

**PARENTAL INVOLVEMENT IN CAREER PLANNING ACTIVITIES
AND ITS INFLUENCE ON STUDENTS' PERCEPTIONS ABOUT
PARENT CAREER BEHAVIOR AND CAREER DECISION-MAKING
SELF-EFFICACY**



By

Noor Raza Cheema

**Department of Behavioral Sciences (DBS)
School of Social Sciences and Humanities (S3H)
National University of Sciences and Technology (NUST)
Islamabad, Pakistan
(2017)**

**PARENTAL INVOLVEMENT IN CAREER PLANNING ACTIVITIES
AND ITS INFLUENCE ON STUDENTS' PERCEPTIONS ABOUT
PARENT CAREER BEHAVIOR AND CAREER DECISION-MAKING
SELF-EFFICACY**

By

Noor Raza Cheema

(NUST201463499MC3A79114F)

A thesis submitted to the Department of Behavioral Sciences (DBS) in partial
fulfillment of the requirements for the degree of

MS Career Counselling and Education

**Department of Behavioral Sciences (DBS)
School of Social Sciences and Humanities (S3H)
National University of Sciences and Technology (NUST)
Islamabad, Pakistan
(2017)**

Approval Sheet

PARENTAL INVOLVEMENT IN CAREER PLANNING ACTIVITIES AND ITS INFLUENCE ON STUDENTS' PERCEPTIONS ABOUT PARENT CAREER BEHAVIOR AND CAREER DECISION-MAKING SELF-EFFICACY

By

Noor Raza Cheema

NUST201463499MC3A79114F

Accepted by the Centre for Counseling and Career Advisory, National University of Sciences and Technology, in partial fulfilment of the requirement for the award of degree of **MS Career Counselling & Education**.

Supervisor: _____
Dr. Gulnaz Zahid

GEC Member: _____
Dr. Aamna Saleem

GEC Member: _____
Dr. Saeeda Khanum

External Examiner: _____
Dr Irum Naqvi

Dated: _____

Head of Department
Centre for Counseling and Career Advisory
National University of Sciences and

Director
Department of Behavioral Sciences
National University of Sciences and Technology
Technology

Declaration

I certify that this research work titled “parental involvement in career planning activities and its influence on students’ perceptions about parent career behavior and career decision-making self-efficacy” is my own work. The work has not been presented elsewhere for assessment. The material that has been used from other sources it has been properly acknowledged/referred.

Noor Raza Cheema

NUST201463499MC3A79114F

Language Correctness Certificate

This thesis has been read by an English expert and is free of typing, syntax, semantic, grammatical and spelling mistakes. Thesis is also according to the format given by the university.

Noor Raza Cheema

NUST201463499MC3A79114F

Copyright Statement

- Copyright in text of this thesis rests with the student author. Copies (by any process) either in full, or of extracts, may be made only in accordance with instructions given by the author and lodged in the Library of NUST. Details may be obtained by the Librarian. This page must form part of any such copies made. Further copies (by any process) may not be made without the permission (in writing) of the author.
- The ownership of any intellectual property rights which may be described in this thesis is vested in NUST Centre for Counselling and Career Advisory (C³A), subject to any prior agreement to the contrary, and may not be made available for use by third parties without the written permission of the Centre for Counselling and Career Advisory (C³A) which will prescribe the terms and conditions of any such agreement.
- Further information on the conditions under which disclosures and exploitation may take place is available from the Library of NUST, Islamabad.

Acknowledgements

I would first like to thank my thesis supervisor, Dr. Gulnaz Zahid. The door to her office was always open whenever I had a question about my research or writing. She consistently allowed this thesis to be my own work, but steered me in the right direction whenever she thought I needed it.

I am gratefully indebted to Sir Yubric, Ms. Nadia Rizwan, Dr. Gulnaz Zahid, Dr. Aamna Saleem, Dr. Saeeda Khanum and the whole department. Without their guidance, and support, I would never have been able to complete the master program. I thank them all, for many insightful conversations during the development of the ideas in this thesis, and for helpful comments and genuine feedback. Their willingness to discuss anything, helped me through the three most important years of my life.

*Dedicated to my exceptional parents, grandparents, adored
siblings and friends whose tremendous support and cooperation
led me to this wonderful accomplishment.*

Abstract

The purpose of the research study was to investigate the role of parental involvement in career planning activities and its impact on high school students' perceptions about parent career behavior and students' career decision-making self-efficacy. The study objectives were to investigate the relationship between parental involvement in high schools career planning activities, high school students' perceptions about parent career behavior and high school students' career decision-making self-efficacy, to examine the impact of parental involvement in high schools career planning activities on high school students' perceptions about parent career behavior and high school students' career decision-making self-efficacy, to compare the responses of boys and girls on Parent Career Behavior Checklist and Career Decision-making Self-efficacy and to compare the responses of fathers and mothers on Parental Involvement in Career Planning Activities. Random sampling technique was used to determine the study sample. The study sample comprised of 300 second year A-level students enrolled in private high schools of Islamabad and 300 mothers and 300 fathers. Parent Involvement Activities in Student Career Development Survey, Parent Career Behavior Checklist (PCB) and Career Decision-Making Self-Efficacy Scale – Short Form (CDMSES-SF) were employed in the study. The data collected was analyzed using SPSS-XXIII. Statistical procedures like t-test, product-moment coefficient of correlation and regression were used for data analysis. Results indicated that there was a weak and significant positive relationship of parental involvement in high schools' career planning activities with students' perceptions about parent career behavior. These findings were same when data was analyzed for mothers ($r=0.21$) and fathers ($r=0.22$). There was a weak and significant positive relationship of parental involvement in high schools' career planning activities and students' career decision-making self-efficacy. These findings were same when data were analyzed for mothers ($r=0.36$) and fathers ($r=0.31$). A moderate and significant positive relationship was indicated between high school students' perceptions about parent career behavior and their career decision-making self-efficacy ($r=0.38$). It was determined that parental involvement in career planning activities has a significant impact on students' perceptions about parent career behavior. The findings were same when data were analyzed for mothers ($\beta=.13$) and fathers ($\beta=.15$). It was determined that parental

involvement in career planning activities has a significant impact on students' career decision-making self-efficacy. The findings were same when data were analyzed for mothers ($\beta=.27$) and fathers ($\beta=.17$). It was indicated that students' perceptions about parent career behavior have a significant impact on students' career decision-making self-efficacy ($\beta=.38$). The difference between boys and girls on PCB ($t=.77$) was found nonsignificant. The difference between boys and girls on CDMSE-SF ($t=.75$) was found nonsignificant. There was no significant difference between fathers and mothers on Parent Involvement Activities in Student Career Development ($t=.08$). Findings of the study draw recommendations for students, parents, counselors, teachers and high school administration accordingly.

List of Abbreviations

Adjusted R ²	Number of predictors in the model
B	Unstandardized Coefficients
β	Standardized Coefficients
CDMSE-SF	Career Decision-making Self-efficacy-Short Form
<i>df</i>	Degrees of freedom
M	Mean
MCDMSE	Mean Career Decision-making Self-efficacy
MPCB	Mean Parent Career Behavior
MPIF	Mean Parental Involvement Fathers
MPIM	Mean Parental Involvement Mothers
MPIFM	Mean Parental Involvement Fathers and Mothers
N	The number of participants in each group
<i>p</i>	Significance level
<i>r</i>	Correlation coefficient
R Square	Correlation coefficient squared
PCB	Parent Career Behavior
SCCT	Social Cognitive Career Theory
SE	Standard Error
Sig. (2-tailed)	Statistical Significance
SPSS	Statistical Package for the Social Sciences
<i>t</i>	Associated significance value

List of Tables

Table 1: Mean, standard deviation, skewness and kurtosis of all the variables	37
Table 2: Correlation results for all scales	38
Table 3: Linear Regression for MPIF and MPIM in predicting MCDMSE	39
Table 4: Linear Regression for MPIF and MPIM in predicting MPCB	40
Table 5: Linear Regression for MPCB in predicting MCDMSE	41
Table 6: Mean, Standard Deviation, Standard Deviation Error and t-test of Boys' and Girls' perceptions with the scores obtained from MPCB	42
Table 7: Mean, Standard Deviation, Standard Deviation Error and t-test of Boys' and Girls' perceptions with the scores obtained from MCDMSE	42
Table 8: Mean, Standard Deviation, Standard Deviation Error and <i>t</i> -test of Fathers' and Mothers' perceptions with the score obtained from MPIFM	43

Table of Contents

Declaration	i
Language Correctness Certificate	ii
Copyright Statement	iii
Acknowledgements	iv
Abstract	vii
List of Abbreviations	viii
List of Tables	ix
CHAPTER 1: INTRODUCTION	1
1.1 Introduction	1
1.2 Problem Statement and Justification of the Research	4
1.3 Significance of the Study	7
1.4 Conceptual Framework	9
Chapter 2: REVIEW OF RELATED LITERATURE	11
2.1 Literature	11
2.1.1 Parental Involvement in Career Planning Activities	12
2.1.2 Students' Perceptions about Parent Career Behavior	15
2.1.3 Parental Involvement and Students' Career Decision-Making Self-Efficacy	18
2.2 Latest Research Studies in the Area	21
2.2.1 Latest Research Studies at International Level	21
2.2.2 Latest Research Studies at National Level	25
Chapter 3: METHODOLOGY	29
3.1 Objectives	29
3.2 Research Question	29
3.3 Hypotheses	30
3.4 Population	30
3.5 Sample	30
3.6 Design	31
3.7 Conceptual definitions	31
3.7.1 Parental Involvement	31
3.7.2 Parent Career Behavior	31
3.7.3 Career Decision-Making Self-Efficacy	31
3.8 Research Instruments	32
3.8.1 Face Validity	32

3.8.2 Pilot-Testing	32
3.8.3 Reliability of the Study Instruments	33
3.8.4 Research Instruments	33
3.9 Procedure	34
3.10 Data Analysis	34
3.11 Delimitations	35
Chapter 4:RESULTS AND INTERPRETATION	36
4.1 Main Analysis Results	36
4.1.1 Descriptive Statistics	36
4.1.2 Product-moment coefficient of correlation analysis	37
4.1.3 Linear Regression Analysis	39
4.1.4 The Independent <i>t</i> -test	41
Chapter 5:DISCUSSION AND RECOMMENDATIONS	45
5.1 Discussion	45
5.2 Conclusion	52
5.3 Recommendations	53
REFERENCES	55
APPENDICES	68

CHAPTER 1: INTRODUCTION

1.1 Introduction

Today's youth face a huge challenge in preparing for an ever-changing world of work. For young individuals to explore a career that interests and inspires them, they should first engage in three phases of career development: self-discovery, career exploration, and career management. Parents who contemplate career development as an ultimate priority will take practical measures to ensure that their child is equipped to pursue his or her further education right after high school. Parents should also inquire if their child's high school is using career counseling and personalized learning plans, which can support adolescents in career development. Parents and schools together can support to ensure that coursework and career planning activities are actually meeting the intended objective of preparing all adolescents to be career and college ready (PACER Center, 2014).

Comprehending the career development processes of adolescents is a key area for researchers. The present economic and social context is indicating a more thought-provoking future for adolescents, in relations to career planning. It is, thus vital to enhance our cognizance about how adolescents can best capitalize their goals, talents, and skills. As parents, educators, and counselors, it is our responsibility to encourage students to start exploring their ambitions, talents and abilities right from middle school. This exploration can vastly help them to prepare for the college bound education and career (Levine & Sutherland, 2013).

The exploration of ambitions, talents, and abilities can only be achieved through effective career guidance and counseling programs. The idea behind any comprehensive secondary school career guidance and counseling program is to help students to make informed career decisions and to assist them in following their career paths by providing them with necessary knowledge and skills (Career Guidance and Counseling Programs, 2014). The growing diversity of today's high school population offers unique challenges for educators and counselors dedicated to run an effective career counseling program that meets the needs of all individuals. To meet these needs it is essential to involve parents in

every step of their adolescent's career planning and career decision-making (Brand, Valent, & Browning, 2013).

Career decision-making is a lifetime process. Deciding what type of education is required to be able to pick a career seems to be a worldwide contemporary issue. It begins with exploring and developing an awareness of the world of work. It also includes understanding aptitudes, interests, talents and values, and merging these to construct a meaningful framework for life and career choices. The most suitable time for adolescents to start thinking about careers is high school (Torpey, 2015).

High school is indeed a critical time when adolescents embark on self-exploration; discover potential career options; and experience and acknowledge the opportunities available to help them to select their career (Regalado, 2015). According to Migunde, Othuon and Mbagay (2015), the numbers of career options accessible to adolescents now are more than those existing decades ago. With so many career, major and college options available; the process of career decision-making and planning can be a particularly stressful time in an adolescents' life.

Adolescents have less crystallized occupational identities and less conversant outcome expectations. It is crucial for them to explore careers and accumulate career activities to hone skills and intellectual elements of career development (e.g. career self-efficacy beliefs) (Davis, 2013). Every year, many high school students face the stress of thought-provoking decisions regarding their career and post -secondary education. In response to this stress, high school students may attempt to place the responsibility for making career choices onto others and may even delay or avoid making a decision, which could eventually lead to a less informed decision (Dougherty, 2013).

It is perhaps vital to examine the relational influences and involvement of others in the career planning process of young individuals. With regards to involvement in career planning, establishing the role of the family and most prominently parents is indeed imperative to better comprehend the intricacies of high school students' perceptions about parents' involvement and its impact on their career decisions. Families in general, and parents in particular may play a significant role in the work-related and career ambitions of their children (Roach, 2010).

Morgan (2012) concluded that parental involvement aims to achieve enhanced learning, career development and lifelong outcomes for young people. Parents are indeed knowledgeable of their child's unique needs, interests, abilities and talents, in all likelihood their involvement can be instrumental. Parents have a great influence on a child's future career decision-making. It can be either by the own career, the career they have planned for their child or even by just supporting them with making homework.

Parents not only assist but play a fundamental role in adolescents' lifelong educational and career choices, yet levels of parental involvement significantly reduce as students proceed to their middle school years and beyond (Kelly, 2014). Whiston and Keller (2008) emphasized that the information available for parents interested in assisting the career planning of their children during high school is inadequate. Informative pamphlets, one-to-one meetings, or workshops arranged by schools geared toward involving parents could aid them to gather more information and become more conscious of the prominence of young individuals career issues. It can strengthen parent-adolescent relationships, and augment adolescents' short-range and long-standing career decisions.

Focusing on Epstein's (1995) six major types of family-school involvement, Davidson (2009) developed a survey involving eight types of parents' involvement activities in high school students' career planning and career decision-making. The eight activities comprised of assisting parents with (a) student personal/social development (b) student career exploration (c) student career planning and decision making (d) student post-secondary planning (e) volunteering/decision-making (f) general parent/school communication (g) parent/school communication about academic matters, and (h) collaborating with community and parents. Communicating with parents about academic matters and assisting parents in student post-secondary planning were an essential parent involvement activities.

