

# Parental Support As Predictor Of Career Decision Making Among Gifted Students

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**Abstract:** *After the completion of high school the major task among the students is to choose their career and education for future (Noeth, Engen, & Noeth, 1984). Researchers presumed that it is very easy task for the gifted students to decide their career but it does not link with their talent and intelligence they also suffer from the problem of choosing their career. The high expectations of the gifted students make it difficult for them to choose their future education. Thus, it is viewed that the parents of the gifted students helps them to choose their future career and education. Majority of the gifted students choose the career to fulfill their parent's dream, these students want to make their parents proud and happy so they choose their career as per the choice of their parents (Raji and Devi, 2018). Keeping this in view current study will investigate the parental support as predictor of career decision making among gifted students. The study included 103 meritorious school students (42 boys and 61 girls). Career decision making was measured by using Career Decision Making Inventory by Singh (1999) and for measuring parental support Career-Related Parental Support Scale by Alphonse (2016) was employed. Results revealed that career decision making of gifted students and parental support are positively related with each other. Parental support individually contributes towards predicting career decision making of gifted students.*

**Keywords:** *Gifted students, Parental support and Career Decision Making.*

## INTRODUCTION

Career decision making is a process by which an individual is able to stick to a career and choose the field of education accordingly. It is a process by which a person's actual education and career options are chosen. Selecting a career is a crucial developmental process. Whether or not this process involves selecting an occupation in college or coaching to figure within the family business, most adults should interact to a point within the career decision-making process (Super, Savickas, & Super, 1996). According to Super (1976) "Career as the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post occupational life. It includes work-related roles such as those of student, employee and pensioner together with complementary vocational, familial and civil roles". Career decision making is a method which also estimate an individual's performances and attitudes. Developmental theories of career give emphasis to the significance of individual interests, abilities, and beliefs once expressing the obstacles in this process (Newton et al, 2003).

The gifted students are those who have the potential to perform significantly beyond what is expected from their age. Gifted students are generally the special and talented students. The students whose performance is consistently remarkable and those who are

academically superior (Witty; 1997). According to Gagne (1985) “Giftedness is a category of some children who have natural abilities or aptitudes which is unexpected for their age, in any domain of human ability. In the class of 30 students, at least three or four gifted students are with the intellectual domain, and three or four can be physical gifted”. Renzulli (1979) “Giftedness is mixture of three basic traits: greater than average ability, creativity, and motivation. These three components are present in gifted students and will reveal in their performance through different areas”.

Parental support means that the support provided by the parents to their children for solving any kind of conflict in their life. Various Studies shows that, the parents seem to perform a crucial role in a child’s career development process. (Lankard 1996; Mickelson and Valusco 1998). Jacob and Leonard (1994) “Parental support is a key dimension of effective parenting, incorporating constructs such as nurturing, attachment, acceptance, cohesion and love”. Barnes et al. (2000) “Parental support has been defined as “parental behaviors toward the child, such as praising, encouraging and giving physical affection, which indicate to the child that he or she is accepted and loved”.

According to Parson, 1909 the career choice process consists of 3 basic components. These components are: 1) Understanding one’s own personal attributes 2) Learning regarding the qualifications and conditions of various career 3) Accommodative these two sources of information.

It is difficult for the gifted rural students to decide their career. Their parents, school counselor, teachers and other members of their community inspired them to go to the colleges in the big cities and complete their dreams. But the rural gifted students were having very deep relations with their family and the place where they live. So, it is very difficult for them to leave the place and decide the good career for them (Seward and Gaesser, 2018). Family has direct and indirect impact on the career selection intentions of gifted students (Smith, Cao and Jung, 2017). For the shaping of the future of the children the parents has an important role. Parents also effects on the children for deciding the better career (Hashim and Embong, 2015). There is not a significant effect of parental influence on the career decision making of the students. It is also discovered that professional gratification of the parents will do not have any effect on career aspiration of the students (Olusola Isaac et al., 2014). In one study it is found that 48.36% of the candidates were agreed that their parents influence on them while selecting the career. On the other hand 21.5% of the respondents agreed that the profession of their parent’s impact on their career selection but 78.5% respondents were disagreed on it. While 30% respondents agreed that they choose the career because they were having a close association with their family members. So, the results of the study showed the various independent style of the career decision making (Olaosebikan and Isaac, 2014). Parental support was not a significant predictor of career decision making (Rafia et al., 2013). Family expectations and future goals are having a positive impact on the gifted children career goals and decision making (Jung, 2013). Family belongingness is having a powerful relationship with the career decision making difficulties (Slaten, 2011). For the male students the parental support has a significant impact on the prediction of career decision-making difficulties (Koumoundourou, Tsaousis, and Kounenou, 2011). Parents who were not literate they do not have any time for their children to guide for their career and they did not motivate their children for the academics. But the parents who were well educated they support their children for deciding their career and also give freedom to choose their career (Clutter, 2010). Family had great influences on their career decision making and they choose those professions, which earn high prestige, higher salary, and high status in the society. The study

