appraisal in finding occupational information, selecting career goal, planning a career and solving career related problems perceived their families as more open to the expression of feelings, more involved with each other, encouraging independence, emphasizing achievement in school and work. Their report endorses clear organization and structure in family activities. In contrast, negative correlations were observed between conflict and control subscales on one hand and all career decision making self efficacy subscales on the other. In other words, it seems that, those who reported low CDSE perceive their family environments as the place to show anger, aggression and conflict frequently. They also view their family environment as a place where rules and procedures are enforced by family members.

Bergen (2006) illustrates how family indirectly influences career-decisions. Bergen utilized ideas from self-determination, attachment and career development theories to develop a framework for understanding how families influence young adult career development and aspirations. Rather than directly influencing career decisions, the family was perceived to influence processes within individuals that directly influence successful career development. Findings suggest that, career counselors should assess family functioning when helping young people in their
career development journey. Higher conflict in the relationship with mothers in the families predicted higher career salience.

Frederic Guay et al. (2003) proposed and test a model of career indecision based on self determination theory (E. L. Deci & R. M. Ryan, 1985). This model posits that peer and parental styles predicted career indecision through perceived self-efficacy and autonomy. Results from structural equation modeling provided support for the proposed model and showed that the model was invariant across gender. Discussion centers on the theoretical and practical implications of the results.

Trusty (1998) found that extreme levels of parental control over adolescents’ career related decisions did not encourage further educational attainment but moderately high levels of parental input and guidance around career decisions were positively related to educational achievement. Moderate levels of parental input may be descriptive of an authoritative parenting style.

McClun and Merrell (1998) reported that adolescents who perceived their parents as authoritative had more internal locus of control orientation than those adolescents who perceived their parents as having either authoritarian or permissive Parenting styles. An internal locus of control has been related to career exploration confidence, decidedness and self-efficacy (Brown, Glastetter – Fender Shelton – 2000; Taylor & Pompa, 1990; Trice, Haire & Elliot 1989).

Way and Rossman (1996) identified a pro-active family interaction style that significantly contributes to career readiness. Using an authoritative parenting style, pro-active parents’ help children learn to be autonomous and successful in shaping their own lives. They also transit values about work and teach important lessons in
decision making, work habits, conflict resolution and communication skills which are the foundation of career success.

Whiston (1996) found that, women who reported high levels of organization and control in their families' interaction patterns, reported less career indecision and confusion.

Fisher & Griggs (1994) studied the factors that influence the Career Development of youths. They found that family functioning has a greater influence on career development than either family structure or parent's educational and occupational status.

2.3 Career Maturity

2.3.1 International studies related to Career maturity

Sneva (2011) reported strong relationships where found between career decision-making self-efficacy and career maturity attitudes for this sample. Second, career decision-making self-efficacy and career maturity attitudes were related both positively and negatively, depending upon participants' current racial identity status, to participants' racial identity attitudes. Third, participants' age, year in college, academic major, mother's educational level, and family income were predictors of their confidence in their ability to make a career choice that would meet their preferred lifestyle. Lastly, none of the remaining demographic variables were related to either career development construct.

Quiteya Dawn Walker (2010) examined relationship between career maturity and career decision self-efficacy of college students, result showed there was a positive correlation between career maturity, career decision self-efficacy, and self-
advocacy of college students with and without a disability. The results of the study indicated that students without a disability had higher levels of career maturity and self-advocacy than students with a disability; however, the self-efficacy scores were similar for students with and without a disability. Third, the results of the study focusing specifically on students with disabilities indicated that the career maturity of students who had a high level of self-advocacy was higher than for the students who had a low level of self-advocacy. However, there was no difference in levels of self-advocacy and career decision self-efficacy of college students with disabilities. Fourth, the results of this study focusing specifically on students with disabilities indicated that self-advocacy and career decision self-efficacy were the only variables that positively affected career.

Ziebell (2010) illustrates results of structural equation modeling of the study suggest that environmental supports (e.g., career maturity, proactivity, career exploration, perception of fewer barriers, instrumental and emotional support) were positively related to inner-city youths' efficacy to make career decisions as well as the expected outcomes of these career decisions.

Hasan Bozgeyikli et al. (2009) showed that there was a significant relationship between career decision making self-efficacy and career maturity with socioeconomic status. On the other hand it was observed that career decision making self-efficacy and career maturity of young people whose socioeconomic status were different differed in a significant level.