Focusing on national level, Noreen and Khalid (2012) stressed that the level of adolescent's education and vocational identity are influenced by the parents' level of education and profession. Hasan (2014) found a lack of support, guidance and counseling – both academic as well as parental – is the cause of students being less confident to explore their individual, academic and career interests. Saleem, Almadi, and Saleem (2013) emphasized that parental involvement can impact the attainment, enthusiasm and behavior

in the career decision-making process of the next generation. Generally, students perceive that their parents play a vital role in their career decision-making (Alison, 2014). Students of private or English instruction high schools have a better idea about career choices and career guidance (Khan, Khan, Siraj, & Hijazi, 2011).

Parental involvement practices and its effects on high school students' academic achievement and career self-efficacy have been explored (Chung, 2015; Cridland, English, Hayles, McDonald, & McHugh, 2014; Daniel, 2015; Feliciano, 2016; Forrington, 2015; Hillian, 2015). Parental involvement has become a familiar term in the field of education. One can definitely find work on parental involvement in students' educational achievements and factors influencing adolescents' career decision-making self-efficacy. Knowing the critical role parents play in their child's career and future, the need to explore parental involvement in career planning activities offered by high schools in relation to students' perceptions about parental involvement and their career decision-making self-efficacy is predominant.

1.2 Problem Statement and Justification of the Research

The purpose of this study is to identify the career planning activities offered by high schools and the extent to which parents are involved in these activities. To determine high school students' perceptions of parents' involvement in career planning activities and its impact on their career decision-making self-efficacy. It is vital to explore the effectiveness of parental involvement in career planning activities offered by high schools. Nonetheless, it is more significant to study this involvement in connection to high school students' perceptions about parent career behavior and their career decision-making self-efficacy. Only by studying students' perceptions about parental involvement and its impact on their career decision-making self-efficacy, the usefulness of parental involvement can be determined in high schools.

The prominence of parental involvement in youngsters' career planning is predominant. The international and national research shows the relationship between effective parental involvement in career-related activities, its impact on the career decision-making self-efficacy and high students' perceptions about parent career behavior. The

parental engagement is a repeatedly researched area, but evidence of empirical studies to solicit and harness that engagement in relation to young people's career development is difficult to find (Davidson, 2009).

Parents serve as the most important influence in their child's career development and career decision-making. Parents want their children to find contentment and accomplishment in life and one factor which stimulates happiness and success is making informed career choices. When students feel the involvement and support of their parents, they have more assurance in their own ability to explore careers and to select a career that would be motivating. This is imperative because adolescents who feel competent regarding career decision-making, incline to make more satisfying career decisions later in life (Keller, 2004). The need to consider parental involvement in their child's career development and planning is imperative as it's directly linked with students' perceptions and their informed career decision-making.

The National Education Policy (2009, p. 30) emphasized that School Management Committees (SMC) shall be supported through active involvement of students, teachers, educationists, parents and society. The National Education Policy focused on the involvement of parents in School Management Committees, but it does not mention that in which capacity parents should be involved in career planning and development. This research is aimed at addressing and exploring the parental involvement in career planning activities.

The findings to measure parent involvement in relation to students' achievement specified that most parents approved that their involvement in adolescent's education made a stark difference in their school performances (Brooks, 2009). Parental expectations have a greater impact on student's educational outcomes (Rafiq, Fatima, Sohail, Saleem, & Khan, 2013). The aim of this study is to examine the impact of parents' involvement on students' career decision-making self-efficacy and to understand students' perceptions about parental involvement in career development.

School counselors in Pakistan understand the significance of parental involvement in the career-related learning activities. It is believed that counselors, teachers and parents perceptions are more vital in determining the importance of parental involvement in career planning of high school students (Hassan, 2014). It is therefore imperative to equally value

high school students' perceptions about the involvement of parents in career related activities. As adolescents are the ones who are actually going through career planning and career decision-making process, so this study will aim to record the students' perceptions about parent career behavior.

Career and studies-related decisions taken by high school students in Pakistan are highly influenced by their parents. It is mainly because of financial dependence on parents and limited funding opportunities available from other sources. Parents as exclusive financiers are presumed to have a significant impact on the students' choices in academics and career choices (Saleem, Almadi, & Saleem, 2013). Aside from parental influence, it is critical for parents to get involved in the career development of their children, and there is a need to check the relation of parental involvement in relevance to students' perceptions, career decision-making self-efficacy and parent career behavior.

The prominence of career counseling and provision of career counseling services are realized by private high schools. For a child to discover and make use of his inherent talent, he needs his parents, first of all, to realize and acknowledge what is truly best for him and to allow him to pursue his interests (Hassan, 2014). This study is focused on exploring students' perceptions about the involvement of parents in their career choices.

Several studies (Guan, Capezio, Restubog, Read, Lajom, & Li, 2016; Levine & Sutherland, 2013; Morgan, 2012; Ng & Yuen, 2016; Raque-Bogdan & Lucas, 2016) reported the parental involvement in career planning activities; more than a few studies (Letha, 2013; Roach, 2010; Sawitri, Creed, & Zimmer-Gembeck, 2014), highlighted students' perceptions of parent career behavior; and some studies (Ghosh, 2016; Mao, Hsu, & Fang, 2016; Stikkelorum, 2014) explained the influence of parental involvement on students' career decision-making self-efficacy. Parental involvement in career planning activities and students' perceptions about parent career behaviors in relation to career decision-making self-efficacy will be taken as a complete framework for this study. The aforementioned three variables have not been studied together, so far.

In such a scenario, need exists equally for parents and academicians, to realize the diverse potentials of their children and students, and to bring these potentials out, nourish and polish them through combined career planning initiatives and activities, as they progress within the school and beyond. To develop appropriate goals for all students

pertaining to their career planning and decision making, this study aims to analyze students' perceptions and the practical measures private high schools are taking to ensure effective parental involvement in career planning.

To better understand students' career decision-making self-efficacy development, it is vital to take their perceptions into account. The framework of the research involving both parents and students will not only assist students who are indecisive during high school but also enhance their career decision-making self-efficacy. Ultimately, this research will identify how parental involvement in career planning activities influence high school students' career decision-making self-efficacy and parent career behavior.

1.3 Significance of the Study

This research study was pursued to classify the relationship of parental involvement in high schools career planning activities with students' perceptions about parent career behavior and their career decision-making self-efficacy. Through this study, the aim was to investigate the parent-school interactions in relevance to parental involvement in high schools' career planning activities. The extent to which parents were involved and how they were involved in high schools' career planning activities was ascertained. Apart from counselors and parents, it is critical to value and assess adolescents' perceptions about their parents' involvement in their career decision-making self-efficacy, and this study aimed to investigate this area as well.

This study is beneficial for school principals and administrators to improve the policies that support parent-school interactions to enhance career decision self-efficacy of high school students. Most effective parental involvement activities were determined and can be suggested to all private high schools for implementation and incorporation in their career counseling programs. This study can help to convince the school governing bodies and private high schools association to enforce career counseling as a mandatory feature and utilize the regular involvement of parents.

Teachers can benefit from parental involvement and work with parents, students and career counselors to help adolescents to achieve academic goals and enhance their career

prospects. By virtue of daily interactions, teachers can help to bridge the gap between academic achievement and career goals attainment.

High schools can gauge the activities through which parents are already involved in career planning initiatives offered by high schools and how this involvement can be enhanced by involving career counselors, staff and teachers to help learners make informed career decisions pertinent to post-secondary education. The cognitive perceptions of youth can be modified through a comprehensive career counseling program. This study can assist high school counselors to bring a positive change by introducing or upgrading an effective career counseling program. A program that entails enhanced awareness about career specific parenting behavior, informed career decision-making, improved career self-efficacy and active parental involvement.

High school students as key stakeholders can better understand the role of parents in their career decision-making through parental involvement in career-related activities. Through this study, high school students established that their perceptions about general and career-specific parenting behavior are highly valuable for making informed career decisions, apart from the perceptions of counselors and parents. Career specific parenting behavior and increased parental involvement in career planning activities can support high school students in making informed career decisions and be more self-reliant. This study is going to highlight the growing need for career counseling services involving parents and students as key stakeholders at high school level.

This research can assist principals, counselors, teachers, parents and administrative staff to improve and develop effective opportunities for parental engagement, increase home-school relationships, increase students' career decision-making self-efficacy, and value students' perceptions about school career planning activities and parental involvement. This study set to address and better comprehend the constructs of parental involvement, career decision-making self-efficacy and parent career behavior, in lieu of gender-specific differences.

It was determined that differences between parents in their level of involvement are associated with social class, poverty, health and also with parental perception of their role and their levels of confidence in fulfilling it. All these factors influence the involvement of parents in school related career planning activities. Thus, high school principals and

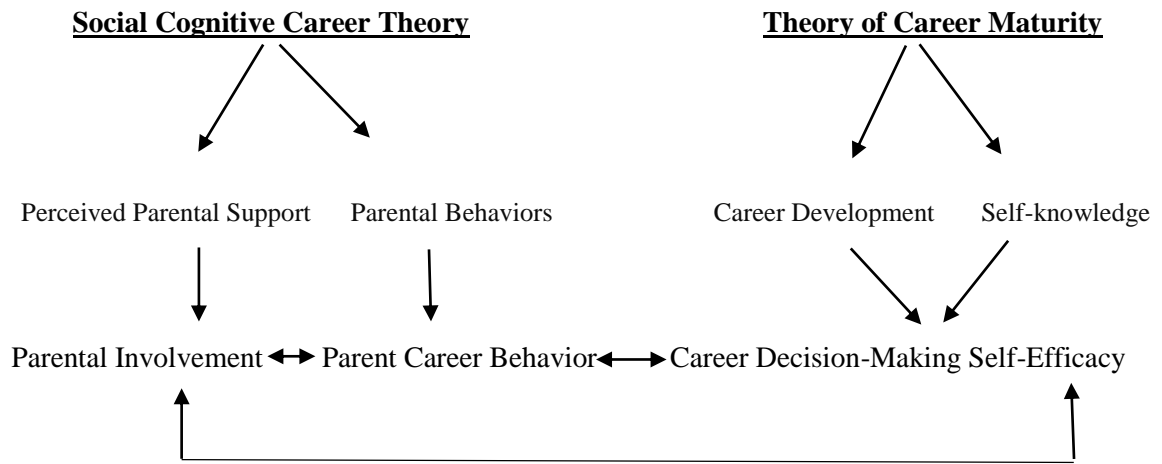
counselors that actively involve parents in career-related activities, must share the practices, so that effective practices can be replicated in other schools. The results will have relevance particularly for those helping practitioners who work with parents of high school students and/or high school students themselves.

1.4 Conceptual Framework

The conceptual framework is based on the Social Cognitive Career Theory (SCCT) (Lent, Hackett, & Brown, 1994) and the Theory of Career Maturity (John O Crites, 1973).

Parent Involvement Activities in Student Career Development Survey (Davidson, 2009) and Parent Career Behavior Checklist (Whiston & Keller, 2008) is based on the Social Cognitive Career Theory. Lent, Brown, and Hackett (1994) developed SCCT that is primarily based on Bandura's (1986) social cognitive theory. SCCT describes the processes through which people form interests, make decisions and achieve differing levels of success in scholastic and occupational endeavors. SCCT emphasizes the impact of contextual factors such as perceived parental support and parental behaviors. The contextual factors can enhance or constrain career development.

Career Decision-Making Self-Efficacy Scale (Betz, Klein, & Taylor, 1996) is based on Theory of Career Maturity. The Theory of Career Maturity (John Orr Crites, 1978) emphasizes on the hypothesized dimensions, taking into account both cognitive and conative factors. The interrelationship between career maturity and career education is stressed and it is pointed out that the career maturity enhances self-knowledge. It also provides the concepts and tools which career education and career development require to conceive and evaluate career education curricula and career-decision making processes.



Chapter 2: REVIEW OF RELATED LITERATURE

2.1 Literature

Career development is a lifelong process. There are many factors that impact career development including interests, aptitudes, values, character, background and environments. The goal of career guidance is not only to help individuals to know their interests and aptitude, but to give them the awareness and skills they require to make career decisions. Career counseling is a process that helps young individuals to identify the factors influencing their career development. It also helps them to see and comprehend themselves and the world of work in order to make learning and life decisions (What is career counseling, 2017).

Career counseling is vital for career development of secondary school students. There are some factors which affect the process of career counseling. Some of these factors include psychological factors (interest, prestige and self-assurance), sociological factors (peer influence, advisors, governmental policies and socio-economic status of parents), economic factors (poverty, needs, demands and wants), heritable factors (physical appearance and skill set) and educational factors (position of students in schools and developed skills). These factors play a noteworthy part in the career decision-making process of secondary school students (Obiunu & Ebunu, 2014).

The development of occupational identity and a future orientation to career planning has been considered to be an essential task in theories of adolescent career development. Transparency regarding vocational identity supports adolescents' connection to the process of career exploration and to their vocational future. Adolescence is an age when young individuals make an effort to comprehend themselves and discover their place in the world of work. Through curricula, work experience, interests and hobbies, adolescents try to recognize their capabilities. They first explore career preferences and eventually convert generalized preferences into a specific career choice (Super, 1990).

The career choice that adolescents make is a decision that is inclined not only by their career development but also by some factors and the context in which they live (Fizer, 2013). Where career counseling is influenced by so many factors, only three variables have been taken into account for this study. The literature review is focused on parental

involvement in career planning activities, students' perceptions about parental career behavior and high school students' career decision-making self-efficacy. The frame of the literature review is given below:

1. Parental involvement in career planning activities
2. Students' perceptions of parent career behavior
3. Parental involvement and students' career decision-making self-efficacy

2.1.1 Parental Involvement in Career Planning Activities

The students go through every stage of education from elementary school to middle school, from middle school to high school and eventually, from high school to college. But where does this goal come from? One of the key reasons why this college dream is so recognized is because of parental involvement (Allensworth, Gwynne, Moore, & Torre, 2014).

The quest for a decent job, an informed career and a respectable life are connected with the developing period of emerging adulthood (ages 18-30) (Lehmann & Konstam, 2011). Today's secondary school students are poles apart compared to those of 20 years ago. These students, also regarded as the Millennials, are said to be the most protected generation in the history of mankind (LeMoyne & Buchanana, 2011). More than ever before, with so many options available, parents now have a strong influence and input in their child's college and career planning. Millennials are asking for their parent's advice and involvement to select subject for study, well reputed educational institution and career (Michael, 2016).

Modern age high school students cite the involvement of parents in career planning as a main source of advice while making career decisions (Winters, 2016). Chu, Newman, and Xiao (2016) indicated that career planning and development to enter a university after high school are distinctive aspects of career preparation. Interactions with parents, the involvement of family in career planning activities and thinking about the future are related to overall career preparation of high school students.

One of the key principles that ensure all high school students receive the attention and challenge essential for academic and career success is parental involvement. Teachers

and counselors following distributed counseling can play a key role to support adolescents by involving their parents in the college and career planning process (Allen, Nichols, Tocci, Hochman, & Gross, 2006; Rafiq, Fatima, Sohail, Saleem, & Khan, 2013). Parents can be supported to encourage their children's career decision-making by providing basic information about college admissions processes, college selection, major choice, test preparation, financial aid, scholarship, and course placements (Weiss, 2010).

Counselors and school professionals have long acknowledged that students gain advantage from the involvement of parents in their daily lives. There is a positive relationship between parental involvement and student success at all levels. Parental involvement is a principal component of adolescents' postsecondary educational aspirations (Bardhoshi, Duncan, & Schweinle, 2016).

