IMPACT OF CAREER SPECIFIC PARENTAL BEHAVIOR ON STUDNTS CAREER CHOICE

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بسم الله الرحمن الرحيم

إنه من سليمان وإنه

<u>DEDICATION</u>

We dedicate all our efforts to our affectionate parents and teachers whose affection and guidance made us able to get education up to this extent and whose prayers have been a source of us constant encouragement. And also dedicate to all our friends who give us so importance in their lives.

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Abstract

Parents are major partners in helping students prepare for a career choice. Although several studies have examined links between general aspects of the parent–adolescent relationship and students' career development, little research has addressed the mechanisms involved. This study aimed to validate a three-dimensional instrument for the assessment of parental career-related behaviours and to examine their associations with career decision. We examined the relationship between parents' behaviours and students' career development by using data from 193Pakistani students who reported the amount of perceived parental career-related behaviours and their career decision-making. The results of correlations analysis confirmed the hypothesized dimensional structure (support, interference, lack of engagement). While parental support and interference associated positively with career selection, while lack of engagement associated with career decision negatively. Parental support has moderated impact and interference a lower one. In contrast lack of engagement has also lower impact. Some limitations and futuristic research perspectives have also been mentioned.

Key words: Support, Interferences, Lack of Engagement, Person Career Fit, Career exploration, Career decision-making, Career choice, Parent–adolescent relationship.

Chapter: 01

Introduction

Career has a central role in people lives, appreciable its impacts on ones social economic and emotional welfare (Blustein, 2006, 2008; Fouad & Bynner, 2008). The students that were moderately to highly satisfied about their career were 84.3%shows that who are not worried about indecision. In one more sample of students, those who did not know where to go were 40% and 38% notion they had to search for information from further different sources (Julien, 1999). Career indecision was a great worry for many Psychologists for many years. The issue now encompasses a broad range of career field because of the problems of student's career decision making, due to the boost rate of recurrence of events that require people to modify their career decisions above their life period. Many students revise their career plans in late students or early adulthood as a replacement for their career plan seems to be desirable at a diversity of life transitions. These transitions pose a potential in the occurrence of career indecision. The consciousness of this lifetime need further increases the need to build up ways to compute and get involved in career decision problems. Selection of career is a difficult process because of the difficulty being involved in negotiating between various career options and personal choices (Gati, 1986;Sauermann, 2005) in a moderately always growing world of work (Krieshok, Black, & McKay, 2009).

Gathering information, generating, evaluating, and selecting alternatives, and formulating plans for implementing decisions is a special area of problem in career decision making. The content of career indecision scale related to these problems and solves problems differently to cope more effectively, and focus specially on those problems that are related to individuals. lack of willingness resulting from lack of enthusiasm, indecisiveness, and those that result from beliefs

in dysfunctional mythology are those difficulties that comes in the process of career decision making . The difficulties that take place within the decision making process are additional subdivided into lack of information about the self, occupations, ways of obtaining information, and information about the career decision making process itself. Beneath the class of not consistent information are integrated problems resulting from defective information, internal conflicts, and external conflicts. Toward the end of their high school years, young people face numerous personal decisions that can have wide-ranging and long-lasting effects on their lives (Mann, Harmoni, & Power, 1989). Some of these decisions are career-related: joining the military, finding a job, obtaining an apprenticeship, going to college, choosing a major, or gaining skills through volunteer service. While some students make these early career decisions with relative ease, other struggle. Albion and Fogarty (2002) found that undecided" about their career choice. Difficulties the occur in start during the career selection process may result in stress, avoidance, delayed decisions, or a lack of perceived ownership and also may give outcome in making decision by someone else Gati & Saka, 2001). on the other hand, flourishing career grounding and career progress are linked with personal and social alteration, contentment, self-worth, comfort, and career fulfillment (Creed, Muller, & Patton, 2003; Kunnen, Sappa, van Geert, &Bonica, 2008; Skorikov, 2007) to make educational and vocational decision is difficult to handle usually those decisions that are based on a clear, organized, and sensible self-concept conversant by structures and opportunities in the world of work can be a composite process that is difficult to control (Gati, Krausz, & Osipow, 1996; Mallet, 1999). Plentiful factors may hold back career progress. Fortunately, parents and legal guardians are involved in making career decision; adolcents are not alone in their career selection. Most students still live at home; they may have important familiar influences from their family-of-origin as well In cognitive based

approach career counseling for indecision, empirical processes are engaged in collecting, sifting, and evaluating related career and personal information. In the ground of adolescent identity development (Erikson, **1966;** Marcia, **1980),** exploration is central for a suitable dedication to a choice. The degree to which students connect in identity exploration in various life domains varies. The results indicate that more child-centered, supportive, and reciprocal parent-adolescent relationships relate to more active exploration of the child career selection in respect to the parental influence. Parents who process high level of control and tight parenting on their children result in facing numerous psychological problems to their children (Pomerant z & Wang, 2009). The authoritative parenting style is of great importance for western children as it promotes independence and freedom of choice. In fact, self-determination theory would reveal that the need for independence is universal and enhance optimal psychological programming (Deci & Ryan, 1985). However, Iyengar and Lepper (1999) contend that in the Asian culture, parental control does not have positive effects. The researchers argue that when parents have to take decision, it provides children with a chance to go with their parents, a value that is valued in Asian cultures over sovereignty. In the career development of children parents have impact as a prime figure (Bratcher, 1982; Schoffner & Kleimer, 1973; Schulenberg, Vondracek, & Crouter, 1984). Pants see themselves as main part in career development of children and want to play an active role in career selection of child instead of anyone else(Birk, 1979; Burke & Weir, 1979; Mitchell, 1978;Roberts, 1979).

