THE RELATIONSHIP BETWEEN PARENTING STYLES AND VOCATIONAL IDENTITY: MEDIATING ROLES OF STRESS AND SELF-ESTEEM

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I certify that this research work titled *"The Relationship between Parenting Styles and Vocational Identity: Mediating Roles of Stress and Self-Esteem"* is my own work. The work has not been presented elsewhere for assessment. The material that has been used from other sources has been properly acknowledged/referred.

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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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Copyright Statement

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Abstract

The aim of this research was to investigate the relationship between parenting styles and vocational identity statuses. Mediating roles of stress and self-esteem in relationship of parenting styles and vocational identity statuses were also investigated. The sample comprised of a total of 350 students (males=175, females=175) of first and second semester of under graduate programmes, obtained through convenient sampling from semi-government universities of Islamabad. To study the parenting styles, Parental Authority Questionnaire (Buri, 1991) was used. In order to study the stress level among the students, Cohen Perceived Stress scale was used (Cohen, Kamarch, & Mermelstein, 1983). To study self-esteem, Rosenberg's Self-Esteem Scale (Rosenberg, 1960) was used and Occupational Identity Scale (Melgosa, 1987) was used to measure vocational identity of students. The scales were pretested to establish the cultural relevance and to assess the comprehension level of the scales on the given sample. Initially, psychometric properties of the selected scales were established within Pakistani culture. For the main study, correlational analysis and PROCESS macro were used to test the mediational relationship between the variables. The results indicate that only self-esteem mediates the relationship between paternal authoritative parenting style and vocational identity achievement of female students. On the contrary, stress does not mediate the relationship between paternal authoritarian parenting style and vocational identity foreclosure of male students. It is further observed that stress does not mediate the relationship between maternal authoritarian parenting style and identity foreclosure of female students. Findings also show differential roles of fathers and mothers in forming vocational identity statuses of both boys and girls. The findings of the research have implications for career counselors & educationists to develop effective career education programmes.

Keywords: Parenting styles, Vocational Identity, Stress, Self-esteem

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CHAPTER 1: INTRODUCTION

The rapidly changing world of work has shifted the focus of research towards understanding the career development process in a more detailed fashion. It is now ever more important to understand the contributing factors in the development of a sound vocational identity. One of the key psychosocial factors that impact an individual's career development is the parent-child interaction. Much of the child's identity progression is dependent on the family environment that may communicate acceptance or rejection; which also impacts the child's development of self-esteem.

One of the most important factors within a child's surroundings that has been a focus of study for years are the parenting styles. Research refers to parenting styles as the interaction between the child and the parent during the process of socialization. Parenting style has been found to be significantly related to a child's psychosocial development as parents are the first and the most focal point for the child in his/her early years (Romano, 2004). Diana Baumrind in 1966 worked on parenting styles which has been a focus of research over decades and is one of the most renowned parenting typologies. As suggested by Baumrind (1991) there are four parenting styles namely: authoritative, authoritarian, permissive-indulgent and permissive-rejecting. These parenting styles account for the type of interaction parents have with their children which play an important role in shaping the child's identity (Dietrich, 2008). Through research two distinct parental characteristics emerged; responsiveness and demandingness. Demandingness refers to the control parents exercise on children's behavior whereas acceptance refers to the warmth and support children receive from their parents (Ernst, 2013). So, different parenting characteristics may have different type of impact on the psychosocial development of children.

Among the many factors that affect the overall environment of the household, some are: family relationships, parent-child interaction and the psychosocial growth of the children. All of these factors influence the child's career development process and ultimately his/her orientation to work (Hargrove, Inman, & Crane, 2005). Throughout the psychosocial development process, an individual struggles to form an identity that describes him/her in personal terms as well as in terms of a career; vocational identity. To achieve a

healthy sense of vocational identity, an individual needs to have a stable and clear picture of his/her personality, goals, interest, and talents. These attributes may ultimately lead the individual to relatively untroubled decision-making and confidence in his/her ability to make good decisions in the face of inevitable environmental ambiguities (Yanchak, Lease, & Strauser, 2005). The identity formation process may have several aspects such as sexual identity, orientation to values and vocational identity (Kroger & Marcia, 2011).

The theory of vocational identity statuses by James Marcia given in the year 1967 is one of the most widely accepted and researched upon theories of vocational identity development (Oswalt, 2015). Vocational identity as explained by Kroger and Marcia (2011) includes four separate statuses namely: identity diffusion, identity foreclosure, identity moratorium and identity achievement. Marcia proposed that a person must move from the stage of identity foreclosure on to identity diffusion, and then to identity moratorium to attain the stage of identity achievement. Originally the theory explains these stages to be successive in that all individuals must complete one stage in order to reach the next. Recent literature, however, suggests that these statuses are not necessarily successive. Individuals may or may not go through all of the statuses or some may even go through one (Oswalt, 2015). However, the more dominating paradigm suggests that individuals move through stages as they grow older and have richer experiences in terms of career development. These stages are marked by two characteristics: exploration and commitment. Exploration refers to a period of active consideration in arriving at an important decision about life goals and beliefs, whereas commitment refers to an active engagement or struggle towards implementing the particular goal (Romano, 2004). The kind of identity children form of themselves is to an extent dependent on the parenting styles they receive. However, identity formation in terms of vocational identity development may also have another important aspect interplaying; parent career behavior. Empirical evidence suggests that the amount of psychosocial support children receive from their parents helps them to form concrete vocational identities (Roach, 2010). So, on the premise of vocational identity development of children, parental behaviour and interaction style are among the key factors that need to be focused upon.

In the process of identity formation, there are several other psychosocial aspects that play an important role. Different types of parenting styles are expected to lead to different

child behavior. Research suggests that those parenting styles that are high on demandingness put pressure on the children to exhibit mature behavior. Demand to exhibit a certain type of behavior yields a certain level of stress in children (Romano, 2014). Now, this pressure to exhibit appropriate behavior also brings behavior related to career selection and career exploration into focus. So, children who receive those parenting styles that are high on demandingness are under a greater pressure to reach the level of vocational identity achievement at an earlier stage that may lead to higher stress.

Stress is the resultant of a stimulus that threatens to disturb the mental or physical equilibrium (American Psychological Association, 2014). Cannon-Bard theory of Emotion by Cannon and Bard (1920) suggests that any stimulus, physical or mental, that threatens the physical or mental state of balance of person can elicit an emotional as well as a physiological response. The theory further purports that the brain recognizes the emotional changes in response to stress and the body simultaneously exhibits physiological responses (Sincero, 2014). According to another theory that explains stress; Hardiness theory of stress, Kobasa (1982), explains that the term psychological hardiness refers to individual differences in reactions that may occur as a result of stressful life events. It can be further elaborated by stating that hardiness can be identified as a personality trait that comprises of commitment, control and challenge (Shepard & Kashani, 1990). Concluding the theories presented above, it can be said that in face of stressful life events, although the physiological reactions tend to occur, the method of dealing with the stressful situation, however, depends on the individual's approach to deal with the conflict, his/her level of commitment and also depends on how well he/she takes up on the challenge. The current research is considering parental pressure that has been found to be high in authoritarian parenting style, as a stimulus that may make children feel stressed regarding their vocational identity development.

Another important aspect in the vocational identity development is that of self-esteem. The way parents react to their child's needs also renders children to feel confident about their abilities and leads them to believe in themselves. The attachment style accounts for establishing a sense of self-esteem in the children. Research suggests that the more attached children are to their parents and the more warmth and acceptance they receive from their parents; the higher will be their level of self-esteem (Martinez, Gracia, & Yubero,

2007). Higher levels of self-esteem have also been found to be significantly linked with clearer perceptions of career goals and also goal stability (Patton, Bartrum, & Creed, 2004).

Self-esteem accounts for a person's overall sense of personal value. It also involves a sense of self-worth that the person has. Self-esteem tends to be an enduring and stable trait that develops over a period of time. This concept of self-worth develops its roots from the earliest interactions with the parents. When parents strive to fulfill child's basic needs, the child develops an idea of being loved and ultimately he/she starts seeing his/herself as a loveable person- adding to his/her self-esteem (Cherry, 2014). Maslow's (1954) Hierarchy of needs depicts self-esteem as one of the very basic needs in order for a person to grow and attain a state of self-actualization (Huitt, 2007). In order for an individual to have a good self-esteem level, healthy parent-child interactions are of paramount importance. So, it is imperative to study the interaction style between parents and children if self-esteem is to be studied.

Considering the presented discussion, it is important to study the kind of parenting styles that promote a well formed vocational identity. It is also imperative to understand if the level of stress on children yielded by authoritarian parenting style and the level of self-esteem children have, play a role in the formation of vocational identity. There has been considerable amount of research that points out the relationship between parenting styles and stress. Research also suggests that the development of self-esteem is also to an extent dependent on the parenting style and parental attachment with parents (Cherry, 2014). It has also been noted that level of self-esteem determines goal clarity in terms of career and is also linked to healthy career exploration (Patton et al., 2004). Hence, it is vital to study parenting styles, stress and self-esteem as factors that may contribute into the development of vocational identity of students.

Research questions to be addressed in the study are following;
1. Do parenting styles have a relationship with vocational identity?
2. Does self-esteem mediate the relationship between authoritarian parenting style and vocational identity of male and female students?
3. **Does stress mediate the relationship between authoritative parenting style and vocational identity of male and female students?**

CHAPTER 2: REVIEW OF THE LITERATURE

Identity starts developing as an individual explores his/her values and beliefs, his/her capabilities and skills and also dwells on the knowledge he/she receives about his/her own self from significant people in his/her surrounding (Niles & Bowlsbey, 2013). As they grow into the years of adolescence with their minds and bodies achieving maturity, they are expected to find out their path in life. Much of this expectation is communicated to them in the way their parents have interacted with them through all of the yester years (Kimstra, Hale III, Raaijmakers, Branje, & Meeus, 2010)

2.1 Parenting Styles

Parents are major figures in life who can support or hinder the process of self-exploration in their children through the practices they use to rear their children. Baumrind (1991) explained different patterns of parenting that help us to understand the influence of child rearing behaviors on adolescent development. She summed up three kinds of parenting patterns; Authoritarian parenting is a restrictive style that puts firm limits and controls on the child; conversely, permissive parents are accepting, affirming, and have very few demands of their children. Authoritative parents are also accepting and affirming but exert firm control while sharing the reasoning behind disciplinary actions.

Research evidence suggests that authoritative parenting style is optimal in comparison with authoritarian and permissive styles for better psychosocial development of children (Jabeen, Haque, & Riaz, 2013). Children who receive authoritative parenting have also proven to be better scorers at school and better at making career related choices (Steinberg, 2011). Bilal, Sadiq, and Ali (2013) found that parental care was correlated with psychological well-being of children. It has also been observed that parents who show warmth and acceptance towards their children had also received warmth and acceptance from their parents (Cooksey, Vespa, & Keck, 2009). Hence, not only does the parental warmth affects the child's social development, the effect also carries on into the next generation. So, in terms of development, a consistency can be seen in reports that adolescents benefit the most out of an authoritative parenting style.

Research further suggests that there is a consistent support for authoritative parenting style which is marked by acceptance and control being optimal in terms of children's psychosocial development. However, it has also been observed that this parental control can put a burden of too many expectations on children that may in turn cause stress to them (Duran, 2011).

