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PARENTING STYLES AS A PREDICTOR OF ADOLESCENTS' CAREER MAKING DIFFICULTIES IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study adopted correlational research design to investigate parenting styles as a predictor of adolescents' career making difficulties in secondary schools in Anambra state. Two research questions and one null hypothesis guided the study.The population comprised all the 8,498 senior secondary school III students (SSS III) in all the 261 public secondary schools in Anambra State. The sample size for this study consisted of 1,125 SSS III students drawn through proportionate stratified sampling technique. Two instruments were used for this research work. The first instrument is titled "Parenting Scale Inventory by Abdul-Gafoor and Abidha (2014) (Adopted); the second instrument is Career Decision-Making Difficulties Questionnaire-Revised (CDDQ) by Gati and Saka (2001) (Adapted). The instruments were validated by Specialists in Education. The reliability of the instrument was determined using Cronbach alpha and an alpha coefficient of 0.78 was obtained. Instrument for data collection was administered by the researchers' with the aid of 6 research assistants. The result of the study revealed among others thatthere was weak relationship among parenting styles and students' career decision-making difficulties in secondary schools in Anambra State. Based on the findings the researchers recommendedenhancing career guidance programs in secondary schools which should focus on providing comprehensive information, resources, and opportunities for students to explore diverse career paths independently.

KeyWords: Parenting styles, Adolescents and career

Introduction

In the dynamic landscape of adolescence, the transition from secondary school to career pathways marks a critical juncture in the developmental journey of young individuals. Amidst this pivotal phase, numerous factors come into play, influencing adolescents' career decision-making processes. Career plays a very fundamental and significant role in the life of adolescents not only because they determine the pattern of income but also because they affect the individual personality and concepts in life. Career is an enjoying process that occurs over the life span. A right choice of career tends to result in a happy progressive and fulfilled life. Conversely a wrong choice of career may destroy the future progress of an individual thus leading to unforgettable frustrations and woes. The need to make a good choice of career becomes paramount if one is to find happiness and harmony in life.

Choosing a career is an extremely important decision that impacts an individual's entire future. Choosing a career is not a trial and error exercise, it is a deliberate effort made at once. It is on this note that Barna and Borokonda (2019) remarked that career choice is vital, because it could determine whether or not an individual is going to be successful in life. Career decision making therefore 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 (Savickas, 2016). According to Grayson and Newton (2013), career decision making is a process which also estimate an individual's performances and attitudes.

Given that career progress has not been viewed as a single event, but rather a lifelong process that one undergoes from early childhood to adolescence and into adulthood, making career decisions is a complex process (Egbo, 2017). Such complexities could make students face difficulties in reaching their career decision making. Although some people make such decisions easily, at least apparently, others face difficulties in reaching their final career decisions. Therefore most people end up seeking help and others undecided since they are not able to perceive their ability to make vocational decisions (Presti, Pace, Mondo, Nota, Casarubia, Ferrari & Betz, 2013). The lack of individual's belief that he or she has the ability to complete successfully the tasks related to decision making in relation to his or her career is a challenge to many (Gonzalez&Wolters, 2012).

Parents could make a significant impact in their young people career improvement and career decision (Qualifax, 2016). Parents need their children to discover bliss and achievement throughout everyday life and one factor which impacts joy and achievement is career decision. The degree of parent association in a kid's life, regardless of whether positive or negative, can affect how the kid picks his or her future career (Shellenbarger, 2016). Similarly, parents strongly influence their children in the choice of a career. In some cases, according to Berger(2017) children inherit their father's occupations.In others, the children choose an occupation within the range acceptable to parental values, expectations and social class. Berger further explained that the quality of parenting is more essential than the quantity of time spent with the child. For instance a parent can spend the entire

afternoon with his or her child but the parent may be engaging in a different activity and not demonstrating interest towards the child.

Operationally, parenting is the act of moulding, shaping, guiding, and supporting the development of an individual from infant to adulthood. Parenting is carried out differently by individuals because of differences in personalities and exposure, giving rise to different parenting styles. This is why parenting style could be an important factor in adolescents' career choice.

