



**A Correlational Study between Psychological Separation and Career Indecision among
Young Adults**

Dissertation submitted

**University of Mumbai M.A. (CBCS) Degree In
Psychology (Faculty of Humanities)**

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Statement by the Student

As required by the University Ordinance 770, I wish to state that the work embodied in this dissertation titled “*A Correlational Study between psychological separation and career indecision among young adults*” forms my own contribution to the research work carried out under the guidance of Mrs. Bharavi Vishwasrao at VIVEKANAND EDUCATION SOCIETY’S COLLEGE OF ARTS, SCIENCE & COMMERCE. This work has not been submitted for any other degree of this or any other University. Whenever references have been made to previous works of others, it has been clearly indicated as such and included in the Bibliography.

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Declaration

The work presented in this dissertation has been conducted by me under the guidance of Mrs. Bharavi Vishwasrao, Professor of Psychology, Vivekanand Education Society's College of Arts, and Science & Commerce.

The observations, analysis and interpretations are made in the study as well as the conclusions arrived at and included in the dissertation are entirely my own.

The work reported in this is original and to the best of my knowledge, has not been submitted in part/full for any other diploma or degree of the University of Mumbai, or any other University, or Institute.

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Abstract

The relationship between psychological separation and career decision of young adults was assessed. Separation-individuation and attachment are two developmental processes that lead to identity formation (Sullivan & Sullivan, 1980). Practically all of the major career choice and developmental theories recognize the significance of the family in the professional development of late teens and young adults to varied degrees. Correlational Analysis revealed that there is a significant relationship between psychological separation from mothers and career decision among young adults. The sample consists of survey data from 155 undergraduate students. The results from the current study further expand on the results from other studies in the effects of separation - individuation.

Keywords: Separation – Individuation, Psychological Separation, Career Decision

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Introduction

Coleman (1961) defined parent-adolescent relationships as a “generation gap and characterized adolescent society as a world apart, with norms and values that vary considerably from those that define adult society.” Twenty years later Michael Rutter in 1980 stated that young people tend both to share their parent’s values on the major issues of life and to turn to them for guidance on most major concerns.

Separation-Individuation

Separation-individuation and attachment are two developmental processes that lead to identity formation (Sullivan & Sullivan, 1980). Separation refers to “the physical and psychological separation from one's parents, particularly from one's mother” (Blos, 1967; Freud, 1958; Mahler et al., 1975). Individuals are expected to acquire psychological detachment from their mother during their adolescent and young adult years (Blos, 1967; Freud, 1958). Individuation refers to gaining independence from one's parents and is demonstrated by the completion of developmental tasks during one's life (Blos, 1967; Erikson, 1963, 1968). Separation and individuation are developmental processes that are linked yet separate (Mahler et al., 1975). According to traditional identity theory, individuation is achieved by psychological separation (Blos, 1967; Freud, 1958). According to more recent theory, safe attachment promotes individuation (Doctors, 2000). Attachment (Bowlby, 1982, 1988), an affective link that supports survival by serving a security or protective function, is assumed to promote individuation by serving a security function (Ainsworth et al., 1978; Doctors, 2000). When one feels secure, they are more likely to investigate and engage in activities that lead to environmental mastery. When in distress or danger, however, one seeks emotional and physical proximity to a caregiver, using the caregiver as a solid base (Ainsworth et al., 1978; Sroufe, 1995).

Theories Supporting Psychological Separation

Attachment theory, according to Feeney (1998) and Sroufe (1995), is primarily an affect regulation theory in which emotion mediates adaptive behavior. Similarly, Antonucci (1976) noted that, while attachment was originally and largely thought to be a measure of proximity-seeking, it has now evolved into an index of global functioning. Essentially, a group of theories promoted the idea that psychological separation, attachment, or some combination of the two contributes to individuation, or the development of autonomy from one's parents (Ainsworth et al., 1978; Blatt & Blass, 1990). Stable attachment was thought to foster firmer individuation, which means more autonomy (Doctors, 2000). Endorsing this idea, Gilligan (1982) advised women to separate their need for relationship preservation from their need for approval. She admitted that much of women's relationship engagement is motivated by their need for approval rather than a genuine demonstration of concern (Gilligan, 1982; Litwin, 1986). Those seeking security through attachments, particularly beyond childhood age, increasingly seek emotional or psychological security, which, if reached, drives them to individuate, to pursue objectives of achievement (Bowlby, 1982, 1988).

Separation-individuation from both parents is essential in the course of normal growth, and in a "typical" household, the mother-daughter separation process is not much different from the father-daughter separation process, though the former appears slightly more complex (Grotevant & Cooper, 1985; Lapsley et al., 1989). Bratcher (1982) underlined the issue of separation and autonomy in the family structure as being especially relevant in the employment decisions of many young people.

Separation-individuation is a typical developmental activity with major adaptation implications for adolescents and young adults. Although this process has been conceptualized differently in both the evolving object relations tradition (Blos, 1979; Josselson, 1988).

According to family systems theory (Allison & Sabatelli, 1988; Gavazzi & Sabatelli, 1990), it entails a restructuring of family ties in order to achieve independence and autonomy within the context of ongoing relationships with careers. The pressure to individuate necessitates the young adult to let go of parental reliance, yet this should not come at the expense of strong familial ties.

Psychological separation is a developmental process through which individuals gradually establish an independent and autonomous sense of self, separate from their parents or primary caregivers. It involves a shift in the individual's internalized beliefs, values, and sense of identity from those of their family of origin to those of their own. Psychological separation can involve several different dimensions, including emotional, cognitive, and behavioral separation. Emotional separation involves the ability to regulate one's own emotions and not be overly influenced by the emotions of others, while cognitive separation involves the ability to think for oneself and form one's own opinions and beliefs. Behavioral separation involves making independent decisions and taking responsibility for one's own actions. Psychological separation is a natural and necessary process for healthy adult development, as it allows individuals to establish their own identities, pursue their own goals, and form healthy relationships with others outside of their family of origin. However, the process of psychological separation can be challenging and may involve feelings of guilt, anxiety, and conflict as individuals navigate the complexities of establishing independence while maintaining meaningful connections with their families. Individualization's purpose is relational autonomy, which affirms independence and self-governance within the context of ongoing, mutually affirming interactions (Josselson, 1988). As a result, the young adult's developmental duty is to manage the continual dialectic between separation and connectedness while avoiding the undesirable outcomes of fusion and enmeshment on the one hand and complete detachment and isolation on the other.