2.2 Identity Formation

Theory of psychosocial development by Erickson in 1959 (as cited in Romano, 2004) dwells upon 8 successive psychosocial stages that include crises as an important part. If the crises is not successfully resolved, the individual's psychosocial functioning is impaired. One important part of his theory is the fifth stage that is the development of identity vs. identity confusion. The individual in this stage explores various roles and tries to establish an identity that represents his role in the society (Romano, 2004). Marcia (1980) expanded this stage into formation of a theory and recommended four stages of identity development titled diffusion, foreclosure, moratorium, and achievement. The adolescent assumes any one of the following statuses: identity diffusion, foreclosed identity, identity moratorium, and identity achievement. The adolescent may assume more than one identity status during the period of his/her adolescence (Oswalt, 2015). Furthermore, research also suggests a significant relationship between identity development and self-esteem (Dusek, Carter, & Levy, 2013).

Research evidence suggests that parenting styles have a significant influence on the status of identity development an adolescent might be at. Parental behaviors such as warmth and acceptance are found in the adolescents with identity achievement (Poon, 2014).

2.3 Parenting styles and Identity Development

Advancing research suggests that family environment not only plays a vital role in shaping up the personality of an individual but the perception of family interaction patterns is also found to be closely linked with a child's career orientations (Lee, Yu, & Lee, 2005). Research suggests that there are certain types of parenting practices that may be capable of impeding or supporting the identity formation process of adolescents. Both authoritarian and authoritative parents are high on demandingness- which means that they expect their

children to present mature and reasonable behavior. Demandingness makes these two styles goal-oriented which resultantly puts a demand on children to achieve a sound vocational identity (Adam, Gunner, & Tanaka, 2004).

These two styles, however, differ on the domain of acceptance; authoritative parents show more acceptance towards their children as compared with authoritarian parents. Authoritative parents have been found to be more open towards the exploration of their children's career ideas as compared to their authoritarian counterparts. Acceptance and warmth from the parents also helps children resolve their identity crises effectively (Winsler, Madigan, & Aquilino, 2005). In another study by Ahadi, Ejazi, and Fourmany (2014) it was concluded that parenting styles was indeed a major contributing factor in the development of identity of adolescents. It was further reported that both authoritative and authoritarian parenting styles were significantly related with identity formation.

Authoritative parents are found to be more accepting as compared to authoritarian parents (Romano, 2012). Strage's (1998) study shows a positive impact of the authoritative parenting style and negative impact of the authoritarian parenting style on the adjustment of college students to university life. They, however, reported that authoritative parenting may not be the more effective style for all student populations (as cited in Marsiglia, Walczyk, Griffith-Ross, 2007; Preethi & Rosa, 2012). From the body of research discussed previously, a particular trend can be seen. Although the findings have reported cultural influences as one of the limitations, yet a similar trend of authoritative parenting being optimal in contribution towards development of identity is quite evident.

2.4 Relationship between parenting styles, stress, self-esteem and vocational identity

A research conducted by Preethi and Rosa (2012) revealed that there is a difference between the levels of stress and self-esteem in children who received the following two parenting styles: authoritarian and authoritative. Bilal, Sadiq, and Ali (2013) concluded in their study that self-esteem and parental care were positively correlated. However, a research conducted by Ernst (2013) revealed that children who received authoritarian parenting style did not differ significantly with the children who received authoritative parenting styles in the levels of stress. They further concluded that the interpretation of these results was dependent on extraneous variables such as ethnicity and culture. Another

study conducted by Martinez, Gracia, and Yubero (2007) concluded that there is no significant difference found in the levels of self-esteem of the children who received both authoritarian and authoritative parenting styles. This study also however, reported ethnicity as one of the major limitations. From another research it was concluded that authoritative parenting style contributed positively towards the development of self-esteem in comparison with other parenting styles (Wolff, 2000). Driscoll (2013) found that authoritative parenting style had more of a positive influence on the development of self-esteem as compared to other parenting styles. She also found that parenting styles differ with respect to children's age but that children were seen to have low levels of self-esteem if their parents were more inconsistent in their parenting style. Munson (2011) concluded that students with higher self-esteem scored higher on vocational identity development and career salience as compared to students with lower self-esteem. According to another finding, vocational identity achievement was positively related with job satisfaction of adolescents (Hirischi, 2011).

From the number of studies considered above it can be concluded that although there is a consistency in the finding that there is a positive influence of authoritative parenting style on self-esteem of children, it is, however, notable that these findings are culturally bound. The fact that one particular parenting style might be dominating a culture's child rearing practices for a very long time, makes it hard to identify if that particular parenting style has a colossal contribution towards the development of self-esteem. To shed more light on this debate, it has been observed that boys perceive their fathers to be more authoritarian in Pakistani culture (Kausar & Shafiq, 2008); the pressure elicited by this parenting style may not have a negative impact because the parenting style is predominantly accepted. These results, however, cannot be generalized to other cultures as parenting styles vary from culture to culture. Considering this limitation, it is important to analyse this relationship with respect to different cultures, which makes it imperative to look at this relationship in the Pakistani culture. Another analysis that can be drawn from the literature presented previously is that vocational identity achievement has been found to be linked with higher self-esteem. It will be a contribution towards literature to find out if lower levels of self-esteem contribute towards lower levels of vocational identity, which falls under the scope of this study.

2.5 Parenting styles and gender

Empirical evidence suggests that both the parents have different parenting styles towards children of both the genders. It has been researched that authoritativeness exhibited by the father results in more positive effects on the child's adjustment ability than the authoritativeness exhibited by the mother (Romano, 2004). It has also been noted that the parenting styles fathers mostly tend to follow in the United States are high on demandingness and low on nurturance that is authoritarian, especially true for boys (Parker, 2015). In a research conducted by Wintre and Yaffe (2000) it was discovered that a lack of authoritativeness from the father resulted in more depression and perceived stress within the sample. They further reported that authoritarianism exhibited by the mother also resulted in slightly more depression and stress. The results further implicated that these individuals lacked the capability to healthy adjustment in the college ultimately leading to lack of clear career goals. It has been noted however, that the interpretation of these results are culturally bound (as cited in Preethi & Rosa, 2012). It is important to study these concepts in Pakistani culture which could give a sound picture of the parenting styles mostly followed with respect to their children's gender.

Abesha (2012) found that the most prevalent parenting style in Ethiopia was authoritarian. It was, however, found that there is a difference between the parenting style towards the girls and boys. Parents were found to be authoritative for their daughters and neglectful of their sons. The results further communicated that parenting styles were positively related to the female's achievement motivation whereas it had little effect on the boy's achievement motivation. A research conducted by Kausar and Shafiq (2008) concluded that adolescent boys perceive their mothers to be more authoritative and permissive as compared to girls. On the contrary, girls perceive their fathers to be more permissive and authoritative as compared to boys. In a study conducted by Ratner (2014), maternal responsiveness was found to be a fostering factor in adolescent's exploration whereas no significant contribution of father's responsiveness was seen when it came to adolescent's approach towards exploration.

Another research suggests that authoritative parenting style positively contributes towards the educational and psychological well-being of children (Bibi, Chaudhry, Awan, & Tariq, 2013). According to a research conducted by Jabeen, Haque, & Riaz (2013), authoritative style by mothers positively impacts emotional regulation whereas maternal permissive style negatively affects the emotional regulation of children. The research further shows that paternal authoritative style positively affected emotional regulation whereas permissive style negatively affected emotional regulation. Authoritarian parenting style by both parents was not significantly related to emotional regulation.

Schultheiss and Blustein (1994) found that parental attachment was a significant predictor of identity status for girls. Based on their findings it was revealed that female's attachment to both the parents yielded higher levels of identity achievement and lower levels of identity diffusion and moratorium (as cited in Romano, 2004). Recent literature however presents a different account. Although results from most of the studies do coincide with older studies, however, a new trend has been emerging over the recent years. The impact of parenting styles is now being studied in light of changes that have emerged in parenting practices throughout the years. The fact that children now have new challenges that were non-existent to their forefathers, has put a pressure on parents to gear up their rearing practices (Iqbal, 2012). Therefore, it is important to look at parenting styles in these current times with respect to challenges children now face, such as the need to form a sound career plan, the effort for which starts at an early stage of education.

A research conducted by Liaquat (2013) suggests that authoritarian parenting style exhibited by fathers is significantly linked with career decision making difficulties such as lack of information and inconsistent information among Christian minority students. Authoritarian parenting exhibited by mothers are significantly linked with inconsistent information. The research also found gender to be a significant predictor of career decision making difficulties.

Evidently, both the parents have different approaches of parenting towards children of both the genders. However, an inconsistency can be seen in reports from different cultures as to the dominant parenting style used by mothers and fathers for boys and girls, separately. To shed more light, it has been observed that Western cultures are more individualistic as compared to Asian and Arab cultures that are more collectivistic in nature

(Aslam, 2016) due to which the type of parenting that is accepted readily by the respective society varies. Keeping in view this difference, it is important to understand parenting approaches parents adopt in the Pakistani culture that foster a sound vocational identity in adolescents.

Considering recent literature, a consistency can be seen in support of authoritative parenting styles across cultures. Global practices as well research in Pakistan also support authoritative parenting style of both the parents as positively influencing psychosocial development of children. Considering this premise, there is a need to study the relationship between the parenting styles and vocational identity status of both boys and girls in detail and also to study if stress and self-esteem mediate this relationship (Baron & Kenny, 1986).

2.7 Rationale

It is evident from the literature presented previously that one of the most important factors in psychosocial development of individuals is the parent-child interaction. These interactions have a significant bearing on his/her identity formation. Literature indicates that in order for individuals to develop sound vocational identities, parental acceptance and certain degree of control are important elements. Although this area of psychosocial development has been worked upon, yet there is a lack of studies that consider the relationship between parenting styles and vocational identity at a sub-dimensional level. The findings reported by the studies that have been conducted in this domain are not clear as to which kind of parenting style may lead to which status of vocational identity. Drawing onto this limitation, the relationship between domains of both parenting styles and vocational identity are being considered for this research.

Furthermore, empirical evidence as well as theories of parenting styles and vocational identity suggest a link between authoritative parenting style and identity achievement status of vocational identity. Similarly, a link between authoritarian parenting style and identity foreclosure as well as a link between permissive parenting style and identity diffusion can be observed from the theories as well as the body of literature discussed earlier. This research is studying these links.

Research also suggests that parenting styles have an impact on the level of stress and self-esteem of children. However, a gap in considering stress and self-esteem in relationship with the development of vocational identity is evident. Drawing on to this lacking in literature, this research is considering the role of stress and self-esteem as mediating variables between parenting styles and vocational identity. This study will also indirectly test the theory on parenting styles in the context of vocational identity development.

It has also been observed that both mothers and fathers have different parenting styles towards children of both the genders (Turner, 2011). Therefore, it is important to research what parenting practices parents adopt while interacting with children of both genders and to what extent parenting approaches contribute into the development of vocational identity. It is also imperative to study those parenting styles that through stress lead adolescents to remain at a lower status of vocational identity development. This study is an extension of previous research that have studied these differences in parenting practices with respect to the formation of vocational identity of both boys and girls. This study will significantly contribute to the current body of literature by testing if stress and self-esteem level mediates the relationship differently for both the genders.

From the literature presented previously, a lack in studies that test the relationship between parenting styles and vocational identity development of university level students can be observed. There can be seen a need to understand culture specific parenting practices that significantly contribute towards the development of vocational identity of university students. Drawing onto this gap, this study will contribute to understanding how parenting practices adopted by Pakistani parents impact the vocational identity development of university students.

Findings of the current study can help counsellors working within institutions to understand the background of problems university level students seek counselling for. Interventions can be designed to assist students that may have self-esteem and stress issues at this educational level. Educational programmes to educate parents regarding effective parenting styles that can lead to clearer vocational identities of students with lesser levels of stress and higher self-esteem can also be prepared.

