

The Interactive Effect of Two Treatment Techniques on Parental Typology of Adolescent Students in Their Career Decision Making

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ABSTRACT The study was designed to measure the interactive effects of two treatment techniques on the parental typology of adolescent students in their career decision making process. It was observed that secondary school adolescents' students were having problems making career decisions among the population studied. The two treatment techniques were used to find out if they will affect significantly or not the career decision making of the students in the population. The study is experimental in nature. It consist of three independent variables (reciprocal peer tutoring, career day, and control) one secondary independent variable (parental typology) and one dependent variable (career decision making) The population of this study consist of secondary school adolescent students from Uvwie Local Govt Area of Delta State. Analysis of data revealed that the two treatment technique namely Reciprocal Peer Tutoring and Career Day were found to be significant for influencing the career decision making process of secondary school adolescent students. Also parental typology of students was found to be significant in the career decision making process of secondary school adolescent students. The implications of the study therefore is that if peers are given opportunity to teach themselves, they will be able to impact knowledge on one another. The reason being that peer interaction impacts significantly on the behaviour pattern of one another. Finally, the kind of parenting style that a child is exposed to can also influence the career decision making process of such students. The conclusion therefore is that the career decision making process of secondary school adolescent students can be enhanced.

INTRODUCTION

Researches have shown that educational issues and future vocational decisions are of great importance to adolescents (Violato and Holden 1988; Egbochuku 1997). The significant developmental process that takes place during adolescence results in improved cognitive abilities, which enhance decision-making capabilities. There are other factors that can influence appropriate career decision of adolescent students. Among these factors is parental typology.

Reciprocal peer tutoring is a form of cooperative learning, which has been found to be an effective technique for increasing students' academic achievement (Sherman 1991; Slavin 1991). Conceptually, reciprocal peer tutoring is similar to many activities of children ranging from the informal encounters of play to the most complex activities of cooperation in which people help each other and learn by doing so. This process transforms learning from a private to a social activity by involving learners in the responsibility for their own and the learning of others.

Research evidence buttresses the fact that

both tutors and tutees gain immensely from participating in reciprocal peer tutoring. In this process, students function reciprocally as both tutor and tutee. This dual role is beneficial because it enables students to gain from both the preparation and the instruction in which tutors engage and from the instructions that tutees receive (Griffin and Griffin 1997). This kind of peer tutoring will enhance the career decision-making of adolescents. Peer interaction has been known to be very influential in the development of behaviour patterns. If reciprocal peer tutoring is well organized, it will be a veritable source of career information, and the development of the necessary skills that will be useful in making career decisions. This is because the content of such peer tutoring will be around issues of career information, the world of work, and the necessary skills for making the appropriate decisions.

The cognitive processes involved in reciprocal peer tutoring have been explored by various writers over the years, many of whom emphasised the value of the inherent verbalisation and questioning (Forman 1994). Just preparing to be a peer tutor has been proposed to enhance cognitive processing in the tutor - by increasing attention to and motivation for the task,

and necessitating review of existing knowledge and skills. Consequently, existing knowledge is transformed by re-organisation, involving new associations and a new integration. The act of tutoring itself involves further cognitive challenge, particularly with respect to simplification, clarification and exemplification.

Many other advantages have been claimed for peer tutoring and related forms of peer assisted learning (e.g. Greenwood et al. 1990). Pedagogical advantages for the tutee include more active, interactive and participative learning, immediate feedback, swift prompting, lowered anxiety with correspondingly higher self-disclosure, and greater student ownership of the learning process. The "pupil/teacher" ratio is much reduced and engaged time on task increased. Opportunities to respond are high, and opportunities to make errors and be corrected similarly high. In addition to immediate cognitive gains, improved retention, greater meta-cognitive awareness and better application of knowledge and skills to new situations have been claimed. Motivational and attitudinal gains can include greater commitment, self-esteem, self-confidence and empathy with others. (Schunk and Zimmermann 1994). Modelling and attributional feedback are important here - perhaps peer tutoring can go some way towards combating the dependency culture associated with superficial learning. From a social psychological viewpoint, social isolation might be reduced, the functionality of the subject modelled, and aspirations rose, while combating any excess of individualistic competition between students. It was also found that students felt peer tutors were better than staff tutors at understanding their problems, were more interested in their lives and personalities, and were less authoritarian, yet more focused on assessment. Economic advantages might include the possibility of teaching more students more effectively, freeing staff time for other purposes. Politically, peer tutoring delegates the management of learning to the learners in a democratic way, seeks to empower students rather than de-skill them by dependency on imitation of a master culture, and might reduce student dissatisfaction and unrest.