Parents' decisions about involvement in career planning activities are influenced by schools (Davidson, 2009). Parental involvement is crucial in preparing students to be career ready upon high school graduation (Gysbers, 2013). School counselors should be spending one-fifth of their time in establishing parental involvement in career planning activities. High school counselors principally, given their emphasis on career education, encouragement, developing relationships, and traditional competency, are in a primary position to lead school efforts to assist parental involvement and college access among high school students (Epstein & Voorhis, 2010).

The parents' role building, the parents' self-efficacy for facilitating adolescents prosper in school, the parents' perceptions about teacher requests to become involved and parents' perceptions about students' invitations to become involved were the factors of parental involvement in secondary schools. Parents became more involved when they perceived that teachers and students anticipated or required their involvement in either home or school (Rollande & Bertrand, 2005).

It was observed that adolescents were more likely to develop a career plan and go on to some type of higher education when their parents held greater educational expectations for them. Parents require knowledge of the postsecondary planning process in order to best guide and counsel their child (Wilson, 2013). Schools could take advantage from exploring multiple avenues to involve parents and may need to further encourage

students to communicate and connect with their parents actively about their future and career prospects (Bardhoshi , Duncan, & Schweinle, 2016).

During elementary school, teachers and school administration emphasize upon parental involvement immensely through various in school and out school activities. Parents and teachers also sense more connected because there is one teacher with whom they are able to express apprehensions or share ideas about their child's overall development. This involvement rapidly reduces by middle school and is further diminished by the time students enter the high school level (Adams & Christenson, 2000; Hopwood, Hay, & Dymont, 2016).

As students enter secondary schools, they cooperate with several teachers as opposed to one teacher during the elementary level. Starting communication with all teachers can be a daunting process for parents. Parent-teacher and parent-counselor interactions facilitated by high schools can directly support the academic and career development of adolescents (Ferguson & Rodríguez, 2005; Frederico & Whiteside, 2016; Zellman & Waterman, 1998).

In recent years, there has been a growing apprehension regarding students' academic readiness and willingness for college and career planning (Aud, et al., 2012). Parental and family involvement is a predictor of child's academic success. Explicitly, parental involvement has been positively associated with higher academic achievement, regular class attendance, disposition to undertake academic work, score better grades, and student aspirations for postsecondary education (Higgins & Morley, 2014; Kavanagh, 2013).

Fathers were less involved in their children's academic planning than mothers but, when involved, were often engaged in disciplinary action in response to academic performance (Kim & Fong, 2013). Fathers were more involved in providing the financial support as compared to mothers. In contrast, mothers, as compared to fathers, were more betrothed in their children's academic planning. Whereas for career planning, both fathers and mothers were assessed as sometimes involved (Chaudhry, Hassan, Khaliq, & Agha, 2015; Han & Jun, 2013).

Davidson (2009) suggested, one way for schools to develop effective career counseling programs for diverse youth is to learn how to use parents as resources in career

related activities. When schools and parents work in cooperation to support the education of a child, not only does the student accomplish better in school, but all throughout his life. This is partially due to the adolescents' need to develop autonomy that they welcome the concept of parent-school interactions.

The education nowadays is shaped in a manner that children are made to believe by their parents and family that college education is one of their definitive goals. With the shift of parenting in the millennial generation, it is critical for schools to work together with parents and enhance their involvement in career planning activities.

2.1.2 Students' Perceptions about Parent Career Behavior

Adolescents speak most commonly about career concerns with their parents and perceive parents as being a vital influence during academic and career transitions (Tynkkynen, Nurmi, & Salmela-Aro, 2010). High school students believed that their parents should be involved in their school life now, just as they were when they were in Primary School. The students want their parents to be involved in their school life as well as their non-school life. More essentially they want their parents to talk with them about their school life, discuss their academic performance as well as talk with them about other college and career planning (O'Neil-Kerr, 2014).

Factors such as students' perceptions of parental involvement in academics, maximum level of parental education and parental beliefs regarding the student's success are associated with higher likelihood of pursuing higher education, as well as better performance on college readiness tests (Asamsama, et al., 2016; Eccles, Vida, & Barber, 2004). A study by Weiss reinforced the connection between students' perceptions of parental involvement and both career aspirations and college acceptance. Results suggested that encouraging parental support and involvement through the curricula of high school preparation programs is central to students' career and academic success (Weiss, 2010).

A research study indicated that when students believed that there are support and answers to their problems, they were more capable of learning, performing better and achieving their didactic goals (Lai, 2011). As parents become involved, student morale boosts; subsequently, the family dynamics and career decisions are also improved. Students

perceive that they will learn at their optimum potential when the two most important influences in their lives parents and school join forces to create a positive and meaningful relationship (Williams & Williams, 2011).

Employing the family as a resource means working to empower parents through career-related activities to pledge the desired changes in adolescents. Secondary school counselors, administration staff and teachers must be catalysts for the desired transformation. Students who discussed problems pertaining to college and career, such as taking the standardized tests, major selection and applying for financial aid with parents were more likely to enroll and graduate from a 4-year institution (Engberg & Wolniak, 2010).

Parental involvement is an on-going process that could continue to have a positive impact on students throughout their lives. Long-term student outcomes such as post-secondary plans are affected by different patterns of parental involvement practices in different ways. It is anticipated that parent career behaviors like participating in course selection, attending school programs on postsecondary opportunities for education or employment, initiating career talks, discussing choices for programs or courses, discussing grades or topics studied in class, contacting the school, and discussing post-secondary plans will eventually have a profound influence on augmenting the career decision-making self-efficacy and post-secondary plans of high school seniors (Ehrlich , 2000; Weiss, 2010).

Adolescents value the involvement of parents during high school years and that it continues to be imperative for their academic aspirations and career planning. Adolescents perceived their parents as having high expectations about their studies as well as future career. Parental involvement as perceived by adolescents has a substantial impact on their academic and career goals. Engaging parents in active support of adolescent's education and career planning would assist adolescents in being successful in career and life. Parents shape the expectations of children and career counseling programs encouraging parental involvement in career planning would benefit the children in many ways (Letha, 2013).

Adolescents regard their parents' opinions about career issues and, hence, likely believe in their own capabilities to make informed career decisions only to the degree to which they think their parents believe in their capabilities to make career decisions.

Adolescents' perceptions about parent career behaviors play a substantial role in enhancing their career decision-making self-efficacy (Keller, 2004).

Adolescents had recurring contact and career planning conversations with their parents enthusiastically sought out parental career development guidance and paid high value to their parents' judgment in career planning matters. Parents were highly involved in, and helpful of, their child's career decisions; offered active career help during their child's career development; and saw themselves as supporters and advisers when it came to career discussions (Moreno, 2011).

When students feel assisted and motivated by their parents, they are more confident in discerning about careers and the world of work. When students feel involvement by their parents, they have more assurance in their own ability to find career information and to select a career that would be interesting and rewarding. There are five perceived parenting behaviors that distinguish high and low career maturity scores of adolescents. If parents want to improve the career development of their adolescents, they should try to express attentiveness toward various teenage issues, tell their children about great expectations for their career, push their children to make their own decisions, tell their children that they are proud of them and help their children to take interest assessments to explore career inclination (Keller, 2004).

Sawitri, Creed, and Zimmer (2014) inspected the relationship between parental variables (parental career expectations, adolescent-parent career congruence) and adolescent career aspirations and career actions (planning, exploration) of high school students. The findings illustrated that there is a noteworthy role of parental career expectations and adolescent-parent career congruence in shaping adolescents' career aspirations and career decisions.

Perceived parental support was a key predictor of differences in career self-efficacy expectations and vocational interests. Students who expected greater parental support generally expressed greater career self-efficacy for an interest in the areas of social, realistic, enterprising, investigative, artistic, and conventional personality types (Lapan, Tucker, Kim, & Kosciulek, 2003). Harris, Andrew, and Goodal (2009, p. 2-3) alluded to sustained parental involvement when they suggested that the single most critical contributory factor that can raise children's school performance and enable them to achieve

academic success and career self-efficacy is their parents' support and involvement in their learning.

The gender differences in career decision-making are true in general, and may not be true in specific instances. Gender differences influence the early career-oriented decisions of boys and girls. Although boys and girls display almost similar levels of academic ability, boys are considered to be substantially more competitive than girls, but both genders display somewhat similar levels of career decision-making (Buser, Niederle, & Oosterbeek, 2014). Gomez (2014) found girls' perceptions of career specific family behavior were not connected with their career decisions and occupational aspirations, whereas boys' perceptions of career specific family behavior had a significant association with their career decisions and occupational aspirations.

High school students who assumed their parents respected them and were proud of them had lower strata of dysfunctional career thoughts, whereas, students who perceived their parents interfered in their career aspirations had higher levels of dysfunctional career thoughts (Rebecca, Charlott, & Ittel, 2017).

It appears that parental involvement plays a focal role in forming students' perceptions, aspirations and decisions about careers. High school students perceive parents as an essential influence on their career decisions and self-efficacy. Parental involvement affects what adolescents think, say and perceive about various careers. There is indeed a need to analyze perceptions of high school students regarding parental involvement. This study will record perceptions of high school students using a questionnaire. It will be done to better understand the importance of parental involvement in the parent-child relationship.

2.1.3 Parental Involvement and Students' Career Decision-Making Self-Efficacy

Students in the contemporary and the fast paced world are trying to seek for those careers which would eventually lead them toward a successful career. Each and every individual is making efforts to cope with the dynamic world and its demands. Therefore to decide on the career which provides them a rational chance in life, success, contentment and approved from both family and society is their primary focus. However, the choice of career by an individual is influenced by numerous factors and among them, personal

aptitude, educational attainment, parental and social influence is certainly vital. (Bhattacharya, 2013).

Over the past decades, increased emphasis has been laid upon the process by which career decisions are made (Miller, Roy, Brown, Thomas, & McDaniel, 2009; Reddan, 2015; Stikkelorum, 2014). Many studies have inspected the impact of such constructs as ability, skill, needs, personality and values on the career decision-making process (Brown & Lent, 2005; Osborn & Zunker, 2015). Another construct that has received major research attention is career decision-making self-efficacy (CDMSE) which was coined by Taylor and Betz. The development of the Career Decision-Making Self-Efficacy Scale (CDMSES) was intended at measuring an individual's degree of belief that he or she can efficaciously complete tasks necessary to make informed career decisions (Taylor & Betz, 1983).

Career decision-making at initial stages imparts positive effects on student performance, college completion, practical orientation and professional development (Lehmann & Konstam, 2011). In specific, students' career indecisiveness stems from dysfunctional dogmas, lack of information about the self, internal conflict, and external struggles. Internal and external conflicts occur through inconsistent information received from parental or other guardian interactions (Shearer, 2009). Present research strives to identify how parental involvement influences the development of career decisions among adolescents.

Adolescents develop career maturity and self-efficacy as they acquire more information about careers, become more aware of their interests and abilities and actually start participating in more exploration and career decision-making activities (Keller, 2004). Rogers, Creed, and Glendon (2008) noted that career development process is critical in the final years in high school. Students normally begin to plan and make main career decisions.

Lunenburg and Irby (2012) explained that capitalizing on parent involvement in career planning, required strategies to help parents decide how they will become involved in the school, how they will receive support from the school, and how school, family, and community partnership could better enhance student achievement.

Parental support and involvement were positively correlated to career decision's self-efficacy, whereas lack of involvement was negatively connected with career decision's

self-efficacy. Students who have made their final career choices scored better on career decision self-efficacy construct (Peciulyte, Ustinaviciute, & Norvile, 2014). Family support, attachment and other family variables are central avenues through which parents have influenced career self-efficacy, decisiveness, commitment and career exploration of adolescents and young adults (Whiston & Keller, 2008).

When it comes to making career decisions, some adolescents are certain about their choices whereas others are less certain. Career development can become a struggle for adolescents who are uncertain in making decisions and who are uncertain about using family, especially parents, and social networks to resolve career problems. Parents who are demanding and responsive, their children score high on career self-efficacy and ability to make career decisions (Berk, 2014; Parrillo, 2008).

The study of Bhattacharya (2013) explored the relations of maternal and paternal affection, parenting styles and career locus of control to high school students' career decision-making self-efficacy and discovered whether these relations fluctuated by student's gender or not. Findings publicized that affection was relevant for females' career decision-making self-efficacy but not for males. Controlling parenting styles were predictive of women's career decision-making self-efficacy. Locus of control was essential for male students but not for female students. Besides this, occupational status and educational level of parents have had a momentous impact on students' career aspirations and career choices.

High schools through well-developed career counseling programs can possibly fill in the knowledge gap of students and parents regarding career information. Such counseling interventions can improve students' career decision-making and the development of their self-efficacy (Robinson & Roksa, 2016). Parents prove to be an indispensable part of adolescents' confidence and development in making career choices. Specifically, in the area of career decision-making self-efficacy, adolescents incline to use their parents as a point of reference. As parents become furnished with the needed information or resources, they can help provide genuine feedback and opportunities for career exploration and planning (Joseph, 2012).

Parental involvement in school has been generally linked with academic attainment and student outcomes (Wilder, 2014). Children whose parents are involved in their education

will be more likely to develop a strong, positive sense of efficacy for effectively achieving in school-related tasks than will children whose parents are not or less involved (Avvisati, Besbas, & Guyon, 2010).

Gender differences between fathers and mothers when it came to parental support and interference in high school students' career selections were not substantial; conversely, it was found that high school girls depended more on family support in comparison to high school boys (Bolat & Odacı, 2016). Whenever males and females network, gender-based group differences can come into play. Since gender differences in the selection of activities relevant to careers transpire as early as high school, it is critical to scrutinize career decisions made at this stage in the life, through gender-based scrutiny (Bergold, Wendt, Kasper, & Steinmayr, 2017).

The literature review presents numerous studies that highlight the impact of parental involvement, attachment and support on students' career decisions. However, there is a need for research that investigates parental involvement in high schools career planning activities and determines its influence on high school students' career decision-making self-efficacy. Current research will address this area, help to comprehend the relationship between parental involvement in career planning activities and high school students' career decision-making self-efficacy and contribute to the existing literature.

2.2 Latest Research Studies in the Area

2.2.1 Latest Research Studies at International Level

Career development theories like the Super's (1990) stages of career development highlights the prominence of an individual's personality. Family, socioeconomic status and collective environment plays an enormous role in shaping the career development process of adolescents. It is vital to determine the right fit between adolescents' interests and the field of work.

According to Jacobs, Ahmad, and Sax (2017), the world of work is encompassed of a wide array of specialties and consequently, there are many fields of work which may not be known to the average 18-year-old. In general, children are first exposed to their parents' career choices and absorb occupationally-related values from their parents.

There is a far-reaching cultural emphasis on the significance of high school students making career decisions. In this process, parents' role is often seen as "directing, or guiding". Parents are urged to support their children pursue career opportunities for self-discovery rather than direct them toward a career goal of the parents' choice. There are at minimum three sources of an association between the careers of parents and their children: familiarity, values and skills

Su, Chang, Wu, and Liao (2016) determined that high schools are the fundamental factor affecting students' career decision-making because school education can support students in carrying out the career exploration, the motivation of searching for colleges, and the reflection of their own career goal. For students with parents having a mid-to-high educational accomplishment, family factors are the most dominant factors of student career decisions. The main factors affecting the student career decision are personal factors. Personal factors affecting students' career decision-making include learning motivation, learning attitude and self-efficacy.

