

## **Relations between Career Related Parental Support and Grit of School Students**

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### **Abstract**

The relationship between grit and career-related parental support is examined in this article. Respondents were selected by random selection from among 1147, 12th grade students enrolled in five districts of Punjab during the 2022–2023 school year. To analyze the data, the t-test and correlation designs were used. The study's main conclusions were that: a) female students have substantially more grit than male students, and b) female students have significantly more parental support linked to their careers than male students. c) PSEB students have substantially more grit than CBSE students. d) Compared to PSEB schoolchildren, CBSE schoolchildren receive much greater career-related parental assistance. e) The Career related parental support has significant positive relationship with the grit of school students.

***Keywords:*** *career related parental support, students, male and female, school board*

### **Introduction**

By encouraging independence, curiosity, and a development mentality that prioritizes hard work over natural ability, career-related parental support helps kids develop grit. A change from directing to leading allows children to explore interests and cultivate tenacity, which is a key component of grit. Parents should still provide encouragement, practical assistance, and real-world experiences to help children develop confidence and flexibility. By fostering the basic psychological requirements that give rise to grit, this assistance aids kids in overcoming obstacles and pursuing rewarding occupations.

### **Career-Related Parental Support**

One possible element in how teenagers learn to overcome challenges is parental influence.

It is generally acknowledged that parents have a complex influence on their children's career development (Turner & Lapan, 2002). According to study by Whiston and Keller (2004), this impact is usually mitigated by outside variables such as children's age, gender, and race. Parental support has been recognized as a highly important social support system for the professional progress of first-year college students and members of ethnic minorities (Constantine et al., 2005).

### **Description of Grit**

Grit is the tendency to continue pursuing long-term goals and being interested in them. Duckworth claims that consistency in interest and perseverance in effort are two traits of grit. Consistency of interest is the trait of continuously exerting effort or demonstrating interest in a certain objective, such as a sustained commitment to particular activities. Perseverance of effort is the ability to carry on working toward a goal in the face of challenges, failures, setbacks, or a lack of supportive feedback. Duckworth and Quinn (2009) and Duckworth et al. (2007). The definition of grit is "perseverance and passion for long-term goals," which includes "working exhaustingly towards tested, maintaining effort and enthusiasm throughout time, despite setbacks, challenges, and degrees of failure and degrees of advancement. The academic progress and achievement of kids is significantly influenced by grit.

### **Review of Literature**

An assessment of related literature aids in determining what has been investigated, who carried out the study, when it was carried out, what variables were used, the size of the sample or population under investigation, the type of objectives and hypotheses that served as the foundation for the study, the methodology used, and—above all—the findings and pertinent recommendations made.

### **Career Related Parental Support**

Maftai et al. (2022) examined the relationships between teenage job exploration, dispositional optimism as a moderator, and parental work-related behaviors (such as support, interference, and lack of engagement). The sample consisted of 441 persons (58%) from 9 public schools in Romania. An independent samples t-test showed significant differences in children's dispositional optimism and job exploration by participant gender. Compared to girls, boys demonstrated less career exploration.

According to Zeng et al. (2023), work-related parental support is crucial for career flexibility. However, little is known about the state and method of parental career-related assistance on the four career adaptability aspects. This survey received responses from 636 vocational high school students. The findings showed that: (a) students who talked to their parents about their future job aspirations frequently had greater levels of career worry, career control, career interest, and career confidence than those who talked about their future career ambitions infrequently or never.

Wang et al. (2024) investigated the mediating function of career flexibility and the moderating influence of belief in a just world, as well as the longitudinal effect of career-related parental support on proactive career behavior among vocational college students. Three waves of longitudinal data from a sample of 676 students enrolled in vocational colleges were used to collect the data. Even after controlling for demographic factors, our results showed that a college student's proactive professional behavior was significantly predicted by parental support related to their job.

Zeng et al. (2024) looked at hope and occupational flexibility as potential mediators, as well as parent-child connection as a moderator of the relationship between career-related parental support and life satisfaction. 521 students from technical high schools responded to this poll. The results demonstrated that hope and vocational flexibility acted as distinct and serial mediators in the relationship between life happiness and parental career-related support.

## **GRIT**

Teimouri et al. (2022) gathered a variety of data, including the students' self-reported information. 191 L1-Persian students majoring in English translation at a private university participated in this study. The emotional and motivational characteristics of language learners and their relationship to grit were the subject of our second research topic. The sample consisted of 48 male students and 143 female students, with ages ranging from 18 to 66. Strong relationships between grit and every measure of linguistic success showed its predictive validity. The findings demonstrated that motivated pupils were more inclined than their less motivated colleagues to work hard when learning a language.