Ainsworth et al. (1978) reported delays in children's individuation or exploratory behavior because of the mother's rejection of children's autonomy and failure to be emotionally sensitive to children. According to researchers' parental rejection of teenage autonomous conduct causes psychological distress and has a negative impact on individuation. Gilligan (1982) identified approval-seeking as a barrier to women's advancement. Erikson (1963, 1968) claimed a link between social and parental acceptance and initiative, as well as a link between environmental mastery and occupational interests.

Parental demands or approval were emphasized by career theorists (Bordin, 1984, 1994; Super 1992) in the career decision-making process. Thus, the combination of these theories and observations suggested that the emotional consequences of parental approval or disapproval, as communicated and perceived within the parent-child relationship through psychological separation and attachment developmental processes, has an impact on one's individuation throughout childhood and adolescence. Attachment has been proposed to regulate emotion and mediate behavioral response in anxiety-provoking situations, therefore it has conceptual significance to the emotional and adaptive reactions triggered by parental authority (Doctors, 2000; Feeney, 1998; Sroufe, 1995). Blos (1967), Erikson (1963, 1968), Freud (1958), and Vivona (2000b) all demonstrated that individuation milestones such as professional dedication necessitate psychological separation from parents. They emphasized that psychological separation allows for identity resolving. Adolescence is the labor of psychological separation or psychic restructuring, in which one surpasses established parental boundaries and exercises increasing autonomy as prescribed by one's own identity (Blos, 1967). Failing to form an adequate identity through adolescence may result in role confusion (Erikson, 1959), in which the individual experiences uncertainty and anxiety and relies excessively on others for guidance and support. Career indecision is a more complex problem. (Slaney, 1988) asserted that it is related with anxiety (e.g., Fuqua et al., 1988), submissiveness, inactivity, excessive desires for

approval, self-criticism (Cooper et al., 1984), and identity confusion (e.g., Holland & Holland, 1977). Even though it has been indicated that career indecision is linked to interpersonal difficulties (Cooper et al., 1984).

Career Decision

Many college students find it difficult and stressful to make a professional choice. It is estimated that 25% of all students entering colleges and universities do not have a professional choice (Lunneborg, 1975). Some people will struggle with job decisions throughout their undergraduate years and beyond. Initially, professional hesitation was thought to be a normal developmental delay in young adults' vocational choice making (Grites, 1981). However, claims that diverse subgroups within the indecisive population exist and must be recognized (Barak & Friedkos, 1982) and variably diagnosed (Fuqua & Hartman, 1983) have disputed this view. Although, the family has been identified as an important determinant of career choice (Bordin, 1984, 1994; Super, 1992), researchers (Blustein et al., 1990; Lopez & Andrews, 1987) have indicated that little is known about how the family influences career choice. "Research on identity, which encompassed theoretical ideas and methodology arising from both the psychodynamic and developmental perspectives, may provide the platform for some degree of convergence in the career realm" as Blustein (1994) proposed (p. 146). Erikson's (1963, 1968) psychosocial identity theory combined psychodynamic and developmental approaches within a social framework. As a result, according to Munley (1977, as stated in Vondracek, 1992), Erikson's identity theory "provides a framework for integrating career growth with total human development" (p. 138). The prevalent view of career indecision as a trait is based on the common observation of negative psychological symptoms associated with this condition (Holland & Holland, 1977). The most often reported characteristics of this population are poor identity development, an external locus of control, and anxiety (Hartman & Fuqua, 1983). Yet, efforts to distinguish indecisive subgroups from other undecided subgroups solely based on intrapsychic characteristics have yielded

inconsistent findings. The issues of the indecisive college student in choosing a vocation, as well as the lack of existing models to account for the formation of this phenomena, highlight the need for theory expansion. One recent endeavor in this approach is the application of a family systems viewpoint to career development (Brachter, 1982; Zingaro, 1983). The transition from a trait-focused to a more contextually sensitive perspective of career hesitation necessitates careful consideration of the interactional character of professional choice making, particularly as it occurs in the context of one's family. Psychological separation and life adjustment are predicted to have a positive association between late adolescence and early adulthood in most theories of human development (Blos, 1979; Dashef, 1984). Furthermore, difficulties with parent-child separation during this time have been philosophically and empirically connected to young adult maladjustment (Haley, 1979; Hoffman, 1984; Lopez et al., 1986; Meyer, 1980). According to Wechter (1983), if parents are to promote the young adult's healthy individuation, they must promote autonomy, maintain their marital partnership, and reduce the emotional attachments that bind the young adult to the family. Such family processes might present themselves in a variety of ways when it comes to career decisions. For example, instead of pushing a specific job path, both parents should encourage vocational research. They can accept their children's uncertain decision-making rather than criticizing it or demanding greater decisiveness. Stable family systems would also show that both parents can avoid emotional entanglements with their son or daughter over work issues. A distinct parent-child boundary must exist during this phase, according to structural family theory (Minuchin, 1974). Finally, the appearance of career indecision may be a response to unresolved multigenerational difficulties. Often, a student who is undecided about a career is fearful of failing one or both parents by pursuing a specific career path. Vocational counsellors frequently hear students say things such, "My dad doesn't think much of journalism" or "My mom thinks all business leaders are materialistic and selfish." These assumptions are likely to obstruct healthy job inquiry and consideration. The uncertain student may consider himself or herself as the only member of the family who can address the unfulfilled

demands of parents, as discussed by Bowen (1978). Most vocational theorists have long recognized the importance of family influence on job decision making (Osipow, 1983). Parents, according to Shoffner and Klemer (1973), impact their children's profession choices by serving as role models, effects on children's self-concept, occupational motivators, employment information resources, and providers of the developmental environment. Psychological separation and attachment, according to a combination of ideas and pragmatic studies, mediate individuation. (In this study, individuality was defined by the criterion career choice commitment). However, the review of the literature indicates that both constructs, psychological separation, and maternal attachment, had not been previously investigated in a group of graduating college seniors, although advisement for such research was implicit in the literature (Blustein et al., 1989; Lopez & Andrews, 1987).