Addi and Grinshtain (2017) explored that teachers perceive parents' involvement in high school to be quite intimidating. Teachers emphasized that their relationship with parents is based on intimidation. Hence, they based their relations with parents on their cultural and social capital in order to exclude parents from being involved in school. This approach stands in contrast to current policies that give rise to active parental involvement in high schools.

Guan et al (2016) accentuated that the role of traditionality in the relationships among parental support, career decision-making and career adaptability, is imperative. Parental support was related positively with career decision-making and career adaptability, among Chinese high school students. Furthermore, the conditional negative effects of parental support in forecasting career adaptability via career decision making were stronger among students with low as opposed to high traditionality beliefs.

A research conducted by An and Sorensen (2017) has shown that family involvement during high school negatively influences educational attainment and college choices. Educational expectations, parent-student discussions, and coursework precision account for the negative connotation between family structure changes during high school and the selectivity of the college where a student applies.

Lapan, Poynton, Marcotte, Marland, and Milam (2017) highlighted that students with parents having lower levels of scholastic attainment and less involvement in high school career planning activities; met more frequently with counselors. The meetings entailed assistance with sponsoring their education, college applications and career plans. More frequent meetings with counselors around financing postsecondary education were correlated with higher levels of achievement, motivation and association with the high school. It should be noted that when describing their experience with counselors in high schools, adolescents regarded their college and career planning meetings with counselors to be more useful than parental involvement.

A research by Nelson, Winfield, and Lew (2017) showed that parents take interest in knowing how to become more engaged in high school-based career planning activities. Teachers and counselors can support families by gathering information for parents about high school career events and assisting the community and staff in removing barriers that prevent parents from attending high school career related activities.

Lustig, Xu, and Strauser (2017) investigated the relationship between family cohesion, expressiveness, conflict and dysfunctional career thoughts; it was determined that family support and relationships are an important influence on career decision-making. Greater levels of family conflict and lower levels of family expressiveness were linked with higher levels of decision-making confusion, commitment anxiety, and external conflict.

Gnilka and Novakovic (2017) found parents' involvement in high school activities directly influence career-based outcomes of high school students in both positive and negative ways, it is therefore important to develop more wide-ranging models that explain possible mechanisms through which parental involvement may influence career outcomes of adolescents. According to Blitch (2017), family-school partnerships can have a positive or negative influence on both students and schools, yet it remains challenging to establish and maintain, particularly in the absence or presence of parent-teacher conflict.

Li, Hazler, and Trusty (2017) determined that the influence of social and family support on career decision-making troubles is critical. Individuals with higher family

and social support conveyed fewer difficulties in terms of lack of information and inconsistent information in career decision-making. Social support, however, did not lessen career decision-making difficulties for those with lower family influence. Results suggested counselors work from societal and contextual perspectives to foster students' self-views and to use family support to assist their career decision-making.

White and Perrone (2017) stressed, that academic and career self-efficacy influence students' completion of high school and eventually college. It was determined that students under financial stress may experience decreased self-efficacy. High school students believed in their abilities to achieve academic and career-related tasks, regardless of the education levels and support of their parents or other family members in previous generations.

Previous research indicated that student performance levels rise when parents and schools work together. The nature of parent-school interactions was either collaborative or non-collaborative; several activities underpinned these practices; and positive or less than satisfactory outcomes were determined for high school students (Karbach, Gottschling, Speng, Hegewald, & Spinath, 2013).

For all four parent-child relationships: father-daughter, father-son, mother-daughter and mother-son, there is a substantial effect of parents' careers on their children's career choices. The gender-specific connotations conform to expectations in some respects but not in others. The main revelation is the inexplicably large effect of mothers on both their sons and daughters (Leiser, Heffelfinger, & Kaugars, 2017).

Ceschi, Costantini, Phillips, and Sartori (2017) explored that the most noteworthy influence on the career choice of Indian students was the father. Because high school students stereotypically seek approval and family support regarding specific career decisions, these students will likely struggle if their career decision does not align with familial expectations. It should also be noted that individuals expressing inadequate emotional support from their families are more indecisive when making career decisions.

Sung and Fong (2013) determined that fathers were less involved in their children's academic planning than mothers but, when involved, fathers were often engaged in disciplinary action in response to the academic performance. According to

Patton and Creed (2001), high school girls scored less on career decision-making than boys. Boys were more mature in their career choices than girls. It was found that the career self-efficacy of senior secondary boy students was significantly high with respect to girls. Prouty (2017); Singh and Shukla (2015) found that there are different attitudes in nurturing boys and girls. It can easily be seen that boys have access to environments where their career efficacy perception is influenced and where they are nurtured liberally than girls.

Peciulyte, Ustinaviciute, and Norvile (2014) established that students, who have made their career choice themselves without any family support and interference, scored higher on career decision-making. As per, Mulyadi, Rahardjo, and Basuki Mulyadi, Rahardjo, and Basuki (2016) there exists a positive relationship between family attachment and career self-efficacy. Academic self-efficacy influences career self-efficacy. Students who experience success with educational goals and attachment with family, consider more career options and set higher educational goals for themselves, so that they may achieve their goals. The need to assess high school students' career decision-making self-efficacy in relation to parental involvement in high schools career planning activities, is prevalent.

According to the research conducted by Menon (2017) parents' perceived that parenting behavior tended to relate more to career decision-making self-efficacy than to career maturity and also general psychosocial parenting behavior appeared to be more relevant than career focused parenting behavior.

It has been established that school- family relationship is a key factor that can have either positive or negative influence on high school students' career decision-making. Teachers, parents and counselors need to work in a collaborative framework to help address the career specific needs of adolescents. This study will help to determine and comprehend the nature of this relationship by involving high school students, their parents and valuing students' perceptions.

2.2.2 Latest Research Studies at National Level

According to Kamran and Khalidi (2011) adolescents are encountered with an increasing number of choices before taking a final career decision. This becomes especially challenging when the decision has to have implications for the future life of a person, such

as the decision about what field to choose for studies, what career to opt for, or what institution to join for higher studies. The disposal of surplus options spawns an intricate state of affairs for adolescents. A person's decision-making method ripens as time passes, because of the biological changes in the individual and the continuous learning process of the person. Usually, in Pakistan, our students lead a very protected and pampered life. They are not used to taking decisions for themselves. When it comes to enrolling in a university, they go to the same sources of power and influence, i.e. their parents.

Generally, parents impact the level of education their children receive; the knowledge they have about diverse occupations; the views and attitudes they have about work; and the impetus they have to succeed. Most of this is learned intuitively – youngsters absorb their parent's attitudes and expectations of them as they grow up (QualifaX, 2016). Noreen and Khalid (2012) endorse that parents play a critical role in the overall education and lives of their children. It is noteworthy that high schools must improve the engagement of parents in the educational and career lives of their children. Such an engagement will help to prepare students for a demanding and exciting world of education and work.

Jafrani et al. (2017) highlighted that selecting and planning a right career in which one can excel depends on various factors like personal interest, academic achievement, and intellect, financial deliberations, personality, opportunities, family and guidance. Talking about career choices, students are usually left with an only option to obey the parents' studies and career-related decisions. This belief is mainly because of financial dependence on parents and availability of limited funding opportunities. The parents as exclusive financiers have a major impact on students' career choices. Adolescents still need parental faith and confidence for an informed career choice. Saleem, Almadi, and Saleem (2013) stressed that instead of imposing the parental choices, parents need to understand the students' psychology and interests

According to Bilal and Malik (2014), a proper career counseling system is not available at any level of education. In fact, career counseling does not exist in Pakistan in a true sense. Most students do not get any counseling at any level about their academic life and choosing their career path. It was seen that people choose their career under the direct influence of their family members or due to the availability of the subjects/profession. The majority of the private high schools are already offering career counseling services in their

own adapted manner, however, the information on the extent to which parents are involved in these career related activities and its impact on students' perceptions about parent career behavior and career decision-making self-efficacy is limited. Thus this scarcity requires more attention at the national level.

Hassan (2014) stated that for a child to discover and make use of his inherent talent, he needs his parents, first of all, to realize and acknowledge what is truly best for him and to allow him to pursue his interests. In such a scenario, need exists equally for parents and academicians, to realize the diverse potentials of their children and students and to bring these potentials out, nourish and polish them through combined career planning initiatives, as they progress within the school and beyond.

A research conducted by Khan, Murtaza, and Shafa (2012) explained that at the national level, high school career counseling and guidance is a relatively new concept, not well established and limited to private high schools only. Due to which, there is also a dearth of information available for high school counselors and educationists on effectively involving parents in career-related activities and to gauge its impact on students' perceptions and career decision-making self-efficacy.

Akbar, Asrar, Younes, and Chishti (2017) accentuated that parental involvement positively contributes towards children's academic scores. Also, it was found that parental involvement positively affects children's self-efficacy. These results help us to accept that parental involvement and children self-efficacy positively affect students' scores. Chaudhry, Khaliq, Agha, and Hassan (2015) determined that fathers were more involved in providing income as compared to mothers. In contrast, mothers as compared to fathers were more engaged in their children's academic planning. Whereas for career development, both fathers and mothers were rated as sometimes involved

Gul and Rana (2015) advocated that adolescents can better understand the influence their interactions with their parents have on their career by viewing and considering parents as a significant resource in their career decision-making processes. Students value the parental involvement in their education, career planning, and personal lives. Students whose parents were involved in their career planning process had less confusion when thinking about making informed career decisions.

A study by Kanwal and Naqvi (2016) revealed a positive relationship between low self-regulation and career indecisiveness while a negative correlation between ages and career decision-making of college students. Girls have high self-regulation as compared to boys and there were no gender differences found on career decision-making. Age and self-regulation predict career decision-making among the students and as age increases career decision-making becomes poor.

Zubair (2012) ascertained that mostly the career decisions of adolescents are made with the influence of male members within families particularly with the influence of the 'father' due to which students are unable to pursue the careers they dream of. The other factors that influence the career decisions of students are conditional family support; contextual factors such as lack of career guidance and counseling, lack of knowledge about the labor market and emerging career trends. Furthermore, it was also found that the students' career decisions change over time at various stages of their lives. This indicates a low satisfaction and confidence level of students regarding their future careers. Moreover, males gain more independence in making career decisions as they start earning and grow professionally, while females remain dependent upon family pertaining to their career decisions.

According to Nawaz and Gilani (2011), significant positive relationship was found between parental as well as peer attachment bonds with career decision-making self-efficacy. When the relationship of parental and peer attachment bonds and career decision-making self-efficacy was investigated separately for males and females, no difference was found. It was concluded that both parental and peer attachment bonds contribute in predicting career decision-making self-efficacy, although parental influence seems stronger than the peer influence

The lack of research on high school students' perceptions about parental involvement and its influence on career decision-making self-efficacy provides a strong base for investigating how private high schools involve parents in career planning activities and what is the relationship of this involvement with students' career decision-making and career self-efficacy. The results will help to better comprehend the extent to which parents are involved in career planning activities, high school students' perceptions of the role parents play in their career planning and its influence on their career decision-making self-efficacy.

Chapter 3: METHODOLOGY

The purpose of this study was to use quantitative research method to investigate the influence of parental involvement in high school career planning activities on high school students' career decision-making self-efficacy and their perceptions about parent career behavior.

3.1 Objectives

The objectives of the proposed research are as follows:

- i. To investigate the relationship between parental involvement in high schools career planning activities and high school students' perceptions about parent career behavior.
- ii. To investigate the relationship between parental involvement in high schools career planning activities and high school students' career decision-making self-efficacy.
- iii. To investigate the relationship between high school students' perceptions about parent career behavior and career decision-making self-efficacy.
- iv. To examine the impact of parental involvement in career planning activities on high school students' perceptions about parent career behavior and high school students' career decision-making self-efficacy.
- v. To compare the responses of boys and girls on Parent Career Behavior Checklist.
- vi. To compare the responses of boys and girls on Career Decision-Making Self-Efficacy Scale.
- vii. To compare the responses of mothers and fathers of high school students on Parental Involvement Activities in Student Career Development Survey.

3.2 Research Question

The above objectives lead us to the following research question:

What is the relationship of parental involvement in career planning activities with students' perceptions about parent career behavior and their career decision-making self-efficacy?

3.3 Hypotheses

The following hypotheses were established for this research study:

H1: There is a significant positive relationship between parental involvement in high schools' career planning activities and high school students' perceptions about parent career behavior.

H2: There is a significant relationship between parental involvement in high schools' career planning activities and high school students' career decision-making self-efficacy.

H3: There is a significant relationship between high school students' perceptions of parent career behavior and their career decision-making self-efficacy.

H4: There is a positive impact of parental involvement in career planning activities on high school students' career decision-making self-efficacy.

H5: There is a positive impact of parental involvement in career planning activities on high school students' perceptions about parent career behavior.

H6: Boys will score significantly high on Parent Career Behavior Checklist when compared to girls.

H7: Boys will score significantly high on Career Decision-making Self-efficacy Scale when compared to girls.

H8: There is a significant difference between the responses of mothers and fathers on Parent Involvement Activities in Student Career Development Survey.

3.4 Population

The population of the study consisted of four private high schools with an approximation of 1450 enrolled second-year A-level students, 1450 fathers and 1450 mothers. The high schools were selected due to the provision of career counseling services. The selected private high schools have established career counseling departments on their main campuses, operated by experienced career counselors.

3.5 Sample

Online sample size calculator (Samplesize, 2004) was used to determine how many students and parents will fill the questionnaires. The online sample size calculator

determined the study sample size to be approximately 300 (20% of 1450) second-year A-level high school students. The sample size of parents was 300 (20% of 1450) fathers and 300 (20% of 1450) mothers. Using lottery method of simple random sampling, a total of 75 students and their parents were selected from each high school.

3.6 Design

A correlational and comparative research design was used to describe the relationship between or among variables and to draw comparisons. In this study, the use of a correlational research design helped to comprehend the relationship between parental involvement in career planning activities, high school students' perceptions about parent career behavior and high school students' career decision-making self-efficacy. The comparative research design helped to compare and analyze the similarities and differences across the responses of boys and girls, mothers and fathers.

3.7 Conceptual definitions

3.7.1 Parental Involvement

In terms of career planning, parental involvement refers to an active participation in a child's career planning and development (Davidson, 2009).

3.7.2 Parent Career Behavior

Parent career behavior refers to adolescents' perceptions of specific parental behaviors and the degree to which their parents support them and instrumentally help them with general and career-related concerns (Whiston & Keller, 2008).

3.7.3 Career Decision-Making Self-Efficacy

The career decision-making self-efficacy is defined as individual's degree of belief that he/she can successfully complete tasks necessary to make important career decisions.

It is strongly linked to positive educational and career decisional outcomes (Betz, Hammond, & Multon, 2005).

3.8 Research Instruments

3.8.1 Face Validity

To validate the contents of the questionnaires and approximation of items, career counselors were approached to check relevance. Items of Parent Career Behavior Checklist and Career Decision-Making Self-Efficacy Scale – Short Form seemed relevant, but some items of the 37- items Parent Involvement Activities in Student Career Development Survey appeared less relevant in the local context. To check relevance, views of five expert career counselors from five different private high school systems (App. A) were recorded via the parental involvement online survey (App. B). The high schools were selected based on reputation and provision of career counseling services. The counselors provided feedback regarding the appropriateness of the subscales and overall items. There were no concerns expressed regarding the readability, the number of items or ease of completion.