Lee (2022) investigated the connection between EFL learners' readiness to connect in a second language—the last psychological stage before good English communication—and grit and classroom enjoyment. A total of 647 participants were selected from five South Korean

schools located in two major cities, including 323 high school students, 187 university students, and 137 middle school students. The factors grit, grit (CI), and class satisfaction are statistically significant, as is the amount of time spent studying English.

Lam (2022) examined the relationships between grit and academic success by reviewing a meta-analysis of 137 studies that yielded 156 dependent samples. Using the robust variance estimate, we discovered that grit and total academic success frequently had modest to moderate relationships (weighted  $r = .19$ ). Success was more closely associated with persistence in effort (weighted  $r = .21$ ) than with persistence in interest (weighted  $r = .08$ ).

According to studies by Lee and Park (2024), grit—a combination of relentless effort and unwavering interest—is crucial for long-term goals. To assist children's development, preservice physical education (PE) teachers must undergo rigorous training that places a strong focus on assessing their resiliency and commitment. However, little is known regarding the connection between grit and motivation and PE success goals. The goal of this study was to find out how the grit levels of preservice PE teachers impact their motivation and goals for success, which may have an impact on their future plans to teach PE.

Terry et al. (2024) conducted a study in an effort to provide insight into the main factors that influence grit before, during, and after a typical crisis event—information that may not be accessible from other, more individualized difficulties. Design: A repeating cross-sectional design. Methods: Data was collected from  $n = 818$  (20.8% response rate) nursing students pursuing a three-year bachelor's degree using an anonymous questionnaire. Data was gathered during the mid-year breaks in 2020, 2021, and 2019. It has been shown that within months of a global pandemic occurring, there are notable changes in the primary predictors of grit. Despite the fact that each route model was very different, they all proposed that the timing of a crisis affects pupils' capacity to manage new or unfamiliar conditions and that hope is a crucial component of grit during a crisis.

Safariningsih et al. (2024) investigated how grit improves the subjective well-being of nurses employed in the secondary hospitals of Depok City and helps avoid nurse burnout. 186 respondents in all took part in this survey. Questionnaires were sent to the nurses, and the data was handled by the Smart PLS 3.3.3 program using Partial Least Square – Structural Equation Modelling (PLS-SEM). According to this study, subjective well-being can operate as a mediator in the relationship between grit and burnout, and grit is significantly and

negatively impacted by subjective well-being. The VAF study indicates that there is a 25% degree of mediation of subjective well-being.

The present study is entitled as, “**Relations between career related parental support and grit of school students**”. Further, the differences due to gender, and school board have been studied for grit and career related parental support.

### **Objectives**

1. To find out the significant differences between grit and career related parental support of school students in context of gender they belong to.
2. To find out the significant differences between grit and career related parental support of school students with reference to their school board.
3. To analyze relationship of grit, career related parental support of school students.

### **Hypotheses**

1. There exists no significant difference between grit and career related parental support of school students in context of gender they belong to.
3. There exists no significant difference between grit and career related parental support of school students with reference to their school board.
5. There exists no significant relationship between grit and career related parental support of school students.

### **Population**

Students in the school's 12th grade affiliated to CBSE and PSEB participated in this study, enrolled in academic session 2021-22. Majha, Malwa, and Doaba are the three geographical divisions of Punjab.

