High School Students' Career Program and Parental Involvement: Effect on Career Maturity

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This study has been carried out to measure the role of parental involvement in the career development of high school students and its impact on their career maturity. The study examined the effectiveness of an intervention plan using an Experimental design. The designed intervention plan was a career exploration of students along with their parents in different experimental conditions (students alone, students paired with sensitized parents, and students paired with non-sensitized parents). Parental involvement was ensured at two levels; sensitized parents who got the focus group training and non-sensitized parents who were just paired with their children in the career decision making program that can help them to select right subjects at the matric level. For career exploration, Urdu translated career key (Hussain et al., 2014) was used, while parental sensitization was done through two focus group discussions. During experimental sessions, the 5 Items-Urdu Translated Career key was used. A total of 62 x students (along with their 32 parents) were further grouped into three different treatment conditions; 30 students were categorized as alone, 15 were paired with their parents (n=30), and 17 students were paired with 17 sensitized parents (n=34). The findings showed that students with sensitized parents performed better in career maturity (M = 19.82, SD = 3.02) in comparison to the other two groups i.e. Students alone (M = 14.06, SD = 2.40), and students with non-sensitized parents (n = 15, M = 12.06, SD = 2.86). The results of the study can guide policymakers, students/parents, school administration, and researchers to design career-related policies and programs.

Keywords: Career exploration, Career guidance, Career maturity, Parental involvement, High school students

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Introduction

In the initial high school years, students undergo diverse educational and developmental transformations. They are not only going through different physical and psychological experiences but also experiencing academic challenges. Their main challenge remains to select the best subject from the obtainable options, while most of them are generally deficient in the ability and maturity needed to make career-related and especially educational subject selection decisions (Jian, 2020). This makes career exploration a critical component of schooling particularly in high school. Different influencers propose and/or compel them to go for a specific choice related to their career. These influencing agents can be their parents, peers, teachers, or someone else having a say in their lives. Notwithstanding the genuineness of concern for their future good most of them are unable to see the role of individual capabilities, aptitude, interest, and available options as regards opting for one certain occupation or picking different subjects. Here comes the role of Career exploration services and programs to abridge these gaps and advise and train the students and/or their parents to make more pertinent career-related decisions (Chen et al., 2021). Therefore, the present study is based on the query regarding whether students' parents' role in career investigation programs can lead to their career maturity.

Career Exploration

Career exploration is the preliminary step in career guidance. It involves gathering information about a particular student and the different career options available to him. Career search is attributed to the degree to which likely professions are explored plus contemplated. Some scholars have described career Investigation as a form of mental and/or emotional bustle by children done at the high school level to optimally ascertain future professional learning options, covering the processes of self-cognition, gathering professional information for college, and cognition in the college learning setting (Chen et al., 2021).

Donald Super's Developmental Theory (1990) outlines distinct stages in the career development process throughout an individual's lifespan. According to Super, people undergo various phases, including the growth stage (4 to 13 years), exploration stage (14 to 24 years),

reinforcement stage (25 to 44 years), retention stage (45 to 65 years), and decrease stage (65 years and above). The exploration stage, occurring between 14 and 24 years, represents the initial phase of development influencing career choices. Activities during this stage involve exploring different career options, contributing to the formation of potential career paths. This is the right time when high school students first encounter the real problem of subject selection. As in Pakistan students of the 9th class have to choose between a science group, arts group, and computer science that laid the foundation for their future career journey (as cited in Gagnon et al., 2019).

During the high school years, students are at a critical juncture where they require comprehensive information about potential careers and the available opportunities to make informed decisions. Seeking career guidance becomes crucial to help students explore various occupational prospects while aligning with their aptitude and interests (Darolia & Koedel, 2018; Liu & Helwig, 2020). An exploratory study conducted by a nongovernmental organization in Pakistan revealed, through open-ended interviews, that participants emphasized the initiation of counseling at the high school level. They emphasized the importance of reaching grassroots levels to assist students in identifying their strengths early on (International Labor Organization, 2011).

The Person-Environment Fit theoretical approach, as advocated by Holland (1997), emphasizes the analysis and evaluation of both the individual and their environment to recommend an appropriate career path. Holland's model categorizes individuals and professional environments into six interest types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. According to this theory, the selection of an occupation results from efforts to achieve harmony between the individual's interests and the characteristics of the work environment. This approach provides a theoretical foundation for a diagnostic method in career counseling, allowing individuals to align their career choices with their inherent interests and the demands of the professional environment. For evaluating clients' interests, variety of instruments is on hand, including the Strong Interests Inventory (Harmon et al., 1994) and the Self Directed Search (Holland, 1985; as cited in Tinsley, 2000) and Career Key

used in the present study is also based on the Holland theory (Tinsley, 2000). The career search process is based on three pillars, i.e., information gathering, self-cognition, and environmental understanding. At the level of high school students, it incorporates numerous aspects like, (1) Exploring University majors, (2) Quest for the selection of subjects (3) Self-awareness, and (4) Knowledge of settings for learning at universities (Lau et al., 2021).

