CHAPTER-II
REVIEW OF RELATED LITERATURE

Review of related literature is an integral part of the entire research process and makes valuable contributions to every operational step. Reviewing literature can be time consuming, daunting and frustrating, but is also rewarding. Its functions are :-

❖ **Bringing clarity and focus to the research problem**:

The process of reviewing the literature helps one to understand the subject area better and thus helps in conceptualizing the research problem clearly and precisely. It helps to understand the relationship between the research problem and the body of knowledge in the area.

❖ **Improving the methodology**:

A literature review helps to select a methodology that is capable of providing valid answers to the research questions. It tells a researcher if others have used procedures and methods similar to the ones that the researcher is proposing, which procedures and methods have worked well for them, and what problems they have faced with them.

❖ **Broadening knowledge base in the research area**:

It ensures one to read widely around the subject area in which one intends to conduct the research study. It thus helps to understand how the findings of the study fit into the existing body of knowledge.

❖ **Contextualising the findings**:

Review of literature is helpful in placing one’s findings in the context of what is already known in that particular field of enquiry.

The literature related to this particular study is reviewed in
relation to the following main themes which may be considered as pertinent to the research topic. These are –

♦ Factors influencing the career choices of adolescents;
♦ Parental influence on their children’s career choice; and
♦ Parental aspirations / Parental involvement for their children’s educational attainment.

The studies reviewed are categorized under two headings – Studies done at the International Level and Studies done at the National Level. As the number of studies in the National level were few they were grouped under a single category. The chapter concludes with a resume. It also includes the references in a chronological order.

2.01. STUDIES AT THE INTERNATIONAL LEVEL:

2.01.1. Factors influencing Career choices of adolescents:

Several studies show that new students all over the world are usually faced with a dilemma in making a career choice decision in their lives. Each individual undergoing the process of making a career choice is influenced by various factors as revealed by several studies.

Dunn, Slunkowski and Bearsall (1994)\(^1\) in their study highlight the impact of siblings in this important decision in an adolescents life. The birth order of an individual also influenced his or her career choice.

Wall (1996)\(^2\), for instance found evidence that with some occupations, the eldest rather than a younger son, would be more likely to follow the occupation of the father.

Heidi, McWhirter and Hawley (2000)\(^3\) in their study present descriptive data on high school students (N=464) perceptions of various
factors that might influence their current career expectations. Analysis suggest that high school students are aware of a variety of internal and external influences on their current career expectations. Girls endorsed more types of influence from mothers, female friends and female teachers than did boys.

Other factors such as facilities for child rearing, working conditions and working hours were emphasized more by females and these seem to be some of the important criteria on which they based their choice which was found in a study by Heckert et al. (2002).\(^4\)

Miller et al (2002)\(^5\) in their study found that popular images projected in the media focusing more on a females appearance and popularity seem to influence a young women’s career choice and females tended to avoid science related careers.

Gender can also be an important factor in a youngster’s career choice. Females were found to mature earlier than males as reported in a study by Creed and Patton (2003)\(^6\) in their career attitudes.

Kniveton (2004)\(^7\) in his study concerning influences and motivation on which students base their choice of career takes into account the variables of birth order and gender and the relative impact of a number of influences such as school teachers and parents on career choice. In addition it, explores student’s motivations when considering their careers. Their study found that parents have a greater influence than teachers in the students selection of career. Their study was conducted with 348 young people in the age group of 14-18 who completed a questionnaire and also took part in an interview concerning their choice of career. In a question “Who was most influential in helping you select the job / follow the career path you are aiming for ? Parents were shown to have greater influence than teachers.
Bardick and Bernes (2005)\(^8\) conducted a research to examine the occupational aspirations and the rationale students provided. It is anticipated that the outcome of this research may be used to future career program planning for junior and senior high students. This paper presents a review of the literature related to adolescent occupational choice, followed by a description of the research conducted with 3,562 junior high students and 2,941 senior high students in Southern Alberta utilizing the Comprehensive Career Needs Survey (CCNS) Magnusson and Bernes, 2002) and a discussion of the results.

Bardick et al (2006)\(^9\) uses the Comprehensive Career Needs Survey to assess the career plans of junior high school students in Southern Alberta, Canada. Junior High students are asked (a) What they plan to do after they leave high school; (b) their confidence in finding an occupation they enjoy, obtaining training or education, and finding work in their chosen occupations; (c) how important it is to work in their community and (d) where they anticipate working. Results indicate that junior high students intend to pursue further education and work and are optimistic about achieving their career goals. Results suggest that career planning programs need to begin at the junior high level and that junior high students need to be involved in career program planning and future needs assessments.