### **Descriptions of Tools Used**

**The given below tools have been administered to conduct the present study**

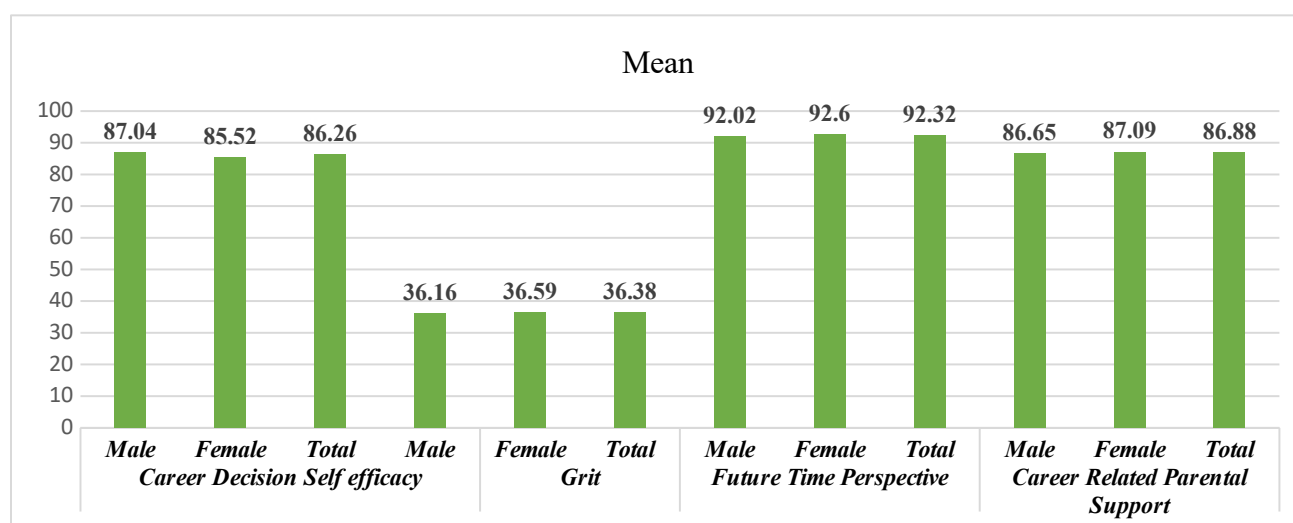
1. Grit scale by Duckworth, Peterson, Matthews and Kelly (2007).
2. Career related parental support scale by turner et. al. (2003).

## Results and Interpretation

The previous chapter addressed the problem's theoretical orientation, a review of relevant literature, the study's applicability, the objectives, hypotheses, tools, sample, research design, procedure, and statistical technique. The understanding and analysis of the results are the main topics of the present chapter. The study looks into the connections between students' grit and career-related parental support in senior secondary schools in Punjab. In order to do this, pre-made and customized technologies were developed and applied to data collection in Indian contexts.

**Table 1: Summary of descriptive analysis of grit and career related parental support on the bases of gender.**

GRIT AND CAREER RELATED PARENTAL SUPPORT (GENDER)									
Variables	Gender	N	Mean	Median	Std. Devi.	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Grit	Male	558	36.16	36.00	3.18	-0.21	0.10	0.80	0.21
	Female	589	36.59	37.00	3.47	-0.34	0.10	0.78	0.20
	Total	1147	36.38	36.00	3.34	-0.27	0.07	0.78	0.14
Career Related Parental Support	Male	558	86.65	87.00	4.94	-0.62	0.10	0.60	0.21
	Female	589	87.09	88.00	5.08	-0.76	0.10	1.08	0.20
	Total	1147	86.88	88.00	5.01	-0.69	0.07	0.83	0.14



**Figure 1:** Graphical depiction of mean of variables on the basis of gender

For male students, the independent variable grit has a mean score of 36.16 with a median of 36.00, a standard deviation of 3.18, a skewness value of -0.21 with a standard error of 0.10, and a kurtosis value of 0.80 with a standard error of 0.21. Consequently, the group's points are allocated appropriately.

The independent variable career-related parental support for male students has a mean score of 86.65 with a median of 87.00, a standard deviation of 4.94, a skewness value of -0.62 with a standard error of 0.10, and a kurtosis value of 0.60 with a standard error of 0.21. Consequently, the group's points are allocated appropriately.

### Testing of Conceptual Model

The validation of the hypotheses developed to accomplish the study's goals is the topic of the current section. As a result, these goals were set forth:

**Objective 1:-** To find out the significant differences between grit and career related parental support of school students in context of gender they belong to.