concluded that gifted girls showing more flexibility in choosing career options, whereas gifted boys give much importance to the male dominated professional that leads to high salary and high prestige in the society (Miller and Cummings, 2009). There is a significant effect of the demands and response by the parents on the career decisions of their children. It is also seen that the students were generally self-confident in discovering and take the decisions by their own that were having a safety provided by their parents (Zvonkovic and Reynolds, 2006). family's expectations and other resources also effects on the child's ability and interest (Web and Bleske-Rechek, 2006). Children whose parents were educated show greater effect on the career decision of the students as compare to the children of non-educated parents (Tillman, 2005). Mostly gifted students choose their career in those areas which fulfill their parent's expectations (Greene, 2005). The family interaction patterns play a little however vital role within the development of stable career goals and career deciding self-efficacy (Hargrove, Creagh and Burgess (2002). The gifted girl students are more fascinated by the career dominated by the female like doctor, college professor, social worker, makeup artist, and veterinarian on the contrary boys career choices are depending upon the environmental factors like parental and social influences (Mendez and Crawford, 2002). Parents showed the significant effect on their career decision making. However, the parents were aware for the effect of career development and the professional selection of their children. The students choose their careers because of their parents (Mau and Bikos, 2000). Children who were growing in the supportive family environment and their parents support that type of students shows the positive relationship with their parents. Also the parents support their children for their career decisions (Ladd, 2000).

**Purpose of the Study**

The prominent purpose of the study is to examine the role of parental support in the prediction of career decision making among gifted students.

**Methodology**

Descriptive method is used for current study. Sample for the current study consists of 103 (41 boys and 62 girls) gifted students of senior secondary schools. For the data collection purposive sampling technique is employed. Gifted students were purposely selected from meritorious schools of Jalandhar and Ludhiana. After the identification of gifted students by using Raven Progressive Matrix, the investigator applied Career Decision Making inventory and Career-Related Parental Support Scale on them. The minimum criteria for applying Raven Progressive matrix is 85% marks in previous class.

**Instruments**

For the identification of the gifted students the Ravens Standard Progressive Matrices by Ravens (1996) was used. After the identification of the gifted student's tools such as career decision making inventory by Singh (1999) and Career-Related Parental Support Scale by Alphonse (2016) were employed.

**Results and discussion**

**Table 1: Correlation matrix of dimension of career decision making and parental support.**

Variables	Career Decision	Career Indecision	Parental Support
Career Decision	1		
Career Indecision	-.346**	1	
Parental Support	.319**	-.202*	1

\*\* Significant at the 0.01 level (2-tailed) \*Significant at the 0.05 level (2-tailed)

Career decision making has two dimensions namely decidedness and indecision.

“From the table 1 it is seen that the value of correlation between decidedness dimension of Career Decision Making and Parental Support came out to be .319, which is positive. It reflects that there exists a significant positive relationship between decidedness dimension of career decision making and parental support of gifted students”.

It reflects that when the gifted students receive the support from their parents during the career decision making and parents are helping the children to identify the potential and keep them aware about the entire latest career then gifted students are able to select a relevant career for themselves and remain focused for that.

Whereas on the other hand the correlation between indecision dimension of career decision making and parental support came out to be -.202, which is negative. It may be interpreted that there exists significant negative relationship between indecision dimension of career decision making and parental support of gifted students.

It indicates that when the gifted students receives the support from parents during their career decision making process and parents are helping their children to identify their potential and keep them aware about the latest career then gifted students decided their career and their indecision towards career choice decrease.

**Regression analysis**

Regression analysis is done to find out the predictors of career decision making by introducing parental support as independent variable. The analysis of the regression been given in table 2. Career decision making constitutes of two dimensions namely career decidedness and career indecision.

**Table 2: Summary of regression analysis of parental support and decidedness dimension of career decision making of gifted students**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.319 <sup>a</sup>	.102	.093	1.5550
a. Predictors: (Constant), Parental Support				
b. Dependent: Career Decidedness				

The table 2 shows that parental support is significantly related to the career decidedness of gifted students. The coefficient of correlation value was found to be 0.319 that reveals that both variables are moderately related to each other and the correlation is positive in nature. This implies that if parental support increases, it leads to an increase in the career decision making of gifted students.