Ferry (2006)\(^10\) conducted a qualitative study which explored factors that play key roles in rural high school seniors and young adult’s career choice process. Participants of the study included high school groups, college groups and young adults. Focus group process was selected as the preferred research method. The study confirms existing knowledge about the great impact that family, school and community have upon young adult’s self identity and career choice. All come into play in providing input into the adolescents perception of self, educational efficacy and vocational interests. The study adds to the understanding of the critical role parents play in
shaping career choice. Through educational expectations and perceptions of occupational appropriateness, parents were found to have key roles in shaping career choices. The findings also points to the importance of extending career educational efforts beyond adolescents to families and communities.

Frome et al (2006) examined two hypotheses regarding why some young women do not maintain their espoused occupational aspirations in male-dominated fields from late adolescence through young adulthood. The first hypothesis concerns attitudes towards math and science; the second concerns the desire for job flexibility. The sample of young women (N=104) was taken from a larger longitudinal investigation of approximately 1,000 young women from a Midwestern metropolitan area in Michigan USA who were followed from age 18 to age 25. Findings suggest that desire for a flexible job, high time demands of an occupation, and low intrinsic value of physical science were the best predictors of women changing their occupational aspiration out of male-dominated fields. The results suggests that despite the women’s movement and more efforts in society to open occupational doors to traditional male-job for women, concerns about balancing career and family, together with lower value for science-related domains, continue to steer young women away from occupations in traditionally-male dominated fields, where their abilities and ambitions, may lie.

Salami (2006) investigated the influence of family, individual differences and cultural factors on the choice of gender-dominated occupations among female students in some tertiary institutions. Hierarchical multiple regression statistical analysis employed revealed that family, individual differences and cultural factors were good predictors of choice of gender-dominated occupations of female students.
Social Cognitive Career Theory (SCCT) recognizes the importance of individual differences and contextual influences in the career decision making process. This was highlighted by a study exploring the role of personality in adolescent career planning by Rogers, Creed and Glendon (2008). This study tested the role of personality social supports and the SCCT variables of self-efficacy, outcome expectations and goals in explaining the career readiness, actions of career planning and exploration. The authors surveyed 414 Australian high school students in years 10, 11 and 12. Career exploration was associated with goals and social supports, whereas career planning was associated with self-efficacy, goals, personality and an interaction term for goals and social support that indicated that levels of planning were highest when social support and goals were highest.

Tang, Pan and Newmeyer (2008) in an article explores the factors influencing high school students career aspirations with a study analyzing 141 high school students. The Social Cognitive Career Development Model was utilized to examine the interactive relationships among learning experiences, career self efficacy, outcome expectations, career interests and career choices. The results of a structural equation modeling analysis supported the mediating role of career self-efficacy in the career decision making process, but the specific paths among the predicting variables to career aspirations were found to be different for female and male high school students. Implications for school counselors to provide more effective career intervention programmes are discussed.

Rathge, Mullis and Mullis (2009) in their study selected participants from 18 randomly selected schools, 6 urban schools and 12 rural schools and administered the Career-Decision Making Questionnaire. Students responses were analysed and compared across variables of gender, grade level, parent education and residence. The most significant influence for students seemed to be the parents, including both fathers (37 percent) and
mothers 23 (percent). The study summarised that many adolescents in North Dakota are subject to many influences in making future career decisions. Parents continue to be seen by adolescents as a major influence in their lives, and a large number of adolescents see consistency in their career ambitions and their parents career ambitions for them. Broader social influences such as economic conditions also seem to be reflected in adolescent choice of occupations. There were some differences in adolescent responses due to urban or rural residence, gender and parent education.

Hirschi (2010)\(^{16}\) in a longitudinal study spanning across eighth grade investigated the relation of intrinsic and extrinsic work values to positive career development in terms of deciding, planning and exploring among 268 Swiss adolescents. The results showed that girls reported more intrinsic and less extrinsic work values compared to boys.

Osakinie (2010)\(^{17}\) examines in school adolescents and career choices in Ekiti State, Nigeria. The samples consists of two hundred randomly selected parents and in school adolescents from four local government areas in Ekiti State. Two hypotheses were generated and tested at 0.05 level of significance using t-test statistical analysis. The results showed that there were no significant differences between parental influence as well as gender influence of in-school adolescents in choice of career. The paper concludes that parents need to give adequate career information to their adolescents and have positive job values. Also, females need to decide whether to start their family first or settle on a career and start their family later.

Edwards and Quinter. (2011)\(^{18}\) in a study examined factors influencing career choice among form four secondary school students in Kisumu municipality, Kenya using descriptive survey design with a population of 332 students. The data for this study was collected using questionnaire and interview schedules. The findings of this study indicate that availability of advancement opportunities and learning experiences are
the most influencing factors affecting career choice among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for persons influencing career choice by gender.

