

IMPACT OF PARENTS CAREER BEHAVIOUR ON CAREER AND TALENT
DEVELOPMENT OF UNIVERSITY STUDENTS



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A thesis submitted in partial fulfillment of the requirements for the degree of
MS Career Counselling and Education

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Approval Sheet

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DECLARATION

I certify that this research work titled “Impact of Parents Career Behaviour on Career and Talent Development of University Students” is my own work. The work has not been presented elsewhere for assessment. The material used from other sources has been properly referred and acknowledged.

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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.

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DEDICATION

*Dedicated to my Parents & Sibling. Thank you for your
tremendous support, encouragement and cooperation that led
me to this accomplishment*

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ABSTRACT

The term talent development means building the required talents, knowledge and abilities which are considered necessary for students to develop and accomplish their potentials leading to a successful workplace. The updated and amplified level of wellbeing and performance is considered important during the process of career and talent development, as it builds knowledge about strategies to improve academic, cognitive and achievement outcomes. The study examined the impact of parents' career behaviour on career and talent development of university students. The objectives of the study were to measure the relationship of parent career behaviour on career and talent development; to measure the impact of parent career behaviour on career and talent development of university students; and to compare the effect of parent career behaviour on career and talent development of university students across gender. The study focused and shed light on the data collected from two hundred and forty (240) final semester graduates from various departments of public sector university. The findings provided a valuable insight to assess talent development, work values and career exploration skills considered mandatory before applying for entry-level positions in different field of work. The standardized research instruments were used after permission from author were Parent Career Behaviour Checklist (PCBC) and Career and Talent Development (CTD) scale which enabled researcher to explore existing and new skills of students attained throughout academic tenure. The researcher formulated information sheet that helped to gather students age and gender amongst group of sample size to strengthen data analysis. The analysis was done with the help of *t*-test, which helped in analyzing the difference between the sample size (e.g. different departments), product mean coefficient of correlation with the help of analysis of variance (ANOVA) enabled researcher to see the relationship between two variables (e.g. talent development is related to support). Whereas, product-moment of coefficient of correlation and regression analysis with help of statistical package for social sciences (SPSS - XVI) helped in understanding the relationship of one variable with different variables (e.g. relation parent career behaviour with career exploration & work values). The results indicated the impact of parent career behaviour on career and talent development of university students.

Key Words: Parent Career Behaviour, Career and Talent Development, Work Values, Career Exploration, Talent Development

LIST OF ABBREVIATIONS

A	Action
Adjusted R ²	Number of predictors in the model
ANOVA	Analysis of Variance
B	Unstandardized Coefficients
β	Standardized Coefficients
CG	Career Growth
CE	Career Exploration
CTD	Career and Talent Development
df	Degrees of freedom
M	Mean
N	The number of participants
PCBC	Parent Career Behaviour Checklist
P	Significance level
r	Correlation coefficient
R Square	Correlation coefficient squared
SE	Standard Error
SPSS	Statistical Package for Social Sciences
TD	Talent Development
<i>t</i>	Associated significance value
WV	Work Values

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CHAPTER 1

INTRODUCTION

1.1 Introduction

There have been a number of pragmatic studies probing the role of family on career development in the last few years (Hargrove, Creagh, & Burgess, 2002; Metheny & McWhirter, 2013; Whiston & Keller, 2004). Two mutually supporting scopes influence career development that derive from the family were identified, includes: fundamental features of the family and process-oriented types (Keller & Whiston, 2008; Lindstrom et al., 2007). Asian parents have a particular set of ethics related to education which they transfer onto their children, which influences their career development (Young et al., 2012).

Students with open and supportive relationships with their parents acknowledge themselves better prepared to enter into higher education or the workplace. Whereas, unrealistic or absent parents contribute to a negative impact on students' aspirations and goals (Whiston and Keller 2008). Additional studies underscore the importance of peer support (Choi, et al., 2013) and teacher support (Alivernini & Lucidi, 2011; Perry et al., 2015) in a student's ability to feel confident in making career plans. Students who notice that parents value their education and keep high hopes for their academic success tend to feel concerned, affianced and self-reliant towards their educational endeavors (Fan & Williams, 2010).

Parents' educational standards and hopes are conveyed and conversed thoroughly to children that can benefit to transform their child's motivation related to academic achievements. The emotional link amongst a child and parent suggestively predict assurance to career choices, which refers to work-related inclination, assurance and self-confidence in one's particular job-related choices that leads to a optimistic wisdom of one's vocational future and cognizance of prospective academic obstacles (Lee & Kim, 2015). Chinese parents convey their career-related morals, sometimes unnoticeably, and tackle their child's future towards the right path (Liu et al. 2015).

Parents vocally support their child's career aspirations by cherishing their career happiness and deliberately provide new prospects for their children to discover interests in specific professions. Insight about parents' scholastic tenets and ambitions transforms child's own beliefs and judgments enabling them to be engaged in pursuing the goal (Fan & Williams, 2010).

Parental participation in education is positively related with a variety of favorable results for children, such as increased academic achievement. Chinese parents offer so much support to their children for better accomplishments and anticipate their children to bring magnificence to the family. Chinese parents inspire their children to accept high-income careers, which convey their expectations for the children to start high social status careers in terms of learning and earnings (Liu, McMahon, & Watson, 2015). Parental involvement has had such a strong impact that it has emerged as one of the main components for students' academic success (Spann et al. 2003). Parental engrossment has many benefits for students; the most significant is that it boosts students' academic and social attainment (Brandon, 2007). Adults adapt to after school life, discover work opportunities, track long-term goals, endure interpersonal associations, independence and adult identity. The organizations recruit such individuals on the basis of their skills and further transform through trainings.

The field of corporate training and development is in the process of rebranding itself to focus on aptitude enlargement. The term talent development means building the knowledge, skills, and abilities of others and helping them develop and achieve their potential so that the organizations they work for can succeed and grow (Bingham, 2014).

The embedded practices of mind and behaviour sway identity realization and career decisions (Klimstra et al., 2011). Talent development in evolving adulthood integrates non-intellective factors including mindfulness and attention, social classifications of school and work (Saddozai, Hui, Akram, Khan & Memon, 2017), family amplified by friendship networks and emotionally cherished long-term relationships (Murphy, Blustein, Bohlig, & Platt, 2012) shows personal and family factors can be pivotal in career (Davis, 2015).

Better cognizance of self-interest interrelates with neural maturation, empowering greater intellectual control over emotions to manage increased duties, including work, an important skill when influential forces have yielded to individual choices and obligation. With increased ability for planning and nourishing long-term interpersonal and work-related projects, the individual continues to develop his or her talent (Montague, van der Lee & Masson, 2014).

Perry, Liu, and Fabian (2013) identified pairing education and work help students to successfully achieve their goals. Career development cultivates institutional engagement by tying careers and education together. More knowledge about jobs and skills leads to more confidence in making plans to pursue selected careers (Hayes et al., 2012). Career-related interventions may be incorporated to facilitate discussions amongst children and parents

about career development (Flores & O' Brien, 2002). The economic and work environment is essential for people to be increasingly self-directed in their career management. The lifelong learning and development approach resolutely build relevant career connections and skills influence career success (Hirschi & Freund, 2014).

1.2 Problem Statement and Justification

Parental association is considered imperative process in the education and can significantly influence child education (Barnyak & MacNelly, 2009). There are numerous factors and has significantly impacted over the years that parents and teachers interaction has enabled to highlight possible outcomes for career decision making of their child (Chrisler & Moore, 2012). The positive and convincing attitude of parents regarding career and talent development leads to academic achievement and educational aspirations (Toldson & Lemmons, 2013).

The shift in rural and urban areas shows decline of parental involvement. Although parental involvement has so many benefits but low level of parental contribution can be challenging because students do not take advantage to get any help from their institution related career and talent development (Lau, 2013).

The demand for entrance into education system of Pakistan is continuously increasing with growing population. The government keeping in view this upsurge is working to identify gaps and possible solutions to fill-in gaps by promoting education and certain skill at territory level. Keeping in view agenda 2025, Government has planned to implement policies that include initiation of programs for students with focus on imparting career related skills, guidance & counseling services by upgrading curriculum for graduates with needed skill-set to grow in corporate sector (NEP, 2017).

The continuous efforts of UN to provide better lives for people has been aligning top rank corporate firms to increase pool of jobs for young graduates. After organizing several discussion forums, the policy has been initiated to enable student skills with commencement of career services for students at institutions must help in fostering abilities through education system. By 2020, the structure of higher education shall become more balanced, distinctive and sustainable for desirable talent cultivation. Also, the policy of higher education system shall be stepped-up and student learning skills shall be deepened (UNESCO, 2013).

The American National Career Development Association (NCDA, 2013) has been provided with support from the Government to carry out researches and highlight possible solution for students at school level till university level. The formulated policies have shown effective results in the area of student career development by imparting skills throughout academic tenure. Development of new programs to facilitate career development may account for dominant aspects at given stages of educational career is solely responsibility of the institution to make it successful.

1.3 Significance of the Study

The study related to career and talent development with help of parents provides numerous benefits by enabling students to contribute in the job market efficiently through attaining career related skills (e.g. work values, communication, interpersonal). This will help the students and organizations to reduce their efforts; cost of recruiting processes; increased productivity and efficiency; absenteeism and turnover; and an engaged and motivated workforce. Identification of preferences, strengths and skills will provide more clarity for the learners to get them better prepare for job hunt, as these soft skills have importance at organizational level. Whereas, technical skills gained through specific course selection (e.g. engineering, business administration) and non-technical skills enable graduates secure job according to their preference.

Talent management also benefits organizations by engaging people to deliver organizational goals, developing high performance teams for specific projects, developing high potential individuals, communication across disciplines and assessing the best talent to join the organization.

Creating a realistic plan by student based on the acquired skills for career growth and talent management while searching for employment help students to acquire the jobs in their educational and interested area of work. This can be an important factor in minimizing unemployment rate.

The industry is expecting too much from the educational institutions and expecting graduates to acquire relevant skills to the workplace at the time of joining. Organizations in Pakistan lack in the succession planning for their employees which is role of high level leadership and management, for which, proper awareness about the organization is required. They are struggling to devise plans for development of employability skills but lack expertise

and awareness to invest on required emerging concepts of career growth and talent development through seminars, trainings and workshops. The industry trainers also need to provide sufficient information and opportunities to the graduates for career growth and talent development.