As a realistic matter, it is clear that parents and children coordinate try to begin and improve the child's career. a career plan that a child make for better career selection it is not just his or her plan ,its would be more suitable to call it family plan , given parents' assistance of resources, finances, advice, personal support, and contacts, among other things.

Here Pakistan used as an example of Asian cultural; to attain attractive educational success is an important value of Pakistan's cultural society (Shin, 1986) and is seen as the opportunity for career growth. The Pakistan's people have termed this characteristic "education fever" (Seth, 2002) and use up to 22% of their family income to ensure their child's career success (Center on International Education Benchmarking, 2012). According to Hofstede (2001), As Pakistan is a collectivist country in which people is very attached and faithful to their family and makes decisions to encourage solidity and authorization. Having limited chance of performance and under the great deal of pressure Pakistan Students have just few chances to explore his interest and choose the best career path (Hwang, Kim, Ryu, & Heppner, 2006). This may offer aclarification as to why Pakistan's students have lower scores on dealings of career maturity (Lee, 2001) and self-reliance, work orientation, and self-identity (Mantzicopoulos & Oh-Hwang, 1998).I have seen many people revising their career path. Many people have M.A English but working in bank ,many people have FSC but B.A , BSC , although there are many people that choose their career carefully ,they have I.COM ,B.COM , M.COM so we can say that these people are on right path of career selection.

Statement of the problem

Theories of adolescence look upon the procedure of becoming conscious of one's vocational interests and manufacture educational and vocational choices as a most important developmental task of adolescence in current developed societies (Erikson, **1966).** Students who need help typically pass through three steps .First, they understand they are facing a challenge that they have to handle; second, they understand that they cannot handle this challenge lonely they need another kind of support; and finally, they choose a precise source of support and in matter of fact use it (Gross & McMullen, 1983; Nadler, 1991).

Career decision-making self-efficacy provides individuals' such a type of confidence that they can effectively engage in tasks connected with making a career choice and with commitment to a career (Taylor & Betz, 1983). A number of studies have originate that a variety of forms of career self-efficacy play a considerable role in the development of occupational benefit, choice, and behavior (see Lent et al., 2002Family clash and dysfunction, however, linked negatively with career self-efficacy and vocational self-development (Hargrove, Creagh, & Burgess, 2002; Johnson et al., 1999; Ryan et al., 1996).

If a person has difficulty in construction of decision regarding his career selection, she/he may face difficulty in encounters the problems, he/she solve in his surroundings. It was seen that those student that have their own career selection against their parents they face difficulties .Parents have high expectation from their children so that it is ordinary for parents to provide career direction to their children they view such career guidance as an effort to guarantees their children have cranium binging in life (Chan, Bowes,& Wyver, 2009). Students are also worn this parenting approach. They usually admire parents' guidance and take it sincerely. Hence, instead

to perceive it direct obstruction, they perceive it as a type of support, a device to reduce indecision.

The studies which are focusing on career decision making difficulties provide various results. Some authors have provide small or no correlations between decision-making difficulties and family variables (Blustein et al., 1991; Guerra & Braungart - Rieker, 1999; Kinnier, Brigman, & Noble, 1990; Santos & Coimbra, 2000), whereas others shows mediated effects of family variables on career indecisiveness via self-efficacy (Guay et al., 2003; Tokar, Withrow, Hall, & Moradi, 2003). Other studies conducted with students in high school (O'Brien, 1996; Santos, 2001) reported to some extent stronger associations between family variables and decision-making difficulties. When we focus on parents students relationship there are the huge studies , such as attachment (Blustein, Walbridge, Friedlander, &Palladino,1991), individuation (Grotevant & Cooper, 1988), parenting styles (Tracey, Lent, Brown, Soresi, & Nota, 2006), and family environment and family dysfunction (Hargrove, Inman, & Crane, 2005; Ryan, Solberg, & Brown, 1996). Consequences of these studies have shown that a safe and sound attachment style, individuation in the parent–adolescent association, (Grotevant & Cooper, 1988; Kracke, 1997; Vignoli, Croity-Belz, Chapeland, deFillipis, & Garcia, 2005), higher career self-efficacy (Guay, Senecal, Gauthier, & Fernet, 2003; Lim & Loo, 2003; O'Brien, Friedman, Tipton, & Linn, 2000; Ryan et al., 1996), and earlier growth of vocational identity (Johnson, Buboltz, & Nichols,1999; Penick & Jepsen, 1992; Tracey et al., 2006).Kerr, Stattin, and Pakalniskiene(in press) reported that parents react to children difficulties with anxiety and tension which increase in behavioral problems. Thus, specific parental career-related behaviors may go along with students' progress in career groundwork.