The research also has implications for developing career education modules. Career educationists through findings of this study might be able to understand the role of

parenting practices in development of vocational identities of the students. Consequently, which will help the career educationist in devising more comprehensive and effective career education programmes for university students.

CHAPTER 3: METHOD

3.1 Objectives

- To study the relationship between parenting styles and vocational identity
- To study the mediating role of self-esteem between authoritative parenting style and vocational identity status of both male and female students
- To study the mediating role of stress between authoritarian parenting style and vocational identity status of both male and female students

3.2 Hypotheses

1. Authoritarian parenting style is positively correlated with identity foreclosure
2. Authoritarian parenting style is negatively correlated with identity achievement
3. Authoritative parenting style is positively correlated with identity achievement
4. Authoritative parenting style is negatively correlated with identity foreclosure
5. Authoritative parenting style is negatively correlated with identity moratorium
6. Authoritative parenting style is negatively correlated with identity diffusion
7. Permissive parenting style is positively correlated with identity diffusion
8. Permissive parenting style is negatively correlated with identity achievement
9. Stress mediates the relationship between paternal authoritarian parenting style and identity foreclosure of male students
10. Stress mediates the relationship between maternal authoritarian parenting style and identity foreclosure of female students
11. Self-esteem mediates the relationship between paternal authoritative parenting style and identity achievement of female students
12. Self-esteem mediates the relationship between maternal authoritative parenting style and identity achievement of male students

3.3 Conceptual Definitions

3.3.1 Parenting Styles

Parenting styles refer to a constellation of attitudes that create an emotional environment in which parents' behaviors are expressed (Jabeen, Haque, & Riaz, 2013). Three parenting styles have been found to be most widely used, namely: authoritarian, authoritative and permissive parenting style. These parenting styles are further observed on two domains: demandingness and responsiveness. Demandingness refers to parental efforts to integrate children into the family through supervision, discipline, maturity demands, and willingness to confront behavioral problems. Responsiveness or acceptance refers to the extent to which parents foster individuality, self-regulation, and self-assertion by consenting to or being aware and supportive of children's needs and demands (Baumrind, 1991).

Authoritarian parenting style is characterized by high demandingness and low acceptance towards children. Authoritative parenting style is characterized by high demandingness and high acceptance whereas permissive parenting style is characterized by low acceptance as well as low demandingness (Ernst, 2013).

3.3.2 Vocational Identity

Vocational identity is described as possession of a stable and clear picture of one's personality, goals, interest, through exploration and talents which ultimately leads to relatively untroubled decision-making and confidence in one's ability to make good decisions in the face of inevitable environmental ambiguities (Yanchak, Lease, & Strauser, 2005). Vocational identity is classified into four statuses, namely: diffusion, foreclosure, moratorium and identity achievement. Diffusion is characterized by a low level of commitment to any particular identity and also a low level of exploration. Foreclosure, on the other hand, depicts a low level of exploration but a high level of commitment to the identity that may have been given to them from the values and beliefs of the family. Moratorium status is characterized by a high level of exploration but a low level commitment whereas identity achievement represents a high degree of exploration and high level of commitment to a particular identity (Oswalt, 2015).

3.3.3 Stress

Stress can be defined as a threat or a stimulus that threatens to disturb the mental or physical equilibrium (American Psychological Association, 2014).

3.3.4 Self-esteem

Self-esteem can be defined as a person's overall sense of personal value. It also involves a sense of self-worth that the person has (Brown, & Marshal, 2010).

3.4 Population

The population of this study consisted of students of under graduate programmes from semi-government universities namely National University of Sciences and Technology, International Islamic University and National Defence University.

3.5 Sample

Data for this study will be collected from semi- government universities of Islamabad. The students from semester one and two from under graduate courses will be asked to fill the questionnaires after obtaining their consent. A sample of 350 students (males=175, females=175) will be gathered. According to Kline (1986) 300 is an appropriate sample size. The sampling technique that will be employed in the study will be convenient sampling. Students from semester one and two will be approached as per convenience and data will be obtained from the sample.

3.6 Instruments

Details of the instruments being used in the study along with their operational definitions are mentioned afore:

3.6.1 Parenting styles

Parenting style can be operationally defined as a perceived pattern with which parents interact with their children along two dimensions: demandingness and responsiveness (Baumrind, 1991).

To study the parenting styles, Parental Authority Questionnaire (PAQ) was used. The scale developed by Buri (1991) measures the manner in which authority is exercised by parents as perceived by the children. This questionnaire measures the perceived style of parenting on all three parenting styles, namely; authoritative, authoritarian and permissive. The test comprises of a total of 30 questions: 10 questions for each parenting style. The range of the scores is 30-150 (Median= 70). Highest scores on any of the domains of parenting style indicate the dominant parenting style. Following are the Cronbach (1951) coefficient alpha values for each of the six domains of PAQ: mother's permissiveness =.75, mother's authoritarianism =.85, mother's authoritativeness =.82, father's permissiveness =.74, father's authoritarianism = .87, and father's authoritativeness =.85. Criterion related validity is established to be <.70.

3.6.2   Stress

Stress can be operationally defined as a perception that envireonmental demands exceed his/her adaptive and/or coping capacity (Lee, 2012).

In order to study the stress level among the students, Cohen Perceived Stress scale was used. The scale was developed by Cohen, Kamarch, and Mermelstein in 1983. Cohen Perceived Stress Scale is a self-report measure which measures the degree to which an individual appraises a situation as stressful. The measure consists of a total of ten questions. The Cronbach alpha coefficient for internal consistency reliability of the scale is measured to be >.70. The criterion validity of the scale is found to be strongly correlated with other tests measuring the same mental statuses. Score range is 10-50 (Median= 25).

3.6.3   Self-Esteem

Self-esteem can be defined as an individual's opinion of himself or herself that one holds, acceptance or rejection of, or satisfaction or dissatisfaction with, oneself (Guillon, Crocq, & Bailey, 2007).

To study self-esteem, Rosenberg's Self-Esteem Scale (1965) was used. The scale has a total of 10 self-report items that measure the level of self-esteem: higher the scores, higher the self-esteem and vice versa. The scale was developed by Rosenberg (1965) and

shows high reliability: the test-retest correlations range from 0.82 to 0.88 and Cronbach alpha validity ranges from 0.77 to 0.88. Score range is 10-40 (Median=20).

3.6.4 Vocational Identity

Vocational identity is defined as a stable picture of one's occupational goals and activities marked with a certain level of commitment and exploration to attain that stability (Oswalt, 2015).

In order to measure vocational identity, Occupational Identity Scale (Melgosa, 1987) was used. The scale comprises of a total of 28 questions. The scale measures the four different statuses of vocational identity, namely; Diffusion, Foreclosure, Moratorium and Achievement. The reliability coefficients of the scale range between 0.70 and 0.87 whereas the established validity ranges between 0.38 and 0.79 (Melgosa, 1987). Score range is 28-140 (Median=70).

3.7 Procedure

3.7.1 Step 1: Face/content validity

The scales used in the study along with conceptual definitions of the variables were initially shown to five experts in order to establish the cultural relevance of the items. The experts provided with feedback and pointed out the items that were not culturally relevant. Another purpose of showing the scales was to establish the face validity of the scales (DeVellis, 2012). Any modification suggested by majority of the experts was incorporated after gaining approval from the author of the scales. Content validity of the scales was also established through this step (Riaz, 2008).

3.7.2 Step 2: Pre-test

A pre-test was conducted on a sample of 30 undergraduate university students with equal representation of boys and girls (Gjersing, Caplehorn, & Clausen, 2010). The purpose of a pre-test was to assess the comprehension level of the scales. It was communicated to the respondents that there are no right or wrong answers to the questions which was done to eliminate their apprehension of socially acceptable responses (Eichhorn, 2014). To address the concerns regarding social desirability, anonymity of the respondents was ensured by

communicating to the respondents that their names on the demographic sheet is optional (Lelkes, Krosnick, Marx, Judd, & Park, 2011). After obtaining data from the students, they were asked to point out the ambiguous items from the scales which were later modified in light of expert opinion from five professionals.

3.7.3 Step 3: Preliminary analysis

After obtaining data from the sample of 350 university students mentioned earlier, the validity and reliability of the scales was established. To establish content validity of the scales, item-total correlation was run. Reliability was established using Cronbach's alpha coefficient reliability (DeVellis, 2012; Gliem & Gliem, 2013; Kline, 1986). Details have been presented in chapter 4.

3.7.4 Step 4: Main study

The items of the questionnaire were presented to the respondents in form of groups to reduce the chances of common method variance (Schriesheim, Kopelman, & Solomon, 2015). Permission was formally taken from the university administration to obtain data from the students. After explaining the purpose of the research to the students, their consent to participation was taken. After the students signed the consent form, their demographics (age and gender) were obtained. Then they were handed over the questionnaire. The students were ensured of retention of confidentiality of their personal data. They were also granted the provision to withdraw from the research anytime during their participation.

For the main analysis, Correlational Pearson Coefficient (DeVellis, 2012) was used to analyze the relationship between parenting styles and vocational identity. In order to test the mediational relationship between variables, PROCESS by Macro (Hayes, 2009) was used.

Figure 1.1. Conceptual Model of the study
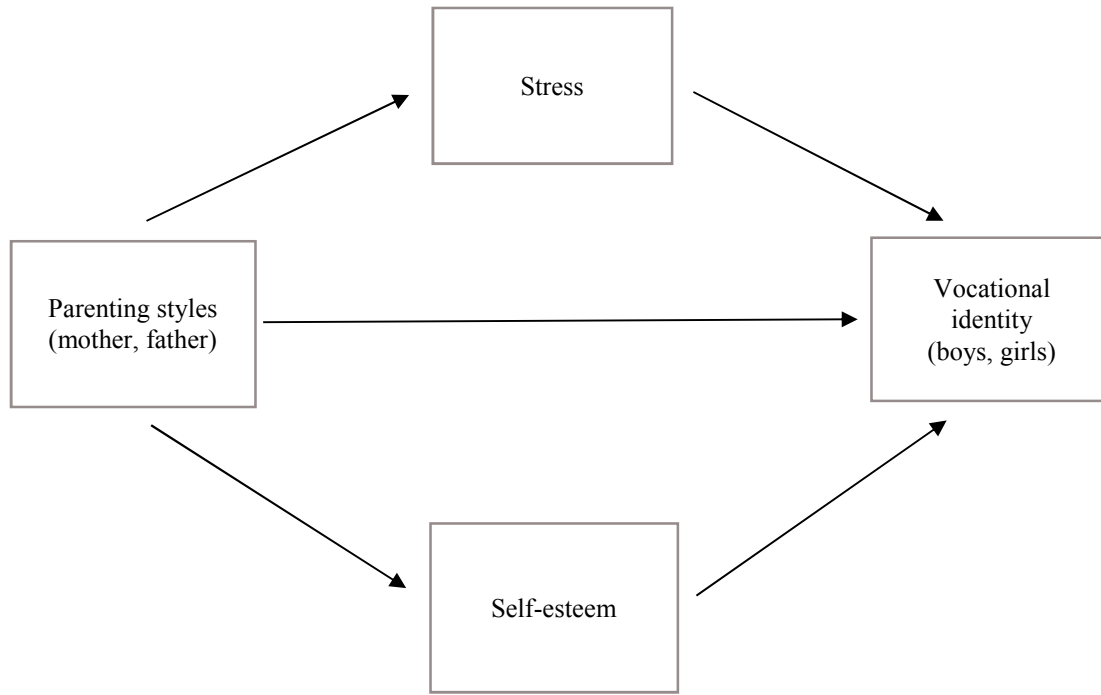
Figure 1: Conceptual Mediation Model of the Study

CHAPTER 4: RESULTS

The chapter covers the results of the study that were analysed in two different phases using SPSS 17 and PROCESS macro. The results have been stated in two sections: preliminary analysis and main analysis. Preliminary analysis was carried out using SPSS 17 to analyse the data for reliability and validity of scales, normality of data and descriptive statistics. For the main analysis, correlational analysis were carried out through SPSS 17 and PROCESS macro (Hayes, 2009) was used to test the mediational relationship between variables. Following sections explain the results in detail.