Reciprocal Peer tutoring can have disadvantages. Greenwood et al. (1990) stated that in establishing it, we must realise that it consumes time in organising, designing and effecting appropriate peer selection and matching, and it

may also necessitate some adaptation to curriculum materials. Certainly the requirements for training students in teaching and learning skills are greater, although it can be argued that peer tutoring merely serves to bring to the surface needs that traditional teaching tends to overlook. All these may involve increased costs in the short term, with a view to reduced costs and/or greater effectiveness in the medium and long term. The quality of tutoring from a peer tutor may be a good deal inferior to that from a professional teacher (although this should not be assumed), and the need for monitoring and quality control cannot be overstated. This also significantly consumes time and resources. Likewise, the tutor's mastery of the content of tutoring is likely to be less than that of a professional teacher, so curriculum content coverage in peer tutoring may be much more variable. For these reasons, project co-ordinators may experiment initially with peer tutoring for consolidation and practice, rather than the first learning of new material, utilising it on a small scale with suitable topics.

Parenting is a complex activity that includes much specific behaviour that work individually and collectively to influence child outcomes. Although specific parenting behaviours such as spanking or reading aloud may influence children development, looking at any specific behaviour in isolation may be misleading. (Darling 1999) Many writers have noted that specific parenting practices are less important in predicting child well being than the broad pattern of parenting. This broad parenting phenomenon is what is referred to as parenting styles.

The concept of parenting is used to describe normal variation in parents' attempt to control and socialize their children (Baumrind 1991 cited from Darling 1999). There are two critical points in this definition. The first one is that parenting style is used to describe normal variations in parenting. In other words, parenting style from this perspective should not be used to mean deviant parenting such as abusive or neglectful parenting. The second one is the assumption that issues of parenting revolve around issues of control. Although parents may differ in how they try to control or socialize their children, and the extent to which they do so, it is assumed that the primary role of parents is to influence, teach, and influence.

Darling (1999) citing (Baumrind 1991) states that parenting emphasizes two elements. These

are parental responsiveness and parental demandingness. Parental responsiveness also referred to as parental warmth or supportiveness, refers to the extent to which parents intentionally foster individuality, self regulation, and self assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness on the other hand refers to the claims that parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys.

Way and Rossmann (1996) stated that the family is a place where in which children learn to interpret reality. Parents serve as significant interpreters for children of information about the world and children's abilities. Researchers have studied the influence of parents and family on children's career decision-making and development. The results of these researches have demonstrated that there is a significant relationship between parenting styles and career decision-making of adolescent.

There are various forms of parental typology. However, this study will concentrate only on three of such parenting which is dominant among the population for the study. The parenting styles are indulgent, authoritarian and authoritative.

Hypotheses

1. There is no significant difference in the career decision-making of adolescent students in treatment groups in their career decision-making at post-test.
2. There is no significant difference between adolescent students from different parental typology in treatment groups in their career decision-making at post-test.
3. There is no significant interactive effect of treatment by the parental typology of adolescent students in treatment groups in their career decision-making at post-test.

METHOD

Participants: Participants were drawn from Senior Secondary School adolescents in Uvwie Local Govt. Area of Delta State. The Senior Secondary School adolescents were selected because it was thought that they were at the stage of selecting subjects that are pre vocational in

nature. Multistage random sampling technique was used. Two secondary schools were randomly selected from the secondary schools in Uvwie Local Government Area, Delta State using the simple random sampling technique. There are 14 Government owned secondary schools in the Local Government Area. While 10 of them have resident guidance counsellors, 4 of them do not have resident guidance counsellors. One of the schools used for the study was selected from a school with a resident guidance counsellor, while the other school was selected from a school with a resident guidance counsellor. In each of the two schools, three groups of 30 students each were randomly selected for each of the treatment packages from SSII for the study giving a total of 180 students.