In the Pakistani context, students' initial career choices are neither well planned nor realistic, hence more likely to be less realistic. This makes career counseling more critical as it helps in discovering varied careers, examines diverse occupational portrayals and needs, and finally picks out learning and teaching requirements matching school-going adolescents' capabilities. It helps ensure that students are more likely to complete their education and are less likely to change their college major midstream (Chen et al., 2021).

Career development has dual importance for today's youth, who are more than ever "motivated but directionless". Studies show that they have high educational and career ambitions, but lack ability to develop rational plans for accomplishing their goals. Most of them involve parents in selecting the best career pathways for them as same also suggested by Pakistan-based study conducted by Zahra and Malik (2017). When a student starts pondering over his future choice of career, it is generally considered the right time to involve him in career exploration programs. It is the most appropriate moment when he/she requires career development services that would bestow him a practical career plan as occupational choices made are impacted by numerous agents for example education-related experience, job knowledge, family, etc. (American Psychological Association, 1988).

Career supervision given to a student makes him/her cognizant of their capabilities and interests and exposes him/her to better employment arenas, and specific needs for those besides knowledge about prevailing job possibilities. The theories of career development provide more insight into how careers evolve throughout a person's life (Lau et al., 2021).

Career Exploration Intervention

A career exploration intervention is a process devised to help individuals delve into their career interests, skills, values, and goals. Such intervention is useful at different stages of career development, especially for students who are just pondering over their career options. It can also be helpful for adults who are contemplating a career change or striving to develop new skills (Hirschi & Läge, 2018).

While exploring career interventions for secondary school students, certain aspects are deemed important, such as: -

1. Who are the participants
2. Presentation and primary preconceptions regarding the participants
3. Career counseling program started by the school
4. Seeking to enlighten, assist, or support
5. Emphasizing just parents or the relationship between parents and children;
6. Assuming that each participant plays an active part? Presuming mentored instructors?

Different approaches concerning parental career interventions can be found in different studies, these include (a) information-based interventions; (b) family education; and (c) domestic guidance. Interventions dealing with family learning help parents in assisting their kids to uplift the standard of children's professional progress and instructive preparation. Schools mark these contributions as 'parental involvement'. Here parents' anticipated is that of an educator, trainer, or counselor for their children (Ladd & Pettit, 2002). Such interventions can be in the form of escorted by small group sessions, or guided/facilitated small group sessions. Studies in this area support increased parental involvement in career development as well as increased student exploration activities and planning techniques (Oomen, 2016).

Parental Involvement in the Career Exploration Program

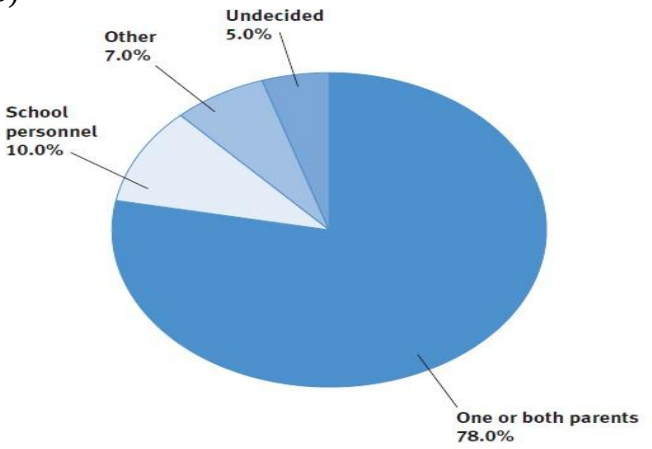
Parental involvement in a career exploration program can be advantageous for multiple reasons. A study by the National Center for Education Statistics (NCES, 2018) has brought out that parents who are closely engaged in their child's education are more concerned about seeing him accomplish his goal. Another report by the American Psychological

Association (APA, 1988) found that parental help is a crucial element in assisting children to develop resilience and succeed academically. The NCES (2018) report referred to above also discovered that parents can be an invaluable source of information for their children concerning education and career opportunities. Similarly, another study by the University of Wisconsin-Madison divulges that parents can assist their children in delving into a wider range of career options by exposing them to people from different walks/professions (Vondracek et al., 2011).

Additionally, a study by the University of Maryland stated that the involvement of parents in their children's career exploration can positively help them understand their child's strengths and interests, further bringing about better intercommunication and a strong relationship (Hanson & Glass, 2016). Parental involvement can help children make more informed decisions about their education and career goals. A study by the National Bureau of Economic Research found that in children whose parents are more intimately linked in their education, there is a greater chance of them making good decisions about college and careers (Maree, 2017). Similarly study by the University of Virginia has found that the involvement of parents with education is linked with higher academic achievements and a greater sense of purpose in life (Tracey & Rounds, 2013).