Research has revealed that students career development is effected by parenting styles. However, previous research is narrow in several ways. First, parenting behaviors are often examined self-sufficient of parents' professional practice. While there are the studies that observe the students career insecurity and work relevant outcomes (e.g., Barling, Zacharatos, &Hepburn, 1999) as well as the association between parenting behaviors and students' career outcomes (e.g., Bryant, Zvonkovic,& Reynolds, 2006), a small number of studies have connected parental job anxiety to students' career development through the method of parenting behaviors (Lim & Loo, 2003). Second when investigating the student career development, greater part of studies paying attention on the impact of parent–children relationship or common parenting behavior on student (e.g., Lim & Loo, 2003). But the career specific parental behavior is less investigated. Third, when investigating the impact of career-specific parenting behaviors, researchers frequently pay attention on parental career support (e.g., Neblett & Cortina, 2006). Studies have rarely studying the gap effects of different types of career-specific parenting behaviors on students. To block up this gap in the present literature, we will intervene the relationship among career related difficulties and how o the parents assist to overcome such hurdles. So, this study present beneficial categorization of parents career specific outcomes that help us to better understand the career selection of adolescent's career development, to date, no research has been prepared to test the applicability person-career fit for better career selection. Our study seeks to fill this empty space by investigating the impact career-specific parenting behaviors on students' career effectiveness in a sample of students and their parents in Pakistan.

Nut shell, some adults have sufficient career related information and self-efficacy while others not. Such individuals with less knowledge would face career related problems definitely leading towards career indecision. Students have to share such problems most probably with their

parents. Parents are the key sources those who have to guide their off springs about their career exploration as well as selection in a better and collaborating way. On one side career issues are solved and career indecisiveness is being decreased. While on the other hand better career prospects are being explored. Both the decreased career indecisions and better explored career prospects will lead towards a satisfied career selection. Such a conclusion constitutes the following research question with some sub questions:

"What is the role of career-specific parental behaviors in students'' career selection?"

The main research question will be elaborated to following sub questions:

1. How parents provide career related support to the students?

2. How parents' lacks of engagement impacts career choice?

3. How parents interfere students' career decision?

Rational and significance of the study

With respect to the pressure of parental behaviors on adolescent career exploration, the results specify that more child-centered, supportive, and reciprocal parent-adolescent relationships relate to more active exploration. This result provides empirical support for the general notion of the importance of the family for students' career exploration (Super, Savickas, & Super, **1996)** and the theoretical considerations of Grotevant and Cooper **(1987)** as well as of Vondracek **(1993).**

Career theorists highlight adolescence as a pivotal developmental period in the exploration and formation of potential career objectives. During the high school years, students make crucial career decisions (e.g., completing high school, seeking employment vs. the pursuit of further education) that will inevitably influence their career aspirations, plans, and goals (McWhirter, Rasheed, & Crothers, 2000).

Although it has been shown that various characteristics of the family of origin and the parent–adolescent relationship were associated with students' career development, there are rather few studies investigating the major mechanisms by which parents impact students' career development. While researchers have started to explore these mechanism in qualitative investigations with small samples (Schultheiss, Kress, Manzi, & Glasscock, 2001; Young et al., 2001), very few survey studies have addressed the issue of specific parental behaviors in students' career preparation process (Ferry, Fouad, & Smith, 2000; Guay et al., 2003; Keller & Whiston, 2008; Kracke, 1997; Neuenschwander, 2008). Neuenschwander as well as Krack e showed longitudinal associations between specific parental career support and career exploration in samples of Swiss and German secondary students. Similarly, Keller and Whiston showed positive associations between parental support and career decision-making self-efficacy and to some extent to career maturity. While parental influence was conceptualized as unidirectional in

these studies, Young and colleagues (Young et al., 2006) demonstrated in their research on students' career development as a family project that the relationship should be conceptualized as bidirectional. Moreover, the authors showed that career choice is one developmental goal, which students and their parents strive for while being engaged in other goals at the same time (Young et al., 2001).

The call to examine the interface between work and family, however, has not resulted in a significant increase in the amount of empirical work in that direction, especially studies on young students. For instance, Whiston and Keller (2004) reviewed the literature on the influence of family on career development and observed that (a) there were few studies that examined the linkage between specific parental behaviors (e.g., aspirations and expectations) and adolescent career development, (b) the mechanisms that parents influenced adolescent career development were seldom explored, and (c) most studies used Caucasian samples.