4.1 Preliminary Analysis

As a part of the preliminary analysis, normality of data was assessed to check for skewness and kurtosis. Descriptive statistics- mean, standard deviation along with values of skewness and kurtosis were also calculated for all of the variables i.e. parenting styles, stress, self-esteem and vocational identity status (see Table. 1). Reliability as well as item-total correlation of the scales were also established (see table 2 to 12).

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

Variables	M	SD	Skewness	Skewness error	Kurtosis	Kurtosis error
SE	30.9	5.2	.12	.14	.18	.28
Stress	32.8	5.3	.15	.14	-.31	.28
VIF	20.3	4.1	-.25	.14	-.56	.28
VIM	22.5	4.4	-.4	.14	-.7	.28
VIA	19.3	3.9	-.46	.14	.05	.28
VID	20.9	4.2	-.38	.14	-.41	.28
PST(F)	94.7	11.0	-.19	.14	1.1	.28
PST(M)	96.4	10.5	.39	.14	.28	.28

Note. SE = Self-Esteem; VIF = Vocational Identity Foreclosure; VIM = Vocational Identity Moratorium; VIA = Vocational Identity Achievement; VID = Vocational Identity Diffusion; PST(F) = Parenting Styles (Father); PST(M) = Parenting Styles (Mother)

Table 1 shows the mean, standard deviation, skewness and kurtosis of all the study variables. When skewness and kurtosis values of variable self-esteem were divided by their respective standard error value (Brown, 2016), the values were found to be: skewness= (.86) and kurtosis= (.84). The values for both skewness and kurtosis are in the acceptable range (+2 to -2) as mentioned by Brown (2016). The skewness and kurtosis values for variable stress were found to be 1.1 and -1.1, also within the acceptable range. The skewness and kurtosis values for both parenting styles of fathers and mothers were found to be (-1.4) and (3.9) and 2.7 and 1, respectively. Positive skewness can be seen for both father's and mother's parenting styles whereas the kurtosis values fall within the acceptable range. Vocational identity achievement shows negative skewness= -3.2 whereas the kurtosis= .18 is in the acceptable range. Results show negative skewness for vocational identity diffusion i.e. -2.7 and kurtosis= -1.5. Results for vocational identity foreclosure indicate skewness= -1.8 and kurtosis= -2, both within the acceptable range. Vocational identity moratorium shows both negative skewness= -2.8 and kurtosis -2.5, also well within the acceptable range as given by Brown (2016). The normality analysis indicated that the data was fit for further analysis as the data was found to be with in the given range.

Table 2: Item-total correlation of Permissive Parenting Style subscale (fathers)

Item no	Statement	r	Item no	Statement	r
11	Well-run Home	.38**	27	Children Activities	.49**
16	Make up Minds	.41**	29	Direction	.51**
20	Obey Rules	.45**	31	Responsible	.50**
23	Expectations	.51**	34	Point of View	.40**
24	Family Decisions	.43**	38	Direct Behaviours	.46**

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

Table 2 presents the item- total correlation of the permissive parenting style subscale of Parental Authority Questionnaire (PAQ). As indicated by Field (2013), all items on a scale should correlate with the total for it to be a reliable scale. If any of the items have correlational values less than .3, the items need to be removed to check if that improves the overall alpha reliability score. Under circumstances where sample size is large, correlation

of .2 is also acceptable (Field, 2005). So, items that had a correlation of less than .2 with the total of the subscale were deleted before running the analysis for alpha reliability. However, for permissive parenting style subscale all of the items were retained as none of the items had a correlation of less than .2.

Table 3: Item- total correlation of Authoritative Parenting Style subscale (fathers)

Item no.	Statement	*r*	Item no	Statement	*r*
14	Family Policy	.46**	30	Children Opinions	.49**
15	Encouraged	.53**	32	Clear Standards	.56**
18	Directed	.37**	33	Willing to Listen	.64**
21	Expectations	.51**	37	Clear Direction	.60**
25	Objective Ways	.51**	40	Mistake	.51**

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

Table 3 shows the item-total correlation of authoritative parenting style subscale. All of these items were retained as all of them had a correlation of more than .2 (Field, 2005).

Table 4: Item-total correlation for Authoritarian parenting style subscale (fathers)

Item no.	Statement	*r*	Item no.	Statement	*r*
12	Forced to Conform	.46**	26	Disagree	.60**
13	Questions	.53**	28	Punished Me	.54**
17	Decision	.54**	35	Strictly	.61**
19	More Force	.60**	36	Expected	.47**
22	Boss in Family	.54**	39	His Authority	.44**

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

Table 4 shows the item-total correlation of authoritarian parenting style subscale. None of the items on this scale were discarded as all had acceptable correlational values which is .2 as indicated by Field (2005).

Table 5: Item-total correlation of Permissive Parenting Style subscale (mothers)

Item no	Statement	r	Item no	Statement	r
77	Well run Home	.47**	93	Restrict	.50**
82	Make up Mind	.47**	95	Direction	.47**
86	Obey Rules	.43**	97	Responsible	.35**
89	Expectations	.46**	100	Point of View	.47**
90	Family Decisions	.45**	104	Direct Behaviours	.48**

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

Table 5 shows the item-total correlation of permissive parenting style subscale. All of the items on this subscale were retained as the correlational values for all of the items were within the given range proposed by Field (2005).

Table 6: Item-total correlation Authoritarian Parenting Style subscale (mothers)

Item no.	Statement	r	Item no.	Statement	r
78	Conform	.36**	92	Disagree	.54**
79	Expected	.53**	94	Punished Me	.50**
83	Decision	.47**	101	Strictly	.51**
85	More Force	.59**	102	Expected me	.38**
88	Boss in Family	.51**	105	Her Authority	.60**

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

Table 6 shows the item-total correlation of authoritarian parenting style subscale. All of the items on this subscale were also retained as all of them had values above .2 which is cut off for acceptable correlation value as mentioned by Field (2005).

Table 7: Item-total correlation of Authoritative Parenting Style subscale (mothers)

Item no.	Statement	r	Item no.	Statement	r
80	Reasoning	.45**	96	Children Opinion	.44**
81	Encouraged	.48**	98	Willing to Adjust	.53**
84	Directed Activities	.48**	99	Willing to Listen	.62**
87	Discuss	.58**	103	Understanding	.54**
91	Rational	.65**	106	Mistake	.57**

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

Table 7 shows the item-total correlation of authoritative parenting style subscale. All of the items on this subscale were retained according to the criteria given by Field (2005).

Table 8: Item-total correlation of Vocational Identity Moratorium subscale

Item no.	Statement	r
41	Examining	.61**
46	Occupational Future	.56**
49	Struggling	.66**
50	Actively Looking	.60**
52	Occupation	.59**
57	Appropriate Programme	.56**
61	Profession	.23**

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

Table 8 presents the item-total correlation of vocational identity moratorium subscale of Occupational Identity Scale (OIS). As mentioned earlier, only the items that have a correlational value of less than .2 are discarded from the scale (Field, 2005). None of the items from this subscale were deleted as all of the values are above .2.

Table 9: Item-total correlation of Vocational Identity Diffusion subscale

Item no.	Statement	r
42	Career Choices	.55**
47	Type of Job	.53**
51	Professional Future	.66**
54	Decision	.72**
58	Folk's Suggestions	.30**
59	Complex	.50**
62	Right Direction	.40**

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

Table 9 presents the item-total correlation of vocational identity diffusion subscale of OIS. All of the items on this scale were retained according to the criteria given by Field (2005)

Table 10: Item-total correlation of Vocational Identity Achievement subscale

Item no.	Statement	r
43	Considerations	.70**
45	Specific Career	.62**
60	Comfortable	.55**
62	Direction	.58**
63	Clear Goal	.64**
65	Struggle to Decide	.54**
67	Right fit	.13*

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Table 10 presents the item-total correlation of vocational identity achievement subscale. Item 67 was deleted from the scale as the correlational value was observed to be .13 which was not within the acceptable range given by Field (2005) i.e. 0.2.

Table 11: Item-total correlation of Vocational Identity Foreclosure subscale

Item no.	Statement	r
44	Tradition	.54**
48	Alternatives	.49**
53	Recommendations	.54**
55	Future Occupation	.61**
58	Picking out a Career	.45**
64	Type of Job	.55**
66	Clear Idea	.12*

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Table 11 presents the item-total correlation of vocational identity foreclosure subscale. Item 66 from the scale was deleted as its correlational value was observed to be .12 (Field, 2013).

Table 12: Reliability of scales and subscales

Sub-Scales	Reliability	Sub-Scales	Reliability
VIM	.67	PST(f)	.73
VID	.60	PSP(m)	.55
VIA	.66	PSAv(m)	.66
VIF	.54	PSAn(m)	.72
VIT	.70	PST(m)	.70
PSP(f)	.57	Stress	.72
PSAv(f)	.70	SE	.61
PSAn(f)	.72		

Note. VIM = Vocational Identity Moratorium; VID = Vocational Identity Diffusion; VIA = Vocational Identity Achievement; VIF = Vocational Identity Foreclosure; VIT = Vocational Identity Total; PSP(f) = Permissive Parenting Style (father); PSAv(f) = Authoritative Parenting Style (father); PSAn(f) = Authoritarian Parenting Style (father); PST(F) = Parenting Style Total (father); PSP(m) = Permissive Parenting Style (mother); PSAV(m) = Authoritative Parenting Style (mother); PSAn(m) = Authoritarian Parenting Style (mother); PST(M) = Parenting Style Total (mother); SE = Self-Esteem.

Table 12 presents the alpha reliability of all the scales. As mentioned previously, items that had a correlation of less than .2 were removed from the scales and the alpha reliability was calculated. The reliability criteria for each one of the scales have been discussed in detail in chapter 3.

The alpha reliability for Rosenberg's Self-Esteem scale and subscales of OIS and PAQ were found to be lesser than the reliabilities given by the original authors of the scales. The reason for this could be cultural difference in understanding self-report constructs.

4.2 Main Analysis

The hypotheses that proposed correlations between variables, parenting styles and vocational identity were analysed through correlational analysis (see chapter 3). Following table contains the correlational values of the variables.