Since the 1960s, parental interventions world over have been devised to engage them more closely with the career development of their children, further categorized into three distinct models: (1) career information-centered; (2) family education; and (3) family counseling. More robust models of parental involvement in their children's career guidance are essential (Oomen, 2016).

Through their study, Hurley and Thorp proved in 2002 that students themselves are unable to recognize the lack of career guidance in their schools. Most youngsters are virtually getting no external career guidance, while that coming from parents is also not sufficient. Only ten percent have credited their schools for playing a key part as regards career guidance. While a sturdy 78% acknowledged the influence of their parents to bekey factor.*Graph-1:* Role of significant others in career selection (Hurley & Thorp,2020)



Source: Ferris State University

As displayed in Graph 1, young students mostly designated their fathers/mothers as main influencers vis-à-vis their careers. However, around 70 percent (two-thirds) have spent only three or fewer hours on average with their parents during the previous few months pondering over their careers. This surely is not a satisfactory aid for career decision-making. This little or no guidance results in vagueness amongst most high school students regarding their future selection of career, or in making ill-informed choices which further breed dissatisfaction towards the adopted career or abandonment ultimately (Hurley & Thorp,2002).

Hewitt (2010) has concluded that career choice can be either intrinsic or extrinsic or a mix of both. He pronounced that the majority of the students are inclined towards careers approved by their parents, a with only few paying heed to their priorities or passions, while some give preference to hefty earnings. Mudhovozi and Chireshe (2012) brought out that rural students (participants) from South Africa attending schools, tend to make career decisions rather late. They attributed the trio of parents,

peers, and teachers as the main influencers in career picking psychology of the students (as cited in Shumba & Naong, 2012).

Career Maturity

Success in a career is largely dependent on career maturity, irrespective of any stage of an individual's life. Career maturity is generally described as the capability to efficiently handle occupational development needs that one confronts during the developmental path i.e. beginning from the exploratory phase up to the end phase. Simplistically it is also related to an individual's ability to select, plan, and prepare for future professions. It is presumed that a mature individual is better suited to deal with developmental tasks more wisely during distinct phases of career development (Brown & Lent, 2013).

Career growth also employs a person's readiness to make well-informed and correct decisions about his career. It encompasses an array of knowledge, skills, and attitudes linked to career development; it also incorporates self-awareness, decision-making capabilities, and occupational knowledge. Career maturity is usually quantified by different instruments, like (1) Career Growth Inventory (CMI) or (2) Career Expansion Inventory (CDI), which assess different career growth-related facets. For example, CMI measures factors such as career planning, decision-making, and comprehension of the occupational world. Whereas, CDI calculates facets like occupational knowledge, career planning attitudes, and decision-making skills (Brown & Lent, 2013).

Research has revealed that career growth is positively connected to a plethora of job-related effects, involving job-related decisions, job satisfaction, and career success. Hence, one of the key objectives of career guidance as well as other occupational development involvements must be helping related people to develop career growth (Sharf, 2010). The study conducted by Busacca and Taber (2002) yielded similar findings, indicating that participants with high scores in Career Maturity Inventory-Revised (CMIR) attitudes demonstrated greater readiness to make informed and suitable professional choices. This suggests a positive correlation between high scores in CMIR attitudes and the ability to make intelligent and fitting career preferences. The results underscore the importance of career maturity in the decision-making process,

emphasizing that individuals with a more developed sense of career maturity are better equipped to navigate and make appropriate choices in their professional endeavors.

For the present research, Career Maturity-attitude was defined as a phenomenon that prompts the thoughts, particular responses, and outlooks that a specific person has while taking an occupational-related decision before entering into the realm of work" (Crites, 1973). The attitude Scale analyses someone's attitude toward decision-making with a focus on traits like persistence, participation, autonomy, inclination, and compromise.

Role of Parents in High School Students' Career Maturity

According to research, family participation may boost high school kids' career growth. The ability to make wise and appropriate career decisions is referred to as Career Maturity.

Theoretical Framework

According to a study by Phung and colleagues (2019), parental involvement—specifically, parental support and communication about careers—was favorably connected with high school kids' professional maturity. Similarly, Kim and Lee (2018) discovered in another study that parental participation, including parental career expectations and counseling, was positively associated with matric students' proficiency as far as the selection of their future occupation was concerned. Parental participation may benefit students' academic and career prospects, according to additional studies. For instance, Han and colleagues's (2019) study on Korean matric students discovered that parents' participation was beneficently correlated with academic success and self-efficacy in selecting career decisions.

Overall, these data imply that parental participation can play a significant role in aiding high school students with their decision-making and career development. Parents may play a significant part in helping their children develop career growth by offering them invaluable support and advice when they make career decisions. To rope in the parents in the practice of finalizing the future careers of their children, parental involvement was operationally defined for the sake of the present study. Parental involvement can be dubbed as parents' presence (especially

fathers) alongside their children in an occupational decision-making huddle.