Government and educational institutions have understood the importance and need of employability skills trainings for students to bridge the gap between campus and industry through talent development. Such training opportunities by industry tend to be according to their set policies and requirements in form of limited placements, where trainers show lack of academic will to infuse new concepts. Educators do not provide adequate support for the development of transferable skills utilized in acquiring better jobs. At times, students willingly do not attend such sessions that are related to their core discipline of study. To overcome this barrier, identification of wasted slots and addition in timetable will benefit skill and talent development trainings.

Equipped faculty with right and in-depth knowledge and experience has become important in the current educational market. Educational institutions do not have sufficient trainers to impart skills trainings for the students to enhance employability skills. Institutions tend to engage existing faculty from different departments to provide soft-skill trainings, which at times have less exposure of imparting the right skills for required job and are unable to teach the core elements of career and talent development.

Chapter 2

Review of Related Literature

The guidance of the household on the child in the creativity, cultural, social, and moral aspects are considered vital and abundant. Physical and mental health can be distinguished and improved through correct and balanced relationship amongst parent and child.

Parents work as key stimulus in their children's career development and decision-making. Career choice is considered vital factor that encourage children to find happiness and success in life. Parents provide support and love their children enabling them to have more confidence to research better and exciting careers. Competent adolescents tend to make more satisfying career choices later in life (Keller 2004).

Parents want to ensure the well-being of their children leading to protect them from difficulties and to offer skills that make them successful adults. Majority of parents aspire their children to grow up financially independent, stable, happy and contributing to society.

Parents are always involved in career decision making of their children which has great influence of structural and process-oriented features on child's career development (Dietrich, 2010).

The behaviour of family towards child career plays an important role to promote and sustain high level of academic and social achievement (Lent & Brown, 2013). Individual's mindful expansion of talents, attainment of positive work habits & values with active association to select informed career paths (Flouri & Buchanan, 2002) help students develop essential life skills and foster optimistic opinions (Yuen et al.,2006).

In the recent years, the work in the field of talent development, talent management and total quality management has been done at academic level by incorporating course contents at vast level. The skill-set acquired during academic tenure has not been utilized by management at organizational level. Whereas, employees at higher positions are not able to gain required skill for promotions and feel insecure related to their career and talent development. This chapter entails following headings:

1. Parent Career Behaviour
2. Career and Talent Development
3. Impact of Parent Career Behaviour on Career and Talent Development

4. Latest Research Studies in the Area

2.1 Parent Career Behaviour

The opinion of person related to support offered by parents to encourage children for better career exploration and decision making. Further, providing help related new career also depict positive behaviour (Keller & Whiston, 2008).

According to Sanaee (2008), career choice is considered supreme procedures throughout life span that shakes every trait of human presence. The factors of career choice enables individual to select suitable job that provides peculiar gratification leading towards better competence. Career choice is a massive predicament and task in any student's life. It includes interplay of different factors that are complexly entangled. This concern is not limited to Pakistan context but considered universal in nature.

2.2 Career and Talent Development

The utilization of optimum abilities to prepare specific skills (talents) considered necessary in a particular vocational field (Yuaen & Yau, 2013).

Career Development: Career development is a process to traversing individual academic and profession excursion through work and learning.

Career development is set of actions or constant procedure of evolving one's career. Career development refers to manage career in an intra-organizational or inter-organizational setting. It comprises of training on set of new skills, coping with difficult duties, transforming for career change, shifting from organization. Career development is directly connected to the aims and objectives established by individual.

In educational advancement, career development provides focus to person or student to select a career for future. Educational institutions often arrange for any career counselors to help students regarding educational development.

At organizational level, the concept of career development is observed by how people manage their career while working for a firm and career progression processes are offered to employees.

Recently, firms are developing different strategies to facilitate career development of their employees by encouraging them to equip themselves for better career growth.

In today's world, more employers are looking for ways to facilitate career development and encourage their employees to drive their own careers. In personal development, career development is the collection of emotional, sociological, economic, educational and physical factors pooled to sway the nature and significance of work.

Talent Development: it is set of amalgamated administrative HR processes planned to attract, develop, motivate, and retain employees. The aim of talent development is to produce a high-performance and sustainable business to meet strategic and functioning goals.

Talent development is the strategy to follow talent planning process. It develops and guide employees to reveal certain skills that add to the organizational success and growth.

2.3 Impact of Parent Career Behaviour on Career and Talent Development

Parents are considered important indicator in identifying children's talent and guide them for their preferred profession. The positive relationship of parenting style and student's academic achievement requires mutual understanding and close relationship between parents and children. The proper interaction of parent and child is valued towards successful transition from school level to organizational level (Zahedani et al. 2016). Parents are considered primary educators in the lives of their children (Kuan & Chuen, 2017) but appropriate and supportive parental involvement in the life of children improves academic success (Gonida & Cortina, 2014)

Parental career-related behaviour has always enabled career decision-making of adolescent. Parental support has been a significant factor for children to explore different career before selecting the desired for future (Suvajdzi, 2016). Parents are considered one of the major partners to help children towards their career development. The linkage amongst parent and adolescent relationship has shown significant results, enabling them towards successful career transition. The factor of interfering, lack of engagement and support has association with career exploration of children (Dietrich and Salmela-Aro, 2013).

Students should be exposed to different talent domain areas related to their interests, with possible opportunities to connect and express, as well as provision of appropriate resources and encouragement (Olszewski-Kubilius and Thomson, 2015).

Students can align their field of study with the expected domain of work to achieve their targeted goals for future. Career development enables student towards institutional

engagement by utilizing the concepts from literature with field of work (Perry, Liu, and Fabian 2013). More knowledge about jobs and skills leads to more confidence in making plans to pursue selected careers (Hayes et al., 2012)

Firms generally apply organizational development interferences at the distinct level to gain talented employees by formal training and development (Rezaei and Beyerlein, 2018).

Organizations in Pakistan are continuously working to bring improvement in human resource department to gather sufficient talent according to their needs. The managers are working to develop talented workforce from the available pool of people so that people with specific skills should be promoted as compared to hiring from other organization at higher costs (Waheed, 2017)

Organizational culture always helps career progression of employees because career development opportunities are provided by organizations which focus and relate towards skill development. Organizations value system focusing on employees is strong determinant of career progression (Ahmed, Khan, Memon and Siddiqui, 2014).

2.4 Latest Research Studies in the Area

2.4.1 Latest Research Studies at International Level

Rezaei and Beyerlein (2018) conducted a research on talent development: a systematic literature review of empirical studies. Firms usually apply developmental intermediations to collect pool of talented employees through devising formal training programs. The issues faced by managers were generic in all organizations while implementing TD procedures. The researcher concludes that opting inclusive or exclusive interventions of TD and facing specific issues can be benefit the organization to reap desired outcomes.

Baylor (2017) researched on phenomenological exploration of talent development among back scholars in education. The researchers developed agencies and social networks throughout the process of talent development and involved in careful decision-making. The investigators value encouragement and backing by family, community, teachers, mentors, and other in various dimensions and circumstances to attain successful outcomes. Although, participants were able to receive assistance to deal with challenges from families and mentors.

Cieślak and Stel (2017) conducted a research on explaining university students' career path intentions from their current entrepreneurial exposure. Students with knowledge about their family business significantly join family firms, when enthusiastically work in their parents business if compared with students starting their own businesses. To encourage business progression, universities with students with family businesses should initiate dedicated programs to promote the student interest in the business domain. The continuous contribution of university students in their parents' businesses has greater prospects to join family business.

Zondag and Brink (2017) examined US college students' career information sources across three decades. Professors and academic subjects were fruitful sources to explore different careers. Job seminars, firm visit, internship and family have also helped children to provide overview of about successful careers. The help taken from career centres and career counsellors were less frequent until recently when their importance has been highlighted. The use of written materials is least beneficial and their importance is also declining. If organizational recruiters establish and foster better linkages with university personnel and faculty can be considered critical to attain and attract millennial students.

Suvajdzi (2016) highlighted the differences in self-efficacy in career decision making and decision-making styles among secondary school students with different patterns of family attachment. The results indicate differences in styles of decision making among students at different schools on basis of their academic achievement and awareness. Students making their decisions rationally tend to be more spontaneous in achieving better professions. The students make academic decisions without thinking about possible consequences often leads to poor academic achievement and results in wrong career selection. The spontaneous decision making do not tire students in career exploration and face less hurdles entering into labor market.

Kunasegaran et al. (2016) conducted research on intercultural and workplace adaption: a case of Malaysian professional returnees. The result highlights the lower level of tolerance leads to difficulties in adaptation process. The supportive role motivates returnees to work beyond the expectations of managers. The importance of knowledge related to organizational culture that includes tolerance, mutual agreement can be applied in career adjustment, career development, training development and organizational development through which newly inducted employees can face fewer barriers in adaptation processes.

Tansley, Hafermalz, and Dery (2016) investigated talent development gamification in talent selection assessment centres. The findings highlight the diversity of shifting and competing developmental learning opportunities reflect double consciousness by potential organizational talent. The selection process of gamification is also seen as a way of getting people through hectic process of job selection with required skill set.

Böhmer and Schinnenburg (2016) investigated how gender and career concepts impact global talent management. The Dynamic Career Cube model aids to imagine the career course of brilliant workers and influences career directions and Global Talent Management. The global talent management supports multi-national enterprises to redesign human resource instruments focusing on gender concerns to hold underleverage prospect of female talent. Tailor-made management processes depend on career phase is efficient in talent development. The complication of career decisions is prejudiced by inner and circumstantial factors, which emphasizes the prominence of flexible, locally responsive and gender-inclusive global talent.

Kuron, Schweitzer, Lyons, and Ng (2016) investigated career profiles in the new career: evidence of their prevalence and correlates. The results show career profiles are extremely beneficial compound that imitate significant designs related to career variables. Career forecast differences in variables and results that are relevant to one's progression and growth. The person-centered method recognizes the protean and boundary less career concepts which are linked to different ideas are combined that personalities differ in the degree of career alignments are reliable with modern career paradigms.

Mustafa, Hernandez, Mahon and Chee (2016) investigated entrepreneurial intentions of university students in an emerging economy. Factors that include locus of control with environmental social network and entrepreneurial self-efficacy have significant impact on business aims of students. ESE is considered vital feature on the entrepreneurial intention and social network is deliberated second. Personality is viewed as the main factor of entrepreneurial intention of students. The university directors must devise programs related to entrepreneurship education for students so they may start their businesses and establish certain skills.