Results indicated that some of the items seemed irrelevant, with reference to local context. The online parental involvement survey report (App. C) showed that 2 items of Subscale Personal/Social; 1 item of Subscale Post-Secondary Planning; all items of Subscale Parent Volunteering; and 2 items of Subscale General Communication appeared irrelevant. This procedure helped to examine the relevance of scale for the study. However, items of the main study were retained on the basis of the pilot study.

3.8.2 Pilot-Testing

The pilot study data was collected from 60 (4% of total population) senior year high school students (boys= 32, girls=28), 60 fathers and 60 mothers of Roots International Schools. The analysis of data entailed item-total correlation of all scales, skewness and kurtosis and reliability of scales and items (App. D). The respondents of the pilot study were not part of the main study. The findings of the pilot study were found to inconsistent with the results of the face validity.

3.8.3 Reliability of the Study Instruments

The gauge the reliability of scales the reliability statistic Cronbach's alpha was measured. In the study, all items were measured on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). MPIF consists of 37 items, the reliability of this variable is 0.83 (App. E), the reliability of MPIM is 0.86 with 37 items (App. F), the reliability of MCDMSE is 0.89 with 25 items (App. G), and the reliability of MPCB is 0.86 with 23 items (App. H). Almehrzi (2013) has indicated 0.7 to be an acceptable reliability coefficient. The higher the score, the more reliable the generated scale is. All the scales demonstrated a Cronbach's alpha value of more than 0.7, therefore, the scales are significantly reliable.

3.8.4 Research Instruments

Three different instruments to record responses of students and their parents will be used in this study.

Parent Career Behavior Checklist

The Parent Career Behavior Checklist (PCB) was used to record the perceptions of high school students regarding parental involvement. This instrument was valid for secondary school students, used a 5-point Likert-type scale and has 23 items. The coefficient alpha for this instrument was found to be 0.93. The overall score range for the 23 items scale was 23-115 (Whiston & Keller, 2008; App. I).

Parent Involvement Activities in Student Career Development Survey

The Parent Involvement Activities in Student Career Development Survey was used to record the responses of parents to examine the parental involvement in career planning activities offered by their child's high school. This instrument was valid for parents, used a dichotomous rating scale (e.g., yes/no) and has 37 items. The Cronbach's alpha of 0.919 indicated good reliability for this scale. The overall score range for the 37 items scale was 37-74 (Davidson, 2009; App. J).

Career Decision-Making Self-Efficacy Scale

Career Decision-Making Self-Efficacy Scale – Short Form (CDMSES-SF; Betz, Klein, & Taylor, 1996) was used to record the responses of high school students. This instrument was valid for secondary school students, used a 5-point Likert-type scale and has 25 items. This instrument had a Cronbach's alpha of 0.93. Overall score range for the 25 items scale was 25-125 (Betz, Hammond, & Multon, 2005; App. K).

3.9 Procedure

For this study private high schools were approached via an official email addressed to the principals specifying the purpose of the research and its advantages (App. L). After approval from principals, informed consent form (App. M), demographic information sheets, student survey, mother survey, and father survey (App. N) were provided to the students and their parents. The responses from both students and parents were obtained for statistical analysis. Through students, their parents were approached.

3.10 Data Analysis

The statistical processing of the data was carried out using the SPSS-XXIII. For the verification of formulated hypotheses *t*-test, product-moment coefficient of correlation and regression analysis were employed. The *t*-test is a statistical test that measures the significance of the difference between the means in two sets of data in relation to the variance of the data. The product-moment coefficient of correlation was used to measure and describe the strength and direction of the relationship between two variables. Regression is a statistical measure that attempts to determine the strength of the relationship between one dependent variable and a series of other changing variables (known as independent variables) (Investopedia, 2016).

3.11 Delimitations

The delimitations of the study will be:

- i. Urban private high schools from Islamabad that provide career counseling services
- ii. Beacon House School System, City School, Roots School System, Froebel School and Headstart School
- iii. The second-year A-level students enrolled in Fall 2014
- iv. Parents (mothers and fathers)
- v. Social Cognitive Career Theory (SCCT) (1994), and the Theory of Career Maturity (1978)
- vi. Parent Involvement Activities in Student Career Development Survey (Davidson, 2009), Parent Career Behavior Checklist (Whiston & Keller, 2008) and Career Decision-Making Self-Efficacy Scale (Betz, Klein, & Taylor, 1996)

Chapter 4: RESULTS AND INTERPRETATION

In this chapter, the results and findings of the main study are discussed in detail. The results were analyzed using SPSS-XXIII.

4.1 Main Analysis Results

The main study data was collected from 300 students, fathers, and mothers, respectively. However, when the data was entered for further analysis, it was observed that some of the respondents answered all the items as ‘Strongly Agree’. It was therefore critical to screen the data to evaluate the presence of acquiescence response bias in the collected data.

People generally tend to avoid saying ‘no’. In the survey context, this is called acquiescence response bias and it is a serious threat to data quality. Acquiescence response bias must be avoided, as some respondents, including those who are not highly motivated to think through the questions, take mental shortcuts when they are responding to questions. This tendency to answer positively is one of those common shortcuts. The effects of this bias can lead to harmful results—such as invalid conclusions and incorrect decisions being drawn from data. It can be avoided by balancing questionnaires or replacing biased responses (Michaelis, 2017).

A total of 21 cases out of 300 highlighted acquiescence response bias. The 21 cases were replaced by collecting new cases from each of the four high schools that were approached for this study.

4.1.1 Descriptive Statistics

Mean, standard deviation, skewness, and kurtosis of all the variables were analyzed using SPSS.

Table 1: Mean, standard deviation, skewness and kurtosis of all the variables (N=300)

Variables	M	SD	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MPIF	5.63	.84	-1.27	.14	2.56	.28
MPIM	5.56	1.03	-1.59	.14	2.92	.28
MCDMSE	5.68	.69	-.92	.14	2.67	.28
MPCB	5.58	.86	-1.50	.14	1.43	.28
MPIFM	5.58	.92	-1.56	.10	3.33	.19

** Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the descriptive statistics of each variable to analyze the normality along with mean and standard deviation. The normality curve of data was checked through skewness and kurtosis, ranging from -2 to 2 (Wallnau & Gravetter, 2014). Byrne (2013), suggest kurtosis value of 3 for a normal data, while values exceeding 5 do not indicate a normal data. As a rule of thumb, acceptable values are -0.8 to 0.8 for skewness and -3.0 to 3.0 for kurtosis. It was determined that all the values are well within the acceptable range. According to Rose, Spinks, and Canhoto (2015) data is normal for statistical analysis if the result of skewness divided by standard error for skewness is less than 2.58. After dividing skewness by standard error for skewness of all scales, it was found that the selected scales showed results less than 2.58. The data was therefore found to be appropriate for further analysis.

4.1.2 Product-moment coefficient of correlation analysis

The product-moment coefficient of correlation was carried out to determine the strength of relationships among parental involvement in career planning activities, career decision-making self-efficacy and parent career behavior.

H1-3: There is a significant relationship between parental involvement in high schools' career planning activities, high school students' perceptions about parent career behavior and high school students' career decision-making self-efficacy. There is a significant relationship between high school students' perceptions of parent career behavior and their career decision-making self-efficacy.

Table 2: Correlation results for all scales

	MPIF	MPIM	MCDMSE	MPCB
MPIF	1	.52**	.31**	.22**
MPIM		1	.36**	.21**
MCDMSE			1	.38**
MPCB				1

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 represents the Pearson product-moment correlation coefficient among all variables. Correlation results with double asterisk show a highly significant relationship between two variables and values without asterisk show an insignificant relationship. The stronger the association between the two variables, the closer the Pearson correlation coefficient, r , will be to either +1 or -1 depending on whether the relationship is positive or negative, respectively. Generally, 0.2 – 0.3 indicates a weak correlation, 0.4 – 0.5 indicates a moderate correlation and 0.6 – 0.8 indicates a strong correlation (Wang, 2013).

The analysis indicates that there is a moderate, positive, statistically significant relationship between MPIF and MPIM; ($r= 0.52, p<0.00$). There is a weak, positive, statistically significant relationship between MPIF and MCDMSE; ($r= 0.31, p<0.000$). There is a weak, positive, statistically significant relationship between MPIF and MPCP; ($r = 0.22, p<0.00$). The analysis also indicates that there is a moderate, positive, statistically significant relationship between MPIM and MPIF; ($r= 0.52, p<0.000$). There is a weak, positive, statistically significant relationship between MPIM and MCDMSE; ($r= 0.36, p<0.00$). There is a weak, positive, statistically significant relationship between MPIM and MPCP; ($r = 0.21, p<0.00$). The analysis specifies that there is a weak, positive, statistically significant relationship between MCDMSE and MPCB; ($r= 0.38, p<0.00$).

On the basis of the Pearson product-moment correlation coefficient results, the first three hypotheses have been supported. Hypothesis H1, that there is a significant relationship between parental involvement in high schools’ career planning activities and high school students’ perceptions about parent career behavior, is supported. Hypothesis H2, that there is a significant relationship between parental involvement in high schools’ career planning activities and high school students’ career decision-making self-efficacy is

also acknowledged. Hypothesis H3, that there is a significant relationship between high school students' perceptions of parent career behavior and their career decision-making self-efficacy, is also supported.

4.1.3 Linear Regression Analysis

Simple linear regression was carried out to determine the impact of parental involvement in career planning activities on high school students' career decision-making self-efficacy and their perceptions about parent career behavior. Also to determine the impact of high school students' perceptions about parent career behavior on career decision-making self-efficacy.

Table 3 and 4 indicate results on the basis of the linear regression of MPCB and MCDMSE for mothers and fathers, separately.

H4: There is a significant impact of parental involvement in career planning activities on high school students' career decision-making self-efficacy.

Table 3: Linear Regression for MPIF and MPIM in predicting MCDMSE

Model		B	SE	B	t	p
1	Constant	3.41	.31		10.83	.00
2	MPIF	.16	.06	.17	2.73	.00
3	MPIM	.22	.05	.27	4.30	.00

R²= 0.146; F= 26.532; p<0.001

Table 3 shows that MPIF and MPIM explain 14.6% of the variance in MCDMSE scores (R²= 0.146). The results were assessed for mothers (MPIM) and fathers (MPIF) separately. Generally, the Adjusted R-square value explains variance percent in the dependent variable that is accounted for by variations in the independent variables. F value in the model is greater than 4 and sig value is less than 0.05, representing that the model is significant. In the case of sig value more than 0.05, it is simply stated that the regression model is not statistically significant and the remainder of the output cannot be interpreted. Results show that MPIF is a statistically significant predictor of MCDMSE ($\beta=.172$; $p<0.00$). It can be stated that MPIF has a significant impact on MCDMSE of students.

Results also show that MPIM is a statistically significant predictor of MCDMSE ($\beta=.271$; $p<0.00$). It can be stated that MPIM also has a significant impact on MCDMSE of students. Hypothesis H4, that there is a significant impact of parental involvement in career planning activities on high school students' career decision-making self-efficacy, is supported.

H5: There is a significant impact of parental involvement in career planning activities on high school students' perceptions about parent career behavior.

Table 4: Linear Regression for MPIF and MPIM in predicting MPCB

Model		B	SE	β	t	p
1	Constant	4.04	.34		11.68	.00
2	MPIF	.16	.06	.15	2.37	.01
3	MPIM	.11	.05	.13	2.01	.04

$R^2= 0.058$; $F= 10.176$; $p<0.001$

Table 4 shows that MPIF and MPIM explain 5.8% of the variance in MPCB scores ($R^2= 0.058$). The results were assessed for mothers (MPIM) and fathers (MPIF) separately. Generally, the Adjusted R-square value explains variance percent in the dependent variable that is accounted for by variations in the independent variables. F value in the model is greater than 4 and sig value is less than 0.05, representing that the model is significant. In the case of sig value more than 0.05, it is simply stated that the regression model isn't statistically significant and the remainder of the output cannot be interpreted. Results depict that MPIF is a statistically significant predictor of MPCB ($\beta=.157$; $p<0.01$). It can be stated that MPIF has a significant impact on MPCB of students. Results also show that MPIM is a statistically significant predictor of MPCB ($\beta=.133$; $p<0.000$). It can be stated that MPIM has a significant impact on MPCB of students. Hypothesis H5, that there is a significant impact of parental involvement in career planning activities on high school students' perceptions about parent career behavior, is also supported.

There is a significant impact of high school students' perceptions about parent career behavior on high school students' career decision-making self-efficacy.

Table 5: Linear Regression for MPCB in predicting MCDMSE

Model		B	SE	β	<i>t</i>	<i>p</i>
1	Constant	3.55	.28		12.28	.00
2	MPCB	.36	.05	.38	7.12	.00

R²= 0.143; F= 50.800; p<0.001

Table 5 shows that MPCB explains 14.3% of the variance in MCDMSE scores (R²= 0.143). F value in the model is greater than 4 and significant value is less than 0.05, representing that the model is significant. In the case of significant value more than 0.05, it is simply stated that the regression model isn't statistically significant and the remainder of the output cannot be interpreted. Results depict that MPCB is a statistically significant predictor of MCDMSE (β =.382; p <0.00). It can be stated that MPCB has a significant impact on MCDMSE of students. It was also determined that there is a significant impact of high school students' perceptions about parent career behavior on high school students' career decision-making self-efficacy.

On the basis of linear regression analysis results, the fourth and fifth hypotheses have been supported. The results were assessed for mothers and fathers separately. It can, therefore, be determined that there is a significant impact of fathers' involvement in career planning activities on high school students' career decision-making self-efficacy and their perceptions about parent career behavior. Also, there is a significant impact of mothers' involvement in career planning activities on high school students' career decision-making self-efficacy and their perceptions about parent career behavior.

4.1.4 The Independent *t*-test

The independent *t*-test was carried out to determine the difference between boys and girls on Career Decision-making Self-efficacy Scale and Parent Career Behavior Checklist. Also, to determine the difference between Fathers and Mothers on Parent Involvement Activities in Student Career Development.

H6: Boys will score significantly high on Parent Career Behavior Checklist when compared to girls.

Table 6: Mean, Standard Deviation, Standard Deviation Error, and t-test of Boys' and Girls' perceptions with the scores obtained from MPCB

Groups	N	M	SD	SE	t-test	Cohen's d
Boys	160	5.59	.88	.06	.77	0.02
Girls	140	5.57	.85	.07		

df: 298, $p < 0.05$

Table 6 shows that the difference between the mean score on the MPCB scale for boys and girls is non-significant. The result shows there is no significant difference in the scores of MPCB scale with boys ($M = 5.59$; $SD = .88$) and girls ($M = 5.57$; $SD = .85$). The results depict that boys' and girls' perceptions about MPCB are not different, the mean values of both categories are almost same. There was no statistically significant difference between boys and girls on MPCB ($t = .16$, $p < .86$). On the basis of this result the hypothesis H6 that boys will score significantly high on Parent Career Behavior Checklist when compared to girls, is rejected.

