CHAPTER 5—SUMMARY AND CONCLUSIONS

5.0 Prologue

This chapter takes into consideration a brief of the significant findings resulting from present study, recommendations for future research, implications and limitations of the study. It also wraps up the key suggestions for further direction of the exploration of the topic.

5.1 Summary

Parenting style is an imperative subject matter to converse these days. Parenting styles and their impact on college students’ career development has been an area of concentration in the turf of psychology. Preceding studies have revealed that parenting styles are coupled with students’ gender, academic performance, academic alteration, self-esteem, academic achievement, motivation, components of personality, self efficacy, emotional intelligence and career decision self efficacy. Albeit a growing body of psychological literature has examined the influence of parenting style, comparatively less consideration has been given to parenting style and its impact on career decision self efficacy and career maturity. The problem of present research was acknowledged to: “The Relationship between Parenting style, Career decision self efficacy and Career maturity of College students.” The present study endeavors to investigate the bond between parenting styles namely authoritative, authoritarian and permissive on college students’ career decision self efficacy and career maturity. An attempt was made to unearth the consequences of a range of demographic variables on parenting style, career decision self efficacy and career maturity. The hypotheses were framed keeping in mind the objectives of the study. The total number of hypotheses framed was fourteen which were subjected to
further analysis and tested by various statistical methods. 300 students served as participants for this study, an entire sample was an equal number of males and females. The survey consisted of demographic information, the Parental Authority Questionnaire, the Career Decision Making Self-Efficacy—Short Form and the Career Maturity Inventory – Revised Attitude Scale. After collecting the responses the data was analyzed using SPSS 20, statistical method namely ‘correlation’, ‘Regression’, ‘one way ANOVA’, ‘t-test’ were used to test various hypotheses. Some major findings of the study are that the present research is of assistance to conclude that that parenting styles play noteworthy role in envisaging career decision self-efficacy and career maturity in college students. Correlation was carried out and results indicated that authoritative and authoritarian parenting style is highly associated with career decision self efficacy. Nevertheless, only authoritative parenting style is greatly and positively associated with career maturity. Regression result showed that authoritative parenting style and authoritarian parenting style combined contributes 18.2% towards student’s career decision self-efficacy. However, permissive parenting styles do not associated with career decision self efficacy. Authoritative parenting style and permissive parenting style combined accounted for 07.8% of the variance in the Career maturity. Authoritarian parenting style was not a factor in predicting career maturity. However, permissive parenting styles produce negative significant relationship when associated with Career maturity. One way ANOVA result indicated that according to educational stream; authoritative and authoritarian have significant difference and self appraisal, occupational information, goal selection, planning, problem solving, total CDSE and career maturity have significant difference. T-test result showed that according to
gender authoritative and permissive styles differ significantly and CDSE and career maturity have significant difference. According to Residence parenting style do not have significant difference. However, in CDSE dimension only self appraisal differs significantly.

5.2 Conclusions

The following conclusions can be drawn about the relationships between parenting styles, career decision self-efficacy and career maturity based on the results and discussion presented in the previous chapter 4:

1. There is a relationship between parenting style career decision self efficacy and career maturity of college students
2. Parenting styles predict career decision self-efficacy of college students. More specifically, authoritative and authoritarian parenting styles influence on all aspects of career decision self-efficacy.
3. Parenting styles predict career maturity of college students. Authoritative parenting styles influence on all aspects of career decision self-efficacy. Authoritarian parenting does not predict career maturity of students. Permissive parenting is correlated with lower levels of career maturity for the college students in this study.
4. There is a gender difference in authoritative parenting style, favoring female and there is a gender difference in permissive parenting style, favoring male students, although there are no significant differences among female and male students in their authoritarian parenting style.

5. There is significant difference between career decision self efficacy and gender, which is in favor of the female students.

6. There is significant difference in career maturity with male and female students, which is in favor of the female students.

7. There is significant difference between authoritative and permissive parenting style and educational stream. More specifically, commerce students have higher authoritative and permissive style in compare with arts and science students, although there are no significant differences among authoritarian style and educational stream.

8. There is significant difference between educational stream and career decision self efficacy, except in the Problem Solving subscale, the science students mean score was highest in all significant terms.

9. There is a significant difference between educational stream and career maturity. Among arts, commerce and science, the science students mean score was highest.

10. There is no significant difference between parenting styles and residence of college student.
11. There is no significant difference between career decision self efficacy and residence of college student, except in the Problem Solving subscale of CDSE, which favoring urban students.

12. There is no significant difference between career maturity and residence of college student.

5.3 Implications and Recommendations

According to Curtis and Newman (2004) Parenting is a family dynamic that often has a direct impact toward and within a family. Since there is a paucity of empirical studies of this kind in India, it is believed that the findings and implications of this study will be of a great importance for parents, and university students. Understanding the parenting styles and pertinent knowledge is essential in college students, parents or public. While in existing research literature may be used as the basis for educating parents about the effects of their parenting style and how to help their children effectively in career decision self efficacy and gain greater Career maturity. Research based information could be used to educate parents to better support their children to improve their parenting skills as needed. Research findings can also be the basis of university websites dedicated to information pertinent to parents of college students.

Moreover, present study is of assistance to augment awareness of students and public about the worth of parenting style and how it influences their career decision self efficacy and career maturity. Much research has been conducted thanks to the well-documented importance of parenting style on various developments (Gale Encyclopedia of Education, 2002). The need for parental support may not end when students enter the college and in young adulthood, the research conducted to better
understand factors associated with the above issues. Thus, students may start uneasiness about the parenting styles and its influence on career decision self efficacy and career maturity.

5.4 Limitations

1. The method of data collection was self-report survey carried out using questionnaire. This study may have a few limitations in context of the discrepancies between students’ perceived parenting styles and actual parenting styles. Students may have been uncomfortable providing an open and honest assessment of their own career development level and may have answered based on what they believed was socially desirable.

2. The type of students who participated in this study was from arts, commerce and science stream only. Caution should be looked-for in generalizing these findings to the broad-spectrum population of students who are from professional field and their mindset might have different opinions to give.

3. The work is restricted only to the geographical location of State of Gujarat in India and the results may or may not be applicable elsewhere in the world. Hence, the generalization must be made with caution and prudence.

4. The study does not account for the socioeconomic status or cultural influences of participants and their families, parents’ profession because these variable might have influenced the results.

5. Owing to the non-experimental nature of this study, statistical analysis could only be provided on the degree of the relationships between the independent and dependent variables. No cause-and-effect relationships could be implied that
parenting style caused the resulting career decision self-efficacy or career maturity of students in this study.

5.5 Future Research

The work done so far has helped the researcher formulate a few recommendations that can be of greater help to readers for the prospective studies.

1. Present study discussed about parenting styles, career decision self-efficacy and career maturity. It is recommended that future research can be done to explore the relations between parenting styles and various aspects of career development such as career indecision, Career choice.

2. The sample must be stretched out to take account of a much larger general population to formulate its reliability.

3. The study must also be done across various geographical regions.

4. It is recommended for future research that demographic variables may be taken into consideration to make out the role of demographic variables in parenting styles. Future researchers are advised to use further diverse sample to study about how age, gender, birth order and SES can influence parenting styles.

5. Family dynamics including parents’ profession, educational support of parents, parents’ marital relationships, and sibling relationships may be explored to see if these characteristics affect aspects of career development of students.

6. Future research would indeed incorporate an amalgamation of self-reports, interviews, and case studies. These resources may help readers understand more about opinion and perspectives of participants.