Some traditional theories of career development and choice have emphasized the role of the family as a significant impact on the career development of adolescents and young adults (Roe, 1957; Super, 1957). Practically all the major career choice and developmental theories recognize the significance of the family in the professional development of late teens and young adults to varied degrees. Several academics advocate adopting family system theories in the field of vocational psychology to remedy these limitations (Herr & Lear, 1984). Linking developmental psychology theories and relational or psychodynamic theories were recommended by researchers and theorists (Blustein, 1994; Bordin, 1994; Brown & Watkins, 1994; Savickas & Lent, 1994) to advance understanding in career development and thus illuminate the family's influence on this process. One theory is that professional indecision provides a route for the family to postpone a critical transition, that of young adult separation. Career indecision not only makes the student "helpless" to make and implement professional choices, but it also forces parents to become more involved with their children. Presumably, in families where the existing parent-young adult boundary is weak, the developmental job of career choice making, which necessitates more differentiated functioning from both parents and the young adult, may be regarded as endangering

the family's balance. The presence of a symptom (indecision) that reactivates increased parent-child connection can alleviate this threat.

Review of Literature

This section examines the theoretical and empirical impact of psychological separation and attachment on career decision-making. Traditionally, adolescents were thought to develop a sense of self by distancing themselves from their parents (Freud, 1958). He saw adolescent upheaval and emotional estrangement from their parents as a necessary and desirable stage of development. However, Neo-analytic theorists modified their approach and hold back the role of detachment and conflict in general, instead proposing that healthy adolescence involves a process of individuation in which teens gradually come to see themselves as distinct from their parents (Blos, 1967).

Blos (1967) stated that the process of separation individuation repeats itself in adolescence as the second separation-individuation process. According to this viewpoint, adolescent autonomy development entails a dual movement in which they physically and emotionally distance themselves (separation from their parents) and increasingly taking responsibility for themselves without relying on their parents (individuation). Burlin (1976) in his study on occupational status and educational level of parents on 149 females discovered that the educational level of mothers had a significant impact on the career aspirations and career choice of their daughters. Additionally, Burlin (1976) reported in an early study of college women that daughters of working mothers tend to choose a life pattern like their fathers, and he also emphasized the importance of mothers as role models in the development of their daughters' career goals and aspirations.

Bowen (1986) studied Israeli sample of university students under which 25 males and 92 females participated and it was found that a young adult who has had little experience with independent decision making may lack the track record of accomplishments required for the development of

a strong sense of self-efficacy. Because such people are prone to being overwhelmed by emotion to the detriment of objective thinking.

During the 1980s, and 1990s, many developmental researchers challenged the classic psychoanalytic theory of the development of autonomy, proposing that autonomy does not require severing off ties with parental figures (e.g. Allen et al., 1994a; Collins, 1990; Collins & Repinski, 1994; Grotevant & Cooper, 1986). Instead, they proposed that autonomy and social connections coexist and influence one another. According to Gergen (1987), self-esteem and self-confidence are variables that affect one's ability to achieve proficiency or career success; thus, they play an important role in thinking about career choices (Markus & Nurius, 1987). In another study, Lopez et al. (1989a) examined more directly the importance of parental marital status in adolescent separation. The authors used the PSI and found that the separation of college students with divorced parents was distinct from that of their intact-family peers. Students with divorced parents showed higher levels of functional and emotional independence from fathers and higher levels of attitudinal independence from both parents relative to their peers from intact families.

Smith (1991) discovered that college students and young adults perceive their parents as having a significant influence on their career choices by studying 791 undergraduate students enrolled in a Midwestern, Urban University. However, parents may be unaware of the impact they have on their children's career development and vocational choices.

Numerous studies have indicated that middle and older teenagers are less likely to endorse items implying that their parents are flawless than younger adolescents (Beyers & Goosens, 1999; Levpuscek, 2006). Similarly, Gutman and Eccles (2007) discovered that older teens are less likely to report feelings of respect for parents and a desire to be exactly like them than younger teens. The bond between parents and their children is deteriorating (Collins and Steinberg, 2006). Otto (2000) found that of all the people to whom the youth can turn for help with making career plans, most look to their mothers. The author surveyed 362 participants for the study of Youth's

Perspective on Parental Career Influence. Lapsley and Edgerton (2003), examined the relationship between Separation Individuation, Adult Attachment Style, and College Adjustment on the sample of 156 young adults and found that college adjustment was positively associated with secure adult attachment.

Tokar and Withrow (2003) studied structural equation modelling based on the sample of 350 college students and found out that regardless of whether global or component career indecision measures were used, separation and attachment security effects on indecision were partially mediated through vocational self- concept crystallization. The authors also found that the strongest mediated relations were observed for the effects of attachment anxiety and maternal attachment. Whiston and Kellar (2004) did a study on the role of parental influences on young adult's career development under which they used a sample of 293 students from Midwestern state and found that perceived parental behaviors are associated with young adult's career development.

A cross sectional study conducted by Zhu et al. (2016) examining the associations between coping strategies, psychological health, and career indecision among medical students in China. Among all the factors in the test, career indecision was positively associated with psychological distress. The study further showed how a higher level of career indecision is negatively associated with using problem- focused coping strategies among medical students.

Rationale

The process of separation- individuation has been conceptualized differently in the emerging object relations tradition, and family systems theory by (Blos, 1979; Josselson, 1988). Existing studies have yielded mixed results, but the theorist believe that there is some relation between the family relations and career decisions. The press toward individuation requires the young adult to shed parental dependencies, yet this should not come at the expense of close familial ties. The goal of individuation is relational autonomy, whereby independence and self- governance are

affirmed within the context of continuous, mutually validating relationships (Josselson, 1988). As a result, the developmental duty of the young adult is to manage the continuous dialectic between separation and connectedness while avoiding the negative outcomes of fusion and enmeshment on the one hand and complete detachment and isolation on the other. It is important for a young adult that they have a safe attachment with their parents and yet have their own opinions and confidence to make decisions about their career personal life. The rationale of the study was to look at the relation between psychological separation from mothers and career decision among young adults in the current scenario.

Objective

To understand the relationship between psychological separation from mothers and career indecision among young adults.

Hypothesis

H₀- There is no significant relation between psychological separation from mothers and career indecision among young adults.

H₁- There is a significant relation between psychological separation from mothers and career indecision among young adults.

