IMPACT ON A PERSON'S PROFESSIONAL SPECIALIZATION LATER IN LIFE

Dibya Priyadarshini*

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M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India.

E-mail: divyayashbabloo@gmail.com

ARTICLE INFO	ABSTRACT

Corresponding Author:

Dibya Priyadarshini *

Email: divyayashbabloo@gmail.com

The family unit is the most fundamental and important structural element of society, and it plays an important role, not only in the life of the person but also in the lives of others around them. There is no way to discount the importance of the nuclear family unit as a social institution in the world we live in today. Even while society and other children at school have an effect on children, the children's families are the primary source of influence in their lives. Both the degree to which the family has an influence on the child and the degree to which the child participates in the family's creative, cultural, social, and moral growth are extremely important aspects to consider. The strength and consistency of the relationship that exists between a kid and his or her parents is one factor that has a role in the child's overall health, including both their mental and physical well-being. According to the findings of a number of studies, the interaction that occurs between children and their parents, as well as the manner in which parents communicate

with their offspring, is regarded as the single most important and fundamental factor among the plethora of factors that influence the development of a positive and healthy character in children. This is the case despite the fact that there are a multitude of other factors that influence the development of a positive and healthy character in children (1).

Keywords: social institution, *Family, communication,* healthy character

INTRODUCTION

There are a variety of purposes that may be served by the interactions that parents have with their children, as well as the relationships that they cultivate with their progeny. The instillation of moral and psychological values, the discovery, cultivation, and development of children's gifts and abilities, and the acclimatisation of children to the conventions and guidelines of society as seen through the eyes of their parents are some of the goals that fall under this category. Other goals include the advancement of children's gifts and abilities." In addition to this, Parsons takes into account two of the most important responsibilities that fall on the shoulders of the family: the task of socialising the child and the task of fostering the growth of the child's unique personality. " It would suggest that how parents bring up their children is likely to have an influence on the qualities that those youngsters display when they are adults (2).

A. IMPACT OF PARENTING STYLE

Recent study on parental education reveals that most of the attention of academics has been directed at women. Despite the fact that many writers have suggested the systematic inclusion of dads, very few studies have actually done so (Gallo et al., 2013; Deniz et al., 2021). Research on parental self-efficacy and parental participation in children's education has a tendency to disregard dads, despite the growing recognition of the important role that fathers play in their children's development and learning (Tauti and Warleggan, 2019). The importance of parental participation in their children's education has emerged as a significant theme in educational policy and research in recent years (Acer et al., 2021; Ribeiro et al., 2021). In this sense, several

2/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

proposals for school reform include programmes designed to increase parental participation in their children's education in order to boost student success and eliminate educational inequities (Lo et al., 2021).

B. AUTHORITATIVE (FLEXIBLE) PARENTING STYLE

Baumrind says that parents who raise their children using an authoritative approach are extremely responsive and extremely demanding of their children. They have a kind demeanour yet maintain a tough demeanour, and they encourage their child to be independent by placing restrictions on the activities that their child may participate in. In addition, authoritative parents are also able to generate good personalities in their children, and as a result, such children have a tendency to have high levels of social efficiency, psychosocial development, academic growth, and motivation. Children who are raised by parents who may be considered authoritative typically have the best outcomes (e.g., school success, good peer skills, and high self-esteem). This holds true across a wide range of age groups, racial and ethnic groups, social classes, and cultural traditions.

C. AUTHORITARIAN PARENTING STYLE

According to Baumrind, a parent who adopts an authoritarian style has a low degree of responsiveness but a high level of demandingness towards their children. Parents show a little bit of friendliness toward their children while at the same time always controlling their behavior, having hopes and high expectations in regard to their children, practicing the control approach, which includes punishment and strict regulations, and not allowing their children to take responsibility for their actions. Authoritarian parents have the mindset that they have complete power over their children's life and that their children have no choice but to submit unquestioningly to their demands in every aspect of their being.

A number of studies conducted in the past have demonstrated a strong and favorable connection between the authoritarian management style and high levels of academic accomplishment. This indicates that children who are raised by authoritative parents are more likely to attain success in their academic endeavors. The conduct of their children can be controlled by authoritarian parents through the employment of strict discipline and frequently the use of harsh punishments such as physical punishment. Their methods of discipline are coercive, which means they are

3/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

arbitrary, demanding, and dominant, and they are preoccupied with delineating status differences.

D. PERMISSIVE PARENTING STYLE

Baumrind explains that permissive style parents are less demanding but more receptive to their children's needs. Parents that practise permissive parenting are kind and welcoming to their offspring and do not exert direct authority over them. Parents who are permissive tend to establish few rules and boundaries for their children and are hesitant to enforce regulations when they do. They cater to the requirements of their children and treat them as mature persons who are able to choose the path that they should take in life. The only regulations and limitations that they impose on their children are small and particular ones. Therefore, there may not be any pressure or specific guidelines for appropriate conduct for youngsters. These parents do not take an active interest in the activities that their children participate in and give their children the freedom to make their own decisions.