Scholars of adolescent development (e.g., Kerr, Stattin, Biesecker, &Ferrer-Wreder, 2003) have acknowledged that to fully understand how relationships to parents are important for development in specific phases of life, it is necessary to detect phase specific and domain specific mechanisms underlying this association. For instance, Kerr, Stattin, and Pakalniskiene (in press) reported that parents reacted to students' problem behavior with worry and distrust which in turn associated with an increase in subsequent problem behavior. In their sample, parents did not react directly to delinquency but reacted to students' negative behavior in the family. In addition to worrying more, parents also reduced their efforts to monitor the students' activities and company. Likewise, career development is a topic of career-related family communication and actions (Young et al., 2001). Thus, specific parental career-related behaviors may go along with students' progress in career preparation. For example, students who are very

active in preparing their career choice may consult their parents to discuss career choice-related issues. Parents may react with support, ideas, and reflections which in turn may enhance students' career exploration. Again, these ideas provide some evidence for the importance of investigating parental behavior in specifically career-related contexts, such as career-related support, interference, and lack of engagement.

Chapter: 2

Literature Review

Career Specific parental behavior

Choosing a career has always been a challenging task, and career change seems to be an ongoing process. Reviews of the existing vocational literature have mostly indicated three taxonomies of career decision-making cycles that relate to the decision to change job or profession. The first cycle begins with students' choice of academic subjects which are linked to their future career. At this pre-employment stage, students' social ties influence their educational choices, academic subjects, and career decisions (Durr and Tracey, 2009; Auyeung and Sands, 1997). At this early academic stage, the difficulty of making a decision reduces some students' confidence in their choice of academic subjects (Saka and Gati, 2007), while some still lack a future orientation (Greenbank, 2011).

The second cycle of career decision making occurs during early employment among college graduates pursing their first career. At this stage, some graduates are still anxious about their career choice. Some may have high expectations of their abilities (McKeown and Lindorff, 2010), and those who are certain about their career direction experience lower levels of anxiety during employment (Brown and Strange, 1981). Newly employed graduates with a high level of self-awareness as regards their abilities, skills, and personality tend to perform well in organizations (Earl and Bright, 2007) and their career direction stabilises over time.

The third cycle of career decision making occurs before the middle of the subject's career. During this stage, people adopt various career decision-making strategies in order to "adjust" their career and job fit (Singh and Greenhaus, 2004) due to their personal or workplace characteristics (Nooney et al., 2010). They either change their career or stay on the same path.

However, the desire to change career stabilises with increased age to the same extent for both sexes (Gottfredson, 1976). Interns who are placed in various accounting firms are expected to acquire knowledge and skills over time (Ford et al., 1992). During their internships, students experience working relationships with their supervisors and peers, providing them with the opportunity to learn about the types of work that are assigned to them. Beck and Halim (2008) showed that internship training in the field of accountancy helped students to choose their career. In addition, these findings also gave a clear indication that not all interns were suited to the accounting profession, due to the pressure of the work. To some extent, students' career decisions are influenced by their self-awareness of their abilities, skills and personality (Earl and Bright, 2007; Jones, 1999), and the working environment (Durr and Tracey, 2009); an awareness of the working environment improves students' career decision making (Singh and Greenhaus, 2004). For these reasons, we believe that there are other important factors relating to work or organization that has an indirect influence on the dissonance of students' choice of whether or not to pursue a career in accountancy after graduation. Job satisfaction has always been linked to job performance (Liu et al., 2010).

The college experience is a time of self-exploration and growth, where many traditional age college students experience greater independence, increased decision-making, and ashifting of roles (Hinkelman, & Luzzo, 2007). The literature around the Impact of Career specific parental behavior on college students' will bediscussed. Within the Career literature, researchers have studied the family influence on career development related issues such as Career selection (Bratcher 1982), Career exploration (Blustein 1997), development of vocational values (Lapan, Hinkleman, Adams & Turner 1999), Career expectations (Paa & McWhirter, 2000), Career Orientation (O'Brien, Friedman, Tipton & Linn (2000).

Many Career choice theories indicate that, family plays a role in shaping the values and needs of its members. Social Learning Theory points out possible influences that the family can have on students' career development. Parents can have an influence on their child's career development by positively developing or punishing certain behaviours that can encourage or discourage certain interests or ability. Mitchell & Krumboltz (1996) and Krumboltz (1976) pointed out that it is almost impossible to make a decision completely independent from our families.

This chapter will begin with a review of eight career development theories, with a specific focus on parental influences. Following this review, there will be a discussion of parental Support, Interference, Lack of Engagement, Career Exploration, Lack of Information, Career Indecision, Persons' Career Fit and Inconsistent Information in regard to how these variables can affect children's career aspirations. This chapter will conclude with an overview of the Career Specific Parental Behavior of students, which will include its history and level of influence on career exploration.