Such involvement can be two-fold; firstly, parents' mere presence along with their children in the job exploration huddle, and secondly, where parents' warm, dynamic, open participation along with children in another huddle. In the above backdrop, involved parents were initially apprised about the significance of the correct selection of career and choice of subjects in the shape of dedicated focus group discussions.

Rationale

Present study was carried out to design the career exploration program where parents were also involved in kids' decision making process, further its effectiveness was checked by measuring students' career maturity. As a part of collectivistic culture, parents have an important part to play in the selection of careers for their kids. Studies found that parental involvement in the form of parental participation in the decision making process of children will lower the dropout rate and increase the effectiveness of the educational system (Kim & Lee, 2018; Phung & colleagues, 2019). Given how the literature emphasizes parental influence on career development, it is beneficial to involve parents in the school setting as regards professional development and career decision-making of their children. The inclusion of both parents and children in career exploration sessions not only encourages active participation in decision-making but also positions individuals to make more informed and conscious career-related choices. Despite career counseling being a well-established practice in advanced countries, the study emphasizes the lack of indigenous understanding in Pakistan on how to enhance its effectiveness.

To address this gap, the study focuses on designing and implementing a career counseling program tailored to meet the specific needs of the youth in Pakistan. The goal is to create a program that can effectively address the unique challenges and opportunities present in the local context. Potential beneficiaries include the government, the Higher Education Commission of Pakistan, and various advisory and policy-making institutions. The indigenously designed intervention plan for career exploration can be utilized in career counseling-related seminars,

workshops, and career counseling centers nationwide. This approach aims to enhance the effectiveness of career counseling in Pakistan by tailoring interventions to the specific cultural and educational context of the country.

Objectives

1. To study the role of parent's participation in the career search program and its effect on students' career maturity.

Hypotheses

The following hypotheses were made;

1. Students grouped with sensitized parents would likely to show more career maturity as compared to students alone.
2. Students grouped with informed (sensitized) parents would likely to show more career maturity as compared to students tied with non-sensitized parents.
3. Students grouped with non-sensitized parents would likely to do better on occupational growth than students alone.

Method

Research Design

In the present study, a randomized between-group design was used. Similarly, a career exploration program based on parental participation in the career decision-making of children and an Urdu version of the career key (Hussain et al., 2014) was used as an intervention. According to experts' opinions and the findings of a study by Zahra and Malik (2017), the involvement of parents, particularly fathers, is essential for any useful career guidance intervention in Pakistani society. Similarly, their apprising them about career guidance is also crucial, hence they were made part of the research project and requested to bring parents to be part of this study. Focus group discussions were used as a tool to make aware and sensitized parents through logical conversation and by discussing real-world stories of successful individuals. To formulate the focus group guidelines, an extensive literature review was conducted, encompassing reputable websites, particularly those pertaining to career counseling and guidance with an exploratory focus. The subsequent step involved presenting focus group questions, derived from the literature review, to a panel of experts. This panel comprised the researcher's supervisor, two specialists in the

subject matter and focus group dynamics, and an English language expert. The questions recommended and shortlisted by these experts were incorporated into the final draft.

Following this, parents who had undergone the sensitization process actively participated in career-exploration sessions with their children. The impact of these interventions was assessed through a comparative analysis involving a control group consisting of non-sensitized fathers and students who attended sessions independently. Among three conditions, parents were the part of decision making in two conditions (sensitized and non-sensitized parents) but in order to compare the treatment conditions and to check their effectiveness, students also independently performed the experiment and selected their career path without parental involvement.

Different career exploration settings were varied in the planned experiment, and the impact on career maturity was examined. Any confounding differences were regulated by randomization as volunteers were chosen at random and subsequently allocated to the treatment conditions at random. Any variations between groups can arise by accident. Table 1 indicates the division of partakers and the research methodology;

Table 1

Research design (N=94)

IV=Settings for career exploration session		
Students alone	15 Students paired with 15 non-sensitized parents	17 Students paired with 17 sensitized parents
Group A n=30	**Group B** n=30	**Group C** n=34
DV • Career maturity	• Career maturity	• Career maturity