**Neuenschwander and Kracke (2011)**\(^9\) – Career development is a lifelong endeavour that starts already in childhood and usually ends in old age after retirement from paid work. Although career development can be regarded as a life-time biographical project with relevant demands in every life phase, adolescence is a period with particular challenges for the individual. Career goals have to be developed and first choice concerning educational trajectories have to be made, funneling future career options and pathways. These choices have to be well prepared by exploring one’s own abilities, interests and values and the career opportunities provided by institutions. There is considerable individual variability in how adolescents cope with this task. Personal characteristics as well as social, institutional and economic contexts play an important role for the way in which adolescents prepare for their future occupational career. This article provides an overview of theoretical approaches to career development and introduces concepts of vocational guidance and policy implications. Career development is conceptualized as a set of transitions in the life course and as a stressful challenge for adolescents. It is regarded as the interplay of individual, social and institutional contexts.

**Novakovic and Foud (2012)**\(^{20}\) explored the influence of background, personal and environmental variable sets on aspects of adolescent girls career planning. The background variables (age, race, ethnicity, mother’s work status outside of the home and socio-economic status), personal variables (anticipatory role conflict and academic self-efficacy) and
environmental variables (parental attachment and parental support) on aspects of adolescent girls career planning were investigated. The dependent variables in the model represented aspects of adolescent girl’s future career planning such as (a) plans for the integration of work and family; (b) gender traditionality of career choice, (c) aspired education level and (d) career commitment. The environment variables did not demonstrate a significant influence on any of the dependent variables in the study. It is possible that even though parental influence were not significant in this study, they do influence adolescent girls career development through other variables such as self-efficacy.

Shumba and Naong (2012) conducted a study to determine factors influencing career choice and aspirations among South African students. A quantitative paradigm guided this study. A survey method in the form of a structured questionnaire was used in this study in order to identify the factors that influence career choice and aspirations among South African students. A purposive sample of 133 first and second year university students (77 females, 56 males) participated in the study. The Career Aspirations Questionnaire was used in this study. Data were analysed using percentages and tables. The study found that the family; the ability of the learner self to identify his / her preferred career choice; and teachers were significant factors that influence the career choice and aspirations of students. The implications of the findings and practical considerations are discussed in the study.

2.01.1. Parental influence on their children’s career choice:

Parent’s are influential figures when it comes to an adolescent’s career choice. Either directly or indirectly, an adolescent is dependent on his parents while making this important decision in his life. The parent-adolescent relationship has stimulated various researches in order to determine their influence in an adolescent’s career trajectory.
The parents of adolescents are uniquely positioned to influence a young person’s career aspirations and development. **Middleton and Loughead (1993)** in their paper addresses parental roles in adolescent career development, provides a framework by which counseling professionals can integrate parental support and influence into the career development process of adolescents and highlights implications for counseling practice and research.

**Young (1993)** A research program at the University of British Columbia has investigated parent’s influence on the career development of their adolescent children, focusing on parent’s intentions, the actual activities they engage in, the interpersonal structure in which the activities take place, the ways in which parents and young adults construct the domain of parental influence in career development, young adults interpretation of parental influence and the content of actual parent-adolescent conversations about career choice. Research methods included critical incident, Q sort, narrative and content analysis, using information from over 500 parents and adolescents. Study findings included the following – (a) parents indicated that they did not want to influence their children’s specific occupational choice, though many had an acceptable range of occupations they hoped their children would aspire to, (b) school figured prominently in the critical incidents that parents engaged in with their children, (c) many parents felt that they could lay a suitable groundwork for their children’s career development by influencing them broadly to become responsible and capable people and (d) the construct employed by parents and adolescents in constructing the domain of parental influence of career development included responsibility, open communication, active involvement of parents and encouragement of autonomy. School can help parents be effective if they address parents intentional, goal directed activities.
Downing and Andrea (1994)\textsuperscript{24} in an article presents findings of a survey of English, Swiss and American parents regarding their involvement in their children’s career decision-making process. A questionnaire was developed and a pilot survey was conducted. This study suggests that these parents exhibited some marked educational and career choice bias. It seems that effective system for career development and employment counseling results in parents who are confident in helping their children with career decision-making.

Lankard (1995)\textsuperscript{25} stresses that family influence is an important force in preparing youth for their role as workers. Young people form many of their attitudes about work and careers as a result of interactions with the family. Family backgrounds provide the basis from which their career planning and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences. This Digest examines the research on family influences on career development and describe implementations for practice.