1. **Person-career (P-C) fit**

Bandura (1986) defined self-efficacy as a person's judgement of his or her capability to attain designated types of performances. From a career perspective, Betz and Rottinghaus (2006) defined it as vocational self-efficacy. Self-efficacy influences work performance (Judge et al., 2007) and is a necessary and important quality for future success (Beck and Halim, 2008). In pursuing a career, students would increase their capabilities with their experience during educational activities and then measure their confidence level against the career's demands in

order to judge the fit (Ghani et al., 2008). We termed this as person-career (P-C) fit as we believe that if students perceive that they fit the career well, they will enter into the profession immediately upon graduating, as they will be confident in their future success. While P-C fit is one factor which influences students' career decisions, we deduced that job attributes, P-O fit, and P-J fit may influence one another and that there may be a degree of trade-off in students' final career decisions:

2. Lack of Engagement

Since time perspective is largely a no conscious process, other research could examine how time perspective plays a role in occupational engagement, which subsumes rational and intuitive processes presumed to facilitate adaptive decision making (Krieshok, Black, & McKay, 2009).

Parenting characterized by discussion and reasoning appears to foster children's positive attitude towards school (defind as "compliance goals" in their study), which in turn affects their engagement in schoolwork and school grades. It is possible that families which provide parental involvement and support, foster children's school adjustment and performance (e.g., Steinberg et al., 1994; Weiss & Schwarz, 1996), school engagement (e.g., Steinberg et al., 1992), independent problem solving and critical thinking (Hess &McDevitt, 1984), and adaptive achievement strategies (Aunola, Stattin, & Nurmi, 2000).

Although studies provided a useful categorization of career-specific parenting behaviors that can help us better understand the role of parents in student' career development, to date, no research has been done to test the applicability of their framework outside a western context. In this study, we focused only on the impact to fathers' job insecurity on their children's career self-efficacy for several reasons. As men are often the main breadwinners in families in Asian societies,

fathers serve as role models and sources of career related information for students. Indeed, previous research has yielded mixed findings on fathers' influence on sons and daughters. Some found that fathers have more influence on sons' career development (e.g., Vondracek & Porfeli, 2003) while others suggested that paternal engagement parenting also affects daughters' career development (Hoffman, Hofacker, & Goldsmith,1992). Hence the differential impact of fathers' work experiences on sons and daughters warrants further study (Bryant et al., 2006). Thus it is purposed:

H1: Parental lack of engagement relates negatively to the students' career decision

3. Interference:

The relationship between paternal job insecurity and interference was not significant. They usually respect parents' advice and take it seriously. Hence, instead of perceiving direct advice as interference, they perceive it as a form of support, a mechanism to reduce uncertainty and interference, where Parents Control Their children's Career Development and aspirations. Third, students whose fathers are job insecure are more likely to perceive interference type of parenting behaviors, questioning any career-related advice provided and viewing it as an effort to steer them in a career direction that does not align with their personal goal. Both support and interference involve giving advice. However, depending on the manner in which such advice is dispensed, students may view it as supportive or interfering. Applying a multiple-mediator model, we examine the mediating effect of three types of career-specific parenting behaviors: lack of engagement, support, and interference, on the relationship Between Paternal job in security and students' career self-efficacy. Results of the full sample analysis showed that paternal job in security was positively related to lack of engagement and negatively related to

support. Subsample analysis showed that the relationship between paternal job insecurity and career self-efficacy was mediated by lack of engagement for sons and mediated by support for daughters. The impact of career-specific parenting behaviors on students' career development is less examined. Third, when studying the impact of career-specific parenting behaviors, researchers often focused on parental career support (e.g., Neblett & Cortina, 2006). We hypothesized that three types of career-specific parenting behaviors, lack of engagement, support and interference, will mediate the relationship between paternal job insecurity and students' career self-efficacy. To fill these gaps in the current literature, we examined the role of career-specific parenting behaviors in the relationship between father's job insecurity and students' career development. We hypothesized that three types of career-specific parenting behaviors, lack of engagement, support and interference, will mediate the relationship between paternal job insecurity and students' career self-efficacy. Our study extends Dietrich and Kracke (2009) work. Dietrich and Kracke's (2009) scale was developed based on the theories that are deeply grounded on research conducted in the West and was tested among a group of students in Germany. Although their study provided a useful categorization of career-specific parenting behaviors that can help us better understand the role of parents in students' career development, to date, no research has been done to test the applicability of their framework outside a western context. Our study seeks to fill this void by examining the impact of parents' job insecurity and career-specific parenting behaviors on students' career efficacy in a sample of students and their parents in Singapore. Singapore is noteworthy in several aspects. First, the nation is highly competitive and high in uncertainty avoidance. In a study that compared cultural differences among 62 societies across the world, Singapore was ranked first in terms of future orientation, second in terms of performance orientation and third in terms of uncertainty avoidance (House, Hanges, Javidan,

Dorfman, & Gupta, 2004). Second, influenced by Confucianist philosophy and values, Singaporeans are family-oriented and family relationships are highly valued (Li, Ngin, & Teo, 2007). It is common for parents to provide career guidance to students because they have high expectations of their children, viewing such career advice as an effort to ensure that their children have a head start in life (Chan, Bowes, & Wyver, 2009). Students are used to this parenting style. They usually respect parents' advice and take it seriously. Hence, instead of perceiving direct advice as interference, they perceive it as a form of support, a mechanism make satisfied career decision, hence,