H7: Boys will score significantly high on Career Decision-making Self-efficacy Scale when compared to girls.

Table 7: Mean, Standard Deviation, Standard Deviation Error, and t-test of Boys' and Girls' perceptions with the scores obtained from MCDMSE

Groups	N	M	SD	SE	t-test	Cohen's d
Boys	160	5.58	.87	.06	.75	0.01
Girls	140	5.59	.77	.06		

df: 298, $p < 0.05$

Table 7 shows that the difference between the mean score on the MDCMSE scale for boys and girls is non-significant. The result shows there is no significant difference in the scores of MCDMSE scale with boys ($M = 5.58$; $SD = .87$) and girls ($M = 5.59$; $SD = .79$). The results depict that there was no statistically significant difference between boys and girls on MCDMSE ($t(298) = -.09$, $p < .92$). On the basis of this result the hypothesis

H7 that boys will score significantly high on Career Decision-making Self-efficacy Scale when compared to girls, is rejected.

H8: There is a significant difference between the responses of mothers and fathers on Parent Involvement Activities in Student Career Development, is rejected.

Table 8: Mean, Standard Deviation, Standard Deviation Error and *t*-test of Fathers' and Mothers' perceptions with the score obtained from MPIFM

Groups	N	M	SD	SE	<i>t</i>-test	<i>Cohen's d</i>
Father	300	5.64	.83	.04	.08	0.12
Mother	300	5.52	1.01	.05		

df: 298, $p < 0.05$

Table 8 shows the difference between the mean score on MPIFM for fathers and mothers is non-significant. The result shows that there is no significant difference in the scores of MPIFM with fathers ($M = 5.64$; $SD = .83$) and mothers ($M = 5.52$; $SD = 1.01$). The results depict that fathers' and mothers' perceptions about MPIFM are not different. There was no statistically significant difference between fathers and mothers on MPIFM ($t(598) = 1.6, p < .10$). On the basis of this result the hypothesis H8 that there is a significant difference between the responses of mothers and fathers on Parent Involvement Activities in Student Career Development, is rejected.

On the basis of independent *t*-test analysis result, sixth, seventh and eight hypotheses have been rejected. In the case of students, results were assessed for boys and girls, separately. As for parents, responses from both mothers and fathers were taken into account. There was no significant difference between boys and girls on Career Decision-making Self-efficacy Scale and Parent Career Behavior Checklist. Also, there was no significant difference between fathers and mothers on Parent Involvement Activities in Student Career Development.

The study revealed the existence of a moderate relationship among parental involvement, parent career behavior and career decision-making self-efficacy of adolescents. Parental involvement was found to be positively correlated with students' career decision-making self-efficacy and students' perceptions about parent career

behavior. There was also a positive correlation between parent career behavior and career decision-making self-efficacy. It was also established that parental involvement influenced students' perceptions about parent career behavior and their career decision-making self-efficacy. Both general supportive parenting behaviors and career-specific parenting behaviors were found to be highly significant in influencing career decision-making self-efficacy of high school students. There was no significant difference between the response of boys and girls on parent career behavior and career decision-making self-efficacy. Furthermore, there was no variation in the responses of mothers and fathers on parental involvement in career planning activities.

Chapter 5: DISCUSSION AND RECOMMENDATIONS

5.1 Discussion

This research study investigated the importance of parental involvement in career planning activities, the activities used by high schools to involve parents in their child's career planning, and its impact on students' career decision-making self-efficacy and parent career behavior.

The current study results were not supported by the previous findings. Herrell (2011), revealed that parents perceptions were vastly valued about parenting behavior and their involvement in career learning activities incorporated in high schools career counseling curriculums, but regular communication between schools and parents was measured the most effective. Another study by Davidson (2009) highlighted that career counselors and career specialists perceived eight types of parental involvement activities to be imperative for high school's career planning programs. It is difficult to find studies that have been undertaken to investigate the perceptions of high school students about parent career behavior in relation to parental involvement. The present study, therefore, investigated the aforementioned relationship and it was established that there was a significant relationship between parental involvement in high schools' career planning activities and students' perceptions about parent career behavior.

Present study findings supported the previous literature. According to Jansen, Bodden, Muris, Doorn, and Granic (2017), high school students appreciated general parenting behavior and involvement of mothers and fathers in their career planning initiatives. The present study investigated the relationship between parental involvement and parent career behavior considering fathers and mothers, separately. It was ascertained that there was a weak correlation between fathers' and mothers' involvement in career planning activities and students' perceptions about parent career behavior. The weak relationship can be attributed to the fact that parents are not enthusiastically involved in high schools career planning activities and therefore students do not perceive career specific parenting behavior to be that effective. High school students did perceive parental involvement in career planning activities to be essential for their career development, but it is one of the many sources through which students receive career guidance information.

Findings of the present study that parental involvement in high schools career learning activities has a significant but weak relationship with high school students' career decision-making self-efficacy, supported the results of previous studies. Peciulyte, Ustinaviciute, and Norvile (2014) determined that there is both a positive and negative influence of parental involvement on high school students' career decision-making abilities. Parental support and active participation were positively related to students' career self-efficacy, while the lack of involvement was negatively associated with students' career self-efficacy. Whiston and Keller (2008) highlighted that family engagement, and attachment styles are central avenues through which parents have influenced career self-efficacy, decisiveness, commitment and career exploration of adolescents. According to Magallanes and Castronuevo (2016), various facets of parental involvement, such as support and lack of engagement do not have a significant relationship to career indecision, however, interference is negatively correlated with career decision-making. High parental interference resulted in high career indecision among students. On the other hand, parents' exposure to career-related activities does not have a direct impact on career indecision of students.

The results of this study were consistent with the majority of previous research findings and supported the fact that high school students tended to value the involvement of their mothers and fathers in their career decision-making. Parental involvement was studied discretely for mothers and fathers, in order to gain a more defined picture of who is the primary influencer. Perry (2014) investigated that the quality of the father-child relationship influenced career development, though not in the manner expected. High level of father support was found to enhance well-being for individuals. Well-being was a significant predictor of career maturity. According to Ressler, Smith, Cavanagh, and Crosnoe (2017), attachment to mother has also been found to have a significant direct effect on career self-efficacy, and career self-efficacy again influenced career decisions and aspirations. Riviere and Kosunen (2017) established that both mothers and fathers influence high school students' career decisions.

Current study results were similar to previous research findings. Involvement of both fathers and mothers in high school career planning activities had a weak significant relationship with students' career decision-making self-efficacy. It was not determined

categorically that who out of mothers and fathers had a stronger relationship with students' career decision-making self-efficacy. Knowing the weak association, it was established that apart from parental involvement there were perhaps other factors that influenced high school students' career decision-making and their career self-efficacy.

Current research determined that there is a significantly weak relationship between high school students' perceptions about parent career behavior and their career decision-making self-efficacy. The result is supportive of previous research findings in the area. Findings by Letha (2013), indicated a significant relationship between high school students' perceptions about parent career behavior and their career decision-making self-efficacy. Adolescents perceived their parents as having high expectations about their studies, but most importantly their career. Roach (2010) stressed that career specific parenting behavior, as perceived by adolescents has a substantial effect on their academic and career goals. More specifically, general supportive parenting behavior seemed more significant than career-specific parenting behaviors. Waters and Sun (2017) found that parents who promoted freedom of expression, which may be thought of as supportive parent behavior, had children with higher levels of career self-efficacy, while Whiston and Keller (2008) reported an inverse relationship. However, literature in this area is diverse.

A study by Ijip (2016) was in line with current findings and revealed that career decisions of boys belonging to high-income level and girls belonging to low-income level are strongly influenced by psychosocial parenting behavior. The more the income level the more is the parent behavior influence on career decisions. Kiernan and Mensah (2011) determined that the career choices of high school boys and girls were influenced by both general and career specific parenting behavior. It adds to the literature that students perceive both career-specific and general parenting behavior to enhance their career decision-making self-efficacy. There is a need to evaluate career specific parenting behavior and career decisiveness in lieu of parents' income level and socio-economic status. The need also prevails to assess the perceptions of both boys and girls separately, to evaluate gender differences.

The present study indicated that there is a significant impact of parental involvement in career planning activities on high school students' career decision-making self-efficacy. Again this relationship was recognized as weak. This result supported the

findings by Kumar (2016) who determined that the effect of parental influence on career decisiveness of high schools students is both negative and positive. Positive when parents allow children to explore the career of their own choice, this seems to be an ideal approach and negative when career decisions are imposed by parents, this because parents consciously set-up standards for their children to secure their future and career. A plethora of research studies determined that parental involvement and support has a direct impact on high school students' career decision-making (Eesley & Wang, 2017; Lustig et al., 2017; Palos & Drobot, 2010; Sarwar & Azmat, 2013).

Goldman and Burke (2017) revealed that parental involvement is strongly influenced by family social class, the level of education, single parent status and, to a lesser degree, by family ethnicity. Parental involvement positively affects children' self-efficacy. Thus parental involvement and children' self-efficacy positively affect students' scores and career aspirations. Akbar, Asrar, Younes, and Chishti (2017) highlighted that parents influenced their children' career decisions in three ways: positive involvement; non-involvement; and negative involvement. Parents, who were positively involved with their children' career development and career proclivity, were enthusiastic about their children' career exploration. According to Van, Marsh, Seaton, and Parker (2017) non-supportive parents, on the other hand, were unaware of what to do, and how to help their children in life and career planning. Negatively involved parents were in a much more precarious situation where the adolescents felt anxiety or resentment, regarding career decisions based on parental pressure and strict attitudes.

The result of the study that involvement of both mothers and fathers influenced students' career decision-making self-efficacy, supported the literature, which stated that mothers and fathers influence the career decisions of adolescents. A research study by Clutter (2010) speculated that young girls and boys attachment to their mother during high school years may likely be significant since the mother is usually the primary caretaker who is more involved with the children at home and in school than the father, giving the mother more opportunity to verbally encourage the children to explore career possibilities. Adolescent girls and boys identified their mothers as being the most helpful when providing career advice to making informed career decisions.

The results of the study supported the findings by Zubair (2012) who specified that mostly the career decisions of adolescents are made with the influence of male members within families particularly with the influence of the 'father' due to which students are unable to pursue the careers they dream of. This was predominant among high school students who belonged to upper socioeconomic backgrounds. According to Asrar-ul-Haq, Kuchinke, and Iqbal (2017), students' academic goals and career patterns are influenced by their parents' socioeconomic status. Mostly, students followed the careers suggested by fathers because of financial dependence. Additionally, males gain more independence in making career decisions as they start earning and grow professionally, while females remain dependent upon family pertaining to their career decisions. Since adolescents rely more on mothers at homes and on fathers outside homes, therefore, both had an influence on adolescents' career decision-making. The students approached for this study belonged to the upper socioeconomic background, therefore, the results were significant. The need to study the same pattern among adolescents belonging to the lower socioeconomic background is prevalent.

The findings of this study supported the previous research that parental involvement in career planning activities influenced students' career decision-making self-efficacy. Despite all the previous work, there was still a need to carry out an empirical research and analysis to comprehend the depth of parental involvement in terms of fathers and mothers' involvement in career planning activities and its influence upon high school students' career decision-making self-efficacy. Undoubtedly, it can be said that parents have an important role to play in the career decision-making process of their children. But interference sometimes may create a negative impact upon them and it is not in the favor of their future development. Care should be taken in this regard.

The current study showed that there is a significant impact of parental involvement in career planning activities on high school students' perceptions about parent career behavior. The current result supported findings by Roach (2010) who identified that specific parent behavior about high expectations for their child's career, predicted high career self-efficacy among adolescents. High school students need to know that their parents believe in their abilities and thus have high expectations for them. Ehrlich (2000) and Weiss (2010) indicated that parent career behavior like participating in course

selection, attending school programs on postsecondary opportunities, initiating career talks, discussing choices for programs or courses, discussing grades or topics studied in class, contacting the school, and discussing post-secondary plans eventually have a profound influence on enhancing the career self-efficacy of students, only if parents become more involved in career planning initiatives.

There is a dearth of research that examined high school students' perceptions about parent career behavior and how it's influenced by the involvement of mothers and fathers in career planning activities. Also, there is an absence of information on how career specific parenting behavior of fathers and mothers influence their involvement in high schools career planning activities. Result findings add to the current literature, which postulates that involvement of both mothers and fathers in career planning activities was predictive of students' perceptions about parent career behavior. Involvement of both fathers and mothers in high school career planning initiatives enhanced students' career self-efficacy and influenced their perceptions about parent career behavior.

Results of this research partially supported the findings of previous studies. Brena, Delgado, Jesus, Updegraff, and Taylor (2017) indicated that gender differences on Parent Career Behavior Checklist were investigated on the premise that this is a patriarchal culture and boys receive more attention when compared to girls. However, the difference remained nonsignificant. Gender differences in perceptions of parenting behavior diminish as the socioeconomic status becomes better. Gomez (2014) determined that girls' perceptions of career specific family behavior were not associated with their career choices and occupational aspirations, whereas boys' perceptions of career specific family behaviors had some association with their career choices and occupational aspirations. A study by Endendijk, Groeneveld, Bakermans, and Mesman (2016) established that there was no significant difference between the responses of high school boys and girls on general family behavior concerning academic achievement and career goals attainment. By and large, there was no noteworthy difference between the responses of boys and girls on PCB Checklist and further research must be undertaken to explore this area.

The results of the current study that there was no significant difference between the responses of boys and girls on Career Decision-making Self-efficacy Scale were in contrast to the existing literature that showed boys scored high on CDMSE in comparison to girls.

Patton and Creed (2001) determined high school girls score less on career decision-making than boys. Boys were more mature in their career choices than girls. Prouty (2017) found that the career self-efficacy of senior secondary boy students was significantly high with respect to the opposite gender. When the different attitudes in nurturing boys and girls are considered it can easily be seen that boys have access to environments where their career efficacy perception is influenced and where they are nurtured liberally than that of girls. A research by Sung and Fong (2013) indicated that high school girls scored less on career decision-making than boys. Kanwal and Naqvi (2016) established that girls possess high self-regulation as compared to boys but there were no gender differences found on career decision-making.

The results of the current study supported the findings of Bhattacharya (2013) who revealed that family attachment was relevant for females' career decisions but not for males. Also, authoritarian parenting styles were predictive of women's career decisions. This showed that gender differences in career decision-making and career self-efficacy are true in general, and may not be true in specific cases. Buser, Niederle, and Oosterbeek (2014) revealed although boys and girls display similar levels of academic ability, boys are also substantially more competitive than girls, and therefore boys score high on career decision-making.

Findings that there is a nonsignificant difference between the responses of mothers and fathers on parent involvement in career planning activities supported the existing literature. Epstein's (1995) school-family-community model determined that mothers and fathers both were actively engaged in the six types of family engagement.

As per Chaudhry, Khaliq, Agha, and Hassan (2015) fathers are more involved in providing income support as compared to mothers. In contrast, mothers as compared to fathers were more engaged in their children's academic planning. Whereas for career development, both fathers and mothers were rated as sometimes involved. Leiser et al (2017) emphasized that for all four parent-child relationships: father-daughter, father-son, mother-daughter, and mother-son, there is a considerable effect of parents' careers on their children's career choices. The gender-specific associations conform to expectations in some respects but not in others. The main surprise is the disproportionately large effect of mothers on both their sons and daughters. Due to lack

of career counseling services in our scenario, fathers and mothers are more inclined towards academic planning rather than career planning. To ascertain gender-specific differences high schools must ensure the provision of effective career counseling services.