Procedures: There were two treatment packages namely, Reciprocal Peer Tutoring (RPT) and Career Day (CD). For RPT, all participants took part in ten sessions running through a period of five weeks. Each session lasted for about 1hour. Each session involved a set of three students acting as tutors while the others acted as tutees. This gave opportunity for all members of the group to participate either as tutors or tutees at one time or the other. Study materials in the form of teaching aids were given to tutoring participants before each session. This enabled them to prepare effectively for their role as tutors. After each session, there was time for questions and answers. The researchers helped to articulate the main points of each session at the end of every session. This served the purpose of putting clarity on the issues discussed. Take home assignments were also given to occupy participants before the next session. In the first session an introduction was given to the entire treatment package. Session two dealt with various definitions of career in a changing world and the need to make a career plan. Sessions three to seven examined 30 different careers that were thought to be dominant in the studied environment. Session eight examined the basic elements in the career decision making process, namely; awareness, socio-economic issues in the environment, interests and abilities, alternative choices in the order of priority, tentative career decision, and finally relating tentative career choice to interest and ability. Session nine examined issues of parental typology as it affects career decision making. Session ten administered the Career Decision Making Scale to get the post

test results. Career day took place in one day. Resource persons from various fields of endeavour were invited to give career information to the students. Each presenter gave a description of their careers, wages, duration of working time, working environment, preferred age of entry, educational requirements, subjects combination as pre-vocational, physical ability, attitude, career plan and issues of parental typology as they relate to career decision making. The career decision making scale was also administered to the students, to determine the effect of the treatment.

Measures: The Parental Typology Scale (PTS) is a categorization scale that was used to classify the participants into the various parental typology groups. Three parental typologies were studied. Each parental typology had five items, making a total of fifteen items for the PTS. The items asked the participants to respond to the statements on the questionnaire and in the process, determined their parental typology. The Career Decision Making Scale (CDMS) was used to measure the effects of the two treatment techniques on the career decision making process of the secondary school students. The instrument had forty items that were constructed in such a way as to be able to measure the relative effects of the treatment packages. The items in the questionnaire addressed knowledge of careers, ability to get career information, self confidence, ability to make decisions especially career decisions, interpersonal relations, etc.

RESULTS

Hypothesis 1: There will be no significant difference in the career decision-making of adolescent students in the various treatment groups at post-test

An examination of data in table 1 revealed that there is significant difference in the post-test means scores of subjects in Reciprocal peer tutoring (RPT) and those in Career day (CD). While RPT had a mean score of 84.56, CD had a mean score of 76.46. While the mean scores indicate levels of significant differences, it also shows that RPT with a higher mean score proved to be more effective than CD. This indicates that there is significant difference in the career decision-making of adolescents who participated in the various treatment programmes. With this result, hypothesis 1 is therefore rejected which stated that there will be no significant difference in the career decision-making of adolescents in treatment groups in their career decision-making at post-test.

Table 1: Distribution of post-test mean scores for career decision-making (CDM)

Treatment	Mean	Std. Deviation	N
Reciprocal peer tutoring	84.5667	9.0934	60
Career day	76.4667	14.2001	60
Control	72.25	16.392	60
Total	77.7611	14.4413	180

Table 2: Distribution of mean post-test scores between subject effects

Source	Type III sum of squares	Df	Mean square	F	Sig.
Treatment	4701.81	2	2350.91	12.753*	0
Error	32628.9	177	184.344		
Total	1125753	180			
Corrected Total	37330.7	179			

Table 3: Scheffe's post hoc analysis

(I)	(J)	Mean difference (I-J)	Std. Error	Sig.	95% confidence interval	
					Lower bound	Upper bound
RPT	Career Day	8.1000*	2.4789	0.006	1.9806	14.2194
	Control Group	12.3167*	2.4789	0	6.1973	18.436
Career day	RPT	-8.1000*	2.4789	0.006	-14.219	-1.9806
	Control Group	4.2167	2.4789	0.238	-1.9027	10.336
Control Group	RPT	-12.3167*	2.4789	0	-18.436	-6.1973
	Career Day	-4.2167	2.4789	0.238	-10.336	1.9027

Key: RPT: Reciprocal peer tutoring

Furthermore, analysis of data in table 2 showed that the F -ratio for the effect of the treatment groups was found to be $F = 12.753$, with $df = (2,180)$. This was significant at $p < .05$. The above results indicate that there is a significant difference in the career decision-making of adolescents in the various treatment groups at post-test. Hypothesis 1 is therefore rejected.