Table 13: Inter-total correlations of subscales of Parenting Styles and Vocational Identity

	PSAv(m)	PSPer(m)	PSAn(m)	PSAv(f)	PSPer(f)	PSAn(f)	VIM	VIA	VID	VIF
PSAv(m)	1	.452**	-.017	.538**	. 329**	.093	.151**	.322**	.126*	.139*
PSPer(m)		1	.040	.210**	547**	.161**	.150**	.278**	.281**	.373**
PSAn(m)			1	.142*	.183**	.579**	.288**	.173**	.249**	.226**
PSAv(f)				1	.447**	.045	.186**	.192**	.058*	-.015*
PSPer(f)					1	.096	.189**	.314**	.196**	.266**
PSAn(f)						1	.214**	.181**	.263**	.300**
VIM							1	-.119*	.319**	.167**
VIA								1	.165**	.329**
VID									1	.424**
VIF										1

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)
Note. PSAV(m)= Authoritative Parenting Style (mother); PSPer(m)= Permissive Parenting Style (mother); PSAn(m)= Authoritarian Parenting Style (mother); PSAv(f)= Authoritative Parenting Style (father); PSPer(f)= Permissive Parenting Style (father); PSAn(f)= Authoritarian Parenting Style (father); VIM= Vocational Identity Moratorium; VIA= Vocational Identity Achievement; VID= Vocational Identity Diffusion; VIF= Vocational Identity Foreclosure

Pertaining to the hypotheses no. 1 and 2, respectively, that proposed that authoritarian parenting style positively correlates with identity foreclosure and negatively correlates with identity achievement, positive correlational values were observed for authoritarian parenting style of both mothers and fathers. Hence, the hypothesis suggesting positive correlation between authoritarian parenting style and identity foreclosure was supported whereas the hypothesis suggesting a negative correlation between the two was rejected.

The hypothesis no. 3 that proposed a positive correlation between authoritative parenting style and identity achievement was supported as correlational values for

authoritative parenting style of both mothers and fathers were positive. For hypothesis no. 4 that stated a negative correlation between authoritative parenting style and identity foreclosure, it was found that although the father's authoritative parenting style was negatively correlated with identity foreclosure, mother's authoritative parenting style had a positive correlation with identity foreclosure. The two hypotheses; no 5 and 6 that proposed a negative correlation between authoritative parenting style and both identity moratorium and diffusion, were rejected as authoritative parenting style of both mothers and fathers were observed to have a positive correlation with the two vocational identity statuses.

For the hypothesis no. 7 stating a positive correlation between permissive parenting style and identity diffusion, positive correlational values for both the parents were found hence, accepting the hypothesis. On the other hand, the hypothesis no. 8 stating a negative relationship permissive parenting style and identity achievement was rejected, for both the parents' permissiveness was found to be positively correlated with identity achievement.

4.3 Mediational Analysis

The hypotheses no. 9, 10, 11, 12 that proposed mediational relationship between the variables were analysed using PROCESS by Hayes (2009). To analyse the mediational relationship between parenting styles and vocational identity as mediated by stress and self-esteem, PROCESS macro syntax for SPSS was used (Hayes, 2009). Bootstrapping method was used to construct a 95% confidence interval based on 1000 bootstrapped samples (Hayes, 2013) in order to test the indirect effect of the predictor (X), on the criterion (Y) through the mediator (M). According to Hayes (2013), to estimate the size of the indirect effect of the X on Y through M, a confidence interval that does not contain 0 can be considered a significant indirect effect which further implicates evidence of mediation. One of the advantages of using PROCESS is that regression analysis is an inbuilt feature which makes it easier to determine the mediational role of variables and there remains no need to conduct a separate regression analysis (Hayes, 2013).

Table 14: Relationship between Paternal Authoritarian Parenting Style and Vocational Identity Foreclosure of Male Students with Stress as a Mediator

Variables	Model 1 β	VIF(M) Model 2 β	LL	UL
Constant	25.50*	15.32*	10.65	19.98
PAnF(IV)	.16*	-0.15*	.19	.40
TS(M)		.30*	-0.28	-0.02
R²	.036	.190		
F	5.08*	16.0*		

Note. *p< .05; TS= Total Stress (males); PAnF= Authoritarian Parenting style (fathers); VIF= Vocational Identity Foreclosure (males)

In table 14, model 1 suggests that regression coefficient for authoritarian parenting style (fathers) significantly effects vocational identity foreclosure of male students (β =.16, p< .05) with a total variance of 3.6% (R^2= .036). Model 2 explains a significant effect of authoritarian parenting style (fathers) (β= -0.15, p< .05, CI= -.37, -.23) on vocational identity foreclosure of males when the variable stress (β= .30, p< .05) was introduced and explains a total variance of 1.9% (R^2= .190).

It was further found that the indirect effect of the relationship between the three variables was β=-.024, *Z*= -1.6, *p*=.12. The results of the indirect effect indicate that stress is not mediating the relationship between paternal authoritarian parenting style and vocational identity foreclosure of male students. Field (2013) suggests that to test the role of mediation occurring between variables, it is paramount to look at the size of the indirect relationship. The mediational relationship between paternal authoritarian parenting style and vocational identity foreclosure of male students with stress as a mediator was found to be non-significant. Hence, hypothesis no. 9 that suggested a mediational role of stress between paternal authoritarian parenting style and vocational identity foreclosure of male students is, rejected.

Table 15: Relationship between Maternal Authoritarian Parenting Style and Vocational Identity Foreclosure of Female Students with Stress as a Mediator

| | | VIF(F) | | |
| | | Model 2 | | |
Variables	Model 1 β	β	LL	UL
Constant	26.10*	19.35*	14.49	24.22
PAnM(IV)	.17*	.16*	.04	.29
TS(F)		-.12	-0.23	.00
R²	.029	.056		
F	4.80*	4.57*		

Note. *p< .05; TS= Total Stress (females); PAnF= Authoritarian Parenting style (mothers); VIF= Vocational Identity Foreclosure (females)

In table 15, model 1 suggests that regression coefficient for authoritarian parenting style (mothers) significantly effects vocational identity foreclosure of female students (β =.17, $p< .05$) with a total variance of 2.9% ($R^2= .029$). Model 2 explains a non-significant effect of authoritarian parenting style (mothers) ($\beta= .16$, $p< .05$, CI= .04, .29) on vocational identity foreclosure of females when the variable stress ($\beta= -.12$, $p> .05$) was introduced and explains a total variance of 5.6% ($R^2= .056$).

Pertaining to the indirect effect of the results, it was found that the indirect relationship between the variables was non-significant: $\beta=-.02$, $Z= -1.4$, $p= .17$. Hence, hypothesis no. 10 proposing that the relationship between maternal authoritarian parenting style and vocational identity foreclosure of female students is mediated by stress, is rejected.

Table 16: Relationship between Paternal Authoritative Parenting Style and Vocational Identity Achievement of Female students with Self-Esteem as a Mediator

		VIA(F)		
		Model 2		
Variables	**Model 1 β**	**β**	**LL**	**UL**
Constant	23.95*	14.06*	9.27	18.86
PAvF(IV)	.27*	.04	-.07	.15
SE(F)		.13	.00	.25
R²	.087	.036		
F	15.0*	2.98*		

Note. *p< .05; SE= Self-Esteem (females); PAvF= Authoritative Parenting style (fathers); VIA= Vocational Identity Achievement (females)

In table 16, model 1 explains that the regression coefficient for authoritative parenting style (fathers) significantly affects vocational identity foreclosure of female students (β =.27, *p*< .05) with a total variance of 8.7% (R^2= .087). Model 2 explains a non-significant effect of authoritative parenting style (fathers) (β = .04, *p*> .05, CI= -.07, .15) on vocational identity achievement of females when the variable self-esteem (β = .13, *p*< .05) was introduced and explains a total variance of 3.6% (R^2= .036).

The results further show that the indirect relationship between paternal authoritative parenting style and vocational identity achievement of female students is mediated by self-esteem was accepted as results showed significant but weak indirect effect: β =.034, *Z*=1.74, *p*=.08. Hence, it can be seen that self-esteem is mediating the relationship between paternal authoritative parenting style and vocational identity achievement, accepting hypothesis no. 11.

Table 17: Relationship between Maternal Authoritative Parenting Style with Vocational Identity Achievement of Male students with Self-Esteem as a Mediator

		VIA(M)		
		Model 2		
Variables	**Model 1 β**	**β**	**LL**	**UL**
Constant	27.62*	6.73*	1.72	11.74
PAvM(IV)	.14	.21*	.10	.33
SE(M)		.15	.04	.26
R²	.018	.15		
F	2.62*	11.9*		

Note. *p< .05; SE= Self-Esteem (males); PAvF= Authoritative Parenting style (mothers); VIA= Vocational Identity Achievement (males)

In table 17, model 1 explains that the regression coefficient for authoritative parenting style (mothers) does not significantly affect vocational identity foreclosure of male students (β=.14, p> .05) with a total variance of 1.8% (R²= .018). Model 2 explains a significant effect of authoritative parenting style (mothers) (β= .21, p<.05, CI= .10, .33) on vocational identity achievement of males when the variable self-esteem (β= .15, p< .05) was introduced and explains a total variance of 1.5% (R²= .15).

The results further indicated that the effect size of indirect effect was non-significant: β= *.19, Z*= 1.32, p= .19 implying that self-esteem is not mediating the relationship between maternal authoritative parenting style and vocational identity achievement of male students. Hence, rejecting hypothesis no. 12.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

This chapter discusses the findings of this research that studied the relationship between parenting styles and vocational identity along with the mediational role of stress and self-esteem. The results of the study confirms some of the predicted relationship between parenting styles and vocational identity development and also some interesting findings related to the mediational roles of stress and self-esteem in the given relationship were found.

5.1 Authoritarian parenting style and identity achievement

Authoritarian parenting style of mothers and fathers was significantly positively correlated with identity achievement, rejecting the hypothesis which proposed a negative correlation between the two variables. This finding supports the claim that since authoritarian parenting style has been found to be high on demandingness, making this parenting style more goal-oriented, hence it puts more pressure on children to make mature career plans (Adam, Gunner, & Tanaka, 2004). Moreover, the lack of support for the proposed hypothesis can also be accounted for by Waterman's (1993) belief that parenting variables that are studied with identity development are not necessarily always the influencing factors as self-report measures can induce in children a defensive distortion and are also subject to memory errors.

5.2 Authoritarian parenting style and identity foreclosure

It was proposed that authoritarian parenting style of both mother and father has a significant positive correlation with identity foreclosure- the hypothesis was supported as the findings show that the two variables are positively correlated. Students in their early years at the university are often unclear about their future career plans owing to a lack of urgency in making a decision regarding either selection of a subject major or making a career choice. Also, since the students under study in this particular research were from the first year of their university, this period is marked by transition and adjusting to a new environment. Keeping these factors in view, following could be a possible explanation of

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authoritarian parenting style correlating positively with foreclosure. Although authoritarian parenting is high on demandingness, the reason why students seem to be defying this pressure might be because of either their personal capacity for resilience or their enjoying the new university experience, hence shedding off the pressure to commit to a career plan. This finding could be further supported by an observation made by Winsler, Madigan, and Aquilino (2005) that authoritarian parents hinder the process of active and healthy exploration of their children's career ideas and plans. Hence, children of authoritarian parents seem to have a difficulty moving beyond the stage of identity foreclosure.

5.3 Authoritative parenting style and identity achievement

A significant positive correlation was observed between authoritative parenting style of both the parents and identity achievement. This finding coincides with a number of studies for instance Beyers and Goossens (2008) stated that even in adolescence, parental acceptance and warmth were important deciding factors in adolescents' social and career development. Since authoritative parenting style is marked by high acceptance and high demandingness, authoritative parents not only expect their children to make sound career plans but more acceptance leaves more room for children to discuss and explore their career ideas more openly (Romano, 2012). Baumrind (1991) claimed that authoritative parenting has a major contribution towards generating competence in children. The competence may ultimately lead children to be more effective explorers in terms of career ideas and may have a higher level of commitment towards their career goals. Hence, from the literature a particular trend can be seen where authoritative parenting style is optimal for achieving a sound vocational identity for children and is also effective in social grooming.