Trusty, Watts and Erdnan (1997)\textsuperscript{26} conducted an exploratory study the purpose of which was to determine the extent to which the following variables predicted parent involvement in career development:

i.  Amount of time the parent lives with the teen.

ii.  Number of people financially dependent upon the parent.

iii.  Parents employment situation.

iv.  Life events.

v.  Gender of the teen.

vi.  Family composition

vii.  Family size
Bregman and Killen (1999) examined the role of parental influence in adolescent’s and Young Adult’s Reasoning about career choice in interviews with 72 high school and college students evenly divided by gender and age (16, 19 and 22 years old). Adolescent’s evaluation of career decisions were contrasted with acts involving prudential, moral and social-conventional consequences. The results showed that adolescents and young adults supported adolescent’s career choices for reasons of personal growth and rejected their choices when their decisions were based on interpersonal relationships or hedonism. Furthermore, career decisions were judged to be distinct from moral, social-conventional and prudential issues. Parental influence was judged to be most important when the adolescents’ decision had negative moral consequences or focused on short-term goals; however, the use of bribery and threat of punishment were rejected as appropriate methods of parental influence across all types of decisions, with the exception of prudential concerns.

Jacobsen (1999). This book concentrates on ways in which families influence their children’s career especially on the barriers families may willingly or unwillingly construct on the children’s path toward satisfying work lives. The book is divided into five parts, each of which builds upon the previous ones. The chapters in Part one define what hand-me-down dreams are, describe how they are passed on cyclically in all families and illustrate how and why career related problems arise in some. Part two explains how family members are connected emotionally as a system, then moves on to specific topics, such as the influence of sibling order and gender on family “job assignments”, “triangles” among family members and their impact on career selection, and what happens when adults rebel against or cut off their parents. Part three illustrates how one’s family values and
beliefs regarding the purpose of work, the meaning of success, and the importance of money contribute to career problems when they construct one’s goals or block one from taking risks and coping with change. Part four functions as a workbook for the reader and the last part i.e. Part five invites the reader to look ahead to the future of his or her career, and for parents, to that of their children’s careers.

Otto (2000) conducted a survey of 362 high school juniors which showed that their ideas about career aspirations were similar to their parents. Most turned to their mothers for career planning help.

Taylor (2002) conducted a study to examine how adolescent educational and occupational aspirations are influenced by family variables (parent aspirations, family income, parent education, parent occupation, family size) as well by the size of the community (rural, urban, suburban) in which students reside. Results suggest that families do influence adolescent plans for the future. Parent aspirations for their children and parent educational attainment were found to influence adolescent educational and occupational aspirations. Parental occupational status was found to affect educational aspirations but was not found to influence career choice of adolescents. Family size did not influence aspirations. Adolescents living in rural communities had significantly lower aspirations than their urban counterparts. There were no differences between aspirations of adolescents in rural and sub-urban communities. Adolescents in urban areas were less likely to rely on their parent expectations or educational attainment when setting goals for the future than their rural counterparts. In conclusion the findings support the importance of families in adolescents lives.

Hughes and Trang (2003) discusses the influence of family processes on adolescent and young adult career development. Two career development theories that acknowledge the influence of family process factors on career development are described followed by a review of studies
that have investigated relationships between a broad range of family process variables and various aspects of adolescent-young adult career development. Finally, a range of career counseling and career education interventions to assist career counselors and career education professionals to integrate theory, research and practiced are described and critiqued.

**Bergen (2006)** conducted a study the purpose of which was to examine family influences on career development and aspirations of young adults. This study utilised ideas from self-determination, attachment and career development theories to develop a framework for understanding how families influence young adult career development and aspirations. Rather than directly influencing career decisions the family was proposed to influence processes within individuals that directly influence successful career development. The sample of the study consisted of 99 female and 34 male undergraduate students between ages 18 and 20. The findings suggest future research should assess multiple aspects of the family and multiple facets regarding career development to more fully understand this process. In addition findings support the idea that career counselors should assess family functioning when helping young people in their career development journey.

**Jacobs et al (2006)** conducted a study the goals of which were to examine (i) the relation between parent’s gender-typed occupational expectations for their children at age 15 and their children’s own reports of occupational expectations at age 17; (ii) the long term relations between parents gender-typed occupational expectations for their children at age 17 and their children’s actual occupation at age 28; and (iii) the relation between job satisfaction and having a gender-traditional or non-traditional job.

**Chhin, Blecker and Jacobs (2008)** – This chapter presents three studies that provide evidence for the important role of parent’s beliefs and expectations in shaping their children’s occupational choices from
adolescence through young adulthood. Gender differences in the occupational choices of men and women can be seen beginning with the occupational interests and aspirations of children and adolescents. In one recent study, adolescent boys reported science and technology careers as their top occupational choices, whereas adolescent girls reported artistic and health profession as theirs. It is important to examine whether these gender-typed occupational aspirations of adolescents are actually related to later occupational choices in young adulthood and what role parent’s beliefs and expectations play in these choices.