Fletcher and Robinson (2015) researched on the relationship between perceived training and development and employee retention. The focus has largely been on influence of performance and productivity, leaving out the role of employee retention. Majority of employees are satisfied with career planning and its processes and exhibit conformity to

career planning practices. The well-established careers counselling services for employees at organizational level highlights counselling needs of employees and provide possible solutions during service and at time of leaving for a variety of reasons. Employees are high satisfied with succession planning and talent management offered to them at organizational level.

Litano and Major (2015) investigated the facilitating a whole-life approach to career development. The results show that challenges and priorities for international organizations has increased due to competitive market growth. To capture the career development challenges and possible solutions for organizations need to be defined by human resource department with mutual agreements of higher management should incorporate trainings programs and skill development processes that may lead professional growth for long term success of employees.

Ginevra, Nota and Ferrari (2015) investigated parental support in adolescents' career development: parents' and children's perceptions. Parental behaviours positively and negatively influence the career development of students who attend public schools in rural and urban areas. The parents play a important part in career development measures. Parent behaviours were pointedly linked to the career maturity and career decision-making of the school students while monitoring factors of student gender and grade level.

Shaf (2015) researched on development of writing talent in students. The progress of writing talent in adulthood is associated to accomplish adult identity, independence and career growth. Self-perception and creativity in students with extraordinary abilities were universal. Accomplishment level signified the convergence of intent, intellect, decision, information and resourcefulness. Parents, teachers, and peers guide to believe in the subjects ability to achieve successful career growth. Family mental health issues did not avert talent development and fathers had strong impact on their children.

Abu Said et al. (2015) researched at a career success model for academics at Malaysian research universities. The relationships are affirmative and noteworthy between organizational support, extraversion personality, person-job fit and academic career success of students reaching final semester. Proactive behaviour of parents strengthened perceived expectations and relationship of students enables to adapt organizational culture and values in career success of university students. Practical involvements are recommended to assist individuals and firms toward attaining career success. The adoption of effective management and proposed model of academics' career success has transformed students in specific skill set.

Lyons, Schweitzer and Ng (2015) investigated how have careers changed? An investigation of changing career patterns across four generations. Noteworthy modifications were witnessed in job and organizational mobility of the various generations. The younger generations tend to be more mobile despite environmental shifts.

Thunnissen and Arensbergen (2015) researched on a multi-dimensional approach to talent. The organizational context and other factors involved in talent management meaningfully affect the conceptualization of talent. The explanation of talent always hinge on the work experience of employee, tasks and positions in the process of talent management. It further depends on the characteristic of the organization and on circumstances in the external environments. The talent management system in the perspective of organization is not distinctive of talented employee but of organization as a whole. In most of universities academic talent development is unstructured, TM approaches and practices are narrow and do not address all the component of talents. The organizations need to expand their views on talent and should use different approaches as a guide in operationalization of talents.

Lopes, Sarraguça, Lopes, and Duarte (2015) conducted a research on a new approach to talent management that consists of averaging performance appraisal and assessment center ratings for in-depth identification of lawyers' talents. The results support overview of new methods consists of performance reviews and valuation center ratings in talent management framework reveals up and going talent. The human resource practices that include career management, talent mapping, development, team composition, succession planning, and diversity analysis may be learned through this method regarding talent.

Zhang, Hirschi, Herrmann, Wei and Zhang (2015) investigated on self-directed career attitude as predictor of career and life satisfaction in Chinese employees. The results showed positive things of self-directed career attitude on career and life satisfaction. Job insecurity moderates outcome on life satisfaction. The properties on life satisfaction were stronger under complex levels of job insecurity.

Panda and Sahoo (2015) investigated strategic talent development interventions: an analysis. Dealing talent in the ongoing viable business setup is vital concern in which human resource professionals are involved. Such trends have developed the dire need for executives to find numerous methods to support employees in development of talent. This categorizes innumerable deliberate interventions to enable proper development of talent in manufacturing sector.

Z. Kopanidis & J. Shaw (2014) investigated courses and careers: measuring how students' personal values matter. Self-fulfillment, self-accomplishment and self-respect are considered to students through positive dimension of their values and belief system to excel in the field of work. Education marketers can work on strategy development while keeping focus at the highlighted behaviours behaviour. Educational institutions can attract prospective students aligning their marketing communication at the internal dimensions of values. Students tend to choose academic programs based on values and preferences which enable them to select better careers.

Sparks, Saw, and Davies (2014) researched on mapping the future: yin yang career development collaboration. It demonstrates fine corresponding act of association with competition between Australian higher education institutions at a national level with aim to contribute in the career development of professionals. The findings show career patching will spread more if managers get necessary training, take responsibility of actions and grow to fully realize the value of active career management for collective team performance. The utilization of career toolkit will improve career satisfaction and increase productivity of the organizational unit.

Permarupan, Saufi and Mahmud (2014) investigated the work-life balance of employees in Malaysia public sectors. The result of the investigation shows that career development practices have substantial and positive link with employee quality work life balance. The employees work life balance can further be established by improving quality that signifies the importance of talent development processes and integrating career development practices.

Bown-Wilson and Parry (2013) explored career progression in older managers. The process can be categorized different orientations leading towards better progression of career, pre- and post-retirement. The results show that psychological mobility in the manager's career and the balance is kept by maintaining differences between personal and organizational aspects of career. The motivational drivers vary throughout span of career for successful career progression. It further linked to one's past, present and future career expectations.

Dietrich and Salmela-Aro, (2013) researched on parental involvement and adolescents' career goal pursuit during the post-school transition. The results of essential equation modeling established the hypothesized dimensional structure (support, interference, lack of engagement). While parental support associated positively with career exploration,

interference and lack of engagement associated with decision-making difficulties. Interference and lack of engagement moderated the relationship between support and exploration. Support moderated the association between interference and decision-making difficulties.

McLaren (2011) researched on the role of meaning and purpose in the career development of adolescents. The research supports the available literature related to this topic and has contrasted few areas but overall has been successful to expand others. In general, most participants had heard of the concepts of meaning and purpose in work, as well as the concept of a calling; however, many of them had not thought extensively about these topics.

2.4.2 Latest Research Studies at National Level

Tahir (2017) investigated a qualitative study of Pakistani working women's advancement towards upper level managerial positions. The finding indicates that females have unique managerial, leadership and progression attitude. Also, females are not looking towards males as their role models but their brought up and exploration of important skills are developing them as successful managers. Overall, it can be concluded that female managers are also achieving milestone at international organization level.

Bayyurt and Rizvi (2017) researched on the impact of talent management on perceived organizational effectiveness: Service industry in Lahore, Pakistan. Business leaders and managers consider pool of talented people as one of the important concerns for organizations to excel efficiently. The results indicate firms have enough space to work in department of human resource management to improve available talent. It also highlights to provide training to managers and supervisors to attain better results from their talented subordinates.

Ahmed, Khan, Memon and Siddiqui (2014) researched on organizational culture and its impact on employee career progression in public sector organizations in Pakistan. The results explain that organizational culture always helps career progression of employees because career development opportunities are provided by organizations which should focus and relate on towards skill development. Organizations value system focusing on employees is strong determinant of career progression.

Chapter 3

METHODOLOGY

3.1 Research Strategy

The chapter describes the methodology and the processes of research which are opted to empirically scrutinize and examine research problem. The foremost tenacity of study has been to study the impact of parents' career behaviour on career and talent development of university students. In most research thesis, the investigator tries to improve different procedures and views upon which the thesis is based (Oso & Onen, 2009).

3.2 Objectives

The objectives of the study were:

- i) To measure the relationship of parent career behaviour on career and talent development.
- ii) To measure impact of parent career behaviour on career and talent development of university students.
- iii) To compare the effect of parent career behaviour on career and talent development of university students across gender.

3.3 Research Question

The study has following research question:

Does parent career behaviour impact on career and talent development of university students?

3.4 Hypotheses

The alternate hypotheses of the study were:

- i) There is a significant relationship between parent career behaviour and career and talent development of university students.
- ii) There is a significant impact of parent career behaviour on career and talent development of university students.

- iii) There is a significant difference in mean scores of males and females regarding parent career behaviour and career and talent development.

3.5 Population

The targeted population of the study included senior students of final year from The Islamia University, Bahawalpur (IUB). The targeted population of The Islamia University, Bahawalpur (IUB) included a total of 240 students' enrolled in eight different departments of university. The departments that were selected for data collection included Psychology, English, Public Administration, Education, Media Studies, Social Work, Commerce and Political Science. The total numbers of students enrolled in 8th semester of each department were Psychology 120, English 115, Public Administration 105, Education 93, Media Studies 90, Social Work 70, Commerce 62 and political Science 30.

3.6 Sample

The data was collected from a public sector university of Bahawalpur by random sampling technique. Population of this study involved university undergraduate students studying in 8th semester. There were 240 students including 180 males and 60 females were selected through random sampling technique. The age of the sample ranged from 18 to 26 studying in different departments of the university. The total number of sample was 240 students and 30 students from each department were selected.

3.7 Operational Definitions

Parent Career Behaviour Checklist (PCBC): The individual tend to get support from their parents specifically related to career for better decision making and exploration. Parent also provide detailed information about different careers (Keller & Whiston, 2008).

Career and Talent Development: The prime usage of capabilities to attain specific expert skills required for certain vocational field (Yuaen & Yau, 2013).

3.8 Research Instruments

Parent Career Behaviour Checklist (PCBC)

The parent career behaviour checklist (Keller & Whiston, 2008) entails twenty-three (23) items. The cronbach's alpha reliability of this instrument indicated to be .93.

Career and Talent Development (CTD)

The career and talent development self-efficacy scale (Yuaen & Yau, 2013) consists of eighteen (18) items. The cronbach's reliability of this scale indicated to be .94s. High scores depict more confidence in attaining certain necessary skill-set and low scores depict lack of confidence to attain necessary skills.

3.8.1 Validity of Instruments

The scale of parent career behaviour checklist (PCBC) along with Career and Talent Development (CTD) were shared with the experts in the field of research for review to recheck validity of the instruments. The researcher took help of experts related to the field of study to define the content validity of the scale (Halek, 2017). The experts confirmed validity after going through its content and gave approval to be used in the educational field of Pakistan (App – A).

3.8.2 Pilot Testing

The pilot testing was conducted before collection of data from selected sample. The questionnaire was distributed amongst students of university and for generalization of study 5% respondents of total sample size which were 240 students were taken as pilot study. The number of students completed questionnaire in the provided time frame and were not included in the sample of the study.