Note, IV= independent variable, DV= dependent variable

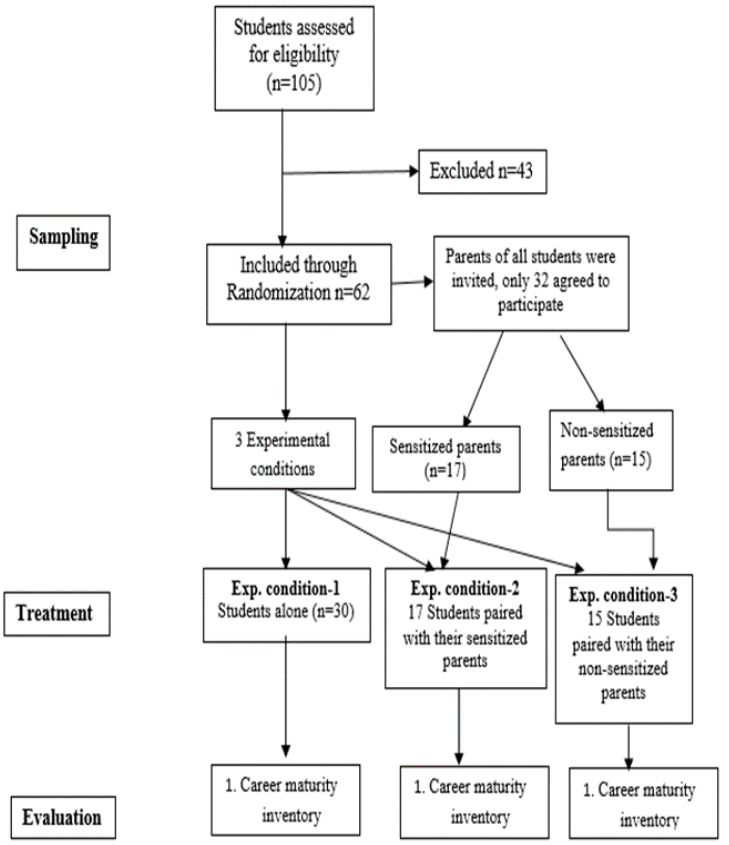
Sample

The main study experiment included 62 students (70% were boys and 30% were girls) from the ninth grade who were chosen at random from

Government schools which shows that all students belong to the middle and lower middle socioeconomic status. Since most of our population belong to the lower middle and middle classes, approaching these government schools its authentic representation. Five government schools from the twin cities of Islamabad and Rawalpindi were selected for the research project. Three experimental conditions were assigned at random to the sample using a simple random method (for complete information, see Figure 1). Among three experimental conditions, 32 parents participated in two conditions. The focus group and subsequent studies were only open to the parents of kids who had been chosen at random and were also assigned randomly to different group.

Figure 1

Sampling and flow of subjects in a designed experiment



Instruments

The following instrument was employed for this study;

1. Urdu translated version of Career Key (Hussain et al., 2014)
2. Urdu version (translation) Career Maturity inventory -attitude scale (Zahra & Malik, 2021).

Career Key. Jones (2010) created the career key, which can be used with students in pre-matric, matric, intermediate, and university levels. It was translated and converted into Urdu by Hussain et al. (2014). This key has two parts: 42 occupational titles and 24 statements.

The first half of Key is made up of around 24 x statements that cover 06 x personality types that further rely on 04 x specific traits: preferred activities, skills, self-perceptions, and values. The second section of Key is made up of 40 items. Every statement is centered on the theory of Holland (1997). Its ratings for each personality type range from scores 0 - 8. Each statement is further rated on a tri-pointed scale, with 2 denoting "very true," 1 "mostly true," and 0 denoting "does not describe you." The 2nd portion contains forty-two occupations and identifies the one that most closely matches your interests and personality.According to Hussain et al. (2014), each occupation is marked at three points: 2 indicates that the occupation attracts you, while the third one indicates that it may attract, and 0 indicates no attraction for you. Based on the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) jobs, which each have seven job names to represent them, six different personality types were chosen. The scores for each type can vary from 0 to 14.

Jones (2010) claims that this career key possesses excellent reliability validity estimates that can be employed effectively in Asian cultures. It has been translated and adapted into Urdu, making it a useful resource for Pakistani career exploration programs. Its calculated Pakistani sample reliability is 0.76 (Zahra & Malik, 2021).

Career Maturity Inventory. Career Maturity inventory-revised (CMI-R) was originally developed by Crites and Savickas in 1996 (Zahra & Malik, 2017). For the present research, Urdu version of the Career Maturity Inventory- attitude scale was used. Urdu is Pakistan's national language and easy for the high school students to understand. CMI-R can be used well in career development programs and counseling sessions, as

stated by Crites and Savickas (1996). This inventory is suitable for both genders (male/female) and diverse age groups including young and mature age groups (Busacca & Taber, 2002).

According to Busacca and Taber (2002), the Attitude Scale examines the reviewee's viewpoint toward decision-making, including Independence, Certainty, Involvement, Inclination, and Compromise. It comprises twenty-five statements, each with a score from 0 to 25, where 25 represents full maturity in the proper professional decision process. The scale has two points: agree or disagree, indicated by the numbers "zero" or "one". The response that demonstrated greater professional maturity received one point. Higher scores on the measure indicate that respondents' views about choosing a vocation are well-developed.

According to responses on the attitude scale, those who scored higher than 20 are better able to make career decisions, as compared to those who scored between 16 and 19 and are considered progressing at a typical pace, and those who scored 15 and lower need to participate in career exploration programs because they are not yet ready to choose a career on their own.