Jungen (2008). While perception suggests career choice is an individual decision, research indicates a variety of influences are likely to determine one’s ultimate career choice. Parents have been found to greatly impact the career selection process of their children. Many parents are unaware of all the ways they can influence their children’s career decisions. Work ethics, family values and gender stereotyping in the family may have greater impact than previously thought and it may be said that children and adolescents do not defy their parent’s values and expectations regarding career options.

The relationship between specific parental behaviours and the career development of young adolescents were assessed in a study by Keller and Whiston (2008). Regression analysis revealed that parental behaviour tended to relate more to Career Decision Making Self Efficacy (CDMSE) than to career maturity, and general psychosocial parenting behaviours appeared to be more salient than career focused parent behaviours. Five specific behaviours were found to be predictive of participants career development. The discrepancy between adolescents and parents view of family relationship was also shown to relate to the adolescents career decision making self-efficacy.
**Dietrich and Kracke (2009)** conducted a study aimed to validate a three dimensional instrument for the assessment of parent career-related behaviours and to examine their associations with career exploration and decision-making difficulties. After testing the dimensional structure of the instrument they examined the relationship between parent’s behaviours and adolescents career development by using data from 359 German adolescents who reported the amount of perceived parent career-related behaviours and their career exploration and decision-making difficulties. The results of structural equation modeling confirmed the hypothesized dimensional structure (support, interference, lack of engagement). While parental support associated positively with career exploration, interference and lack of engagement associated with decision-making difficulties. Furthermore, interference and lack of engagement moderated the relationship between support and exploration. Support moderated the association between interference and decision-making difficulties.

**Alika (2010)** conducted a study to investigate if parents and peer groups of school students have any influence in the choice of a career among secondary school students. The relation between the two primary factors (parental and peer group influence) and career choice was determined using Pearson Product Moment Correlation Coefficient. One research question and one hypotheses were formulated to guide the study. Three research instruments were used. They are the students Occupational Clusters Preference Scale (OCPS), Peer Pressure Assessment Scale (PPAS) and the Parental Influence Assessment Inventory (PIA). The population of the study comprises students in senior secondary school two. Results showed that there was no significant relationship between parental and peer group influence on career choice in humanities among secondary school students. It is recommended that counselors should work directly with parents and peers, especially as regards career development with a view to enhancing the
positive aspects; this may eventually improve the career development prospects of our future workers.

**Clutter (2010)** An exploration of parent’s critical role in their children’s career choices and aspirations was the primary focus of this paper. This includes a brief history of past career counseling techniques, which began in its formative year by assessing the client’s personality to determine proper occupational fit. It has now progressed to the post modernist view that bases vocational interest and aspirations on constantly changing life roles. Previous research that examined parental influence on adolescent’s career choice as well as research on the effects of socio-economic status, gender and race was included. The paper concluded with how career counselors and parents may use the strength of parental influence upon young adults to provide effective career development techniques and create stronger partnership with the young adult’s primary stakeholders.

**Ma and Yeh (2010)** explore how individual and familial factors predict educational and career aspirations plans and vocational outcome expectations of urban, Chinese immigrant youths. Participants were 265 Chinese immigrant high school students in New York City. The results indicated that higher self-reported English language fluency and career related support from parents positively predicted career and educational aspirations and plans to go to college, lower English language fluency predicted plans to work immediately after high school, and perceptions of educational barriers predicted negative career expectations. Implications for future research and counseling in the career development of Asian immigrant youths are addressed.

**Mayhack and Kracke (2010)** conducted a study to examine teachers and parents joint impact on career choice readiness, known also as “teacher initiated parental influence in career choice”. Two hundred and thirty six students attending 7th, 8th and 9th grade of German lower track
schools reported the amount of parent and teacher support in vocational development, the parental influence in career choice initiated by their teachers and perceived career choice readiness. The results confirms that adolescents show stronger exploration activities, higher planning strategies and self-efficacy when they perceive high parent and teacher support as well as high parental involvement in their career choice at school.

_Palso and Drobit (2010)_[^42] conducted a pilot study the aim of which was to identify some variables from the family environment which have an impact on adolescent decision for a future career. The sample consists of 60 pupils from the final high school grades and the test portfolio used were the Parent Career Behavioural Checklist (Keller and Whistion 2008), EMBO Questionnaire (Perris et al, 1980); Adult Attachment Scale (Collins and Read 1990). The obtained results offer us an image of the variables which influence career decision making process and the way in which vocational counseling and the role of the counselor are perceived in school. Choosing a career represents a very important decision for a person’s professional trajectory. Due to the fact that the decision making process starts quite early, the child’s decision are modeled by family influences. Parents who are affectionate, tolerant, stimulative and performance-oriented get more involved in the children’s vocational development.

