



## ADOLESCENTS' EXPOSURE TO FAMILY INFLUENCE IN CAREER DECISION-MAKING

**Sadhu Nivrutti Kolekar**

Research Scholar

Department of Psychology

Sunrise University

Alwar, Rajasthan

saddhukolekar1134@gmail.com

**Dr. Srinivas Rao Kudi**

Research Guide

Department of Psychology

Sunrise University

Alwar, Rajasthan.

### Abstract

*This pilot study's objective was to pinpoint specific aspects of the home environment that affect teenage decision-making about a future job. 60 students from the last high school class made up the sample. The test portfolio includes the Adult Attachment Scale, questionnaire, and the Parent Career Behavior Checklist. The acquired findings provide us a picture of the factors influencing the process of choosing a job as well as how vocational counseling and the counselor's function are seen in educational settings.*

**Keywords:** Career; vocational counseling, family influences, partnership.

### Introduction

The process of vocational development begins in infancy, and the family is especially significant in this process. Family structures, responsibilities played by family members, interpersonal interactions, and the set of values and attitudes that underpin behaviors are all factors that have an impact on professional development.

We can see that if we follow the models that attempt to describe the stages a person goes through in the decision-making process regarding the choice of a career, the first step is becoming aware of the need to make a career-related decision, followed by the establishment of a range of alternatives - built on the basis of knowing one's own skills, interests, and personal values.

The child's decision to pursue these options is a result of both investigating their social surroundings and their degree of self-awareness. The ability to concentrate on the option that is best suitable for a person is facilitated by a thorough examination of the two dimensions.

The choice becomes solid and is presumed after the alternative has been supported, at which point one may proceed to take meaningful action in this regard (Hirschi and Läge, 2007). Because the success of vocational development requires information gathering activities regarding various types of jobs.

Ensuring the necessary support for the exploration of vocational interests and skill potential, establishing professional aspirations based on these variables, and drawing conclusions from these findings, the family represents the support and stability element for the adolescent throughout the decision-making process (Bryant, Zvonkovic and Reynolds, 2006).

The human capital of the family includes the skills and abilities that parents have at their disposal and use to support their children so that they can develop vocational skills, as well as the financial capital represented by the material support that would give access to resources and information gathering activities of a vocational nature.

Social capital is defined by parent-child interactions and relationships as well as by the

family's social support network. An essential source of occupational information is the family's knowledge, ideas, and values about labor in general and about certain professions in particular, together with the child's firsthand observations. Their transmission is dependent on the parents' capacity to communicate as well as their ability to be available and put aside time (Bryant, Zvonkovic and Reynolds, 2006).

A relational viewpoint approach makes it possible to comprehend vocational development better. The cornerstone of the career exploration process is the kind of interactions and connections that are developed between parents and children. It is possible for exploratory activities, job ambitions, future plans, and the perception of potential hurdles to selecting a career to be influenced by the quality of parent-child connections, open communication, support provided, and trust.

The type of attachment a child forms informs our understanding of how that child's career will develop, as well as the effectiveness of career-related choices, because internalized working models affect how openly a child is to exploring and learning through behaviors of approaching or avoiding those experiences. The ability to model one's career development depends on a number of factors, including the belief in one's ability to handle challenging situations, the expectations of the results of one's actions in relation to predetermined goals, and the intention to take actions that would have an impact on future outcomes.

A person with a secure connection is much more eager to participate in and explore their surroundings, is much more interested, has strong relationships with others, and looks to them for support. Also, research demonstrates that parenting style has an impact on how well a kid adapts to their surroundings. Supportive, strict, and loving parents provide a home environment that encourages socialization, and their kid's exhibit better levels of emotional stability, extroversion, sociability, and empathy (Aluja, Barrio and Garcia, 2005).

We want to determine the degree to which factors like the parents' level of training, parental models for childrearing, or attachment styles that they have formed affect and support the adolescent's choice about a future job via this exploratory study.

## **Methodology**

### **Objectives and research hypotheses**

The objectives established for reaching the proposed target were the following:

1. Determining the sort of career guidance help that the parents have provided to their teenager.
2. Determining those characteristics from the home environment (parental model, attachment type established by the adolescent, parents' degree of training) which impact the support supplied by the parents in selecting one's vocation.

### **Participants**

The sample for this pilot study is made up of 60 students in their 12th grade who are majoring in informatics and mathematics-physics at a theoretical high school (30 females and 30 guys).