Methodology

Participants

Data was collected by snowball sampling. The data of 155 undergraduate students between ages 18 to 22 ($M = 20.27$; $SD = 1.59$) from an Indian university was collected. The sample consisted of 21.3% of 18 years old, 16.1% of 19 years old, 12.9% of 20 years old, 12.9% of 21 years old and 36.8% of 22 years old students.

Age (in years)
155 responses

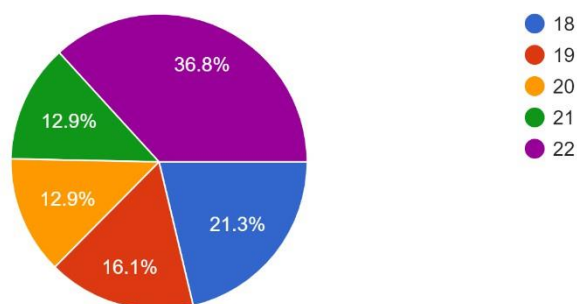


Figure 1

Age distribution among the participants

Research Design

The quantitative research method was employed for the study under which cross-sectional method was adopted i.e. it is a type of research design in which the data is collected from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them. The research involved a correlational design to see the relation between the psychological separation from mothers and career indecision of young adults.

Measures

Psychological Separation

Psychological Separation Inventory (PSI; Hoffman, 1984) as a measure of psychological separation, which was consistent with earlier studies on family relations in late adolescence and early adulthood. The PSI is a 138-item self-report questionnaire with four measures reflecting psychological separation: Emotional Independence (assessed by 34 items that tap one's reported freedom from excessive need for approval, closeness, and emotional support from parents); Conflictual Independence (assessed by 50 items that tap one's reported freedom from guilt, anxiety, mistrust, responsibility towards, or resentment of one's parents); and Attitudinal Independence (assessed by 50 items that tap one's reported freedom from guilt, anxiety, mistrust, responsibility towards, or resentment of one's parents. Subjects score the truth of each item on a scale of 1 to 5, with 1 being "not at all true of me" and 5 being "very much true of me." Half of the items are for the mother and half are for the father; each scale is scored separately for the mother and father items. Ratings are added together and deducted from the total possible for the scale, with higher scores indicating greater psychological isolation. With the PSI, Hoffman (1984) reported internal consistency estimates ranging from .88 to .92 and test-retest reliabilities ranging from .49 to .96. The lack of relationships between the PSI and social desirability (Rice et al., 1990) and the significant associations between the PSI and various adjustment problems predictably related to psychological separation, such as academic adjustment and interpersonal problems (e.g., Hoffman & Weiss, 1987; Lopez et al., 1988), provide evidence for the measure's construct validity of .90.

Career indecision

The Career Decision Scale (CDS; Osipow, Carney, & Barak, 1976) to assess career indecision among college students. The Indecision Scale is comprised of 16 of the 19 CDS items. The CDS employs a four-point Likert scale (1 = "not at all like me" to 4 = "exactly like me"), with higher

scores suggesting greater career indecision. The total CDS test-retest coefficients were .90 and .81 for two samples obtained at 2-week intervals (Osipow, 1987). Evidence for the measure's construct and criterion validity can be derived from studies in which the CDS has been associated in predictable ways with relevant personality variables such as locus of control (e.g., Taylor, 1982) and state and trait anxiety (Fuqua et al. 1988), as well as other conceptually related constructs (Osipow, 1987). A recent factor analysis with the CDS reveals that it assesses an independent part of career choice making, supporting conclusions regarding the measure's construct validity of .92 (Tinsley et al., 1989).

Procedure

A google form was circulated in the colleges of two cities i.e. Delhi and Mumbai to conduct an online survey. Before giving out the final google form, a pilot study was done to see the fatigue effect and it was found out that the questions under psychological separation inventory were repetitive and too many. Therefore, only half of the psychological inventory that is 69 questions related to only mother/ maternal figure were administered for this study. The participants were assured of complete anonymity and confidentiality of all data.

Informed consent was taken along with demographic details such as age and name. Snowball sampling, which is a non- probability sampling method, was employed for data collection. The form consisted of two questionnaires measuring psychological separation and career indecision. Approximately it took 10-12 minutes to complete the survey form and participation was voluntary.

Statistical Analysis

The R software was used to carry out the required statistical analysis. To test the relationship between psychological separation from mothers and career indecision among young adults spearman correlation was conducted.

Results

To test whether there is a correlation between psychological separation from mothers and career indecision among young adults, Spearman's Rho was conducted because the data of one variable i.e. psychological separation was not distributed normally. The results for Career Indecision (Mean = 34.29; Standard Deviation= 5.13) and Psychological Separation from mother's (Mean=193.52; Standard Deviation= 38.06). The correlation between both variables is 0.37 which is less than the p value of 0.01. Hence, the correlation amongst career indecision and psychological separation is significant.

Table 1

Shapiro Wilk's Test

Groups	W	p
Psychological Separation	0.99177	0.5137*
Career Decision	0/95803	0.0001*

*Indicates at $p > .05$

Table 2

Means, standard deviations, and spearman's rho with confidence intervals

Variable	M	SD	1
Psychological Separation	193.52	38.06	
Career Decision	34.29	5.13	.37**

Note. *M* and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). *Indicates $p < .05$. ** indicates $p < .01$.

Discussion of Results

The purpose of this investigation was to observe the relationship between psychological separation from mother and career indecision amongst young adults. This study examined how undergraduate student's psychological separation from their maternal figure i.e. their mother/grandmother is related to their career indecisions and tested for correlations among the measurements used in this study. This research was conducted to see if there are some changes in the relation between both variables. The results of this study are significant in that it has added recent empirical data to a largely theorized area of study.

A positive correlation is seen between the two variables of the study i.e. psychological separation from mothers and career decision among young adults. Past research have a positive view on the

relationship between psychological separation and career indecision. Separation- individuation is a process of ego formation that is often regarded as the primary developmental task of adolescence. Indeed, Douvan and Adelson (1966) observed that “family separation is one of the universals of the youth experience.” Blos (1967) stated that the process of separation individuation repeats itself in adolescence as the second separation- individuation process. Some traditional theories of career development and choice have emphasized the role of the family as a significant impact on the career development of adolescents and young adults (Roe, 1957; Super, 1957). According to this viewpoint, adolescent autonomy development entails a dual movement in which they physically and emotionally distance themselves (separation from their parents) and increasingly taking responsibility for themselves without relying on their parents (individuation).