Busacca and Taber (2002) have attributed this Career Maturity inventory to being an extremely reliable and quite valid measure. This is supported by the present study, which demonstrates the reliability of this scale at r=.75.

Procedure

Due permission was sought from the Board of Advanced Studies and Research at the University of Karachi before initiating data collection in the field. Parents of the students and the school administration both gave their consent for the participation of children in this research. A total of 5 schools were selected from the twin cities of Islamabad and Rawalpindi-Pakistan. The principals of these schools granted permission for the participation of their students in this research program. Following permission, students were chosen at random, and a "request form" was handed to them so that their parents could take part in the study and talk about any suggestions or comments about their involvement. On the phone, the agreed-upon time and location were negotiated with the parents. At the scheduled time, 32 fathers came up, and 17 of them took part in two focus group discussion sessions. In these discussions, parents were

sensitized through a structured program that was based on real-life stories and conversation through question-answer sessions. Each focus group discussion took approximately two hours to complete.

They were part of an experiment in which three different groups were formed based on three conditions: (1) students alone, (2) students and parents paired together and (3) students grouped with sensitized parents. In this experiment, the student's career options were examined using a career key. Regarding ethical concerns, participants were first briefed about the nature of study and their role in the study was also communicated well before time. Then they filled a consent form, and their confidentiality and anonymity were guaranteed. The career maturity-attitude scale was measured after this career exploration session. Through the use of descriptive and inferential statistics, the data was examined.

Results

Study was based on the objective to assess the role of parents in career exploration programs and its impact on career maturity. Collected data was analyzed against different statistical tests like descriptive statistics, ANOVA, Post-hoc pair-wise comparisons and Regression analysis.

First, the Career Maturity Inventory- attitude scale's alpha reliability was assessed on the sample of 62 participants. Calculated reliability was proved as good (r=.75).

Table 2

One-Way ANOVA at career maturity of different experimental groups (N=62)

Conditions	*N*	*M*	*SD*	*F(2, 59)*	*p*	η^2
Students alone	30	14.06	2.40	37.73	.000	.56
Students paired with parents	15	12.06	2.86			
Students paired with sensitized parents	17	19.82	3.02			

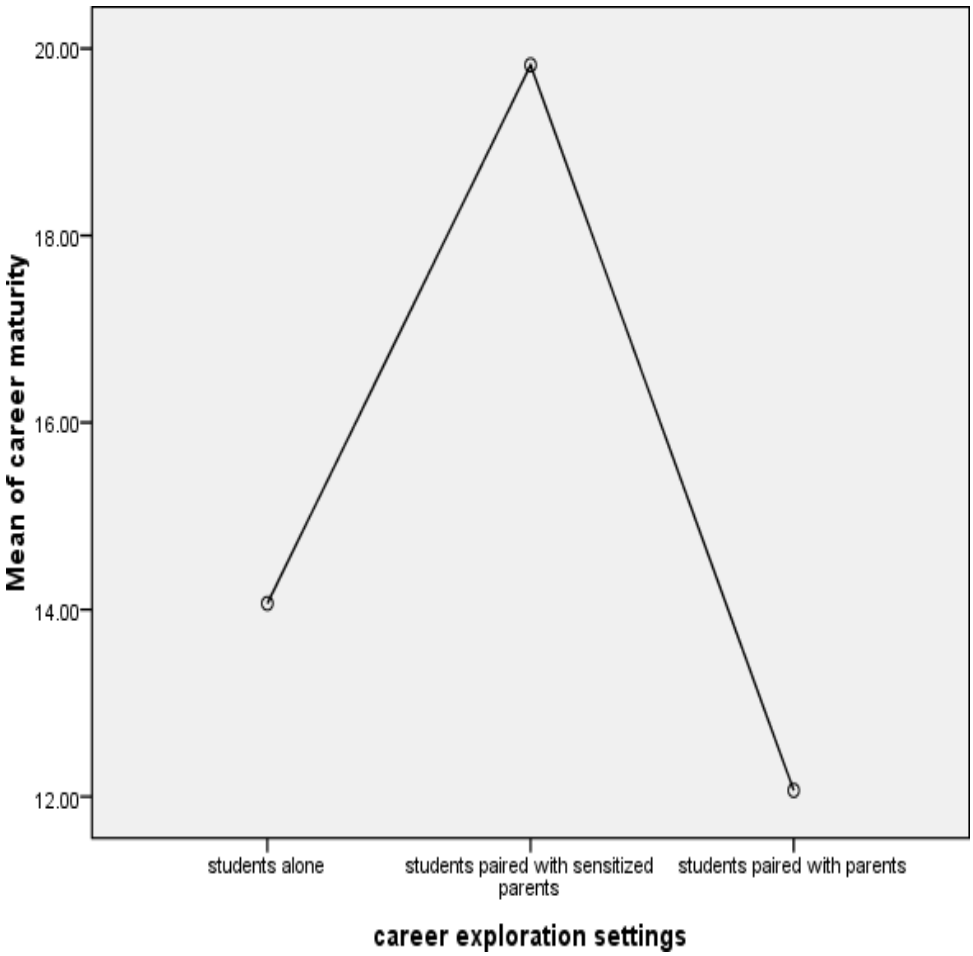
Note. η^2= eta squared, ****p*<.001

Three groups were compared through one-way ANOVA, and the disparities in performance were computed on the career maturity measure. Table 2 findings revealed an important deviation amongst the groups, with F (2, 59)=37.73 and a p-value of.000. The group of students paired with