Parent involvement has a sound research base attesting to the many potential benefits it can offer in education and career development of adolescents. However, parental involvement in career planning activities in relation to students' perception about parent career behavior and their career decision-making self-efficacy has only recently been investigated in the Pakistani context. This study is a first of its kind to study the research model of parental involvement as an independent variable, whereas, parent career behavior and career decision-making self-efficacy, as dependent variables, on both national and international levels. The association between parental involvement in career planning activities, students' perceptions about parent career behavior and their career decision-making self-efficacy, was found to be statistically significant. Also, parental involvement influenced parent career behavior and career decision-making self-efficacy, whereas, there was a significant impact of parent career behavior on career decision-making self-efficacy. There were no specific gender differences between fathers and mothers on parental involvement, and boys and girls on parent career behavior and career decision-making self-efficacy. The findings of the study supported previous literature that parents seem to be an integral part of their children's lives and future during high school.

These findings add to the rich body of literature in these particular areas which have previously found mixed results. The results have relevance particularly for those professionals, schools, students, and counselors who work directly with parents of high school students.

5.2 Conclusion

High school students perceived both careers specific and general parenting behavior to be significantly associated with parental involvement in high schools' career planning activities. The students and parents recognized that increased parent supportive behavior and career-specific parent behavior was associated with improved career decision-making and self-efficacy among high school students. High school students put emphasis on increased parental involvement in career-related activities, as it influences parent career

behavior and students' self-efficacy. Students believed that active parental involvement in career-related activities impacts their career decision-making self-efficacy. Students were more self-reliant in making career decisions when parents were involved in the career planning process.

Parents considered that students' career decision-making self-efficacy enhanced with improved parental involvement in career related activities. Both mothers and fathers of high school students emphasized upon the inclusion of career-related activities in high schools career counseling programs. It was ascertained that mothers and fathers took equal part in high schools career planning activities along with students and counselors.

High school boys and girls accentuated upon the significance of parent career behavior in augmenting career decision-making self-efficacy. However, no specific gender differences were observed among boys and girls in observing parent career behavior. Similarly, no gender-specific differences were apparent among boys and girls in career decision-making self-efficacy.

5.3 Recommendations

The following recommendations are derived from the conclusions of the study:

1. High school counselors, teachers, and administrative staff can help to enhance both career specific and general parenting behavior. This can be achieved by maintaining an active relationship with both students and parents through weekly meetings.
2. High schools must ensure an effective engagement of parents in schools' career related activities. Career counseling workshops, seminars and focus group sessions conducted by high school counselors for students and parents can be helpful to ensure maximum parental involvement and improve students' career decision-making self-efficacy.
3. High school counselors and administrative staff together with parents can perform an analysis, as to what sort of parent career behavior and parental involvement strategies can be undertaken by fathers and mothers to facilitate high school boys and girls in making informed career decisions.

4. To bridge the gap between family-school interactions, it may be beneficial for high school counselors to reach out to students and parents from all backgrounds through customized career planning and counseling initiatives.
5. The results can be useful in initiating a thought process among decision makers within high school systems and national education policymakers in implementing mandatory career counseling programs by involving parents throughout the career discovery process of students.
6. High school counselors can incorporate parental involvement activities by considering families socioeconomic status, as a way to avoid barriers in identifying career paths among adolescents.
7. This study may help to suggest most effective parental involvement activities to high schools for implementation and incorporation in their career counseling programs.
8. High school counselors can enhance existing career counseling curriculums or design a career development curriculum that considers students, parents, counselors, and teachers as key stakeholders of the career planning process.
9. Apart from teaching, teachers can play their part by getting involved with parents and counselors to help adolescents identify their career paths and link it with their academic goals.
10. Guided awareness and comprehensive career guidance measures can be practically applied for better educational, career, social and personal outcomes of high students in connection with teachers, counselors and parents as well.
11. There is a need to design indigenous scale to measure parental involvement, parent career behavior and career decision-making self-efficacy.
12. There is a need to replicate this study on national level targeting the high school students belonging to lower socioeconomic status.

REFERENCES

- Addi-Racah, A., & Grinshtain, Y. (2017). Teachers' capital in view of intensive parental involvement in school: the case of teachers in high socio-economic status schools in Israel. *Research Papers in Education*, 1-21.
- Akbar, T., Asrar, M., Younes, M., & Chishti, A. F. (2017). Parental involvement and students' academic achievements: A quantitative study. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2926940
- Alison. (2014). Survey reveals parental influence on students' career choices. Retrieved from <https://targetjobs.co.uk/news/421008-survey-reveals-parental-influence-on-students-career-choices>
- Asrar-ul-Haq, M., Kuchinke, K. P., & Iqbal, A. (2017). The relationship between corporate social responsibility, job satisfaction, and organizational commitment: Case of Pakistani higher education. *Journal of Cleaner Production*, 142, Part 4, 2352-2363. doi: <https://doi.org/10.1016/j.jclepro.2016.11.040>
- Almehrizi, R. S. (2013). Coefficient Alpha and Reliability of Scale Scores. *Applied Psychological Measurement*, 37(6), 438-459. doi: doi:10.1177/0146621613484983
- Allensworth, E. M., Gwynne, J. A., Moore, P., & Torre, M. d. (2014). Looking forward to high school and college middle grade indicators of readiness in Chicago public schools. Chicago: The University of Chicago Consortium on Chicago School Research (UChicago CCSR). Retrieved from <http://eric.ed.gov/?id=ED553149An>,
- B. P., & Sorensen, K. N. (2017). Family Structure Changes During High School and College Selectivity. *Research in Higher Education*, 1-28.
- Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., . . . Zhang, J. (2012). The Condition of education 2012. NCES 2012-045. Washington, DC: National Center for Education Statistics. Retrieved from nces.ed.gov/pubs2012/2012045.pdf
- Avvisati, F., Besbas, B., & Guyon, N. (2010). Parental involvement in school: A literature review. *Revue d'économie politique*, 120(5), 759-778.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

- Bardhoshi , G., Duncan, K., & Schweinle, A. (2016). Predictors of parent involvement and their impact on access of postsecondary education facilitators among white and american indian parents. *Journal of School Counseling*, 14(4), 28. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1092708.pdf>
- Bergold, S., Wendt, H., Kasper, D., & Steinmayr, R. (2017). Academic competencies: Their interrelatedness and gender differences at their high end. *Journal of Educational Psychology*, 109(3), 439.
- Betz, N. E., Hammond, M. S., & Multon, K. D. (2005). Reliability and validity of five-level response continua for the career decision self-efficacy scale. *Journal of Career Assessment*, 13(2), 131-149. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/1069072704273123>
- Betz, N. E., Klein, K., & Taylor, K. (1996). Evaluation of a short form of the career decision making self-efficacy scale. *Journal of Career Assessment*, 4(1), 47-57. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/106907279600400103>
- Bhattacharya, S.
- Bilal , A., & Malik , R. (2014). Career counseling in Pakistan. *Developing Country Studies*, 4(16), 224-607. Retrieved from file: http://s3.amazonaws.com/academia.edu.documents/37917951/carere_counciling_in_pakistan.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1497191430&Signature=GodF1nScIuHjke76XrHygHZK3k%3D&response-content-disposition=inline%3B%20filename%3DDeveloping_Country_Studies_Career_Counse.pdf
- Blitch, K. A. (2017). *Parent-Teacher Relationships and Communication in Early Childhood: A Comparative, Mixed Methods Study of White and Ethnic-Racial Minority Parents*. The University of Nebraska-Lincoln.
- Bolat, N., & Odacı, H. (2016). High School Final Year Students' Career Decision-Making Self-Efficacy, Attachment Styles and Gender Role Orientations. *Current Psychology*, 1-8.

- Brand, B., Valent, A., & Browning, A. (2013). How career and technical education can help students be college and career ready: A primer. Washington, DC: College & Career Readiness & Success Center. Retrieved from <http://eric.ed.gov/?id=ED555696>
- Brooks, T. O. (2009). Measuring parent involvement in relation to student achievement. (*Doctoral Dissertation*). Lindenwood University. Retrieved from <http://pqdtopen.proquest.com/doc/1033833165.html?FMT=AI>
- Byrne, B. M. (2013). *Structural equation modeling with Mplus: Basic concepts, applications, and programming*: Routledge.
- Buser, T., Niederle, M., & Oosterbeek, H. (2014). Gender, competitiveness, and career choices. *The Quarterly Journal of Economics*, 129(3), 1409-1447. Retrieved from <https://web.stanford.edu/~niederle/BNO.QJE.pdf>
- Career Guidance and Counseling Programs*. (2014). Retrieved from U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ovae/pi/cte/cgcp.html>
- Ceschi, A., Costantini, A., Phillips, S. D., & Sartori, R. (2017). The career decision-making competence: a new construct for the career realm. *European Journal of Training and Development*, 41(1), 8-27.
- Chaudhry, A. Q., Khaliq, M. A., Agha, Q., & Hassan, S. M. (2015). Parent's involvement in their child academic achievement. *Pakistan Vision*, 16(1), 117-125. Retrieved from <http://search.proquest.com/openview/382581ae31afec5630240a28d7bd3694/1?pq-origsite=gscholar&cbl=1616339>
- Clutter, C. (2010). The effect of parental influence on their children's career choices. *Master Thesis*. Kansas State University. Retrieved from file: <http://krex.k-state.edu/dspace/handle/2097/3951>
- Crites, J. O. (1973). Career Maturity. *NCME Measurement in Education*, 4(2), 8.
- Crites, J. O. (1978). Career maturity inventory: Theory and research handbook: CTB/McGraw-Hill.
- Davidson, T. A. (2009). High school counselors and career specialists' perceptions of school practices that involve parents in students' career planning. (*Doctoral Dissertation*). University of Florida.

- Davis, M. (2013). Career development in young adults with psychiatric disabilities: Framework for the state of the science papers. Worcester, MA: University of Massachusetts Medical School. Retrieved from <http://labs.umassmed.edu/transitionsrtc/Resources/publications/Part%20I%20Framework.pdf>.
- Dougherty, C. (2013). College and career readiness: The importance of early learning. *Policy Report*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:fIVc1ppMg-MJ:www.act.org/research/policymakers/pdf/ImportanceofEarlyLearning.pdf+&cd=1&hl=en&ct=clnk&gl=pk>
- Eesley, C., & Wang, Y. (2017). Social influence in career choice: Evidence from a randomized field experiment on entrepreneurial mentorship. *Research Policy*, *46*(3), 636-650.
- Endendijk, J. J., Groeneveld, M. G., Bakermans-Kranenburg, M. J., & Mesman, J. (2016). Gender-differentiated parenting revisited: meta-analysis reveals very few differences in parental control of boys and girls. *PLoS One*, *11*(7), e0159193.
- Engberg, M. E., & Wolniak, G. C. (2010). Examining the effects of high school contexts on postsecondary enrollment. *Research in Higher Education*, *51*(2), 132-153.
- Epstein, J., & Voorhis, F. V. (2010). Epstein, J., & Van Voorhis, F. (2010). School counselors' roles in developing partnerships with families and communities for student success. *Professional School Counseling*, *14*(1), 1-14.
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, *76*(9), 701-12.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*.
- Fizer, D. (2013). Factors affecting career choices of college students. *Research Paper*. The University of Tennessee. Retrieved from https://www.utm.edu/departments/msanr/_pdfs/Fizer_Research_Project_Final.pdf
- Gnilka, P. B., & Novakovic, A. (2017). Gender Differences in STEM Students' Perfectionism, Career Search Self-Efficacy, and Perception of Career Barriers. *Journal of Counseling & Development*, *95*(1), 56-66. doi: 10.1002/jcad.12117

- Goldman, S. E., & Burke, M. M. (2017). The effectiveness of interventions to increase parent involvement in special education: A systematic literature review and meta-analysis. *Exceptionality*, 25(2), 97-115.
- Gomez, K. (2014). Career aspirations and perceptions of self-efficacy of fourth- and fifth-grade students of economic. (Doctoral Dissertation). Theses and Dissertations. Retrieved from <http://preserve.lehigh.edu/cgi/viewcontent.cgi?article=2496&context=etd>
- Guan, P., Capezio, A., Restubog, S. L. D., Read, S., Lajom, J. A. L., & Li, M. (2016). The role of traditionality in the relationships among parental support, career decision-making self-efficacy and career adaptability. *Journal of Vocational Behavior*, 94, 114-123. doi: <https://doi.org/10.1016/j.jvb.2016.02.018>
- Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs. *The Career Development Quarterly*, 61(3), 283-288.
- Harris, A., Andrew-Power, K., & Goodal, J. (2009). Do parents know they matter?: raising achievement through parental engagement. 2-3. New York: A&C Black.
- Hassan, M. (2014). *Parental guidance for career choice of secondary school students in the opinion of educational counselor*. (Doctoral Dissertation). University of Karachi.
- Herrell, P. O. (2011). *Parental involvement: Parent perceptions and teacher perceptions*. East Tennessee State University.
- Ijip.I. (2016). The International Journal of Indian Psychology, Volume 3, Issue 3, No. 2. *The International Journal of Indian Psychology*, 3(3), 196. Retrieved from https://books.google.com.pk/books?id=XjQGDAQAQBAJ&pg=PA165&lpg=PA165&dq=boys+score+high+on+parent+career+behaviour&source=bl&ots=8p1D0N1IFz&sig=AVsxNqm_xfR4hs9JkHOuTg9rZvA&hl=en&sa=X&ved=0ahUKEwiI65y_1K3UAhXJyRQKHRsnDycQ6AEIKzAC#v=onepage&q=boys%20score%20
- Investopedia. (2016). *Regression*. Retrieved from Investopedia: <http://www.investopedia.com/terms/r/regression.asp>
- Jacobs, J., Ahmad, S., & Sax, L. (2017). Planning a Career in Engineering: Parental Effects on Sons and Daughters. *Social Sciences*, 6(1), 2.