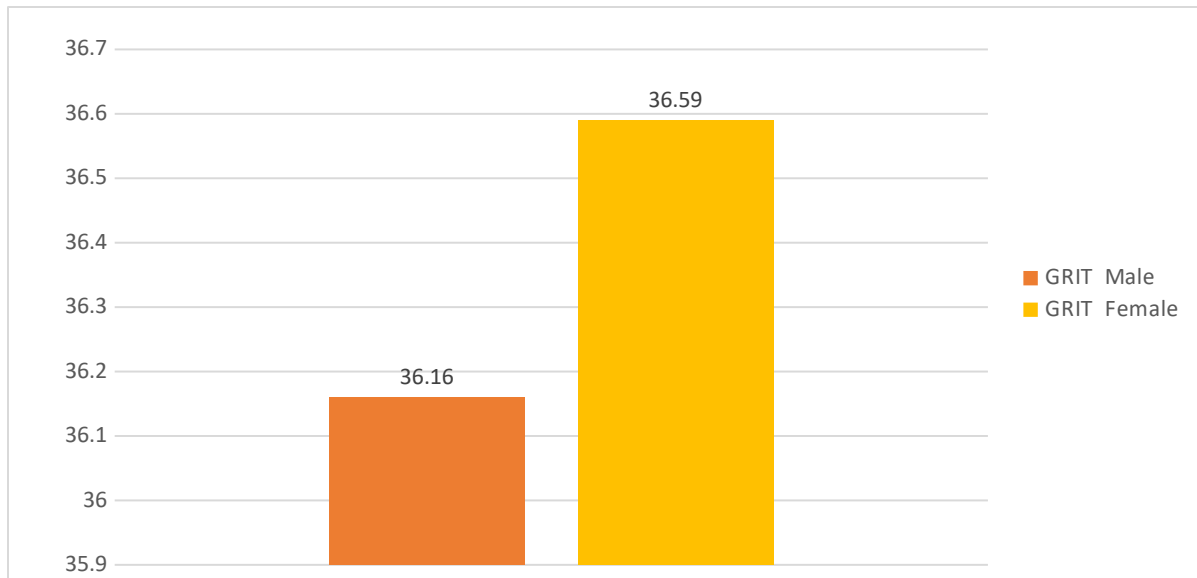
The following hypotheses were developed and evaluated in order to meet the objectives:

**H0:** There exists no significant difference in grit and career related parental support of school students with reference to gender.

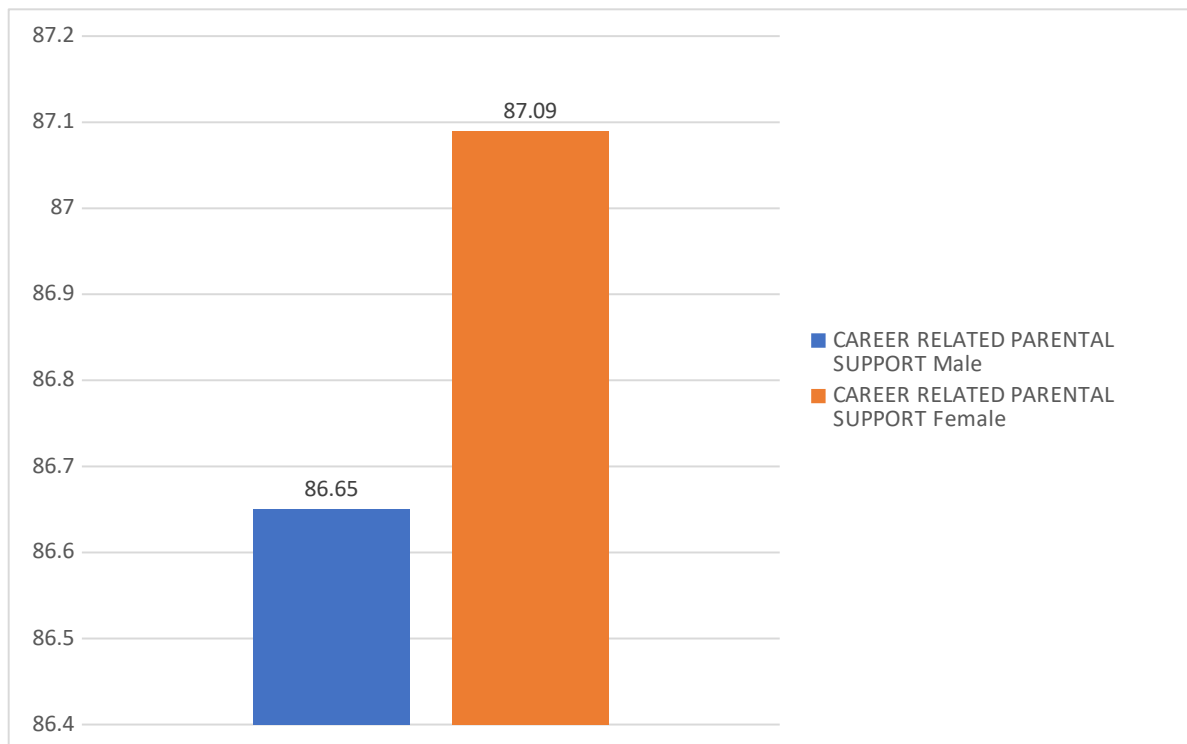
**Table: 2: Significance of mean differences in the variables on the basis of gender**

	Variable	N	Mean	St. Deviation	SED	t-value	Df	Sig.
Grit	Male	558	36.16	3.18	0.13	-2.199	1145	0.028
	Female	589	36.59	3.47	0.14			
	Female	589	92.60	5.25	0.22			
Career Related Parental Support	Male	558	86.65	4.94	0.21	-1.503	1145	0.133
	Female	589	87.09	5.08	0.21			

According to this table, female pupils are more resilient than male students. The degree of freedom is 1145 and the t-value is -2.199. The t-value for the gender differences among students is significant at the 0.05 level of significance. As a result, the null hypothesis—that there is no discernible gender difference in grit—is disproved.