Implications

Understanding dynamics of the mother-child relationship and its influence on young adults is necessary. It is also essential to understand the influence of separation- individuation of mother-child on young adult’s career decisions to make an informed choice of appropriate treatment strategy.

Limitations and Future suggestions

There are certain limitations to the study:

- The data collected for this study was done by using the technique of snowball sampling. Which is a non- probability sampling technique. Therefore, we don’t know if the sample was definite or not.
- The results cannot be generalized to the population as the sample of the study is only 155 undergraduate students.

- The scale used to measure psychological separation and career indecision was standardized in west. Young adults living in India might not have the same upbringing view, values, beliefs, and parental style as the students in west for the questionnaire. Utilizing a scale standardized on Indian sample would have aided in a better understanding and conceptualization of what psychological separation means in Indian context.
- Lastly, the data was based on self- reports of Indian young adults. Therefore, the results can be skewed due to bias, current mood, or forgotten information when filling out the questionnaires.

Further research can focus on developing a shorter version of the psychological separation inventory as 138 items brings to much fatigue and the participant losses interest. Also, it can focus on developing a more comprehensive scale of career indecision and psychological separation inventory relevant to Indian context.

Conclusion

There are multiple factors that influence a young adult's career decisions. This study explores the relation of psychological separation from mothers and career decisions among young adults. Some traditional theories of career development and choice have emphasized the role of the family as a significant impact on the career development of adolescents and young adults (Roe, 1957; Super, 1957). Due to this it is necessary to examine the relationship between the psychological separation from mothers and career decisions among young adults. Career indecision not only makes the student "helpless" to make and implement professional choices, but it also forces parents to become more involved with their children. Preventive measures such as improving parent- child relationship, focused support, and increased awareness about career choices should be considered. Additional research is needed to investigate how different factors affects career decisions.

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Appendix

Appendix A

Psychological Separation Inventory

PSYCHOLOGICAL SEPARATION INVENTORY

Instructions: The following list of statements describes different aspects of students' relationships with both their mother and father (or primary maternal and paternal figures). Imagine a scale ranging from 1 to 5 that tells how well each statement applies to you. In the space next to the statement, please enter a number from 1 (not at all true of me) to 5 (very true of me). If the statement does not apply enter 1. Please be completely honest. Your answers are entirely confidential and will be useful only if they accurately describe you.

Please respond to the following items based on your relationship with the woman who has been the primary maternal figure in your life (if this person is deceased and there is currently no other maternal figure in your life, check here ___ and skip to father section). Please indicate below about whom you will be responding:

___ mother ___ stepmother ___ grandmother ___ other (please specify) _____

Not at all true of me 1	A little bit true of me 2	Moderately true of me 3	Quite a bit true of me 4	Very true of me 5
___ 1.				
___ 2.				
___ 3.				
___ 4.				
___ 5.				
___ 6.				
___ 7.				
___ 8.				
___ 9.				
___ 10.				
___ 11.				
___ 12.				
___ 13.				

___ 1. I like to show my friends pictures of my mother.

___ 2. Sometimes my mother is a burden to me.

___ 3. I feel longing if I am away from my mother for too long.

___ 4. My ideas regarding racial equality are similar to my mother's.

___ 5. My mother's wishes have influenced my selection of friends.

___ 6. I feel like I am constantly at war with my mother.

___ 7. I blame my mother for many of the problems I have.

___ 8. I wish I could trust my mother more.

___ 9. My attitudes about obscenity are similar to my mother's.

___ 10. When I am in difficulty I usually call upon my mother to help me out of trouble.

___ 11. My mother is the most important person in the world to me.

___ 12. I have to be careful not to hurt my mother's feelings.

___ 13. I wish that my mother lived nearer so I could visit her more frequently.

- ___ 14. My opinions regarding the role of women are similar to my mother's.
- ___ 15. I often ask my mother to assist me in solving personal problems.
- ___ 16. I sometimes feel like I am being punished by my mother.
- ___ 17. Being away from my mother makes me feel lonely.
- ___ 18. I wish my mother wasn't so overprotective.
- ___ 19. My opinions regarding the role of men are similar to my mother's.
- ___ 20. I wouldn't make a major purchase without my mother's approval.
- ___ 21. I wish my mother wouldn't try to manipulate me.
- ___ 22. I wish my mother wouldn't try to make fun of me.
- ___ 23. I sometimes call home just to hear my mother's voice.
- ___ 24. My religious beliefs are similar to my mother's.
- ___ 25. My mother's wishes have influenced my choice of major at school.
- ___ 26. I feel that I have obligations to my mother that I wish I didn't have.
- ___ 27. My mother expects too much from me.
- ___ 28. I wish I could stop lying to my mother.
- ___ 29. My beliefs regarding how to raise children are similar to my mother's.
- ___ 30. My mother helps me to make my budget.
- ___ 31. While I am at home on a vacation I like to spend most of my time with my mother.
- ___ 32. I often wish that my mother would treat me more like an adult.
- ___ 33. After being with my mother for a vacation I find it difficult to leave her.
- ___ 34. My values regarding honesty are similar to my mother's.
- ___ 35. I generally consult with my mother when I make plans for an out of town weekend.
- ___ 36. I am often angry at my mother.
- ___ 37. I like to hug and kiss my mother.
- ___ 38. I hate it when my mother makes suggestions about what I do.
- ___ 39. My attitudes about solitude are similar to my mother's.
- ___ 40. I consult with my mother when deciding about part-time employment.
- ___ 41. I decide what to do according to whether my mother will approve of it.
- ___ 42. Even when my mother has a good idea I refuse to listen to it because she made it.
- ___ 43. When I do poorly in school, I feel like I am letting my mother down.
- ___ 44. My attitudes regarding environmental protection are similar to my mother's.
- ___ 45. I ask my mother what to do when I get into a tough situation.
- ___ 46. I wish my mother wouldn't try to get me to take sides with her.
- ___ 47. My mother is my best friend.
- ___ 48. I argue with my mother over little things.
- ___ 49. My beliefs about how the world began are similar to my mother's.