Analysis of data in Table 3 indicated that RPT by career day had a mean difference of 8.1000 while RPT by control group had a mean difference of 12.3167 which were found to be significant at $P < .05$.

Hypotheses 2: There will be no significant difference between adolescent students from different parenting styles in the treatment groups in their career decision-making at post-test.

Table 4 indicates that for authoritarian parental typology, adolescent students in RPT had a mean score of 88.90, career day was 68.47, while control group was 71.47. For authoritative parental typology, RPT had a mean score of 82.16, career day was 77.04, while control group was 78.94. Finally, for indulgent parental typology, RPT had

a mean score of 84.56, career day, 82.09, while control group was 80.94. The total mean score for subjects in all treatment groups for authoritarian parental typology is 71.47, authoritative parental typology is 78.94, while indulgent parental typology is 80.94. The results indicate that there is significant difference in the career decision-making of adolescent students in the different parental typology.

Further analysis of data in table 5 indicates that the F-ratio for the effect of parental typology on treatment outcome was found to be $F = 3.066$ with $df = (2,180)$. This was significant at $p < .05$. The implication is that parental typology has significant effect on the career decision-making of adolescents in the various treatment groups at post-test. Hypothesis 3 therefore which stated that there will be no significant effect of parental typology on the career decision-making of adolescents in the various treatment groups is therefore rejected. The conclusion therefore is that parental typology has significant effect on the career decision-making of adolescent students.

Analysis of data in table 6 indicated that RPT

Table 4: Distribution of post-test mean scores of group by parental typology

Parental typology	Reciprocal peertutoring	Career day	Control group	Total
Authoritarian	88.90	68.47	65.86	71.47
Authoritative	82.16	77.04	77.73	78.94
Indulgent	84.56	82.09	74.78	80.94
Total	84.56	76.47	72.25	77.76

Table 5: 2-way ANOVA showing interactive effects of treatment and parental typology at post-test

Source	Type III sum of squares	Df	Mean square	F	Sig
Treatment	4302.56	2	2151.28	12.663	0
P T	1041.78	2	520.891	3.066	0.049
2-Way Interaction					
Treatment*PT	1931.12	4	482.781	2.842	0.026
Error	29051.7	171	169.893		
Total	1125753	180			
Corrected Total	37330.7	179			

Key: RPT: Reciprocal peer tutoring

Table 6: Scheffe's post hoc analysis

(I)	(J)	Mean difference (I-J)	Std. Error	Sig.	95% confidence interval	
					Lower bound	Upper bound
RPT	Career Day	8.1000*	2.3797	0.004	2.2236	13.9764
	Control Group	12.3167*	2.3797	0	6.4403	18.1930
Career day	RPT	-8.1000*	2.3797	0.004	-13.9764	-2.2236
	Control Group	4.2167	2.3797	0.211	-1.6597	10.0930
Control Group	RPT	-12.3167*	2.3797	0	-18.1930	-6.4403
	Career Day	-4.2167	2.3797	0.211	-10.0930	1.6597

by career day had a mean difference of 8.1000 while RPT by control group had a mean difference of 12.3167 which were found to be significant $P < .05$.

Hypotheses 3: There will be no significant interaction effects of treatment by the parental typology of subjects in treatment groups in their career decision-making at post-test.

Further analysis of data in table 5 showed the F-ratio for the interactive effect of treatment by parental typology to be $F = 2.842$, with $df = (4, 180)$. This was found to be significant at $p < .05$. The implication is that there is a significant interaction between parental typology of students and their treatment outcome in their career decision-making. Hypothesis 3 which states that there will be no significant interactive effects of treatment by the parental typology of subjects in the treatment groups in their career decision-making at post-test is therefore rejected. A scheffe post hoc analysis revealed that in Table 6 showed that RPT by Career Day had a mean difference of 8.1000 while RPT by Control group had a mean difference of 12.3167 which were found to be significant at $P < .05$.