sensitive parents has the highest professional maturity (n = 17, M = 19.82, SD = 3.02), compared to the students alone (n = 30, M = 14.06, SD = 2.40) and students partnered with parents (n = 15, M = 12.06, SD = 2.86). Additionally, graph 2 displays this pattern.

Graph 2

Graphic representation of mean differences among treatment groups on career maturity measure



The eta squared value used to compute effect size reveals that the designed intervention, which pairs children with sensitized parents in career exploration programs, is responsible for 56% of the variance in career maturity.

Table 3
Post hoc test at career maturity of experimental groups.

	Conditions	Conditions	*MD*	*SE*	*P*	*95% CI*	
						LB	*UB*
Tukey HSD	Students alone	Students paired with sensitized parents	-5.75***	.818	.000	-7.72	-3.78
		Students paired with parents	2.00	.852	.057	-.050	4.05
	Students paired with sensitized parents	Students alone	5.75***	.818	.000	3.78	7.72
		Students paired with parents	7.75***	.95	.000	5.45	10.05
	Students paired with parents	Students alone	-2.00	.852	.057	-4.05	.050
		Students paired with sensitized parents	-7.75***	.955	.000	-10.05	-5.45

Note. LB=lower boundary, UB=upper boundary, MD= mean difference, SE= standard error, CI= confidence interval, ****p*<.001

Post hoc analyses were employed to assess pairwise performance differences and evaluate the hypotheses. The assumption that "Students paired with parents will outperform students studying alone" is not supported when considering a significance level (p>.05) based on the career maturity scale.

However, it was observed that students paired with sensitized parents demonstrated significantly superior performance compared to the other two groups. As a result, another hypothesis, stating that "students paired with sensitized parents will exhibit better career maturity than the groups with students studying alone or students partnered with non-sensitized parents," is accepted (p<.001). This acceptance is based on further analyses revealing a significant difference between students with sensitized parents and all other combinations.

Table 4
Linear regression showing career maturity in high school students (N=62)

Predictors	R^2	ΔR^2	*B*	*SE*	*B*	*t*	*P*
Constant			16.81	.944		17.80	.000
Experimental conditions	.113	.104	-1.24	.367	-.337	-3.39	.001

a. Predictors: (constant), experimental conditions
b. Dependent variable: career maturity total

Based on career exploration settings, the high school students' career growth was predicted using simple linear regression in Table 4. Based on the objective and design of the study regression analysis was carried out on the collected data. Further, the goal was to determine how well career exploration settings predict students' career maturity.

Results revealed the finding of a minor regression equation (F (1, 60) = .275, p=.602), with an R2 of.005. Students' expected career maturity corresponds to 15.738+-.328 (career assessment situations).

Discussion

The study aimed to enhance comprehension regarding the involvement of parents in joint career exploration sessions with their children and its correlation with the career maturity of the students. The findings of the research substantiate the hypothesized claim that "students with sensitized parents will exhibit greater career maturity compared to students who engage in independent study." Study was based on the intervention where students' career exploration was done in the presence of their parents after making them sensitized about their role in children career decision making. This intervention was evaluated under three different settings, followed by a calculation of its impact on the student's career growth. Children were able to concentrate on their abilities, interests, and aptitudes because of this intervention. As Hairston (2000) has mentioned in his research that when students encouraged by their parents' they tend to show more inclination towards attending career counseling syllabus (as cited in Isaac & Mopelola, 2014). Parents' role and backing made their choices and decisions firm and obvious for the later

part of life. Any such intervention strategy will therefore enable students to make wise judgements at a young age.

The key components of career growth are competence and attitude in the workplace. In our research, a group of ninth-grade children and their parents had their career growth attitudes assessed. According to Super's several attitude dimensions (1957), a student is more likely to be mature in his career decision-making if he has an independent, significant, favorable, enjoyable, and welcoming relationship with his parents. All of these factors were made sure to be included in this study's sensitization process for parents, and parents' company aforementioned aspects in interaction with their children helped the latter make wise decisions. This is clear from the study's findings, which indicated that students partnered with sensitive parents exhibited greater career maturity than alone students did.