3.8.3. Reliability of Instruments

Reliability of Instruments

The cronbach's alpha reliability was tested with help of Statistical Package for Social Sciences (SPSS). The reliability coefficient for Parent Career Behaviour Checklist (PCBC) was 0.86 (App – B) and Career and Talent Development was 0.79 (App – C).

Parent Career Behaviour Checklist (PCBC)

The variable of parent career behaviour was measured using scale of Parent Career Behaviour Checklist (PCBC). The parent career behaviour checklist (Keller & Whiston, 2008) involves total twenty-three (23) items dealing level of parent's support to child associated to their career. Instrument has two categories of support and action with 13 and 10 items in each category. The items of this instrument were responded on 5-point Likert scale with 1 very often and 5 never provided any support (App - D).

Career and Talent Development (CTD)

The variable of career and talent development will be measured by means of Career and Talent Development Self-Efficacy Scale (CTD-SES). The career and talent development self-efficacy scale (Yuaen & Yau, 2013) consist of eighteen (18) items which measures level of student competencies that includes, work values, talent development and career exploration with six (6) items in each group. The items of this instrument were responded to rate their confidence in completing different tasks using a 6-point Likert scale, where 1 represent extremely lack in confidence to 6 extremely confident (App - E).

3.9 Procedure

Permission granted of author (App-F).To gather the data from respondents, permission letter was issued by respective department of National University of Sciences and Technology (NUST) for researcher to be presented to the Head of Departments (HODs) of The Islamia University Bahawalpur (IUB). After approval questionnaire were distributed amongst the selected respondents at end of each class in different departments. The demographic sheet included Age, Gender and semester at start of questionnaire, Parent Career Behaviour Checklist (PCBC) items are from question no. 1 to 23 and Career and Talent Development Self-Efficacy Scale (CTD-SES) items are from question no. 24 to 41. The students were stated about objective of study to record the responses honestly (App-G).

3.10 Data Analysis

The data exploration was completed by using Statistical Package for Social Sciences (SPSS). The hypotheses were confirmed with help of *t*-test, analysis of variance (ANOVA), product-moment correlation coefficient and regression analysis. The descriptive statistics provided mean required to highlight the central value of data. The *t*-test measures significant difference between mean score of males and females students. The ANOVA helped in finding the strength between two variables. The product – moment correlation coefficient helps to find the association and correlation between two variables. The use of regression helped in analyzing association between dependent variable and independent variables (Field, 2013).

3.11 Delimitation

The study has the following delimitation:

- i) Students of The Islamia University of Bahawalpur, Bahawalnagar & Rahim Yar Khan sub-campus
- ii) Final year students of department of Management Sciences and B – Pharmacy of The Islamia University of Bahawalpur
- iii) Parent Career Behaviour Checklist (PCBC) and Career and Talent Development Self-Efficacy (CTD-SES) scales developed by (Mantek Yuen, 2013) and (Keller & Whiston, 2008).

CHAPTER 4

RESULTS AND INTERPRETATION

This part comprises the initial and foremost examination of the data using Statistical Package for Social Sciences (SPSS). The statistics was composed from 240 participants (male = 180, female = 60). Preliminary scrutiny will comprise descriptive statistics such as standard deviation, mean, reliability, normality and item total correlation of the five variables.

Part I: This part deals with the descriptive statistics. It measures action, support, talent development, work values and career exploration through Skewness and Kurtosis. Table 1 deal with mean, standard deviation, Skewness and Kurtosis of subscales.

Part II: This section consist analysis on the independent samples test to measure the difference in mean scores of males and females about parent career behaviour & career and talent development. Table 2-5 deal with *t*-test.

Part III: This part deals with analysis of variance (ANOVA) to measure the difference of parent career behaviour & career and talent development with age and among male and female students. Table 6-11 represent analysis of variance (ANOVA).

Part IV: It deals with the statistical findings of Product–moment correlation coefficient. This part highlights the significant impact of parent career behaviour and career and talent development of students. Table 12-14 deal with Product–moment correlation coefficient (*r*).

Part V: This portion deals with inferential statistics. It calculates statistical differences of career and talent development of male and female students through linear regression. Table 15-19 represent statistical difference.

Part I: This section deals with descriptive statistics. It measures action, support, talent development, work values and career exploration through Skewness and Kurtosis. Table 1 deals with standard deviation, mean, Kurtosis and Skewness of subscales.

Table 1 *Descriptive Statistics*

Variables	N	Min	Max	M	SD	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
A	240	1	4	2.71	.633	.250	.157	-.269	.313
S	240	1	4	2.54	.624	.056	.157	-.068	.313
TD	240	1	6	4.13	.875	-.777	.157	-.173	.313
WV	240	1	6	4.24	.820	-.981	.157	.911	.313
CE	240	2	6	4.10	.771	-.969	.157	1.029	.313

**Note.* A = Action, S = Support, TD = Talent Development, WV = Work Values and CE = Career Exploration.

This includes the descriptive statistics of variables namely action, support, talent development, work values and career exploration through mean, standard deviation, median, mode, along with kurtosis and Skewness. It is noted that normality curve of action (M = 2.71, SD = .633) shows Skewness (1.59) and Kurtosis (-0.85). These values were taken by dividing its value with standard error. The normality curve of support (M = 2.54, SD = .624) shows positive Skewness (0.35) and negative kurtosis (-2.17). The responses of variables from all the respondents are skewed within the range of ± 2 and kurtosis within range of ± 3 . The data of the variables is normally distributed. The histogram charts showed that action positive skewed, support positive skewed, talent development negative skewed, work values positive skewed and career exploration negative skewed.

Part II: This section consist analysis on the Independent Samples test to measure the difference in mean scores of males and females about parent career behaviour & career and talent development. Table 2-5 deal with *t* – test.

H3: There is a significant difference in mean scores of males and females regarding parent career behaviour and career and talent development.

Table 2 Independent Samples test of Males and Females on Parent Career Behaviour

	Descriptive Statistics				<i>t</i> -test for equality of means		
	Gender	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	df	P
PCBC	Males	2.61	.58	-.25	-.29	238	.76
	Females	2.63	.56	-.25			

Note. PCBC = Parent Career Behaviour Checklist

The independent sample *t*-test was used to find the difference of parent career behaviour among males and female. The value of Levene's test of equality (.411) showed equal variances assumed. The males ($M = 2.61$, $SD = 0.58$) have less difference of parent career behaviour involvement than females ($M = 2.63$, $SD = .56$). The result shows non-significant difference of parent career behaviour (PCBC) among males and females $t(238) = -.29$, $p = .76$, therefore, hypothesis was not accepted.

Table 3 Independent Samples test of Males and Females on Career and Talent Development

	Descriptive Statistics				<i>t</i> -test for equality of means		
	Gender	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	df	P
CTD	Males	4.08	.76	-.32	-2.84	238	.00
	Females	4.40	.73	-.32			

Note. CTD = Career and Talent Development

The independent sample was carried to find the difference in mean scores of career and talent development (CTD) among males and females. The Levene's test of equality (.608) by assuming an equal variance that males ($M = 4.08$, $SD = .76$) have more capabilities to attain career and talent development skills, if compared with females ($M = 4.40$, $SD = .73$). The result show non-significant difference of Career and Talent Development among males and females $t(238) = -2.38$, $p = 0.00$, therefore, hypothesis is accepted.

Table 4 Independent Samples Test of Talent Development, Work Values and Career Exploration among Males and Females

	Gender	Descriptive Statistics			<i>t</i> -test for equality of means		
		M	SD	MD	<i>t</i>	df	P
TD	Males	4.05	.86	-.31	-2.43	238	.01
	Females	4.36	.87	-.31			
WV	Males	4.17	.83	-.30	-2.48	238	.01
	Females	4.47	.72	-.30			
CE	Males	4.01	.75	-.35	-3.51	238	.00
	Females	4.36	.78	-.35			

NOTE. PCBC = Parent Career Behaviour Checklist, TD = Talent Development, WV = Work Values and CE = Career Exploration

The *t*-test indicates the difference between students parental behaviour regarding talent development, work values and career exploration across gender. The value of Levene's test of equality for talent development (.916), work values (.127) and career exploration (.912) highlights equal variance assumed. Males abilities to get skill-set related to talent development (M = 4.05., SD = 0.86), work values (M = 4.17, SD = .83) and career exploration (M = 4.01, SD = 0.75) are quite better without guidance opportunities from parents, they are excelling better as compared to mean scores of Females in talent development (M = 4.36, SD = 0.87), work values (M = 4.47, SD = 0.72) and career exploration (M = 4.36, SD = 0.78). The overall results depict significant difference of males and females on talent development $t(238) = -2.43$, $p = .01$, work values $t(238) = -2.48$, $p = 0.01$ and career exploration $t(238) = -3.51$, $p = .00$, therefore, hypothesis was accepted.

Table 5 Independent Samples test of Action and Support among Males and Females

	Gender	Descriptive Statistics			<i>t</i> -test for equality of means		
		M	SD	MD	<i>t</i>	df	P
A	Males	2.72	.65	.61	.64	238	.52
	Females	2.66	.57	.61			
S	Males	2.52	.62	-.09	-.98	238	.32
	Females	2.69	.62	-.09			

Note. CTD = Career and Talent Development, A = Action and S = Support

The *t*-test finds difference between student's parental action and support across gender. The value of Levene's test of equality for action (.203) and support (.349) has highlighted equal variance. Males have better abilities to gain skills (M = 2.72., SD = 0.65) with required support (M = 2.52, SD = 0.62), without availing much guidance from parents are performing better as compared to mean scores of females in action (M = 2.66, SD = 0.57), and support (M = 2.69, SD = 0.62). The overall results represent non-significant difference related to parental actions $t(238) = 0.64, p = .52$ and support $t(238) = -.98, p = 0.32$, therefore, hypothesis was not accepted.

Part III: This part deals with Analysis of Variance (ANOVA) to measure the difference of parent career behaviour and career and talent development with age and among male and female students. Table 6-11 represent analysis of variance (ANOVA).

H3: There is a significant difference in mean scores of males and females regarding parent career behaviour and career and talent development.