H2: Parental interference relates positively to the students' career decision

4. Support:

Inaddition, Kanfer, Wanberg, and Kantrowitz (2001) found that when extroverted individuals are faced with difficulties in searching for a career, they tend to seek more social support and are more persevering in their search. On the basis of the present evidence, parents seem to be able to provide support for a broad career program, if given a structure for doing so, and to be a valuable and complementary resource for counselors. It would be more accurate to call it a family plan, given parents' contributions of resources, finances, advice, personal support, and contacts, among other things. Parents are a potentially continuous source of support to students throughout this period. Greenough's (1976) work supports this idea and underlines the importance of doing more longitudinal studies of career progress and quality of parental involvement. In summary, the Partners Program produced improvements in accordance with its stated aims, supporting the possibility of an increased involvement of parents in the career guidance curriculum. Less directly, the study supports increased attention to a broader context, Bronfenbrenner's (1979)

ecology of human development, for career programs. More directly, the study supports the need for integrative programs that combine the resources of parents and counselors.

The present research focused on the various types of support young adults consider using when making career decisions and located factors that affect their intentions to seek help. The results also show discrepancies between the perceived effectiveness of the various types of support (e.g., family and friends, career counselors, and Internet) and the participants' intentions to use them. Young adults are more inclined to seek help from types of support that are easily accessible to them (e.g., family and friends, and the Internet), and less from those that have been proven to be beneficial (e.g., career counselors, online questionnaires). Help-seeking is the individual's attempt to cope with difficulties by using sources of support. The source(s) of support can be either emotional (support and encouragement, listening and understanding), informational (supplying information and clarifying issues, referral to another source of support), or both (Offer & Schonert - Reichl, 1992; Tatar, 2009). Therefore, it seems more sensible that individuals struggling with an important decision and feeling the need for help should explore several sources of support, including professionals. First, they come to the realization that they are facing a challenge they need to cope with; second, they understand that they cannot deal with the challenge by themselves and need to find other sources of support; and finally, they choose a specific source of support and actually use it (Gross & McMullen, 1983; Nadler, 1991). During career decision making, young adults can use professional sources of support such as career counseling centers, career counselors, and counseling psychologists, and seek help from informal sources of support such as parents and friends, and people working in an occupation under consideration. In recent years, an additional type of support has become available—Information and Communication Technology– based tools, which make it possible to actively search and

gather information for career decision making in relevant websites, post questions in online

forums, and use online questionnaires. Previous research has found computer interventions to be

the most cost-effective type of support, but the most effective and efficient treatment was

individual career counseling (Whiston, Sexton, & Lasoff, 1998). Much research has been done

on the underuse of psychological services and support systems by individuals in need of

emotional help (Raviv, Sills, Raviv, & Wilansky, 2000; Wilson, Deane, & Ciarrochi,

2005).However, research on the use of sources of support for career decisions by young adults is

scarce. Thus, we lack information about whether young adults actually use the variety of

available sources of support, which ones they prefer, and what considerations might affect their

help-seeking.Thus,

H3: Parental support relates positively to the students' career decision

Research model

Support

Lack of Engagement

Interference

Person-career fit
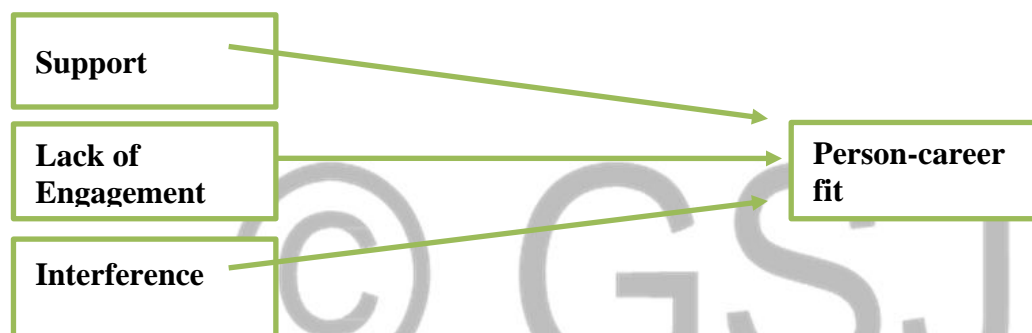
Chapter # 3

Methodology

Participants and procedure

With the help of convenient sampling, we distributed 200 questionnaires among the students. We screened out all the questioners and removed biased and incomplete questionnaire from the received responses. Meanwhile we got 193 valid questionnaires for data analysis. The participants! Some demographic characteristics as shown in Tbale-1. The respondents were university graduate students from different universities i.e. university of Sargodha, Punjab University. In Pakistan students have to peruse university bound education which in turn leads towards professional career. So these students are suitable to collect the desired data to meet the objective of the study. We have used SPSS software for data analysis.