From model summary table 2 the value of regression coefficient R square was found to be .102, which means that 10.2% of variability in career decidedness among gifted students can be accounted to parental support or 10.2% of variation in career decidedness of gifted students is explained by parental support.

**Table 3: ANOVA summary for regression**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.756	1	27.756	11.480	.001 <sup>b</sup>
	Residual	244.205	101	2.418		
	Total	271.961	102			
a. Dependent Variable: Decidedness						
b. Predictors: (Constant), Parental Support						

ANOVA table 3 above tells whether the R value of .319 is statistically significant or not. It is clearly evident from the ANOVA table that the regression model is statistically significant (df 1= 1, df 2 = 101, F = 11.480) with p value = 0.000 which indicated that overall, the model applied is statistically and significant and can predict the dependent variable (decidedness).

**Table 4: Summary of coefficient of regression**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.849	1.534		5.118	.000
	Parental Support	.063	.019	.319	3.388	.001
a. Dependent Variable: Decidedness						

Table 4 shows the regression coefficients which represent the mean change in response variable, for one unit change in predictor variable. The std.  $\beta$  value (.319) indicates the correlation between career decidedness and parental support which is found to be significant ( $p = .000$ ). This indicates that parental support score would increase by .06 for every unit increase in career decidedness (i.e. one unit increase in parental support will lead to .06 increase in decidedness). Further, the standardized coefficient  $\beta$  value indicates that parental support is making a statistically significant and unique contribution towards predicting decidedness outcome variable, ( $p = .001$ , less than 0.05 and 0.1).

The regression equation for relation between Academic-stress and self-concept of students can be written as; decidedness ( $Y$ ) = 7.849 + .063 (parental support)

Thus, there is enough evidence that the slope of population regression line is not zero at 0.01 level of significance, hence parental support is a significant predictor of decidedness of gifted students.

**Table 5: Summary of regression analysis of parental support and career indecision making of gifted students.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.202 <sup>a</sup>	.041	.031	5.0763
a. Predictors: (Constant), Parental Support				

From the table 5 it is clear that parental support is significantly negatively related to the career indecision of gifted students. The coefficient of correlation value was found to be -0.202 that reveals that both variables are related to each other and the correlation is negative in nature. This implies that if parental support increases, it leads to decrease in the career indecision of gifted students.

From the model summarytable 5 represents the value of regression coefficient R square was found to be 0.041, which means that 4.1% of variability in career indecision among gifted students can be accounted to parental support or 4.1 % of variation in career indecision of gifted students is explained by parental support.

**Table 6: ANOVA Summary for regression**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	111.014	1	111.014	4.308	.040 <sup>b</sup>
	Residual	2602.694	101	25.769		
	Total	2713.709	102			
a. Dependent Variable: Indecision						
b. Predictors: (Constant), Parental Support						

“The ANOVA table above tells whether the R value of -0.202 is statistically significant or not. It is clear from the ANOVA table that the regression model is statistically significant (df 1= 1, df 2 = 101, F = 4.308) with p value = 0.040 which indicated that overall, the model applied is statistically and significant and can predict the dependent variable (career indecision)”.

**Table 7: Summary of coefficient of regression**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.981	5.007		6.787	.000
	P.S	-.126	.061	-.202	-2.076	.040
a. Dependent Variable: Indecision						

“Table 7 shows the regression coefficients which represent the mean change in response variable, for one unit change in predictor variable. The std. β value (-0.202) indicates the correlation between career indecision and parental support which is found to be significant (p =.004).This indicates that parental support score would increase by .12 for

every unit decreases the career indecision (i.e. one unit increase in parental support will lead to .12 decrease in indecision). Further, the standardized coefficient  $\beta$  value indicates that parental support is making a statistically significant and unique contribution towards predicting career indecision outcome variable, ( $p = .004$ , less than 0.05 and 0.1)".

The regression equation for relation between Academic-stress and self-concept of students can be written as; career indecision (Y) = 33.98 + .123 (parental support)

Thus, there is enough evidence that the slope of population regression line is not zero at 0.01 level of significance, hence parental support is considered to be a significant predictor of career indecision of gifted students.

### Conclusion

The study documents the following conclusions:

1. Positive and significant relationship exists between the decidedness dimension of career decision making and Parental Support.
2. Negative but significant relationship exists between the career indecision and parental support.
3. Parental support significantly contributed towards the prediction of decidedness among gifted students.

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