Reportedly, this consistency in findings that authoritative parenting style contributes positively to a sound vocational identity, however, is sometimes subject to cultural and social inclination towards a particular child rearing practice. To shed more light on this debate, consider the study conducted by Stewart et. al.(1999) in which he found that parenting practices followed by Pakistani parents are similar to those observed in Confucian cultures where parental command is associated with care and attention. It was also found that Asian families report higher on authoritarian parenting because parental control in these cultures is not seen as an act of domination but a sign of care. Although the finding of this

particular study is in line with majority of findings of studies conducted all around the world, a possible reason of this could be that since students in semi-government universities come from relatively educated family backgrounds, their approach to rearing children may also be different from that of an average Pakistani household. Parents' education in this regard may be one of the factors that may have influenced these findings.

5.4 Authoritative parenting style and identity foreclosure

It was observed that father's authoritative parenting style was negatively correlated with identity foreclosure as hypothesized whereas the mother's authoritative parenting was positively correlated with identity foreclosure. The correlation between father's authoritativeness and identity foreclosure was non-significant whereas the mother's authoritativeness was found to be weakly correlated with identity foreclosure. In 1980, Enright, Lapsley, Drivas, and Fehr found that father's use of democracy in rearing his children was one of the most influential factors in identity development. To further this argument, the scenario in Pakistani society also seems to be somewhat supportive of this idea. In Pakistani society, fathers are usually more interested and involved in helping their children make career related choices as compared to mothers whose role is more related to nurturance of the child. One of the possible reasons for this may be the mother's lack of education that might lead her to feel inept to actively help her children explore career possibilities (Rafiq et. al., 2013). This finding supports this idea as the father's authoritativeness was seen to be negatively related to children's status of identity foreclosure but mother's authoritativeness had a positive relationship. This could be due to the fact that although the mothers were demanding and also accepting, it did not necessarily make much of a difference to the children because fathers and not mothers are taken more seriously when it comes to career related issues.

5.5 Authoritative parenting style, identity moratorium and identity diffusion

Authoritative parenting style was found to have a positive correlation with identity moratorium of university students, rejecting the hypothesis. Vocational identity moratorium is marked by high levels of exploration but low levels of commitment which makes it difficult for children to remain consistent regarding a particular career choice. Parents who

actively engage in their children's exploration of career options by not only being open to ideas but also exerting some amount of pressure to attain commitment to a goal is a great help to children. This control may however, sometimes induce anxiety in children that may not necessarily hinder the process of exploration but may prevent them from committing to a particular career objective. As noted by Dewar (2013), that although studies consistently report authoritative parenting to be very beneficial for children to attain autonomy and independence for a variety of cultural and ethnic backgrounds, there is still a controversy regarding these findings. Authoritative parents exert control over their children expecting them to display acceptable behaviour, which may not always be healthy for them as that may induce rebellion in the children. One of the factors that needs to be considered is that of age. As noted by Enright, Lapsley, Drivas, and Fehr (1980) and Onder, Kirdok and Isik (2010), that age of the child and parental democracy are correlated. Hence, parents may need to adopt a different repertoire of parenting practices to deal with children at university level. Taking this argument into consideration, authoritative parenting may not always produce optimal results for all age groups and that age may have been a significant contributing factor to these findings.

The other hypothesis that proposed authoritative parenting style has a negative relationship with vocational identity diffusion was rejected as the two variables were seen to have a positive correlation. Studies consistently report findings contrary to these results i.e. authoritative parenting is optimal for identity development of children. These results could be accounted for by two explanations. Firstly, because most of the studies that report authoritative parenting to be the most effective for healthy identity development of children have been conducted in the West or Europe that obviously have culture as one of the limitations. Results from those cultures cannot be generalized to cultures that approach child rearing differently. For instance, Western cultures are more individualistic than Asian and Arab cultures that are more collectivistic in nature (Aslam, 2016). Western parents focus more on their children's autonomy and value independence in them as compared to Asian cultures that expect children to be obedient with lesser focus on letting them independently make their decisions. It is also noteworthy that in Pakistani culture, control and demandingness is a predominantly accepted part of parenting practice by the majority (Rafiq, Fatima, Sohail, Saleem & Khan, 2013). This fact alone can provide sufficient

explanation for the finding of this study that gives a different perspective to the relationship between authoritative parenting and different vocational identity statuses.

Secondly, as mentioned earlier that self-report measures are subject to memory errors and also subject to bias that sometimes make it difficult to establish a particular stance. Especially when reporting parental variables is concerned, a defensive narrative on the reporter's part may come into play, influencing the actual state of affairs (Waterman, 1993). Hence, it can be concluded that although authoritative parenting may have optimal results for a vast majority of populations, this cannot be used as a rule of thumb especially without considering culture as a variable.

5.6 Permissive parenting style, identity diffusion and identity achievement
It was proposed that permissive parenting style has a positive correlation with identity diffusion, which was supported as results indicated a positive correlation for both the parents. Permissive parents are less demanding and less accepting of their children's vocational ideas, whereas identity diffusion is marked by low levels of exploration and low levels of commitment. It has been observed that when parents are less involved in their children's future planning and do not assist their children in exploring their career options, children tend to be less committed to their futures. As noted by Saleem, Almadi, and Saleem (2013), parental involvement and a communication of trust and confidence in the child from the parents' side is vital in helping them achieve sound career choices. The lack parental involvement can leave the child feeling confused about his career options which may ultimately lead him/her to become less interested in committing to a career goal. Not only this, studies have also found that children of uninvolved parents also lag behind academically (Rafiq, Fatima, Sohail, Saleem, & Khan, 2013). Hence, parental involvement and acceptance is an important influence when it comes to helping students making well informed career choices.

The other hypothesis that suggested a negative correlation between permissive parenting style and vocational identity achievement was rejected as both the parents' permissiveness was positively correlated to vocational identity achievement. It has been observed that parents who are permissive towards their children's misbehaviour and are not

watchful of their children's activities may also contribute towards stress and anxiety as the children do not completely understand their parents' expectations of them (Masud, Ahmad, Jan, & Jamil, 2015). These findings however, report contradiction to a vast number of studies. It is noteworthy at this point that various factors that were beyond the scope of this study might have intervened in the findings. Such factors may include a supportive peer group or informal career guidance services at the institution such as a helpful teacher. Because skill acquisition is a multidimensional concept and has a number of contributing factors, so although parental influences play an important role in children's acquiring healthy exploration skills, institutional help cannot be ignored as a source of aid. In this particular case, although the parents have been reported to be uninvolved in their children's career development activities, students have still reported a high level of exploration and a high level of commitment to a career plan which may be owed to some form of assistance at their institutions.

Age is also an important factor to be considered at this point because the age group that was studied roughly comprised of 18 to 19 year olds which has been reported to be an impressionable age. Students at this particular age usually gain their first exposure to university life. Since, they are trying to adjust to this new stage of life, much of their focus shifts from their parents to newer elements such as their university fellows. At such an age level, conformity in peer groups is relatively high which makes it easier for students to follow the majority because of lack of self-assertion (Granie, 2010). Commitment to a career plan in student population under study pertaining to this hypothesis can be accounted for by the explanation that students may have merely followed in the wake of their peers and committed to goals that their friends were committing to. Hence, students' identity achievement can be owed to institutional help and conformity.

5.7 Authoritarian parenting style, identity foreclosure and stress

Drawing from previous research, a mediational framework was tested by taking into account the mediational role of stress and self-esteem between parenting styles and vocational identity statuses.

The first mediational hypothesis suggested that the relationship between paternal authoritarian parenting style and vocational identity foreclosure of male students is

mediated by stress. Results projected that the relationship between these two variables was not significantly mediated by stress which presents a contradiction between a majority of findings. It has been observed that too much of parental control and demand for instant obedience can leave long term psychological effects on the child's mental health. Constant demand to display a particular kind of behaviour not only robs the child of his/her autonomy and individuality but also leaves traces of stress on the child's psychological well-being (Coste, 2016). In collectivistic cultures, such as ours, it is important to look at the family structure to build an argument around parenting practices. As it has been observed that fathers are usually the heads of the family, mostly the only bread winner, hence the role of a father in a family is associated more with control and command as opposed to mothers. Sons, in such households are prepared to take up the similar role when they become fathers, for which, grooming starts at an early stage. Fathers have been observed to be stricter with their sons when it comes to parenting as a part of their training to become future heads of the family (Jabeen, Haque, & Riaz, 2013). Stricter attitude towards the sons yields stress to always meet the expectations of the parent.

It has also been observed that in Pakistani cultures, independence and autonomy on the child's part is not valued as compared to Western cultures. Part of the reason this might be the case is religion. Pakistan being a Muslim majority country, Islam is followed by the masses. Islam believes in submitting to and utter obedience to parents. So automatically the decisions parents make for their children are considered the best and do not require questioning. This is also the reason a similar trend of parenting has been observed in Arab countries as well (Saleem, Almadi, & Saleem, 2013). On the same premise, it has also been observed that Pakistani parents dominate their children's career choices. There are a few careers that are highly appreciated and considered reputable in the country such as medicine and engineering and that parents usually expect their children to take up either of their accepted professions. This demand by the parents also puts children under great pressure because not every student has the aptitude to take up these careers. Drawing from this argument, it is noteworthy that since vocational identity foreclosure is a status that is characterised by less exploration but a higher level of commitment, authoritarian fathers' expectations have clearly influenced their sons' level of commitment without their having to

explore their career options with a certain degree of freedom. Which may yield stress in children.

Contrary to the discussion above, the factor of age needs to be discussed to understand the finding with more clarity. Age is an important factor if the impact of parenting styles is to be studied as the age group that the sample comprised of ranged roughly from 18 to 19. This is the age when most of the students join universities and start exploring their autonomy leaving behind parental pressure and control. Parent' control and their say in the lives of their children reduces a great deal during this time period hence minimizing the stress that may be impacted on to the children due to parental control.

The second mediational hypothesis that proposed that stress mediates between maternal authoritarian parenting style and identity foreclosure of female students was not supported as results indicated that stress does not mediate the relationship. As mentioned earlier, family structure is an important aspect to understand if relationship between the parents and children of both the genders is to be understood. On the one hand, the role of a father is seen to be more autocratic especially towards the boys, whereas girls are kept under strict supervision as part of their social training (Ijaz & Mahmood, 2009). Much of this responsibility falls on the shoulders of the mothers. As sons are expected to take up the role of their fathers, daughters are expected to take onto their mothers' role in the future, which is why when it comes to grooming and training of daughters, mothers' role has been observed to be more influential (Kausar & Shafiq, 2008). The same paradigm applies to concerns related to the girls' education. Mothers closely monitor their daughters' issues related to future careers and exploration of ideas which may inadvertently cause stress to them (Ijaz & Mahmood, 2009). Other than strictness, one of the reasons why authoritarian mothers may cause stress to their daughters is that, even more so than the boys, there are certain careers that are considered respectable for girls in Pakistani culture (Bibi, Chaudhry, Awan, & Tariq, 2013). If a girl has to pursue professional education, she is expected to choose a career from that list of careers. This pressure to take up a career of the parents' choice is also a major contributing factor towards stress. Although, it may keep the child committed to the career goal she is expected to achieve in order to avoid disappointing the parents, the pressure to do so, however, yields some level of stress.

In cultures where submitting to parental authority is cherished, some level of tolerance towards control and command from the children's side has been observed. Since authoritarianism is not necessarily seen as a threat to independence of girls, acceptance of it is expected. Which might be the reason the results have found that stress does not mediate the relationship between maternal authoritarian parenting style and identity foreclosure of female students.