Parenting style is a universal climate in which families function and in which child rearing behaviour of parents or other primary caregivers revolve (Chiew, 2011). Kelland (2015) observed that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. It has also been observed that in-school adolescents in public secondary schools especially in Anambra State are faced with a lot of problems which include: lack of parent monitoring and control, and poor academic achievement (Egbo, 2017). The ways to rear children is presented in Baumrind typology of parenting styles. Children go through different stages in life; therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities. In the context of this study, Parenting styles are the representation of how parents respond to the demands of their children. Many authors have presented different forms of parenting styles but for the purpose of this study, the researcher is adopting Baumrind (2012) parenting styles which include authoritarian, authoritative, permissive and uninvolved.

Authoritarian parents are highly controlling in their use of authority but are not responsive. They are often strict and harsh. They show little affection to their children. They do not consider the children's opinion as a group, and discourage verbal give and take. Obedience, respect, and tradition are valued. Rules are non-negotiable; parents are always right and disobedient children are often punished physically (Baumrind, 2012). The authoritarian parents have high expectations of maturity and want to control their child's behaviour and attitudes; and do not condone disobedience and confrontation from their children with regards to laid down rules, regulation, traditions and decision. Children in this category of parenting cannot make their own decisions, thus, such child may not have the ability or freedom to choose according to his passion and dream. This is because parents enforce their children career path.

Authoritative parents are warm and communicate well with their children. They are both responsive to the needs of their children and demanding in that they set expectations for their children. This type of parenting style permits children enough freedom of expression so that they can develop a sense of independence without extending beyond reasonable limits. They are firm, consistent, and fair. They establish and enforce behaviour standards and stay in control by encouraging their children to follow the standard. Family rule is democratic rather than dictatorial (Berger, 2017). In authoritative parenting, children's opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Cherry, 2015). In addition, such parents are more likely to encourage academic success. In this kind of parenting style, a child's career choice lies on his

passion or dream because they are given the ability to make their own decisions. Parents give their child the opportunity to choose the career path they wish to go as they provide support or guidance if asked.

Permissive parents on the other hand are high in warmth but lack control towards their children. They are more responsive to the needs of their children but less demanding. Permissive parents are lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation. They find it hard to set clear limits and provide structure. They tend to reward bad behaviour regularly. Children are not pushed to obey guidelines or standards such that even when they do exist, they are not enforced (Sarac, 2017). Permissive parents take orders and instructions from their children. They are passive, endow children with power, have low expectations, use minimal discipline and do not feel responsible for how their children turn out. Ironically, these children turn out to be the unhappiest of all. They are more likely to exhibit such psychological problems as anxiety and depression. Research links permissive parents with delinquency, substance abuse, and sexual activities (Hinnant, Erath, Tu & El-Sheikh, 2016). Because permissive parenting involves lack of demands and expectations, children raised by parents with this style tend to make mistake when choosing a career path most especially without a strong sense of self-discipline. This is because permissive parents do not control or regulate their children while the child chooses a career choice. In this type of parenting, career decision-making tends to be more difficult for adolescents.

Uninvolved parent demands almost nothing and gives almost nothing in return except near-absolute freedom. This style is low in both demandingness and

responsiveness. At its worst, it can verge into neglect. They rarely dialogue with their adolescents and generally do not want to be bothered by their children. Little is known about this parenting style and research on this population of parents is lacking because that are typically not very responsive or involved in their children's lives and therefore do not volunteer to be studied (Cramer, 2012).The children of uninvolved parents receives little guidance, discipline, and nurturing from their parents. This happens as an ongoing pattern of emotional distance between the parents and the children. Most times, children are left to make decisions (big or small) on their own, which also include choosing a career decision for themselves. Difficulty in making a career choice could be high with this type of parenting style.