Table 6 ANOVA for Mean Difference Scores of Parent Career Behaviour and Career and Talent Development across Gender

	Sum of Squares	df	Mean Square	<i>F</i>	<i>P</i>
Between Groups	.02	1	.02		
Within Groups	80.04	238	.33	.08	.76
Total	80.07	239			
Between Groups	4.65	1	4.65	8.11	.00
Within Groups	136.47	238	.57		
Total	141.12	239			

The one way ANOVA test was conducted to identify the difference of scores between the parent career behaviour and career and talent development of males and females student. The results show that there is no significant difference of gender between parent career behaviour and career and talent development. Regarding the significance test, parent career

behaviour $F(1, 238) = .08$, $p = .76$ and career and talent development $F(1, 238) = 8.11$, $p = .005$, therefore, hypothesis was accepted.

Table 7 ANOVA for Mean difference Scores of Action and Support across gender

	Sum of Squares	df	Mean Square	<i>F</i>	<i>P</i>
Between Groups	.16	1	.16	.41	.52
Within Groups	95.55	238	.40		
Total	95.71	239			
Between Groups	.37	1	.37	.96	.32
Within Groups	92.59	238	.38		
Total	92.97	239			

The one way ANOVA test was conducted to identify the difference of scores between the parental action & support of males and females. The outcomes show that there is no significant difference of gender between parental action & support. Regarding the significance test, action $F(1, 238) = .41$, $p = .52$ and support $F(1, 238) = .96$, $p = .32$, therefore, hypothesis was not accepted.

Table 8 ANOVA for Mean Difference Scores of Talent Development, Work Values, Career Exploration across gender

	Sum of Squares	df	Mean Square	<i>F</i>	P
Between Groups	4.43	1	4.43	5.90	.01
Within Groups	178.68	238	.75		
Total	183.12	239			
Between Groups	4.05	1	4.05	6.15	.01
Within Groups	156.71	238	.65		
Total	160.76	239			
Between Groups	5.54	1	5.54	9.65	.67
Within Groups	136.60	238	.57		
Total	142.15	239			

The one way ANOVA test was conducted to classify the difference of scores between the talent development, work values and career exploration of males and females student. The conclusions was derived that gender has non-significant difference of amid talent development whose finding is $F(1, 238) = 5.90$, $p = .01$, work values $F(1, 238) = 6.15$, $p = .01$ and career exploration $F(1, 238) = 9.65$, $p = .67$, therefore, the hypothesis was accepted.

Table 9 ANOVA for Mean Difference Scores of Parent Career Behaviour and Career Talent Development with age

	Sum of Squares	df	Mean Square	<i>F</i>	P
Between Groups	.21	1	.21		
Within Groups	79.86	238	.36	.64	.42
Total	80.07	239			
Between Groups	.31	1	5.08	6.91	.00
Within Groups	179.55	238	.73		
Total	179.87	239			

The one way ANOVA test was conducted to identify the difference of scores between the parent career behaviour and career and talent development with age. The results show that there is significant difference of age between parent career behaviour and career and talent development. Regarding the significance test, parent career behaviour $F(1, 238) = .64$, $p = .42$; and career and talent development $F(1, 238) = 6.91$, $p = .009$, therefore, hypothesis was accepted.

Table 10 ANOVA for Mean Difference Scores of age of Students with Action and Support

	Sum of Squares	df	Mean Square	<i>F</i>	P
Between Groups	.01	1	.01	.03	.85
Within Groups	95.70	238	.40		
Total	95.71	239			
Between Groups	.53	1	.53	1.38	.24
Within Groups	92.43	238	.38		
Total	92.97	239			

The one way ANOVA test was done to highlight the difference of scores between the parental action & support with age of students. The finding shows that there is no significant difference of age between parental action & support. Regarding the significance test, action $F(1, 238) = .03$, $p = .85$ and $F(1, 238) = 1.38$, $p = .24$, therefore, hypothesis was not accepted.

Table 11 ANOVA for Mean difference Scores of age of students with Talent Development, Work Values, Career Exploration

	Sum of Squares	df	Mean Square	<i>F</i>	P
Between Groups	3.69	1	3.69	4.89	.02
Within Groups	179.43	238	.75		
Total	188.12	239			
Between Groups	5.26	1	5.26	8.05	.00
Within Groups	155.50	238	.65		
Total	160.76	239			
Between Groups	2.30	1	2.30	3.93	.04
Within Groups	139.84	238	.58		
Total	142.15	239			

The one way ANOVA test was done to identify the difference of scores of age of students between talent development, work values and career exploration of male and female students. The outcomes show that there is significant difference of age between talent development, work values and career exploration. Regarding the significance test, talent development $F(1, 238) = 4.89, p = .02$; work value $F(1, 238) = 8.05, p = .005$ and career exploration $F(1, 238) = 3.93, p = .04$, therefore, hypothesis was accepted.

Part IV: It deals with the statistical findings of Product–moment correlation coefficient. This part highlights the significant impact of parent career behaviour and career and talent development of students. Table 12-14 deal with Product – moment correlation coefficient (r).

H1: There is a significant relationship between parent career behaviour and career and talent development of university students.

Table 12 Correlations between Parent Career Behaviour and Career and Talent Development

	1	2
PCB	1	-.20**
CTD	-.20**	1

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

The product-moment coefficient of correlations was carried out to assess the relationship between parent career behaviour checklist and career and talent development of the university students. According to Field (2013), if $r = .1$ weak (small effect), $.3$ moderate (medium effect) and $.5$ strong (large effect). The results show the relationship between parent career behaviour and career and talent development $r = -.20, p < 0.01$ indicates a weak, negative and significant relationship; therefore, hypothesis was accepted.

Table 13 Correlations between Parent Career Behaviour, Talent Development & Work Values & Career Exploration

	1	2	3	4
PCB	1			
TD	-.21**	1		
WV	-.24**	.82**	1	
CE	-.10**	.80**	.79**	1

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

The product-moment coefficient of correlations was carried out to assess the relationship between parent career behaviour and career and talent development of university students. According to Field (2013), if $r = .1$ weak (small effect), $.3$ moderate (medium effect) and $.5$ strong (large effect). The results show the relationship between parent career behaviour and talent development $r = -.21$, $p < 0.01$, parent career behaviour and work values $r = -.24$, $p < 0.01$ indicates a moderate, negative and significant relationship between the variables. The relationship parent career behaviour checklist and career exploration $r = -.10$, $p < 0.01$ indicates a weak, negative and significant relationship, therefore, hypothesis was accepted.

Table 14 Correlations between Career and Talent Development and Action & Support

	1	2
CTD	1	
Action	-.25**	1
Support	-.16**	.69**

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

The product-moment coefficient of correlations was carried out to assess the relationship between career and talent development and Action & Support of university students. According to Field (2013), if $r = .1$ weak (small effect), $.3$ moderate (medium effect) and $.5$ strong (large effect). The results show the relationship between career and talent development with action, $r = -.25$, $p < 0.01$ indicates a moderate, negative and

significant relationship. Whereas, career and talent development and support $r = -0.16$, $p < 0.01$ indicates a weak, negative and significant relationship between the variables, therefore, hypothesis was accepted.

Part V: The section handles with inferential statistics. It calculates statistical differences of career and talent development among male and female students through linear regression. Table 15-19 represent statistical difference.

H2: There is a significant impact of parent career behaviour and career and talent development of university students.

Table 15 Regression for Support and Action in predicting Talent Development

Model		B	SE	β	t	P
1	(Constant)	4.99	.25		19.36	.00
	ACTION	-.25	.12	-.18	-2.12	.03
	SUPPORT	-.06	.12	-.04	-.52	.60

Note. $R^2 = 0.060$; $F = 7.584$; $p < 0.05$

The table shown above of action and support explains the variance of 60% in talent development with scores of $R^2 = 0.06$. The value of F is greater than 6 but significance value is less than 0.05 represents fitness model. Whereas, result revealed that action ($\beta = -0.18$, $p = 0.03$) and support ($\beta = -0.04$, $p = 0.60$) are not significant predictors of talent development, therefore, hypothesis is accepted.

Table 16 Regression for Support and Action in predicting Work Values

Model		B	SE	β	t	P
1	(Constant)	5.15	.24		21.49	.00
	ACTION	.24	.11	-.19	-2.16	.03
	SUPPORT	-.09	.11	-.07	-.85	.00

Note. $R^2 = 0.062$; $F = 7.77$; $p < 0.05$

The table revealed of action and support explains the variance of 62% in work values with scores of $R^2 = 0.062$. The value of F is greater than 7 but significance value is less than 0.05 represents fitness model. Whereas, result revealed that action ($\beta = -0.19$, $p = 0.03$) is not a

significant predictor and support ($\beta = -0.07$, $p = 0.00$) are significant predictors of work values, therefore, hypothesis is accepted.

Table 17 Regression for Support and Action in predicting Career Exploration

Model		B	SE	β	t	P
1	(Constant)	4.48	.23		19.46	.00
	ACTION	.22	.10	-.18	-2.02	.00
	SUPPORT	.08	.11	.06	.74	.04

Note. $R^2 = 0.020$; $F = 2.440$; $p < 0.05$

The table depicts action and support explains the variance of 20% in work values with scores of $R^2 = 0.02$. The value of F is greater than 2 but significance value is less than 0.05 represents fitness model. Whereas, result revealed that action ($\beta = -.18$, $p = 0.00$) and support ($\beta = -0.06$, $p = 0.04$) are significant predictor of career exploration, therefore, hypothesis is accepted.

Table 18 Regression for Talent development, Work values and Career exploration in predicting Action

Model		B	SE	β	t	P
1	(Constant)	3.37	.22		15.14	.00
	Talent development	-.11	.08	-.15	-1.27	.00
	Work values	-.22	.09	-.29	-2.37	.01
	Career exploration	.18	.09	.22	1.95	.05

Note. $R^2 = 0.075$; $F = 5.132$; $p < 0.05$

The table mentioned above of talent development, work values and career exploration explains the variance of 75% in action with scores of $R^2 = 0.075$. The value of F is greater than 6 but significance value is less than 0.05 represents fitness model. Whereas, result revealed that talent development ($\beta = -.15$, $p = 0.00$) is significant predictor but work values ($\beta = -.29$, $p = 0.01$) and career exploration ($\beta = .22$, $p = 0.05$) are significant predictors of action, therefore, hypothesis is accepted.