- ___ 50. I do what my mother decides on most questions that come up.
- ___ 51. I seem to be closer to my mother than most people my age.
- ___ 52. My mother is sometimes a source of embarrassment to me.
- ___ 53. Sometimes I think I am too dependent on my mother.
- ___ 54. My beliefs about what happens to people when they die are similar to my mother's.
- ___ 55. I ask for my mother's advice when I am planning my vacation time.
- ___ 56. I am sometimes ashamed of my mother.
- ___ 57. I care too much about my mother's reactions.
- ___ 58. I get angry when my mother criticizes me.
- ___ 59. My attitudes regarding sex are similar to my mother's.
- ___ 60. I like to have my mother help me pick out the clothing I buy for special occasions.
- ___ 61. I sometimes feel like an extension of my mother.
- ___ 62. When I don't write my mother often enough I feel guilty.
- ___ 63. I feel uncomfortable keeping things from my mother.
- ___ 64. My attitudes regarding national defense are similar to my mother's.
- ___ 65. I call my mother whenever anything goes wrong.
- ___ 66. I often have to make decisions for my mother.
- ___ 67. I'm not sure I could make it in life without my mother.
- ___ 68. I sometimes resent it when my mother tells me what to do.
- ___ 69. My attitudes regarding mentally ill people are similar to my mother's.

Please respond to the following items based on your relationship with the man who has been the primary paternal figure in your life (if this person is deceased and there is currently no other paternal figure in your life, check here ___ and skip to the next questionnaire). Please indicate below about whom you will be responding:

___ father ___ stepfather ___ grandfather ___ other (please specify) _____

Not at all true of me	A little bit true of me	Moderately true of me	Quite a bit true of me	Very true of me
1	2	3	4	5

- ___ 1. I like to show my friends pictures of my father.
- ___ 2. Sometimes my father is a burden to me.
- ___ 3. I feel longing if I am away from my father for too long.

- ___ 4. My ideas regarding racial equality are similar to my father's.
- ___ 5. My father's wishes have influenced my selection of friends.
- ___ 6. I feel like I am constantly at war with my father.
- ___ 7. I blame my father for many of the problems I have.
- ___ 8. I wish I could trust my father more.
- ___ 9. My attitudes about obscenity are similar to my father's
- ___ 10. When I am difficulty I usually call upon my father to help me out of trouble.
- ___ 11. My father is the most important person in the world to me.
- ___ 12. I have to be careful not to hurt my father's feelings.
- ___ 13. I wish that my father lived nearer so I could visit him more frequently.
- ___ 14. My opinions regarding the role of women are similar to my father's.
- ___ 15. I often ask my father to assist me in solving personal problems.
- ___ 16. I sometimes feel like I am being punished by my father.
- ___ 17. Being away from my father makes me feel lonely.
- ___ 18. I wish my father wasn't so overprotective.
- ___ 19. My opinions regarding the role of men are similar to my father's.
- ___ 20. I wouldn't make a major purchase without my father's approval.
- ___ 21. I wish my father wouldn't try to manipulate me.
- ___ 22. I wish my father wouldn't try to make fun of me.
- ___ 23. I sometimes call home just to hear my father's voice.
- ___ 24. My religious beliefs are similar to my father's.
- ___ 25. My father's wishes have influenced my choice of major at school.
- ___ 26. I feel that I have obligations to my father that I wish I didn't have.
- ___ 27. My father expects too much from me.
- ___ 28. I wish I could stop lying to my father.
- ___ 29. My beliefs regarding how to raise children are similar to my father's.
- ___ 30. My father helps me to make my budget.
- ___ 31. While I am at home on a vacation I like to spend most of my time with my father.
- ___ 32. I often wish that my father would treat me more like an adult.
- ___ 33. After being with my father for a vacation I find it difficult to leave him.
- ___ 34. My values regarding honesty are similar to my father's.
- ___ 35. I generally consult with my father when I make plans for an out of town weekend.
- ___ 36. I am often angry at my father.
- ___ 37. I like to hug and kiss my father.
- ___ 38. I hate it when my father makes suggestions about what I do.
- ___ 39. My attitudes about solitude are similar to my father's.

- ___40. I consult with my father when deciding about part-time employment.
- ___41. I decide what to do according to whether my father will approve of it.
- ___42. Even when my father has a good idea I refuse to listen to it because she made it.
- ___43. When I do poorly in school, I feel like I am letting my father down.
- ___44. My attitudes regarding environmental protection are similar to my father's.
- ___45. I ask my father what to do when I get into a tough situation.
- ___46. I wish my father wouldn't try to get me to take sides with him.
- ___47. My father is my best friend.
- ___48. I argue with my father over little things.
- ___49. My beliefs about how the world began are similar to my father's.
- ___50. I do what my father decides on most questions that come up.
- ___51. I seem to be closer to my father than most people my age.
- ___52. My father is sometimes a source of embarrassment to me.
- ___53. Sometimes I think I am too dependent on my father .
- ___54. My beliefs about what happens to people when they die are similar to my father's.
- ___55. I ask for my father's advice when I am planning my vacation time.
- ___56. I am sometimes ashamed of my father .
- ___57. I care too much about my father's reactions.
- ___58. I get angry when my father criticizes me.
- ___59. My attitudes regarding sex are similar to my father's.
- ___60. I like to have my father help me pick out the clothing I buy for special occasions.
- ___61. I sometimes feel like an extension of my father.
- ___62. When I don't write my father often enough I feel guilty.
- ___63. I feel uncomfortable keeping things from my father.
- ___64. My attitudes regarding national defense are similar to my father's.
- ___65. I call my father whenever anything goes wrong.
- ___66. I often have to make decisions for my father.
- ___67. I'm not sure I could make it in life without my father.
- ___68. I sometimes resent it when my father tells me what to do.
- ___69. My attitudes regarding mentally ill people are similar to my father's.

Appendix B

Career Decision Questionnaire

CAREER DECISION

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Marathon Consulting & Press
P. O. Box 09189
Columbus, Ohio 43209 - 0189

Your Name _____ Today's date _____ Your date of birth _____

This questionnaire contains some statements that people commonly make about their educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or an educational choice by *circling* the appropriate number on the answer sheet.

If you are excited about going to work and feel no hesitation about it you would circle "4" as it is circled in the example on the next page to indicate the description was exactly the way you feel. If the item is very close, but not exactly the way you feel—for example, you're generally excited about going to work after you graduate, but are experiencing some minor concerns about it—you would circle the number "3". You would circle "2" if the item described you in some ways, but in general it was more unlike than like your feelings; for example, if you were generally more concerned than excited about work after graduation. Finally, you would circle "1" if the item did not describe your feelings at all; that is, you were experiencing a great deal of concern and no excitement about graduation and work.