5.8 Authoritative parenting style, identity achievement and self-esteem

Results of the third hypothesis in regard to mediation suggested that self-esteem mediates the relationship between paternal authoritative parenting style and vocational identity achievement of female students. There are a number of studies that support the relationship between authoritative parenting style and self-esteem. Despite authoritative parents' love towards their children, they limit their misbehaviour by communicating what is expected of them, which provides children with an environment that effectively nourishes their self-esteem (Braff, 2016). Fathers in this society have been observed to be relatively lenient and warmer towards their daughters to somehow balance the mother's role of strict supervision, which fosters an air of openness between the father and the daughter. All of this might lead to a healthy exploration of career ideas that the fathers assist their daughters in and then making of a sound, well informed career decision that also entail commitment. And since this process is marked by paternal warmth and a sense of independence while exploring career opportunities, girls remain confident of their choice which ultimately boosts their sense of self-esteem.

The fourth hypothesis suggested that self-esteem mediates the relationship between maternal authoritative parenting style and identity achievement of male students. This hypothesis was not supported as self-esteem was not found to be mediating the relationship between the two variables. As mentioned earlier, fathers have a stricter approach in rearing their sons as compared to mothers who have a more liberal parenting approach towards them. Mothers show warmth and acceptance to their sons which leaves more room for them to explore their ideas with autonomy and only commit to goals that they make through exploration without any parental pressure (Braff, 2016). This relationship between maternal authoritativeness and identity achievement of male students can be bridged by self-esteem

which means that it plays an important role and needs to be looked into in this context. Authoritative parents are likely to inculcate a healthy amount of self-esteem in their children through acceptance and warmth. This self-esteem in turn is a contributing factor towards helping children reach identity achievement. Hence, it can be said that authoritative parenting may yield a sense of self-esteem that ultimately aids building an achieved identity status.

The results of this study, however, indicate otherwise. A possible explanation of self-esteem not mediating authoritative parenting style exhibited by mothers towards their sons is that mothers in this culture have generally been observed to be lenient towards their sons which might murk their role in contributing towards personality grooming of which self-esteem is an important part.

There are a number of limitations of this study. Firstly, owing to limited resources the sample only included students of a particular educational level which consequently led the research to failure to cater age and difference in educational levels as contributing factors to understand how the impact of parenting practices may vary across different age groups. It was also found during the study that peer pressure, conformity, influence of media and career related services at the institutional level were all important factors in establishing an understanding of the relationship between the variables under study. However, due to time constraints, the scope of the study had to be limited. Secondly, the measures used to study the variables were all self-reports which can be subject to memory errors and subject bias. Also, quantitative research falls short on establishing a deep rooted understanding of social concepts because the responses of constructs used in the study are limited, which consequently hamper obtaining a detailed perspective of those social concepts from the respondents. Thirdly, parents are major stakeholders in the process of understanding the relationship between parenting practices and student's career related issues. It is important to understand their perspective on this premise as well for which parents' participation in such studies can be valuable.

5.9 Recommendations

Following are the recommendations derived from this study:

- For future research in this area, a comparative study can be conducted by considering students from varying educational levels. For it may be valuable to study if the affect of parenting practices differ across educational levels of students. It will further be beneficial to understand the type of parenting that is the most advantageous in dealing with children of a particular educational level.

- A longitudinal research to see if parenting practices do change with time and age of the child will lead to a greater understanding of the type of parenting practices being the best fit for different age groups to yield optimal results when it comes to career decision making. It may also help to see how the influence of parenting changes with time.

- It will be of great practical use to understand the personality types of children that might respond the best to a particular parenting style.

- Parents being major stakeholders in understanding the relationship between parenting practices and vocational identity development, their perception regarding the parenting practices could also serve to be valuable to get a different perspective.

- A comparative study to understand the type of parenting practices adopted across different socio-economic groups for children of both the genders, may be of great value. Special populations may also be included in the study, such as with children of single parents.

- A mix method approach- taking both quantitative and qualitative method to study these variables could also help in providing a deep rooted understanding of the relationship between parenting styles, stress, self-esteem and vocational identity development.

- To understand the perceived parenting practices with respect to Pakistani cultures, the construction of indigenous tools to study this variable may serve to be constructive.

5.10 Conclusion

In this perpetually dynamic world of work, it has become ever more imperative to look at the factors that help individuals make well informed career decisions. Starting from

their education days on, every day poses a challenge where students have to make complex academic and social decisions that ultimately channel into their career choices. To meet these challenges, irrespective of educational level, students now need firmer concepts of their identities, their career related ideas and need to be more confident of not only their skills but also their career choices. Much of this confidence is fostered through their parents. Parents adopting a more balanced approach in parenting can assist the children to practice autonomy in decision making alongside enabling them to distinguish a right choice from an inappropriate one. Authoritative parenting is likely to provide the best fit in this regard as it not only helps boost the self-esteem by giving the child the right amount of self-assurance but also provides guidelines to them so that they know what is expected of them. Further supported by the findings of this study, university level students benefit the most from authoritative parenting when it comes to developing a sound vocational identity.

It is an observation that Islamic as well as Asian cultures display more tolerance towards parental control owing to the family structure. Because strict parental supervision is not seen as threat to the autonomy of the child, but rather equated with care, children often do not question it and readily submit to their parent's commands. This being the case, however, it was observed in this study's findings that authoritarian parenting lead to stress. The question now arises, if authoritarian parenting really is accepted in the given culture, why does it cause stress. The answer to this maybe media influence. We, as a society, are in the process of adopting Western values, most of which is happening because the media, especially the social media has brought the world closer which has ultimately led individuals to be more sceptical of practices that were accepted without a question in previous times. Children nowadays are more analytical, critical and challenge old ways and decisions imposed on them. This dissonance in their lives might be a major contributing factor of inducing stress.

Furthermore, most of our understanding of parenting comes from the Western cultures and if parenting is to be understood in other cultures, then culturally sensitive constructs need to be worked upon. To further the point, it may be also noted that several behaviours may be completely relevant to one culture but may be seen as irrational in others. Similarly, the expression of an idea may vary from culture to culture. For an example, parents may not be able to express love through words and may choose other

means to do so in cultures where emotional expression is not as such appreciated. For instance, a father may not directly help the child with his/her homework. In these instances, only the expression varies whereas the emotion is universal. Now, obviously when on a scale of measuring perceived parenting style a question relates to verbal expression of love, the answer goes in the negative. The result of which shifts the entire course. There is a need to delve deeper into understanding culturally sensitive constructs, by conducting explorative studies to find theoretical explanations of these constructs so as to understand functional parenting.

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APPENDIX A

Consent Form

A research study is a way to learn more about something that has been left undiscovered. I would like to find out more about your thinking about the mentioned topic; 'The Relationship between Parenting styles and Vocational Identity: Mediating Roles of Stress and Self-Esteem'. You are being asked to join the study because we may learn something that will someday help us to guide other people. You will help me with this research study just once and the activities you will participate in will take about 30 minutes maximum. You will complete it in a single session but you can take one break at any point during these activities if you feel tired.

I will provide you with a sheet that you will be required to give your demographics on. Demographics include age, gender and educational status. I will be asking for this information because I am interested in understanding whether such personal aspects influence people's perception of parenting styles, self-esteem, stress and vocational identity status in my study.

During this study, you will be presented with questionnaires to fill followed by instructions. There is no harm to subjects involved in this study and no risks are anticipated with your participation. Your responses are confidential and this information will be given a code number rather than a name for me to identify it. Only researchers associated with this project will have access to the data. Participation is voluntary.

To Contact: If you have any questions about this research, please do not hesitate to contact the researcher Hafsa S. Ahmad (hafsasahmad@outlook.com), Centre for Counseling and Career Advisory (C3A), NUST. You may also contact the faculty member supervising this work: Dr. Gulnaz Zahid C3A, NUST.
Thank you very much for participating!

CONSENT STATEMENT

The nature and purpose of this research have been satisfactorily explained to me and I agree to participate in this study.

Signature_____ Date: _____

APPENDIX B

Demographic Sheet

Age: _____

Gender: _____

Educational status: _____

APPENDIX C

Instructions
- Please respond to every item on the questionnaire. Answer the questions with complete honesty.
- Please note that you are not being assessed so there are no 'right' or 'wrong' responses
- For each of the following statements, circle the number of the 5-point scale that best describes you. Each number represents the following:

(1= Strongly disagree, 2= disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree)

On the whole, I am satisfied with myself.	1	2	3	4	5
At times I think I am no good at all.	1	2	3	4	5
I feel that I have a number of good qualities.	1	2	3	4	5
I am able to do things as well as most other people.	1	2	3	4	5
I feel I do not have much to be proud of.	1	2	3	4	5
While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.	1	2	3	4	5
Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.	1	2	3	4	5
Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.	1	2	3	4	5
As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.	1	2	3	4	5
My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1	2	3	4	5
At the present moment, I don't know exactly what I want as a career, but I am examining several occupational perspectives.	1	2	3	4	5
A person's professional life tends to solve itself on its own, so it is not worth worrying about career choices.	1	2	3	4	5

After many doubts and considerations, I have it clearly in my mind what my occupation will be.	1	2	3	4	5
The occupation I have chosen is a tradition in my family and I feel I would like to follow the family tradition.	1	2	3	4	5
After analysing many possible occupational options, I believe I have decided on a specific career.	1	2	3	4	5
In the past month, how often have you been upset about something that happened unexpectedly?	1	2	3	4	5
In the past month, how often have you felt unable to control important things in your life?	1	2	3	4	5
In the past month, how often have you felt nervous or stressed?	1	2	3	4	5
In the past month, how often have you felt confident of your ability to handle personal problems?	1	2	3	4	5
In the past month, how often have you felt that things were going your way?	1	2	3	4	5
While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	1	2	3	4	5
Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	1	2	3	4	5
Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1	2	3	4	5
As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	1	2	3	4	5
My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1	2	3	4	5
I certainly feel useless at times.	1	2	3	4	5
I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4	5
I wish I could have more respect for myself.	1	2	3	4	5

All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
I take a positive attitude toward myself.	1	2	3	4	5
My father has always felt that what his children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1	2	3	4	5
As I was growing up my father did not allow me to question any decision he had made.	1	2	3	4	5
As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline.	1	2	3	4	5
My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1	2	3	4	5
As I was growing up my father did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1	2	3	4	5
The fact of not being certain about my occupational future bothers me.	1	2	3	4	5
At this point, I am not worried about what type of job I will do most successfully; I'll think about it in the future	1	2	3	4	5
When I was a child I decided on my career and I have never seriously considered other alternatives.	1	2	3	4	5
I am struggling with several ideas in mind for my future occupation and I feel I have to choose something specific very soon.	1	2	3	4	5
Although I am in a certain line of studies, I am still actively looking into other things for my studies and future work.	1	2	3	4	5
In the past month, how often have you found that you could not cope with all the things you had to do?	1	2	3	4	5
In the past month, how often have you been able to control irritations in your life?	1	2	3	4	5
In the past month, how often have you felt that you were on top of things?	1	2	3	4	5
In the past month, how often have you been angry because of things that were outside your control?	1	2	3	4	5