DISCUSSION

Hypothesis 1 measured the effects of the treatment packages on the career decision-making of adolescent students used for the study at post-test. The two treatment programmes, namely Reciprocal peer tutoring and Career day were found to have enhanced the career decision-making of secondary school adolescent students in the treatment groups. Hypothesis one therefore was found to be highly significant. What this means is that students gain tremendously from the treatment programmes as it was shown in the results of their post-test.

Reciprocal peer tutoring (RPT), which is a cooperative learning process, has been used severally by different researchers to improve academic skills in both junior and high school around the globe. (Gartner and Riessman 1994; Kohler and Greenwood 1990). Also the studies of Jerkins and Jerkins (1985); Magolda and Rogers (1985), and Slavin (1991), all support the above position that RPT impacts significantly on those who participate in it. Besides the above research evidence, the studies of Riggio et al. (1991) provide evidence for positive effect of RPT.

These empirical reports support the findings

of this study that RPT impacts significantly on the career decision-making of adolescent students. The reasons that have been advanced by other researchers, which this study also share include among others the following: That tutors demonstrate a sense of commitment, show great initiative, involves all students, provides opportunity for positive and productive peer interaction, and increased communication skills. Other advantages are knowledge is gained in the process, development of a sense of responsibility, and noticeable cognitive gains. (Topping 1996)

Career day is a programme that is organized to provide vocational guidance information of supplementary or preliminary nature to students to enable them make appropriate career decisions. This programme has been widely used by many researchers all over the world in enhancing career decision-making skills in secondary school adolescent students. Such empirical works include those of Egbochuku (1997), Agulana (1985). They all reported significant improvement in the career decision-making of the adolescent students.

Hypothesis 2 measured the effects of the different parental typology of adolescent students in treatment groups in relation to their career decision-making at post-test. The findings of this study revealed that parental typology is a significant factor in the career decision-making of secondary school adolescent students at post-test. What this implies is that type of parental upbringing a child experiences in the home affects the way the child make career decisions.

The research findings of Ketterson and Blustein (1997) also support the relational context of career development. They cite research demonstrating that secure parent child relationships are associated with progress in career decision-making, affirmative career self efficacy beliefs, and career playfulness. Besides the above research evidence, the empirical works of Way and Rossman (1996), Uba (1983), all reported a significant level of parental influence in the career decision-making of adolescent students. Also the works of Baumrind (1991), Weiss and Schwarz (1996), and Miller et al. (1993) also support the above claims that parental typology affects career decision-making of secondary school adolescent students.

Hypothesis 3 measured the interactive effect of treatment by parental typology of adolescent students in treatment groups in their career

decision-making at post-test. The findings of this study indicated that there is no significant interaction effect between treatment and parental typology. Parental typology has been observed to be a strong variable in influencing career choice of secondary school adolescent students in the present study. This is because patterns of early parental handling of children determine the direction of their career choice when they grow up. Earlier discussion of findings for hypothesis 3 indicated that parental typology was a significant factor in career decision-making. However the findings of hypothesis 3 indicated that there is no significant interactive effect of treatment by parental typology of subjects in treatment groups at post-test.

CONCLUSION

This study investigated the effects of reciprocal peer tutoring and career day on the career decision making process of secondary school adolescent students. Analysis of data generated for this study at post test revealed that reciprocal peer tutoring is a good counselling intervention technique for enhancing career decision-making process of secondary school adolescent students. This is because both tutors and tutees gained immensely from the programme, since they are made to prepare and teach in turns. The process of preparation and the actual process of teaching increase the awareness and understanding of the tutors on the subject they are teaching.

Also career day was observed to be a good counselling intervention technique for career decision-making. The usefulness of career day has already been proven by so many studies (Egbochuku 1997; Agulana 1985; Stockard and McGee 1990).

Furthermore, parental typology was found to be significant in the career decision making of secondary school adolescent students. What this implies is that the way one is brought up by parents can affect the career decision making process of such adolescent students.

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