- Jafrani, S., Zehra, N., Zehra, M., Ali, S. M. A., Mohsin, S. A. A., & Azhar, R. (2017). Assessment of personality type and medical specialty choice among medical students from Karachi; using Myers-Briggs Type Indicator (MBTI) tool. *JPMA*, 67(520).
- Jansen, M., Bodden, D. H. M., Muris, P., van Doorn, M., & Granic, I. (2017). Measuring Anxiety in Children: The Importance of Separate Mother and Father Reports. [journal article]. *Child & Youth Care Forum*, 1-17. doi: 10.1007/s10566-017-9402-5
- Joseph, L. L. (2012). The impact of family influence and involvement on career development. (*Doctoral Dissertation*). Orlando, Florida: University of Central Florida.
- Kamran, S., & Khalidi, D. (2011). How students decide about their careers? A case study of management students of textile institute of Pakistan, Karachi. *Journal of Independent Studies and Research*, 9(2), 39-48. Retrieved from file:///C:/Users/Zebaish%20Cheema/Downloads/1107MSSE04.pdf
- Kanwal, H., & Naqvi, I. (2016). Self-regulation and career decision-making among undergraduate students. *Pakistan Business Rreview*, 18(2), 508-526. Retrieved from <http://journals.iobmresearch.com/index.php/PBR/article/view/828/165>
- Karbach, J., Gottschling, J., Speng, M., Hegewald, K., & Spinath, F. M. (2013). Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence. *Learning and Instruction*, 23, 43–51. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0959475212000734>
- Keller, B. K. (2004). The relationship between parental behaviors and the career maturity and self-efficacy of young adolescents. (*Doctoral Dissertation*). Indiana University.
- Kelly, J. A. (2014). Fostering effective parental involvement: The case for developing school-sponsored programming to assist middle school parents. (Unpublished doctoral dissertation). Boston, MA: Northeastern University.
- Khan, A. Z., Khan, H. G., Siraj, D., & Hijazi, D. (2011). Importance of school based ICT curriculum and career counseling in Pakistan. *International Journal of Humanities and Social Science*, 1(2). 61-67

- Kiernan, K. E., & Mensah, F. K. (2011). Poverty, family resources and children's early educational attainment: the mediating role of parenting. *British Educational Research Journal*, 37(2), 317-336.
- Kim, S. W., & Fong, V. L. (2013). *Differences between Chinese mothers' and fathers' roles in their children's education*. Kellogg Institute for International Studies. Retrieved from <https://kellogg.nd.edu/learning/Fong.pdf>
- Kumar, S. (2016). Career choice and college students: Parental influence on career choice traditionalism among college students in selected cities in Ethiopia. *International Journal of Psychology and Educational Studies*, 3(3), 23-30. Retrieved from <https://www.ijpes.com/frontend//articles/pdf/v3i3/v03-i03-03pdf.pdf>
- Lai, E. R. (2011). Critical thinking: A literature review. Pearson's Research Reports . Retrieved from <http://images.pearsonassessments.com/images/tmrs/CriticalThinkingReviewFINAL.pdf>
- Lapan, R. T., Tucker, B., Kim, S.-K., & Kosciulek, J. F. (2003). Preparing rural adolescents for post-high school transitions. *Journal of Counseling & Development*, 81(3), 329-342. doi:10.1002/j.1556-6678.2003.tb00260.x
- Lapan, R. T., Poynton, T., Marcotte, A., Marland, J., & Milam, C. M. (2017). College and Career Readiness Counseling Support Scales. *Journal of Counseling & Development*, 95(1), 77-86.
- Lehmann, I. S., & Konstam, V. (2011). Growing up perfect: Perfectionism, problematic internet use, and career indecision in emerging adults. *Journal of Counseling and Development*, 89(2), 155-162.
- Leiser, K., Heffelfinger, A., & Kaugars, A. (2017). Associations among parent-child relationships and cognitive and language outcomes in a clinical sample of preschool children. *The Clinical Neuropsychologist*, 31(2), 423-437.
- Li, Y. I., Hazler, R. J., & Trusty, J. (2017). Relational Self-Construal as a Moderator of Social Support in Career Decision Making. *The Career Development Quarterly*, 65(1), 44-56. doi: 10.1002/cdq.12079

- LeMoynea, T., & Buchanana , T. (2011). Does ‘hovering’ matter? Helicopter parenting and its effect on well-being. *Sociological Spectrum*, 31(4), 399-418. doi:10.1080/02732173.2011.574038
- Lent, R. W., Hackett, G., & Brown, S. D. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122.
- Letha, N. C. (2013). A study of adolescents’ perception of parental influence on academic activities. *International Journal of Psychology and Counselling*, 5(4), 66-71. doi:10.5897/IJPC12.03
- Levine, K. A., & Sutherland, D. (2013). History repeats itself: Parental involvement in children’s career exploration. *Canadian Journal of Counselling and Psychotherapy*, 47(2), 239–255.
- Lustig, D. C., Xu, Y. J., & Strauser, D. R. (2017). The Influence of Family of Origin Relationships on Career Thoughts. *Journal of Career Development*, 44(1), 49-61.
- Magallanes, A. T., & Castronuevo, E. (2016). Facets of parental involvement and exposure in career-related activities to career indecision among adolescents. *The Bedan Journal of Psychology I*, 90-99.
- Menon, M. (2017). The Family-School Connection: Parental Influences in Academic Achievement and the Underlying Gender Differences. *World Scientific News*, 67(2), 173-188.
- Michael, G. (2016). The new trend of parental involvement in the college admissions process. *Scholarship and Engagement in Education*, 1(1). Retrieved from <http://scholar.dominican.edu/seed/vol1/iss1/1>
- Michaelis, S. M. (2017). Avoiding bias in comparative creole studies: Stratification by lexifier and substrate. *Journal of Language Contact*, 10(1).
- Migunde, Q., Othuon, L., & Mbagay, C. (2015). Career maturity and career decision making status of secondary school students in Kisumu municipality, Kenya. *International Research Journals*, 6(3), 50-54. doi:http://dx.doi.org/10.14303/er.2015.023
- Ministry of Education. (2009). National Education Policy. Islamabad: Ministry of Education Government of Pakistan. Retrieved from

<http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf>.

- Moreno , T. (2011). A qualitative study of the involvement of parents in career decisions of millennial participants in corporate rotational programs. (Doctoral Dissertataion). University of San Francisco.
- Morgan, M. (2012). Engaging parents in the career development of young people. *Research Report*. Retrieved from <https://cica.org.au/wp-content/uploads/Parental-Engagement-Report-March-2012-FINAL.pdf>.
- Mulyadi, S., Rahardjo, W., & Basuki, A. M. H. (2016). The Role of Parent-child Relationship, Self-esteem, Academic Self-efficacy to Academic Stress. *Procedia - Social and Behavioral Sciences*, 217, 603-608. doi: <http://dx.doi.org/10.1016/j.sbspro.2016.02.063>
- Nawaz, S., & Gilani, N. (2011). Relationship of parental and peer attachment bonds with career decision-making self-efficacy among adolescents and post-adolescents. 21(1), 33-47. Retrieved from <http://search.proquest.com/openview/57db308592b8178197ebd8e8881a30ed/1?pq-origsite=gscholar&cbl=136244>
- Nelson, R. F., Winfield-Thomas, E., & Lew, M. M. (2017). Academic Service Learning and Cultural Competence in Teacher Education *Service Learning as Pedagogy in Early Childhood Education* (pp. 47-57): Springer International Publishing.
- Noreen, G., & Khalid, H. (2012). Gender empowerment through women's higher education: Opportunities and possibilities. *Journal of Research and Reflections in Education*, 6(1), 50-60.
- O'Neil-Kerr, O. (2014). An investigation into form two students' perceptions of their parents' involvement in their education both pre and post their SEA examinations. *Research Project*. University of the West Indies.
- Obiunu, R. F., & Ebinu, O. R. (2014). Factors affecting career development of senior secondary school students in Ethiopie east local government area, Delta state, Nigeria. *International Journal of Guidance and Counseling*, 2(1), 005-010. Retrieved from <file:///C:/Users/Zebaish%20Cheema/Downloads/Factors%20affecting%20career>

%20development%20of%20senior%20secondary%20school%20students%20in%
20Ethiope%20east%20local%20government%20area%20Delta%20state%20Nige
ria.pdf

- PACER Center. (2014). Understanding the new vision for career development: The role of family. *Policy Brief(39)*. The National Collaborative on Workforce and Disability for Youth . Retrieved from <http://www.ncwd-youth.info/understanding-the-new-vision-for-career-development-the-role-of-family>
- Paloş, R., & Drobot, L. (2010). The impact of family influence on the career choice of adolescents. *Procedia - Social and Behavioral Sciences*, 2(2), 3407-3411. doi: <http://dx.doi.org/10.1016/j.sbspro.2010.03.524>
- Patton, W., & Creed, P. A. (2001). Developmental issues in career maturity and career decision status. *The Career Development Quarterly*, 49(4), 336-351.
- Perez-Brena, N. J., Delgado, M. Y., De Jesús, S. A. R., Updegraff, K. A., & Umaña-Taylor, A. J. (2017). Mexican-origin adolescents' educational expectation trajectories: Intersection of nativity, sex, and socioeconomic status. *Journal of Applied Developmental Psychology*, 48, 14-24.
- Pečiulytė, E., Ustinavičiūtė, L., & Norvilė, N. (2014). The relationship between parental involvement and students career decision self-efficacy. *Social Work*, 13(1), 110-122. doi:<http://dx.doi.org/10.13165/SD-14-13-1-10>
- Perry, Q. A. (2014). African American father influences on the career development of emerging adults. *Dissertation Dissertation*. University of North Texas.
- Prouty, D. M. (2017). *Self-efficacy, gender and tenure: Determinants of work engagement among student affairs personnel*. Capella University.
- QualifaX. (2016). The parent's role in career selection. Retrieved from http://www.qualifax.ie/index.php?option=com_content&view=article&id=179&Itemid=207
- Rafiq, H. M., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental involvement and academic achievement; A study on secondary school. *International Journal of Humanities and Social Science* , 3(8), 209-223. Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_8_Special_Issue_April_2013/22.pdf

- Rebecca, L., Charlott, R., & Ittel, A. (2017). Adolescents' perceptions of socializers' beliefs, career-related conversations, and motivation in mathematics. 53, no. 3. *Developmental Psychology*, 53(3), 525-539. Retrieved from <http://psycnet.apa.org/journals/dev/53/3/525/>
- Regalado, J. P. (2015). From the President: Staying engaged in NACADA. 38(1). *Academic Advising Today*. Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/March-2015-Vol-381-Complete-Edition.aspx>
- Ressler, R. W., Smith, C., Cavanagh, S., & Crosnoe, R. (2017). Mothers' Union Statuses and Their Involvement in Young Children's Schooling. *Journal of Marriage and Family*, 79(1), 94-109.
- Rivière, C., & Kosunen, S. (2017). School Choice, School Markets and Children's Urban Socialization *Second International Handbook of Urban Education* (pp. 1291-1305): Springer.
- Roach, K. L. (2010). The role of perceived parental influences on the career self-efficacy of college students. (Master's thesis). The College at Brockport: State University of New York. Retrieved from http://digitalcommons.brockport.edu/edc_theses
- Robinson, K. J., & Roksa, J. (2016). Counselors, information, and high school college-going culture: Inequalities in the college application process. *Research in Higher Education*, 1-24. doi:10.1007/s11162-016-9406-2
- Rogers, M. E., Creed, P. A., & Glendo, A. I. (2008). The role of personality in adolescent career planning and exploration: A social cognitive perspective. *Journal of Vocational Behavior*, 73(1), 132-142.
- Rollande, D., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research*, 98(3), 164-175. Retrieved from http://www.jstor.org/stable/27548074?seq=1#page_scan_tab_contents
- Rose, S., Spinks, N., & Canhoto, A. (2015). Tests for the assumption that a variable is normally distributed. *Management research: Applying the principles*.
- Saleem, I., Almadi, S., & Saleem, A. (2013). Do pakistani parents' still dominate career choice of generation next? *Pakistan Journal of Social Sciences*, 33(2), 343-350. doi=10.1.1.711.9440&rep=rep1&type=pdf

- SampleSize. (2004). Retrieved from Raosoft: <http://www.raosoft.com/sampleSize.html>
- Sarwar, A., & Azmat, A. (2013). Factors Having Impact on the Career Decisions: Study of Business Graduates in Pakistan. *Business Management Dynamics*, 2(7), 9-19.
- Sawitri, D. R., Creed, P. A., & Zimmer-Gembeck, M. J. (2014). Parental influences and adolescent career behaviours in a collectivist cultural setting. *International Journal for Educational and Vocational Guidance*, 14(2), 161-180. doi:10.1007/s10775-013-9247-x
- Shearer, C. B. (2009). Exploring the relationship between intrapersonal intelligence and university students' career confusion: Implications for counseling, academic success, and school-to-career transition. *Journal of Employment Counseling*, 46(2), 52-61. doi:10.1002/j.2161-1920.2009.tb00067.x
- Singh, P. K., & Shukla, R. (2015). Relationship between career maturity and self-efficacy among male and female senior secondary students. *MIER Journal of Educational Studies, Trends & Practices*, 5(2), 164-179. Retrieved from file: <http://mierjs.in/ojs/index.php/mjestp/article/view/95>
- Su, M.-S., Chang, T.-C., Wu, C.-C., & Liao, C.-W. (2016). Factors Affecting the Student Career Decision-Making of Junior High School Students in Central Taiwan Area. *International Journal of Information and Education Technology*, 6(11), 843.
- Sung, W. K., & Fong, V. L. (2013). won Kim, S., & Fong, V. L. Proceedings published March 2013 kellogg. nd. edu/learning.
- Super, D. E. (1990). A life-span, life-space approach to career development. *Career Choice and Development*, 197-261. Retrieved from <http://psycnet.apa.org/psycinfo/1990-97532-007>
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63-81.
- Torpey, E. (2015). Career planning for high schoolers. Retrieved from <http://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>
- Tynkkynen, L., Nurmi, J. E., & Salmela-Aro, K. (2010). Career goal-related social ties during two educational transitions: Antecedents and consequences. *Journal of*

- Vocational Behavior , 76(3), 448-457. Retrieved from https://www.researchgate.net/profile/Jari_Erik_Nurmi/publication/240206362_Career_goal-related_social_ties_during_two_educational_transitions_Antecedents_and_consequences/links/0f31753be8e86d7277000000.pdf
- Van Zanden, B., Marsh, H. W., Seaton, M., Parker, P. D., Guo, J., & Duineveld, J. J. (2017). How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. *Learning and Instruction, 47*, 25-32.
- Wallnau , L. B., & Gravetter, F. J. (2014). *Essentials of statistics for the behavioral sciences 8th Edition*. Belmont, CA.
- Wang, J. (2013). Pearson correlation coefficient *Encyclopedia of Systems Biology* (pp. 1671-1671): Springer.
- Weiss, C. J. (2010). The intricacies of and relation between Latino parental support and college decision making. (*Doctoral Dissertation*). University of California, Berkeley.
- Whiston, S. C., & Keller, B. K. (2008). The role of parental influences on young adolescents' career development. *Journal of Career Assessment, 16*(2), 198-217. doi:10.1177/1069072707313206
- White, A. V., & Perrone-McGovern, K. (2017). Influence of Generational Status and Financial Stress on Academic and Career Self-Efficacy. *Journal of Employment Counseling, 54*(1), 38-46. doi: 10.1002/joec.12049
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3), 377-397. doi:10.3917/redp.205.0759
- Wilson , S. S. (2013). Social class and expectations of rural adolescents: The role of parental expectations. *The Career Development Quarterly, 61*(3), 226-239. doi:10.1002/j.2161-0045.2013.00051.x
- Winters , D. M. (2016). *College student development: self-authoring in an era of increased parental involvement*. (Doctoral Dissertation). University of Pittsburgh.

Xiao, J. J., Newman, B. M., & Chu, B. S. (2016). Career preparation of high school students: A multi-country study [Abstract]. *Youth & Society* 0044118X16638690. doi:10.1177/0044118X16638690

Zubair, K. (2012). Career decision-making : Career episodes of four postgraduate students in a private university in Karachi, Pakistan. (*Unpublished master's dissertation*). Karachi, Pakistan: Aga Khan University.

APPENDICES