Hirschi (2008) indicated that Perceived social support and positive emotional disposition, non-immigration background, and continuing to vocational education
were single significant predictors of more career adaptability development over the school year. Supporting the connection of career adaptability and positive youth development, increase in career adaptability over time predicted increase in sense of power and experience of life satisfaction.

Salami (2008) Investigator found that the identity statuses significantly predicted career maturity of the adolescents but gender did not. Diffused identity status made the highest (negatively) contribution to the prediction of career maturity followed by achieved and moratorium identity statuses in that order. No significant differences were found between the males and females in their career maturity and identity statuses.

Mimi (2007) The statistical results of the career readiness model suggested satisfactory goodness of fit, with 15% of the total variation in career maturity explained by the career-related attributes in combination. Gender role ideology had a direct positive effect on career maturity, with the indirect effect mediated by interdependent self-construal and career decision-making self-efficacy. Locus of control had a direct negative effect on career maturity and an indirect effect mediated by career decision-making self-efficacy. With the exception of the effect of gender role ideology on career decision-making self-efficacy and interdependent self-construal on career maturity.

Hasan (2006) observed that the students of public schools possess a higher career maturity attitude, career maturity competence, as well as self concept and achievement motivation as compared to government schools. Significant relationships were obtained between career maturity attitude and career maturity
competence, internal locus of control scale and achievement motivation in case of boys in public schools and between career maturity attitude, achievement motivation and self concept in case of girls in public schools.

Peng (2006) indicates that treated students exhibited overall lower mean state anxiety than the nontreated group. However, no significant treatment group differences were detected among participants' career maturity scores.

Ogunsanwo, (2000) reported that Most secondary school students in Nigeria are not vocationally mature by the time they are leaving school. The reason being the technical aspects of the secondary school curriculum could not be fully implemented due to lack of qualified personnel and equipment.

Naidoo et al. (1998) the study revealed that career maturity is significantly influenced by age, race, ethnicity, locus of control, socio-economic status, work salience and gender.

S. Anderson (1997) found the relationship between career decision-making self-efficacy and career maturity among 94 urban and rural high school seniors (51 urban, 43 rural) was investigated. Career maturity differences between urban and rural seniors were also explored. The findings suggested that the career development attitude variable was the most significant predictor of career decision-making self-efficacy for both rural and urban groups. Findings also indicated that rural seniors scored significantly higher on career development knowledge as compared to their urban peers.

Niekerk and Niekerk (1990) examined Black students were found to have lower maturity scores than both their coloured and white counterparts. The findings
suggest a need for career development interventions to be directed at both the
coloured and black population groups.

Blustein et al. (1989) reported a positive correlations between occupational
commitment and clarity in ego identity and between career exploration and
moratorium (exploration without identity commitment yet) and achieved
(commitment to an identity after self exploration) stages.

Shenoy (1989) found from the study that psychological sex rather than
biological sex influences the choice of occupation irrespective of tradition. This also
influences three psycho-social variables under the study, i.e. job stress, mental health
and fear of success.

Westbrook (1976) reported Self appraisal and its effect on career maturity
have also been studied by many researchers working in the area of career
development and career counseling. The subjects who were aware about themselves,
their abilities and potentialities were found to be career-wise more matured than the
subjects who were not appraised of themselves.

2.3.2 Indian studies related to Career Maturity

S. Shukla (2014) reported self-concept, occupational aspiration and sex have
turned to be significant beyond the acceptable level of confidence, in all the
dimensions of career maturity. The results confirm that these three variables, viz, self
concept, occupational aspiration and sex are the potential factors that determined and
affect the dependent variable, viz, career maturity.
Krishan Lal (2014) conducted a study on career maturity in relation to level of aspiration in adolescents. He found that more of the female adolescents fall in the category of high level vocational maturity.

S. Kalra (2014) conducted a study on career maturity of adolescents in relation to their home environment. The findings of the study reveal: (i) No significant difference in career maturity of male and female adolescents; (ii) significant difference was found in career maturity of adolescents having good and poor home environment. Adolescents having good home environment are more mature about their career as compared to adolescents having poor home environment; and (iii) Significant relationship was found between career maturity and home environment of adolescents.

Meenakshi Bishnoi (2014) found that there is a significant difference in career maturity among male and female adolescents. The female adolescent students have more career maturity in comparison to male students. It was found that there was a significant difference between career maturity among rural and urban adolescents. Urban adolescent students have more career maturity in comparison to rural students.