These warm and indulgent parents are nice and generous, but they do not like to disappoint their children by saying no. They do not like to say no. According to the findings of some studies, a permissive parenting style is associated with lower academic achievement in children. This is likely due to the fact that permissive parents do not exert much influence over their children's behavior, allowing the children to make most of the decisions themselves. These parents establish relatively few rules and limits, and they are hesitant to strictly enforce the restrictions that they do establish. Children whose parents adopt a permissive parenting style may have specific behavioral disorders or have trouble following rules, have less self-control, possess inclinations toward egocentrism, and experience greater difficulties in their relationships and social interactions.

E. THE IDEA OF 'PROFESSION'

The origin of the term "profession" may be traced back to the Latin verb profiter, which means "to profess" in the sense of making a solemn pledge or promise (as in taking a monastic oath). This may be construed as implying that entering a career means making a commitment to gaining the necessary information and abilities, as well as embracing the ethos of the profession. If there is any consensus on what must be present for a certain line of work to be considered a profession (using the term in its narrower Anglophone definition), it remains

4/12 **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

rather close to its etymological source. Utilizing Hoyle's, John's, and Frierson's work as references, some of the qualities that are generally acknowledged as essential include the presence of an ethos that prioritises the well-being of society, the capacity for independent thought and decision-making that is unaffected by employment or other contractual obligations, and the presence of expert knowledge that ordinarily draws on some kind of theoretical foundation.

F. PROFESSIONS, PROFESSIONAL ASSOCIATIONS AND PROFESSIONALS

Because these three ideas are frequently mixed up with one another and their qualities are frequently misinterpreted, it is important to examine them independently. According to Hoyle and John, a person is considered to be a professional if they make skillful use of expert or specialist knowledge, exercise independent thought and judgement, and voluntarily commit to a predetermined set of principles. This definition suggests that a professional is someone who embodies the concept that is inherent in the word "profiter." It is conceivable for a person to operate as a professional based on a set of expertise and abilities that is largely unique to the individual. This does not need the person to be a member of a profession that can be clearly defined or of a professional association. Both the idea of "extended professionalism" and the way I practise, which I will refer to as my "Model B" practice in the following section, are indicative of professionals who, despite the fact that they may be affiliated with a recognized profession, are able to practice from this independent perspective. One definition of a profession is an occupation that is relatively well-defined and satisfies a defensible set of criteria for becoming a profession.

These criteria might be derived from a social construct, a characteristic, or a sociological perspective. Because arguments on whether or not jobs may be deemed professions are heavily reliant on one's perspective, it is necessary to specify both the perspective and the criteria that are being employed. A rule of thumb that is sometimes used is that a profession normally requires education or training at the university level or the equivalent, and is governed by some form of a professional body. However, even this rule of thumb can be problematic because it excludes certain professions, such as teaching (including the ancient profession of university teaching) and the priesthood, as well as newer professional groups, particularly those working in the technology and communications field. In actuality, it is not strictly necessary for a profession to have a professional association or registration body.

5/12 **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

This could be due to the fact that sufficient identity and coherence are provided through employment, or it could be due to the fact that (especially in rapidly-evolving areas), formal organizations have few benefits. In either case, employment is the primary source of identity and coherence in a profession.

There are many different kinds of professional bodies, such as learned societies, semi-formal associations based on communities of practice, self-regulating professional associations, state-backed regulatory bodies, bodies that perform a role comparable to that of a trade union, and "paired" bodies, in which one organization is responsible for registration and regulatory matters and another organization is responsible for membership, promotional activity, and continuing development. Other types of professional bodies include bodies that perform a role comparable to that of a trade union.

II. RESEARCH METHODOLOGY

A. APPROACH AND RESEARCH DESIGN

A quantitative methodology was utilised in the course of this investigation. A quantitative method, also known as putting more of an emphasis on the findings of his study and presenting them in the shape of a description through the use of statistics, was taken. Determination of the sort of research to be conducted depending on the objective of the study, which is to determine whether or not there is a link or an impact. The influence of children's academic performance on the parenting styles and circumstances of their parents

B. RESEARCH VARIABLE

The Variables here are anything in the form of what is set by the research to be learned so that in obtaining information about it, then in draw conclusions.
Then the variables studied in this study there are two variables,

C. POPULATION AND SAMPLE

The population is the focal point of the investigation in its entirety35. In other words, the population functions as an integrated whole that possesses the qualities that are the focus of the research. Even if a portion of the sample comes from the whole population, it was collected in a specific method. The population was then comprised of eighth grade pupils from 8A till 8H at State Junior High School 2 Singosari.