_Jamabo (2014)_[^43] conducted a study aimed at determining the influence of parental socio-economic variables on adolescent’s vocational aspiration. A stratified random sampling was used to select four schools from Port Harcourt Metropolis, Nigeria and a sample of two hundred students (100 males, 100 females). The findings revealed that parental socio-economic status has strong influence on adolescents vocational aspiration. Adolescents vocational aspiration is not necessarily influenced by their parental level of education. Adolescents are well disposed to their parents vocation. Recommendations given includes admonishing parents not to
project their aspirations / ambitions on their children, the role of guidance
counselors in assisting a child realize his / her potential should not be
underestimated, children should be allowed free rein in pursuing careers of
their choice.

**Peciulyte and Ustinaviciute (2014)** conducted a study to
investigate the relationship between parent involvement during career
decision making and student’s career decision self-efficacy. The study
sought to find the relationship between three parental involvement facets-
support, interference, lack of engagement and student’s career decision self-
efficacy. 205 students of 11-12 grades from Vilinius ad Trakai Secondary
Schools participated in the main research (mean age =17, S.D. = 0.8). The
results indicated that parental support and interference were positively
related to career decisions self efficacy while lack of engagement was
negatively associated with career decisions’ self-efficacy. As well as this, it
was found that students, who have made their final career choice, scored
higher on Career Decision Self-efficacy. There were no gender differences
between parental support and interference; however it was found that boys
tend to receive less parental involvement in their career decision making
compared to girls.

### 2.01.3. Parental aspirations / Parental involvement for their children’s
educational attainment:

The influence of parents on their children’s education cannot be
overlooked. Several studies have investigated parental aspirations and its
influence on their children’s educational attainment. Most parents had
aspirations for their children’s education and were involved in it. How
parental aspirations and involvement influenced their children’s educational
achievement were a subject of research as seen in the following studies.

**Castambis and Garland (1997)** analyses data from the parent
component of the National Educational Longitudinal Study of 1988 to
investigate changes in family educational involvement between student’s 8th and 12th grades. Findings shows that the patterns of parental involvement in adolescent’s education change between the two grades. During high school, parents become less involved with monitoring student’s individual behaviours and more concerned with their learning opportunities at school. By student’s 8th grade nearly all parents had post secondary expectations, but few had taken specific actions to secure funds for college. During adolescents senior year in high school most parents report frequent discussions with them. Concerning post secondary schools a high proportion of 12th grades parents expect to finance their child’s further education through scholarships and grants, but fewer had applied for such programmes before students high school graduation.

Hernandez (2008) examined the relationship of parental involvement and parents educational aspirations of their children and school academic achievement, among a sample of Nightingale Middle School. A correlational study utilizing purposive sampling was conducted. The sample included 135 Hispanic parents who had a child in middle school. A 31 item instrument that included closed and open ended questions and Likert scale measures was developed by the researcher to measure demographic characteristics, parent involvement, parents educational aspirations of their children and student academic achievement. The findings suggested that parents were involved with their children’s education in various ways. Parents in this study had high levels of educational aspirations (behaviours and beliefs) of their children. This study found a significant positive relationship between parental involvement and student academic achievement. However, the study did not find a relationship between parents educational aspirations of their children and student academic achievement. The study also found that as parental involvement increased so did parent’s educational aspirations (behaviours and beliefs) of their children.
Spera et al (2009) examined parental aspirations for their children’s educational attainment in relation to ethnicity (African American, Asian, Caucasian, Hispanic), parental education, children’s academic performance and parental perceptions of the quality and climate of their children’s school with a sample of 13,577 middle and high school parents. All parents had relatively high educational aspirations for their children, and within each ethnic subgroup, parental education and children’s academic performance were significantly and positively related to parental aspirations. However, moderating effects were found such that Caucasian parents with lower levels of education had significantly lower educational aspirations for their children than did parents of other ethnicities with similar low levels of education. Although the strength of the relationship between parental perceptions of school-related factors and parental aspirations for their children’s educational attainment was not strong, it was most predictive of non-Caucasian parental aspiration for their children.

Fan and others (2010) examined whether various dimensions of parental involvement predicted 10th grade student’s motivation (engagement, self-efficacy towards Maths and English, intrinsic motivation towards Maths and English) using data from the Educational Longitudinal study of 2002 (ELS2002). Results showed that both parent’s educational aspiration for their children and school-initiated contact with parent’s on various school issues had strong positive effects on all five motivational outcomes. On the contrary, parent-school contact concerning student’s school problems was negatively related to all five motivational outcomes investigated in the study. Additionally parental advising positively predicted student’s academic self-efficacy in English as well as intrinsic motivation towards English and family rules for watching television were positively linked to student’s engagement and intrinsic motivation towards both English and Maths.
Jacob (2010)\textsuperscript{49} in her study explored parental aspirations and expectations for their children’s educational attainment, in addition to examining parent-reported knowledge and understanding of college readiness and preparation. This study consisted of 598 parents of students in 8\textsuperscript{th}-10\textsuperscript{th} grade from five schools in the Mid West. Parents were administered the Scale of Educational Aspirations and Expectations for Adolescents (SEAEA), and were also asked to answer several questions related to their college knowledge. Results revealed a gap between what parents aspire and expect for their children’s educational attainment and the knowledge of what it will take for that dream to become a reality. Merits and limitations, implications for research and practice, and directions for future research are discussed.