Sahu (2013) conducted a study on Alienation, Career maturity and study habits of adolescents in relation to academic achievement, locus of control and socioeconomic status. He found academic achievement, locus of control and socioeconomic status was found to significant and positive on career maturity and study habits.
Aditi Sharma (2012) examined the impact of parental modeling on the vocational maturity of the adolescents. The study revealed that there is no significant impact of various aspects of parental modeling and vocational maturity of adolescents. Now days the education has become industrialized and it appears that adolescents’ vocational maturity is not affected by the parental modeling as they attain much of the information from the professionals outside their families. Also, the gender biasness has decreased to a great level.

Dhillon and Kaur (2005) observed that significant relationship has been found between career maturity attitude and external locus of control, achievement motivation and self concept in case of boys in government school and between career maturity competence and achievement motivation in case of girls in government schools.

Hasan, Rao and Thakur (1998) examined the relationship of sex and residential background with career maturity. They reported that under Indian conditions (i) Males were significantly higher on career maturity and (ii) Urban students scored significantly higher on career maturity than the rural students.

Chandna (1990) revealed that factors related to career maturity may differ for males and females and there is significant relationship between self concept and career choice attitude of adolescent.

Gupta (1987) reported a positive correlation between career maturity and educational grade. She reported a high level of career maturity of boys as compared to their girls’ counterpart.
2.3.3 Parental Influence in Career Maturity

Wu M, (2009) suggested that both parenting styles and acculturation are important influences on the career development of Asian American college students. Authoritative parenting was significantly correlated with higher levels of career decision self-efficacy on all five subscales, including: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving. Authoritarian parenting was correlated with higher levels of career decision self-efficacy on two dimensions, including: Self-Appraisal and Occupational Information. Acculturation to European American culture was found to be the most significant predictor variable for four out of five subscales of career decision self-efficacy, except for the subscale of Goal Selection, in which enculturation to one's culture of origin was found to be the most significant predictor variable. Although authoritative and authoritarian parentings were not correlated with career maturity, permissive parenting was found to be significantly correlated with lower levels of career maturity. Permissive parenting was ultimately found to be the most significant predictor variable for lower scores on career maturity.

Whiston and Keller (2004) reported in their review on the influences of the family on career development concluded that, across the lifespan, both family structure variables such as parents occupations and educational level and family process variables such as warmth, support, attachment and autonomy from parents were found to influence a large number of career constructs. Family functioning is a broader concept that encompasses parenting style along with factors such as parental support and guidance, positive or negative environmental influences and family
members’ interaction styles. Family structure includes family size, birth order and number of parents. This gap exists despite the acknowledgement that parents have a strong influence on the career development and career maturity of college students (Whiston & Keller, 2004). According to Whiston and Keller (2004), the career maturity of college students is often influenced by parental emotional support, autonomy support, encouragement, and warmth. It has been suggested that other family members, such as siblings, also play an influential role in the career maturity of young adults (Whiston & Keller, 2004).

Adegoke, (2003) conducted a study in Nigerian Adolescents that most of the adolescents are not yet at the achieved identity status. They have to depend on their parents’ wishes and significant others, traditions and cultural practices but are struggling. To compromise between the societal demands, available jobs demand and their own capabilities.

Sandra Kerka (2000) has conducted research to study the effect of parenting and career development. The finding of the study was: parenting style effects the career development. It was further emphasized that the focus from the individual’s may be shifted to the family. The reason may be the individual is the reflection of their family.

Ranhotra (1996) illustrates in his study on career decision making and its relationship with career maturity, intelligence, self-concept, family environment and academic achievement at +2 stages found that girls are more intelligent than boys. And also found significant difference in career attitude and planning in favor of academic stream students.
Subsequent to due forethought and reviewing the literature it was observed that parenting style was studied with diverse variables from different perspective and the relationship of parenting style and career decision self efficacy and career maturity of adolescent was/is also conversed. These studies supported that career decision self efficacy and career maturity is linked to parenting style. Present study was intended to find out the consequences of parenting style on career decision self efficacy and career maturity of college students. Extensive research has been carried out on different parenting styles. Nevertheless, the majority of this research has been done on adolescence; data regarding late adolescence and early adulthood is lacking. So there was a need to study this dimension of parenting styles and career decision self efficacy and career maturity especially in India. This study is a contemporary point of view at how parenting styles have an effect on the college age adolescent and what effect it may have on their career decision self efficacy and career maturity.