An example is given below:

Sample Self-Description Item	Sample Answer			
	Exactly like me	Very much like me	Only slightly like me	Not at all like me
I am excited about graduating and going to work.	4	3	2	1

If you change your answer, please be sure that all previous marks are completely erased. Please give only one response to each item and respond to all items.

CIRCLE ANSWER

Like Me Not Like Me

- | | | | | |
|--|---|---|---|---|
| 1. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice. | 4 | 3 | 2 | 1 |
| 2. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice. | 4 | 3 | 2 | 1 |
| 3. If I had the skills or the opportunity, I know I would be a _____ but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however. | 4 | 3 | 2 | 1 |
| 4. Several careers have equal appeal to me. I'm having a difficult time deciding among them. | 4 | 3 | 2 | 1 |
| 5. I know I will have to go to work eventually, but none of the careers I know about appeal to me. | 4 | 3 | 2 | 1 |

REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

- | | | | | |
|--|---|---|---|---|
| 6. I'd like to be a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself. | 4 | 3 | 2 | 1 |
| 7. Until now, I haven't given much thought to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and I don't have enough information to make a career decision right now. | 4 | 3 | 2 | 1 |
| 8. I feel discouraged because everything about choosing a career seems so "ifly" and uncertain; I feel discouraged, so much so that I'd like to put off making a decision for the time being. | 4 | 3 | 2 | 1 |
| 9. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers. | 4 | 3 | 2 | 1 |
| 10. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me. | 4 | 3 | 2 | 1 |
| 11. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue. | 4 | 3 | 2 | 1 |
| 12. I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me. | 4 | 3 | 2 | 1 |

REMEMBER — 4 is exactly like me, 3 is very much like me, 2 is only slightly like me, and 1 is not at all like me.

- | | | | | |
|--|---|---|---|---|
| 13. I can't make a career choice right now because I don't know what my abilities are. | 4 | 3 | 2 | 1 |
| 14. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities. | 4 | 3 | 2 | 1 |
| 15. So many things interest me and I know I have the ability to do well regardless of what career I choose. It's hard for me to find just one thing that I would want as a career. | 4 | 3 | 2 | 1 |
| 16. I have decided on a career, but I'm not certain how to go about implementing my choice. What do I need to do to become a _____ anyway? | 4 | 3 | 2 | 1 |
| 17. I need more information about what different occupations are like before I can make a career decision. | 4 | 3 | 2 | 1 |
| 18. I think I know what to major in, but feel I need some additional support for it as a choice for myself. | 4 | 3 | 2 | 1 |
| 19. None of the above items describe me. The following would describe me better: (write your response below). | | | | |

Appendix C

Google Form

Dissertation Research

Greetings I'm Ridhi Kamra, a psychology student at Vivekanad Education Society's College of Arts, Commerce and Science. This questionnaire is a part of my master's dissertation.

I am trying to see the relation between psychological separation and career decisions. The questionnaire will approximately take 10 minutes to complete.

You are eligible to participate in the study if you belong to age range **18 years to 22 years**.

Please be assured that full confidentiality will be maintained with your responses and only be used as a part of this research.

Thank you so much for your time.

* Indicates required question

1. Name *

2. Age (in years) *

Mark only one oval.

- ☐ 18
☐ 19
☐ 20
☐ 21
☐ 22

3. Would you like to receive the results of the study? *

Mark only one oval.

- ☐ Yes
☐ No

4. I hereby agree to participate in the study. I have read and I understood the provided information. I also understand that my participation is voluntary and that I am free to withdraw at any time. *

Mark only one oval.

- ☐ Yes
☐ No

Part- 1

Instructions- On the following questions there are 18 statements related to career plans.

Read each statement carefully and decide your response, how does it describe you on the four points, viz., **E Like me(4), 3, 2, or Not like me (1)** and chose an appropriate option which describes you the best.

Please give your responses on all the 18 statements.

Your responses will be kept confidential.

5. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

6. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

7. If I had the skills or the opportunity, I know I would be a _____ but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

8. Several careers have equal appeal to me. I'm having a difficult time deciding among them. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

9. I know I will have to go to work eventually, but none oof the careers I know about appeal to me. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

10. I'd like to be a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

11. Until now, I haven't given much thought to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and don't have enough information to make a career decision right now. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

12. I feel discouraged because everything about choosing a career seems so "ifly" and uncertain. I feel discouraged, so much that I'd like to put off making decision for the time being. *

Mark only one oval.

- ☐ Exactly like me
☐ Somewhat like me
☐ Not at all like me

13. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

14. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

15. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

16. I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

17. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

18. So many things interest me and I know I have the ability to do well regardless of what career I choose. *
- It's hard for me to find just one thing that I would want as a career.

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

19. I have decided on a career, but I'm not certain how to go about implementing my choice. What do I need to do to become a _____ anyway? *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

20. I need more information about what different occupations are like before I can make a career decision. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

21. I think I know what to major in, but feel I need some additional support for it as a choice for myself. *

Mark only one oval.

- ☐ 4
☐ 3
☐ 2
☐ 1

Part-2

Instructions- The following list of statements describes different aspects of students' relationships with their mother (or primary maternal figure).

Imagine a scale ranging from 1 to 5 that tells how well each statement applies to you. In the space next to the statement, please enter a number from **1 (not at all true of me) to 5 (very true of me)**.

If the statement does not apply enter Not at all true of me. Please be completely honest.

Your answers are entirely confidential and will be useful only if they accurately describe you.