### **Tests**

The following questions constitute the testing portfolio: The Parent Career Behavior Checklist (Keller and Whiston, 2008) contains 18 items with a Likert scale type of 5-step format that reflect both general and specific career-oriented parental behavior; the EMBU

questionnaire (Perris et al., 1980) contains 81 items with a Likert scale type of 4-step format that have been translated and validated on Romanian population; Adult Attachment Scale (Collins and Read, 1990) covers 18 Likert scale type 5-step questions and assesses the three kinds of attachment acquired by a person - secure, avoidant, anxious-ambivalent.

### **Procedure**

The surveys were given to a sample of 60 students from a fictitious high school. The fact that the high school receives the services of a school counselor as a guarantee that both the students and their parents have had the opportunity to address the school counselor for difficulties linked to selecting their future profession was a key factor in this decision. Also, a variety of occupational activities were arranged inside the high school with the intention of disseminating knowledge. We utilized the SPSS 15.0 tool to statistically analyze the data. We utilized the t test for independent samples and calculated the Pearson coefficient to examine the relationships between different variables and validate hypotheses.

### **The analysis and interpretation of the results**

1. Determining the sort of career guidance help that the parents have provided to their teenager.

**H<sub>1</sub>**. Parents often choose to provide their kids with psychological support than doing specific career-related activity.

Keller and Whiston (2008) created the test that was used to measure the type of support. To ensure that the test's internal consistency, we calculated a Cronbach's alpha for the entire questionnaire ( $\alpha = .951$ ) as well as for each of its two subscales (psychosocial support = .929 and career choice related actions = .931, respectively).

According to the data presented in Table no. 1, it seems that parents would prefer to provide their children with psychological support rather than take real action that would assist teenagers in making decisions about their future careers. This kind of assistance involves encouraging the kid and providing support for the child's choices via conversations in which the parents express their support for the child's activities and show interest in the child's pursuits.

The frequency of behaviors that are oriented towards concrete career-related actions, such as providing informative materials about jobs, participating in various career development workshops, or taking aptitude tests, is much lower. Examples of these kinds of behaviors include providing informative materials about jobs.

This may also be influenced by the amount of time that has to be invested on the part of the parents. Parents need to educate themselves and engage alongside their children in extracurricular activities that are organized by the school or the community. In addition, there is a difference between the two parents in terms of the kind of support that is provided.

The mother is the one who becomes more engaged in the professional growth of her kid and provides both sorts of support. In point of fact, research shows that mothers are much more involved in transmitting information related to professions when it comes to career-related plans, and that they are even more effective than fathers, school counselors, other relatives or friends, or classmates. This is the case regardless of the type of career that is being planned (Tucker, Barber and Eccles, 2001, as cited in Bryant, Zvonkovic and Reynolds, 2006).

O<sub>2</sub>. Assessing the factors within the home environment (parental model, attachment type

established by the adolescent, and degree of education of the parents) that impact the amount of support provided by the parents in the process of selecting a professional path for an individual.

H<sub>2</sub>: The kind of assistance that is offered to children when they make decisions about their future careers is influenced by the model of the parents.

**Table 2 Correlations between the two parents' support behaviors and the parenting philosophies that were embraced**

Parental support	Parental rearing behavior	Tolerant		Warm affective		Simulative		Performance oriented	
		Mothe r	Father	Mothe r	Father	Mothe r	Fath er	Mothe r	Father
Psycho-	Pearson correlation	.526*	.623*	.545**	.695*	.694**	.615**	.403**	.474**
social support	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002	.000
	N	60	60	60	60	60	60	60	60
Career oriented support	Pearson correlation	.397*	.391*	.461**	.442*	.616**	.481**		
	Sig. (2-tailed)	.002	.009	.000	.001	.000	.000	-	-
	N	60	60	60	60	60	60		

It is possible for a child's receptivity to teaching and openness to romantic relationships to be influenced by the amount of parental control that is exercised as well as the amount of love and warmth that is shown toward the child by the parents.

When love is combined with reason and a little bit of constraint, parents may help their children achieve the greatest possible results for their social, emotional, and intellectual development (Schaffer, 1996). It would seem that the parents that are more patient, caring, stimulating, and performance-directing are the ones who are seen as being more active in the professional development of their children.

All of these parents demonstrate their love for their children on a consistent basis by the way in which they interact with them, have faith in their children's ability to make sound decisions, care deeply about their children's success on both an emotional and professional level, and offer them concrete assistance in achieving their goals in these areas.

H<sub>3</sub>: The kind of relationship that develops between a child and their parents determines the type of support that the youngster may anticipate receiving from their parents.