Table 19 Regression for Talent development, Work values and Career exploration in predicting Support

Model		B	SE	β	<i>t</i>	P
1	(Constant)	2.98	.21		13.66	.00
	Talent development	-.12	.08	-.17	-1.41	.00
	Work values	.26	.09	-.35	-2.88	.00
	Career exploration	.29	.09	.36	3.17	.00

Note. $R^2 = 0.082$; $F = 9.564$; $p < 0.05$

The table above highlight about talent development, work values and career exploration, explains the variance of 82% in support with scores of $R^2 = 0.082$. The value of F is greater than 7 but significance value is less than 0.05 represents fitness model. Whereas, result revealed that talent development ($\beta = -.17$, $p = 0.00$), work values ($\beta = -.35$, $p = 0.00$) and career exploration ($\beta = .36$, $p = 0.00$) are significant predictors of talent development, therefore, hypothesis is accepted.

CHAPTER 5

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1 Discussion

The tenacity of the study was to highlight the impact of parent career behaviour on career and talent development of university students is strong which enable students in selection of better career. Tahir (2017) conducted study to highlight career growth of female managers on basis of required skill exploration to have managerial and leadership attitude. The current study highlighted that females are able to get more support during their studies, where parent are enabling factor to their success.

Fletcher and Robinson (2015) referred to the relationship of career development with employee retention in organizations. Employees are provided with few opportunities at time of joining or leaving, to interact with career specialist for consultation on succession planning. The recent study also provides clarity that talent development skills are gained with thorough interaction with different organization.

McLaren (2011) researched about the awareness of adolescents about career development and findings showed that students were not aware of these concepts. The current study highlighted that student's level of skill increase as they reach in final year of education. The career and talent development of girls was mostly done by parents but boys tend to work by themselves.

Shaf (2015) worked on talent development of adults leading towards a successful profession has been on basis of family support. The parental support to provide information related to different professions, while taking actions for children to help them in successful transition from studies to work.

The finding of existing study collaborate with Baylor (2017) that parental support always benefit student to explore, highlight and select career of their interest. The parents focus to support their children throughout academic tenure can provide fruitful results for the male and female university students.

Suvajdzi (2016) referred that parents tend to be most influential factor for the students in career exploration. Parents provide financial support for education of their children and are always influential in their career decision making process. This is how parent career behaviour impacts career and talent development of students.

The current study supports the research of Litano and Major (2015) who investigated career development of employees at international organizations. It was highlighted in the study that the concept of professional continuous career development can be upgraded by understanding the organizational culture and talent development skills by working in specific field of work.

The findings of Ginevra, Nota and Ferrari (2015) align with current study about positive and negative impact of career and talent development of university students. The parents should be provided information about the importance and criteria for transition from university to workplace.

This is agreed by the research of Dietrich and Salmela-Aro (2013) that parents is major motivator and influencer to help children make successful career related choices. The current study analyzed the relationship of talent development, work values and career exploration. Parents have capabilities to transform career success of their children by engaging them to formulate plan and utilizing knowledge and skills.

The findings of Abu Said et al. (2015) on career success model of academics support current study that little work has been done in the domain of career success or career and talent development. The formulation of theoretical framework and extension of previous research assists individual employees, academic institutions and organizations about achieving career success.

Kopanidis and Shaw (2014) researched that personal values play an important role in higher education of students enabling them to select career in desired profession. The current study has also increased the horizons for students to understand and opt for specific professions, if parents' are not able to guide children about career path at completion of degree. The universities can provide platforms by selecting talented student and share their portfolio with organizations to recruit talented staff on basis of values.

Bown-Wilson and Parry (2014) highlighted the importance of motivation for the career progression of aged managers at the phase of retirement. Career and talent development skills are useful and mandatory at every level of organization to get promotions. The existing study put emphasis on students and employees to attend workshops on regular basis to acquire necessary skills for possible future benefits.

Böhmer and Schinnenburg (2016) stated about different career concepts related to global talent management (GTN) across gender and their contextual issues. The existing study highlight gender issues at organizational level, where females are not able to get

necessary talent development skills during education. In Pakistan, discrimination of gender is not highlighted that much related to jobs but still females suffer a lot to get better positions in corporate sector.

Lyons, Schweitzer and Ng (2015) worked at the concept of career mobility patterns across different generations to provide overview of any differences. The results did not show any major difference, whereas, younger generation has significant difference. This study supports current study because less availability of jobs in market, job seekers lack of skills to match with job description and no prior work experiences force fresh graduates to accepted jobs at lower tier income and benefits. This pattern decreases motivation level of employee leading towards job switch.

Zhang, Hirschi, Herrmann, Wei and Zhang (2015) highlighted the concept of career attitude and career and life satisfaction in Chinese employees. The results depicts that life satisfaction has no effect on career satisfaction but was it becomes stronger with higher level of job insecurity. This study related that parental career behaviour towards students includes support, providing educational fees, sorting hurdles and highlighting prospective career profiles enable students to successfully land into job of their preferences.

Mustafa, Hernandez, Mahon and Chee (2016) supports the finding of existing research that university has an impact on entrepreneurial intentions of students because they are focusing at their technical and soft skills by absorbing detailed course content and refining their abilities to get detailed awareness of required skills to excel better in job market.

The present study supports arguments of Cieřlik and Stel (2017) about opting family business or starting their own business related to future career paths. The current study highlights that impact of parent career behaviour related to involvement in children success. Parents always stay opened and engaged with children throughout academic tenure. This benefits students to stay motivated and should explore other options to get a job in any organization or they may decide to work with their parents.

Zondag and Brink (2017) explored career information sources utilized by students which were compared with result of previous surveys. The results showed smaller changes to gather career information. This research supports current study because universities are concentrating excessively in capacity building of students throughout their degree. With the increased competition in job market students prefer to show up for interviews with preparation.

Thunnissen and Arensbergen (2015) findings support existing research that term talent, talent development, talent management has been defined numerous times but very less work has been done at career and talent development in Asia. The literature has provided detailed understanding, clarity and importance for the researchers and students in the organizational culture. The organizational competition in recent years has increased the demand of employees with excessive skillset in multiple domains. The academia - industry collaborations has also imparted the course contents to supply skilled workforce in labor market.

Lopes, Sarraguça, Lopes and Duarte (2015) conducted research on approaches of talent management in lawyer students. The study explained to acquire develop few talents as per individual needs which also supports existing study that university students different departments are exploring different skills, if compared amongst each other.

Tansley, Hafermalz and Dery (2016) investigated the relationship between talent selection process and training and development interventions in gaming scenario. This supports current study in a way that every organization development their own talent development processes to increase the existing talent pool to get more profitable year. The organizations have developed mobile software for employees to update them continuously for up gradation of any new skill introduced in market.

Sparks, Saw and Davies (2014) investigated different aspects to career development of professional in the fields of library and research. The findings suggested few new domains related to completion of projects in timeframes in which managers will transform career management to team performance to compete between corporate sectors. The current study emphasizes that career exploration enables student to highlight different hurdles in learning a skill and to devise a thorough solution as well. This will increase the organizational effectiveness and competition.

Panda and Sahoo (2015) investigated model of talent development interventions and supports current study by effectively developing and managing existing talent pool. The human resource department of organizations is investing to retain their workforce by providing numerous benefits and may develop linkages to get new resources in less time.

Permarupan, Saufi and Mahmud (2014) investigated the work-life balance of employees in Malaysia public sectors which supports the current research work that career development skill enables employees to improve their work life. The organizations through career development interventions and providing opportunities to refine talent development

skills benefit employees to keep balance between work and life leading towards more satisfaction and less turn over for firms.

The findings of current study support the research done by Kunasegaran et al. (2016) depicts that organizations value their employees who sustain their positions for longer period of term. The exploration of organizational work values is always helpful for male and female students to get permanent position for a longer period of time.

The current study support the research study of Rezaei and Beyerlein (2018) that organizations always apply development interventions at individual level for developing talented employees through formal training and development. The students who focus at exploring elements of talent development, work values and career exploration do not face much difficulty. But males are more prone to work in talent development domain.

The findings of current study support the research done by Ahmed, Khan, Memon and Siddiqui (2014) that skills attained during academic tenure are utilized for career progression at organizational level. The majority of opportunities are available to employees related to skill refinement and development at the organizational level.

The study supports the findings of Bayyurt and Rizvi (2017) where students focus on their career decision making process by gaining insights of their related professions. The process of career exploration can be attained with help of parental support because parents are viable indicator and influence career decisions.

Kuron, Schweitzer, Lyons, and Ng (2016) investigated the relationship between new career profiles and two sets of career factors: agency (career commitment, self-efficacy, and work locus of control), and career attitudes (salience and satisfaction). The results highlight three basic finding related to individual career progression, growth needs and contemporary careers. The current study also focus on refining career and talent development skills which help students in career transition, exploration of available profession and possible growth at the organizational level.

5.3 Findings

The findings of the study are as following:

1. The difference between parent career behaviour among male and female was calculated with the help of independent-samples test. The value of t of career and talent development ($t = -0.29$) was smaller than the critical value (1.96) at 0.05

significance level, which depicts a non-significance difference, therefore, hypothesis was not accepted.

2. The difference between career and talent development among males and females was calculated with the help of independent test. It shows that the ($t = -2.84$) which is greater than critical value (1.96) at 0.05 significance level which shows a significance difference. Therefore, hypothesis was accepted.
3. The difference in mean scores of talent development, work values and career exploration among males and females was calculated with the help of independent test. It shows that the ($t = -2.43$); ($t = -2.48$); ($t = -3.51$) which are greater than critical value (1.96) at 0.05 significance level shows hypothesis was accepted.
4. The difference in mean scores of action and support among males and females was calculated with the help of independent test. It shows that the ($t = 0.64$); ($t = -0.98$) which is smaller than critical value (1.96) at 0.05 significance level shows hypothesis was not accepted.
5. The difference of scores between the parent career behaviour and career and talent development of students across gender was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of PCBC ($F = 0.08$) and CTD ($F = 8.11$) across gender was larger than the critical value (3.88) at .05 level of significance and shows a significant difference, hence hypothesis was accepted.
6. The difference of scores between the action and support of students with gender was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of action ($F = .41$) and support ($F = .96$) across gender was smaller than the critical value (3.028) at .05 level of significance and shows a significant difference, hence hypothesis was not accepted.
7. The difference of scores between the talent development, work values and career exploration of students across gender was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of talent development ($F = 5.90$), work values ($F = 6.15$) and career exploration ($F = 9.65$) across gender was more than the critical value (3.028) at .05 level of significance and shows a significant difference, hence hypothesis was accepted.
8. The difference of scores between the parent career behaviour and career and talent development of students across age was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of PCBC ($F = 0.64$) and

CTD ($F = 6.91$) across age was more than the critical value (3.88) at .05 level of significance and shows a significant difference, hence hypothesis was accepted.