6/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

3. IDENTITY OF RESPONDENTS BASED ON CONDITION OF PARENTS

Table 1 Identity of Respondents as a Percentage, Determined by the Status of Their Parents

No.	Condition of Parents	F	%
1.	Harmonious	139	80.3%
2.	Fatherless	14	8.1%
3.	Broken home	13	7.5%
4.	Motherless	5	2.9%
5.	Fatherless and Motherless	2	1.2%
Total		173	100%

It is clear from the data shown in the table that the majority of the people who took part in this research project have a harmonious state, as indicated by the proportion of 80.3% presented there. The proportion of responders without a biological father comes in at 8.1%. In addition to this, 7.5% of the respondents are students, and they all suffer from the Broken Home condition. The remaining 2.9% of respondents are considered to be students who are affected by the circumstance of motherlessness. While the remaining 1.2% of responses are comprised of pupils who were orphaned at some point in their lives.

Score Learning Achievement Social Science

7/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

Table 2 Std. Score for Deviation Accomplishments in Learning Liberal Arts

N	Minimum	Maximum	Mean	Std. Deviation
173	50	91	73.21	8.463

The findings of descriptive statistics of social science learning reveal that the mean value of students in classes VIII A to VIII H at State Junior High School 2 Singosari is 73.21, with a standard deviation of 8.463. These results were obtained from the study of students at the school. At State Junior High School 2 Singosari, the least score required to pass from Class VIII A to Class VIII H is 50, while the highest score is 91. It is possible to draw the conclusion that out of the 173 students who participated in the research and became the sample, those who achieved the greatest social science score of 91 and those who achieved the lowest score of 50.

(1) Perception of Respondents

AUTHORITATIVE VARIABLE

The following table will show you how respondents felt about various Authoritative factors and their perceptions of them:

Table 3 The percentage of respondents who have the perception

Question		Respondent Answer				Average
		S	KD	P	TP	
Item 1	F	41	79	43	10.00	2.87
	%	23.7%	45.7%	24.9%	5.8%	
Item 4	F	66	54	38	15.00	2.99

8/12 **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

	%	38.2%	31.2%	22.0%	8.7%	
Item 5	F	95	38	39	1.00	3.31
	%	54.9%	22.0%	22.5%	0.6%	
Item 10	F	76	26	51	20.00	2.91
	%	43.9%	15.0%	29.5%	11.6%	
Item 11	F	105	33	31	4.00	3.38
	%	60.7%	19.1%	17.9%	2.3%	
Item 13	F	110	22	33	8.00	3.35
	%	63.6%	12.7%	19.1%	4.6%	
Item 14	F	125	28	18	2.00	3.60
	%	72.3%	16.2%	10.4%	1.2%	
Item 18	F	81	45	40	7.00	3.16
	%	46.8%	26.0%	23.1%	4.0%	
Item 21	F	65	34	54	20.00	2.83

9/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

	37.6%	19.7%	31.2%	11.6%	
%					

According to the findings of the descriptive analysis shown in the preceding table, it was discovered that out of a total of 173 students in grades A to VIII H at State Junior High School 2 Singosari, at most 45.7% of respondents stated sometimes that parents often invite students to sit together to discuss student ideals, and for 24.9% of respondents stated that parents often invite students to sit together to discuss student ideals. According to the results of the survey, the majority of respondents believe that parents occasionally encourage students to meet together and discuss student values. The average item scored 2.87.

RESULT

The fatherless score has a path coefficient of -0.187, which suggests that it is impacted by social science. This is because fatherlessness is a measure of the absence of a biological father. This indicates that the social science score of orphaned students is significantly higher than the social science score of students whose parents are unable to provide them with a father figure. This is in contrast to the social science score of students whose parents are able to provide them with a father figure. The correlation between not having a mother and having a better impact score in social science has a path value of -0.068. This suggests that the social science score of children who have lost both of their parents to the condition of motherlessness is much lower than the social science score of students whose conditions include the condition of motherlessness in both of their parents. The score for the effect of social science has a path coefficient of -0.114, and it is negatively correlated with harmony. This suggests that when a student comes from a chaotic home situation, the value of the student's success in social science is more significant than the student's performance in social courses. X2 is responsible for the cloncussion that occurred. An orphan's score in social science is identical to that of any dummy indication, and an orphan should have a dominant score based on one of the other criteria that their parents had. This indicates that the display condition, as seen in the route map, which requires there to be no significant gap between the academic aptitude of the parents and the children, has been met.

10/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

CONCLUSION

The students at State Junior High School 2 Singosari are taught to disbelieve the idea that there is a beneficial impact that there is had on the many social studies topics that they study. As a result of the fact that the model of democratic foster parenting has a route effect coefficient of 0.044, which adds to the value of social subjects. This lends credence to the idea that becoming a parent has a positive effect, although a very minor one, on the priority that is put on social concerns. 2. The route coefficient of harmony to the influence of social science received a score of -0.178. This suggests that the significance of the social science scores of orphaned kids is more noteworthy than the social science scores of learners who are living in harmonious settings.

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11/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*

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12/12 | **Dibya Priyadarshini*:** *M. Phil. University Department of Zoology, B.R.A. Bihar University, Muzaffarpur. India. E-mail: divyayashbabloo@gmail.com*