Snyder and Lindsay (2010)\textsuperscript{50} in their study compared parental home and school based involvement practices and educational aspirations in a large (n=6085), nationally representative sample of Latino (n=1,313) and non-latino white (n=4,772) students. Findings indicate that Latino parents had higher educational aspirations for their children but were less involved at home and school than non-Latino white parents. Multiple hierarchical regression analysis showed that socio-economic status and parental aspirations, respectively were the most significant predictor of achievement among Latino and non-Latino white students ever when controlling for SES. While higher levels of school-based and lower levels of home-based educational involvement significantly predicted achievement among non-Latino white students, educational participation was not predictive of achievement among Latino students. Findings suggest that educators should harness, Latino parent’s high aspirations for their children by making greater efforts to communicate and engage them in their native language.

Hayes (2011)\textsuperscript{51} examined predictors of parental home and school involvement for high school adolescents within two groups of urban African
American parents from various socio-economic levels. Home involvement was defined as parent-adolescent communication about school and learning while school involvement was defined in terms of parent-attendance and participation in school events. Parental demographic variables, educational aspirations for their adolescents, and perceptions of teacher support were examined to determine how they predicted home and school involvement. In the first group, comprised of generally lower socio-economic parents, educational aspirations predicted home involvement while educational aspirations, parent education and perceived teacher support predicted school involvement. For the second group, composed of generally higher socio-economic parents educational aspirations and perceived teacher support predicted home involvement. Surprisingly, none of the context variables significantly predicted school involvement in African, American parents from higher socio-economic levels.

2.02. STUDIES DONE AT THE NATIONAL LEVEL:

Studies done in India investigated the influence of parents on various parental variables in their children’s career choice. There were several studies based on the career preferences of students also.

Sharma and Jaswal (2001) undertook a study to investigate the relationship of Academic Stress with parental aspiration and parental attitude. Differences among boys and girls in science and humanities stream were studied with regard to academic stress and aspirations and attitudes of the parents of the adolescents. The sample of the study comprised of 120 students of both the sexes studying in twelfth grade in four selected senior secondary schools of Ludhiana city. The results revealed that science and humanities students do not differ significantly as far as academic stress is concerned. Parental aspirations were found to be similar for all adolescents irrespective of their stream of study or gender whereas parental attitude was
found to be more positive towards the education of boys studying science as compared to girls.

**Immanuel and Kenneth (2011)**\(^{53}\) in their study analyses the influence of certain factors such as the ordinal position, socio-economic status and the urban and rural area as factors affecting the adolescent’s choice in career. Stratified Random Sampling Method was adopted for selecting the sample. The results indicate that there is no difference in career choice between the first-born and the second-born adolescents. It also shows that there is significant difference in the career choice among the lower income and middle income group adolescents. There also exists observable difference in career choice among adolescents from rural and urban areas and also significant difference in career choice among adolescents from middle and higher secondary schools.

**Janetius, Mini and Chellathurai (2011)**\(^{54}\) conducted a study in selected places in Kerala and Tamil Nadu using both case study and survey methods to highlight the current Indian scenario of student’s selection of academic discipline and career path. Derived from the study results, the authors propose a Satellite Model of School-based Career Development Program for schools. The study identified engineering and medicine related courses as the two major preferences by majority of the students and their parents. The study highlights the need for career guidance in the school level for students as well as parents.

**Bakshi, Gandhi, Shah and Maru (2012)**\(^{55}\) carried out a study the aim of which was to survey (i) the career choices and career shifts of youth in Mumbai, (ii) youth perceptions of influences on their career choice and (iii) their satisfaction with career choice. Gender differences were examined in relation to each aspect of the aim. Sixty-five youth, male and female, 18-28 years old, from middle and higher income families participated in this mixed methods survey. Career choices of youth were largely class-specific and
gender-specific. Youth ratings for importance of influence on career choice was highest for self, followed by mother, father and teachers.