Given the dearth of research exploring the nexus between parenting styles and adolescents' career decision-making difficulties in Anambra State, this study seeks to fill this critical gap in knowledge. By examining how parenting styles predict adolescents' career decision-making difficulties among secondary school students in Anambra State. It is therefore against this background that this study seeks to determine how parenting styles will predict of adolescents' career decision making difficulties in secondary schools in Anambra state. The study is guided by two research questions and one null hypothesis which is tested at 0.05 significance level.

Research questions

1. What is the nature of the relationship among parenting style and students' career decision-making difficulties?

2. What is the nature of the regression equation for predicting students' career decision-making difficulties using parenting styles?

Hypothesis

1. Parenting styles will not significantly predict parents' career decision making difficulties.

Method

The study adopted a correlational research design. According to Nworgu (2015) correlation studies indicates the direction and magnitude of the relationship between the variables of the study. The rationale for adopting this design is to establish the prediction between parenting styles, socio-economic status and career decision making difficulties.The population of this study comprised all the 8,498 senior secondary school III students (SSS III) in all the 261 public secondary schools in Anambra State.The sample size for this study consisted of 1,125 SSS III students drawn through proportionate stratified sampling technique. The proportionate stratified sampling technique was adopted in this study so as to ensure equal representativeness of the population elements into the sample.

Two instruments were used for this research work. The first instrument is titled "Parenting Scale Inventory by Abdul-Gafoor and Abidha (2014) (Adopted); the second instrument is Career Decision-Making Difficulties Questionnaire-Revised (CDDQ) by Gati and Saka (2001) (Adapted).

The first instrument titled Parenting Scale Inventory (PSI) by Abdul Gafoorand Abidha(2014) is adopted in this study given that it reflected similar African

sociocultural context (Fenta, 2018). It consists of 32 items measuring parental responsiveness (16 items) and parental demandingness/control (16 items). Responsiveness measures the extent to which parents are caring, loving and open to discussion with their children while demandingness assesses the extent to which parents exert control over their children. The questionnaire was scaled with responses ratings of strongly disagree = 1, disagree =2, uncertain = 3, agree = 4, strongly agree = 5. It is structured in such a way that it measures both father's and mother's parenting styles. Any students from a single-parent home were asked to respond to only one section.

The second instrument is adapted from Career Decision-Making Difficulties Questionnaire-Revised (CDDQ) by Gati and Saka in 2001. The questionnaire is a 34-item Chinese translated version of the CDDQ-R, which comprised 32 CDDQ-R items. Students were asked to indicate their level of agreement to each statement on a 9-point scale, with endpoints of does not describe me and does describe me. Higher scores indicated more career decision-making difficulties. But for the purpose of this study, the instrument is modified to a 19 items so as to provide valuable insights into the cultural background of respondents in Nigeria. Also, the response options is modified to address the following; Strongly Agee (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2, and 1 respectively.

The instruments were validated for face and content accuracy by 3 specialists in Education. The reliability of the instrument was determined using Cronbach Alpha Method, and correlation co-efficient of 0.78 was obtained.

The administration of the instrument was done by the researcher with the help of six (6) trained research assistants.Research questions were collated and analyzed using multiple regression statistics while research question two was answered by providing the multiple regression equation.The null hypotheses were tested using regression analysis. All the hypotheses was tested at 5% level of significance with the decision rule that the null hypothesis is rejected if p-value is less than the alpha level of 0.05; otherwise the null hypothesis would be obtained.

Results

Table 1
Relationship between Parenting Style and Students'Career Decision-making Difficulties
(n=1125)

Predictor Variables	Career Decision-making difficulties	Remark
Authoritative parenting style	.084	Weak
Negligent parenting style	.098	Weak
Authoritarian parenting style	.038	Weak
Permissive parenting style	-.330	Weak

Table 1 above reveal a weak relationship between the four different parenting styles and career decision-making difficulties (rs = .084, .098, .038, and -.330

Table 2
Coefficients of Equation for Predicting Students' Career Decision-making Using their Parents' Parenting Styles (n=1125)

Model	**Unstandardized *B***	**SE**	**Standardized β**
(Constant)	40.423	1.016	
Authoritative parenting style	10.844	1.016	.502
Negligent parenting style	11.402	1.020	.519