Table-1

	Gender		Age			Designation		Qualification		
	Male	*Female*	*16*	*17*	*18*	*Employee*	*Supervisor*	*College*	*Bachelor*	*Master*
Account	91	47.2	4	73	23	103	17	16	34	70
Percept	102	52.8	2.1	60.8	19.2	85.8	14.2	13.3	28.3	58.3

Perceived parental career-related behaviors: based on the existing literature

Based on the existing qualitative literature (Altman, 1997; Kracke & Noack, 2005; Oechsle et al., 2002; Phillips et al., 2001, 2002; Schul theiss et al., 2001; Young et al., 2001) we wrote 32 items along the dimensions parental support, interference, and lack of engagement. After pre-testing the item set with an adolescent sample, seventeen items were removed because of insufficient Psycho metric properties, and six new items for the interference scale were generated (Dietrich, Olyai, & Kracke, 2006). Dietrich et al. also tested the factorial structure of the scales parental support and lack of engagement by means of confirmatory factor analysis. Both scales could be affirmed as distinct constructs. Due to extreme skewness obtained for the revised interference scale we re-revised the items for this scale. Consequently, the final instrument of parental career-related behaviors (PCB: support, interference, lack of engagement) contained 15 items. Table 1 shows item wordings, means, and standard deviations. Participants were asked to rate all items used in this investigation on a 4-point Likert scale (1 = strongly agree, 4 = strongly disagree). Internal consistency measured with Cronbach's alpha was adequate for each of the scales as mentioned in bold form in table no:2.

Career decision

Students' career exploration was assessed using a six-item scale developed by Kracke (1997). The measure captured behaviors regarding exploration of the self (e.g., ''I try to find out which occupations best fit my strengths and weaknesses'') and the confidence (e.g., ''I am now more confident to do well in potential profession'') as well as planfulness of exploration (e.g., ''I consider various occupations and try to get extensive information about all alternatives''). Cronbach's alphas for this scale were has been shown in the table-2 in brakets.

Results

Dimensions of parental career-related behaviors

Table-2   **Correlations**

	M	SD	age	Intermediate	parental education	Support	interference	Engagement	Career
Age	3.6321	.52	1						
Intermediate	2.7461	1.11	.000						
parental education	2.9570	1.26	-.085	.104					
support	9.5554	3.33	.057	.008	.203	**(.689)**			
interference	12.5917	4.07	.000	.066	-.106	.091	**(.806)**		
Engagement	15.2632	3.86	-.108	.044	-.199	-.218**	.275**	**(.794)**	
career	9.1575	3.60	.027	.078	.192	.382**	.061*	-.122*	**(.811)**

**. Correlation is significant at the 0.01 level

*. Correlation is significant at the 0.05 level

Our research question was to examine the impact of parent's career-related behaviors and student career selection. We sought to model three dimensions: support, interference, and lack of engagement. For an illustration of the hypothesized relations, the results of correlation analysis confirmed the assumed three-dimensional structure of parental career-related behaviors. The results (Table-2) showed that, support and interference relates to the career selection positively, whereas support indicates a positive association ($r = .382$, $p < .01$) and interference also has a positive association ($r = .061$, $p < .05$) while lack of engagement is unrelated and negative ($r = -.122$, $p < .05$).

Students mainly reported being supported concerning preparation of career choice ($M = 9.5$, $SD = 3.33$). Parental interference ($M = 12.59$, $SD = 4.07$) and parental lack of engagement ($M = 15.26$, $SD = 3.86$) were reported less often.

Chapter: 4

Discussion

The results provide first evidence that the PCB is a reliable and valid measure of parental career-related behaviors. There results hypothesized the assumed three-factor structure (support, interference, and lack of engagement). The results also showed good reliabilities for the three scales. Although support and lack of engagement seem to capture substantively similar aspects of parental career-related activities, which manifested in a relatively moderately low correlation between these variables, both dimensions appeared as distinct constructs. This is contrast with the results of an earlier study on parental career-related behaviors (Dietrich et al., 2006). Chope (2005) also distinguished between ''a 'hands-off' but supportive approach to the student decision-making in contrast to a disinterested one" (p. 404). It is likely that students who are very autonomous in career decision-making do not report parents' career-related support (because they manage career preparational one) nor their lack of engagement (because parents are not disinterested or over-challenged; cf. Phillips et al., 2001). Inaddition, we found that lack of parental engagement related moderately to interference. This association may have appeared because participants appraised parents' behavior only on a good–bad dimension. Students might not have distinguished between lack of engagement and interference, especially when they felt supported. Apart from this rather technical interpretation the relation may as well indicate aspects of less child-centered behavior. If Students perceive their parents as putting through their own wishes for the child's future career rather than collaborating with the child in preparing for a career this may be interpreted as disinterest in the child's plans and thus lack of 'real' engagement. This pattern reminiscent of authoritarian parenting as described by Baumrind (1991) and Lamborn and colleagues (Lamborn, Mounts, Steinberg, & Dornbusch1991). With

respect to mean differences results showed that most Students felt supported by their parents while preparing their career choice, only a few individuals reported parental interference or parental lack of engagement (cf. Phillipset al., 2001; Schultheiss et al., 2001).

Chapter # 5

Limitations and directions for future research

This investigation has at least five limitations. First, the study relied only on students' perceptions of their parents' behaviors. To ensure they really reflect parents' reactions, data on parents' reports are needed. Studies with multiple sources of information could answer the question whether parents' career-related behaviors are experienced in the same manner by all family members.