The results of the research provide supporting evidence to our hypothesis that "Students partnered with sensitized parents will have better career maturity than students paired with parents". Literature show that students' social and personal abilities are still developing during adolescence, especially at the higher secondary school level. Any intervention strategy or customized training program will be more effective if developed with a target audience in mind. Any planned program for teenagers should take into account their particular needs to help them develop their abilities and improve their self-image because this is a stage of emotional, behavioral as well and physical changes influenced by hormones (Harvard Family Research Project, 2007).

Additionally, at this stage when kids require close supervision and professional advice they are most vulnerable. This guidance enables individuals to make deliberate judgments, particularly about future academic and career choices. The majority of students get through this time without experiencing too much stress and develop mature decision-making skills if the roles of their families and schools are adequate for their requirements. This also applies to our tested and validated hypothesis, which states that students paired with parents who are aware of their kids' needs will grow in their careers more than students paired with other parents.

It is clear that merely having parents engage in decision-making with their children is insufficient when there are significant mean differences between the student paired with sensitized parents (M = 19.82, SD = 3.02) and the student paired with parents (M = 12.06, SD = 2.86). Students need loving and trustworthy relationships, thus how parents carried out their responsibilities, how they interacted with and treated their children, whether they took into account their opinions or not, and how much of an influence they had on the entire process all counted much (Isaac & Mopelola, 2014).

Children can only make mature decisions if their interactions with parents are satisfying and offer them direction and facilitation. Therefore, during the conduct of this study, the group consisting of students paired with sensitive parents fared much better with regards to career growth-attitude measure as their parents were made aware of all necessary aspects of effective communication, in contrast to the parents of the other group who are unaware of the significance of effective communication and lack the majority of these skills.

The assumption that "students grouped with parents will perform better on career maturity than alone students" is disproved in this study. When children were evaluated under these two treatment situations, the results confirmed the efficacy of this intervention program and validated the usefulness of parents, particularly fathers, provided they were made aware of it. If not, their cooperation and assistance would not be beneficial in terms of career growth attitude because students alone are in a much better position to make decisions.

Student's role improved without parents (M= 14.06) compared to the group of students with parents (M= 12.06) can be attributed to parents' pressure that children experience while They are making an effort to make any career choices, as opposed to students studying alone who are at liberty to select any course they like. Hurley & Thorp (2002) further suggest that most fathers lack the expertise necessary to provide their kids with sound guidance and only push them towards careers that they find inspiring. This lack of direction causes students to either be unsure about their job choices or to make poor judgments that leave them disappointed. Children lack

career maturation skills as a result, which ultimately results in an unsatisfactory career experience.

Further Hewitt (2010) stated that choosing a vocation might be intrinsic, extrinsic, or a combination of both. Compared to students who were subjected to intense parental control and pressure regarding their professional options. Students who make career-related choices independently and are allowed to choose an appropriate career for themselves can also be in a comparatively better position to make the correct call.

According to Isaac and Mopelola (2014), parents' "negative involvement," in which they predominately manage and dominate interactions, is the source of the greatest anxiety that young people experience. Such children are more inclined to conform to their parents' dictated job routes than to pursue their aspirations. They do this to avoid upsetting and offending their parents. Similarly, if kids choose to disregard their parents' wishes and follow their paths, they can feel frustrated and guilty (Isaac & Mopelola, 2014). The study's findings also demonstrate that children who are matched with parents have fewer positive outcomes than kids who make independent decisions.

Conclusion

This study aimed to explore the connection between parental participation in career exploration programs and its impact on high school students' career maturity. According to the findings, the employed intervention strategy—having sensitive parents participate with their high school students in career exploration programs—is proven to be successful, and as a result of this intervention, the children's career maturity increases. The results indicated that students with sensitive parents exhibited improved career growth compared to alone students and those with parents. It emerged that once parents receive career guidance through counseling in the form of group discussions, their ability to articulate the future is two-thirds greater than that of parents who do not receive similar supervision (Whiston et al., 1998). Such career guidance interventions are an effective means of achieving favorable decision-making (Whiston & Rahardja, 2018).

Limitations, Strengths and Suggestions

This study has a few shortcomings that can be corrected in the upcoming research. The sample of this study was only taken from two cities of Pakistan, it is suggested to choose a sample from diverse areas of Pakistan, to make results generalizable. Similarly, the number of parents can also be increased so that the impact of our intervention plan can be checked on a larger sample. It is further suggested to extend this research by incorporating a sample from the upper middle class and upper class of socioeconomic status. Other than career growth, other variables like social competence, self-satisfaction, etc. can also be studied. The major strength of the study is the use of true experimental design where were tested through true randomized group design. Indigenously designed intervention plan is another strength of the study.

Results suggest several theoretical and practical implications. Now it can be hypotheses said that in Pakistan we had an indigenous career exploration program that was created and tested locally, it is advised to academic institutions to apply this intervention plan to help students choose the correct careers and subjects. Governmental policy making institutes, career counselling organization and even parents can personally utilize this career exploration program which is completely available in Urdu language.

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