9. The difference of scores between the action and support of students with age was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of action ($F = 0.03$) and support ($F = 1.38$) across gender was smaller than the critical value (3.028) at .05 level of significance and shows a significant difference, hence hypothesis was not accepted.
10. The difference of scores between talent development, work values and career exploration of students with age was calculated by applying one-way ANOVA. It was found that the calculated value of F for the difference of talent development ($F = 4.89$), work values ($F = 8.05$) and career exploration ($F = 3.93$) with age was superior than the critical value (3.88) at .05 level of significance and shows a significant difference, hence hypothesis was accepted.
11. The relationship between parent career behaviour and career and talent development of the university students was extracted with product – moment correlation coefficient. The results show weak, negative and significant relationship between career and talent development and career and talent development $r = -0.20$. The calculated value of r is greater than critical value (0.16) at level of significance. Hence, hypothesis was accepted.
12. The product-moment coefficient of correlations was carried out to assess the relationship between parent career behaviour and career and talent development of university students. The results show weak, negative and significant relationship between parent career behaviour and talent development $r = -0.21$, parent career behaviour and work values $r = -0.24$ and parent career behaviour checklist and career exploration $r = -0.10$. The relationship of parent career behaviour with talent development, work values and career exploration share that values of r were greater than critical value (0.16) at level of significance. Hence, hypothesis was accepted.
13. The product-moment coefficient of correlations was carried out to assess the relationship between career and talent development and Action & Support of university students. The results show weak, negative and significant relationship between career and talent development with action $r = -0.25$ and relationship between career and talent development with support $r = -0.16$ weak, negative and significant relationship. The relationship of parent career behaviour with talent development,

work values and career exploration share that values of r were greater than critical value (0.16) at level of significance. Hence, hypothesis was accepted.

14. Multiple regression was applied to study the impact of support and action in predicting talent development. The results show 60% variance in talent development scores $R^2 = 0.06$. Action ($\beta = -0.18$, $p = 0.03$) and Support ($\beta = -0.04$, $p = 0.60$) are significant of talent development. So, hypothesis not accepted.
15. Multiple regression was applied to study the impact of support and action in predicting work values. The results show 62% variance in talent development scores $R^2 = 0.062$. Action ($\beta = -0.19$, $p = 0.03$) and Support ($\beta = -0.07$, $p = 0.00$) are significant of work values. So, hypothesis was accepted.
16. Multiple regression was applied to study the impact of support and action in predicting career exploration. The results show 20% variance in work values scores $R^2 = 0.020$. Action ($\beta = -0.18$, $p = 0.00$) and Support ($\beta = -0.06$, $p = 0.04$) are significant of career exploration. So, hypothesis was accepted.
17. Multiple regression was applied to study the impact of talent development, work values and career exploration in predicting Action. The results show 75% variance in action scores $R^2 = 0.075$. Talent development ($\beta = -0.15$, $p = 0.00$), work values ($\beta = -0.29$, $p = 0.01$) and career exploration ($\beta = 0.22$, $p = 0.05$) are significant of action. So, hypothesis was accepted.
18. Multiple regression was applied to study the impact of talent development, work values and career exploration in predicting support. The results show 82% variance in support scores $R^2 = 0.082$. Talent development ($\beta = -0.17$, $p = 0.00$), work values ($\beta = -0.35$, $p = 0.00$) and career exploration ($\beta = 0.36$, $p = 0.00$) are significant of support. So, hypothesis was accepted.

5.4 Conclusions

Based on the findings, following conclusions were drawn:

1. Parent career behaviour has so much influence on the career and talent development regardless of gender. Parental behaviour enables females more to adapt skills and focus on career and talent development for their preferred profession, if compared with males.

2. The career and talent of male and female students cannot be gauged who have primed more in academics learning focusing on future prospects related to career and talent development skills.
3. The parent career behaviour has been helpful indicator to empower children accessing profession specific talent development skills, insight about required organizational work values and develop framework to explore preferred professions. The continuous process evolves students to have successful transition and adaptation into workplace.
4. The career and talent development seems to strengthen males and females university students when parental support is provided. Whereas, actions to help children has positive impact at the overall development resulting to better selection of profession.
5. Parent career behaviour has no positive impact at the mean scores when compared with career and talent development. The results show that less parental focus at their children leading to better development of talents across gender.
6. The difference in mean scores of action and support has no impact on males and females students. The females are able to attain more support from their families when compared to males.
7. The difference in scores of the talent development, work values and career exploration of students across gender is significant in males and females of university student.
8. The difference in scores of parent career behaviour and career and talent development of students across age is significant in males and females of university student. The values of F along with has moderate, positive and significant. Whereas, the relationship with work values is strong, positive and significant.
9. The effect of age related to parental support and action differs in gaining career and talent development skills.
10. Talent development, work values and career exploration increase as students move into their final semesters
11. The relationship between parent career behaviour and career and talent development is weak, negative and significant. The age of boys and girls do benefit in gaining career and talent development skills when parental behaviour is positive.
12. The relationship parent career behaviour with career and talent development, work values and career exploration is moderate, negative and significant relationship

between the variables. Girls do not have more involvement of parents as compared to boys.

13. The relationship between career and talent development with parental action and support is weak, negative and significant. If parents get involve in career decision making of students, it can be so much helpful.
14. University students are unable to develop skills in domain of talent development due to lack of interest of parents to take immediate actions without any moral support.
15. Parent's career related action & support has no impact on the work values of the university students.
16. Parental behaviour related to action & support is quite predictive and do not have any impact on the career exploration skills among the university students.
17. Parental action does have any impact on the skills related to talent development, work values and career exploration of the university students.
18. The factors of talent development can be improved by providing sufficient guidance and their support; work values are always adapted by providing support related to organizational context and career exploration process can be strengthened insightful discussions among the students enrolled in university.

5.5 Recommendations

The following recommendations were made on the basis of conclusions:

1. The students may be given proper focus and attention by parents to help them perform successfully regarding career and talent development.
2. Career and talent development skills are transformed in males and females students throughout their academics. Students who are not able to develop such skill may be offered workshops for skill development.
3. Talent development, work values and career exploration help children to excel better academically but access to different firms may give further confidence related organizational environment.
4. The awareness programs for parents may be organized to guide and motivate children for selection of better profession by the university administration.

5. The professional development workshops for teachers and stakeholders may be organized to assist students about career decision making process for selection of professions at completion of their degree.
6. The parental action and support may be increased to provide better chances for career and talent development of university students.
7. The faculty across disciplines may be equipped with certain skill-set, to propel and mentor students' for successful talent development related to their desired career.
8. Career development tools implementation may be done through continuous learning and training offered to students at senior semester which may help in continuous career and talent development.
9. Universities may also offer soft skill development courses related to distinct professions to help them prepare for unexpected situations, if they are not able to get any parental support.
10. This study may be conducted to analyze the difference of career and talent development at various university campuses of the same city and in other regions of southern Punjab.
11. Parental involvement leads to better academic success of students. Whereas, active engagement of parents may be beneficial for students to attain better positions in renowned organizations.
12. The parents may provide sufficient space to their children to highlight and discuss possible career related hurdles.
13. Teacher may highlight information gathering tools and allocate time for students who are not able to get much support from their parents.
14. The parents may be more proactive and keep focus on career transition of their children and provide more platforms for talent development.
15. The parents may be enabler for children to get more insight about organizations work values.
16. Career exploration may be strengthened more by exploring different career portals and engaging with different organizations with help of parents.
17. The head of department (HODs) may assign specific lectures related to career and talent development on basis of teachers' competencies, abilities and experience.
18. The lesson plans may be developed by teachers with addition of practical work assignment for better organizational exposure and needed skill-set.

19. The researcher may conduct similar researches at primary and secondary level of education to highlight where soft skills may be imparted in their curriculum.

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List of Experts

- Shafqat Hussain, Associate Professor, the Islamia University, Bahawalpur
- Areeba Nasir, Associate Professor, The Islamia University, Bahawalpur
- Adnan Malik, Assistant Professor, The Islamia University, Bahawalpur

Appendix B

Reliability Analysis of PCBC

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.870	23

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. My parent tells me he or she is proud of me.	57.75	167.554	.269	.392	.869
2. My parent encourages me to ask questions about different jobs.	57.61	163.469	.463	.520	.863
3. My parent has encouraged me to be involved in extracurricular activities.	57.65	160.246	.617	.456	.859
4. My parent expresses interest in various college aged issues that are important to me.	57.43	162.707	.444	.379	.864
5. My parent has encouraged me to participate in a structured career development workshop offered by my college, church, etc.	57.46	161.020	.505	.411	.862
6. My parent tells me he or she loves me.	57.72	167.171	.302	.355	.868

7. My parent has given me written material about specific careers.	57.06	165.210	.346	.429	.867
8. My parent encourages me to make my own decisions.	57.41	158.628	.548	.488	.860
9. My parent asks me what careers I am considering for my future.	57.60	162.115	.508	.509	.862
10. My parent tells me about specific careers.	57.48	159.481	.529	.563	.861
11. My parent has shown me where to find information about careers in the library or bookstore.	57.27	169.144	.233	.459	.870
12. My parent encourages me to try new things.	57.52	162.426	.488	.566	.862
13. My parent tells me he or she has high expectations for my career.	57.67	162.237	.472	.437	.863
14. My parent has helped me understand the results from career tests or interest assessments I have taken.	57.50	161.322	.508	.529	.862
15. My parent encourages me to choose whatever career I want.	57.77	165.717	.324	.470	.868
16. My parent helps me feel better when I tell him or her I am worried or concerned about choosing career.	57.62	166.060	.371	.510	.866
17. My parent has given me written material about specific graduate or professional schools/programs.	57.16	162.787	.418	.389	.865
18. My parent has supported me when I have told him or her that I am interested in a specific career.	57.35	161.517	.497	.464	.862
19. My parent has talked to me about the steps involved in making difficult decisions.	57.36	160.884	.519	.470	.861

20. My parent has encouraged me to take interest assessments or career tests offered by my school.	57.35	162.890	.444	.480	.864
21. My parent really tries to understand my thoughts, feelings, and opinions about various topics.	57.36	160.609	.536	.505	.861
22. My parent has encouraged me to considered many different educational and career options.	57.36	160.892	.533	.481	.861
23. My parent encourages me to talk to him or her about my career plans.	57.64	167.921	.286	.275	.868