Shakya and Singh (2013) conducted a study in Kanpur City on 300 adolescents (137 boys and 163 girls) randomly selected from 6 degree colleges to assess their career preferences (science and technology, commerce and management, tourism and hospitality, mass media and journalism, art and designing, medical, agriculture, defence, law and order and education) using standard career test. Data revealed that adolescents were in age group between 16-19 years and in the sample 45.33% were male and remaining 54.33% were female. Higher number of respondents belonged to business (23.66%) and service class (24.00%) families while lowest number of adolescents belonged to families working in factories (16.33%). Data on career preference revealed that education and science and technology were the most preferred career of adolescents and agriculture as least preferred career. Girls preferred medical, mass media and journalism and art and designing than boys while the latter had more preference to science and technology and commerce and management than the former. Over time, preference of adolescents changed more for art and design, science and technology and medical in one month to six months. It is evident from the results that science and technology and education are the most preferred careers while agriculture and defense are the least preferred careers among adolescents. Preference of adolescents for career also changes with time.

According to Bishnoi and Kumar (2014) career maturity is very important in adolescents and therefore, it was considered relevant to study this aspect namely career maturity among adolescent. In their paper an attempt has been made to study the career maturity in relation to the level of aspiration in adolescents.
Lal (2014) conducted a study the aim of which was to study the career maturity in relation to level of aspiration in adolescents from selected senior secondary schools of Rohtak. The sample of the study consisted of 120 students selected through Stratified Random Sampling technique from both rural and urban areas. The tools used in the investigation were the “Vocational Attitude Maturity Scale” by Manju Mehta and “Level of Aspiration Measure” by Mahesh Bhargava and M.A. Shah. The analysis revealed that more of the female adolescents fall in the category of high level vocational maturity whereas more of the male adolescents fall in the average and low level of vocational maturity.

Rani (2014) in her study highlights the key role parenting style plays in career development of adolescents. The three types of parenting styles i.e. Authoritative parenting style, Authoritarian parenting style and Permissive Parenting Style each have their far reaching implications on the career development of their child. It is important to remember that career development is a life long process and factors that affect those early decisions, continue to have an influence through the entire life of the child. With a little planning and effort parents can acknowledge the immense influence they can have on their child’s future.

Ancey and Victor (2015) in their paper highlights that in today’s society career is a sign of status and thus it becomes important for each individual to reach the zenith of success in life. In order to reach success it is important that each individual choose an appropriate career according to their best ability. Factors like parents, guardians, teachers and society play an important role in the choice of career for students. This study aims to find out the factors which influence students in choosing a career in Kodaikanal town.
2.03. RESUME:

The choice of a career is an important aspect of development of an adolescent. Studies’ findings regarding factors considered by the adolescents while making career choices are varied. According to some researchers females were found to mature earlier than their male counterparts in their career choices (Patton, 2003, Lal 2014). Some studies findings also indicate that females tended to avoid science related careers and were also more concerned about balancing work and family while choosing a career. (Miller et al, 2002; Heckert et al 2002; Frome et al, 2006; Shakya and Singh, 2013). Few studies have highlighted the important role of career self-efficacy in the career decision making process (Rogers, Creed and Glendon, 2008; Tang, Pan and Newmeyer, 2008). Career choices also varied according to location. (Immanuel and Kenneth, 2011). While some researchers agree that parents are the most influential figures in the career choice of adolescents (Kniveton, 2004; Ferry, 2006; Rathge, Mullis and Mullis, 2009) some attributed the influence of the family to an adolescent’s career choice (Salami, 2006; Shumba and Naong, 2012). Novakovic and Foud, 2012 have found that although parental influence was not directly significant in their study on career choices they do influence adolescents career development through other variables such as self-efficacy.

Studies’ findings regarding parental influence on their children’s career choice have been mixed. Although most researchers agree that parents do influence their children’s career choice, the manner in which they influence vary among studies. Some parents believed that laying the groundwork through family values and ethics, for their childrens’ career was more beneficial for their offspring. (Young, 1993, Jungen, 2008). Family influences were also highlighted in several studies (Lankard, 1995; Taylor, 2002; Bergen, 2006) in their own distinctive manner. Several studies highlighted the influences of a number of parental variables on their

Studies findings regarding parental / aspiration / involvement for their children’s educational attainment shows that parents were involved with their children’s education differently. Some parents had increasing involvement as their child reached high school (Castambis and Garland, 1997). Some had shown involvement in relation to academic achievement (Hernandez, 2008). The latter researcher also agreed that parents in his study had high levels of educational aspirations. Parents aspirations for their children’s educational attainment were also related to ethnicity (Spera, et al 2009). From a review of the studies presented above it can be concluded that there was almost an unanimous agreement among the researchers that parents did have an important influence on their children’s educational and career aspirations. Hence, this gives ample scope to the researcher to pursue research in this important area. It has also been seen that studies regarding the influence of parental aspiration in the career choices of adolescents in the North-East India particularly in Assam are limited.

Hence, the purpose of this study was to examine the influence of parental aspirations in the career choices of adolescents with particular reference to Kamrup (Metro) district of Assam. The following chapter addresses the methodology used to conduct the study.
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