**Figure 2:** Graphical representation of mean difference of grit on the basis of gender.



**Figure 3:** Graphical representation of mean difference of career related parental

support on the basis of gender.

**Objective 2:** To analyze relationship of grit and career related parental support of school students.

The following theories were developed and put to the test in order to meet the goals:

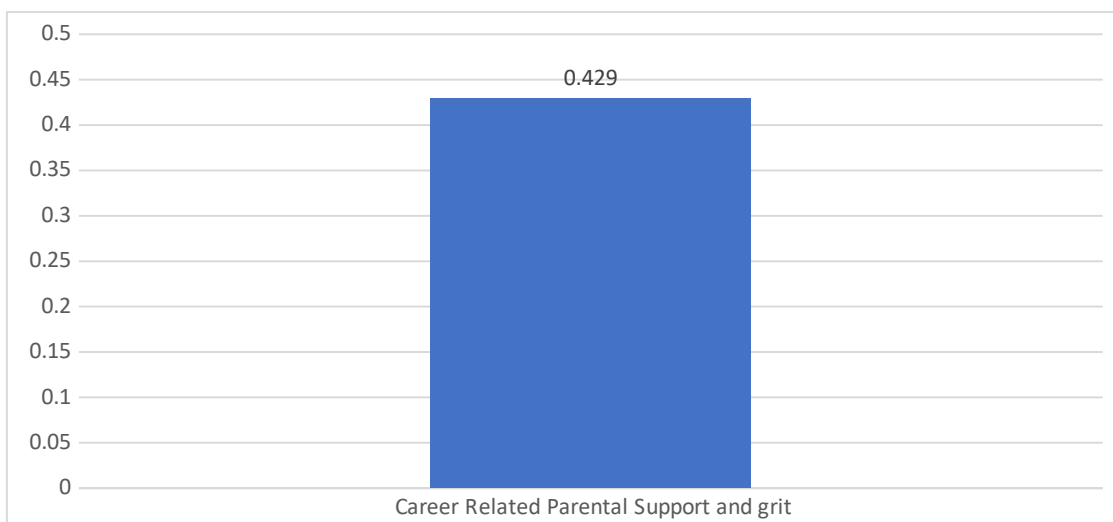
**H0:** There exists no significant relationship between grit and career related parental support of school students.

**Table: 3:** shows the correlation between grit and career related parental support

	<b>GRIT</b>	<b>CAREER RELATED PARENTAL SUPPORT</b>
<b>GRIT</b>	1	0.429 0.000
<b>CAREER RELATED PARENTAL SUPPORT</b>	0.429 0.000	1

#### **a) CAREER RELATED PARENTAL SUPPORT AND GRIT**

Table 3 shows a statistically significant link between career-related parental support and 0.445, with a confidence level of 0.01. Therefore, it is concluded that grit and family support for a profession are unrelated. The correlation's strength indicates that grit increases when career-related parental support increases and decreases when career-related parental support decreases.



**Figure 4:** Graphical representation of correlation between career related parental support and grit of school students.

## Conclusions and Recommendations

### Conclusions

From the results of the current investigation, which are shown below, objectively sensible conclusions have been formed:

- a) Grit of female pupils is significantly more than of male pupils.
- b) Career related parental support of female pupils is significantly more than of male pupils.
- c) The grit of PSEB school pupils is significantly more than of school pupils of CBSE.
- d) The career related parental support of CBSE school pupils is significantly more than of school pupils of PSEB.
- e) The Career related parental support has significant positive relationship with the grit of school students.

### Recommendations

The results showed that "there is a significant positive relationship between grit and career related parental support." We may thus conclude that parents can help their children develop good habits, inspire them to create objectives, and assist them in choosing a job. Therefore, it would be crucial for parents to learn about their child's strengths, abilities, and efforts in order to help them build on their grit for success.

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