Authoritarian parenting style	11.107	1.228	.337

Table 2 presents the model using parenting styles as predictors of students' career decision-making difficulties. Since the variable is dummy coded, the nature of the equation, therefore, is as presentedas:

$$\hat{Y} = b_0 + b_1 D_1 + b_2$$

The coefficient of regression displayed in Table 2 shows the unstandardized (*B)*and standardized regression coefficients (β). The unstandardized coefficients for the all the predictors ranged between -.853 and 11.402. This suggests that both predictors contributed to predicting career decision-making among secondary school students. However, negligent parenting style contributed the highest in predicting students' career decision-making difficulties.

Table 3
Test of Significance of Regression Coefficients for Predicting Students' Career Decision-making Using their Parents' Parenting Styles (n=1125)

Model	**Unstandardized *B***	**SE**	**Standardized β**	***t***	***p-value***
(Constant)	40.423	1.016		39.793	.000*
Authoritative parenting style	10.844	1.016	.502	10.675	.000*
Negligent parenting style	11.402	1.020	.519	11.179	.000*
Authoritarian parenting style	11.107	1.228	.337	9.043	.000*

*Significant

Hypothesis One

Parenting styles will not significantly predict parents' career decision making difficulties.

Regression coefficients displayed in Table 3 shows that parenting styles with unstandardized regression coefficients of 10.844, 11.402 and 11.107 were significant predictors of students' career decision-making difficulties, *ts*= 10.675, 11.179, and 9.043, p = .000. Since the p-value was less than 0.05, the null hypothesis was rejected.

Discussion of Findings

The findings of this study revealed that there was a weak relationship between the four different parenting styles and career decision-making difficulties (authoritative parenting style, authoritarian parenting style, negligent parenting style and permissive parenting style). This means thatthere is some degree of association between parenting styles and career decision-making difficulties, but it is not substantial. This means that while there might be some influence of how parents raise their children on their children's career decision-making abilities, it is not a dominant or highly impactful factor. This finding was in agreement with the finding of Fulya, Oguzhan and Erkan (2020) that how involved and supportive parents are in their children's education and career choices really matters. When parents actively take part in and approve of what their kids are doing in vocational (job-focused) training, it influences how their children plan their future careers. In other words, supportive parents who are engaged in their children's vocational education can help guide them better in making career plans.

The findings of the study further revealed that parenting styles were significant predictors of students' career decision-making difficulties. In this context, the significance of parenting styles as predictors of students' career decision-making

difficulties suggests that the manner in which parents provide guidance, support, encouragement, and feedback to their children plays a crucial role in shaping their career-related choices and aspirations. Different parenting styles, such as authoritative, authoritarian, permissive, or neglectful, can have varying effects on students' ability to navigate the complexities of career decision-making.The findings agreed with Shittu (2004) that good parenting support by strong economic home background could enhancevocational aspirations especially when the students are sure they will not lack anything in life. More so, the finding aligned with Nwachukwu (2003)that students fromhigh income earning families tend to assume that they will go for higher education and their vocational aspirations tending towards professional executive type of their parents.

Conclusion

The researchers conclude as follows:

1. There was weak relationship among parenting styles and students' career decision-making difficulties in secondary schools in Anambra State.
2. Parenting styles were significant predictors of students' career decision-making difficulties in secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made by the researchers':

1. Given the weak relationship between parenting styles and students' career decision-making difficulties, it is essential to enhance career guidance programs in secondary schools. These programmes should focus on

providing comprehensive information, resources, and opportunities for students to explore diverse career paths independently.

2. Counsellors in secondary schools in Anambra State should encourage students to engage in activities that promote self-exploration and reflection on their career aspirations. Initiatives such as career fairs, workshops, and mentorship programs can help students gain insight into their interests, strengths, and values, independent of their family dynamics.

3. By equipping parents with the necessary resources and guidance, secondary schools in Anambra State can create a collaborative partnership between educators, parents, and students to ensure that students receive the necessary support and encouragement to explore various career options, set goals, and navigate challenges in their career decision-making processes effectively.

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