**correlations between the father's support style and the child's established attachment style**

The only statistically significant association found was a negative correlation between the

father's particular career-oriented support and the child's anxious-ambivalent type of attachment. The kind of relationship the kid forms affects how they approach learning experiences that are connected to their future careers, approach vocational exploration, or identify their interests.

Children who experience an ambivalent or anxious insecure attachment, which is more directly linked to negative parental actions than the securing or avoidant type, feel uneasy and nervous about their parents' support and availability. In these situations, they try to limit contact with the parent in order to cope with the possibility of the parent rejecting them.

As compared to children with anxious attachment, those with securing behavior are far more receptive to explore their surroundings, taking use of their possibilities, and anticipating good outcomes (Wright and Perrone, 2008). This explains why these kids don't ask for help from their parents and aren't willing to accept it. Sadly, by doing this, they also skip personal efficacy-building events, which have an impact on how people see their own abilities in diverse contexts and how their sense of personal efficacy grows.

H<sub>4</sub>. The sort of assistance provided to the kid for making a professional decision is influenced by the parents' degree of education.

The statistical analysis of the data gathered does not substantiate the hypothesis according to which the parents' degree of training effects the kind of assistance offered to the children. Nonetheless, it is important to recognize the function that training level has in fostering a supportive and intellectually engaging atmosphere in families since it is widely documented to have a modeling influence on family climate.

The family has a variety of choices and options thanks to its social and financial resources. A more sophisticated professional education affects parents' expectations for their children's accomplishments and the necessity for the kid to continue their studies, but it also helps people build a sense of personal effectiveness and confidence in their ability to succeed in their careers (Bryant, Zvonkovic and Reynolds, 2006).

### **Limits of the study**

The limited number of people who took part in our research encourages us to avoid making sweeping generalizations about the results, and it compels us to broaden both the scope of the study and the elements that we are taking into consideration. Yet, the evaluation was carried out in a setting that had both a counselor and a history of providing academic and professional guidance to its students.

This served to highlight the significance of the child's family in the process of determining the child's future profession. The conclusions that we arrived to concerning the family's participation in the adolescent's work selection may not reflect reality due to the fact that the circumstance is not the same in all schools throughout the country.

It is possible that this is a contributing factor to the confusion that many adolescents feel when they first start their studies at a university, as well as the fact that they enroll in a wide variety of university specializations, many of which are wholly unrelated to one another, based solely on financial considerations rather than on their own personal preferences and aptitudes.

### **Conclusions and future research directions**





For a person's professional trajectory, choosing a career is a critical choice. The child's choices are patterned by familial factors since the decision-making process begins relatively early. In contrast to the father, the mother takes a more active role in career-related planning, starting practical initiatives and providing psychological support.

Affectionate, tolerant, stimulating, and performance-oriented parents are more engaged in their kids' career growth. Also, kids who feel secure are more receptive to mentoring and career exploration. We set out to document the impacts the professor has on decisions about one's future job and the function of the school-family-community collaboration starting with the findings of this exploratory research.

Additionally, at the school where we are carrying out our study, we aim to launch a pilot program for counseling children in their final two years of high-school, and monitor them in their first year of university studies, in order to observe the degree of adaption to the university environment.

### References

1. Aluja, A., Barrio, V. & García, L. F. (2005). Relationships between adolescents' memory of parental rearing styles, social values and socialisation behavior traits. *Personality and Individual Differences*, 39, 903-912.
2. Bryant, B., K., Zvonkovic, A. M. & Reynolds, P. (2006). Parenting in relation to child and adolescent vocational development. *Journal of Vocational Behavior*, 69, 149-175.
3. Collins, N. L., Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58, 644-663.
4. Hirschi, A., Läge, D. (2007). The Relation of Secondary Students' Career-Choice Readiness to a Six-Phase Model of Career Decision Making. *Journal of Career Development*, 34, 164-191.
5. Keller, B. K., Whiston, S. C. (2008). The Role of Parental Influences on Young Adolescents' Career Development. *Journal of Career Assessment*, 16, 198-217.
6. Schaffer, D. R. (1996). *Developmental Psychology – childhood and adolescence*, 4<sup>th</sup> edition, Brooks/Cole Publishing Company, U.S.A.
7. Wright, S. L., Perrone, K. M. (2008). The Impact of Attachment on Career-Related Variables: A Review of the Literature and Proposed Theoretical Framework to Guide Future Research. *Journal of Career Development*, 35, 87-106.