Appendix C

Reliability Analysis of CTD

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.886	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. I can explore my capabilities in academic subjects.	71.62	225.974	.444	.457	.782
2. I can work autonomously.	71.28	223.509	.621	.523	.776
3. I can explore my career path and goal.	71.10	221.503	.618	.604	.775
4. I can recognize my potential strengths in extracurricular activities.	71.49	219.726	.595	.500	.774
5. I can have the courage to take up responsible tasks.	70.49	186.429	.187	.288	.891
6. I can cultivate my interests according to the career I choose.	71.08	223.727	.521	.473	.778
7. I can achieve the academic goal I set myself.	71.25	226.095	.510	.530	.780
8. I can work systemically on allocated tasks.	71.03	227.618	.458	.540	.782

9. I can understand the pre requisites of different jobs.	71.03	225.812	.476	.442	.781
10. I can choose recreational activities in which I am interested.	71.08	222.874	.538	.511	.777
11. I can finish allocated work on time.	71.31	218.216	.629	.584	.772
12. I can understand the relationship between curriculum subjects that I am studying and my career path.	71.14	229.166	.395	.477	.785
13. I can actively participate in different kinds of activities and contests to enhance my experience.	71.19	226.222	.490	.497	.781
14. I can take the initiative to help others.	71.29	226.646	.448	.583	.782
15. I can understand the relationship between the present campus life, further study and future career.	71.24	227.599	.452	.480	.782
16. I can achieve the goals set in extracurricular activities.	71.26	220.363	.543	.592	.776
17. I can allocate time appropriately for studying, playing and taking.	70.97	228.846	.398	.468	.784
18. I can inform others of the job that I would like and have confidence in.	71.17	226.293	.432	.460	.782

Appendix D

Demographic Sheet

Age: _____

Gender: _____

Semester: _____

Instructions:

- Your participation in this research is voluntarily.
- Your responses will be analysed and reported in the research. No one could be able to identify you or your responses as an individual.
- Please respond to each item in the questionnaires with complete honesty.
- It is noteworthy that you are not being assessed, hence that there are no right and wrong responses to each item.

This questionnaire that you are about to fill out is the **‘Parent Career Behaviour Checklist’** and **‘Career and Talent Development’**. It consists of two parts. Part 1 is of 23 questions and part 2 has 18 questions. Please read them carefully and answer to the best of your ability.

Appendix D

Parents Career Behaviour Checklist (PCBC)

1 2 3 4 5
 Very Often Often Sometimes Almost Never Never

Sr. No.	Question	1	2	3	4	5
1.	My parent tells me he or she is proud of me.	1	2	3	4	5
2.	My parent encourages me to ask questions about different jobs.	1	2	3	4	5
3.	My parent has encouraged me to be involved in extracurricular activities	1	2	3	4	5
4.	My parent expresses interest in various college-aged issues that are important to me.	1	2	3	4	5
5.	My parent has encouraged me to participate in a structured career development workshop offered by my college, church, etc.	1	2	3	4	5
6.	My parent tells me he or she loves me.	1	2	3	4	5
7.	My parent has given me written material about specific careers.	1	2	3	4	5
8.	My parent encourages me to make my own decisions.	1	2	3	4	5

9.	My parent asks me what careers I am considering for my future.	1	2	3	4	5
10.	My parent tells me about specific careers.	1	2	3	4	5
11.	My parent has shown me where to find information about careers in the library or bookstore.	1	2	3	4	5
12.	My parent encourages me to try new things.	1	2	3	4	5
13.	My parent tells me he or she has high expectations for my career.	1	2	3	4	5
14.	My parent has helped me understand the results from career tests or interest assessments I have taken.	1	2	3	4	5
15.	My parent encourages me to choose whatever career I want.	1	2	3	4	5
16.	My parent helps me feel better when I tell him or her I am worried or concerned about choosing a career.	1	2	3	4	5
17.	My parent has given me written material about specific graduate or professional schools/programs.	1	2	3	4	5
18.	My parent has supported me when I have told him or her that I am interested in a specific career.	1	2	3	4	5

19.	My parent has talked to me about the steps involved in making difficult decisions.	1	2	3	4	5
20.	My parent has encouraged me to take interest assessments or career tests offered by my school.	1	2	3	4	5
21.	My parent really tries to understand my thoughts, feelings, and opinions about various topics.	1	2	3	4	5
22.	My parent has encouraged me to consider many different educational and career options.	1	2	3	4	5
23.	My parent encourages me to talk to him or her about my career plans.	1	2	3	4	5

Appendix E

Career and Talent Development (CTD)

1	2	3	4	5	6
Extremely Not Confident		Fairly Not Confident	Fairly Confident		Extremely Confident


	I can.....							
1.	Explore my capabilities in academic subjects.		1	2	3	4	5	6
2.	Work autonomously.		1	2	3	4	5	6
3.	Explore my career path and goal.		1	2	3	4	5	6
4.	Recognise my potential strengths in extra-curricular activities.		1	2	3	4	5	6
5.	Have the courage to take up responsible tasks.		1	2	3	4	5	6
<hr/>								
	I can.....							
6.	Cultivate my interests according to the career I choose.		1	2	3	4	5	6
7.	Achieve the academic goal I set myself.		1	2	3	4	5	6
8.	Work systematically on allocated tasks.		1	2	3	4	5	6
9.	Understand the pre-requisites of different jobs.		1	2	3	4	5	6
10.	Choose recreational activities in which I am interested.		1	2	3	4	5	6
<hr/>								
	I can.....							
11.	Finish allocated work on time.		1	2	3	4	5	6
12.	Understand the relationship between curriculum subjects that I am studying and my career path.		1	2	3	4	5	6
13.	Actively participate in different kinds of activities and contests to enhance my experience.		1	2	3	4	5	6
14.	Take the initiative to help others.		1	2	3	4	5	6
15.	Understand the relationship between the present campus life, further study and future career.		1	2	3	4	5	6

- I can.....
- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 16. | Achieve the goals set in extra-curricular activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| | Allocate time appropriately for | | | | | | |
| 17. | studying, playing and taking rest. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | Inform others of the job that I would like and have confidence in. | 1 | 2 | 3 | 4 | 5 | 6 |

Appendix F

Permission to use the Instrument

Parent Career Behaviour Checklist:

 **shah faisal** <shah.faisal49@gmail.com> Mon, May 14, 6:41 AM ☆ ↶ ⋮

to brianakr ▾

Respected Professor Briana K. Keller,

Hope you would be doing fine. I am student of MS Career Counseling & Education at National University of Science and Technology (NUST), Islamabad, Pakistan. I am working my dissertation tentatively titled "Impact of Parents Career Behavior on Students' Career and Talent Development" under the direction of my dissertation supervisor Dr. Aamna Saleem Khan.

I want to use "Parent Career Behavior Checklist (PCBC)" instrument that you used in your article "The Role of Parental Influences on Young Adolescents' Career Development. I would request you to share copy of this instrument along with its manual for sole purpose of my research work.


I would like your permission to use survey checklist of "Parent Career Behavior Checklist (PCBC)" in my research study. I would like to use and print your survey under the following conditions:

- I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statements on all copies of the instrument.
- I will send my research study and one copy of reports, articles and the like that make use of these survey data promptly to your attention.

If these are acceptable terms and condition, please indicate so by reply through the e-mail. I look forward forward for your prompt reply at your earliest.

Kind Regards,

Shah Faisal

 **Briana Randall** <brianakayrandall@gmail.com> Mon, May 14, 11:03 PM ☆ ↶ ⋮

to Briana, me ▾

Hi Shah,

I have attached the measure and information about it. Feel free to use it for your research.

Best,

Briana

Career and Talent Development:



Mantak Yuen <mtyuen@hku.hk>

to me ▾

Apr 30, 2018, 4:56 PM ★ ↶ ⋮

Dear Shah Faisal,

Re: Permission to Use the Career Development Self-Efficacy Inventory (CD-SEI)

You have my permission to use the Career Development Self-Efficacy Inventory (CD-SEI) for the specific research purpose mentioned in your note dated April 22 2018, but I request that you abide by the following two conditions:

1. Please acknowledge the source of the instrument by citing the relevant papers or publications in which the instrument has been used, giving the following references:

Yuen, M., Gysbers, N.C., Hui, E.K. P., Leung, T. K.M., Lau, P.S. Y., Chan, R. M.C., Shea, P. M.K., & Ke, S.S.Y. (2004). Career development self-efficacy inventory: users' manual. Hong Kong: University of Hong Kong Faculty of Education Life Skills Development Project.

Yuen, M., Gysbers, N.C., Chan, R. M.C., Lau, P.S.Y., Leung, T. K.M., Hui, E.K.P. & Shea, P. M. K. (2005). Developing a career development self-efficacy instrument for Chinese adolescents in Hong Kong. *International Journal for Educational and Vocational Guidance*, 5, 57-73

2. Please communicate to me a summary of the results you obtain when using the Career Development Self-Efficacy Inventory (CD-SEI), and also send me a copy of any subsequent publication.

Here I attach the related materials for your reference.

Yours sincerely,

Dr. Mantak Yuen

PS

You may use CTD-SES along with CD-SEI

Consent Letter

Hi Student,

I am Shah Faisal and doing my MS degree in Career Counselling & Education at the National University of Sciences and Technology in Islamabad, Pakistan. As part of the requirement for the MS degree, I have to carry out a research study at the topic “Impact of Parents’ career behaviour on Career and Talent Development of university students.

The study will take approximately 30 minutes of your valued time. You are requested to participate because this study can benefit upcoming students who can get proper guidance from their parents. Your participation is entirely voluntary and after taking your consent. You have the option of withdrawing before the study commences, even if you have agreed to participate, or discontinue any time after you fill in the questionnaire.

I will ensure that no identity will be highlighted in the dissertation and your anonymity will be maintained. The data will be kept confidential for the duration of the study, available only to me and my research supervisor for reference purpose. On completion of the project, the results will be presented in a thesis. They will be seen by my supervisor and department. The thesis may be read by future students on the course. The study may be published in a research journal.

If you need any further information, you may ask your department head or contact me through email. Thank you for your time.

Annexure I

Impact of Parents Career Behaviour on Career and Talent Development of University Students.pdf

13%

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STUDENT PAPERS

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2

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Publication

1%

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