Second, the measurement did not distinguish between mothers and fathers. It is known that there are differences in the relationships according to child's and parent's gender (Collins & Laursen, 2004). This study may not have reached such differential effects. The distinctive roles of fathers as a source of information and mothers as confidantes as described by Grotevant and Cooper (1988) could be part of the focus of future investigations.

Third, the data was cross-sectional and did not allow for conclusions regarding whether or not parents affect children or vice versa. In future studies a bidirectional view on the process of preparing the career choice should be adopted as is the case already in some qualitative research programs (Young et al., 2001). This requires longitudinal studies (Dietrich, 2008). In order to examine direction of effects, one could think of micro genetic designs, i.e., longitudinal diary studies with multiple points of measurement. Studies of this kind are particularly valuable around critical transitions in career development during adolescence (e.g., high school to university).

Fourth, when examining the context of preparing career choice in adolescence one has to consider that the context includes many relational, cultural and structural influences that may interact with the role parents play (Vondracek, Lerner, & Schulenberg, 1986). Kracke (2002), for example, found in her longitudinal study that child-centred parenting was associated with peers'

career support, and that both parent and peer support were predictive of students' subsequent career exploration. More studies are needed that examine the combined effects of different contexts. Fifth, although the participants in this study stem from a population of diverse socioeconomic backgrounds, they were homogeneous in terms of ethnicity and cultural background (i.e., Eastern German). Consequently, obtained results need to be replicated with culturally diverse samples. First attempts were undertaken by Kracke, Güre, and Dietrich (2008) who tested the scales on parental career-related behaviors in a sample of Turkish students.

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Appendix

Impact of Career Specific Parental Behavior on Adult's Career Fit

Dear respondents this questionnaire asks what factors are important to you when you decide your specialty as well as the location of your future practice site. We are conducting this survey among adult. Your response is used only for the purpose of this study and respondents will never be identified. The results of this survey will be revealed on our home page without any information implying the identity of neither the respondents nor his/her university.

> Please choose the appropriate number and fill out the text boxes provided on the right side of this sheet or circle the relevant choice.

Questionnaire

Demographic features of the respondent:

Gender: _____

Age:	Department:	Parental Education:
1. 15 Year	1. I.Com	1. Up to Metric
2. 16 Year	2. F.A	2. Below to Metric
3. 17 Year	3. I.C.S	3. F.A
4. 18 Year	4. F.S.C	4. Graduate
		5. Post Graduate

Indicate your opinion about the following statement using scale blow:

1=Strongly Agree   2=Agree   3=Neutral   4=Disagree   5=Strongly Disagree

Support:					
1. My parents talk to me about my vocational interests and abilities.	1	2	3	4	5
2. My parents encourage me to seek information about vocations I am interested in.	1	2	3	4	5
3. My parents support me in getting an apprenticeship.	1	2	3	4	5
4. My parents give advice on the choice of careers available.	1	2	3	4	5
5. My parents talk to me about apprenticeship opportunities in	1	2	3	4	5

various careers.					
Interference:					
6. My parents have their own ideas about my future vocation and try to influence me accordingly.	**1**	**2**	**3**	**4**	**5**
7. My parents interfere too much with my vocational preparation.	**1**	**2**	**3**	**4**	**5**
8. My parents try to put through their ideas of my future vocation.	**1**	**2**	**3**	**4**	**5**
9. My parents would talk me out of a vocation they don't like.	**1**	**2**	**3**	**4**	**5**
10. My parents try to push me in a certain direction regarding my future vocation.	**1**	**2**	**3**	**4**	**5**
Lack of engagement :					
11. My parents are not really interested in my future vocation.	**1**	**2**	**3**	**4**	**5**
12. My parents don't care about my vocational preparation.	**1**	**2**	**3**	**4**	**5**
13. My parents cannot support my vocational preparation, because they know too little about different vocations.	**1**	**2**	**3**	**4**	**5**
14. My parents cannot support my vocational preparation, because they are too busy.	**1**	**2**	**3**	**4**	**5**
15. My parents cannot support my vocational preparation, as they face difficulties at work themselves	**1**	**2**	**3**	**4**	**5**
Person Career Fit:					
16. My abilities fit the demand of my career nature.	**1**	**2**	**3**	**4**	**5**
17. My personality is a good match for my career.	**1**	**2**	**3**	**4**	**5**
18. The current field of study has enhanced my interest in potential career.	**1**	**2**	**3**	**4**	**5**
19. I am now more confidence to do well in potential profession.	**1**	**2**	**3**	**4**	**5**
20. I will pursue my career in current field of study after graduation.	**1**	**2**	**3**	**4**	**5**

__Thank you for your participation & effort__

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We are grateful to Mr. Imtiaz Ahmed on having perfect guidance in dire straits. We beyond the doubts, hit the jackpot when he come and offered his brilliant services to the students.

Once again we are proud of our Sir.

Regards

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