In the past month, how often have you felt that difficulties were piling up so high that you could not overcome them?	1	2	3	4	5
My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1	2	3	4	5
As I was growing up my mother did not allow me to question any decision she had made.	1	2	3	4	5
As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.	1	2	3	4	5
My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1	2	3	4	5
As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1	2	3	4	5
As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable.	1	2	3	4	5
My father felt that wise parents should teach their children early just who is boss in the family.	1	2	3	4	5
As I was growing up, my father seldom gave me expectations and guidelines for my behavior.	1	2	3	4	5
Most of the time as I was growing up my father did what the children in the family wanted when making family decisions.	1	2	3	4	5
As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways.	1	2	3	4	5
It is too early for me to be concerned about my professional future.	1	2	3	4	5
I am presently trying to decide about my future occupation. But nothing is resolves yet.	1	2	3	4	5
My parent's recommendations for my future occupation have helped me in deciding what my profession will be.	1	2	3	4	5
I haven't yet made any choices regarding my career because it's too early to make a decision.	1	2	3	4	5
I haven't had any problem in choosing my future occupation, since my parents gave to me a good orientation	1	2	3	4	5

long ago.					
As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	1	2	3	4	5
My mother felt that wise parents should teach their children early just who is boss in the family.	1	2	3	4	5
As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	1	2	3	4	5
Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1	2	3	4	5
As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1	2	3	4	5
As I was growing up my father would get very upset if I tried to disagree with him.	1	2	3	4	5
My father feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1	2	3	4	5
As I was growing up my father let me know what behavior he expected of me, and if I didn't meet those expectations, he punished me.	1	2	3	4	5
As I was growing up my father allowed me to decide most things for myself without a lot of direction from him.	1	2	3	4	5
As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.	1	2	3	4	5
I don't have it clear in my mind what my professional place in society is, but I am not concerned about it.	1	2	3	4	5
I wish I could soon decide on my ultimate career goal out of the options I am considering, so that I could choose the more appropriate program of study.	1	2	3	4	5
My folk's suggestions have helped me avoid a lot of problems in picking out a career.	1	2	3	4	5
Nowadays the occupational world is so complex that I cannot commit myself to any type of occupation. I'll see what happens in the future.	1	2	3	4	5

After asking a lot of people and finding information, I am sure of what I want and I will not be comfortable until I reach that.	1	2	3	4	5
As I was growing up my mother would get very upset if I tried to disagree with her.	1	2	3	4	5
My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1	2	3	4	5
As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1	2	3	4	5
As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1	2	3	4	5
As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1	2	3	4	5
My father did not view herself as responsible for directing and guiding my behavior as I was growing up.	1	2	3	4	5
My father had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family.	1	2	3	4	5
My father gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.	1	2	3	4	5
As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do.	1	2	3	4	5
My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1	2	3	4	5
It was hard for me to decide on a career, but now, when I look at myself I think that I will fit the profession I've chosen.	1	2	3	4	5
In choosing a career, I didn't go through a struggle because my folks gave the right direction to me.	1	2	3	4	5
Some time ago I went through a crisis of decision, but now I can say that I have a clear goal regarding my future	1	2	3	4	5

occupation.					
My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	1	2	3	4	5
My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1	2	3	4	5
My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1	2	3	4	5
As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1	2	3	4	5
My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1	2	3	4	5
As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it.	1	2	3	4	5
As I was growing up my father gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with her.	1	2	3	4	5
As I was growing up my father did not direct the behaviors, activities, and desires of the children in the family.	1	2	3	4	5
As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority.	1	2	3	4	5
As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake.	1	2	3	4	5
My father/mother seem to enjoy so much in their occupation that I am going into his/her type of job.	1	2	3	4	5
I have gone through a lot of struggle to decide what my career will be, but that is not a problem anymore.	1	2	3	4	5
Although I don't have a clear idea of what my occupation will be, I don't care at this point.	1	2	3	4	5
As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.	1	2	3	4	5

As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1	2	3	4	5
As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.	1	2	3	4	5
As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1	2	3	4	5
As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1	2	3	4	5

APPENDIX D

Cohen's Perceived Stress Scale

The following questions ask about your feelings and thoughts during <u>THE PAST MONTH</u>. For each statement, please tell me if you have had these thoughts or feelings: never, almost never, sometimes, fairly often, or very often. (Read all answer choices each time)

	Never	Almost Never	Sometimes	Fairly Often	Very Often
1. In the past month, how often have you been upset because of something that happened unexpectedly?	1	2	3	4	5
2. In the past month, how often have you felt unable to control the important things in your life?	1	2	3	4	5
3. In the past month, how often have you felt nervous or stressed?	1	2	3	4	5
4. In the past month, how often have you felt confident about your ability to handle personal problems?	1	2	3	4	5
5. In the past month, how often have you felt that things were going your way?	1	2	3	4	5
6. In the past month, how often have you found that you could not cope with all the things you had to do?	1	2	3	4	5
7. In the past month, how often have you been able to control irritations in your life?	1	2	3	4	5

8. In the past month, how often have you felt that you were on top of things?	1	2	3	4	5
9. In the past month, how often have you been angry because of things that happened that were outside of your control?	1	2	3	4	5
10. In the past month, how often have you felt that difficulties were piling up so high that you could not overcome them?	1	2	3	4	5

Rosenberg's Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement on a scale of 1 to 5 (1= Strongly Agree, 2= Agree, 3= Neutral, 4=Disagree, 5=Strongly Disagree)

On the whole, I am satisfied with myself.	1	2	3	4	5
At times I think I am no good at all.	1	2	3	4	5
I feel that I have a number of good qualities.	1	2	3	4	5
I am able to do things as well as most other people.	1	2	3	4	5
I feel I do not have much to be proud of.	1	2	3	4	5
I certainly feel useless at times.	1	2	3	4	5
I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4	5
I wish I could have more respect for myself.	1	2	3	4	5
All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
I take a positive attitude toward myself.	1	2	3	4	5

APPENDIX F

Occupational Identity Scale

Select the option that you can most relate on a scale of 1 to 5 (1= Strongly Agree, 2= Agree, 3= Neutral, 4=Disagree, 5=Strongly Disagree)

	1	2	3	4	5
1. At the present moment, I don't know exactly what I want as a career, but I am examining several occupational perspectives.	1	2	3	4	5
2. A person's professional life tends to solve itself on its own, so it is not worth worrying about career choices.	1	2	3	4	5
3. After many doubts and considerations, I have it clearly in my mind what my occupation will be.	1	2	3	4	5
4. The occupation I have chosen is a tradition in my family and I feel I would like to follow the family tradition.	1	2	3	4	5
5. After analysing many possible occupational options, I believe I have decided on a specific career.	1	2	3	4	5
6. The fact of not being certain about my occupational future bothers me.	1	2	3	4	5
7. At this point, I am not worried about what type of job I will do most successfully; I'll think about it in the future	1	2	3	4	5
8. When I was a child I decided on my career and I have never seriously considered other alternatives.	1	2	3	4	5
9. I am struggling with several ideas in mind for my future occupation and I feel I have to choose something specific very soon.	1	2	3	4	5
10. Although I am in a certain line of studies, I am still actively looking into other things for my studies and future work.	1	2	3	4	5
11. It is too early for me to be	1	2	3	4	5

concerned about my professional future.					
12. I am presently trying to decide about my future occupation. But nothing is resolves yet.	1	2	3	4	5
13. My parent's recommendations for my future occupation have helped me in deciding what my profession will be.	1	2	3	4	5
14. I haven't had any problem in choosing my future occupation, since my parents gave to me a good orientation long ago.	1	2	3	4	5
15. I don't have it clear in my mind what my professional place in society is, but I am not concerned about it.	1	2	3	4	5
16. I wish I could soon decide on my ultimate career goal out of the options I am considering, so that I could choose the more appropriate program of study.	1	2	3	4	5
17. My folk's suggestions have helped me avoid a lot of problems in picking out a career	1	2	3	4	5
18. Nowadays the occupational world is so complex that I cannot commit myself to any type of occupation. I'll see what happens in the future.	1	2	3	4	5
19. After asking a lot of people and finding information, I am sure of what I want and I will not be comfortable until I reach that.	1	2	3	4	5
20. I am thinking seriously about my professional future, since I have many doubts about it.	1	2	3	4	5
I am committed to my vocation and I wouldn't easily change it, since it took me so much effort to make up my mind.	1	2	3	4	5
21. It was hard for me to decide on a career, but now, when I look at myself I think that I will fit the profession I've chosen.	1	2	3	4	5
22. In choosing a career, I didn't go through a struggle because	1	2	3	4	5

my folks gave the right direction to me.					
23. Some time ago I went through a crisis of decision, but now I can say that I have a clear goal regarding my future occupation	1	2	3	4	5
24. My father/mother seem to enjoy so much in their occupation that I am going into his/her type of job.	1	2	3	4	5
25. I have gone through a lot of struggle to decide what my career will be, but that is not a problem anymore	1	2	3	4	5
26. I have gone through a lot of struggle to decide what my career will be, but that is not a problem anymore	1	2	3	4	5
27. Although I don't have a clear idea of what my occupation will be, I don't care at this point.	1	2	3	4	5
28. I haven't yet made any choices regarding my career because it's too early to make a decision.	1	2	3	4	5

Parental Authority Questionnaire (Fathers)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your father. Try to read and think about each statement as it applies to you and your father during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

1. While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2. Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.	1 2 3 4 5
3. Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.	1 2 3 4 5
4. As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5. My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6. My father has always felt that what his children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7. As I was growing up my father did not allow me to question any decision he had made.	1 2 3 4 5
8. As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5
9. My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10. As I was growing up my father did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5

11. As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable.	1 2 3 4 5
12. My father felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5
13. As I was growing up, my father seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14. Most of the time as I was growing up my father did what the children in the family wanted when making family decisions.	1 2 3 4 5
15. As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16. As I was growing up my father would get very upset if I tried to disagree with her.	1 2 3 4 5
17. My father feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
18. As I was growing up my father let me know what behavior he expected of me, and if I didn't meet those expectations, he punished me.	1 2 3 4 5
19. As I was growing up my father allowed me to decide most things for myself without a lot of direction from him.	1 2 3 4 5
20. As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.	1 2 3 4 5
21. My father did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22. My father had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23. My father gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5

24. As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do.	1 2 3 4 5
25. My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5
26. As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it.	1 2 3 4 5
27. As I was growing up my father gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with her.	1 2 3 4 5
28. As I was growing up my father did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5
29. As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority.	1 2 3 4 5
30. As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake.	1 2 3 4 5

Parental Authority Questionnaire (Mothers)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

        1 = Strongly disagree

        2 = Disagree

        3 = Neither agree nor disagree

        4 = Agree

        5 = Strongly Agree

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	1 2 3 4 5
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1 2 3 4 5
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7. As I was growing up my mother did not allow me to question any decision she had made.	1 2 3 4 5
8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5

11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	1 2 3 4 5
12. My mother felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5
13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1 2 3 4 5
15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16. As I was growing up my mother would get very upset if I tried to disagree with her.	1 2 3 4 5
17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1 2 3 4 5
19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4 5
20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1 2 3 4 5
21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5
24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5
26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.	1 2 3 4 5
27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1 2 3 4 5
28. As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5
29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1 2 3 4 5
30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5

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Introduction

The rapidly changing world of work has shifted **the** focus **of research**   30

towards understanding the career development process in a more detailed fashion. It is now ever more

important to understand the contributing **factors in the** development **of**   56

a sound vocational identity. One of the key psychosocial factors that impact an individual's career development is the parent-child interaction. Much of the child's identity progression is dependent on the family environment that may communicate acceptance or rejection; which also impacts the child's development of self-esteem.

One of the most important factors within **a child's**   14

surroundings that has been a focus of study for years are the parenting styles. Research refers to parenting styles as the interaction between the child and the parent during the process of socialization.

Parenting style has been found **to be** significantly related **to a child'** s psychosocial **development**   24

as parents are the first and the most focal point for the child in his/her early years (Romano, 2004). Diana Baumrind in 1966 worked on parenting styles which has been a focus of research over decades and is one of the most renowned parenting typologies. As suggested by Baumrind (1991) there are four

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