22. Please respond to the following items based on your relationship with the woman who has been the primary maternal figure in your life (if this person is deceased and there is currently no other maternal figure in your life, then please choose option of not at all true of me). Please indicate below about whom you will be responding: **mother, stepmother, grandmother, other (please specify)**. *
-

23. I like to show my friends pictures of my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

24. Sometimes my mother is a burden to me. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

25. I feel longing if I am away from my mother for too long. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

26. My ideas regarding racial equality are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

27. My mother's wishes have influenced my selection of friends. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

28. I feel like I am constantly at war with my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

29. I blame my mother for many of the problems I have. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

30. I wish I could trust my mother more. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

31. My attitudes about obscenity are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

32. When I am in difficulty I usually call upon my mother to help me out of trouble. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

36. My opinions regarding the role of women are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

37. I often ask my mother to assist me in solving personal problems. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

38. I sometimes feel like I am being punished by my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

39. Being away from my mother makes me feel lonely. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

40. I wish my mother wasn't so overprotective. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

41. My opinions regarding the role of men are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

42. I wouldn't make a major purchase without my mother's approval. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

43. I wish my mother wouldn't try to manipulate me. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

44. I wish my mother wouldn't try to make fun of me. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

45. I sometimes call home just to hear my mother's voice. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

46. My religious beliefs are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

47. My mother's wishes have influenced my choice of major at school. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me
-

48. I feel that I have obligations to my mother that I wish I didn't have. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

49. My mother expects too much from me. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

50. I wish I could stop lying to my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

51. My beliefs regarding how to raise children are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

52. My mother helps me to make my budget. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

53. While I am at home on a vacation I like to spend most of my time with my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

57. I generally consult with my mother when I make plans for an out of town weekend. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

58. I am often angry at my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

59. I like to hug and kiss my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

63. I decide what to do according to whether my mother will approve of it. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

64. Even when my mother has a good idea I refuse to listen to it because she made it. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

65. When I do poorly in school, I feel like I am letting my mother down. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

66. My attitudes regarding environmental protection are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

67. I ask my mother what to do when I get into a tough situation. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

68. I wish my mother wouldn't try to get me take sides with her. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

69. My mother is my best friend. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

70. I argue with my mother over little things. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

71. My beliefs about how the world began are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

72. I do what my mother decides on most questions that come up. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

73. I seem to be closer to my mother than most people my age. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

74. My mother is sometimes a source of embarrassment to me. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

75. Sometimes I think I am too dependent on my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

76. My beliefs about what happens to people when they die are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

77. I ask for my mother's advice when I am planning my vacation time. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

81. My attitudes regarding sex are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

82. I like to have my mother help me pick out the clothing I buy for special occasions. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

83. I sometimes feel like an extension of my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

84. When I don't write my mother often enough I feel guilty. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

85. I feel comfortable keeping things from my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

86. My attitudes regarding national defense are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

87. I call my mother whenever anything goes wrong. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

88. I often have to make decisions for my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

89. I'm not sure I could make it in life without my mother. *

Mark only one oval.

- ☐ 1- Not at all true of me
☐ 2- A little bit true of me
☐ 3- Moderately true of me
☐ 4- Quite a bit true of me
☐ 5- Very true me

90. I sometimes resent it when my mother tells me what to do. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

91. My attitudes regarding mentally ill people are similar to my mother's. *

Mark only one oval.

- ☐ 1- Not at all true of me
- ☐ 2- A little bit true of me
- ☐ 3- Moderately true of me
- ☐ 4- Quite a bit true of me
- ☐ 5- Very true me

Thank You

Thank you for your participation in the study. Your response is valuable to us.

In case you may have any questions/ doubts about this study, please reach out at
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CAREER DECISION

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Your Name _____ Today's date _____ Your date of birth _____

This questionnaire contains some statements that people commonly make about their educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or an educational choice by *circling* the appropriate number on the answer sheet.

If you are excited about going to work and feel no hesitation about it you would circle "4" as it is circled in the example on the next page to indicate the description was exactly the way you feel. If the item is very close, but not exactly the way you feel—for example, you're generally excited about going to work after you graduate, but are experiencing some minor concerns about it—you would circle the number "3". You would circle "2" if the item described you in some ways, but in general it was more unlike than like your feelings; for example, if you were generally more concerned than excited about work after graduation. Finally, you would circle "1" if the item did not describe your feelings at all; that is, you were experiencing a great deal of concern and no excitement about graduation and work.

An example is given below:

Sample Self-Description Item	Sample Answer			
	Exactly like me	Very much like me	Only slightly like me	Not at all like me
I am excited about graduating and going to work.	4	3	2	1

If you change your answer, please be sure that all previous marks are completely erased. Please give only one response to each item and respond to all items.

CIRCLE ANSWER

Like Me Not Like Me

- | | | | | |
|--|---|---|---|---|
| 1. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice. | 4 | 3 | 2 | 1 |
| 2. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice. | 4 | 3 | 2 | 1 |
| 3. If I had the skills or the opportunity, I know I would be a _____ but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however. | 4 | 3 | 2 | 1 |
| 4. Several careers have equal appeal to me. I'm having a difficult time deciding among them. | 4 | 3 | 2 | 1 |
| 5. I know I will have to go to work eventually, but none of the careers I know about appeal to me. | 4 | 3 | 2 | 1 |

REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

- | | | | | |
|--|---|---|---|---|
| 6. I'd like to be a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself. | 4 | 3 | 2 | 1 |
| 7. Until now, I haven't given much thought to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and I don't have enough information to make a career decision right now. | 4 | 3 | 2 | 1 |
| 8. I feel discouraged because everything about choosing a career seems so "ifly" and uncertain; I feel discouraged, so much so that I'd like to put off making a decision for the time being. | 4 | 3 | 2 | 1 |
| 9. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers. | 4 | 3 | 2 | 1 |
| 10. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me. | 4 | 3 | 2 | 1 |
| 11. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue. | 4 | 3 | 2 | 1 |
| 12. I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me. | 4 | 3 | 2 | 1 |

REMEMBER — 4 is exactly like me, 3 is very much like me, 2 is only slightly like me, and 1 is not at all like me.

- | | | | | |
|--|---|---|---|---|
| 13. I can't make a career choice right now because I don't know what my abilities are. | 4 | 3 | 2 | 1 |
| 14. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities. | 4 | 3 | 2 | 1 |
| 15. So many things interest me and I know I have the ability to do well regardless of what career I choose. It's hard for me to find just one thing that I would want as a career. | 4 | 3 | 2 | 1 |
| 16. I have decided on a career, but I'm not certain how to go about implementing my choice. What do I need to do to become a _____ anyway? | 4 | 3 | 2 | 1 |
| 17. I need more information about what different occupations are like before I can make a career decision. | 4 | 3 | 2 | 1 |
| 18. I think I know what to major in, but feel I need some additional support for it as a choice for myself. | 4 | 3 | 2 | 1 |
| 19. None of the above items describe me. The following would describe me better: (write your response below). | | | | |